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Georgetown  
Preparatory  
School  
Academic  
Catalogue  
2019-2020



Mission Statement:

*Georgetown Prep is a Catholic, Jesuit, day and boarding school whose mission is to form men of competence, conscience, courage, and compassion; men of faith; men for others.*

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# Profile of a Graduate at Graduation

The Profile of a Georgetown Prep Graduate is a model and framework for each student to consider, aspire to, and reflect upon. The concept of the "Graduate at Graduation" is unique to the Jesuit mission of education and is embraced by the entire network of Jesuit schools in the United States. It was first developed in 1980 by the Jesuit Secondary Education Association.

The characteristics of the Profile describe the graduate from various perspectives. Jesuit education, however, is, has been, and always will be focused on the education of the whole person: mind, spirit, and body. Jesuit education accomplishes this through *cura personalis* (personalized care and concern for the individual) and through a holistic curriculum. We aim to form life-long learners imbued with an Ignatian approach to living shaped by the knowledge, understanding, and use of the interplay of experience, reflection, and action (the dynamic at the heart of the Spiritual Exercises). Jesuit education also aims to graduate students who possess the desire and the personal resources to be men and women for and with others. Thus, the Profile always needs to be viewed within the context of the mission of Jesuit education and not merely as a list of achievable outcomes for the Jesuit high school graduate.

## Open to Growth

The Georgetown Prep student at the time of graduation has matured as a person — emotionally, intellectually, physically, socially, religiously — to a level that reflects some intentional responsibility for his own growth. The graduate is beginning to reach out in his development, seeking opportunities to stretch his mind, imagination, feelings, and religious consciousness.

## Intellectually Competent

By graduation the Georgetown Prep student will exhibit a mastery of those academic requirements for advanced forms of education. While these requirements are broken down into departmental subject matter areas, the student will have developed many intellectual skills and understandings that cut across and go beyond academic requirements for college entrance. The student is also developing habits of intellectual inquiry, as well as a disposition towards life-long learning. The student is beginning to see the need for intellectual integrity in his personal quest for religious truth and in his response to issues of social justice.

## Religious

By graduation the Georgetown Prep student will have a basic knowledge of the major doctrines and practices of the Catholic Church. Having been introduced to Ignatian spirituality, the graduate will also have examined his own religious feelings and

beliefs with a view to choosing a fundamental orientation toward God and establishing a relationship with a religious tradition and/or community. What is said here, respectful of the conscience and religious background of the individual, also applies to the non-Catholic graduate of a Jesuit high school. The level of theological understanding of the Jesuit high school graduate will naturally be limited by the student's level of religious and human development.

## Loving

By graduation the Georgetown Prep student is continuing to form his own identity. He is moving beyond self-interest or self-centeredness in close relationships. The graduate is beginning to be able to risk some deeper levels of relationship in which he can disclose self, accept the mystery of another person, and cherish that person. Nonetheless, the graduate's attempt at loving, while clearly beyond childhood, may not yet reflect the confidence and freedom of an adult.

## Committed to Doing Justice

The Georgetown Prep student at graduation has acquired considerable knowledge of the many needs of local, national, and global communities and is preparing for the day when he will take a place in these communities as a competent, concerned and responsible member. The graduate has been inspired to develop the awareness and skills necessary to live in a global society as a man for and with others. Although this commitment to doing justice will come to fruition in mature adulthood, some predispositions will have begun to manifest themselves.



*Seal of the Society of Jesus*

# Diploma Requirements

## Minimum Requirements of Graduation:

### Academic Courses

English:	4 years	Latin:	2 years
Religion:	4 years	Modern Language:	2 years
Mathematics:	4 years	Art:	1 semester
Social Studies:	3.5 years	Music:	1 semester
Lab Science:	2 years		

### Physical Education

1 athletic season per academic year in the 9<sup>th</sup> and 10<sup>th</sup> grade

### Christian Service

Freshmen:	Small group service and class-wide day of service
Sophomores:	20 hours of approved service
Juniors:	20 hours of approved service
Seniors:	50 hours to be completed during the summer between junior and senior years

# Academic Regulations

Georgetown Prep follows a semester system; each term consists of two marking periods and an examination. Classes meet Monday through Friday and follow a seven-day testing cycle [A, B, C, D, E, F, G, A, B, etc..].

## Grading

Teachers submit grades for students each marking period. Any grade over 90 indicates a degree of superior performance. 70 is the passing grade. Letter grade equivalents are A: 90-100, B: 82-89, C: 75-81; D: 70-74, F: below 70. There is no grade weighting for honors or AP classes. The Headmaster and Academic Dean review the records of students who may be in serious academic danger each marking period and may mandate remedial procedures or place a student on academic probation.

Marking period grades count 75% and the examination 25% in the computation of the semester average for each course for all sophomore, junior, and senior courses. Freshman courses count the exams as 15% of the semester grade, with the marking periods counting as 85%.

Teachers may choose to exempt students from final examinations only in the second semester and at their discretion if the student's grade in both the 3rd and 4th marking period is 90 or above.

## Honors

Honors are given each marking period for superior performance. Students with grades of 86 and above in all subjects and an overall average of 90 or above have earned First Honors. Students with grades of 90 and above in all subjects are placed on the Dean's List.

## National Honor Society

The St. Edmund Campion Chapter of the National Honor Society was founded in 1978 in honor of the 16th century martyr who put his exceptional literary talents to work in defense of Church doctrine. To be eligible for membership, a student must excel in scholarship — maintain an A average while taking a rigorous and challenging course load; service — help those in need both in school and out of school; leadership — influence for the better through participation in a variety of activities; and character — demonstration of high morals, both in academic work and service to others. Students in the National Honor Society at Prep must be willing to volunteer their time as tutors to other Prep students.

## Test Days

Every subject is assigned one day of testing each cycle. A student who has more than two full-period tests on the same day may arrange an alternate date with the teachers involved. Students should make such arrangements at least the day before the tests. When a student is absent on a test day, he should make arrangements on the day he returns for a convenient date and time for the teacher to provide a make-up

test. Absence does not excuse a student from his academic obligations.

## Failure

If a student fails one course, he is required to compensate for this by taking a course in an approved summer school program before his return to Prep, or he may be required to withdraw at the complete discretion of the Headmaster. A student required to make up credit in an approved summer school course must earn a grade of a "C" or above. If a student fails two courses, the decision for his return is at the discretion of the Headmaster. A student who fails three or more subjects may not return the following year. A senior who fails a course for the year must make up the course before he receives his diploma.

## College Days

The school has identified several days during the school year which are intended for seniors to use as college visitation days. A student will be excused for a college visit on other school days, but such absences count toward the total allowed per semester. Two school days in advance of his visit, the student must notify the Director of College Counseling as to which schools he intends to visit and when; obtain a college visitation form from the College Counseling office; and ask to be excused by his teachers. The completed form must be submitted to the Dean of Student's office two school days prior to his departure from campus. Students are responsible for any class work missed and must take any regularly scheduled tests on the day of return.

## College Representatives

During the course of the academic year, Georgetown Prep hosts many college representatives so that students may make more informed decisions about colleges. Students may attend as many meetings as they like during free periods but are urged to limit the number of in-class meetings. It is the student's responsibility to ask his teacher's permission to be excused from class before meeting with a college representative. Normally, students are not excused from classes that are giving tests. Students are accountable for all class work and assignments missed in any class from which they were excused. No later than the day before the college representative visit, the student must sign up in the College Counseling Office. If a student fails to sign-in or ask permission from his teacher in advance, he will be given an unexcused absence.

## Student Records (Grade Reports)

By enrolling a student at Georgetown Preparatory School, a parent having legal custody of the student (managing conservator) consents to the release of records to the other parent (possessory conservator), unless the parent having custody notifies the school in writing as to the legal basis for any withholding of records from the other parent, and provides the school with a copy of all relevant court orders.

## **Academic Honesty**

Prep expects students to act with integrity in all that they do. Students must avoid even the appearance of dishonesty in their academic work. The following are examples of academic dishonesty:

- *Cheating* — including copying of another’s work, copying or receiving unauthorized help from another on any assignment, project or test, copying or obtaining answers from the Internet or any electronic source, including phones or calculators.
- *Fabrication* — inventing or falsifying information, including data for lab reports that a student himself did not complete or making references not used in a research paper.
- *Facilitating* — discussing the content or format of any assessment (quiz, test, exam) with a classmate who has not yet completed the particular assessment, giving or receiving answers during a test using unauthorized sources of information including, but not limited to, calculators, cheat sheets, writing on shoes, apparel or body, or leaving a classroom during a testing situation to gain answers or provide them to others.
- *Plagiarism* — the intentional or unintentional taking of the writings or ideas of another and presenting them as one’s own is not permitted. This includes, among other things, copying someone else’s work, turning in another student’s work without that student’s knowledge, summarizing without acknowledging a source, representation of work taken from Internet paper “services” as one’s own, copying materials from a source text, or supplying proper documentation while leaving out the quotation marks.
- *Abuse of Academic Materials* — harming, appropriating, or disabling academic resources so that others may not use them. This includes cutting tables, pictures and illustrations from library books, stealing books and articles, deleting or damaging computer files intended for others’ use.
- *Electronic Dishonesty* — using the school network and Internet inappropriately in a way that affects other students’ safety and respect. Examples include logging in to someone else’s account, allowing non-authorized users to use your account, breaking into someone else’s files, sending harassing or lewd emails to another student.
- *Unauthorized Use of Calculators* —using a calculator in a manner not approved by the subject teacher.
- *Use of Study Guides* — the unauthorized use of Cliff, Monarch, Sparks, or other “notes” is not permitted.

## **First Infraction**

A teacher who has identified an instance of academic dishonesty or who suspects the presence of dishonesty will document the event and inform the Academic Dean.

The student will receive a zero for the test, quiz, paper, lab, or assignment.

The parents of the student will be notified by phone or through an in-person meeting. A report of each infraction will be kept on file in the Academic Dean’s office.

## **Second Infraction**

A student identified or suspected in an instance of academic dishonesty for the second time in a school year will be reported to both the Academic Dean and to the Dean of Students.

As with the first infraction, the student will receive a zero on the assignment or assessment in question. The student’s parents will be informed and must come for a meeting with the student, Dean of Students, and Academic Dean.

The student may be suspended for a second infraction. In addition, a report of the incident will be filed in the student’s personal record. The Dean of Students may choose to expunge this report from the record if the student incurs no further academic dishonesty infractions.

## **Third Infraction**

Any student identified or suspected in an instance of academic dishonesty for the third time in a school year may be subject to further disciplinary action, up to and including dismissal from the school.

## **Academic Probation**

A student who has extremely low grades, fails one course, or whose semester average is below 75 will be placed on academic probation for the next semester by the Academic Dean. Any student who fails a course for the academic year, and is permitted to return to Prep will automatically be placed on academic probation for the first semester of the following year. If a student on academic probation fails one course for the year, he may be required to withdraw at the Headmaster’s discretion. The Academic Dean will set minimum acceptable standards for each student on academic probation.

A student who is on academic probation may not run for a student government office until the probation has been lifted. A student who has failed three or more subjects during the first quarter of the school year may be asked to withdraw at the end of the semester if he has not shown significant improvement.

### **Psychoeducational Testing**

Georgetown Preparatory School will consider reasonable accommodations to aid students with professionally documented learning differences. Upon enrollment, the school requires documentation of an up-to-date evaluation (within the past two years) from a qualified professional containing the following information:

- the specific disability, as diagnosed;
- complete educational, developmental, and relevant medical history;
- a description of the tests or techniques (WISC-III, WJ-R, WRAML, etc.) that were used to arrive at the diagnosis, including date(s) of the evaluation, appropriate test results, and a description of the functional limitations resulting from the disability;
- the professional credentials of the evaluator, including information about license or certification and area of specialization;
- a description of the specific accommodations requested, and of why the disability qualifies the student for such accommodations.

\*It is important to note that a doctor's diagnosis of ADD/ADHD does not in and of itself meet the criteria for a student to receive accommodations.

Accommodations at Prep may include extended time (50%) on quizzes, tests, and exams; a free period for work with a tutor; one exam per day during semester exams and/or use of a computer in class and for essay responses on tests and exams.

For information on accommodations for students on any standardized test administered by Educational Testing Service, please refer to their website available at [www.collegeboard.org](http://www.collegeboard.org). Also, refer to [www.act.org](http://www.act.org) for ACT accommodations. Please consult with the Prep's Director of Counseling Service, Ms. Karen Napolitano, concerning these guidelines.

## Course Registration Information

Students must carefully consider the course load which they would like to take during the course registration process. With the help of counselors and advisors, a student should be sure to sign up for a manageable schedule. Creation of Georgetown Prep's schedule is a multi-month and multi-layered process. Decisions about staffing, class size, and class locations are based on the choices submitted by students in the Spring. As such, these student course decisions should be considered final and binding.

**Each student must complete a Google Form registration. In addition, each student must submit individual applications for each Honors and/or Advanced Placement course to which he is applying.** All necessary forms can be found on the Georgetown Prep website, under the heading "2019-20 Course Registration" within the Academics tab. Honors/AP Applications can be submitted through the website or the Veracross Student Portal.

Student schedules are mailed home in late July. A student may request to drop an elective course over the summer before the first day of school by contacting the Academic Dean through email.

Once the school year begins, there will be a three-cycle Add/Drop period. During the first three academic cycles of the year (21 school days), a student may choose to withdraw from an elective course. In order to do so, the student must complete a withdrawal form; this form requires the approval of the student's teacher, of the student's College Counselor, and of the Academic Dean. The student must have a legitimate reason for choosing to withdraw. A decision to drop a class should not be taken lightly, and as such the choice to enroll in a class should not be taken lightly during registration. Withdrawals or changes based on class period or based on teacher preference will not be entertained. During this three-cycle period, changes may also be made to the level of a class – i.e. moving from an Honors level to a Regular. This move, too, must come with the approval of the teacher, College Counselor, and Academic Dean. A student should not sign up for an Honors or Advanced Placement class if he doesn't feel that he can complete it. Additionally, consideration should be given to *overall rigor* of a student's schedule.

After the three-cycle period, students may no longer withdraw from an elective class. Only in extreme cases – e.g. situations of medical distress – will a student be allowed to withdraw after this point.

After the three-cycle period, students should consider their enrollment in an Honors or AP class set. However, should there be an academic need to adjust a student's level, that will be addressed at the close of the first quarter. Students may not move classes in the time between the three-cycle Add/Drop period and the close of the first quarter. The decision to move a student's class is at the discretion of the Academic Dean after the add/drop period has ended.

Should a student drop a class in the first two weeks, there will be no record of the withdrawal on his transcript or report card. Should a student change level in the first two weeks, his grade will begin with the material and assessments in the new class. Should a student remain in a class for the first quarter before changing level, he will receive a "NG" (No Grade) grade as a placeholder on his report card. At the end of the year, his first quarter grade will be changed to the average of the second, third, and fourth marking periods, and his first semester average will be calculated accordingly.

# Information for Rising Seniors

## Designing Your Course of Study

The following information is intended to help students and their families understand the major decisions facing rising seniors as they prepare to enter into their final year as a student at Georgetown Prep.

**English:** Rising seniors who are not in the ESL program are required to apply for either *AP English Literature and Composition* or select two semester-long English IV electives. ESL students who are enrolled in *English II* as juniors are expected to enroll in *English III* or apply for *AP English Language and Composition* for their senior year. ESL students who are enrolled in *English I* as juniors are expected to enroll in *English II* in their senior year. Descriptions of all English courses and more information about the AP application process are available for your reference beginning on page 16 of this catalogue.

**Mathematics:** Placement in senior math courses is determined by the Math department. Descriptions of all Math courses are available for your reference beginning on page 23 of this catalogue.

**Religious Studies:** All rising seniors are required to enroll in *Religion IV: World Religions* and *Religion IV: Christian Spirituality for the 21<sup>st</sup> Century* in their senior year. Seniors will have the opportunity to apply for the *Ignatian Seminar*, which can be taken in place of *Religion IV: Christian Spirituality* in the spring. Descriptions of all Religious Studies courses are available for your reference beginning on page 30 of this catalogue.

**Social Studies:** Rising seniors are required to enroll in a senior social studies elective. Additional information on these course options is available for your reference beginning on page 35 of this guide.

**Electives:** Seniors must enroll in at least six courses (two additional electives) but may choose to enroll in seven courses (three additional electives.) Rising seniors should review the graduation requirements that are outlined on page 3 of this catalogue and consider what studies they may pursue in college before finalizing their course selections. Students are strongly encouraged to challenge themselves with the most rigorous course of study in which they can succeed.

### Registration Process:

After consulting this catalogue and discussing their options with their college counselor and parents, students should complete the *Senior Worksheet for Course Registration* Google Form document from the school's website. A separate application form for all AP and Honors courses is available online, as is an English course preference form for English IV. These additional forms must be completed and submitted along with the *Senior Worksheet for Course Registration* for each AP or Honors Course in which a student would like to enroll.

Forms must be completed and submitted online by Friday, March 8, 2019.

# Information for Rising Juniors

## Designing Your Course of Study

The following information is intended to help Prep students and their families understand the major decisions facing rising junior students as well as their implications for future study.

**Classical Language:** Rising juniors who studied *Latin I* in their sophomore year must enroll in *Latin II* as a junior. Rising juniors who studied *Latin II* in their sophomore year may elect to enroll in *Latin III* in their junior year. If a student is interested in advancing from *Latin II* in sophomore year to AP *Latin IV* in junior year or from *Latin I* in sophomore year to *Latin III* in junior year he may apply for one of the *Intensive Latin Summer Options*. These are 5-week courses taken at Georgetown Prep in the summer. Applications for the *Intensive Summer Options* are available from all teachers of Latin. Descriptions of all Classical Language courses are available for your reference beginning on page 13 of this catalogue.

**English:** Rising juniors who are not in the ESL program are required to enroll in either *English III: Mythos of Literature* or apply for *AP English Language and Composition*. ESL students who are enrolled in *English I* as sophomores are expected to enroll in *English II* in their junior year. ESL students who are enrolled in *ESL III* as sophomores are expected to enroll in *English I* in their junior year. Descriptions of all English courses and more information about the AP application process are available for your reference beginning on page 16 of this catalogue.

**Mathematics:** Placement in junior math courses is determined by the Math department. Descriptions of all Math courses are available for your reference beginning on page 23 of this catalogue.

**Modern Language:** Students must complete at least two years of a modern language before graduating from Georgetown Prep. Students who began studying a modern language as a sophomore must enroll in a second year of that language as a junior. Students who began studying a modern language as a freshman may elect to continue to an upper level modern language course as a junior. A full description of all Modern Language classes is available for your reference beginning on page 26.

**Religious Studies:** All rising juniors are required to enroll in *Religion III: Christian Ethics, Personal and Social: The Virtuous Man in the Public Arena*. Descriptions of all Religious Studies courses are available for your reference beginning on page 30 of this catalogue.

**Science:** Rising juniors who have completed *Chemistry* should consider enrolling in either *Physics, Physics Honors*, or an AP science course. Note that an application is necessary for honors or AP courses and final placement is determined by the science department. Descriptions of all Science courses are available for your reference beginning on page 31 of this catalogue.

**Social Studies:** Rising juniors should enroll in either *United States History* or apply for *AP United States History*. Additional information on these courses and this choice is available for your reference beginning on pages 35 and 36 of this guide.

**Elective:** All students are required to enroll in at least six courses. Rising juniors may elect to take a 7<sup>th</sup> course.

### Registration Process:

After consulting this catalogue and discussing their options with their advisor and parents, students should complete the *Junior Worksheet for Course Registration* Google Form document from the school's website. A separate application form for all AP and Honors courses is available online as well. These additional forms must be completed and submitted along with the *Junior Worksheet for Course Registration* for each AP or Honors Course in which a student would like to enroll.

Forms must be completed and submitted online by Friday, March 8, 2019.

# Information for Rising Sophomores

## Designing Your Course of Study

The following information is intended to help Prep students and their families understand the major decisions facing rising sophomore students as well as their implications for future study.

**Classical Language:** Rising sophomores who studied *Latin I* in their freshman year should enroll in *Latin II* in their sophomore year. If a student is interested in advancing from *Latin I* in freshman year to *Latin III* in sophomore year, he may apply for the *Latin II Intensive Summer Option*. This is a 5-week course taken at Georgetown Prep in the summer between a student's freshman and sophomore year. Applications for the *Latin II Intensive Summer Option* are available from all teachers of Latin. Descriptions of all Classical Language courses are available for your reference beginning on page 13 of this catalogue.

Rising sophomores who studied a modern language in their freshman year should enroll in *Latin I* in their sophomore year.

**English:** All rising sophomores are required to enroll in *English II: American Literature* unless they are currently enrolled in the ESL Program. ESL students who are enrolled in *ESL II* as freshmen are expected to enroll in *ESL III* for sophomore year. ESL students who are enrolled in *ESL III* as freshmen are expected to enroll in *English I* in their sophomore year. Descriptions of all English courses are available for your reference beginning on page 16 of this catalogue.

**Fine Arts:** Students who enroll in Global History may apply for a one-semester *Sophomore Art* class in the semester opposite Global History. Descriptions of all Fine Arts courses are available for your reference beginning on page 20 of this catalogue.

**Mathematics:** Placement in sophomore math courses is determined by the Math department. Descriptions of all Math courses are available for your reference beginning on page 23 of this catalogue.

**Modern Language:** Rising sophomores who studied *Latin I* in their freshman year should choose and enroll in a modern language as a sophomore. The members of the Modern Language department have put together information to help students and the families make this choice. It is provided on page 26 of this catalogue. A full description of all Modern Language classes is available for your reference beginning on page 27.

**Religious Studies:** All rising sophomores are required to enroll in *Religion II: Christian Testament and The Church in History*. Descriptions of all Religious Studies courses are available for your reference beginning on page 30 of this catalogue.

**Science:** Rising sophomores who have completed *Biology* or *Honors Biology* should enroll in either *Chemistry* or *Honors Chemistry*. Note that an application is necessary for *Honors Chemistry* and final placement is determined by the Science department. The members of the Science department have put together a guide to this choice on page 34. Descriptions of all Science courses are available for your reference beginning on page 31 of this catalogue.

**Social Studies:** Rising sophomores should enroll in either *Global History* (a one-semester course) or *AP World History* (a year-long course). An application is required for *AP World History*. Additional information on these courses is available for your reference beginning on page 35.

### Registration Process:

After consulting this catalogue and discussing their options with their advisor and parents, students should complete the *Sophomore Worksheet for Course Registration* Google Form document from the school's website. A separate application form for all AP and Honors courses is available online as well. These additional forms must be completed and submitted along with the *Sophomore Worksheet for Course Registration* for each AP or Honors Course in which a student would like to enroll.

Forms must be completed and submitted online by Friday, March 8, 2019.

# Information for Incoming Freshmen

## Designing Your Course of Study

The following information is intended to help Prep students and their families understand the major decisions facing incoming freshmen students as well as their implications for future study.

**Classical Language:** Georgetown Prep proudly maintains a two-year Classical Language requirement. Most incoming freshmen choose to enroll in *Latin I* in their freshmen year. Descriptions of all Classical Language courses are available for your reference beginning on page 13 of this catalogue.

**English:** All incoming freshmen are required to enroll in *English I: Introduction to Composition & Literature* unless they are international speakers of English as a Second Language. ESL students must submit a Test of English as a Foreign Language (TOEFL) score as part of their application for admission. Their English course placement will depend upon that score. Descriptions of all English courses are available for your reference beginning on page 16 of this catalogue.

**Fine Arts:** Incoming freshmen are required to take a one semester Art course and a one semester Music course to fulfill Prep's graduation requirements. Students who audition for Prep Singers or any one of the musical ensembles and are accepted may forego the one semester Music course in exchange for year-long participation in the ensemble. Descriptions of all Fine Arts courses are available for your reference beginning on page 20 of this catalogue.

**Mathematics:** Placement in freshmen math courses is determined by the Math department. Any student wishing to enroll in a course other than *Algebra I* must complete a placement test at Georgetown Prep to determine his placement. Descriptions of all Math courses are available for your reference beginning on page 23 of this catalogue.

**Modern Language:** Incoming freshmen with an intensive background in Modern Language prior to arriving at Prep may choose to continue their study of that language. A student with prior language experience should take a placement test to confirm their placement. Most freshmen who enroll in a Modern Language have placed out of the Level I language course; if that is not the case, *Latin I* is suggested. A full description of all Modern Language classes is available for your reference beginning on page 26.

**Religious Studies:** All incoming freshmen are required to enroll in *Religion I: Ignatius Loyola, Hebrew Scriptures and the Christian Testament*. Descriptions of all Religious Studies courses are available for your reference beginning on page 30 of this catalogue.

**Science:** Incoming freshmen may choose to apply for *Honors Biology*. In order to be considered, an incoming student must sit for a placement test. Otherwise, freshmen are required to enroll in *Biology*. Descriptions of all Science courses are available for your reference beginning on page 31 of this catalogue.

**Social Studies:** Incoming freshmen are required to enroll in *Western Civilization*. Additional information on Social Studies courses is available for your reference beginning on page 35.

### Registration Process:

Incoming freshmen will be placed in classes based on requirements, placement test scores, and language preference.

# Course Offerings 2019-2020



# Classical Languages

Georgetown Prep upholds a proud tradition in the Classics; the department has faculty members prepared to offer a variety of courses in Latin. All students at Prep are required to take at least two years of Latin. Courses are usually completed during the student's first two years of study. Additional courses after Latin II are chosen as electives. Below lies a full description of all Classics courses available to Prep students.

## Why learn Latin?

*Learning Latin is learning language skills.*

Latin is the basis of the modern Romance languages, with influences in the Germanic languages as well. By learning Latin now, students learn the discipline and techniques necessary to acquire other languages in the future.

*Learning Latin is learning English.*

Latin translation forces the student to pay close attention to detail. While the process can be exacting, each student learns to pay close attention to the grammatical constructions and syntax within a sentence.

*Learning Latin is learning vocabulary.*

Over fifty percent of English words (and 90% of words of multiple syllables) are derived from Latin and therefore knowing a few Latin words cuts down on the effort required to learn new vocabulary.

*Learning Latin is learning to study.*

Learning Latin grammar takes a great deal of careful study and precision, and requires the student to learn how best to memorize and synthesize material.

*Learning Latin is learning to think.*

Translating a Latin sentence is a workout for your brain, similar to a crossword puzzle or an algebra problem. Thoughts must be organized and every option must be explored.

*Learning Latin is learning to appreciate literature.*

Some of the greatest writers and thinkers are from the classical Latin period – Virgil, Ovid, Cicero, Livy, Caesar, etc. – and the themes and ideas in their work have influenced writers throughout history. From Dante to Shakespeare to Joyce, classical literature has played a huge role over the course of western civilization.

*Learning Latin is both unique and traditional.*

Certainly, a traditional liberal arts education has always included the study of Latin. The Latin language is a tie that binds generation to generation. Yet at the same time, studying Latin is incredibly unique today. When college admissions counselors see a Latin student, they see a unique and intelligent individual, who stands out among a sea of Spanish and French students.

## Latin I

In this course, students learn the elementary stages of Latin grammar, vocabulary, and Roman culture, which include the acquisition of vocabulary, mastery of inflected forms, and understanding of grammatical structure.

Latin I at Georgetown Preparatory helps encapsulate the freshman experience by providing an introduction to one of the keystone languages of the modern world and the Jesuit educational experience. Students are exposed to adapted ancient texts discussing overarching themes and applications across the disciplines while experiencing the rigor and analytical demands of an ancient language. In addition, Latin assists students in building their English vocabulary and complements the grammatical English curriculum in the freshman year, while providing an excellent background for learning a Modern Foreign language. (1 credit)

SO, you finished Latin I. What's next?

### Take Latin II

- The logical next step would be to enroll in the second year of your Latin requirement.

### Take Latin II in the summer

- Did you like Latin I?
- Did you like translating? It does not matter if you were good at it or not. All that matters is whether you enjoyed it.
- Do you wish that you could finish studying grammar and focus on just translation?

## Latin II (Intensive Summer Option)

Georgetown Prep's Latin department offers an intensive, five-week Latin II summer course. This course covers all of the same material as the course during the school year, but at a faster and more dedicated pace. This class is perfect for sophomores in Latin I who find that they really enjoy the material, or freshman who want to speed up their progress through the departmental progression. It should be noted that Advanced Placement Latin is the fourth year course; any student who starts Latin as a sophomore can only reach the AP level by taking a summer course. Like Latin I, Latin II combines the study of grammar, vocabulary, and translation. The summer class allows the student to pull off the proverbial band-aid of grammar and vocabulary and move more quickly into high level material. By focusing on five weeks of rigorous study, the student can move directly into Latin III – a translation, culture, and history based course. This course does not complete the Latin requirement; every student must enroll in Latin III the following school year. (1 credit)

## Latin II

This course provides students with the grammar and inflection points that were not covered in Latin I, focusing on some of the more complex grammatical structures of the Latin language. Translation will be the main tool for synthesizing these new topics, and students will be routinely asked to translate both from Latin to English and from English to Latin. Students will be asked to translate individual sentences freed from a narrative context, and selections from Julius Caesar's *De Bello Gallico*. (1 credit)

SO, you finished Latin II. What's next?

### Take Latin III

- For any student interested in the ancient Roman world, and interested in translating higher-level Latin texts, Latin III is the perfect choice.
- Latin III is the pre-requisite to Latin IV, an Advanced Placement course.

### Take Latin III in the summer

- Did you like Latin II?
- Did you like translating? If you enjoyed translating, you are a great candidate for advancing in Latin.
- Do you want to jump right into AP Latin?

## Latin III (Intensive Summer Option)

Georgetown Prep's Latin department offers an intensive, five-week Latin III summer course. This course covers all of the same material as the course during the school year, but at a faster and more dedicated pace. This class is perfect for juniors who just completed Latin II, or for sophomores who would like to advance directly to the AP class as juniors. In addition, the Prep Latin department offers Latin V for those students who take AP as juniors and would like to take another year of Latin. (1 credit)

## Latin III

Latin III is the first elective offered in the Classical Languages department, coming after the required second year course. It is a full year survey of Latin literature, history, and culture in the first century B.C. This is one of the most finely preserved and closely studied periods of the Ancient Roman civilization, and produced many of the greatest literary heavyweights of the Latin language. In Latin 3, students will get the chance to read from the works of Cicero and Catullus, from Sallust to Livy and Lucan. In addition, the political and social culture - and the characters operating within it - will be examined in an effort to better understand the dynamics of this hugely influential era. (1 credit)

Why take Latin III?

### The Practical Reasons:

- Colleges consider year three of a language to be the year of fluency. Reaching the third year of a language shows your commitment and discipline as a student.
- Completing Latin III makes you eligible for Latin 4, which is an AP class and can earn you college credit.
- If you were successful in Latin I & II, and if you found any enjoyment translating in those classes, then Latin III would be perfect for you.

### The Real Reasons:

- The grammar from Latin 1 & 2 is over! In this course, you get to focus on translation in context of some of the greatest authors Western literature has ever known.
- This era is so well known and well documented for a reason: it is incredibly interesting! It's got everything you could possibly ask for - power, intrigue, betrayal, war, love, sex, glory, and politics galore. The echoes of our own time are undeniable.
- When else will you get a chance to so immerse yourself in the ancient world? Now is the time to follow your passion and take advantage of all of your academic options

## Advanced Placement Latin IV

Following the broader survey of Latin III, AP Latin IV focuses on the study of two authors in particular: Julius Caesar and his war commentaries, and Vergil's *Aeneid*. Using the College Board syllabus, we will read selections from both, discussing their works on their own and in concert with each other, and discussing their relationships to the broader political and social structures of their times. Caesar, writing prior to the fall of the Roman Republic, and Vergil, writing in the burgeoning new Roman empire, can shed a great deal of light on one of the world's greatest periods of political upheaval. In addition, both of these authors have had a huge influence on Western Literature, and in this class we get a chance to understand why. (1 credit)



S. P. Q. R.

Why take Advanced Placement Latin IV?

The Practical Reasons:

- It is an Advanced Placement class. These look good on your transcript, and can possibly earn you college credit.
- You have already taken three years of Latin at Prep. This class is the logical conclusion of your Latin career and a culmination of all that you have learned.
- This class has cross-disciplinary elements. You will learn to appreciate Latin literature as literature, and not simply as something to be translated.

The Real Reasons:

- If you liked Latin III, you will LOVE Latin IV! Vergil's *Aeneid* is one of the most intricately constructed poems in the Western canon, and has been hugely influential throughout the history of literature in English as well.
- Vergil was a poet at the top of his game, and the *Aeneid* is his masterpiece. You will learn a great deal about poetry, and about poetic style in both Latin and English.
- Caesar was a master storyteller, and his military commentaries remain interesting reads to this day. As an added bonus, after you have finished Vergil and the authors in Latin III, Caesar is pretty easy!

### **Latin V – Advanced Latin Literature**

This course, coming on the heels of the Advanced Placement course, offers the opportunity for students to delve more deeply into Latin literature. At this point in their Latin career, the students have learned and discussed all major grammatical, poetic, and stylistic devices. Latin V is a culmination of all that they have learned, and hopefully inspires the students to pursue Latin at the collegiate level. (1 credit)

## English

### **English I: Introduction to Composition and Literature**

A primary objective of this course is to introduce the student to composition and literary genres. To this end the student will study the parts of speech, the parts of the sentence, and punctuation in detail. Students will practice these skills through worksheets, journal entries, and writing assignments. The latter will not only concentrate on the proper use of the English language, but also on developing ideas, eliminating wordiness, and improving structure so that the student is able to write coherent, well-developed, and organized paragraphs. The student will also be introduced to the basic components of literature and to the genres of the short story, the novel, and the play. Texts include *Montana 1948*, *Mythology*, *Oedipus Rex*, and *Julius Caesar*. (1 credit)

### **English II: American Literature**

This course challenges students to read closely from a variety of genres in a variety of settings as students explore the American voice. The primary objectives are for students to improve their writing and close reading skills and develop a healthy reading life. Poetry study focuses on an introduction to reading and interpreting poetry, specifically that of American greats such as Dickinson, Whitman, and Hughes. Literary analysis emphasizes theme, character, and symbolic interpretation of the works. Students will write in a variety of modes as they develop their writer's voice. Students will read independently chosen selections, books from a selected list and whole class texts. Students also study vocabulary and grammar. Whole class texts include *The Great Gatsby*, *Catcher in the Rye*, and assorted poetry from American authors. (1 credit)

## Junior Year English Options

Rising juniors choose between English III and AP Language and Composition. Most students will take English III. Students with a particular interest in and aptitude for writing may apply for the AP Language and Composition course. Both courses are full year and one credit.

### **English III: Mythos of Literature**

In this British Literature survey course, students study literature to improve reading and literary analysis and continue to practice and develop critical writing skills. Students will approach literary works through four styles of literature: Epic, Comedy, Tragedy, and Satire. This approach will give the student a well-rounded understanding of these genres and further the reading skills developed in earlier years. In addition, students will present oral and written reports on their readings and prepare for in-class debates. The object is for the student to make the connection between literature and the world in which he lives and effectively express this connection in logically constructed arguments. To help achieve this end, we will also study vocabulary and grammar. Major works for this course include: *Beowulf*, *The*

*Canterbury Tales*, *Macbeth*, *Things Fall Apart*, and *Brave New World*. (1 credit)

### **Advanced Placement Language and Composition**

A course for those who wish to become superior writers, this seminar is designed to make each student a skilled reader of prose written in a variety of periods and disciplines, and a writer flexible enough to compose in a variety of modes and for a variety of purposes. The student will examine various expository and creative texts, with an eye towards recognizing each as a potential model for his own prose. Students in this course should expect to write one essay per cycle and complete nightly reading assignments. Papers range in length from one paragraph to 10 pages. Writing in this course is evaluated according to the rigorous standards set by the College Board. In class, the teacher will guide the student through the process of drafting, response by peers/teacher, and substantive revision. (1 credit)

*Approval Process* – Students are admitted to this highly selective course at the discretion of the English Department. The Department Chair, AP Language teacher(s), and English II teachers evaluate student applications to determine which students will be most successful in the course. The successful applicant will likely have earned an A average in English II. He will have demonstrated a sincere interest in, and particular facility with, writing; an ability to accept and apply teacher and student critiques in this writing; and possess the skills and the willingness to be a valuable class participant in seminar-style discussions and writer's workshops. Students are required to submit a recommendation form to their current English teacher and complete a writing sample after school on an assigned date in the Spring.

## Senior Year English Options

Rising seniors choose a separate English elective for the fall and spring semesters OR apply for the full year AP Literature and Composition Course.

For students taking elective courses: Students will complete the English Elective preference form and submit with their official course registration. Each student will be guaranteed one of their top three choices; the second elective will be determined by the English department, and may not be a class chosen by the student. Once placement has been determined, English electives may not be changed.

### **English IV: African American Literature I: From Bondage to Rebirth**

This course is a survey of the major artistic movements of African American history. The course aims to be multi-disciplinary, inviting perspectives from history, music, and the arts. Students will read major works of literature primarily excerpted in the Norton Anthology of African American Literature, which provides a perspective on this great history beginning with the first colonies. In the first semester students study foundations, slavery, Jim Crow, and the Harlem Renaissance. The course will culminate in a research project that explores an area of history or

meditates deeply on the implications for African American history on our current cultural moment. Required text: *The Norton Anthology of African American Literature*. (0.5 credit)

#### **English IV: African American Literature II: We Shall Overcome**

This course is a survey of the major artistic movements of African American history. The course aims to be multi-disciplinary, inviting perspectives from history, music, and the arts. Students will read major works of literature primarily excerpted in the *Norton Anthology of African American Literature*, which provides a perspective on this great history beginning with the first colonies. In the second semester students study the Civil Rights Movement, Black Arts and Black Power, and the Contemporary Period. The course will culminate in a research project that explores an area of history or meditates deeply on the implications for African American history on our current cultural moment. Required text: *The Norton Anthology of African American Literature*. (0.5 credit)

#### **English IV: Blues Literature**

Blues is an uniquely American phenomenon. Born in the fields of the Mississippi Delta at the beginning of the twentieth century, blues music pervades contemporary music, literature, and culture. This class will examine the beginnings of the musical form as a response to the despair and endurance of recently freed African Americans and trace the blues idiom in song, novels, poetry, and film. We will also examine the music of the blues and the African and European musical traditions that led to this uniquely American musical form of storytelling. In the end, it is with story that we will be most concerned, and we will recognize that the stories of the blues are universal. (0.5 credit)

#### **English IV: Contemporary Imagination and Dante's *Inferno***

This course will focus on the works and legacy of Dante Alighieri, 'Father of the Italian language' and 'Supreme Italian Poet.' 'The Divine Comedy' is the greatest Italian literary work and is considered a masterpiece of epic poetry chronicling Dante's journey through Hell, Purgatory and Paradise. Reading Dante as a high school senior opens one's eyes to the literary and cultural renaissance that he preceded, pre-empted, and influenced by writing in his local vernacular with such humanistic fervor. It is ripe in opportunity for discussion, analysis and reflection through the poem's examination of faith, conscience, and self-discovery. The course will closely examine Dante's cultural milieu and social criticism thereof while also scrutinizing his place in popular culture today and The Divine Comedy's realm within contemporary imagination (we will read "Inferno" in its entirety and then cover selected excerpts from "Purgatorio" and "Paradiso."). Dante's classical allusions, most notably through his use of Virgil as guide and mentor, are ripe for interpretation and discussion in this seminar. A unit formative assessment offers a chance for creative writing blended with social criticism. The capstone assessment is an exercise in re-interpreting or re-imagining an

important topic from the course from an alternative perspective. (0.5 credit)

#### **English IV: The Craft of Poetry**

This one semester class will dedicate itself to the study and practice of poetry. In this seminar-style class we will read the works of a variety of poets and identify and discuss their defining thematic and aesthetic features. Based on our readings we will incorporate these features into our own poems; approximately half the semester will focus on student-written poems. We will discuss these poems in class and practice the art of revision. Tests and quizzes will be given in conjunction with each unit; students will keep a portfolio of their own writing as well as complete a research project based on a famous poet. Texts: Perrine's *Sound and Sense* (junior year poetry text), *Good Poems* (Keillor), poem and assignment packet provided by instructor. (0.5 credit)

#### **English IV: Flash Fiction**

Flash Fiction has intertwined purposes: 1) The reading of short fiction to understand how a writer creates the effect he intends for his reader, and 2) the writing of short fiction to give voice (and plenty of practice) to student writers. Students will use micro fiction as models and then practice the methods and techniques in their own writing. We will learn and practice practical skills of creative writing and cultivate the habits and flexibility that serious writing requires. The class is seminar in style, built around the discussion of stories and the workshoping of student writing. Students will build a portfolio of stories, and there will be opportunities to submit stories for publication. (0.5 credit)

#### **English IV: Forensics in Literature and Science: Making Sure No One Gets Away With Murder**

Who done it? Murder and its motive, methods, and detection have long fascinated human imagination. In this course students will study real-life cases and renowned fictional detectives, as well as discover modern forensic lab practices in this multidisciplinary course. By the end of the course, students will have an understanding of the basics of forensic science, its application in today's criminal justice system, and how these influence our literary mindset, cultural mores, ethics, law, and history. Students will learn and apply forensic science techniques while reading about crime scenes, both fictional and non-fictional. Incorporating skill sets of both the humanities and sciences, students will hone a well-rounded and analytical view of how the two are intertwined and complement one another. Texts include: *A Study in Scarlet*, *The Poisoner's Handbook*, *Murder on the Orient Express*, and *Forensic Science Fundamentals and Investigations* (0.5 credit)

#### **English IV: Holy War: The Religious Battleground of Reformation England**

Terrorist plots, sleeper cells, torture, religious fanaticism, censorship, discrimination, neighbors suspicious of neighbors. Sound familiar? That's right, we're talking 16th century England. This one-semester course examines the massive religious upheaval in England during the 16th and early 17th centuries. As students will remember, Henry VIII's schism with the Roman Catholic Church led to over a

century of religious debate and violence culminating in the English Civil War. Since writing for profit was a rare and lowly position at the time, authors such as Shakespeare, John Donne, Kit Marlowe, and Aemilia Lanyer relied on generous patrons to finance their work. As a result authors often walked a fine line on religious and political issues. This course examines the influence of religious identity, royal succession, and noble patronage upon the writers of the English Renaissance period. We will focus particularly on works produced during the tense transition from Elizabeth I's reign to James I's. An entertaining aspect of the course will be the role, both real and sensationalized, of the Jesuits in religious discourse, political influence, and even espionage and assassination. Since many of these authors wrote for a specific audience and their works were transmitted through letters, the class will model a writing coterie ("An organized association of persons for political, social, or other purposes; a club"). Students will write letters examining and critiquing the authors each cycle. They will also produce several critical essays and a research paper. (0.5 credit)

#### **English IV: The Modern Novel**

This seminar-style course in the Modern Novel focuses on the reading of four novels, each representative of a different aspect of the novel genre, and each demonstrating how the novel has adapted to changing societies, mixing tradition with innovation. Students will closely read, research, present on, and write short papers for each novel. For the final project, each student will select a novel from a predetermined list for his independent study. The student will write a research paper evaluating the novel using the principles he will have learned in the class. It is, therefore, a course in critical reading, careful research, and expository and analytical writing. It is designed for a student who is interested in reading, research, and writing. Texts include: *The Hobbit*, *Huckleberry Finn*, *Rebecca*, and *The Rector of Justin*. (0.5 credit)

#### **Advanced Placement Literature and Composition**

The Advanced Placement Literature and Composition Course focuses on close reading of great literary works, thoughtful, analytical writing, and lively discussion. Our goal is to intensely study works from across genres and periods such that we gain a deep appreciation for and understanding of the works themselves and literature as a whole. Through various modes, we will also strive to be thoughtful, precise, and persuasive writers who may draw inspiration from the great works that we study. This extremely rigorous, college level course will challenge students to work up to, and sometimes push them beyond their previously thought potential. This course is designed for students with a particular affinity for reading and discussing literature. To that end, students are expected to maintain independent reading books outside of the required texts. Each semester culminates in a research project of the instructor's choosing. Required texts may include: *Hamlet*, *Heart of Darkness*, *Slaughterhouse V*, *Their Eyes Were Watching God*, *The Power and the Glory*. (1 credit)

*Approval Process* – Students who have successfully completed either English III or AP Language may apply for this course. Students are admitted to this course at the discretion of the English Department. The Department Chair, AP Language teacher(s), AP Literature teacher(s), and English III teachers evaluate student applications to determine which students will be most successful in the course. The successful applicant will have demonstrated a sincere interest in literature, a particular facility with writing, and the willingness and ability to be a valuable class participant in this seminar-style discussions. Students are required to submit a recommendation form to their current English teacher and submit one graded paper with teacher comments as part of the application process.

## English as a Second Language

*\*Incoming freshmen or transfer students who are speakers of English as a Second Language must supply a Test of English as a Foreign Language (TOEFL) score. Each student's placement will be at the discretion of the Department Chair and will be based on the TOEFL score.*

*An English as a Second Language student must complete English II: American Literature to fulfill the Georgetown Prep English requirement.*

### **American Studies**

This course is an overview course designed to introduce ESL students in their first year at Prep to US history and government. All first-year English as a Second Language students must take this course. In addition to the focus on the mastery of the content, emphasis will also be given to the development of the necessary academic skills in English: reading, writing, listening, and speaking. This course is a supplemental class designed exclusively for ESL students and does not take the place of another course at Prep; at the conclusion of this course, students will enter the Georgetown Prep Social Studies Department progression. (1 credit)

### **English as a Second Language II**

As an intermediate level course for international students needing significant reinforcing and refining of their language skills, ESL II places great emphasis on the development of reading and writing skills. Toward that end, students will focus on developing a much deeper foundation in academic vocabulary and will review grammar fundamentals, including parts of speech. Additionally, students will be introduced to authentic works of literature and will begin to develop the ability to analyze short stories and novels during the second semester of the course. Upon the successful completion of this course, students will proceed into ESL III before advancing into English I and eventually into English II. (1 credit)

*Prerequisite:* TOEFL score and placement by Department Chair.

### **English as a Second Language III**

As an advanced-level course designed to prepare students for success in Georgetown Prep's English Department course offerings, ESL III helps students strengthen their academic vocabulary foundation, master proper paragraph structure, write with greater sophistication, and read, comprehend, and analyze novels, short stories, and essays. Upon the successful completion of this course, students will proceed into English I. (1 credit)

*Prerequisite:* TOEFL score and placement by Department Chair

## Fine Arts

### Visual Art

#### **Freshman Art**

This half-year Visual Arts Course fulfills one half of the Fine Arts credit needed for graduation. The intent of the course is to have all students, talented in art or not, get basic experiences in visual literacy.

This goal is reached through extensive projects focusing on the main techniques of art making and a comprehensive understanding of the aesthetics of 20th century visual art from around the world. Students will also work with the six basic elements of art as well as the seven basic principles of design to explore and become competent in the fundamentals of art. (0.5 credit)

#### **Foundations of Studio Art**

The Foundations of Art course is a year-long course which focuses on building a strong foundation in the arts for students who are willing to commit to and engage in a deeper connection with the Fine Arts. This class fulfills the Fine Arts credit necessary for graduation. This course will more intentionally lay the foundation for a trajectory of courses in the arts at Georgetown Preparatory School. There is no prerequisite in terms of artistic talent, only in terms of artistic interest. To be considered for the course, a student may do one of the following:

- 1) Submit an original piece of artwork completed within the last calendar year. Please include a one-paragraph written reflection on the piece as well.
- 2) Submit an original piece of artwork created for this process. Please include a one-paragraph written reflection on the piece as well.
- 3) Submit a written reflection on a piece of artwork meaningful to him. This should be a Microsoft Word document, with a picture of the artwork included for reference. (1 credit)

#### **Sophomore Art: Methods and Materials**

This course is designed for sophomore students who anticipate continuing on as AP Studio Art students in their junior and senior years. Although this course is not a prerequisite to the AP program, the course is extremely helpful for those students who do advance in this program and then on to AP.

This course explores the foundations of drawing, painting, and design as well as the fundamental, technical, and perceptual skills using various drawing media and their application to pictorial organization. Through a variety of hands-on projects, students will work with the visual elements of art: gesture, line, shape and volume, value, texture, perspective, and composition. Readings, slide lectures, presentations, and critiques will supplement the assignments and emphasize the practice of translating visual ideas. Using the concepts, techniques, and materials, students are encouraged to apply these new skills toward the development of their own forms of self-expression. This is a one-semester class. (0.5 credit)

#### **Graphic Design**

This course is a yearlong elective in the Fine Arts Department. It is a natural evolution of the design skills that students acquire in the Freshman Art Course and can greatly benefit any student looking to be engaged in art at Prep. A student may, but does not have to, continue on into the A.P. Studio Art Program after this course. Graphic Design is a class that teaches art and technology. In this class students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. Students will use the basic elements and principles of art and also learn how to use the computer programs Adobe Photoshop and Adobe Illustrator. This class teaches the basics of Graphic Design through an illustrative and corporate view. This is a full-year course open to all interested students who have completed freshman art. (1 credit)

#### **Advanced Placement Art History**

This a college-level introductory art history survey in which students learn to identify, examine, and critically analyze major forms of art from prehistory to the present. While the curriculum, requirements, and standards are extremely demanding and rigorous, the rewards are extraordinary. Students will significantly improve critical thinking and writing skills and expand visual literacy, and they will develop an understanding of the diverse cultural and historical contexts of painting, sculpture, architecture, and other media. Perhaps most importantly, students will confront the whole range of human experience, stretch their minds and imaginations to embrace new ideas and places, and develop a deeper understanding of what drives us as a species—our fears, our loves, and our beliefs. This course fulfills the social studies requirement for senior year. (1 credit)

#### **Advanced Placement Studio Art I**

The AP Studio Art course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition, and execution in 2D design. This course is based on a student creating a body of work that demonstrates quality, concentration, and breadth. This portfolio will be submitted to the College Board for college credit. As in any college level course students will be expected to spend a considerable amount of time outside of class in order to complete assignments and do homework and sketchbook assignments.

This course is designed for juniors who want or need a portfolio for career goals or for college entrance credentials. Most students come to the class from the Sophomore Methods and Materials course, but students wanting to be admitted who have not taken sophomore art should bring a drawing of a portrait, a landscape, or an object to a member of the fine arts department to be sure signing up for this course is a good placement. (1 credit)

#### **Advanced Placement Studio Art II**

This art course is designed for the continuation of the AP portfolio begun in the junior year. These highly motivated students are completing 12 concentration

pieces and 12 breadth section pieces of the AP portfolio. Students will show work and be able to articulate their visual ideas. AP Exam is mandatory. (1 credit)

*Prerequisite:* AP Studio Art I

### **Digital Photography**

This year-long course provides students with an introduction to photography as an art medium through hands on experience in the creation and editing of images. The curriculum emphasizes the principles and elements of good photographic composition in the context of traditional visual artwork; a general history of photography and introduction to selected historically significant photographers; the theory of digital photography, color theory, and a practical understanding of standard digital camera controls and functions; software manipulation of images; experience working in the traditional photographic themes including landscape, still life, nature, portrait, abstract, surrealism, and photojournalism through assigned projects.

Advanced students have the option to prepare and submit a photographic portfolio to meet the requirements of AP Studio Art. (1 credit)

\*Open to juniors and seniors only. Students will need to have access to a dedicated digital camera of at least 8 megapixels resolution. Cell phone cameras can be used as a backup, but should not be used as the primary camera for this class.

### **Sculpture: A Beginning Exploration of 3-D**

This course is intended to address sculptural issues. 3-D design involves purposeful decision making about using the elements and principles of art in an integrative way. In this course, students will be asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationship) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). Students will learn about sculpture through the exploration of a variety of materials such as paper, cardboard, wood, metals, and ceramics. (1 credit)

## **Music**

### **Freshman Music**

This one-semester course provides an introductory experience to Western music and its historical, religious, economic, and scientific elements that set the unique direction it followed over the last 15 centuries. Major topics include an examination of Western musical notation and its historical evolution; the elements of musical sound; the physics of sound and music; the properties of musical instruments; the history of recording and the techniques involved in making a modern recording. The course concludes with a brief history and survey of Western music from the Middle Ages to the early 20th century with an emphasis on the unique sociological factors that set

Western music apart from music of other cultures and the music as an effect of those factors. An additional goal is to help students improve study skills; improve organizational skills through writing and essays; enhance critical listening skills; and give students a beginning understanding of music and the humanities as an integral part of all parts of the fabric of Western culture. In conjunction with the Freshman Art course, this course fulfills the Fine Arts requirement necessary for graduation. (0.5 credits)

*\* Students with musical ability sufficient to pass an audition for the Prep Singers, the Jazz Ensemble, or the String Ensemble may substitute a year as a member of one of those groups for the Freshman Music course. The auditions will be held throughout the first two weeks of the school year, and information will be readily available at that time about the timing and location.*

### **Advanced Music Theory & Literature**

This course is designed to incorporate basic elements of AP Music Theory and an Intro to Music Course that may be found in the freshman year of college along with beginning composition instruction and opportunities to perform. It is designed for juniors/seniors who would like to learn about the mechanics of music and basic tools of composition in a traditional genre (Common Practice Era), modern avant-garde techniques (e.g. aleatoric in the style of John Cage, etc.), and pop/rock music.

Applicants should be currently involved in music performance at Georgetown Prep (such as String Ensemble, Vocal Ensembles, or Jazz Ensemble), similar ensembles outside of GP, or who have been studying a musical instrument or voice and are at a basic to intermediate level of reading music.

This course is not intended as preparation for the AP Music Theory exam. (1 credit)

### **Audio Engineering**

The goal of this unique music class is to teach students the fundamental skills of audio engineering in both a live and studio setting. The classroom format will be centered around music creation and live production, in which students will learn and master the basics of audio engineering - tracking, mixing, and editing - using Garage Band and Pro Tools software. Garage Band serves as an excellent platform for beginner audio engineers to later transition to Pro Tools, the industry standard software used in most professional recording studios, including the Fanone Recording Studio at Georgetown Prep. Additionally, students will take the engineering fundamentals learned in Garage Band and Pro Tools and directly apply them in the field as they learn to operate the technological audio and lighting systems in the Figge Theatre. Students in Audio Engineering are responsible for the audio and lighting production at all school assemblies and concert events at Georgetown Prep. (1 credit)

### **Video Production**

This unique course will focus on the creation of video projects highlighting the members and organizations within the Georgetown Prep community. Students

will learn how to create and edit the audio, graphic, and video elements necessary to produce professional videos in a variety of genres. The class culminates with a cross curriculum final project in which each Music Media student will design a comprehensive media platform for the original music of a partner student in Audio Engineering including a music video, an artist logo, album artwork, and online representation. Original video and music projects will include collaboration with sports teams, clubs, administrative offices, service trips, and academic offices. The class will utilize iMovie, Final Cut Pro, Garageband, Protools, Soundcloud, and Photoshop to produce multimedia projects. Class time and assignments will be split between individual skill set development and group projects. (1 credit)

## **Performance Groups**

### **Jazz Ensemble**

The course is a performance ensemble centered around musical repertoire for jazz ensemble. The focal point of the course is several performances that take place over the academic year. Rehearsals are used as instructional time where students learn the music theory and the skills necessary to perform as a member of an ensemble, and also as a soloist. Incoming freshmen with sufficient ability to perform in the ensemble may commit to the ensemble for a year as a substitute for the Freshman Music course requirement. Students in grades 10 through 12 may also participate each year until graduation. The class meets one evening a week for the entire academic year. Additional rehearsals are added before and after school close to performances dates. (0.5 credits)

*Prerequisite:* A basic level of proficiency playing one of the traditional jazz instruments. Woodwind (clarinet, saxophone, etc.), brass (trumpet, trombone, etc.), keyboard, guitar/bass, and percussion instruments are all needed in the ensemble. Membership is by audition.

### **Prep Singers I**

Prep Singers I is a beginning choir for high school freshmen. Emphasis is on proper vocal technique, and singing in unison and in parts. Repertoire is based on choral standards for high school students as recommended by the National Association for Music Educators and the American Choral Directors Association.

Students participate in two major concerts – Christmas and Spring concerts. They will also participate in some service projects and smaller concerts. This course fulfills the freshman music requirement at Georgetown Prep. The class meets two mornings each week before school for the entire academic year. Additional rehearsals are added after school, close to performances dates. (0.5 credits)

*Prerequisite:* No prior experience singing is necessary nor is the ability to read music required. Students must pass an audition process for acceptance into the course.

### **Prep Singers II (A Couple of Hoyas)**

A Couple of Hoyas is a vocal ensemble for advanced students. The music consists of 3-4 part harmonies of varying styles including pop, rock, and music from the Renaissance, Baroque, Classical, and Romantic periods. Students must be very strong singers with the ability to sing their part without accompaniment. This class continues on the foundations of singing and musicianship that were established in Prep Singers I. Prep Singers performs two formal concerts each year, Christmas and Spring, in addition to on and off-campus concerts at area hospitals, senior centers, and churches. Students are expected to audition for the Maryland All State Chorus and participate in the Catholic High Schools Honors Choir. (0.5 credits)

*Prerequisite:* Participation in Prep Singers I. Students must pass an audition for this course.

### **String Ensemble**

The course is a performance ensemble centered around musical repertoire for string orchestra/ensemble. It focuses on a number of performances each year, including two major concerts (Christmas and Spring) in addition to musical events such as Open House and school liturgies. Incoming freshmen with sufficient ability to perform in the ensemble may commit to the ensemble for a year as a substitute for the Freshman Music course requirement. Students in grades 10 through 12 may also participate each year until graduation.

In addition to the full ensemble, opportunities are available to perform in smaller chamber ensembles such as a string quartet or solo work. The class meets two mornings each week before school for the entire academic year. Additional rehearsals are added after school, close to performances. Rehearsals for smaller chamber ensembles will be worked out with the individual schedules either before school or after school. (0.5 credits)

*Prerequisite:* An intermediate (or higher) level of proficiency playing one of the traditional bowed string instruments (violin, viola, cello, double bass). Membership is by audition.

*\* Students with musical ability sufficient to pass an audition for the Prep Singers, the Jazz Ensemble, or the String Ensemble may substitute a year as a member of one of those groups for the Freshman Music course. The auditions will be held throughout the first two weeks of the school year, and information will be readily available at that time about the timing and location.*

# **Mathematics**

**\*Placement in Mathematics courses is decided exclusively by the Math Department. All incoming freshmen students must complete a placement test if they would like to be considered for a class other than Algebra I. All incoming transfer students must also complete a placement test to ensure proper course placement.**

## **Algebra I**

The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Topics include order of operations, evaluation of expressions, using rules of exponents, radical expressions and equations, solving and graphing linear equations and inequalities, modeling with word problems, quadratic functions, the quadratic formula, polynomial, rational and exponential functions, ratio, proportion, elementary statistics and probability. (1 credit)

## **Intermediate Algebra**

This course builds upon core algebraic concepts and moves at an accelerated pace through the study of expressions, equations, and functions to prepare students for advanced mathematics courses. Topics including linear, quadratic, exponential, logarithmic, polynomial, and trigonometric functions will be studied to provide the foundation needed for the future study of calculus. Applications to real-world problems will be studied in conjunction with each unit when appropriate. A TI-84 graphing calculator is required. (1 credit)

## **Geometry**

This first course in geometry uses Euclid's Elements as the text. Topics include definitions, axioms, postulates, angle and line relationships, properties of parallel lines, congruence theory, triangles, Euclid's proof of the Pythagorean Theorem, circles, perimeter and area of plane figures, surface area and volume of solids, similarity, ratio, proportion, geometric constructions and algebraic applications. This course has a primary focus on geometric proof, both direct and indirect. A straightedge and compass are required. (1 Credit)

## **Geometry & Trigonometry**

This course covers a mixture of Euclidean geometry and algebra. The Geometry portion of the course includes definitions, axioms, postulates, angle and line relationships, properties of parallel lines, congruence theory, triangles, Euclid's proof of the Pythagorean Theorem, circles, perimeter and area of plane figures, surface area and volume of solids, similarity, ratio, proportion, geometric constructions and algebraic applications. This course has a primary focus on geometric proof, both direct and indirect. A straightedge and compass are required. The algebra section of the course covers a variety of Algebra II/Trigonometry topics including, but not limited to, radicals, factoring, rational and piecewise functions, systems of equations, and trigonometry. (1 credit)

## **Algebra II/Trigonometry**

This course is a continuation of the study of algebra focusing on the study of functions and an introduction to the study of trigonometry. With the help of the graphing calculator, we will examine a wide variety of functions, including polynomial, rational, exponential, logarithmic, and trigonometric functions. In addition to understanding the graphs of functions, we will also study modeling and applying functions with practical applications. Solving equations and systems of equations will be integral to the course of study this year.

Other topics include factoring, exponents, radicals, solving polynomial equations, polynomial division, elementary probability, inverse functions, and complex numbers. During our study of trigonometry, the course will include trigonometric ratios, graphing trigonometric functions, solving trigonometric equations, using trigonometric identities, transformations, inverse trigonometric functions, and the Laws of Sines and Cosines. A TI-84 graphing calculator is required. (1 credit)

## **Algebra III / Trigonometry**

This is an accelerated course of study designed to help students master precalculus mathematics. Material covered in this course includes traditional advanced algebra and trigonometry topics, plus material from our precalculus course of study. This course emphasizes a multi-representational approach, with concepts and problems expressed according to the "rule of four." That is, students will express functions and other mathematical concepts (1) graphically, (2) numerically, (3) analytically, and (4) verbally. A TI-84 graphing calculator is required. (1 credit)

## **Precalculus**

The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. An exploration at a greater level of abstraction of the elementary functions (linear, quadratic, polynomial and rational) and their transformations, the transcendental functions: exponential, trigonometric functions and their inverses and logarithmic functions, composition, asymptotic behavior, polar coordinates, complex numbers, solving and graphing systems of equations and inequalities, elementary probability and statistics, and modeling with word problems. A TI-84 graphing calculator is required. (1 credit)

## **Introduction to Calculus**

This course is divided into two parts. Part I is a study of the elementary functions – polynomial, rational, linear, logarithmic, trigonometric and inverse trigonometric – and rates of change – with an eye towards calculus. Topics are examined according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Part II is a beginning study of the calculus of a single variable. Topics include limits, continuity, derivatives, and anti-derivatives. The use of technology is an important part of this course. A TI-84 graphing calculator is required. (1 credit)

### **Applied Calculus**

Applied Calculus is a senior-level class that will introduce students to the study of calculus and its application to other fields such as biological sciences, economics, health sciences, population growth, physics, finance, and sustainability. Course materials and problems will be represented graphically, numerically, symbolically, and verbally, thereby encouraging students to expand their knowledge. The course covers differentiation as the practical understanding of the derivative as an instantaneous rate of change and integration as an understanding of accumulated change and other applications of the definite integral. It includes the connection between the derivative and definite integral in the Fundamental Theorem of Calculus. The course will also cover probability density functions, geometric series and mathematical modelling using differential equations.

In order to be approved for this class, students must demonstrate a solid understanding of functions (polynomial, rational, logarithmic, exponential, and trigonometric). Students must also show a genuine interest in mathematics and desire to study calculus. (1 credit)

### **Advanced Placement Calculus AB**

The course follows the Advanced Placement AB Calculus syllabus. The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Topics include limits and continuity, differentiation and integration with applications, the Fundamental Theorem of Calculus, numerical approximations and elementary differential equations. The use of technology is an important part of this course. A TI-84 graphing calculator is required. Students are required to sit for the AP Exam. (1 credit)

### **Advanced Placement Calculus BC**

This course covers all the topics in the Advanced Placement BC Calculus syllabus and goes beyond. The course emphasizes a multi-representational approach with concepts and problems expressed according to the Rule of 4: (1) graphically, (2) numerically, (3) analytically, and (4) verbally. Topics include vectors and vector-valued functions, parametric equations, polar functions and polar area, differentiation, integration and the Fundamental Theorem of Calculus, improper integrals, sequences and series, Taylor expansions with Lagrange Error Bound, logistic differential equations.

Topics covered beyond the BC syllabus include integral applications to physics and engineering, biology and economics – work, electricity, energy, hydrostatic force, moments, centers of mass, Poiseuille's Law, cardiac output, consumer surplus, present and future value – surface area, probability, advanced techniques of integration, epsilon-delta definition of limit, curvature, modeling using differential equations, predator-prey systems and Fourier series. A TI-84 graphing calculator is required. Students are required to sit for the AP Exam. (1 credit)

### **Multivariable Calculus**

Multivariable Calculus, also known as Calculus III, is an extension of the concepts of single variable calculus

to several variables. In single variable calculus, students are accustomed to finding the area under a curve. In multivariable calculus, students will find the volume under a surface. Instead of evaluating single integrals, students will evaluate double and triple integrals. Students will do a lot of graphing in three-dimensional space, and most of the topics covered will be explored in three-dimensions.

Topics of the class include vectors and vector valued functions in 2-space and 3-space, cylindrical and spherical coordinates, partial derivatives, limits, continuity, differentiability, directional derivatives, the gradient, maxima and minima, optimization using Lagrange multipliers, parametric surfaces, double and triple integrals, change of variables and the Jacobian, line integrals, vector fields, surface integrals and the classical theorems of Green, Gauss and Stokes. (1 credit)

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***The following courses are year-long elective courses which DO NOT fulfill the Mathematics requirement:***

### **Advanced Placement Statistics**

The Advanced Placement Statistics course of study introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, as follows:

1. Exploring Data. Describing patterns and departures from patterns.
2. Sampling and Experimentation. Planning and conducting a study.
3. Anticipating Patterns. Exploring random phenomena and using probability.
4. Statistical Inference. Estimating population parameters and testing hypotheses.

All students participating in this course will take the nationwide AP Statistics Exam in the spring. Students who successfully complete the course and the AP Exam may be eligible to receive credit, advanced placement, or both for a one-semester introductory college statistics course. A TI-84 graphing calculator is required. (1 credit)

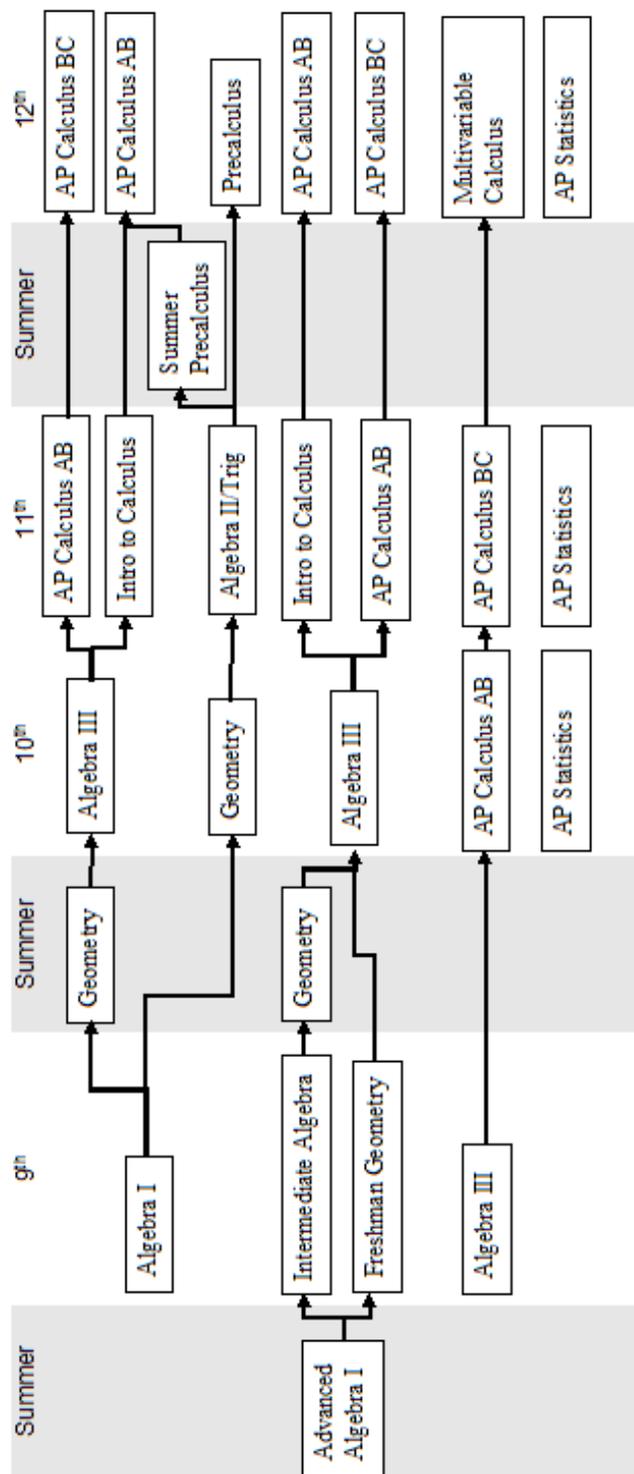
*Prerequisite:* Successful completion of Algebra II or III, and approval of the Math Department chairperson.

### **Advanced Placement Computer Science**

Implementing the curriculum specified by AP Central, the course is taught centering on the language JAVA and emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development; it is meant to be the equivalent of a first-semester college-level course in computer science. Upon successful completion, students should be able to read and understand a program description and then design and develop it to the specifications. It also includes the study of data structures, design, and abstraction. Coding of programs and methods is a fundamental part of the methodology. (1 credit)

*Prerequisites:* Precalculus or higher with a grade of 85% or higher recommended.

**Georgetown Preparatory School**  
Mathematics Course Sequences



All summer math classes are by invitation only. Students must be approved to take AP Statistics. This course may be taken concurrently with another math class. All students enrolled in AP classes are required to take the AP exam.

## Modern Languages

French, German, and Spanish are offered to all students. Levels I and II concentrate on basic vocabulary and grammar, as well as geography, culture, and current events. Level III focuses on improving conversational and writing skills. Two levels of the same modern language are required for graduation. AP courses are offered to those students who meet curriculum requirements.

### Choosing a Modern Language

All Georgetown Prep students are required to study at least two years of a classical language and at least two years of a modern language. The vast majority of rising sophomores has completed Latin I and will continue with Latin II in their sophomore year. In addition, as sophomores, students add a modern language to their schedule. Prep offers three different modern languages: French, German, and Spanish. The Modern Language Department has created the following guide to assist students as they select a modern language to study.

### Why learn French?

Familiarity with the diversity of culture in other countries is a major advantage for careers in today's global economy.

- French is an important language in diplomacy.
- France is a leader in medicine, technology, and scientific research.
- France is a prime tourism destination.
- France is a leader in the world of art and literature.
- Knowing French will enrich your English.

### **Fun Facts about French:**

- French is the second most common language on the Internet.
- French is spoken on 5 of the world's continents.
- French provides the base for more than 35% of modern English vocabulary.
- French is the official language of 32 countries.
- It is estimated that someone who has never studied French already knows approximately 15,000 words and expressions in the language.
- French is the second foreign language taught in the U.S behind Spanish, and the only language other than English taught in all countries.

*Note: Facts and information on this page were adapted from: The American Association of Teachers of French - [www.frenchteachers.org](http://www.frenchteachers.org)*

### Why learn German?

#### **Just the Facts...**

- German is the most widely spoken language in Europe and the third most popular in the world.
- Germany has the third largest global economy and is the number one export nation in the world.
- BMW, Adidas, SAP, Mercedes-Benz, Nivea, Audi, Bayer, Volkswagen and Siemens. They also developed aspirin, X-Ray technology, toothpaste, television and oh yeah...the theory of relativity.
- Germany is a leader in climate and energy policies – it decided in 2011 to decommission all nuclear power by 2022 with renewables including solar.
- German is the second most commonly used scientific language in the world and is required or recommended by many undergraduate and graduate programs at US universities. At the University of California, for instance, more majors recommend a knowledge of German as an important supplement than any other language.
- Knowing German can give you great advantages for employment even in the United States. German companies account for 700,000 jobs in the United States, and US companies have created approximately the same number of jobs in Germany.

#### **Step into German even outside the classroom!**

- The German culture is all around. German and Austrian composers have made tremendous contributions to classical music, and the traditions of Bach, Mozart or Beethoven and many others live on today.
- Hamburg, Berlin and Munich are at the center of European music and film.
- German is the largest heritage group in the US. Such cultural mainstays as kindergarten, the Christmas tree, and hot dogs and hamburgers were introduced by German immigrants to America. They founded multiple breweries, created Levi's jeans, invented ketchup, and created Hershey's chocolate.
- Many of the Western world's most important works of philosophy, literature, music, art history, theology, psychology, chemistry, physics, engineering and medicine are written in German and continue to be produced in German. Would not it be nice to go to the source to read them?

#### **English is rooted in German**

- English is a Germanic language and as such they share many elements in common including dozens of words. It is estimated that more than a third of English non-technical lexicons are of Germanic origin, as are many English words.
- Once you learn the structure, actually speaking German is quite straight forward.
- Nonetheless, students who study German distinguish themselves as industrious, and as

those who don't take the more common, easier languages.

### Why learn Spanish?

#### *1. Spanish isn't a foreign language anymore.*

In the U.S., Spanish is rising ahead of any other non-English language at a rapid pace, with a steady flow of new immigrants from Latin America and growth in the already large Hispanic population. According to a Pew Research Center report, an estimated 37.6 million people in the U.S. speak Spanish as their first language and analysts predict the Latino population will reach approximately 128.8 million by 2060, likely making it the largest Spanish speaking country in the world. Proportionally, Hispanics will rise from around 16% of the U.S. population in 2010 to 30% by 2050.

#### *2. Learning Spanish will help your career.*

With such a large Latino population in the U.S. and booming Latin economies outside the U.S., employers are desperate for people who speak Spanish. There is a huge demand in the U.S. for Spanish-speakers in nursing, construction management, and media, among many other positions.

#### *3. It will unlock a world of travel destinations.*

There are approximately 329 million native Spanish speakers in the world, and they populate some of the most beautiful destinations in the world. You can leave behind the tourist resorts in Cancun and explore thousands of miles of beautiful and inexpensive Latin American cities, beaches, and trails. Even if you do go to popular destinations in Mexico and the Caribbean, speaking the local language will help you get off the beaten path and see some real culture. And then of course you can book a trip to Spain and see the wonders of Barcelona, Madrid, Andalucia and more.

#### *4. You can enjoy amazing books and movies.*

Around 100 successful authors from 54 countries voted "El ingenioso hidalgo Don Quixote de la Mancha" by novelist Miguel de Cervantes as the best book of all time, and while the 17th century book is widely available in other languages, it, like any book, is best in its original language. Other Spanish-language authors you'll want to read are Chilean poet Pablo Neruda, Gabriel García Márquez, Roberto Bolaño, Mario Vargas Llosa, and many more. And then there are the movies. Star directors Pedro Almodóvar, Alfonso Cuarón, and Guillermo Del Toro — who all have movies in their native language — are a short list of directors who represent the richness of Spanish-language cinema.

#### *5. Spanish is easy to learn.*

Written Spanish is almost completely phonetic — look at any Spanish word, and you can tell how it is pronounced. While mastering the grammar of Spanish can be a challenge, basic grammar is straightforward enough and many vocabulary words are similar to English. Since the number of Spanish speakers in the U.S. continues to rise, it will become even easier and more common to learn and practice this language.

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## French Course Offerings

### **French I**

This course is an introduction to French language and culture. The course content and methodology are designed to promote an understanding of French culture and foster a desire to speak the language. Students are encouraged to communicate as much as possible in the target language and to be curious about the French speaking world. Students are given many opportunities to communicate in French by using new vocabulary and idioms and practicing them in context. (1 credit)

### **French II**

French 2 is a course that gives students the opportunity to review and to put into practice language learned in French 1. In this course the present, passé composé, imperfect, and imperative tenses will be employed in reading, writing, listening and speaking situations. The future tense will be introduced. Language will be acquired through use in a variety of situations including stories, textbook activities, cultural content, and classroom discussion. Technology will be used to facilitate language acquisition. In French 2 focus will be placed upon communication skills. (1 credit)

*Prerequisite:* French 1 or placement test

### **French III**

In French 3, students are expected to express themselves entirely in the French language. As Prep offers the AP exam in French 4, students are expected to be particularly committed to improving speaking and writing proficiency. After reviewing grammar concepts and vocabulary acquired in French 1 and 2, students will learn how to communicate using all tenses. In addition to the passé composé and imperfect, future and conditional tenses will be employed systematically in reading, writing, listening and speaking situations. The infinitive and subjunctive mood are introduced and used in several different contexts. The course encourages the use of specific vocabulary, pronouns, transition words and tenses to enhance proficiency. Content and methodology continue to focus on French culture through songs, current events, and videos. Reading comprehension and writing will focus on the francophone world, French history and geography, and French painting. (1 credit)

*Prerequisite:* French 2 or placement test

### **Advanced Placement French**

During the French AP course, a wide variety of reading and listening comprehension materials are used, including newspaper articles, short videos, films, songs and excerpts from the works of major French authors. Students are required to follow current events and are regularly exposed to podcasts, online news and music.

The course is designed in such a way as to use various authentic written and audio sources to develop skills

in the three types of communication while exploring the following themes: Tourism, Education, Employment, Immigration, Technology and Art. Each theme integrates one or more of the six AP Course Themes and is designed to develop cultural awareness of the French way of life.

Within each unit, students work to improve their competency through formal and informal reading, writing and listening activities. Class discussions, vocabulary building and written responses will focus on various subtopics. Writing tasks include detailed summaries of articles, three-paragraph essays, and idiom infused emails. (1 credit)

*Prerequisite:* French 3 or placement test

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## **German Course Offerings**

### **German I**

The purpose of this course is to introduce the students to the language, customs, culture and history of Germany and German-speaking countries. Students learn to master the fundamentals of the German language through practice in listening, speaking, reading, and writing. The course is designed around a task-based and communicative approach; students are engaged in solving concrete everyday tasks in the target language in order to master and improve all language skills. The goal is to immerse students in the language, therefore instruction is in German. The Learning Outcomes are based on the global scale of the ACTFL. By the end of the year, the student has the proficiency of level Novice Mid / High. This is the equivalent of “Basic user A1” on the Common European Framework of Reference scale. (1 credit)

### **German II**

This course is designed to expand the communicative skills acquired in German I. Students broaden their knowledge of the fundamentals of the German language through practice in listening, speaking, reading, and writing. The emphasis remains on speaking and listening comprehension but reading and writing become more intensive. There is also an emphasis on learning important reading and learning strategies. Course work is conducted in the target language. An optional student exchange trip to our partner school in Germany will be offered to students completing German II. The Learning Outcomes are Intermediate Low/ Mid / High on the ACTFL scale, the equivalent of “Basic user A2”. (1 credit)

*Prerequisite:* German 1 or placement test

### **German III**

This course expands upon previously learned grammatical, communicative, and cultural concepts of the German language and the German-speaking countries, which were taught in German I and II. The course is also designed to prepare the students for the AP course by focusing on both interpersonal and presentational communication in speaking and writing as well as interpretive reading and listening comprehension in formats which are used for the AP.

There is a strong emphasis on practicing learning strategies. All audio and print text material are authentic, instruction is in German. An optional student exchange trip to our partner school in Germany will be offered to German III students. The Learning Outcomes are Advanced Mid/ Advanced High” on the ACTFL, the equivalent of “Independent user B1” on the Common European Framework of Reference scale. (1 credit)

*Prerequisite:* German 2 or placement test

### **Advanced Placement German**

The AP German language course emphasizes the use of the language for active communication. The objectives of the course include: developing a strong command of both presentational and interpersonal writing and reading as well as interpretive reading and listening comprehension. Students read newspapers and magazine articles, contemporary fiction and non-technical texts, write emails and persuasive essays. In speaking, they express and debate ideas accurately and fluently. Instructional content includes topics such as the economy, environment, immigration, education, employment, technology, life in German-speaking countries, current events, art etc. The course is also designed to familiarize students with the AP test format. Students participate in several mini immersions and workshops outside the classroom. By the end of the year, students will have the proficiency of level “Advanced Mid/ Advanced High” on the ACTFL scale, the equivalent of “Independent user B1/ B2” on the Common European Framework of Reference scale. (1 credit)

*Prerequisite:* German 3 or placement test

## **Spanish Course Offerings**

### **Spanish I**

This course is an introduction to the language, culture, and traditions of Spanish-speaking countries. Through a variety of integrated activities, we will develop speaking, listening, reading, and writing skills. The main goal of this course is to achieve basic communication skills in Spanish, with a focus on the proper use of the present and preterite tenses. Through an interactive, communicative approach, you will be provided the tools to help express yourself articulately, interact productively, and become a more competent communicator in Spanish. (1 credit)

### **Honors Spanish I**

Honors Spanish I is an accelerated course which gives students the opportunity to review and to put into practice language learned in their middle school language courses. In this course the present, present perfect, preterite and imperfect tenses will be employed in reading, writing, listening and speaking situations. Students will also have a brief introduction to the subjunctive mood, the conditional and the future tenses. Language will be acquired through use in a variety of situations including, stories, textbook activities, cultural content, and classroom discussion.

This course will focus on communication skills and an exploration of topics and ideas through the use of Spanish. Technology will be used to enhance second-language acquisition. (1 credit)

*Prerequisite:* Placement by Georgetown Prep Modern Languages Department Chair

### **Spanish II**

Spanish 2 is a course which gives students the opportunity to review and to put into practice language learned in Spanish 1. In this course the present, present perfect, preterite and imperfect tenses will be employed in reading, writing, listening and speaking situations. The subjunctive mood, the conditional and the future tense will be introduced. Language will be acquired through use in a variety of situations including, stories, textbook activities, cultural content, and classroom discussion. This course will focus on communication skills and technology will be used to facilitate foreign language acquisition. (1 credit)

*Prerequisite:* Spanish 1 or Honors Spanish 1

### **Honors Spanish II**

This course is designed to prepare students for AP Spanish. After a brief review of grammar and vocabulary learned in Spanish 1 or Honors Spanish I, this course focuses on core grammatical concepts necessary for students to communicate effectively in Spanish. The goal is for students to master more sophisticated Spanish grammar used in daily communication, such as Present Perfect, Past Perfect, Future and the Subjunctive Mood present and past. Such grammar tenses will be employed in reading, writing, listening and speaking situations. Language will be acquired through use in a variety of situations including stories, textbook activities, and classroom discussion. The main focus of Honors Spanish II will be for students to achieve a high level of oral and written communication. (1 credit)

*Prerequisite:* Spanish I (by teacher recommendation) or Honors Spanish I

### **Spanish III**

Spanish 3 is a course that provides students the opportunity to review and utilize language learned in levels 1 and 2. In this course the present, past, and future tenses will be employed in reading, writing, listening and speaking situations. The subjunctive mood will also be introduced and practiced. Language will be acquired through the use of a variety of situations including, stories, textbook activities, cultural events and content, movies, songs, and classroom discussion. The main goal of this course is to achieve effective communication skills in Spanish by utilizing all verb tenses, proper grammar, and appropriate vocabulary to become a competent communicator in Spanish. (1 credit)

*Prerequisite:* Spanish 2

### **Advanced Placement Spanish Language & Culture**

This course provides students with opportunities to demonstrate their proficiency in each of these three modes of communication: Interpersonal, Interpretative, and Presentational. The course is designed under the following themes: Global Challenges, Science and Technology, Family and Communities, Contemporary Life, Personal and Public Identities, and Beauty and Aesthetics. The AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. (1 credit)

*Prerequisite:* Spanish 2 AND Pre-AP Summer course, Honors Spanish 2 or Spanish 3

### **Advanced Spanish and Spanish-American Film and Literature**

This course is an intensive study of Hispanic and Spanish-American film and literature. It is designed for students who have completed AP Spanish Language or who are heritage speakers. Many short stories, poems, articles, and movies are represented from Spain, Latin America, and the United States. The students will advance their proficiency in Spanish through the varied opportunities of reading, writing, listening, and speaking. These skills are enhanced as we reflect on the many different voices and cultures that are included in the literary and cinematographic works in Spanish. (1 credit)

*Prerequisite:* AP Spanish Language and Culture

### **Advanced Placement Spanish Literature and Culture**

The AP Spanish Literature and Culture course provides opportunities for student reflection on the relationship of a literary text to its artistic, historical, socio-cultural, and geopolitical contexts. The course fosters students' appreciation for the richness of the Spanish language and Hispanic literature and culture.

Students use the three modes of communication in the process of learning how to analyze a literary text. This class will be conducted entirely in Spanish appropriate to this level and covers the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped by themes and presented in chronological order. Students will learn through a variety of interactive oral and written formats in Spanish. Additionally, students will analyze themes and features of artistic representations, audiovisual materials, and audio sources in Spanish related to course content. (1 credit)

*\*Please note, this is an excellent class for students who are native Spanish speakers as well as students who have completed AP Spanish Language.*

*Prerequisite:* AP Spanish Language and Culture OR native Spanish speakers

## Religious Studies

### **Religion I: Ignatius Loyola, Hebrew Scriptures and the Christian Testament**

The first section of this course is aimed at introducing the students to the basics of Catholic belief, especially the history and spirituality of the Society of Jesus. Students learn about St. Ignatius of Loyola, as well as other important Jesuits, Ignatian Spirituality, and the vocabulary particular to the Society.

The second section of this course is an introduction to the Bible. Students examine the Bible's formation, history, content, and relevance for both the ancient and contemporary audiences. Most people are familiar with the stories of Adam and Eve, the Exodus, or David and Goliath; but students in this course examine these texts with an eye towards who wrote the stories, why they were written, how they have been redacted, and why they still matter today. The study of the Christian Testament will examine the source, authorship, cultural and historical context, and differing Christologies of the Synoptic Gospels; explore the major themes and methods of Jesus' public ministry; and read the whole of Mark's gospel. The goal is to move beyond mere familiarity with the biblical stories towards a critical appropriation of the historical, literary, and contemporary contexts of the Bible (1 credit)

### **Religion II: Christian Testament and The Church in History**

Sophomore Religion is a two-semester course divided into a study of the New Testament and Church History. The first semester continues the students' study of the Gospels with a special emphasis on Matthew, Luke, and John. The distinctive Christologies within each Gospel are thoroughly analyzed in light of the historical context of first century Judaism.

In the second semester we continue a historical-critical approach to events and teaching of the Church throughout its long history. A special emphasis is given to the writings of St. Paul, the issues related to the Nicene Creed, the rise of scholasticism, the theologies present in the Protestant Reformation, and issues related to the modern church.

In both semesters we will be using an Ignatian paradigm to explore who Jesus is, what is his call and how do we respond to this call. (1 credit)

### **Religion III: Christian Ethics, Personal and Social: The Virtuous Man in the Public Arena**

It was the desire of Ignatius Loyola that the Jesuit school educate the virtuous man who would be active in the public arena. Toward this end, Junior Religion is a year-long course in Christian Ethics, Personal and Social. In the first semester we will examine what it means to be virtuous by drawing on the Classical philosophical traditions, the Doctors of the Church, and the Scriptures as well as the modern thought that has advanced it. In the second semester we will examine through the lens of Catholic Social Teaching the cultural, social, and legal structures that

constitute the local and global public arena to better understand the demands of a faith that does justice. (1 credit)

### **Religion IV (Fall Semester): World Religions**

The goal of this course is to introduce students to the major religious traditions that exist today and uncover what they have to teach us about ourselves and the challenges we face living in the 21st century. These are the "Wisdom Traditions" that have been with us for thousands of years, shaping our culture, history, humanity, and divinity. In keeping with the Jesuit axiom – "Find God in all things" – we will investigate the intricacies of Islam, Hinduism, and Buddhism in hopes of growing in both understanding and compassion. (0.5 credit)

### **Religion IV (Spring Semester): Christian Spirituality for the 21<sup>st</sup> Century: To be Contemplatives in Action**

The goal of this course is to examine the Christian spiritual tradition in both theory and practice. Ignatian Spirituality and other forms of the Christian spiritual tradition will be explored and practiced in an effort to see clearly the connection between contemplation and action. There will be a strong experiential component to this course to expose students to the actual lived practice of prayer in the Christian tradition and its call to service in the world. Additionally, this course will explore how the Catholic imagination shapes one's worldview that is in line with both the need to contemplate and act according to the Gospels. (0.5 credit)

### **Ignatian Seminar (Spring Semester)**

For seniors who exhibit interest and facility with discernment, an advanced course in Ignatian Spirituality is available. Over a semester, students work closely with a spiritual director in performing part of the 19th annotation of The Spiritual Exercises. The extent to which the retreat is finished depends upon the individual student's openness to the work of the Spirit. Seniors are invited to apply to this program at the conclusion of the fall semester. Department approval is required and limited based on the availability of retreat directors. (0.5 credit)

## Science

### **Biology**

This broad introduction to biology centers around the following main ideas: evolution, cells as a system, interdependent relationships, storage, transmission and retrieval of information, and the relationship of structure to function. The course is typically taken in 9<sup>th</sup> grade. (1 credit)

### **Honors Biology**

Honors Biology is a laboratory-based course designed for students with aptitude and motivation for a more challenging first-year biology course. We will explore how the big ideas in biology intersect across content areas, and how the simple building blocks of life are combined, rearranged and transformed into complex living systems. There will be an emphasis on molecular biology and inquiry-based learning. Advanced critical thinking skills are necessary for this writing and reading intensive course. Through analysis, synthesis and application we will build academic skills and sharpen awareness for the beautiful symphony of God's greatest gift to humans: the diversity of life on Earth.

*Prerequisite:* An incoming freshman must take the Biology placement test to be considered for this course. Placement will be decided by placement test score and approval of Department Chair.

### **Chemistry**

This course aims to expand upon the knowledge learned in biology and the role chemistry plays in our daily lives. Chemistry is a central science. This is an activity-based course that requires students to think about the way chemistry affects us every day. It will explore the yearlong essential question of "What is matter and how does it behave?" with the yearlong enduring understanding of "Matter is anything that has mass and takes up space and so it is found all around us. Like ingredients in a recipe, matter has specific physical and chemical properties and matter can react together to make a new substance with its own physical and chemical properties." The course is typically taken in 10<sup>th</sup> grade. (1 credit)

### **Honors Chemistry**

Honors Chemistry is a rigorous introductory chemistry course. The class will emphasize an understanding of the microscopic basis for why macroscopic phenomena occur rather than memorization of the phenomena themselves. Honors Chemistry will also demand greater dexterity with mathematics and problem solving than regular Chemistry. The course will develop students' ability to reason critically and scientifically, to justify claims with evidence, and to effectively communicate their ideas. The course is typically taken in 10<sup>th</sup> grade. (1 credit)

*Prerequisite:* Biology and approval of Department Chair. In addition, the students best equipped for success in this class have advanced beyond Geometry in the Math curriculum.

### **Physics**

This year long course covers several big ideas in Physics: Newton's Laws, Conservation of Energy and Momentum, Electricity and Magnetism, and power generation. Each quarter, students will have a chance to showcase what they've learned during a 2-3 week project, creating something that applies the topics they've learned and writing a comprehensive paper about the experience. This course is open to students in the 11<sup>th</sup> and 12<sup>th</sup> grades. (1 credit)

### **Honors Physics**

This is a yearlong course in physics intended for students who plan to study science in college and beyond. The central idea of this course is to provide training in critical thinking, analytical problem solving and quantitative reasoning, using the concepts of physics. While these skills are most applicable to Physics, it would also be fair to think of this course as a class in solving problems. We will learn to take whatever physical knowledge we have, whatever math skills we have, and learn how to analytically and methodically apply those skills to set up and solve problems, a skill that will be helpful in all walks of life. The course is typically taken in 11<sup>th</sup> or 12<sup>th</sup> grade. (1 credit)

*Prerequisite:* Biology, Chemistry, and approval of Department Chair. In addition, the students best equipped for success in this class have advanced beyond Algebra II or Algebra III in the Math curriculum.

### **Advanced Placement Biology**

This fast-paced, college-board-certified course covers eight central themes in the study of biology: science as a process; evolution; energy transfer; continuity and change; relationship of structure to function; regulation; interdependence in nature; and science, technology, and society. The course is typically taken in 11<sup>th</sup> or 12<sup>th</sup> grade. (1 credit)

*Prerequisite:* Biology, Chemistry, and approval of Department Chair. The student's prior Science class should have been an honors class.

### **Advanced Placement Chemistry**

AP Chemistry is designed to be the equivalent of an introductory chemistry course usually taken during the first college year. The course is designed for highly motivated students who wish to achieve the additional skills necessary to take the Advanced Placement Chemistry examination, and/or enroll in an honors program in college. It focuses on promoting enduring, conceptual understandings of Chemistry and the content that supports them. Students will spend more time on inquiry-based learning of essential concepts and will also develop skills such as designing plans for collecting data, analyzing data, applying mathematical models, connecting concepts in and across domains, and effectively communicating results. The emphasis is on problem solving, laboratory, organization skills, independent study habits and self-discipline while engaged in chemical investigations. The course is structured around the six big ideas and seven science practices articulated in the AP Chemistry curriculum framework provided by the College Board. (1 credit)

*Prerequisite:* Honors Chemistry or Honors Physics and approval of the Department Chair. The student's prior Science class should have been an honors class.

#### **Advanced Placement Environmental Science**

The AP Environmental Science course is a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is a rigorous science course that stresses scientific principles and analysis and includes a laboratory component; as such it is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fulfill a basic requirement for a laboratory science and thus free time for taking other courses. (1 credit)

*Prerequisite:* Biology, Chemistry and Physics, application and approval of Department Chair.

#### **Advanced Placement Physics**

This course seeks to improve the problem solving and analytical skills of the student in the context of deep quantitative understanding of a limited set of physics concepts: motion, force, energy, momentum, rotation, gravity, oscillation, electricity, magnetism, and circuits. Laboratory experience is a central aspect of the course and is exploratory in nature, rather than formulaic. The curriculum is set out by the College Board and the course culminates in all students taking the AP Physics C Exams in Mechanics and Electricity & Magnetism. The course is typically taken in 12<sup>th</sup> grade. (1 credit)

*Prerequisites:* Honors Physics, concurrent or previous enrollment in Calculus, and approval of Department Chair.

#### **Anatomy and Physiology**

This course aims to expand upon the knowledge learned in general biology with specific emphasis on the structure and function of the human body. The course will explore the organization of the body from the cellular to the organismal level. This broad introduction in human anatomy centers around the following big ideas: human body systems and their interdependence, risk factors for disease, bodily defense systems, bacteriology, and microbiology. Specific attention will be given to bodily systems, and how they function together. Case studies will provide examples of systems that do not work properly resulting in disease and/or illness. There will be practical application and connections to students' daily lives. The course is only open to those in 12<sup>th</sup> grade. (1 credit)

*Prerequisites:* Biology and Chemistry.

#### **Introduction to Engineering Design**

Students will learn the engineering design process as well as other engineering design skills and techniques through the completion of several projects over the course of the year. There will be projects assigned roughly every two or three weeks. Students will form project teams which will write and present a proposal to meet the requirements of the project, receive criticism of the proposal from the rest of the class, incorporate necessary changes to the proposal, create and test prototypes, create final product, and write up and present a final analysis of the project. As the year continues, the projects will become more complex. Additional assignments will be given to practice specific techniques in between projects. (1 credit)

*Prerequisites:* Biology, Chemistry, & Physics, and approval of Department Chair



## Honors vs. Regular Science

The Science department has put together the following guide to help students understand the difference between honors-level and regular science courses at Georgetown Prep.

Concerns	Honors	Regular
Immediate	<p><b>Advanced math required</b> You will be required to use math skills more advanced than found in the grade-level math at Prep.</p>	<p><b>Grade-level math required</b> If you are taking grade-level math (geometry for sophomores, algebra/trig for juniors, precalculus for seniors) you will find the math skills demanded in this course familiar.</p>
Short-term	<p><b>Emphasizes problem-solving</b> This course places more emphasis on right or wrong answers as well as good problem solving technique.</p>	<p><b>Emphasizes concepts</b> This course is designed for a wide array of learners with varied styles of projects and assessments.</p>
Medium-term	<p><b>AP Preparation</b> In order to take AP Biology, Chemistry or Physics, you must have moved into the honors science track.</p>	<p><b>Science Electives available</b> These courses will not prepare you for the three main AP sciences. AP Environmental Science and Anatomy remain open to you.</p>
Long-term	<p><b>Science Major Prep</b> Activities in these courses will more closely resemble the kinds of work demanded of science majors. If you plan to earn a degree in a STEM field, you should consider the honors science track.</p>	<p><b>Critical Thinking Prep</b> These courses are an important component of learning to think critically and analyze scientific information. These skills will serve you well in any field you choose to study.</p>

## Social Studies

### **Western Civilization**

This course is designed to introduce 9th grade students to the study of western civilization through a blend of political, social, economic, religious, and cultural history. Beginning with the early ancient civilizations of Egypt and Mesopotamia and ending with the aftermath of the First World War, this course covers about 4,000 years of history. Through lectures, PowerPoint presentations, critical thinking exercises, group activities, and vibrant class discussions, students are exposed to the narrative of European history. (1 credit)

### Sophomore Year Social Studies Options

#### **Global History**

The Global History course is a general survey of the history of China, India, Middle East, Africa, and Latin America. Students will examine the major historical developments from the early rise of agriculture to the modern period. The course is divided into five historical periods. Each period will be examined thematically, allowing students to compare and contrast civilizations, trading networks, and cultural issues. This course is a semester-long course and students who enroll in the course will be assigned to either the fall or spring semester by the Academic Dean's office. (0.5 credit)

#### **Advanced Placement World History**

The AP World History course is designed to develop a greater understanding of the evolution of global processes and contacts, and interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The AP syllabus is followed and students are prepared for the AP exam in May. (Students are also encouraged to take the World History SAT 2 in June.)

This course is for highly motivated sophomores who have been strongly recommended by their Western Civilization teacher, and have demonstrated advanced skills in writing, reading comprehension, and academic commitment as demonstrated by grades of 90% or better in Western Civilization. An application is required for this course and selection is determined by the department and Academic Dean. (1 credit)

#### Should I take AP or Global World History?

- AP World History is a full year course. Global is a one-semester course.
- AP World History requires students to take the national AP test in May. Global students take a semester exam.
- AP students have writing assignments every cycle, Global every other cycle.
- AP students have comprehensive tests or quizzes every cycle. Global assessments are given every other cycle.
- Both AP and Global examine "non Western" regions: China, India, Africa, Middle East, etc., but AP examines these regions in more depth and reviews Western Civilization as well (In preparation for the AP exam).

### Junior Year Social Studies Options

#### **United States History**

This is a classic survey course in United States History. This full year course provides a foundation for a sophisticated appreciation of the history of the United States, with the aim of analyzing the American experience from the settlement of the colonies through the mid-to-late 20th century. Historical thinking skills will be developed through a mixture of lecture-discussion, small group conversations, group work, individual projects, writing assignments and class presentations. The course is reading intensive and will emphasize expository writing skills based on primary and secondary sources. In addition, an emphasis on understanding contemporary issues is a hallmark of the course. (1 credit)

#### **Advanced Placement US History**

This is a survey course that prepares juniors to take the AP examination in U.S. History by studying and writing about the people, events, and forces that have shaped the American experience from Pre-Columbian America to the present. All students in the course will sit for the AP exam in the spring. A student who wishes to apply for AP U.S. History must have achieved a minimum grade of 85 in the AP World History course, or at least the low 90s in Global History. In addition, the student's PSAT reading scores must indicate that he possesses the skills necessary for success in a reading intensive course. Finally, the student must receive the recommendation of his World History teacher. (1 credit)

**If I apply for AP US History what am I signing up for?**

- Greater complexity of reading material (narrative, analytical, & primary sources), and writing assignments (i.e. Document Based Essays)
- Greater focus on more complex historical thinking and writing skills
- Greater quantity of reading assignments
- Greater number of topics covered with greater comprehensiveness.
- Greater time commitment on the part of students (reading speed and comprehension are important variables)
- Greater responsibility put on the student as a proactive independent learner

**Senior Year Social Studies Options**

**Advanced Placement Art History**

This a college-level introductory art history survey in which students learn to identify, examine, and critically analyze major forms of art from prehistory to the present. While the curriculum, requirements, and standards are extremely demanding and rigorous, the rewards are extraordinary. Students will significantly improve critical thinking and writing skills and expand visual literacy, and they will develop an understanding of the diverse cultural and historical contexts of painting, sculpture, architecture, and other media. Perhaps most importantly, students will confront the whole range of human experience, stretch their minds and imaginations to embrace new ideas and places, and develop a deeper understanding of what drives us as a species—our fears, our loves, and our beliefs. This course fulfills the social studies requirement for senior year. (1 credit)

**Advanced Placement Economics**

This course is a standard yearlong course in college-level economics. In the first semester macroeconomics is treated: Public Finance, Inflation, Recession, The Federal Budget, Keynesian Theory, Supply-Side Theory and Monetarist Theory will be the chief subjects of discussion. In the second semester, the course will turn its attention to microeconomics: Theory of the Firm, Elasticity, Utility Functions, Perfect and Imperfect Competition; Labor and Resource Markets will be treated. The student will sit for two separate AP exams in May: one in Macro, the other in Micro. Students are selected by the department for this course based on their previous history and math grades. A competitive candidate has come from AP US History with a B average or above or US History with an A average and comparable grades in upper level mathematics. (1 credit)

**Advanced Placement Modern European History**

This course is designed as a college-level survey of European history from the Renaissance to the modern era of the European Union. In addition to basic exposure to the factual narrative the goals of this course are to develop an understanding of some of the

principal themes of modern European history as well as an ability to analyze historical evidence. Through a seminar approach students are expected to present their work and discuss daily readings, all the while focusing on political, diplomatic, social, and economic themes. Textbook readings are supplemented by extensive work with primary sources (written work and images). Students should expect 3-4 essay assignments per marking period, as well as two tests and numerous reading quizzes.

In order to be accepted into this class a student should have outstanding recommendations from his junior year teachers as well as a high grade point average from his U.S. History class. Class size will also be taken into consideration. (1 credit)

**Advanced Placement US Government and Politics**

This yearlong course is an intensive college-level survey that explores the formal and informal structures of the government and the processes of the political system in the United States. To gain admittance, successful completion of US History is expected, followed by a review conducted by the history department. The course is organized around three broad topics. First, through the study of the Constitution, the course explores the basic “rules of the game” and the logic underlying the structures of the American government. Second, the course analyzes those who participate in politics and raises the specific question of what motivates a citizen to engage in political activity and how they organize themselves for collective action. Third, the course examines how the institutions of our national government--the Presidency, the Congress, and the Supreme Court --operate to channel competition and to perform the essential task of choosing the "winners" and "losers" in public conflicts. The class is intended to prepare students for the Advanced Placement exam for U.S Government and Politics held annually in May. (1 credit)

**Advanced Placement US Government and Comparative Government and Politics**

This offering is a two semester course. During the first semester, students will explore the fundamentals of the U.S. political system including the institutions of national government--the Presidency, the Congress, and the Supreme Court. The Electoral College, political parties, campaign finance, voting behavior, the media, and interest group politics will be covered extensively. AP Comparative Government is covered in the second semester. This course will explore the conceptual framework necessary to develop an understanding of some of the world's most diverse political structures and practices. Six countries form the core of this comparative study – United Kingdom, Iran, Nigeria, Mexico, the Russian Federation, and the People's Republic of China. An emphasis on themes such as globalization, immigration, democratization, and citizen-state relations will be highlighted. The course is intended to prepare students for the two Advanced Placement exams held annually in May. (1 credit)

### **Advanced Placement Psychology**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course culminates in each student sitting for the AP exam in May. This course fulfills the social studies requirement for senior year. (1 credit)

### **Advanced Placement Statistics**

The Advanced Placement Statistics course of study introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, as follows:

1. Exploring Data: describing patterns and departures from patterns.
2. Sampling and Experimentation: planning and conducting a study.
3. Anticipating Patterns: exploring random phenomena and using probability.
4. Statistical Inference: estimating population parameters and testing hypotheses.

All students participating in this course will take the nationwide AP Statistics Exam in the spring. Students who successfully complete the course and the AP Exam may be eligible to receive credit, advanced placement, or both for a one-semester introductory college statistics course. A TI-84 graphing calculator is required. (1 credit)

*Prerequisite:* Successful completion of Algebra II or III, and approval of the Math Department chairperson. This course fulfills the social studies requirement for senior year.

### **Economics**

This course is designed to prepare a senior to successfully encounter college courses in macro and microeconomics. It will use a college-level economics textbook and will familiarize the student with all of the topics normally addressed in a year-long college course: In macroeconomics, that includes Aggregate Demand Aggregate Supply Analysis, National Income Accounting, Monetary and Fiscal Policy and Externalities; and, in microeconomics, The Theory of the Firm, the Costs of Production, Perfect and Imperfect Competition, and Wage Determination. Graphical analysis will be a central component of the course. (1 credit)

### **US Government and Politics**

This course is a survey of American government, intended to prepare students to develop as an informed and knowledgeable participant in domestic politics. We discuss political ideology, along with the development of our political system and its governmental institutions. Upon course completion students will be able to critically examine the role of the national government and its relationship to the concept of liberty in a pluralistic society. This is a

course designed for seniors to further students' understanding of the intricacies of the three branches of government and those forces that shape public policy decisions. Special attention is paid to current events as a vehicle for observing national, state, and local issues of importance. Students who show success in the course as identified by the teacher *may* take the U.S. Government AP exam in May. This decision will be made in consultation with the Academic Dean. (1 credit)

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*The following is an elective summer course, open to students of any year. This course DOES NOT FULFILL the History requirement at Prep. It will appear on the student's transcript with the grade earned but does not take the place of any course during the academic year.*

### **U.S. Foreign Policy: Focus on Hungary and a Changing Eastern Europe**

Transitioning from communism after the fall of the Soviet Union, this dynamic nation pursued a pathway as a liberal democracy and a multi-party system. Hungary also endorsed the principles of human rights and political freedoms as it maintained membership in the European Union. Reflective of the mounting economic pressures facing all of Eastern Europe as well as the drift toward authoritarianism and regional hegemony by the Russian Federation, Hungary has felt the impact of these challenging forces. With the rise of the Fedesz Party and the subsequent election of Prime Minister Viktor Orban, Hungary is slowly drifting to the right under the guise of preserving Christianity against a rising tide of Muslim migration into the region. This movement away from liberalism is causing concern within the European Union, particularly with the ascendancy of Janos Ader to the Presidency in 2012. Freedom of the press is threatened and the centralization of the media under the state are compromising democratic values. Divisiveness is the norm as the conservative countryside parts ways with the more youthful urban centers. (.5 credit)

# Summer Academic Options & Calendar

Georgetown Prep strives to offer students the opportunity to improve and advance in the classroom, even during the summer months. Academically, the summer months present students with the chance to pursue areas of interest and passion with more focus than during the school year. There are a number of offerings here at Prep that fit into the broader curriculum. They are listed below with appropriate information, dates, and cost.

## MATHEMATICS:

*Summer Geometry* – This course is intended to accelerate the curricular progression for rising sophomores. **This course is by invitation only**; a student must have excelled as a freshman in Intermediate Algebra or Algebra, and must have shown the requisite level of mathematical fluency and ability to be considered for enrollment by the Department. A student *must* enroll in Algebra 3 as a sophomore following successful completion of the course.

*Dates:* Monday, June 10<sup>th</sup> – Friday, July 19<sup>th</sup> (with July 4<sup>th</sup> off); 8:30 a.m. to 12:00 p.m.

*Cost:* \$1500

*Instructor:* Mr. Pat Butcher & Mr. John DeCaro

*Summer Precalculus* – This course is intended to accelerate the curricular progression for high-achieving rising juniors and rising seniors who otherwise would not be on pace to take AP Calculus AB in the next academic year. **This course is by invitation only; this invitation is contingent upon performance in Algebra 2 or Algebra 3, particularly in the second semester and on the final exam.** This course enables a student to enroll in AP Calculus AB following successful completion. This is an asynchronous course, offered through online materials with the option of in-person and virtual teacher assistance.

*Dates:* Materials become available June 10<sup>th</sup> and students must verify that they have accessed materials by June 30<sup>th</sup>. Problem sets are due 7/28, 8/4, 8/11, and 8/18 but can be completed and turned in any time prior.

Each student must be present for an in-person final exam. Students have the option to take the exam on 8/23, 8/24, or 8/25.

*Cost:* \$500

*Instructor:* Mr. Kevin Dorn

*Algebra 2 Bridge Class* – This is a math academic support course, meant to help rising juniors prepare for the Algebra 2 curriculum. Designed for students who struggled in both Algebra 1 and Geometry, this course aims to give students the skills and confidence to be successful in the junior and senior year math curricula, as well as on the important standardized tests taken in those years.

*Dates:* Monday, July 29<sup>th</sup> – Friday, August 9<sup>th</sup>, plus a full-day session on Wednesday, 8/21. 8:30-11:30 a.m.

*Cost:* \$750

*Instructor:* Mr. John DeCaro

*Geometry Bridge Class* - This is a math academic support course, meant to help rising sophomores prepare for the Geometry curriculum. Designed for students who struggled in Algebra, this course aims to give students the skills and confidence to be successful in the sophomore year curriculum and beyond.

*Dates:* Monday, July 29<sup>th</sup> – Friday, August 9<sup>th</sup>, plus a full-day session on Thursday, 8/22. 1:00-4:00 p.m.

*Cost:* \$750

*Instructor:* Mr. John DeCaro

CLASSICAL LANGUAGE: *Descriptions of both Latin Summer Courses can be found on pages 13-15.*

*Summer Latin II –*

*Dates:* Monday, July 8<sup>th</sup> – Friday, August 9<sup>th</sup>; 9:00 a.m. to 12:00 p.m.

*Cost:* \$1300

*Instructor:* Dr. Bob Brewer

*Summer Latin III –*

*Dates:* Monday, July 8<sup>th</sup> – Friday, August 9<sup>th</sup>; 9:00 a.m. to 12:00 p.m.

*Cost:* \$1300

*Instructor:* Dr. George Hendren

*Introduction to New Testament Greek* – New Testament Greek is an intensive introduction to the Koine dialect of the New Testament and Septuagint. The course is intended for students with little to no background in Ancient Greek, and covers material similar to that found in the college-level introductory sequences for Ancient Greek. Students will leave New Testament Greek prepared for intermediate (second-semester) Attic Greek at the college level, and capable of reading extended passages from the New Testament with the infrequent aid of a dictionary.

*Dates:* Monday, July 8<sup>th</sup> – Friday, August 9<sup>th</sup>; 1:00-4:00 p.m.

*Cost:* \$1300

*Instructor:* Dr. George Hendren

## **MODERN LANGUAGE**

*Spanish 2* – This summer Spanish course is designed for students interested in fulfilling their modern language requirement ahead of schedule. It is an intensive, fast-paced course that will reinforce and build upon the language skills acquired in Spanish I. The present, present perfect, preterite and imperfect tenses will be employed in a variety of integrated reading, writing, speaking and listening activities. The subjunctive mood, the conditional and the future tense will also be introduced. The main goal of this course is to develop a higher proficiency of communication skills in the Spanish language. Students will also deepen their understanding of the rich cultural traditions of Spanish speaking countries. (Prerequisite: Spanish 1 or Honors Spanish 1)

*Dates:* Thursday June 6<sup>th</sup> - Friday, July 19<sup>th</sup> (off the 4th and 5th of July); 9:00 a.m. -12:30 p.m.

*Cost:* \$1500

*Instructor:* Mrs. Mary Pullano

*Pre-Advanced Placement Spanish Language Preparation Course* – This summer Spanish course is designed for students looking for reinforcement of the four essential language skills of listening, speaking, reading, and writing - along with review of key grammatical knowledge essential to success on the A. P. Spanish Language and Culture exam. This class includes paired speaking activities and presentations to strengthen students' speaking skills, incorporates authentic audio and print resources to build students' listening and reading comprehension skills, integrates targeted writing activities to promote students' writing proficiency, and even involves kinesthetic learning activities to reinforce students' grammatical knowledge. Finally, an introduction to the format and expectations of the AP exam will anchor the course, so that students will know fully what the College Board expects of them prior to their starting the A.P. Spanish Language and Culture course in the fall.

*Dates:* Monday, August 5<sup>th</sup> – Friday, August 12<sup>th</sup>; 8:30 a.m. to 12:30 p.m.

*Cost:* \$1000

*Instructor:* Mr. Matt Fitzgibbons

**SOCIAL STUDIES** – *A description of our Summer Foreign Policy course can be found on page 36.*

*U.S. Foreign Policy: Focus on Hungary and a Changing Eastern Europe -*

*Dates:* Monday, July 1st – Friday, July 19th (with July 4<sup>th</sup> off); 9:00 a.m. to 2:30 p.m.

*Cost:* \$1100

*Instructor:* Mr. Steve Maczynski, Director of College Counseling & Academic Support

## **ENGLISH**

*Summer Literacy Skills Seminar* - This three-week summer seminar is designed for rising sophomores. Class time focuses on close reading and annotating skills to support students as readers and reinforces the writing skills and practices of English I to support students as writers. The goals of the seminar are three-fold: 1. Students will complete their summer reading assignments. 2. Students will practice literacy skills daily to abate the typical summer regression of critical reading and writing skills. 3. Students will be better prepared to succeed in English II.

*Dates:* Monday, July 8<sup>th</sup> – Friday, July 26<sup>th</sup> ; 9:00 a.m. to 12:00 p.m.

*Cost:* \$1000

*Instructor:* Mr. Tom Venker, English Department Chair

## **SCIENCE**

*Principles of Computer Science* - Principles of Computer Science (PCS) is an introductory-level course that will broadly expose students to a variety of topics related to computer science. In this course students will explore topics such as programming, algorithms, the Internet, data sets, and global cybersecurity. PCS will require students to use the skills that they have learned in order to solve problems with solutions that leverage computational technologies. Please note that the curriculum for this course is modeled on the AP Computer Science Principles course.

*Dates:* Tuesday, June 4<sup>th</sup> through Friday, July 17<sup>th</sup>, with no class from 6/6-6/12, on July 4<sup>th</sup>, or from 7/9-7/15;

8:15 a.m. to 12:15 p.m.

*Cost:* \$1500

*Instructor:* Mr. Joe Nardella



# BEYOND THE CLASSROOM



# Standardized Testing for College Admissions

**SAT I:** The SAT I includes a multiple-choice test of evidence-based reading and writing and mathematical abilities and a student writing sample. The essay is optional but it is recommended that students take the test with the essay as many colleges and universities require this examination (or the ACT) with the essay as part of their admissions process.

**Preliminary Scholastic Aptitude Test (PSAT):** The PSAT is an abbreviated version of the SAT I taken by sophomores and juniors in October. Scores for juniors are used to determine National Merit Scholarship eligibility while the test is practice for sophomores. In addition, freshmen take a 9<sup>th</sup> grade variation of the test.

**ACT:** The ACT includes a multiple-choice test of English, math, reading comprehension, and science reasoning abilities and a student writing sample. The essay is optional but it is recommended that students take the test with the essay as many colleges and universities require this examination (or the SAT) with the essay as part of their admission process.

**SAT II (Subject Tests):** SAT subject tests measure knowledge or skills in a particular subject area and the ability to apply that knowledge. Some colleges and universities require two SAT II tests, a handful of schools require three SAT II tests, and many others do not require any at all. Each subject test is one hour in length. Students may take up to three tests in one sitting. Students should take a subject test in the academic year during which they study the related subject material. However, it is always advised to speak with the teacher first to ensure a student is ready and academically capable to succeed in that SAT subject test.

**Advanced Placement Examinations:** Advanced Placement (AP) examinations measure accomplishment in college level courses. AP examinations are not required in the college application process. Many colleges and universities, however, grant credit or placement based on performance on these examinations. AP examinations are given each May and students are required to take an AP examination in the academic year during which they complete the related AP course. Students register for these exams with the school.

## Testing Timeline:

	Fall	Spring
9 <sup>th</sup> Grade	Students are required to take the PSAT 9 in October, for which they will be registered automatically by the school. The test is used solely to expose students to the test and to gain experience.	Students taking Biology and performing well should talk to their teacher to determine whether or not they should take the SAT subject test in Biology. The June date is best for this test.
10 <sup>th</sup> Grade	Students are required to take the PSAT in October, for which they will be registered automatically by the school. This test is used for practice for the PSAT in junior year.	Students taking AP World History or an advanced level of math should talk to their teachers to determine whether or not they should take the SAT subject tests in World History or Math levels I or II. The June date is best for these tests.
11 <sup>th</sup> Grade	Students are required to take the PSAT in October, for which they will be automatically registered. Scores from this test will determine National Merit Scholarship eligibility but will not be sent to colleges.	Students should take the SAT in January, March, or May and/or take the ACT in February, April or June. Students should plan to take two SAT subject tests in June of this year and can talk to College Counseling to determine which tests are best depending on junior courses and potential college majors.
12 <sup>th</sup> Grade	Students should retake the SAT in October, November, or December and/or the ACT in September, October, or December. Students can also take additional SAT subject tests during the fall, if necessary. Students planning to apply Early Decision or Early Action to colleges should complete testing by October (some schools will accept November).	January SAT and December ACT are the final tests accepted for Regular Decision college applications.

# Opportunities for International Study

Each year the school offers a number of foreign exchange programs in association with high schools across the globe. Interested students should contact Rosita Whitman, the Director of International Programs.

## ARGENTINA

A unique opportunity to study at the Colegio del Salvador, Pope Francis' school, in Buenos Aires for two weeks in June and explore the historical sites of Buenos Aires including field trips to the Iguazu Falls and the Jesuit Missions. Students will live with their Argentinean counterparts who spend four weeks at Prep from late January through February. This trip is open to all students studying Spanish.

## SPAIN

Study at one of two Jesuit schools, the Jesus Maria El Salvador in Zaragoza, Spain or the Saint Ignasi School in Barcelona, Spain. Students will stay with host families. This program is open to third and fourth year Prep students.

## GERMANY

These two exchanges are with our brother Jesuit school, Aloisiuskolleg, in Bonn and the Gymnasium Tegernsee near Munich taking place over Spring Break or for three weeks in June. In Bonn the students will live at the boarding school and in Tegernsee the students will live with German families.

The modern language department has started a new partnership with the Benedictine High School of Ettal, located in the beautiful Alps in Southern Germany. The goal of the exchange is to build lasting personal friendships between students in the two countries. Students from Ettal visit us in the spring time for two weeks. The families of our German students host them, they come to school to shadow their friend during the day, and participate in after school or weekend activities with our students and their families. In early June, our students visit their German friends in Southern Germany for two weeks. Part of their trip includes visiting sites in München; after München, our students get a taste of German life by meeting up with their friends in Ettal, shadowing them during class and after school activities, and living in their homes. Naturally they also have plenty time to discover the beautiful sites around Ettal, such as the Alps or the fairy castles of Neuschwanstein and Linderhof. Some of our students opt for extending their German immersion by participating in German language camps following the exchange program.

## DOMINICAN REPUBLIC

Students have the opportunity to study at the Jesuit high school, Colegio Loyola, and live with a Dominican family during spring break. This is open to second and third year students.

## KOREA

This program provides an opportunity to study and learn the basics of Korean language and culture for three weeks in a Catholic high school in Seoul, South Korea. Participants will have the opportunity to visit many sites including a guided tour of the Demilitarized Zone and the ancient Royal Palaces. Student will live with a host family.

## ITALY

This program provides an opportunity to study and learn at the Scuola Massimo, a Jesuit school in Rome. Ancient Rome comes alive for the lucky senior who submits a 150 word essay detailing his ambition to study and live in Rome with a host family. This opportunity takes place during the first two weeks in June.

## TAIWAN

This unique program, sponsored by the Scholl Foundation, sends two rising seniors to study Chinese at the TCFHS High School in Taichung Taiwan. Students will stay with a host family. This opportunity includes a fully paid round trip airfare and excursions in Taiwan.

## GEORGETOWN PREP GLOBAL SCHOLARS PROGRAM

Global Scholars is an honors group where students focus on academics in a cross curricular context and global citizenship. During the year, students participate in monthly seminars culminating in a trip during Spring Break (the 207-18 trip is Italy, but locations change by year). Global Scholars is open to Sophomores and Juniors. Accepted applicants who complete Global Scholars will have it added to their transcripts as an honor completed at Georgetown Preparatory School. Questions about this program should be directed to Ms. Laura Hatmaker.

# Service Programs

Service is at the core of a Jesuit education. It has been a long tradition at Georgetown Prep for students to reach out to those who are experiencing economic poverty or who are otherwise disadvantaged or marginalized. The goal is for students at Prep to see the world beyond themselves, and work to erase those lines that keep people on the margins of society. Through these experiences, Prep students become “Men for and with Others.”

## **Freshman Service:**

The freshman service program is designed to put St. Ignatius’ Prayer for Generosity into action. All freshmen take part in a day of service where they work with and bowl alongside Special Olympic athletes in a bowling tournament. In addition, one Saturday or Sunday during the year, each freshman will go with a small group of his classmates to KEEN, SHARE, the Father McKenna Center, or the Aged Woman’s Home to volunteer.

*KEEN (Kids Enjoy Exercise Now)* is a volunteer organization that provides free one-on-one recreational opportunities for children and young adults with mental and physical disabilities. At each session, Prep students are paired with a participating athlete for a variety of age-appropriate activities.

*SHARE* is a food distribution warehouse in Hyattsville, MD for area shelters. Prep students sort and distribute food to shelter representatives and low-income families who pay a nominal amount for groceries.

*The Father McKenna Center* works to meet the needs of the homeless and people of very low-income in Washington, D.C. Its programs include a men’s daytime drop-in center, a food pantry, rent and utility assistance, a cold weather hypothermia shelter, and a small transitional living program. Students will eat lunch with the homeless men and assist in the food pantry or clothing closet.

*The Aged Woman’s Home of Georgetown* was founded in 1868 to house women who were left stranded and in dire straits following the end of the Civil War. To this day, the home serves women over the age of 62, who are without sufficient funds to support themselves in the community. Students participate in social activities with residents and assist with special projects.

## **Sophomore and Junior Service:**

All sophomores and juniors complete a minimum of twenty hours of community service with a program of their choosing, provided that the program provides direct contact with those on the margins of society.

## **Senior Service:**

Seniors are required to complete a minimum of fifty hours of service during the summer prior to their senior year. The goal is to immerse themselves and be in solidarity with those they serve. This service assists in forming their outlook on the world in which they live and their fellow man. During their senior year, Prep students will stay connected with and advocate for the people they served. Rising seniors may elect to complete their summer service by participating in one of Prep’s immersion trips.

### Summer Immersion 2017 –

*Apopka -- June 9-15:* Prep will partner with the Hope Community Center in Apopka, Florida, just outside of Orlando. Hope Community Center was founded by the Sisters of Notre Dame to serve community members going through hard times. Apopka has a large migrant community from all countries in Latin America that have endured the struggles of immigration for a long time. Students will stay in pairs with families in the community, eating meals, conversing, and playing games. During the day, they will work in vegetable fields and plant nurseries alongside other members of the community. They will also attend presentations and engage in discussions with the employees at Hope. By living and working with these families they will gain a greater understanding of life as an immigrant in the U.S.

*Encuentro – July 22-31:* Located in the El Paso-Ciudad Juarez border region, the Encuentro Project is a joint project run by the Jesuits, the Marist Brothers, and the Sisters of St. Francis of the Holy Family. Students will encounter and minister to migrant, refugee or vulnerable immigrant persons, in shelters, guest houses and/or parishes. Additionally, students will participate in workshops on Catholic Social Teaching and migrant/border realities. Students will stay in El Paso and travel to Ciudad Juarez on certain days.

*ESVA – July 7-13:* Prep partners with Habitat for Humanity on the Eastern Shore of Virginia. Students will partner with the local HFH affiliate in one of the poorest counties in Virginia as they build new homes and new futures. By working with this under-served community, the students will genuinely engage with people who seek to break the cycle of poverty and build greater financial security.

*Flathead – June 6-12:* Prep will partner with the Jesuit community that serves the Flathead Reservation. We will be stationed at the Saint Ignatius Mission Church in Saint Ignatius, Montana. During our visit we will engage in conversations about Native American history in the region and the role that the Jesuits played in that history. We will meet various members of the Native American community and engage them in conversation about their culture, traditions, history and challenges. We will have trips to various museums that show the rich history of the region. Prep will also have the opportunity to visit Glacier National park where we will discuss issues of environmental justice, mainly climate change and its effect on glaciers at the park. After this immersion trip the students should have a deeper understanding of life as a Native American in the United States as well as the effects of global warming at Glacier National Park.

*Ivanhoe – June 23-29:* Ivanhoe is a small town of about 600 aging residents in the economically- depressed Appalachian region of southwest Virginia. It is approximately 6 hours away from DC, just off Route 81. Ivanhoe, once a prosperous manufacturing town, has very high unemployment and has never quite been the same since a Union Carbide plant left the town and took many jobs with it. By the 1980s the last of the mineral companies closed and the local economy was decimated. Through the work of Maxine Waller and the Ivanhoe Civic League, the residents of Ivanhoe refuse to allow their town to die.

*Los Angeles Urban Plunge – June 9-15:* Following in the footsteps of Father Greg Boyle, students will tour Homeboy Industries and meet employees who run the Homeboy Bakery, the Homegirl Café, and the printmaking department, all of which were established to serve high-risk, formerly gang-involved men and women. While in Los Angeles, our Prep delegation will immerse ourselves in the community of Dolores Mission in the Boyle Heights neighborhood. During the week, we will attend a Spanish service at the church, feed the homeless who are given shelter and food by the parish, and engage in thoughtful dialogue with laypeople and clergy members who minister to the poor and homeless. Lastly, we will immerse ourselves in Ignatian spirituality, as we consider the complicated landscape of the urban poor of East L.A.

*NOLA – June 16-22:* Prep partners with Habitat for Humanity in New Orleans to provide well-built, affordable housing to low-income families. Habitat’s belief is that housing is the surest means to lift people out of poverty; its mission seeks to put God’s love into action, bringing people to build homes, communities, and hope. Prep joins with Habitat and its partner families to continue to rebuild housing destroyed by Hurricane Katrina in 2005. Habitat partner families must hold a mortgage and give 350 hours of sweat equity toward their down payment; 100 of those hours are spent on the house they will purchase; the remaining 250 hours are on Habitat builds in their new neighborhood.

*Pine Ridge – June 19-25:* History refers to Lakota people as the Sioux, yet the people refer to themselves as the Lakota Nation. This trip will take place within the Pine Ridge Indian Reservation, where a respectful and generous people have been forced to live on land that is not conducive to farming, ranching or industry. Students will perform physically strenuous labor, visit The Red Cloud Indian School, the Badlands, Mt. Rushmore, and experience a Native American Sweat.

*Senegal: Trees for the Future – August 2-11:* Trees for the Future is ending hunger and extreme poverty for farmers in developing nations. Many small farmers in Senegal struggle to eke out of living because of farmland that has degraded over time. Planting trees can begin the process of revitalizing the land and give farmers a chance to get ahead. Through our “Forest Garden Approach” we train farmers to plant and manage Forest Gardens that sustainably feed families and raise their incomes by 400%. Students will be assigned to a family and get hands-on experience helping their families with work in the field and at home.

*Somos Amigos – June 16-26:* Students will travel to San Juan, Puerto Rico and work with at risk 4th and 5th graders to improve their math and English skills at a summer camp run by Colegio San Ignacio de Loyola. The students are selected from neighborhoods that are very poor and still

reeling from the impact of hurricane Maria. In addition, these young boys and girls do not often learn English at home and therefore are at a distinct disadvantage when taking standardized exams such as PSATs and SATs. The greater goal of the summer camp is to better prepare these boys and girls for academic opportunities both within and outside of Puerto Rico.

# Retreat Programs

Since the founding of the first Jesuit college in 1548, Jesuit education has placed great emphasis on the spiritual formation of each student. Today, Georgetown Prep continues preparing students to lead meaningful lives as leaders in the professions, the arts, government, and the Church. The campus ministry team plans and directs retreat programs at each grade-level.

## **Freshman Year: “Finding God in All Things”**

On this one-day retreat, students reflect on their experience at Georgetown Prep as they explore what it means to be a student at a Jesuit school. While hiking along the Appalachian Trail, students are invited to consider the Jesuit motto “Finding God in All Things,” while participating in small group discussions centered on the themes of self-awareness, spirituality and service.

## **Sophomore Year: “The Grad at Grad Values”**

The goal of this overnight retreat is to lead the sophomores to reflect on the five “Grad at Grad” values of a Jesuit education. Through a series of peer led discussions and talks, as well as various activities themed on each of the Grad at Grad values, students delve deeper into the meaning of Jesuit education and how to be of service to the world.

## **Junior Year: “Putting Love into Action”**

The four-day junior retreat, Kairos, encourages the student to examine his life through the relationships he has experienced. The retreat challenges the student to deeper self-examination than previous retreats. Many students long remember Kairos as the highlight of their Prep experience.

## **Senior Year: “Living the Fourth”**

During this overnight retreat, seniors focus on three key questions: Where have I been? Where am I now? Where am I going? As students reflect on their challenges and successes in “Living the Fourth,” particular attention will be paid to the Kairos and summer service experiences and to imagining what it means to live out of these experiences in life beyond Georgetown Prep.

# Athletics

The Georgetown Prep athletic program is designed to provide an environment in which each student is given the opportunity to become a spiritually, intellectually, and physically stronger person. Prep focuses on each student as a complete person and encourages him to explore all aspects of human experience. It is the goal of Prep's athletic department to foster an atmosphere that enables the student-athlete not only to be coached the intricacies of his individual sport but to learn the values and lessons of life that are closely associated with the Ignatian experience.

Georgetown Prep has a lasting and well-known reputation of fielding teams that respect the traditions and high standards of each individual sport. The school is a member of the Interstate Athletic Conference (IAC) and competes against The Bullis School, The Episcopal High School, The Landon School, St. Albans School, and St. Stephen's & St. Agnes School in conference play. Our student-athletes compete with determination, desire, and integrity. Prep has won 91 conference championships and numerous tournaments since the start of the 2000 school year. Our athletes and coaches bring honor to their school and earn respect and admiration from their opponents. Prep has won the IAC Founder's Cup presented to the school for overall athletic excellence 12 of the past 14 years.

## Fall

- Cross Country
- Football - Freshman
- Football - Junior Varsity
- Football - Varsity
- Soccer - Freshman
- Soccer - Junior Varsity
- Soccer - Varsity

## Winter

- Basketball - Freshman
- Basketball - Junior Varsity
- Basketball - Varsity
- Hockey - Varsity II/JV
- Hockey - Varsity
- Indoor Track
- Swimming & Diving
- Wrestling - Junior Varsity
- Wrestling - Varsity

## Spring

- Baseball - Junior Varsity
- Baseball - Varsity
- Fencing
- Golf - Junior Varsity
- Golf - Varsity
- Lacrosse - Freshman Varsity
- Lacrosse - Junior Varsity
- Lacrosse - Varsity
- Outdoor Track
- Rugby - A
- Rugby - B
- Tennis - Junior Varsity
- Tennis - Varsity

# Co-Curricular Activities

Clubs at Georgetown Prep complement the school's rigorous academic curriculum by offering a diverse selection of extracurricular activities that allow students to develop leadership skills, pursue interests, form relationships, and gain valuable life experiences.

As a Jesuit institution committed to developing "men for others," Georgetown Prep supports clubs that provide opportunities for students to be of service to both the Prep community and society while developing themselves through new experiences.

Students are strongly encouraged to actively participate in existing clubs and develop new clubs, which will make a positive contribution to campus life.

Student clubs and organizations at Prep are overseen by the Dean of Students Office.

The following clubs have been active in the 2017-18 school year:

<b>Club Name:</b>	<b>Moderator(s):</b>
<i>Art &amp; Design Club</i>	<i>Ally Morgan</i>
<i>Arrupe Society</i>	<i>Brad Boyle</i>
	<i>Kurt Kaufmann</i>
<i>Best Buddies</i>	<i>Kevin Watson</i>
	<i>Mary Pullano</i>
<i>Blue and Gray Literary Magazine</i>	<i>Ryan Eskow</i>
	<i>Brian Chappell</i>
<i>Black Student Association</i>	<i>Chase Smith</i>
<i>Business Club</i>	<i>Andy Swaminathan</i>
<i>Chess Club</i>	<i>John DeCaro</i>
<i>Cognitive Science/Psychology</i>	<i>Brandon Rothenberg</i>
<i>College Football Club</i>	<i>Dacque Tirado</i>
<i>Cupola Hoyas</i>	<i>Tony Ashur</i>
<i>Diplomacy Society</i>	<i>Dacque Tirado</i>
<i>Drama/Prep Players</i>	<i>Colin Brown</i>
	<i>Brandon Rothenberg</i>
<i>Drum Line</i>	<i>Dean's Office</i>
	<i>Marc Dinitz</i>
<i>Environmental Club</i>	<i>Joe Nardella</i>
	<i>Bill Haardt</i>
<i>Fellowship of Christian Athletes</i>	<i>Chris Maddalone</i>
<i>Fencing Club</i>	<i>Rosita Whitman</i>
<i>Fishing Club</i>	<i>Brett Graham</i>
<i>Fit 4 Prep</i>	<i>Eamon O'Liddy</i>
<i>Forensics Club (Speech/Debate)</i>	<i>Tom Gigot</i>
	<i>Vince Rubertone</i>
<i>French Club</i>	<i>Christel Petermann</i>
<i>Game Design Club</i>	<i>Kevin Dorn</i>
<i>German Club</i>	<i>Erika McGinn</i>
<i>Greek Club</i>	<i>Laura Hatmaker</i>
<i>Grill Masters Club</i>	<i>Kevin Dorn</i>
<i>Habitat for Humanity</i>	<i>Kurt Kaufmann</i>
<i>Hippocratic Society (Science and Medical)</i>	<i>Joanna Scimeca</i>
<i>International Relations Club</i>	<i>Rosita Whitman</i>
<i>Intramurals</i>	<i>Billy Falatko</i>
	<i>Scott Urick</i>
<i>Irish American Heritage Club</i>	<i>Bob Barry</i>
<i>Jazz Band</i>	<i>Alvin Trask</i>
<i>Kino Border Initiative Club</i>	<i>Matt Fitzgibbons</i>
<i>Korean Club</i>	<i>Blake Kaplan</i>
	<i>John Glennon</i>
<i>Little Hoya Newspaper</i>	<i>Amanda Melder</i>
<i>Lord Chamberlain's Army (Shakespeare Club)</i>	<i>Natalie Denney</i>
<i>Mandarin Club</i>	<i>Kurt Kaufmann</i>
<i>Math Club</i>	<i>John DeCaro</i>
<i>M.E.L.O.N. (Middle Eastern League of Nations)</i>	<i>Chris Maddalone</i>
<i>Mock Investment Club</i>	<i>Lucie Wilson</i>
<i>Music Fusion Club</i>	<i>Dan Bowen</i>
<i>National Honor Society</i>	<i>Joanna Scimeca</i>
<i>Neuroscience Club</i>	<i>Natalie Denney</i>

OAS

*Oasis/Recording Studio*  
Philosophical Society  
*Ping Pong Club*  
Quiz Bowl  
*Robotics*

SADD

*Science Olympiad*  
Ski and Snowboard Club  
*Social Justice Club*  
Spanish Club  
*Spectrum Alliance Group*  
Sports Film and Documentary  
*Student Alumni Association*  
Student Government

*String Ensemble*

Trees for the Future  
*Ultimate Frisbee Club*  
U.S. Politics Club  
*Video Game Club*  
Wounded Warriors Club  
*Yearbook*

Rosita Whitman  
*Sean Gaiser*  
Brian Chappell  
*Andy Swaminathan*  
Bob Brewer  
*Bill Falatko*  
Michael Foster  
Ryan Eskow  
*Chris DeFeo*  
Joe Nardella  
*Dan Bowen*  
Antonieta Singer  
*Karen Napolitano*  
Chris Maddalone  
*Chris Hampton*  
Christy Shockley  
Sean Gaiser  
*Gary Daum*  
Marcos Poole  
*Dean's Office*  
Josh Furnary  
*Kevin Dorn*  
Kurt Kaufmann  
*Ryan Eskow*  
*Michael Foster*

# Georgetown Preparatory School Faculty 2017-2018

## **Administration**

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JAMES VAN DYKE, S.J.

*President*

B.A., English, University of Virginia

M.Div., Weston School of Theology

Th.M., Weston School of Theology

M.A.L.A., St. John's College

JOHN GLENNON JR.

*Headmaster*

B.A., Government, Georgetown University

M.P.P. Education, Social, & Family Policy,

Georgetown University

Ed.M. School Leadership, Harvard Graduate School  
of Education



PATRICK COYLE '03

*Director of Marketing and Communications*

B.A., Political Science, Dickinson College

BRIAN GILBERT

*Dean of Faculty; English*

B.A., English, Georgetown University

M.A., English, University of Maryland

BRETT GRAHAM '92

*Director of Admissions*

B.A., Communications, Fordham University

JOSEPH HARKINS '96

*Dean of Residential Life*

B.A., English, Columbia College

JOHN KRAMBUHL

*Director of Campus Ministry*

B.A., Religious Studies, University of Virginia

M.T.S., Washington Theological Union

Certificate, Spiritual Direction, Georgetown

University

CHRISTOPHER LAPP '04

*Director of Campus Management and Planning*

B.A., Economics, Virginia Tech

ERIK MAGINNIS

*Academic Dean; Classics*

B.A., English and Classical Languages, Georgetown  
University

M.A., Classics, University of Maryland

STEVE MACZYNSKI

*Director of College Counseling & Academic  
Support Services*

B.S.F.S., Foreign Service, Georgetown University,

M.A., Foreign Service/Latin American Concentration,  
Georgetown University,

M.A., Counseling, George Washington University

KAREN NAPOLITANO

*Director of Counseling Services*

B.A., English, Providence College

M.S., Education-Counseling & Guidance, Johns

Hopkins University

DANIEL PARO '79

*Director of Athletics*

B.A., History, Denison University

M.A. Athletic Administration, Ohio University

ROBERT POSNIEWSKI '77

*Chief Financial Officer*

B.A., Marketing & Management James Madison  
University

M.B.A. The George Washington University

CHRISTOPHER RODRIGUEZ

*Dean of Students*

B.A., Criminal Law / Criminal Justice, Appalachian  
State University

## Faculty and Staff

---

MONICA ALLSTON

*Assistant to the Director of Admissions*

B.A., Journalism, Loyola College

J.D., The Catholic University of America

MARK ALTEMUS '13

*Registrar*

B.A., Sociology, Princeton University

ANTHONY ASHUR

*Fine Arts*

B.A., College of the Holy Cross

M.P., University of Virginia

Masters in Music, Shenandoah University

YUSHAN BAI

*Science*

B.S., Biological Sciences, University of Maryland,  
Baltimore County

MAT, Secondary Biology, University of Maryland,  
Baltimore County

JOHN BALBACH

*Science*

B.S., Physics

B.A., Math, Eastern Illinois University

M.S., Physics, Washington University in St. Louis

Ph.D., Physics, Washington University in St. Louis

ROBERT BARRY

*English*

B.A., English, University of Virginia

M.A., English and Education, University of

Maryland

ROBERT BEGIN

*English, Assistant Director of Admissions*

B.A., English, Georgetown University

M.S., Education Studies, Johns Hopkins University

DANIEL BOWEN

*Religion*

B.A., Theology, St. Anselm College

S.T.B., Catholic University of Louvain

BRADLEY BOYLE

*Religion*

B.A., Theology, Georgetown University

Master of Theological Studies, Harvard University

ROBERT BREWER

*Classics, Social Studies*

B.A., Classical Humanities, Honors Arts

Baccalaureate, Xavier University

M.A., Classical Studies, University of Florida

Ph.D., Classical Philology, University of Florida

ADAM BROWN

*Director of Health and Wellness / Assistant  
Athletic Trainer*

B.S., University of Maryland

B.S., University of Maryland

M.S., Seton Hall University

COLIN BROWN

*Fine Arts*

B.S. Music Education, Duquesne University

Master of Music, Northwestern University

KEVIN BUCKLEY

*Religion*

B.A., History, College of Charleston

M.A., Philosophy, Loyola University of Chicago

M.A., Sociology, Loyola University of Chicago

PATRICK BUTCHER '03

*Mathematics*

B.S., Mathematics and Engineering Science,

Vanderbilt University

Master of Accountancy, Vanderbilt University

BRIAN CHAPPELL '02

*English*

B.A., English, Boston College

M.A., English, Georgetown University

Ph.D., English, Catholic University

JULIE COLLINS

*Religion*

B.A., History, Virginia Tech University

M.A.T., History, University of North

Carolina - Chapel Hill

M.Ed., Religious Education, Boston College

THOMAS CONLAN

*Social Studies*

B.S., Economics, Villanova University

M.A., Philosophy, Washington Theological Union

BRIAN DANVER

*Classics*

B.A., English, Washington College

M.A.L.S., Humanities, Georgetown University

GARY DAUM

*Chair, Fine Arts*

B.S., Music, Clarion State College

M.A., Music, Catholic University

JOHN DeCARO

*Mathematics*

B.A., Mathematics, Boston College

M.S., Mathematics and Statistics, Georgetown

University

CHRISTOPHER DeFEO

*Science*

B.S., Chemistry, Villanova University  
Ph.D., Molecular Biophysics and Biochemistry, Yale University

NATALIE DENNEY

*Science*

B.A., Molecular Neurobiology, University of Pennsylvania  
M.A., Molecular Neurobiology, University of Pennsylvania

KEVIN DORN '08

*Mathematics*

B.A., Political Science & History, University of Pennsylvania

RYAN ESKOW

*English*

B.A., English Literature, American University

WILLIAM FALATKO '09

*Assistant to the Dean of Students*

B.S., Health Policy and Management, Providence College

THOMAS FENFERT

*Chair, Science Department*

B.A., Physics, State University of New York at Geneseo  
M.S., Applied Physics, University of Maryland at Baltimore

MATTHEW FITZGIBBONS

*Modern Languages*

B.A., Spanish and Sociology, Holy Cross College  
M.A., Spanish, Middlebury College

MICHAEL FOSTER

*Fine Arts*

B.F.A., Visual Communications Design, Ball State University

JOSHUA FURNARY

*Social Studies*

B.A., History, University of Mary Washington  
M.Ed., University of Mary Washington

SEAN GAISER '98

*Director, Recording Studio*

B.A., Psychology, Duke University

MARIANNE GALLAGHER

*Religion*

B.A., Religious Studies, Stonehill College  
M.A., Master in Divinity, Weston Jesuit School of Theology  
M.A. Theology, Weston Jesuit School of Theology

THOMAS GIGOT

*Mathematics*

B.S., Mathematics, Marquette University  
J.D., Georgetown University

MARY ELISE GRIBBIN

*Chair, Classics Department*

B.A., Classical Studies, Gettysburg College

WILLIAM HAARDT

*Religion*

B.A., Religious Studies, Colgate University  
M.A., Theology, University of San Francisco

LAURA HATMAKER

*Classics, English*

B.A., Classical Archeology, Early & Late Antiquity Studies, University of Mary Washington  
M.A., Latin, University of Georgia

GEORGE HENDREN

*Classics*

B.A., History and Classics, Virginia Tech  
M.A., Classics, University of Florida  
Ph.D., Classics, University of Florida

DENISE HITT

*Assistant to the Headmaster*

B.A., Criminology, University of Maryland  
J.D., University of Baltimore School of Law

KATHERINE HOWARD

*Mathematics*

B.A., Mathematics Education, University of Delaware

KURT KAUFMANN

*Social Studies; Director of Christian Service*

B.A., Economics, College of the Holy Cross

MAC KIMMITT

*College Counseling*

B.A., History, John Carroll University  
M.A., School Counseling, Trinity Washington University

NATHAN LOCKETT

*College Counseling*

B.A., History and Education, SUNY Geneseo  
M.S., Curriculum Development, SUNY Albany

ERICA LODISH

*Library Media*

B.A., Case Western Reserve University  
M.L.S., Case Western Reserve University

CHRISTOPHER MADDALONE

*Science*

B.A., History, Boston College

M.S., Education, Long Island University

ERIKA MCGINN

*Modern Languages*

B.A. Linguistics, History, and Pedagogy, Eötvös  
Lorand University

B.A. German Linguistics, German Literature, and  
Pedagogy, University of Heidelberg

M.A. German Literature and Pedagogy, University of  
Heidelberg

AMANDA MELDER

*English*

B.A., English, University of Dallas

M.A., Literature, American University

ALLYSON MORGAN

*Fine Arts*

B.A., Fine Arts, Arizona State University

JOSEPH NARDELLA

*Science*

B.S., Biochemistry, University of Scranton

M.S., Biomedical Science Policy and Advocacy,  
Georgetown University

ANN NICHOLS

*Mathematics*

B.S., Chemistry, University of Wisconsin

M.S., Inorganic Chemistry, University of Maryland

M.Ed. Administration, Loyola University Maryland  
Certification in Ed Administration

STEPHEN OCHS

*Social Studies*

B.A., History, St. Louis University

M.A., US History, University of Maryland

Ph.D., US History, University of Maryland

EAMON O'LIDDY

*Director of Strength and Conditioning*

B.S., Kinesiology, University of Maryland

RYLAND OWEN

*Chair, Social Studies Department*

B.A., Washington and Lee University

M.A., University of Virginia

CHRISTEL PETERMANN

*Modern Language*

B.A., French Literature and History of Art, Bryn  
Mawr College

M.A., French Literature, New York University

MARCOS POOLE

*Social Studies*

B.A., Political Science, University of Georgia

M.A., International Affairs, American University

MARY PULLANO

*Modern Languages*

B.A., Theology and Spanish, University of Notre  
Dame

M.Ed., University of Notre Dame

BRANDON ROTHENBERG

*Social Studies*

B.A., History, Dickinson College

CHRISTOPHER RUSSELL

*Religion*

B.A., Theology and Philosophy, Seattle University

Master of Theological Studies, Weston Jesuit School  
of Theology

ROBIN RUSSELL

*Fine Arts*

B.F.A., Fine Art, The Cleveland Institute of Art

M.A., Art & Art Education, Teachers College,  
Columbia University

DAVID SAUTER, S.J.

*English*

B.A., Loyola University Chicago

M.A., Loyola University Chicago

M.Div., Woodstock College

M.A., Curriculum Design, Columbia Teachers  
College

D.H.L., University of Scranton.

JOANNA SCIMECA

*Science, Mathematics*

B.S., Biology, Providence College

M.Ed., Providence College

CHRISTINA SHOCKLEY

*Mathematics*

B.S., Mathematics, College of Charleston

M.A., Teaching, Grand Canyon University

ANTONIETA SINGER

*Modern Language*

B.A., Education, Universidad Metropolitana de  
Ciencias de la Educacion

CHASE SMITH

*Assistant to the Dean of Students*

B.S., Sports Management, Wingate University

J.D., Barry University

JOSEPH SPELTA

*Director of Sports Medicine, Head Athletic Trainer*

B.S. Kinesiological Sciences, University of Maryland

M.Ed. Secondary Education, Lynchburg College

KATHERINE STEUART

*Chair, Modern Language Department*

B.A., Spanish, Washington and Lee University

MICHELE STRACHAN

*Executive Assistant to the President*

B.S., Business, University of Delaware

ANDY SWAMINATHAN

*Mathematics*

B.S., Electrical Engineering, Madras College of Engineering

M.S., Electrical Engineering, New Jersey Institute of Technology

M.B.A., Finance, Pace University

DACQUE TIRADO

*Social Studies*

B.A., Government, Wesleyan University

M.A.L.S., Columbia University

J.D., University of Pennsylvania

ALVIN TRASK

*Fine Arts*

B.A., Music, Louisiana State University

M.A., Music, Howard University

RAMON TUSELL

*Science*

B.S., Chemistry and Physics, Universidad del Valle de Guatemala

Ph.D., Chemistry, Montana State University

SCOTT URICK

*Assistant Athletic Director*

B.A., Government, Georgetown University

THOMAS VENKER

*Chair, English Department*

B.A., English Language and Literature, University of Virginia;

M.Ed., Secondary English Education, Lehman College

KEVIN WATSON

*Religion*

B.A., Theology, Oxford University

M.A., Religion, Yale Divinity School

ROSITA WHITMAN

*Director of International Programs*

B.A., University of Pittsburgh

M.A., University of Lisbon

BENJAMIN WILLIAMS '80

*English*

B.A., English, Spring Hill College

M.A., English, St. Louis University

LUCIE WILSON

*Chair, Mathematics Department*

B.S., Industrial Engineering, Lehigh University

M.S., Computer Science, Johns Hopkins University

M.A., Education, Johns Hopkins University

TIMOTHY WISECARVER

*Mathematics*

B.A., Washington and Jefferson College

M.A., St. John's College