

Resources:

Office 365

<https://m365.cloud.microsoft/?auth=2>

Academic Downloads for Students

Academic Study Hall Schedule & Guidelines

- **Office of Academic Affairs Re: Academic Study Hall (ASH) - Notification/Expectations** A review of your semester 1 report card has indicated you have failed a subject for the semester which places you on Academic Probation. A student on Academic Probation is in danger of failing a subject for the year and therefore would be required to:
 - Complete a summer credit recovery course to matriculate for the year
 - Or be dismissed from CHC if he has failed 3 or more full credit courses for the year.To help address your academic situation, students are required to Academic Study Hall (ASH) and will be placed into 2 groups based on their Academic Probation.
 - Red group – students who have failed 1-2 subjects and therefore only need to attend ASH each Tuesday & Thursday per the schedule below
 - Gold Group – students who have failed 3 or more subjects and therefore need to attend ASH each Tues & Thurs as well as every other Saturday per the schedule belowAttendance will be recorded at each ASH session. The upcoming schedule for Tues & Thurs ASH this year will be:

Date	Day	Time	Location
2/11	Tuesday	3pm-4pm	LHN
2/13	Thursday	3pm-4pm	LHN
2/18	Tuesday	3pm-4pm	LHN
2/20	Thursday	3pm-4pm	LHN
2/25	Tuesday	3pm-4pm	LHN
2/27	Thursday	3pm-4pm	LHN
3/4	Tuesday	3pm-4pm	LHN
3/6	Thursday	3pm-4pm	LHN
3/11	Tuesday	3pm-4pm	LHN
3/13	Thursday	3pm-4pm	LHN
3/18	Tuesday	3pm-4pm	LHN
3/20	Thursday	3pm-4pm	LHN
3/25	Tuesday	3pm-4pm	LHN
3/27	Thursday	3pm-4pm	LHN

The upcoming schedule for Saturday ASH this year will be:

Date	Day	Time	Location
2/15	Saturday	930-1130am	Commons
3/1	Saturday	930-1130am	Commons
3/15	Saturday	930-1130am	Commons
3/29	Saturday	930-1130am	Commons
4/12	Saturday	930-1130am	Commons
5/3	Saturday	930-1130am	Commons

During Academic Study Hall, a student will either:
 - Work on missing assignments/HW to be caught up and current.
 - See his course teacher for extra help. (Students should come to Study Hall to check in and then go to their course teacher for help. You will need to bring a note indicating you did indeed meet them for a review session.)
 - Work on current assignments and study to remain in good current standing.
 - Study and prepare for the next day's classes.During each Academic Study Hall (ASH), each student needs to:
 - be in school dress code
 - bring all the materials including devices
 - have a list of their missing assignmentsA student can be removed from the Academic Study Hall (ASH) list, if:
 - If a student has a passing grade of a 75 or above in the failing subject at the issuing of their progress report (March 28)
 - Absence or Tardy Policy for Academic Study Hall:
 - Please note that failure to report to ASH will result in further consequences including disciplinary action such as general detention and/or Saturday detention.
 - Students are only excused from ASH with prior approval by the Office of Academic Affairs. Email excuses will not be accepted. You should see

Mr. Fan in person if you need to be excused. • No Proxy contact – contact Mr Fan yourself. Questions can be directed to Mr. Fan (fant@calverthall.com) or in person in the Office of Academic Affairs in the school's Main Office.

Guidelines and schedule for Academic Study Hall (ASH). Students who have a course failure for Semester 1 were assigned to ASH for semester 2.

-ASH is scheduled each Tues & Thurs from 3-4pm in LHN. Students must be in dress code for ASH.

-Certain students with multiple failures were also assigned to Saturday ASH.

Please check the schedule so not to miss ASH.

We will NOT hold ASH on thursday, 2/20.

Any questions can be directed in-person to Mr. Fan

Updated 2/14/2025

Program of Studies for AY 25-26

- **1 Program of Studies 2025 – 2026 2 TABLE OF CONTENTS Introduction.**
..... Page 3
Graduate Profile
Page 4 Academic
Expectations.....Page 5-7
Overview of
Grading.....Page 8
Marking System
Page 9-10 Graduation
Requirements.....Page 11
Distinguished Academic Programs.....
Page 12 National Honor Society-Selection
Criteria.....Page 13 Dual Enrollment and
Enrichment Courses.....Page 14 Course
Selection Placement Process & Timeline Page
15 Academic Classification of Courses & Accommodations.
..... Page 16 **Courses Descriptions for Freshman,**
Sophomore, Junior, and Senior Years.Page 17 **Freshman Courses and**
Requirements Page 18-19
Sophomore Courses and
Requirements.....Page 20-22 Junior
Courses and Requirements.....Page
23-25 Senior Courses and
Requirements.....Page 26-29 Religion
Department. Page
30-32 Mathematics Department
..... Page 33-37 **Computer**
SciencePage
38-39 Science
Department.....Page
40-43 Engineering

.....	Page 44
Social Studies Department...
Page 45-49 Business	
Courses.....	Page
50-51 English	
Department.....	Page
52-55 World Language	
Department.....	Page 56-66 Fine
Arts (Music, Visual Arts).....	Page
67-73 Physical Education Department...	
.....	Page 74 McMullen Scholars
Program... ..	Page 75 3

INTRODUCTION Our Mission Calvert Hall College, a Lasallian Catholic college preparatory school, prepares a diverse community of young men to achieve their full potential utilizing their unique talents. Through excellent academic and extracurricular programs led by innovative and dedicated educators, our students become confident men with the ethical foundation for service, independent thinking, and responsible leadership. Inspired by the faith and zeal of St. John Baptist de La Salle, our students develop a respect for others as part of an inclusive, lifelong Calvert Hall brotherhood as Men of Intellect, Men of Faith, and Men of Integrity. The mission statement reflects the following common beliefs held by the Calvert Hall community: ♦ We believe that a value-centered Catholic education based on the teachings of Saint John Baptist de La Salle is at the heart of Calvert Hall. ♦ We believe that every student is entitled to an excellent academic education. ♦ We believe that every student needs to be challenged to reach his full potential. ♦ We believe that a college preparatory program provides every student with the skills to be a productive member of society. ♦ We believe that every student needs the opportunity to cultivate his God-given gifts and talents. ♦ We believe that a caring community develops the interpersonal relationships that are vital to the educational process. ♦ We believe that the atmosphere of the Calvert Hall community promotes a brotherhood that endures beyond graduation. ♦ We believe that Calvert Hall fosters an appreciation for the uniqueness of each person. The academic component of Calvert Hall's mission and beliefs is detailed in this Program of Studies. This document contains a complete listing and description of Calvert Hall's course offerings and academic requirements. This Program of Studies is an essential reference for the Calvert Hall School community of students, parents, guardians, teachers, and counselors regarding all aspects of academic affairs, including course selection

4 GRADUATE PROFILE A Man of Intellect ♦ Demonstrates critical & logical thinking skills. ♦ Exhibits proficiency in spoken and written communication. ♦ Manifests the skills essential for success in higher education and life. ♦ Values the arts, athletics, creativity, and fitness. ♦ Integrates technology for innovative problem solving. ♦ Embraces the quest for knowledge. A Man of Faith ♦ Understands Catholic moral and social teaching. ♦ Is grounded in core Lasallian values. ♦ Respects the dignity and uniqueness of others. ♦ Recognizes and values his self-worth. ♦ Values the sacredness of all life. ♦ Performs meaningful service to the community. ♦ Is conscious of the presence of God in his life. ♦ Values the brotherhood of the Calvert Hall experience and tradition. A Man of Integrity ♦ Makes sound ethical and moral decisions. ♦ Acts with poise and civility. ♦ Interacts with others honestly and maturely. ♦ Accepts responsibility for his actions. ♦ Thinks independently. ♦ Provides leadership within the community.

5 ACADEMIC EXPECTATIONS The dignity and integrity of each individual student are essential components of genuine academic success. A

Calvert Hall College High School diploma should recognize not only the successful completion of an academically rigorous course of study but also the formation of a young man with high ideals of morality, honesty, and respect for himself and his community. Furthermore, Calvert Hall College High School endeavors to create an atmosphere of personal and academic freedom and of mutual trust between students and faculty. Breaches of academic integrity by a student undermine an environment of freedom and trust. A student's acceptance of enrollment in Calvert Hall College High School and continuation of enrollment in Calvert Hall are contingent upon the student's acceptance of and adherence to the principles of student responsibility and academic honesty.

STUDENT RESPONSIBILITIES:

- To complete all academic work honestly and independently, except in those instances in which an instructor clearly permits collaboration among students, for example, assigned group projects. (See "Academic Violations")
- To acquaint themselves with the meaning of plagiarism, to learn how to properly cite sources used in submitted work, and to consult with instructors regarding the allowable resource materials or aids to be used during assessments (i.e.: tests) or in the completion of any graded work.
- To refrain from revealing any information about an assessment's contents, directly or indirectly, to any other student who may later take the same assessment.

ATTENDANCE:

- Class attendance is essential to a student's academic success. Students should NOT be absent from school unless there is a serious reason. If a student needs to be absent, a parent is required to sign into the Calvert Hall website and complete the **ABSENCE NOTIFICATION FORM** via the Attendance Tile prior to 9:30am the day of the student's absence.
- The school does NOT approve of the non-academic/vacation absences during the academic calendar year.
- Students missing three hours or more of a day will be marked "ABSENT". A student may not participate in cocurricular activities on the day of an absence.
- Students missing 12 days or more may be required to attend academic study hall to compensate for missed instructional time. The Academic Study Hall (ASH) takes place both scheduled after-school sessions and on scheduled Saturdays. Additionally, a student may need to attend summer school, or may be required to withdraw from Calvert Hall resulting from excessive absences.
- In instances of absences, the student is responsible for all academic work missed due to absences.

6 ACADEMIC VIOLATIONS An academic violation is a fraudulent act on the student's part as outlined in the Student Handbook (pg 15). An academic honesty violation will result in a failing grade of a zero (0) for the academic work. All academic honesty violations are reported to the Office of Academic Affairs (OAA). On any violation, parents or guardians will be notified by the reporting instructor and contacted by the OAA. Any ensuing violation requires the student, with his parents or guardians, to attend a conference with the Vice Principal (OAA). In addition to the policies enumerated above, academic honesty violations are subject to disciplinary action which may include suspension or expulsion. Additionally, academic honesty violations may affect eligibility or standing in the National Honor Society. Instances of Academic Violations can include, but are NOT limited to:

- ♦ Plagiarizing or copying the academic work of another student and submitting it as one's own
- ♦ Plagiarizing or copying or allowing another student to copy answers from an assignment, quiz, or test.
- ♦ Communicating/transmitting answers (verbally or non-verbally) during an assessment (i.e.: test or quiz).
- ♦ Using notes or other unauthorized materials during an assignment, test, or quiz.
- ♦ Gaining access to test questions or answers before a test without permission of the teacher.
- ♦ Violating assignment, quiz, test, or assessment procedures established by the teacher.
- ♦ Using unauthorized resources for take-home assignments without the expressed consent of the

teacher. ♦ Obtaining a paper from any source (a person, a text, on-line) and submitting as one's own work. ♦ Violation of the school's Artificial Intelligence Policy (see below) **PLAGIARISM** Plagiarism is a situation in which one leads a reader to believe that written work submitted by the student is his own writing when it is not. Plagiarism includes, but is not limited to, the following behaviors: ♦ Directly copying part or all of another person's work and presenting it as your own. ♦ Submission of papers or reports from commercial research companies, including on-line sources. ♦ Copying portions of a text without crediting sources. ♦ Rephrasing another person's ideas and presenting them as your own without crediting sources.

ARTIFICIAL INTELLIGENCE POLICY INTRODUCTION: Aligned with our Lasallian values of forming men of intellect, faith, and integrity, Calvert Hall recognizes AI's rapid transformative potential in education, professional life, and society. The Calvert Hall community prepares its students for success in a modern world, seeks to enhance all aspects of education, and maintains a competitive environment for both educators and students. It is recognized that AI also presents significant new risks and challenges that must be managed. This policy provides guidelines for responsible AI use while maintaining academic integrity and critical thinking skills. We affirm the importance of collaboration among administration, faculty, and students to ensure AI integration enhances learning while reflecting these core values.

UNIVERSAL APPLICATION: This policy applies to all members of the Calvert Hall community, across all subjects and activities. It ensures that the principles of responsible AI use are embedded universally within the school's mission, operations and curriculum. Departmental, course specific guidelines will address the use of unique AI applications. These guidelines will be submitted to and reviewed by the Office of Academic Affairs and Technology Committee.

7 POSITIVE AND NEGATIVE ASPECTS:

- **Positive Uses:** AI will be leveraged to personalize learning, provide additional support to students, and assist teachers in efficiency with administrative tasks. The benefits of AI in improving educational outcomes and efficiency will be emphasized. Examples would include AI-powered reading comprehension tools, language learning applications, and personalized practice problem generators.
- **Negative Uses:** The policy will address potential risks, such as data privacy concerns, bias in AI algorithms, and over-reliance on technology. Clear guidelines will be established to mitigate these risks, including regular audits and monitoring of AI systems. Audits of AI tool usage patterns will be conducted, including regular privacy impact assessments, and student surveys on technology dependence.

UPHOLDING SCHOOL BELIEFS AND INTEGRITY:

- All AI usage at Calvert Hall will align with our core beliefs, including the school's Acceptable Use Policy (AUP), and the "Expectations for Student Conduct" section included in the Student Handbook.
- AI use will be transparent. Students must disclose any AI assistance used in their work through proper citation and documentation. Any use of AI for academic dishonesty or unethical purposes will be prohibited. Disciplinary actions for violations will follow the guidelines provided under Student Handbook sections; Academics – Academic Honesty, and Student Conduct and Discipline.
- Course instructors have discretion and authority, using department-wide guidelines to determine the proper use of AI for any student produced academic work.
- Misuse is to be reported promptly. Academic Expectations, including Student Responsibilities, Academic Violations and Plagiarism are detailed in the Calvert Hall Program of Studies. Violations can be reported to the Office of Academic Affairs, located in the Keelty Hall Front Office.

CONCLUSION: By adhering to this policy, Calvert Hall aims to integrate AI in a manner that enriches our educational environment while maintaining Lasallian orthodoxy. We are

committed to continuous learning and adaptation to ensure that AI is used responsibly and effectively for the benefit of all members of our community. Questions and concerns can be submitted to the Director of Technology, a permanent member of the CHC AI Task Force.

8 OVERVIEW OF GRADING

ACADEMIC YEAR: The academic year at Calvert Hall is divided into two semesters.

GRADE PUBLISHING & MONITORING: Regular online grade postings and scheduled Progress Reports offer a snapshot of a student's academic performance at a particular moment during the semester. The Office of Academic Affairs issues one Progress Report each semester. A parent or guardian is required to electronically verify Progress Reports.

SEMESTER REPORT CARD: At the end of each semester, the Office of Academic Affairs (OAA) issues a Semester Report Card. The Semester Report Card in each subject represents the cumulative average of all work done throughout the semester including the student's achievement on the semester exam. The first Semester Report Card is issued in January and the second Semester Report Card is issued in June. Parents are expected to verify electronically their receipt of the Progress Reports and Semester 1 Report Card.

FINAL GRADE FOR THE YEAR: A student's final grade for a course is determined by taking the average of the grades on the two Semester Report Cards except for single semester courses which must be passed independently. Faculty members, with approval of the OAA, may override the numerical average of the semester grade in determining a final grade.

SEMESTER EXAMINATIONS: Semester exams are usually given in December and June (in May for seniors). Semester exams count for 15% of the overall semester grade. Exams are administered in all full credit courses unless otherwise noted. Students must take their semester exams on the scheduled day unless illness prevents them from attending school. In such cases, the school should be notified via an online attendance form, and a doctor's note is required upon returning to school. Students who miss an exam and do not present a doctor's note for their absence may have their exam grade penalized a minimum of 15%. Students taking Advanced Placement courses do not take spring semester exams in those courses. Senior teachers may exempt individual seniors who have a 90% or higher average for their final grade from the final semester exam of a course.

PROMOTION REQUIREMENTS: To be promoted to the next grade, students are required to enroll in six full credit courses and earn a passing grade in each course. A passing grade is a final grade of at least 70. All courses at Calvert Hall are worth either 1 credit or ½ credit. A unit of credit (1) is awarded for the completion of a class in which the student has completed all course requirements. A half unit of credit (½) is awarded for the completion of a class (generally with less required instructional time) in which the student has completed all course requirements. At the end of an academic year, students with fewer than three credit failures must remove these failures in an approved summer program to return to Calvert Hall in the following academic year. Students with three or more credit failures at the end of an academic year must withdraw from Calvert Hall. Early or accelerated graduation is not available in the Calvert Hall Program of Study.

9 MARKING SYSTEM

Numerical Range	Letter Grade	G.P.A. (4.0 Scale)
96 – 100	A+	4.0
92 – 95.99	A	4.0
89 – 91.99	A-	3.8
86 – 88.99	B+	3.4
83 – 85.99	B	3.0
81 – 82.99	B-	2.8
78 – 80.99	C+	2.4
75 – 77.99	C	2.0
73 – 74.99	C-	1.6
72 – 72.99	D+	1.4
70 – 71.99	D	1.0
69 and below	F	0.0

A student who fails to complete the requirements for a course due to special circumstances, may receive a course grade of "I" for "Incomplete." A student will be given a set time frame (up to one week) to resolve the "Incomplete" by completing all course requirements as established by the teacher.

With the approval of the Office of Academic Affairs, the deadline for resolving an “Incomplete” may be modified. **UNWEIGHTED GRADE POINT AVERAGE (GPA):** A numerical Unweighted Grade Point Average is determined according to the following formula: $(\text{Sum of 1 Credit Course Grades}) + .5(\text{Sum of } \frac{1}{2} \text{ Credit Course Grades})$ Number of Credits Taken Note: Physical Education I/Health and Physical Education II do not count toward GPA. **SAMPLE COURSE LOAD COURSE: GRADE** The Revelation of Jesus Christ (1 Credit) 78 Algebra I (1 Credit) 86 Biology (1 Credit) 90 World History I (1 Credit) 82 English I (1 Credit) 88 Spanish I (1 Credit) 83 Computer Applications I ($\frac{1}{2}$ Credit) 91 Phys Ed./Health ($\frac{1}{2}$ Credit, does not count toward GPA) $85 (78+86+90+82+88+83) + .5(91) 6.5$ Unweighted GPA = 85 10

CUMULATIVE NUMERIC AVERAGES: Calvert Hall does not rank students according to academic performance. In addition to an Unweighted GPA (described above), Calvert Hall determines an Unweighted Cumulative Numeric Average and a Weighted Cumulative Numeric Average for each student. These are the GPAs that consider every semester of a student’s Calvert Hall career. In their calculation, Weighted Cumulative Numeric Averages include bonus points that effectively reward students for completing Honors and AP classes. **HONOR ROLL:** The Honor Roll status of each student is determined at the end of each semester. Honor Roll status is awarded to each student who has achieved a semester GPA of 88 or higher with no single course grade below an 81. (Please note that the threshold for a semester GPA of 88 is strict. A semester GPA of even 87.999 is NOT rounded up.) Each student who makes the Honor Roll is awarded an optional Honor Roll Holiday. The Honor Roll Holiday must be taken during the semester immediately after the earned Honor Roll status. An Honor Roll Holiday Form is available in the Attendance Office and on the Academic Affairs Tile. The form must be signed by teachers and parents and then submitted to the Attendance Office TWO days prior to the holiday. Parents/guardians will need to call the Attendance Office to verify the holiday. Students who fail to follow these procedures may have their Honor Roll holiday denied. Students who earn Honor Roll status for both semesters of an academic year will receive an Academic Letter the first year and an Academic Star for any subsequent year. Academic Letters / Stars are awarded in the Fall of the following academic year. **HONOR CUP:** The Calvert Hall Honor Cup is awarded to the graduating senior who has earned the highest weighted GPA for ALL four years at Calvert Hall. The cup is awarded at the Commencement Ceremony and will have the student’s name and class year inscribed on the Cup. **VALEDICTORIAN:** At the Commencement Ceremony, a graduating senior, the valedictorian, delivers the traditional farewell address in the name of the senior class. Any senior in good standing is eligible to compete, and one senior will be selected from a field of self-nominating students by the selection committee. For more information, graduating seniors should see the Director of Student Affairs. 11

GRADUATION REQUIREMENTS: All students at Calvert Hall are required to complete a comprehensive college preparatory program to graduate as indicated below: Religion: 4 Credits Required Mathematics: 3 Credits Required Laboratory Science: 3 Credits Required Social Studies: 4 Credits Required*** English: 4 Credits Required World Language: 2 Credits Required Computer Applications I: $\frac{1}{2}$ Credit Required*** Fine Arts: $\frac{1}{2}$ Credit Required*** Physical Education/Health: 1 Credit Required*** Electives: 4 Courses (1 Credit Each) Required ***Course scheduling conflicts may allow for waiver of requirements in these departments*** • Seniors who fail an academic subject at the end of the senior year may participate in the graduation exercises but will not receive a diploma until all graduation requirements are met. Up to two and a half credit failures may be made up in Calvert Hall Summer School (or an approved summer school). The Diploma will

then be awarded at the completion of the summer session with a final course grade of 70. • Seniors who have three or more credit failures must repeat the twelfth grade in another school and will not receive a Calvert Hall Diploma. • All seniors must submit a complete English term paper for grading to meet graduation requirements. • All seniors must complete the retreat requirement to graduate. • All students must fulfill their financial obligations to Calvert Hall to graduate. • All graduating Seniors must attend Graduation Rehearsal, Graduation Liturgy, and Commencement Exercises. Calvert Hall reserves the right to withhold its Diploma from students who fail to attend these events.

12 DISTINGUISHED ACADEMIC PROGRAMS

THE MCMULLEN SCHOLARS PROGRAM: Qualifying top students are considered for the McMullen Scholars Program, a distinguished honors program designed for students ready to dedicate themselves to a highly demanding workload with challenging and stimulating advanced courses, unique cultural and academic field experiences, and original research opportunities. The highly competitive McMullen Scholars Program involves an integrated program of study. Students engage in accelerated content of Honors and Advanced Placement courses, and they are required to take additional courses in Honors Rhetoric and Logic, Humanities, and the Honors McMullen Capstone Research Seminar.

THE BROTHER TOM MILLER HONORS PROGRAM: The Brother Tom Miller Honors Program stimulates a student's love for learning by challenging him with rigorous course offerings and developing his whole person with cultural experiences and leadership opportunities outside the traditional classroom setting.

LA SALLE PROGRAM: The La Salle Program serves a group of college-bound students with identified language learning difficulties. The program focuses on skills and strategies rather than content with the goal of remediating weak reading and writing skills while increasing the student's understanding of his learning strengths and needs as he becomes his own advocate. The students are fully integrated into the academic program of the school. In addition to their regularly scheduled classes, La Salle students have an additional class added to their schedule in which they meet individually with their Learning Specialists. The class meets one period each day for six times per academic cycle. Consequently, La Salle students will have adjustments in their individual schedules to properly schedule a full course schedule.

ACADEMIC SKILLS PROGRAM (ASP): The purpose of the Academic Support Program is to build skills and strategies in organization, time management, and study strategies to increase students' independence and success in high school, college, and beyond. Students accepted into this program meet with a learning specialist for one period every other day for three times per cycle in groups of three to five students. A student in this program may have a diagnosed learning difference such as ADHD or Executive Function Disorder or may want more instruction to improve in these areas. ASP is generally reserved for students in their freshmen and/or sophomore year. If a student is in ASP as a junior or senior, the flexibility in his schedule does not necessitate any special scheduling rules.

LEADERSHIP INSTITUTE: Any Calvert Hall student can earn a certificate in leadership at graduation by completing three years (sophomore through senior levels) of a program that includes leadership seminars, attendance at the Leadership Dinner Speaker Series, participation in field trips, two overnight retreat experiences, and courses on both the junior and senior levels. A critical piece of this program will include participation in clubs and activities as well as the completion of a Leadership Practicum experience that will put leadership skills into practice.

STEM PROGRAM: As an integrated educational and experiential program of academics and activities, the STEM Program is designed to encourage students as they

develop the skills of problem-solving, discovery, and investigative learning. Students transfer formal classroom experiences into dynamic and meaningful activities outside of the classroom in the practical application of STEM in the 21st century.

13 NATIONAL HONOR SOCIETY - SELECTION CRITERIA Membership in Calvert Hall's chapter of the National Honor Society is a privilege bestowed on those students who demonstrate outstanding performance in scholarship, service, character, and leadership. Students who are interested in applying to the NHS will be required to go to a membership meeting in the second semester to prepare their applications for membership. Students will be conditionally accepted in the spring pending grade verification after exams.

SCHOLARSHIP: Candidates eligible for selection to this chapter must be members of the sophomore or junior class, have been enrolled for at least one semester at Calvert Hall, and have a minimum Unweighted Cumulative Numeric Average of 90.0% or a minimum Weighted Cumulative Numeric Average of 93.0%.

SERVICE: A candidate must demonstrate at least two years of active participation in one or more Calvert Hall activities for which a Calvert Hall letter is awarded. These include the following: Athletic teams (Fresh/Soph; JV; or Varsity), Band, CHC TV, Communications, Cyber Security, Hallmen, It's Academic, Model UN, Mock Trial, Newspaper, Robotics, Speech, Student Council, Unmanned Aerial Vehicle, Executive Board, Theatre, and Yearbook. One or more years of the service requirement may also be met by performing a total of 150 hours (per year) of service in several different activities. These hours must be documented by the staff member for whom they were performed. Leisure time activities, such as intramurals or some clubs, or service outside of Calvert Hall (such as Boy Scouts or altar server) do not count toward the Calvert Hall service requirement. In addition, a student must have at least eight hours of approved community service completed during their sophomore or junior year.

CHARACTER AND LEADERSHIP: A student must demonstrate positive leadership qualities in the classroom and in school activities. Candidates will be required to complete an essay on leadership. Also, candidates are required to demonstrate exemplary character by not having any record of discipline for a serious offense, such as those listed in the Discipline Policies section of the Student Handbook and Regulations, having no more than one violation of a school rule per year, and by receiving positive teacher evaluations.

14 DUAL ENROLLMENT Calvert Hall offers a Dual Enrollment Program through Notre Dame University of Maryland (NDMU) for students who are seeking more rigorous course work to strengthen their academic profile. Students who successfully complete Dual Enrollment courses will earn credit from NDMU, which can be submitted to the college of their choice. The college retains the discretion to accept or not accept transferred credit.

NDMU DUAL ENROLLMENT REQUIREMENTS

- Dual Enrollment participation must be approved by the Office of Academic Affairs and is for current students only and cannot be applied retroactively.
- Students must be in good academic standing (3.00 unweighted GPA or higher) at registration.
- Students must be at least 16 years or older at the start of the Dual Enrollment course.
- Students must have a recommendation from a school counselor.
- CHC pre-approved courses are released each Fall once approved by the Academic Dean of NDMU. These courses will be included on the CHC transcript and calculated into a student's GPA.

ENRICHMENT COURSES Calvert Hall encourages students to enroll in enrichment courses at their own discretion. Students should enroll in courses to reflect their interests. The approved courses for credit will NOT be calculated toward a student's overall GPA nor included on their CHC transcript. CHC recommends enrichment course offered by Catholic Virtual. The current catalogue of academic offerings can be found [HERE](#) Additionally, Calvert Hall does

offer courses for summer enrichment that can earn original credit courses. Each course has received prior approval from OAA as original credit. Enrollment in approved summer enrichment courses DOES NOT permit a student to accelerate graduation and students are still expected to enroll in six full credit courses in the following academic year. In cases of low student enrollment, a summer course may close. Each summer's original credit course will include a course fee. The Course selection Tile displays information about approved summer courses for original credit for the upcoming Academic Year: FIELD TRIP INFORMATION The Office of Academic Affairs (OAA) believes that a student's education can extend beyond the traditional classroom setting. Field trips are a valuable experience that can enrich a student's academic experience. All field trips will need the approval of the OAA and should be scheduled to present the smallest interruption to the academic calendar and the student's instructional time. The general timeline for field trips are between Oct and the end of April. Fields trips will not be allowed during December, May, or June because of the consideration of Semester Exams. All field trips are considered optional endeavors and therefore students do have the choice of "opting out" of any field trip experience without course penalty. In such cases, students must be present for the school day and attend all classes as scheduled. The teacher of the course may issue alternative work for students who choose to "opt out" of the field trip in lieu of attending. 15 COURSE SELECTION/PLACEMENT PROCESS AND TIMELINE The course placement process is an integral part of the student's schedule creation. It requires care, discussion, and commitment from the student, his parents, and the school. Utilizing input from the student, his current teachers, his school counselors and when needed, the Office of Academic Affairs, the objective is to create a student schedule that provides the highest level of academic rigor and offers the student an opportunity for success. After final approval, a student's schedule will not be adjusted unless there is a serious educational reason. As a rule, "what a student chooses in the course placement process in spring Semester, is what the student will take in the following semester." A student's course level placement need not be permanent for his entire Calvert Hall career. Students who wish to move up a level in a subject will need high performing academic achievement and their current course teacher's recommendation. Typically, students will not be allowed to have level changes in more than THREE courses in a single academic year. The Office of Academic Affairs will have the final say in any course movement for a student. The following timeline is a guide to the course placement process. All course placements are subject to final review and approval by the Office of Academic Affairs. Course placements may be adjusted to accommodate the proper scheduling of a student's courseload.

- MID-FEBRUARY: o Course recommendations by a student's current teachers
- MID-FEBRUARY TO MARCH: o Review of teacher recommendations by student, parents, guardians in conjunction with student's school counselor. o One purpose is to ensure the student is on the appropriate track for matriculation and graduation. o Course placement may include input from the OAA and/or a student's College Counselor
- EARLY APRIL: o Final review, verification, and submission of courses by student and parents
- APRIL–MAY: o Course schedule approvals by student's School Counselors o Course placement of Fine Arts course for students in the Fine Arts Programs
- MAY-AUGUST o Course placement/selection is locked in the year and no course adjustments will be allowed o Creation of course schedule for each student by Office of Academic Affairs o Schedule on-line release and access via On-Campus
- SEPTEMBER: o Limited review and realignment of student schedules by OAA to address scheduling errors. o This is not a drop/add period – as CHC does not have

a drop/add period o On-line publication and posting of student's schedule to Findmyschedule.net ***Course placement is dependent on course availability and enrollment. Courses with low enrollment may be closed out for the year and therefore unavailable*** ***A more detailed step-by-step outline of the course placement process can be found on the Course Placement Tile on the Resource Portal***

16 ACADEMIC CLASSIFICATION OF COURSES At Calvert Hall, every course is college preparatory in nature. Every course is either ½ Credit or 1 Credit. Over an academic year, a ½ Credit course typically meets less often than a 1 Credit course. Two ½ Credit courses cannot be combined to replace a 1 credit course requirement. Each academic course is classified according to one of four academic classifications. In order of increasing academic rigor, they are the following:

COLLEGE PREP B LEVEL: These courses are designed with skill-building in mind. Increased attention is given to writing skills, reading skills, and study skills. The speed of each course varies, but the workload tends to be stable. Instructors will cover all essential topics in alignment with College Prep A courses. The prerequisite for enrollment in College Prep B courses is a current teacher recommendation.

COLLEGE PREP A LEVEL: These courses are designed to challenge students who have adequately mastered skills. Sustained academic performance and satisfactory standardized testing results are used to support placement. The prerequisite for enrollment in College Prep A courses is a current teacher recommendation.

HONORS LEVEL: These courses are designed to challenge students who have demonstrated excellence in academic performance and standardized testing results. These courses were designed for students who can navigate an increased workload. Tests, assignments, class discussions, and other assessments are crafted to help Honors Level students prepare for eventual AP Level consideration. The prerequisites for enrollment in Honors Level courses include current teacher recommendation and department approval.

AP LEVEL: Students enrolled in Advanced Placement (AP) Level courses have demonstrated the highest level of academic performance and standardized test results. Students enrolled in AP Level courses must register for and complete the official AP Exam associated with the course. There is a fee for the AP Exam. The prerequisites for enrollment in AP Level courses include current teacher recommendation and department approval.

ACADEMIC ACCOMODATIONS Calvert Hall students are legally eligible to receive a variety of academic accommodations. Calvert Hall will extend classroom accommodation within the reasonable capacity of our resources. To receive academic accommodation, a request for accommodation will be registered with School Counseling. The student will then need to be professionally evaluated and diagnosed with a learning disability. The current list of accommodation afforded to qualified students includes Preferential Seating, Extended Testing Time, Test administration in a designated testing center, no penalty for in-class spelling errors, note-taking/lecture support, use of assistive electronic device as needed. Additional unspecified accommodation can be issued on a limited basis in consultation with the School Counseling department and the Office of Academic Affairs. For the steps to be considered regarding accommodations, please contact the student's school counselor.

17 COURSE DESCRIPTIONS AND REQUIREMENTS FOR FRESHMEN, SOPHOMORE, JUNIOR, AND SENIOR YEARS The pages that follow contain a detailed description of the courses available and required for each academic grade level. Included will be Program exceptions and credits needed for grade promotion. When reviewing the course descriptions, students should take note of any prerequisites necessary for each course. Students should read each course description carefully and consider meeting with a course teacher or Department Chair to have a better understanding

of the course requirements. In general, all courses need a recommendation by the student's current teacher. All AP courses need a current teacher's recommendation and Department approval. Department approval is by the Department Chair or the teacher of the AP course. Some courses will require a minimum grade as part of the requirement for enrollment. Students taking an AP course are required to take the AP exam. Failure to do so can prevent enrollment in future AP courses.

18 FRESHMEN YEAR - COURSES AND REQUIREMENTS (Page 1 of 2)

Course Placement for Freshmen year is completed by the Office of Academic Affairs (OAA). OAA examines a student's admission index, his middle school grades, standardized test scores (including the HSPT) and historical performance of students from previous years to determine the appropriate course placements. Freshmen students are placed in the most challenging curriculum that the OAA believes will yield a favorable grade point average (GPA) via a reasonable amount of challenging work. For Freshmen year, students are **REQUIRED** to complete **ONE FULL CREDIT** course in each of the following subjects: Religion Math Science Social Studies English World Language • Students will be placed by the OAA in the following semester half credit (0.5) courses: o Physical Education I/ Health (811) or Health/ Physical Education I (811A) o Computer Apps/ Presentation Skills (490) or Presentation Skills/ Computer Apps (490A) o Freshmen students will take PE I/Health and Computer Apps & Presentation Skills in alternating semesters unless in a signature program with a course exception (see below)

COURSE EXCEPTIONS FOR THE FRESHMEN YEAR:

- Students in the MCMULLEN SCHOLARS PROGRAM: o will **REPLACE** Phys Ed I & Health and Computer Apps & Presentation Skills with Honors Rhetoric & Logic (902H).
- Students in the BRO. TOM MILLER SCHOLARS PROGRAM (BTM) o will **WAIVE** Computer Apps/ Presentation Skills Freshmen year.
- Students in the LA SALLE PROGRAM: o will enroll in La Salle class for a full credit course. o and in a FINE ART program will **WAIVE** their Freshmen Year Social Studies requirement. o will **DEFER** the start of their World Language requirement until their Sophomore or Junior Year
- Students in the ACADEMIC SKILLS PROGRAM (ASP): o will **WAIVE** Computer Apps/ Presentation Skills Freshmen year.
- Students in a FINE ARTS PROGRAM (FA) o will be placed in additional courses specified for their Fine Arts Program by their Program Director. o Art students will **REPLACE** both ½ credit courses noted above (Phys Ed I & Health and Comp Apps/ Present Skills) with Basic Art (751) o Band and Choral students will **REPLACE** both ½ credit courses noted above (Phys Ed I & Health and Comp Apps/ Present Skills) with Band (700), Fundamentals of Instrumental Music (any 710 course), and/or Jazz Ensemble (740), and/or Hallman Chorus (730). o Have priority access to Fine Art Courses during the course selection process.

*****REFER TO THE FOLLOWING TABLE FOR AVAILABLE COURSE FOR FRESHMEN YEAR*****

19 FRESHMEN YEAR - COURSES AND REQUIREMENTS (Page 2 of 2)

REQUIRED COURSES AP or Honors Prep A Prep B

Religion 1 credit required • 111 Revelations • 113 Revelations Math 1 credit required • Honors Algebra I (211H) • 226 H Geometry • 236 H Algebra II • 245 H Pre-Calculus • 211 Algebra I • 222 Geometry • 232 Algebra II • 241 Pre-Calculus • 213 Algebra I • 224 Geometry • 234 Algebra II Science 1 credit required • 305 H. Biology • 312 Biology • 314 Biology Social Studies 1 credit required • 475 AP Human Geography • 415 H. World History • 411 World History I • 413 World History I English 1 credit required • 515 H English • 511 English I • 513 English World Language 1 credit required • 616 H Spanish I • 626 H Spanish II • Honors German I (614H) • 623 H German II • 612 H French I (612H) • 621 H French II • 600 H Latin I • 625 H Latin II • 617 Spanish I • 627 Spanish II • 614 German I • 624 German II • 612 French I • 622 French II • 618 Spanish I

REQUIRED COURSES (0.5 credit) • 811 PE I/Health • 811A

Health I/PE I • 490 Computer Apps/Presentation Skills • 490A Presentation Skills/Computer Apps **REQUIRED COURSES FOR THE FINE ARTS PROGRAMS** (All courses are .5 credit unless otherwise noted) Band Courses • 700 Band - A, B, C (1 credit) Instrumental Courses • 710 Fundamentals of Instrumental Music • 740 Jazz Ensemble • 746 String Orchestra Choral Arts courses • 730 Hallman Chorus (1 credit) • 736 Vocal Ensemble • 737 Madrigal Ensemble • 741 Chamber Chorus Visual Arts Course • 751 Basic Art (1 credit) **20 SOPHOMORE YEAR - COURSES AND REQUIREMENTS (Page 1 of 3)** Course placement for SOPHOMORE year is based on the student's performance from the previous year and their teacher's recommendation. A student's performance and teacher recommendation are necessary for any academic level change (i.e.: Prep A to Honors, etc.). All course placements are proposed in consultation with the student's school counselor. Please see the section on Course Placement Process (page 15) For SOPHOMORE year, students are **REQUIRED** to complete **ONE FULL CREDIT** course in each of the following subjects: Religion Math Science Social Studies English World Language • All sophomore students are required to complete 0.5 credit in a Fine Arts course and 0.5 credit in Physical Education II. Waiver exceptions for Fine Art & PE are listed below. • If a World Language course was completed in freshmen year, then the sophomore course must be the same language. Students are required by the MDSE to take at least **TWO** years of the same language • Sophomore students can enroll in an Elective Credit Course as a 7th course and in **ADDITION** to their required sophomore courses. Elective credits are in addition to required courses and not in place of a required course. • Students enrolled in the Engineering Program are expected to complete **TWO** consecutive years of the program **COURSE EXCEPTIONS FOR SOPHOMORE YEAR:** • Students in the **MCMULLEN PROGRAM:** • who are taking Humanities (901H) - **WAIVE** their Fine Art & PE requirement. • Students **LA SALLE PROGRAM:** • will enroll in La Salle class for full credit. • in the Band or Art Program may **DEFER** their World Language requirement until junior year. • taking their first year of a World Language course - **WAIVE** their Fine Art & PE requirement. • Students in **ACADEMIC SKILLS PROGRAM (ASP):** • in their second year of ASP - **WAIVE** their Physical Education II requirement. • Students in a **FINE ARTS PROGRAM (FA):** • will be placed in FA courses specified for their FA Program by their FA Program Director. • Have priority access to Fine Art Courses during the course selection process. • Pre-requisite for all Fine Arts Courses is Department Approval. • who completed a year in the Band, Art or Choral programs are **CREDITED** with fulfilling their Fine Art requirement and do not need a required Fine Art course elective. • **WAIVE** their PE requirement • Students who are not in a **SIGNATURE ACADEMIC PROGRAM** • who are enrolled in **THREE** Honors/AP courses - **WAIVE** their Fine Art requirement. • who are enrolled in **TWO** Mathematics courses - **WAIVE** their PE II & Fine Art requirement. • who are enrolled in **FOUR** or **MORE** Honors/AP courses – **WAIVE** their PE II & FA requirement. • who are enrolled in Intro to Engineering (270) – **WAIVE** their PE II & Fine Art requirement. *****REFER TO THE FOLLOWING TABLE FOR AVAILABLE COURSE FOR SOPHOMORE YEAR***** **21 SOPHOMORE YEAR - COURSES AND REQUIREMENTS (Page 2 of 3)** **REQUIRED COURSES** AP or Honors Prep A Prep B Religion 1 credit required • 121 Jesus & Morality • 123 Jesus & Morality Math 1 credit required • 226 H Geometry • 236 H Algebra II • 245 H Pre-Calculus • 222 Geometry • 232 Algebra II • 241 Pre-Calculus • 224 Geometry • 234 Algebra II Science 1 credit required • 335 H. Chemistry • 326 Chemistry • 327 Chemistry Social Studies 1 credit required • 425 AP World History • 426 H. World History • 421 World History II • 423 World History II English 1 credit required • 525 H English II • 521 English II • 523 English II World Language 1 credit required • 616 H Spanish I •

626 H Spanish II • 636 H Spanish III • Honors German I (614H) • 623 H German II • 633 H German III • 612 Honors French I (612H) • 621 H French II • 631 H French III • 600 H Latin I • 625 H Latin II • 635 H Latin III • 617 Spanish I • 627 Spanish II • 637 Spanish III • 614 German I • 624 German II • 634 German III • 612 French I • 622 French II • 632 French III • 618 Spanish I • 628 Spanish II **REQUIRED ELECTIVE COURSES** All courses are .5 credit unless otherwise noted. PE Courses • 821 PE II Fine Arts Courses (These courses fulfill the 0.5 credit requirement for non-Fine Art Program students) • 717S History of Rock and Roll (summer course offering only) • 718 Introduction of Music • 719 Basics of Piano • 720 Basics of Guitar • 725S Art of Film (summer course offering only) • 753 Introduction to Graphic Design • 775 Fundamentals of Art 22 **SOPHOMORE YEAR - COURSES AND REQUIREMENTS** (Page 3 of 3) **REQUIRED COURSES FOR THE FINE ARTS PROGRAMS** (All courses are .5 credit unless otherwise noted) Band Courses • 700 Band - A, B, C (1 credit) • 711 Foundations of Music Theory • 712 Jazz Theory & Improvisation • 714 AP Music Theory (1 credit) • 715 Music Composition/Arranging (1 credit) Instrumental Courses • 710 Fundamentals of Instrumental Music • 740 Jazz Ensemble • 742 Brass Ensemble • 744 Woodwind Ensemble • 746 String Orchestra • 748 Percussion Ensemble Choral Arts courses • 730 Hallman Chorus (1 credit) • 732 Solo Vocal Music • 736 Vocal Ensemble • 737 Madrigal Ensemble • 741 Chamber Chorus Visual Arts Courses • 751 Basic Art (1 credit) • 761 Advanced Drawing and Painting (1 credit) • 771 Sculpture and Design (1 credit) **ELECTIVE COURSES** available for Sophomore Year (All courses are 1 credit unless otherwise noted) Department Prep A/Honors Engineering/Science • 270 Intro to Engineering Computer Science/Math • 271 Honors Computer Programming 23 **JUNIOR YEAR - COURSES AND REQUIREMENTS** (Page 1 of 3) Course placement for JUNIOR year is based on the student's performance from the previous year and their teacher's recommendation. A student's performance and teacher recommendation are necessary for any academic level change (i.e.: Prep A to Honors, etc.). All course placements are proposed in consultation with the student's school counselor. Please see the section on Course Placement Process (page 15) For JUNIOR year, students are **REQUIRED** to complete **ONE FULL CREDIT** course in each of the following subjects: Religion Math Science Social Studies English Elective (1.0 credit) • Two half credit courses (0.5) **CANNOT** be combined to replace a 1.0 credit course requirement • Students are required by the Maryland Dept of Education (MDSE) to take at least **TWO** consecutive years of the same language. Three years of the same language are strongly encouraged. **COURSE EXCEPTIONS FOR JUNIOR YEAR:** • Students in the **MCMULLEN PROGRAM:** o required to take Humanities (901H) if they have not completed it Sophomore year. o In the Fine Arts Program may **WAIVE** the Humanities (901H). • Students **LA SALLE PROGRAM:** o will enroll in La Salle class for a full credit course. o who have not taken a year of Language will need to begin their language requirement. o will defer their science requirements to senior year except for highly motivated students who wish to take a seventh course. • Students in the **FINE ARTS PROGRAM (FA):** o will be placed in additional courses specified for their Fine Arts Program by their Program Director. o have priority access to Fine Art Courses during the course selection process. o Pre-requisite for all Fine Arts Courses is Department Approval *****REFER TO THE FOLLOWING TABLE FOR AVAILABLE COURSES FOR JUNIOR YEAR***** 24 **JUNIOR YEAR - COURSES AND REQUIREMENTS** (Page 2 of 3) **REQUIRED COURSES** AP or Honors Prep A Prep B Religion 1 credit required • 131 The Church & Its Mission • 133 The Church & Its Mission Math 1 credit required • 236 H Algebra II • 245 H Pre-Calculus • 261 H Calculus • 268 H Multivariate Calculus • 263 AP Calculus AB • 264 AP Calculus 2.5 • 265 AP Calculus BC • 232 Algebra II • 241 Pre-Calculus • 234

Algebra II • 243 Pre-Calculus Science 1 credit required • 344 H Physics • 345I AP Physics I • 351 Honors Anatomy & Physiology • 365 AP Biology • 380 AP Environmental Science • 341 Physics • 347 Marine Biology • 395 Forensic Science • 343 Conceptual Physics • 395 Forensic Science Social Studies 1 credit required • 435 AP US History • 436 H. US History • 431 US History I English 1 credit required • 537 Honors English III • 553 AP Language & Composition • 531 English III • 533 English III

REQUIRED COURSES FOR THE FINE ARTS PROGRAMS (All courses are .5 credit unless otherwise noted) Band Courses • 700 Band - A, B, C (1 credit) • 711 Foundations of Music Theory (0.5 credit) • 712 Jazz Theory & Improvisation (0.5 credit) • 714 AP Music Theory (1 credit) • 715 Music Composition/Arranging (1 credit) Instrumental Courses • 710 Fundamentals of Instrumental Music (0.5 credit) • 740 Jazz Ensemble (0.5 credit) • 742 Brass Ensemble (0.5 credit) • 744 Woodwind Ensemble (0.5 credit) • 746 String Orchestra (0.5 credit) • 748 Percussion Ensemble (0.5 credit) Choral Art Courses • 730 Hallman Chorus (1 credit) • 732 Solo Vocal Music (0.5 credit) • 736 Vocal Ensemble (0.5 credit) • 737 Madrigal Ensemble (0.5 credit) • 741 Chamber Chorus (0.5 credit) Visual Arts Courses • 751 Basic Art (1 credit) • 761 Advanced Drawing and Painting (1 credit) • 762 Advanced Drawing and Painting II (1 credit) • 771 Sculpture and Design (1 credit) • 791 AP Art (1 credit)

25 ELECTIVE COURSES available for JUNIOR Year (All courses are 1 credit unless otherwise noted) **REQUIRED COURSES AP & HONORS PREP A PREP B** World Language • 616 H Spanish I • 626 H Spanish II • 636 H Spanish III • 646 H Spanish IV • 656 AP Spanish • 658 H Spanish V • Honors German I (614H) • 623 H German II • 633 H German III • 643 H German IV • Honors French I (612H) • 621 H French II • 631 H French III • 641 H French IV • 651 AP French • 653 H French V • 600 H Latin I • 625 H Latin II • 635 H Latin III • 645 H Latin IV • 670 AP Latin • 617 Spanish I • 627 Spanish II • 637 Spanish III • 647 Spanish IV • 657 Spanish V • 614 German I • 624 German II • 634 German III • 644 German IV • 612 French I • 622 French II • 632 French III • 642 French IV • 652 French V • 618 Spanish I • 628 Spanish II • 638 Spanish III • 648 Spanish IV Math /Computer Science • 251 AP Statistics • 271 Honors Computer Programming • 250 Statistics • 275 Foundations of Computer Science • 277 Introduction to Computer Algorithms Science/Engineering • 351 Honors Anatomy & Physiology • 270 Intro to Engineering • 272 Engineering II Social Studies/ Business • 483 Accounting • 479 Personal Finance (0.5 credit) • 488 Integrated Marketing Communications (0.5 credit) • 481 Business Management Leadership Institute • 477 Leadership I (0.5 credit)

26 SENIOR YEAR - COURSES AND REQUIREMENTS (Page 1 of 4) Course placement for SENIOR year is based on the student's performance from the previous year and their teacher's recommendation. A student's performance and teacher recommendation are necessary for any academic level change (i.e.: Prep A to Honors, etc.). All course placements are proposed in consultation with the student's school counselor. Please see the section on Course Placement Process (page 15) For SENIOR year, students are **REQUIRED** to complete **ONE FULL CREDIT** course in each of the following subjects: Religion Social Studies English Elective (1 credit) Elective (1 credit) Elective (1 credit) • Students are **REQUIRED** to have a minimum of **THREE ELECTIVE CREDIT** courses in addition to their required SENIOR courses to complete the **SIX FULL CREDIT** course requirement. • Students can take double courses from the same subject to fulfill an elective full credit (i.e.: double social studies) • Only **ONE** Fine Art course may be used toward the required **THREE** courses of elective credit. • Two half credit courses (0.5) cannot be combined to replace a 1 credit course requirement • Students are required by the Maryland Dept of Education (MDSE) to take at least **TWO** years of the same language. Three years of the same language are strongly encouraged • Senior Exams will take place in

May after AP Exam Week Students with a 90 or above may be granted a Senior Exam exemption by their course instructor. **COURSE EXCEPTIONS FOR SENIOR YEAR:** • Students in the **MCMULLEN PROGRAM:** o are required to take Honors McMullen Capstone Research Seminar (903) as an addition to their required three courses of one credit elective. • Students **LA SALLE PROGRAM:** o will enroll in La Salle class for a full credit course. o will complete their second year of a World Language if needed. o should choose an elective from Math, Science, Business or Psychology departments. • Students of a **FINE ARTS PROGRAM (FA):** o will be placed in additional courses specified for their Fine Arts Program by their Program Director. o have priority access to Fine Art Courses during the course selection process. o Pre-requisite for all Fine Arts Courses is Department Approval

GRADUATION REQUIREMENTS: • Seniors who fail an academic subject at the end of the senior year may participate in the graduation exercises but will not receive a diploma until all graduation requirements are met. • Up to two and a half credit failures may be made up in Calvert Hall Summer School (or an approved summer school). The Diploma, in that case, will be awarded at the end of the summer session indicated by a final grade. • Seniors who have three or more credit failures must repeat the twelfth grade in another school and will not receive a Calvert Hall Diploma. • All seniors must submit a complete English term paper for grading to meet graduation requirements. • For additional graduation requirements, please see page 8 of this Program of Studies

27 SENIOR YEAR - COURSES AND REQUIREMENTS (Page 2 of 4)

REQUIRED COURSES AP or Honors Prep A Prep B

Religion 1 credit required • 153 World Religions: Suffering, Evil & Death • 163 World Religions: God, Media & Culture • 173 World Religions: Introduction to Christian Ethics Social Studies 1 credit required • 445 AP Government • 446 Honors American Government/Economics • 455 AP European History • 465 AP Economics • 441/442 American Government/ Economics English 1 credit required • 547 Honors English IV • 554 AP Literature & Composition • 541 English IV • 543 English IV

REQUIRED COURSES FOR THE FINE ARTS PROGRAMS (All courses are .5 credit unless otherwise noted)

Band Courses • 700 Band - A, B, C (1 credit) • 711 Foundations of Music Theory (0.5 credit) • 712 Jazz Theory & Improvisation (0.5 credit) • 714 AP Music Theory (1 credit) • 715 Music Composition/Arranging (1 credit) Instrumental Courses • 710 Fundamentals of Instrumental Music (0.5 credit) • 740 Jazz Ensemble (0.5 credit) • 742 Brass Ensemble (0.5 credit) • 744 Woodwind Ensemble (0.5 credit) • 746 String Orchestra (0.5 credit) • 748 Percussion Ensemble (0.5 credit) Choral Art Courses • 730 Hallman Chorus (1 credit) • 732 Solo Vocal Music (0.5 credit) • 736 Vocal Ensemble (0.5 credit) • 737 Madrigal Ensemble (0.5 credit) • 741 Chamber Chorus (0.5 credit) Visual Arts Courses • 751 Basic Art (1 credit) • 761 Advanced Drawing and Painting (1 credit) • 762 Advanced Drawing and Painting II (1 credit) • 771 Sculpture and Design (1 credit) • 791 AP Art (1 credit)

28 SENIOR YEAR - COURSES AND REQUIREMENTS (Page 3 of 4)

ELECTIVE COURSES available for SENIOR Year (All courses are 1 credit unless otherwise noted)

REQUIRED COURSES AP & HONORS PREP A PREP B Math / Computer Science • 245 H Pre-Calculus • 251 AP Statistics • 258 H Differential Equations & Linear Algebra • 261 H Calculus • 263 AP Calculus AB • 264 AP Calculus 2.5 • 265 AP Calculus BC • 268 H Multivariate Calculus • 271 Honors Computer Programming • 285 AP Computer Science • 241 Pre-Calculus • 250 Statistics • 275 Foundations of Computer Science • 277 Introduction to Computer Algorithms • 280 Cybersecurity Essentials • 243 Pre-Calculus • 280 Cybersecurity Essentials Science / Engineering • 344 H Physics • 345I AP Physics I • 345II AP Physics II • 351 Honors Anatomy & Physiology • 365 AP Biology • 380 AP Environmental Science • 272 Engineering II • 273 Engineering III • 341 Physics • 347 Marine Biology • 368 Biomedical Science •

395 Forensic Science • 343 Conceptual Physics • 347 Marine Biology • 368 Biomedical Science Social Studies/ Business • 470 AP Psychology • 445 AP Government • 455 AP European History • 465 AP Economics • 471 Psychology • 483 Accounting • 479 Personal Finance (0.5 credit) • 488 Integrated Marketing Communications (0.5 credit) • 481 Business Management Leadership Institute • 477II Leadership II (0.5 • credit) 29 SENIOR YEAR - COURSES AND REQUIREMENTS (Page 4 of 4) ELECTIVE COURSES available for SENIOR Year (All courses are 1 credit unless otherwise noted) World Language • 616 H Spanish I • 626 H Spanish II • 636 H Spanish III • 646 H Spanish IV • 656 AP Spanish • 658 H Spanish V • Honors German I (614H) • 623 H German II • 633 H German III • 643 H German IV • 664 H German V • Honors French I (612H) • 621 H French II • 631 H French III • 641 H French IV • 651 AP French • 653 H French V • 600 H Latin I • 625 H Latin II • 635 H Latin III • 645 H Latin IV • 670 AP Latin • 617 Spanish I • 627 Spanish II • 637 Spanish III • 647 Spanish IV • 657 Spanish V • 614 German I • 624 German II • 634 German III • 644 German IV • 612 French I • 622 French II • 632 French III • 642 French IV • 652 French V • 618 Spanish I • 628 Spanish II • 638 Spanish III • 648 Spanish IV 30 RELIGION DEPARTMENT The religious education curriculum attempts to develop in each student an understanding of our JudeoChristian heritage and the Gospel message of Jesus Christ to promote a moral sensitivity to self and others and to prepare each student to live as a Christian leader in a pluralistic society. All courses are 1 credit unless otherwise noted.

=====

===== 111 - The Revelation of Jesus Christ (College Prep A) Grade 9 The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section, with a particular focus on the Hebrew Scriptures as an overview and introduction to salvation history. Additional topics include sacraments, prayer, the structure of the Church, and an overview of the life of St. John Baptist de La Salle. Prerequisite: Placement by the Office of Academic Affairs 113 - The Revelation of Jesus Christ (College Prep B) Grade 9 This course will cover the same content as 111 but will provide students with more teacher-directed, in- class reading and greater writing support, and preparation for assessments. Prerequisite: Placement by the Office of Academic Affairs 121 - Jesus and Morality (College Prep A) Grade 10 The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ. The second semester will study the ways people integrate personal morality into the settings in which they find themselves. It will challenge them to examine the relationship they see between their own faith and the call to morality and justice presented by the events of daily living. Prerequisite: Teacher recommendation 123 - Jesus and Morality (College Prep B) Grade 10 This course will cover the same content as 121 but will provide students with more teacher-directed, in- class reading and greater writing support, and preparation for assessments. Prerequisite: Teacher recommendation 131 - The Church and Its Mission (College Prep A) Grade 11 This course will help the

students to understand that in and through the Church they encounter the living Jesus Christ. In the fall semester, students will be introduced to the fact that the church was founded through the Apostles and is sustained through the Holy Spirit. The Church will be described as the living Body of Christ today. Further, the students will explore the way Christ can be encountered through each of the individual Sacraments. In the spring semester, the course will introduce students to the richness of the Church's social teaching through an exploration of the 7 Principles of Catholic Social Teaching, and how they are called to care for the poor and vulnerable as Christ did. Service to others is a course requirement.

Prerequisite: Teacher recommendation 31 133 - The Church and Its Mission

(College Prep B) Grade 11 This course will cover the same content as 131 but will provide students with more teacher-directed, in-class reading, greater writing support, and preparation for assessments. Service to others is a course requirement. Prerequisite: Teacher recommendation 153 - The World

Religions/Suffering, Evil & Death (College Prep A) Grade 12 In the first semester, students will explore how the Catholic Church recognizes and values the respective truths found in the world's religions through interreligious dialogue. Students will be introduced to the nature and philosophy of the worldviews of various religious traditions, namely those of Hinduism, Buddhism, Judaism, and Islam. The student will explore the elements of each religion and how human persons have experienced the sacred and sought to comprehend the mystery of life. Attention will be given to various rituals and traditions associated with each religion with a comparative evaluation of how each understands the unique roles of the divine, human nature, and our shared search for meaning. In the second semester, students will be challenged to dig into their faith by exploring the systematic, scriptural, and pastoral responses to suffering and the problem of evil from various perspectives. Theologians, philosophers, and others have reflected deeply on the subject and will be utilized heavily in the course. Since people often wonder about evil and suffering, this course will give the vocabulary needed to express thoughts and views of human suffering through different theological lenses. There will be an emphasis applying those theodicies to the students' personal faith journey. 163 - World Religions/God, Media, and Culture (College Prep A) Grade 12 In the first semester, students will explore how the Catholic Church recognizes and values the respective truths found in the world's religions through interreligious dialogue. Students will be introduced to the nature and philosophy of the worldviews of various religious traditions, namely those of Hinduism, Buddhism, Judaism, and Islam. Students will explore elements of each religion and how people have experienced the sacred and sought to comprehend the mystery of life. Attention will be given to various rituals and traditions associated with each religion alongside a comparative evaluation of how each comes to understand the unique roles of the divine, human nature, and our shared search for meaning. The second semester will examine the presence of religious themes and images in books, movies, various forms of media, popular culture, the arts, and technology. Students will analyze the religious meaning to assess the degree of which the message is consistent with the teachings of Catholicism. 173 - World Religions/Introduction to Christian Ethics (College Prep A) Grade 12 In the first semester, students explore how the Catholic Church recognizes and values the respective truths of world religions through interreligious dialogue. Students are introduced to the nature and philosophy of the worldviews of various religious traditions, such as those of Hinduism, Buddhism, Judaism, and Islam. The course will explore the elements of each religion and how humanity has experienced the sacred and sought to comprehend the mystery of life. Attention is given to the

rituals and traditions of each religion with a comparative evaluation to understand the roles of the divine, human nature, and our shared search for meaning. In the second semester, the class will focus on the following questions: What does it mean to be a good man? What does it even mean to be good? Spanning the ancient Greek writings of Aristotle and Plato through the technological world of biomedical engineering, this course will explore not only the historical, philosophical, and theological foundations of ethics, but will also debate the merits of these theories in the context of contemporary arguments about medicine, technology, war, sex, business, and the environment. 32 33

MATHEMATICS DEPARTMENT The primary objective of the Mathematics Department at Calvert Hall is to help each student develop his mathematical abilities to their utmost. This is accomplished by ensuring each student is placed in the math course best suited to his background and potential and by individualizing the instruction for each student as much as possible. The Mathematics Faculty prides itself on the fact that it teaches the student first and the subject second in meeting its objectives. All courses are 1 credit unless otherwise noted. NOTE: All mathematics courses require a TI-84 (Plus) calculator.

=====

===== 211- Algebra I (College Prep A) Grade 9 Algebra I gives students the mathematical foundation needed for success in high school mathematics and the physical and social sciences. Beginning with the concept of variables, students learn to calculate with signed numbers, use correct order of operations, interpret, and write mathematical expressions, and solve linear equations and inequalities. Students apply algebra to the modeling of real-world problems by graphing, writing equations from given information, and the solving of systems of equations. The course also covers exponents, polynomials, factoring, rational expressions, radicals, and solving and graphing of quadratic equations. Prerequisite: Placement by the Office of Academic Affairs 211H - Honors Algebra I Grade 9 Algebra I gives students the mathematical foundation needed for success in high school mathematics and the physical and social sciences. The major topics covered are solving linear and quadratic equations, polynomial arithmetic, solving systems of equation, inequalities, sketching lines and parabolas, and mathematical models within each of those units. The course also covers exponents, rational expressions, and solving equations involving radicals. The course covers more topics and, more in-depth, than Algebra I (211). Tests and assignments will have more at the higher end of Bloom's taxonomy than Algebra I (211). Prerequisite: 80% or higher on HSPT/Standardized testing and/or approval of the Office of Academic Affairs. 213 - Algebra I (College Prep B) Grade 9 This course provides the fundamentals of the standard Algebra I course with emphasis on working with polynomials, factoring, equation solving, graphing, fractions, and systems of equations solutions. A special emphasis is placed on skill development. Prerequisite: Placement by the Office of Academic Affairs 222 - Geometry (College Prep A) Grades 9, 10 In this course students are introduced to Euclidean Geometry, its theoretical and practical aspects. Students develop logical reasoning skills by completing geometric proofs. Topics covered include angles, parallel and perpendicular lines, congruent triangles, triangle inequalities, quadrilaterals, similar polygons, circles, areas of polygons and circles, and volumes of solids. Particular care is taken to relate course material for preparation for the SAT exams. Prerequisite: Teacher recommendation & successful completion of Algebra I or a passing grade on the CHC math placement test (successful completion of a middle school geometry course). 34 224 - Geometry (College Prep B) Grade 9, 10 In this course students are introduced to Euclidean Geometry, its theoretical and practical

aspects. Topics include parallel and perpendicular lines, congruency and similarity of polygons, the properties of circles, and the volume of surface area of solids. Emphasis is placed on the practical application of geometric concepts and preparation for the SAT exams. Prerequisite: Teacher recommendation & successful completion of Algebra I 226 - Honors Geometry Grades 9, 10 In this course students are introduced to Euclidean Geometry, its theoretical and practical aspects. Topics covered include angles, parallel and perpendicular lines, congruent triangles, triangle inequalities, quadrilaterals, similar polygons, circles, areas of polygons and circles, areas and volumes of solids and constructions. Prerequisite: Top 15% on Math Placement Test or teacher recommendation & grade of 96 or higher in course 211 232 - Algebra II (College Prep A) Grades 9, 10, 11 This course extends and deepens the foundational concepts and skills from Algebra I. The course material is organized according to the concept of families of equations, relations, and functions: linear, quadratic, polynomial, radical, exponential, and logarithmic, rational, and the conics. The course examines the roles of both real and complex numbers. Connections between algebraic, tabular, and graphic representations of mathematical ideas are emphasized throughout the course. Prerequisite: Teacher recommendation & successful completion of Geometry & Algebra I 234 - Algebra II (College Prep B) Grade 9,10, 11 This course is designed to help strengthen basic algebra skills. Included are the second year Algebra topics involving the operations with Real Numbers. Simple verbal problems, linear and quadratic equations (also inequalities) and their graphs are studied. Logarithmic and exponential functions are studied along with rational functions. Fundamentals are stressed throughout. Prerequisite: Teacher recommendation & successful completion of Geometry & Algebra I 236 - Honors Algebra II Grades 9, 10, 11 This enriched course is designed to give advanced students an in-depth knowledge of the concepts of Algebra II. The topics of functions, systems of equations, polynomials, radicals, and exponentials are enriched with a discussion of matrices, probability, and conic sections. Emphasis is also placed on factoring, logarithms, and exponentials. A substantial introduction to trigonometric equations, identities and graphing completes the course in the second semester. Prerequisite: Exceptional performance on Math Placement Test, completion of Algebra I and Geometry, or a grade of 85 or higher in H Geometry (226) or a grade of 95 or higher in Geometry (222) and department approval 241 - Pre-Calculus (College Prep A) Grade 10, 11, 12 This course covers all the pertinent aspects of trigonometry including proving identities, solving trigonometric equations, and applied problems. Both graphical and analytical properties of functions are explored. Algebraic functions, polynomials, rational functions, exponential and logarithmic functions, sequences, and series are investigated in detail. Preliminary calculus topics of limits and derivatives are introduced at the course's end. Prerequisite: Teacher recommendation & successful completion of Algebra II and Geometry 35 243 - Pre-Calculus (College Prep B) Grade 10, 11, 12 This course covers all aspects of plane trigonometry from identities to equations to solutions of oblique triangles. Graphs and properties of mathematical relationships are explored. These include exponential, logarithmic & rational functions. Calculus is introduced by analyzing limits and identifying derivatives. Prerequisite: Teacher recommendation & successful completion of Algebra II and Geometry 245 - Honors Pre-Calculus Grades 10, 11, 12 This course investigates the behavior and the properties of mathematical relationships (primarily functions) in two variables. Polynomial, exponential, trigonometric, inverse, and rational functions are included. Conic sections and polar relationships are also included. The course places emphasis on the graphing of relationships. Techniques to analyze

relationships are presented, including domain, range, symmetry, shifts, and reflections. Students are challenged to identify the connections between the different relationships. An introduction to Calculus is presented through sequences and series, limits, and derivatives. Mathematical rigor is stressed. The graphing calculator is integrated into the course. Prerequisite: Teacher recommendation & 85 or higher in Honors Algebra II (236) 250 - Statistics (College Prep A) Grade 11, 12 This course introduces students to the concepts and procedures for collecting, analyzing, and drawing conclusions from data. Students will learn how to plan a statistical study; will explore data for patterns and departure from patterns; will create models of real-world situations; will use statistical inference to draw conclusions from data; and will use probability to describe how confident one can be about the conclusions. The course provides preparation for college statistics courses typically required in business, social and natural science, and health science. Prerequisite: Teacher recommendation & Department approval 251 - AP Statistics Grade 11, 12 The course of study follows the syllabus of the Advanced Placement Program of the College Entrance Examinations Board. This non-calculus-based statistics course is typically required by colleges for majors in social sciences, health sciences and business. It is an effective preparation for the calculus- based statistic courses that are usually taken by science, mathematics, and engineering majors. Students are exposed to four broad conceptual themes: explorations of data using numeric statistics and graphs; design of statistical observational studies and experiments; probability; and drawing conclusions based on statistical inference. The course will include the use of technology, writing, and critical reading. Students are required to take the AP Exam. Prerequisite: Teacher recommendation & completion of or enrollment in Pre-Calculus or Calculus concurrently 258 - Honors Differential Equations and Linear Algebra Grade 11,12 In this course, students are introduced to solution techniques and mathematical analysis of linear operations and differential equations. During the first semester, the study of linear algebra and matrix theory is of primary focus. Topics of emphasis include matrix operations, solution techniques for systems of linear equations, vector spaces, inner product spaces, eigenvalues and eigenvectors, and diagonal and orthogonal matrices. During the second semester, the study of ordinary differential equations includes both applied and proof-based elements. Second semester content includes solutions to linear and nonlinear differential equations, applications of such equations, and an introduction to linear systems of differential equations. Prerequisite: Teacher recommendation & successful completion of Honors Multivariate Calculus & Advanced Analysis (268) 36 261 - Honors Calculus Grade 10, 11, 12 Topics covered are commensurate with those offered in a semester of college calculus with a concentration on limits and derivatives. Many topics in a traditional Calculus II course will also be introduced as time allows, including integration, volumes, and areas. Analysis of functions and applications are emphasized with a thorough review of the skills introduced in Pre-calculus. Some theory is included for those students who wish to continue their mathematical studies more thoroughly in college. Prerequisite: Teacher recommendation & successful completion of Honors Pre-Calculus (245) or PreCalculus (241) 263 - Advanced Placement Calculus: AB Grade 11, 12 This course is designed to prepare the student for the AP Calculus Test AB. As a requirement of the course, students must take the AP Exam. Topics for the AB test will include functions, graphs, and Limits with a concentration on graph analysis, domain, range, asymptotic behavior, and continuity. It will also cover derivatives and the application of such as related to graphs, related rates, implicit differentiation,

tangents to curves, instantaneous rates of change and maximums and minimums. This course will also provide a very comprehensive exploration of integrals related to areas, volumes, curve lengths and all techniques of integration including partial fractions, substitution, and parts to help prepare the student for further calculus courses. Students are required to take the AP Exam. Prerequisite: Teacher recommendation & a grade of 85 or higher in Honors Pre-Calculus (245) 264 - Advanced Placement Calculus 2.5 Grade 11, 12 The focus is on what is typically considered College Calculus II. The course of study follows the outline set forth by the Advanced Placement Program of the College Entrance Examination Board and parallels the full year course offered in many colleges. In particular, the course encompasses the theory and differentiation and integration of algebraic and transcendental functions and their applications. Polar and parametric equations are studied as well as extensive work with sequence and series. Students are required to take the AP Exam. Prerequisite: Teacher recommendation and a grade of 90 or higher in Honors Calculus (261) or a grade of 85 or higher in AP Calculus (263) 265 - Advanced Placement Calculus: BC Grade 11, 12 The course of study follows the outline set forth by the Advanced Placement Program of the College Entrance Examination Board and parallels the full year course offered in many colleges. In particular, the course encompasses the theory and differentiation and integration of algebraic and transcendental functions and their applications. Students are required to take the AP Exam. Prerequisite: Teacher recommendation & a grade of 95 or higher in Honors Pre-Calculus (245) 268 - Honors Multivariate Calculus Advanced Analysis Grade 11, 12 This course covers a number of advanced topics in Calculus including calculus in polar coordinates, vectors, dot products, cross products, vector valued functions, and motion in space, multivariable functions, and partial derivatives. Gradients, extreme values, directional derivatives, multiple integrals, line integrals, and path independences are also covered. Prerequisite: Teacher recommendation & successful completion of AP Calculus BC (265) or AP Calculus 2.5 (264) 37 38 COMPUTER SCIENCE 271 - Honors Computer Programming I Grades 10, 11, 12 This course is an introduction to computer programming using Java. Topics include fundamentals of Java, packages and interfaces, classes and objects, methods, algorithms, data structures, event handling, and graphics, web page design with HTML, and the development of Java applets. Programming projects are based on real-life problem solving and interactive computer applications. Emphasis is placed on good programming techniques, algorithm development, syntax and style, and the concepts of object-oriented programming. This is a "hands-on" course with computer lab activities comprising at least 50% of the course. Prerequisite: A grade of 83 or higher in Algebra II/Geometry & Department approval 275 - Foundations of Computer Science (College Prep A) Grades 11, 12 This course is an introduction to coding using the computer language Python. This experience-based course provides a framework of concepts, techniques and process associated with variables, functions, lists, and proper Python formatting. Students will prepare students for future coding courses. No previous coding experience is necessary. No Recommendation required 277 – Introduction of Computer Algorithms (College Prep A) Grades 11, 12 This course continues the student's development of programming, problem solving abilities and logical skills by introducing object-oriented principles (OOP) such as classes, encapsulation, inheritance, and polymorphism, as well as basic data structures and algorithms (DSA) including singly and doubly linked lists, binary trees, and depth and breadth first search. Prerequisites: Successful completion of 275 Foundations of Computer Science, or 271 Honors Computer Programming, or 285 AP Computer Science. 280

- **Cybersecurity Essentials (College Prep A & B) Grade 12** The course offers students the opportunity to learn about the practices, protocols and processes utilized to protect against digital attacks. Students will become more adept to identifying potential viruses, worms, threats, and malware as they examine the purpose of cyber-attacks and how they evolve. The hands-on course calls for a strong emphasis on problem-solving skills and teamwork as students work together to counter digital attacks as well as the challenges and opportunities that may occur during implementation of necessary security measures for proper cyber responses. No Recommendation required

285 - Advanced Placement in Computer Science Grade 12 This course is the second in a sequence of computer science courses designed to make students confident programmers in Java who are prepared to take the AP CS exam. The course is accredited to follow the curriculum dictated by the AP Course Description in Computer Science developed and documented by the College Board. Students will build upon Programming I skills with more in-depth analysis of classes, data structures, algorithms, and problem-solving techniques. Students will be required to develop a portfolio of creative programs as a foundation for continued development at the college level. Students will practice a variety of AP questions throughout the year. Students are required to take the AP Exam. Prerequisite: Successful completion of Honors Computer Programming I and/or Department Approval

39 490 / 490A - Computer Applications and Presentation Skills Grade 9 ½ Credit This course is designed to concentrate on developing keyboarding skills. Using the touch method, students will develop speed and accuracy on the alphabetic keys and learn basic word processing. This will enable students to create and print documents for personal and school use. The in-house word processing application software is Microsoft Word. In addition, students will be introduced to the basic functions of Microsoft Excel and Power Point. Introduction to the internet will include downloading, searches and evaluating valid sources. Students will take the course in alternative semesters. Prerequisite: Placement by the Office of Academic Affairs

40 SCIENCE DEPARTMENT The Science Department has developed the following objectives: to contribute toward the development of a philosophy of science which gives meaning and purpose to the things of nature; to understand and use the process of experimentation through laboratory work; to acquire an exact knowledge of the basic laws and theories of science; to prepare the student to progress to more advanced work in science; to further general educational goals of Calvert Hall. All courses are 1 credit unless otherwise noted.

=====

===== **305 - Honors Biology Grade 9** This course provides a rigorous introduction to the life sciences. As an introduction to general biology the course topics include cellular biology, genetics, ecology, and evolution. The course focuses on biological phenomena, in addition to providing an understanding of the structure and function of biological systems. Independent study and attention to detail is expected and will enhance student comprehension of the course material. Prerequisite: Placement from the Office of Academic Affairs

312 - Biology (College Prep A) Grade 9 As an introduction to general biology, the course topics include cellular biology, genetics, ecology, and evolution. Students will be introduced to laboratory experiences which enhance their learning of biology. These include laboratory safety, compound light microscope investigations, and invertebrate and vertebrate dissection. This course provides the foundational knowledge needed for continued study of science at an advanced level. Prerequisite: Placement from the Office of Academic Affairs

314 - Biology (College Prep B) Grade 9 This course introduces students to the study of living organisms and their environment. The

course topics include cellular biology, genetics, ecology, and evolution. Students will be introduced to laboratory experiences that enhance their learning of biology. These include laboratory safety, compound light microscope investigations, and invertebrate and vertebrate dissection. Prerequisite: Placement from the Office of Academic Affairs 326 - Chemistry (College Prep A) Grade 10 This course is a study of matter and energy. General topics covered during the course include atoms, formulas, reactions, and application to chemistry in everyday life. A mathematical approach is used to support the investigations and discussions of chemical principles. The integrated inquiry-based lab methodology will help build proficiency in scientific reasoning. This course provides the foundational knowledge needed for continued study of science at an advanced level.

Prerequisite: Successful completion of Biology and Algebra I 327 - Chemistry (College Prep B) Grade 10 This course is a study of matter and energy. General topics covered during the course include atoms, formulas, reactions, and application to chemistry in everyday life. A conceptual approach is used to emphasize the investigations and discussions of chemical principles. The integrated inquiry-based lab methodology will help build proficiency in scientific reasoning. Prerequisite: Successful completion of Biology and Algebra I 41 335 -

Honors Chemistry Grade 10 This course is designed to aid students in their understanding of chemical principles and concepts developed from experimentation. Included in the topics are atomic theory, atomic structure, chemical formulas and equations, states of matter, energy changes, bonding, and acid-base theory. The laboratory is an integral part of the course. Students should emerge from the course with a fundamental knowledge of chemistry based on mathematical and non-mathematical concepts. Prerequisite: Teacher recommendation & a grade of 85 or higher in Honors Biology (305) and Freshmen Honors Math or a grade of 93 or higher in Biology (312) and placement in an honors math course for sophomore year. 341 - Physics (College Prep A) Grades 11, 12 This course offers the student the fundamentals of Newtonian physics, including mechanics, electricity and magnetism, waves and sound, optics, and heat and thermodynamics. The course will use laboratory and problemsolving methodologies in the above areas. Concepts from algebra and trigonometry will be utilized to increase their knowledge of the fundamentals of physics through experiential learning. Prerequisite: Teacher recommendation & successful completion of Chemistry 343 - Conceptual Physics (College Prep B) Grades 11, 12 This course is designed to help students understand their interactions with the physical world. It will discuss topics in kinematics, energy, light, sound, and magnetism. This course will take a hands-on conceptual approach to physics. Prerequisite: Teacher recommendation & successful completion of Chemistry 344 -

Honors Physics Grades 11, 12 Honors Physics provides a mathematically rigorous introduction to physics, including kinematics, simple harmonic motion, waves, and energy. Building on a student's interest in the sciences and a high level of mathematical ability, students will increase their knowledge of the fundamentals of physics through lab experiences. An algebra-based college textbook is used. Prerequisite: Teacher recommendation & a grade of 85 or higher in Honors Chemistry (335) or a grade of 93 or higher in Chemistry (326) and concurrent placement in an honors math course. 345I - Advanced Placement Physics I Grades 11, 12 This course delves into the topics of kinematics and dynamics, mechanical energy and its conservation, momentum and its conservation, rotational motion, simple harmonic motion, mechanical waves, and sound, as well as electrostatics and circuits. Students are required to take the AP Physics I Exam. Prerequisite: Teacher recommendation & a grade of 90 or higher in Honors Chemistry (335) and

concurrent Honors Math Courses. 345II - Advanced Placement Physics II Grade 12 This course delves deeply into the topics of thermodynamics, fluids, electrostatics and DC and RC circuits, magnetism and electromagnetic induction, light, and optics, as well as atomic and nuclear physics. Students are required to take the AP Physics II exam. Prerequisite: Teacher recommendation & a grade of 95 or higher in Honors Physics (344) or a grade of 85 or higher in AP Physics I (345I), and a grade 90 or higher in Junior Year Honors Math Courses. 42 347 - Marine Biology (College Prep A) Grades 11, 12 This course of study guides students through an investigation of the marine environment as a diverse ecosystem. Students will begin the course as Oceanographers studying the make-up and creation of the oceans and its chemistry. Students will become Marine Biologists by studying the various organisms that live in the sea. From microscopic plankton to majestic whales, students will gain a deep understanding of the interconnected web of life beneath the surface and recognize how humans are called to be protectors of this delicate environment. Prerequisite: Successful completion of Biology and Chemistry. Physics is recommended prior to or concurrent with this course. 351 – Honors Human Anatomy and Physiology Grades 11, 12 This course is an introductory course that examines the form and function of the human body. Throughout this year-long program, students will discuss the anatomical structures of the human systems with an emphasis on anatomical terminology, anatomical identification, and physiological processes. Using the principles of basic chemistry, and knowledge of cells and tissues, students will also understand human disease processes and their effect on systems of the body. Prerequisite: Teacher recommendation and grades of 85 or higher in Honors Biology and Honors Chemistry or grades of 90 or higher in Biology (312) and Chemistry (326). Physics is recommended prior to or concurrent with the course. 365 - Advanced Placement Biology Grades 11, 12 This course is meant to provide the equivalent education of a full-year college-level introductory biology curriculum. In general, all topics comprising modern biology will be addressed. The course is structured around four Big Ideas (evolution, energetics, information storage and transfer, and interactions of biological systems) and the enduring understandings identified in the AP Biology Curriculum Connections between concepts, facts, and investigation-derived information will be reinforced within the context of the Big Ideas and enduring understandings. In addition, students will be responsible for identifying the connections to the Big Ideas and the enduring understandings, enhancing this course's thematic approach to life science. Significant independent study is expected to enhance student comprehension and appreciation of the course material. Students are required to take the AP Exam. Prerequisite: A grade of 85 or higher in Honors Biology (305), or a grade of 90 or higher in Biology (312) and Department approval. 368 – Biomedical Science (College Prep A & B) Grades 12 Biomedical Science is a one-credit, lab-based course that explores the fundamentals of human anatomy, exercise science, medicine, and disease. Through hands-on experiments, case studies, and problem-solving activities, students will investigate the structure and function of the human body, the physiological effects of exercise, and the principles of medical diagnosis and treatment. Topics include major body systems, common diseases and disorders, medical technologies, and the role of healthcare professionals. This course emphasizes scientific inquiry, critical thinking, and practical applications in biomedical fields, preparing students for further studies in health sciences. Prerequisite: Successful completion of Biology and Chemistry 43 380 - Advanced Placement Environmental Science Grades 11, 12 This course is designed to be the equivalent of an introductory college course in environmental science. It will

provide students with the scientific principles, concepts, and methodologies required to: understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and manmade, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. There is a lab component to this course, as well as field study. Students are required to take the AP Exam. Prerequisite: A grade of 85 or higher in Honors Biology (305), or a grade of 90 or higher in Biology (312) and Department approval 395 - Forensic Science (College Prep A & B) Grades 11, 12 Forensic science has become an important part of criminal investigation at all levels of law enforcement. It is one of the fastest growing fields of study for science and technology. Forensic science has applications to high profile cases in the criminal justice system and everyday crime scenes. In this course, students will be introduced to the fundamentals of a crime scene investigation, the collection and analysis of evidence and associated lab techniques. Students will be actively engaged in learning as they process crime scenes, analyze lab data, and conduct scientific investigations. Students will use technology to participate in activities that closely resemble those used by law enforcement personnel and forensic scientists. Prerequisite: Successful completion of Biology and Chemistry. Physics is recommended prior to or concurrent with course. 44 ENGINEERING Students who enroll in the Engineering program are expected to complete a two-year commitment to the program. Engineering students will be expected to use CAD software and therefore it is highly recommended for students to utilize a laptop for all Engineering courses. All courses are 1 credit unless otherwise noted.

=====

===== 270 - Introduction to Engineering (College Prep A) Grades 10, 11 This hands-on, project-based course engages students in the mechanical, civil, and electrical engineering design and build process. Students learn four drafting methods to produce detailed engineering drawings, test materials under tension, compression, shear, torsion and bending to analyze failure and experiment with heating, pneumatics, and hydraulics in the mechanical/civil portion of the course. Students work with circuits, motors, amplifiers, and communication devices in the electrical portion of the course. Working individually and in teams, students learn how to identify needs and develop solutions to produce actual prototypes and finished products. In addition, several engineers from different fields visit the class each year to share their expertise with the students. This course is taken as a seventh course and in addition to the required course for each academic year. Prerequisite: Recommendation by the current Science teacher and approval from Engineering Program Director. 272 - Engineering II (College Prep A) Grade 11, 12 This course will focus on the application of the design process in order to develop solutions to real world problems. Students will be exposed to robotics programming, systems engineering, and projects which emphasize mechanical, civil, and chemical engineering principles. Prerequisite: Teacher recommendation & successful completion of Intro to Engineering (270) 273 - Engineering III (College Prep A) Grade 12 This course will serve as a capstone to the Engineering program. The course focus is a more in-depth and detailed look at various segments of the Engineering industry (i.e.: mechanical engineering vs civil engineering). Students are expected to complete an independent project to reflect their interest in specific Engineering subsets. Prerequisite: Teacher recommendation & successful completion of Intro to Engineering (270) and Engineering II (272) 45 SOCIAL STUDIES DEPARTMENT The mission of the Social Studies Department is to provide the student with an understanding of the human relationships of the world in which he lives, including his own historical and political background. The

student is required to take four courses in the following areas: World History, United States History, and United States Government/Economics. Advanced Placement courses are offered in Government, Economics, World History, United States History, and European History to challenge the more advanced students. Through the Social Studies curriculum, courses weave together the disciplines of geography, history, economics, political science, anthropology, and sociology to develop the student's cultural understanding. In each course, emphasis is placed on developing the student's critical thinking, writing, and reading. All courses are 1 credit unless otherwise noted.

=====

===== 411 - World History I (College Prep A) Grade 9 This course is an introductory course in the history of major world civilizations. It begins with the emergence of the earliest hominids and concludes with the end of the Napoleonic era in 1815. The course weaves together the disciplines of geography, history, economics, political science, anthropology, and sociology to develop the students' cultural understanding. Emphasis is placed on geography and current events to enhance the students' knowledge of the contemporary world. A special effort is made to connect historical events and contemporary world problems in each cultural region. Prerequisite: Placement from the Office of Academic Affairs 413 - World History I (College Prep B) Grade 9 This course's content and goals are identical to World History (411) but is tailored to meet the needs of students who need additional reinforcement in language arts skills. Prerequisite: Placement from the Office of Academic Affairs 415 - Honors World History I Grade 9 This course is designed to challenge the advanced freshman. Historical analysis begins with the emergence of early hominids to the Renaissance in 1450. Emphasis placed on the critical analysis of primary sources and the process of historical research, culminating in an original student project at the end of the semester. Prerequisite: Placement from the Office of Academic Affairs 475 - Advanced Placement Human Geography Grade 9 The purpose of the AP course in Human Geography is to introduce students to the impact of geographic elements on the development of societies, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. These goals will be met through the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students are required to take the AP Exam. Prerequisite: Placement from the Office of Academic Affairs 46 421 - World History II (College Prep A) Grade 10 This course completes the three-semester sequence of world history begun in the freshman year and begins the three-semester cycle in United States history. The first semester is a survey of the history of the modern world from the Congress of Vienna of 1815 to the present. The second semester begins with the arrival of native American peoples and proceeds through the colonial and revolutionary periods, to the Age of Thomas Jefferson. Throughout the course, a greater emphasis is placed on historical writing and critical thinking skills in a historical context. Prerequisite: Teacher recommendation & successful completion of World History I 423 - World History II (College Prep B) Grade 10 This course is the sophomore companion to World History (413), continuing the same content and scope of the regular sophomore course. It shapes its focus to meet the needs of students who need additional development of their language arts skills. Prerequisite: Teacher recommendation & successful completion of World History I 425 - Advanced Placement World History Grade 10 Students investigate

significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in various times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students are required to take the AP Exam. Prerequisites: Current teacher recommendation and successful completion of World History I with a grade of 98 or higher or successful completion of Honors World History with a grade of 95 or higher 426 - Honors World History II Grade 10 Students in this course use a broader, more thematic approach together with chronology to develop understandings of trends in world history from 1450 to the present. This approach allows students to explore issues in greater depth, often ones that have present-day significance. A special effort is made to emphasize current events, to relate history to current problems and to enhance awareness of the world and its complexity. Prerequisites: Teacher recommendation & successful completion of World History I with a grade of 93 or higher or successful completion of Honors World History I with a grade of 90 or higher 431 - United States History (College Prep A) Grade 11 This course follows a chronological narrative of American history from the War of 1812 to the Present. Emphasis is placed on the many cause and effect relationships that have shaped our nation's history. The continued improvement of written expression skills and the ability to interpret historical facts through primary sources is a special emphasis of the course. Prerequisite: Teacher recommendation & successful completion of World History II 47 435 - Advanced Placement United States History Grade 11 This course is designed to prepare students to complete successfully the A.P. Exam in United States History and receive appropriate college credit. It begins with an analysis of the Pre-Columbian Era in the Americas and continues through the early 21st Century. This course continues to stress the reading, writing, critical thinking, and research skills necessary for the student to excel on the Exam. Students are required to take the AP Exam. Prerequisites: Teacher recommendation and successful completion of World History II with a grade of 97 or higher or successful completion of Honors World History II with a grade of 93 or higher or successful completion of AP World History with a grade of 90 or higher. 436 - Honors United States History Grade 11 Students in Honors United States History use a broader, more thematic, approach together with chronology to develop understanding of trends in United States History. The course begins with an analysis of the PreColumbian Era in the Americas and continues through the early 21st Century. Connections to current events are often highlighted. This course places emphasis on the reading, writing, critical thinking, and research skills necessary for the student to excel in college level courses. Prerequisites: Teacher recommendation and successful completion of World History I with a grade of 93 or higher or successful completion of Honors World History I & grade of 90 or higher 441/442 - American Government/Economics (College Prep A) Grade 12 This course is divided into two sections, American Government and Economics. In the government section, students will examine the political aspects of government with special attention to the constitutional powers and duties of government officials and agencies. The Economics section examines the U.S economy. While general topics of supply and demand, the stock market, and competition are

covered, considerable time is devoted to analysis of monetary and fiscal policy, the effects of the national debt, and international trade. Prerequisites: Teacher recommendation & successful completion of World History & US History 445 - Advanced Placement American Government and Comparative Politics Grade 12 This course is designed to prepare students to complete successfully the A.P. Exam in American Government and Comparative Politics and receive appropriate college credit. The first semester of this course gives students a critical perspective on American government and politics, by studying general concepts and analyzing case studies. The second semester will compare and contrast the structures and functioning of political systems in selected foreign nations to those of the United States. Students are required to take the AP Exam. Prerequisites: Teacher recommendation, a grade of 93 or higher in current Social Studies course and Department approval. 446 – Honors American Government/Economics Grade 12 This course is divided into two sections, American Government and Economics. Students will use a broader, more thematic approach to examine the political aspects of government with special attention to the constitutional powers and duties of government officials and agencies. In Economics, students will use critical thinking skills to understand basic terminology of economic thought, the important concepts of both macro and microeconomics, and the application of economic principles to economic problems. Prerequisites: Teacher recommendation, grade of 93 or higher in current Social Studies course and Department approval. 48 455 - Advanced Placement European History Grade 12 This course is designed to prepare students to complete successfully the A.P. Examination in European History and receive appropriate college credit. The course begins with the Renaissance in Italy and proceeds to study the major political, economic, social, intellectual, and cultural events and concepts that have shaped modern Europe to the present day. Students are required to take the AP Exam. Prerequisites: Teacher recommendation, grade of 93 or higher in current Social Studies course and Department approval. 465 - Advanced Placement Economics Grade 12 This course is designed to prepare students to complete successfully the A.P. Examination in Economics. It gives high-ability students the opportunity to develop critical thinking skills concepts. The course will make students aware of the basic terminology of economic thought, the important concepts of both macro and microeconomics, and the application of economic principles to economic problems. Students are required to take the AP Exam. Prerequisites: Teacher recommendation, grade of 93 or higher in current Social Studies course and Department approval. 470 - Advanced Placement Psychology Grade 12 The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation, and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims, and evidence, and effectively communicate ideas. As this is a college level course the level of rigor is high with the expectation that students will engage in self-learning and independent work outside the classroom. Students are required to take the AP Exam. This course is an elective and does not replace one of the three required Senior courses. Prerequisites: Teacher recommendation, grade of 93 or higher in current Social Studies course and Department approval. 471 -

Psychology (College Prep A) Grade 12 This course is a senior elective designed to introduce the student to the scientific study of human behavior and mental processes. The course covers the biological influences on human behavior, developmental processes and human growth, personality theories, conditioning, defense mechanisms, and behavioral disorders. Emphasis is placed on relating psychological experiences to the experiences of the students in their lives.

Prerequisites: Teacher recommendation and Department approval. 49 50

BUSINESS The Business Program is designed to give upper class students the opportunity to explore a variety of business topics. Using a hands-on learning environment, each course will provide an enriching educational experience for students seeking to cultivate their intellectual potential. All courses are 1 credit unless otherwise noted. Courses can fulfill the required elective credit for both junior and senior year.

=====

===== **477I - Leadership I Grade 11 0.5 Credit** The first semester of the course will focus on “The Practical Leader.” Topics such as leadership styles, communication, running meetings, small group facilitation, delegation, and public speaking will be emphasized. The second semester will focus on “Profiles of Leadership.” This semester will focus on different leaders throughout history and evaluate their leadership styles. What made them great? Where were they flawed? What can their leadership teach us about our own leadership? **Prerequisite:** Must be a member of the Leadership Program

477II - Leadership II Grade 12 0.5 Credit Leadership II will put the practical leadership skills gained in Leadership I into perspective by looking at great models and figures of leadership throughout history. By exploring distinct leadership threads, this course will center around profiles of leadership that challenged social norms and those in power, those who were incredibly successful because of their leadership, and those whom history remembers as significant leaders in their day. **Prerequisite:** Successful completion of Leadership I (477) and member of the Leadership Program

479 - Personal Finance Grades 11, 12 0.5 Credit The course is designed for students to gain the fundamental knowledge necessary to manage their personal finances. Course concepts include decision-making, sound budgetary habits, an understanding of basic banking concepts, investment basics and life skills focusing on job acquisition. As a blended class, students will attend class both in-person and online. The course will be broken into synchronous activities (concept introductions, student presentations, etc.) and independent work. Strong writing skills and analytical skills for class discussions are recommended. No Recommendation required

481 - Principles of Business Management (College Prep B) Grades 11, 12 This course introduces business as a vital part of our society through discussions of both the external environment of business and the internal management of the business enterprise. Each student will come to understand the economic, political, and social framework within which a business enterprise must function. In addition, the management, personnel, marketing, production, accounting, finance, and human relations functions within the enterprise are introduced. No Recommendation required

51 483 - Accounting (College Prep A) Grade 12 An excellent background course for all students. Accounting can be taken for keeping personal records, for understanding the language of business, and for orientation to advanced study in business administration. The student will learn to understand business transactions, prepare source documents, maintain journals and ledgers, take trial balances, make adjusting entries and closing entries, close accounts and prepare final reports on the condition of the business to management and owners. No Recommendation required

488 - Integrated

Marketing & Communications Grades 11 & 12 0.5 Credit Discover how marketing affects your daily life. Influence decision making of your peers. Uncover your creative & analytical brilliance. Gain the insight to get an internship freshman year of college. No Recommendation required

52 ENGLISH DEPARTMENT The English Department at Calvert Hall aims to prepare students for the challenges of reading and writing at a college level. The basis for both individual work and collaborate efforts in English courses is literature regarded as having significant literary merit. All Courses are 1 credit unless otherwise noted. All courses are 1 credit unless otherwise noted.

=====

===== **511 - English I (College Prep A) Grade 9 Fundamentals of Writing and Literature** This course develops a student's ability to write precise, clear, and effective sentences and paragraphs, with attention to grammar and punctuation skills. Students learn to analyze short stories and novels in verbal and written exercises that deepen skills of self-expression. Vocabulary study accompanies the assigned literature. Prerequisite: Placement from the Office of Academic Affairs

513 - English I (College Prep B) Grade 9 Fundamentals of Writing and Literature With a focus on short stories and novels, this course combines composition, reading, and listening skills. Students learn to write clear sentences and paragraphs with due attention to grammar. Vocabulary is enriched for reading comprehension and self-expression. Library skills and MLA format are introduced. Prerequisite: Placement from the Office of Academic Affairs

515 - Honors English I Grade 9 Literary Genres/Composition This accelerated course examines major literary genres as a basis for specialized study. Interpretive skills and proficiency in writing are deepened through the reading of great literary works. The course encourages independent work and student-oriented creative projects. Prerequisite: Placement from the Office of Academic Affairs

521 - English II (College Prep A) Grade 10 Literary Genres/Composition Students will study plays and poetry, mastering the terminology of each and their ability to write about and interpret samples from these genres. Students identify play components, explicate poems, begin developing term paper research skills and to write cohesive multi-paragraph essays. Students also develop reading skills and verbal strategies for standardized testing. Prerequisite: Teacher recommendation & successful completion of English I

523 - English II (College Prep B) Grade 10 Fundamentals of Writing and Literature Students study plays and poetry, mastering the terminology of each by identifying play components and explicating poems. Students write about both genres using course literature. The course emphasizes reading comprehension and writing. The course introduces several term paper skills. Prerequisite: Teacher recommendation & successful completion of English I

53 525 - Honors English II Grade 10 World Literature/Advanced Composition This course provides an examination of World Literature through thematic consideration of the human experience, highlighting the myths, customs, and value systems of various cultures, including their major historical events and authors, but focusing on the major universal experiences of all people. While oral presentations and creative writing are important parts of this course, students will demonstrate proficiency in analytical writing and research skills. Prerequisite: Teacher recommendation and successful completion of English I with a grade of 93 or higher or successful completion of Honors English I with a grade of 85 or higher.

531 - English III (College Prep A) Grade 11 American Literature/Composition Using a chronological approach to works of American authors who are contributors to major American literary movements, English III enhances student ability to write clear, analytical pieces about short stories, plays, poems and novels. Vocabulary development

continues. The research paper constitutes the major writing project of this course. Prerequisite: Teacher recommendation & successful completion of English II 533 - English III (College Prep B) Grade 11 American Literature and Fundamentals of Writing Using a chronological approach to the study of selected works of American authors who are contributors to major American literary movements, English III enhances the student's abilities to write clear essays, focusing on analysis of short stories, plays, poems and novels. Vocabulary development continues. Both the theory and preparation of the research paper constitutes a major writing of this course. Skill development in reading comprehension and in the writing for standardized tests rounds out the course. Prerequisite: Teacher recommendation & successful completion of English II 537 – Honors English III Grade 11 American Literature/Advanced Composition Explore the rich tapestry of American literary heritage in this Honors American Literature course. Delve into seminal works by iconic authors, examining themes that shaped the nation's cultural and social fabric. Analyze the evolution of literary movements and their impact on American identity, fostering critical thinking and nuanced understanding. Engage in spirited discussions, hone analytical skills, and cultivate a profound appreciation for the diverse voices that have contributed to the American literary landscape. This course invites students to embark on a thought-provoking journey through the pages of classic and contemporary literature, culminating in a term paper that allows for in-depth exploration of primary and secondary sources. Prerequisite: Teacher recommendation and successful completion of English II with a grade of 93 or higher or successful completion of Honors English II with a grade of 85 or higher. 553– AP English Language & Composition Grade 11 This is an introductory college-level composition course that builds on an in-depth study of American Literature. Students will cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claim, evidence, reasoning, organization, and style. The course is specifically designed to prepare students for the AP Language and Composition exam, while concentrating on rhetorical analysis. Students are required to take the AP Exam. Prerequisites: Teacher recommendation & Department approval 54 541 - English IV (College Prep A) Grade 12 British Literature/Composition This course provides the student with a chronological survey of British Literature, highlighting important periods, major writers, and notable works. Class discussion, written literary analysis and a major written research project in the area of British literature are to be expected. Prerequisite: Teacher recommendation & successful completion of English III 543 - English IV (College Prep B) Grade 12 British Literature/Fundamentals of Writing Theme writing skills are stressed while reading works in British literature. British literature is studied chronologically and parallels English IV (541). Research paper skills are expanded. Prerequisite: Teacher recommendation & successful completion of English III 547 - Honors English IV British Literature/Advanced Composition Grades 12 This course provides a chronological survey of British Literature, highlighting important periods, major writers, and notable works. While programs of oral presentation and creative writing are parts of the course, analytical writing is the most important aspect, focusing on the expansion of the student's research skills. Prerequisite: Teacher recommendation and successful completion of English III with a grade of 93 or higher or successful completion of Honors English IV with a grade of 85 or higher. 554 - AP English Literature & Composition Grade 12 This course helps students master skills necessary for writing theme papers about each of the literary genres. Examination of challenging literature includes recognition of patterns, motifs,

themes, and designs in authors' artistic schemes. Investigation of writer styles and personalities helps students find their own writing voices. The course is specifically designed to prepare students for the A.P. exam while concentrating on literary analysis. Students are required to take the AP Exam. Prerequisites: Teacher recommendation & Department approval 55 56 WORLD LANGUAGE DEPARTMENT The goals of the World Language Department at Calvert Hall may be described as both cognitive and effective. The cognitive goals refer to the development of listening, speaking, reading, and writing skills. The affective goals refer to the cultivation of sensitivity and appreciation of diverse cultures. All courses are 1 credit unless otherwise noted.

=====

===== 616 - Honors Spanish I Grade 9 This course emphasizes the development of listening, speaking, reading, and writing skills. There is a strong focus on grammatical structure and vocabulary acquisition. Special emphasis is placed on conducting the class totally in Spanish by the last quarter of the year. Recordings of native speakers are used for listening comprehension and a video also accompanies each unit for vocabulary recognition and cultural aspects. The language lab is an integral part of the curriculum as it allows the students to practice their listening and speaking skills effectively. The curriculum also focuses on the daily culture of Hispanic life such as family customs, holiday traditions, and popular pastimes. Nine to ten units are covered throughout the academic year. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 617 - Spanish I (College Prep A) Grade 9, 10 This course emphasizes the development of listening, speaking, reading, and writing skills. There is a strong emphasis on vocabulary acquisition and grammatical structures. There are 12 units to be covered in the first year; each unit is comprised of four components: conversational vocabulary, a cultural perspective, grammar, and writing activities. This curriculum utilizes media, text, workbook, language lab, and instructor to impart the target language to the student. The language lab is an integral part of our program as it enables the students to practice their listening and speaking skills in a stress-free environment. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 618 - Spanish I (College Prep B) Grades 9, 10, 11 This course provides a basic introduction to the Spanish language listening, speaking, reading, and writing to encourage proper pronunciation and vocabulary usage. Text and workbook exercises develop writing skills. Coordinated core audio in the language lab provides listening comprehension and speaking practice. Coordinated videos provide cultural insight and develop listening skills. Chapter readings also broaden cultural awareness. The present tense of regular verbs and irregular verbs are presented. Grammar topics include agreement of nouns and adjectives, ser and estar, and contractions. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 626 - Honors Spanish II Grade 9, 10 This is an advanced course designed for more rapid development of listening and speaking skills while expanding reading and writing skills. Students are expected to speak in the target language as much as possible. Grammar content is extensive, including an in-depth study of the preterit and imperfect, and the formation and use of the subjunctive mood. Vocabulary topics are drilled orally, through written assignments and supplementary readings. Students are expected to write compositions and maintain a rapid pace of instruction. The language lab is an integral part of the program. Nine to ten chapters are covered throughout the academic year. Prerequisite: Teacher recommendation and/or Department approval 57 627 - Spanish II (College Prep A) Grade 9, 10, 11 Spanish II continues the study of introductory grammar and verb usage from Spanish I, while presenting the

preterit, the imperfect, future, and conditional forms. Several new grammatical structures are covered, including the usage of direct and indirect object pronouns and reflexive pronouns. The course provides for further development of listening and speaking skills through dialogues via various audio resources with increased practice in reading and writing Spanish. The study of South American countries, idiomatic expressions, and useful vocabulary is emphasized by means of the text and supplementary materials. Eight chapters are covered throughout the academic year. Prerequisite: Successful completion of Spanish I & teacher recommendation 628 - Spanish II (College Prep B) Grades 10, 11, 12 This course continues the development of basic proficiency in the four language skills: listening, speaking, reading, and writing. It provides a comprehensive review of the present tense, including reflexive constructions and stemchanging verbs. It continues with a thorough review of past constructions including the perfect and imperfect tenses. Textbook usage emphasizes thematic vocabulary in travel, daily routines, restaurants, cultural celebrations, and technology. Students practice fundamental grammar and vocabulary for communication in the language. Prerequisite: Successful completion of Spanish I & teacher recommendation 636 - Honors Spanish III Grades 10, 11 This intensive course continues to sharpen all skills begun in the first two years of the language. In aural comprehension, the student's goal is to understand native speech at a usual conversational pace on a broad variety of subjects. In speaking, the student works toward developing native fluency. Reading is at the student's intellectual level in the target language. Writing of many types is developed; narrative, critical, descriptive, and expository. The language lab is an integral part of the program. This course is the basis for the AP/Honors IV programs in the fourth year. Prerequisite: Teacher recommendation and/or Department approval 637 - Spanish III (College Prep A) Grades 10, 11, 12 This course continues the development of skills begun in earlier courses. This course uses more controlled composition exercises and sophisticated reading practice than the previous levels. Grammatical structures include present subjunctive, preterit versus imperfect, present perfect and the imperative (formal and informal commands). Written and oral communication in Spanish will be emphasized, along with listening and reading. Cultural readings and supplementary materials are used to help practice these skills in preparation for upper-level Spanish courses. Prerequisite: Successful completion of Spanish II & teacher recommendation 638 - Spanish III (College Prep B) Grades 11, 12 This elective course is designed to develop listening, speaking, reading, and writing proficiency in Spanish. It is addressed to students with varying abilities. Pragmatic use of the language in everyday situations is the focus. Basic grammar is reviewed and reinforced through text and workbook exercises. Coordinated listening programs develop the students' auditory skills. The language lab is an integral part of the program. Text readings offer narrative insights into the history, geography, culture, and people of the Hispanic world. Prerequisite: Successful completion of Spanish II & teacher recommendation 646 - Honors Spanish IV Grades 11, 12 This course is intended to give the students further instruction and practice in advanced listening, speaking, reading, and writing skills. Extensive vocabulary expansion occurs in every chapter. Original, native targeted, printed and audio materials are used in class. Oral presentations and class discussions are conducted completely in Spanish. It is specifically designed to prepare the student for AP Spanish. Prerequisite: Teacher recommendation and/or Department approval 647 - Spanish IV (College Prep A) Grades 11, 12 The class is conducted almost exclusively in Spanish. This course advances the student's ability to read, write, and to converse in Spanish through daily vocabulary study, extensive

practice in verb conjugation, Spanish films, and short story readings. Students will utilize the language lab for intensive oral and listening comprehension. Writing compositions are an integral part of this course. Prerequisite: Successful completion of Spanish III & Teacher recommendation 648 - Spanish IV (College Prep B) Grades 12 This course emphasizes the fundamentals of grammar necessary for effective oral and written communication. The course will use a thematic vocabulary approach to improve the student's speaking, listening, and writing skills. Oral and written projects are an integral part of student's skill assessment. Proper grammar usage is reviewed, and several new topics are taught throughout the academic year. Prerequisite: Successful completion of Spanish III & Teacher recommendation 656 - Advanced Placement Spanish Grade 12 This course is an advanced-level Spanish language course intended to prepare students to take the required Advanced Placement Spanish Examination. Listening, speaking, reading, and writing skills are developed through various learning activities. Listening and speaking practice is done in the classroom and in the language lab daily. Vocabulary development, grammar review, composition practice and reading selections in literature, art, history, and current cultural topics are an integral part of the course, as well as in-class discussions and critical thinking. This class is conducted entirely in Spanish. Prerequisite: Teacher recommendation and/or Department approval 657 - Spanish V (College Prep A) Grade 12 The course continues student development of listening, speaking, reading, and writing skills through the study of the Spanish-speaking countries of the world. The course will also feature high-level vocabulary for a variety of topics. This will facilitate the discussion of these countries in a modern global context. A greater emphasis on the study of Spanish and Hispanic culture through three types of readings: historical, literary, and journalistic. . Student-led presentations on various aspects of life in specific Spanish-speaking countries will be a regular component of this course. Prerequisite: Successful completion of Spanish II & Teacher recommendation 658 - Honors Spanish V Grade 12 This course is designed to continue the development of a student's listening, speaking, reading, and writing skills through the study of the Spanish-speaking countries of the world. The course will also feature high-level vocabulary for topics such as politics and economics. This will facilitate the discussion of these countries in a modern global context. The emphasis of the course is the study of Spanish and Hispanic culture through historical, literary, and journalistic readings, and through videos featuring authentic footage from various regions of the Hispanic world. Student-led presentations on various aspects of life in specific Spanish-speaking countries will be a regular component of this course. Prerequisite: Teacher recommendation and/or Department approval 59 60 612 - French I (College Prep A) Grade 9, 10 This introductory course will cover the acquisition of basic vocabulary, grammar, and syntax essential to developing listening, reading, speaking, and writing skills. This first level builds student's confidence and quickly develops basic conversation skills, students immediately receive and communicate information in French. The language lab is an integral part of the academic curriculum that allows the students to practice and reinforce their language skills. Listening comprehension provides a highly effective introduction to the language by reinforcing pronunciation, vocabulary, speaking with proper use of grammar and verb concepts. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 612H - Honors French I Grade 9, 10 This introductory course will cover the acquisition of basic vocabulary, grammar, and syntax essential to developing listening, reading, speaking, and writing skills. This first level builds student's confidence and quickly develops basic conversation skills,

students immediately receive and communicate information in French. The language lab is an integral part of the academic curriculum that allows the students to practice and reinforce their language skills. Listening comprehension provides a highly effective introduction to the language by reinforcing pronunciation, vocabulary, and speaking with the right use of grammar and verb concepts learned during each unit. Additional materials are presented along with vocabulary quizzes. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 621 - Honors French II Grade 9, 10 This course aims to rapidly develop listening, speaking, and writing skills. It is designed to continue and expand language skills through the reading and translation of stories. The reading skills are developed by vocabulary enrichment techniques, including cognate patterns. Short readings in a wide variety of formats will be encouraged for critical thinking and building reading and information-gathering skills. Prerequisite: Teacher recommendation and/or Department approval 622 - French II (College Prep A) Grade 9, 10, 11 French II continues what has been presented and learned in French I. Students are expected to converse about present and past events, read in French, and be able to translate into English with little difficulty. Vocabulary is re-entered and expanded, narrating past and future events, orally and in writing, describing daily activities in more detail, and reading a wide variety of texts and stories. The course provides further development of listening and speaking activities in the language lab. Prerequisite: Successful completion of French I & teacher recommendation 631 - Honors French III Grades 10, 11 The course is designed to continue the development of listening, speaking, reading, and writing skills on an intense level. Oral communication for proficiency is essential and crucial, incorporating proper pronunciation and broadening of vocabulary. Text, workbook, and extra material exercises encourage the development of proper tense usage and advanced French idiomatic expressions. Compositions are used to reinforce this usage and proper syntax. Reading and frequent translation will allow students to understand without external resources. Situational dialogues are used to encourage natural speech and fluency. French videos provide cultural insight and develop listening and speaking skills. Curriculum listening comprehension exercises include self-evaluation for immediate reinforcement. Prerequisite: Teacher recommendation and/or Department approval 61 632 - French III (College Prep A) Grades 10, 11, 12 This course continues the development of skills from prior courses. The ability to communicate in oral and written form is the main objective of this course. The course increases the necessary skills to extend conversational skills in all tenses, past and future with complex sentences, expression of emotions, wishes, and hypotheses. The course will include specific historical French events to develop the student's interest in the richness of the Francophone world. The language lab will be used to aid the students to better understand native French language. Prerequisite: Successful completion of French II & teacher recommendation 641 - Honors French IV Grades 11,12 Students will expand their knowledge of advanced French grammar, culture, and literature with an emphasis on the application of learned topics. Speaking will focus on content, form, and fluency. Readings are of a more substantial length, featuring 20th-century authors, and current events. French magazines and videos will be used to offer the students a realistic insight into French culture. Composition writing is required to accentuate the development of style. Listening exercises will incorporate native speakers in real-life situations. Prerequisite: Teacher recommendation and/or Department approval 642 - French IV (College Prep A) Grades 11, 12 The course continues the development of listening, speaking, reading, and writing skills begun in prior

lowerlevel French courses. Oral communication is emphasized to incorporate proper pronunciation and broadening of vocabulary. Written and text exercises encourage the continued development of writing skills and to reinforce proper verb usage and syntax. Supplementary readings and associated exercises stress comprehension over translation. Videos provide cultural insight while encouraging the development of listening skills. The reinforcement of all previously learned tenses is addressed. Advanced tenses to be studied include the future perfect, present, and past conditional, along with the subjunctive mood. Other grammar topics include pronouns (relative, possessive, demonstrative), various uses of the infinitive, and the present participle. Prerequisite: Successful completion of French III & teacher recommendation 651 - Advanced Placement French Grades 11, 12

This course is designed for the preparation of the AP French Language Exam by providing intensive development of listening, speaking, reading, and writing skills. Oral communication incorporates proper pronunciation and broadening of vocabulary. Text exercises continue the development of writing skills through applied grammar usage. Compositions require proper verb usage and syntax while incorporating style and organization of a more complex nature. Readings, including poetry and prose, and associated exercises stress comprehension over translation. Coordinated videos provide cultural insight and continue the development of listening comprehension skills. The first semester stresses an intensive grammar review with emphasis on verb usage, tense sequencing, and pronoun usage. The second semester is devoted entirely to the integration of all four skills in preparation for the AP Exam. Vocabulary acquisition and refinement are emphasized throughout the year. French is spoken exclusively by the students and the teacher with exceptions made only for grammar clarification. Students are required to take the AP Exam. Prerequisite: Teacher recommendation and/or Department approval 652 - French V (College Prep A) Grade 12

This course is designed for those students who have completed French IV (642). Authentic French videos are used to continue the enhancement of listening skills. Written projects and critiques allow for the refinement of writing skills. Supplementary readings provide exposure to current affairs and contemporary idioms. This course will also introduce a selection of French literary masterpieces from the Middle Ages to the present day. French will be spoken exclusively by the student and the teacher. Prerequisite: Successful completion of French IV & teacher recommendation 62 653 - Honors French V Grade 12

This elective course provides for the continued study of the French language for those students who have completed Honors French IV or A/P French. It is run concurrently with 652. The student will continue to develop listening, writing, reading, and speaking skills through the study of French history. Students will also continue with structured grammar exercises on the regular and irregular forms of the passé compose imperfect, passé simple, subjunctive, future, and conditional tenses. Authentic French videos are used to continue the enhancement of listening skills. Written projects and critiques allow for the refinement of writing skills. French will be spoken exclusively. Prerequisite: Teacher recommendation and/or Department approval 63 614H - Honors German I Grade 9, 10

The course is taken in conjunction with German I for five periods, then meets as an individual Honors class on the sixth day of the cycle. Additional material is prepared, read, and discussed along with vocabulary quizzes. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 614 - German I (College Prep A) Grade 9, 10

This is an introductory course designed to develop the student's ability to communicate in a limited manner. Through basic material presented in various forms, the student learns to listen, understand, and speak German.

Fundamental grammatical concepts are introduced, and writing is practiced in a controlled manner. Cultural information is presented through the text and the accompanying film series. The course emphasizes the understanding and speaking of the language. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 623 - Honors German II Grade 9, 10 This course is taken in conjunction with German II (624). It meets as an individual Honors class on the sixth day of the cycle. Additional material includes a variety of German readings and class discussions in conjunction with regular vocabulary quizzes. The course is held almost exclusively in German. Prerequisite: Teacher recommendation and/or Department approval 624 - German II (College Prep A) Grade 9, 10, 11 German II continues what has been presented and learned in German I. Communication is enhanced orally as well as in reading, writing, and listening forms. More complex grammatical structures are introduced, drilled, and mastered. Students continue to communicate orally within the class situation and begin to read more complex material in the text. Cultural information on the three German-speaking countries is continued and is presented through the text and the accompanying video series. Prerequisite: Successful completion of German I & teacher recommendation 633 - Honors German III Grade 10, 11 This course is taken in conjunction with German III (634). It meets as an individual Honors class on the sixth day of the cycle. Additional course material includes a variety of German readings and class discussions in conjunction with vocabulary quizzes. The course is held almost exclusively in German. Prerequisite: Teacher recommendation & Department approval 634 - German III (College Prep A) Grades 10, 11, 12 This is an elective course, which provides increased practice in listening, speaking, reading, and writing skills. At this level, the complexity of the material increases in difficulty so that all the language skills are enhanced. While there is continued practice in listening and speaking, more complex reading is emphasized both in the text and in supplementary materials. Written work is stressed through accurate completion of homework exercises and essays. Cultural information on the three German-speaking countries is continued and presented through the text and occasional articles and films. Prerequisite: Successful completion of German II & teacher recommendation 643/644 – Honors German IV/German IV Grades 11, 12 This is an elective course, which is designed to bring together what the student has learned in the previous three years and combine that with more sophisticated grammar and culture. The honors class will meet six of six classes a cycle and the regular class will meet five of six classes a cycle. The basic material is derived from the text and is supplemented by a weekly session on recent German history from 1871 to the present. In both the regular text and the history text, reading and vocabulary building are stressed. Likewise, writing is furthered by 64 responding to questions based on the text readings and the history text. Discussions of both cultural and historical material in German are frequent. Grammar is stressed, drilled, and used in these discussions. Several films are used to enhance cultural understanding and a film series is used to enhance comprehension. Prerequisite for 643 or 644: Teacher recommendation & successful completion of German III 65 600 - Honors Latin I Grade 9 This course introduces the students to the reading of classical Latin by establishing a solid grammatical foundation and by practicing reading comprehension as well as familiarizing the students with the fundamentals of Roman history and culture. The course is directed at students with a propensity for a more abstract study of language. In a quickened pace the course will cover acquisition of basic vocabulary, fundamental tools of grammar (e.g., morphology of nouns and verbs) and syntax, which are both essential for approaching Latin texts and valuable for the understanding of English and other modern languages.

Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs

625 – Honors Latin II Grade 10 This course continues the basics introduced in Honors Latin I by expanding concepts of grammar and syntax as well as vocabulary at an accelerated pace. The students strengthen their knowledge of commonly used forms and constructions and further practice the reading and comprehension of Latin texts while being exposed to new elements of grammar. Students will practice the translation of Latin into English as well as the comprehension of more difficult texts. Students will be able to read and comprehend simple Latin passages to translate simple passages into good English usage and will have gained a deeper understanding of ancient Rome

Prerequisite: Successful completion of Honors Latin I & teacher recommendation

635 – Honors Latin III Grades 11 This course completes the study of Latin grammar and syntax and exposes students to advanced forms and constructions. The reading of Latin poetry is now regularly practiced alongside the continued reading of prose passages. Although still working with a textbook, the students will be introduced to short original and unabridged Latin texts by authors like Caesar, Vergil, Catullus, Horace, Cicero, and Ovid. Students will learn to identify literary devices and figures of speech and will be introduced to Latin meter. Translation skills and reading comprehension are further practiced, students will write analytical and interpretative essays about Latin prose and poetry passages in English rehearsing to produce coherent argumentation using textual evidence.

Prerequisite: Successful completion of Honors Latin II & teacher recommendation

645 - Honors Latin IV Grades 11, 12 This upper-level course will continue the study of Latin language, literature, and culture by reading authentic poetry and prose passages by classical Latin authors like Caesar, Cicero, Catullus, Virgil, Livy, and Ovid. Students will hone their skills of approaching literature through oral and written analyses and interpretations of select passages after a critical reading and evaluation of the material while supporting strong argumentations directly with evidence from the texts. The students will become more familiar with a vast variety of literary genres and rhetorical devices as well as the intricacies of Latin meter. Students will be able to appraise pieces of Latin literature within the author's literary, historical, political, and cultural context as well as read and comprehend Latin poetry and prose of intermediate to advanced difficulty without external resources.

Prerequisite: Successful completion of Honors Latin III & teacher recommendation

670 - AP Latin Grade 12 This course places an emphasis on the ability to read, understand, translate, and analyze Latin poetry and prose. Students will develop advanced Latin skills through precise, literal translation of prepared poetry and prose, reading comprehension of sight passages, both poetry and prose; and written analyses that demonstrate the results of critical reading and ability to contextualize in clear and coherent arguments supported by textual examples. Students will deepen their language proficiency and knowledge of Roman history and culture with an in-depth study of the most influential text of Latin literature, Vergil's Aeneid, and Caesar's Gallic War, a standard school text. Students are required to take the AP exam.

Prerequisite: Teacher recommendation and/or Department approval

66 67 FINE ARTS Calvert Hall offers an outstanding opportunity to students talented in the Arts. This opportunity finds its roots in the school's philosophy: "To assist each student in becoming a man of culture, receptive to God's gifts of truth, beauty and goodness." The Fine Arts Program at Calvert Hall College currently focuses on four areas of artistic development: Instrumental Music, Choral Music, Visual Arts, and Dramatic Arts. A student may concentrate in one area or experience several. Students in a Fine Art Program have priority access to courses in the Fine Arts during the course placement

process. All courses are 1 credit unless otherwise noted.

=====

===== MUSIC PROGRAM 700 - Band - Instrumental Music Ensembles Grades 9, 10, 11, 12 The Band course is made up of two components (Concert Band & Marching Band). The first and largest aspect is participation in one of the three concert bands, which is the main resource for students to gain proficiency with their instrument. The second aspect of Band is participation in Marching Band. Prerequisite: Audition & Department approval

CONCERT BANDS The Wind Ensemble is the premier-instrumental performing ensemble at Calvert Hall. The group is dedicated to stretching the limits of both the individual and the ensemble. The Wind Ensemble explores the standard symphonic repertoire and other contemporary musical settings. Students are selected from among their peers and represent some of the most talented musicians at Calvert Hall. The Symphonic Band is comprised of 9th-12th graders and focuses on developing musicianship. With a wide range of ability levels, the Symphonic Band is dedicated to developing characteristic tone quality and fostering sight reading skills. The Symphonic Band is designed to prepare and develop students to perform at the extremely demanding level of the Wind Ensemble. The Concert Band is primarily comprised of 9th & 10th graders and focuses on the fundamentals of playing an instrument. This group is geared to first year members and will expose students to a wide selection of music, while developing characteristic tone quality and fostering sight reading skills. Concert Band is designed to prepare and develop students for the increased demands of Symphonic Band. This ensemble also provides an opportunity for current instrumental students to learn a secondary instrument.

MARCHING BAND The Full Marching Band (FMB) involves every wind instrument from the entire Instrumental Music Program. The Full Marching Band performs at a variety of local parades; such as the Towson, Dundalk, & Havre de Grace Fourth of July Parades, the Baltimore Mayor's Christmas Parade, as well as the Baltimore St. Patrick's Day Parade. The Competition Marching Band (CMB) involves members of the Instrumental Music Department to present one of the most visual groups within the Music Department by performing at home football games and throughout the mid-Atlantic region competing in US Bands sanctioned marching band competitions, as well as a variety of charitable events throughout the community. Membership is open to all members of the instrumental music program, subject to the Program Director's approval. The CMB prides itself on its consistent musical excellence and pushing the limits within its visual productions.

68 SECTIONALS: Grades 9, 10, 11, 12 0.5 Credit Students in 700 are required to choose a sectional below which meets one time per cycle.

- 702 (A, B, C, D, E, F, G, H) - Woodwind
- 703 (A, B, C, D) - Strings
- 705 (A, B, C, D) - Trumpet/Horn
- 707 (A, B, C, D) - Low Brass
- 708 (A, B, C) - Percussion
- 710 (1,2,3) - Fundamentals of Instrumental Music
- o 710S - Fund. Music Strings
- o 710P - Fund. Music Percussion
- o 710J - Fund. Music Jazz

Students will develop their basic musicianship skills through performing a wide array of repertoire on their primary band instrument. Tone production, breathing, intonation, rhythm counting, and overall music literacy is the backbone of the class's design. Students will learn concepts in lecture/lab as well and through the use of MakeMusic® computer software, both at school and at home. Ear training and sight reading/singing, music theory, and music history will be combined with performance to enhance the students' music knowledge and ability. Prerequisite: Audition & Department approval

711 – Foundations of Music Theory Grades 10, 11, 12 0.5 Credit The Foundations of Music Theory course is designed to provide the students with a comprehensive understanding of tonal music. The course will deal with harmonic progression through vocal and

instrumental textures. Considerable time will be spent working with four-part chorale settings to introduce many concepts. Along with theory, the students will begin to develop listening skills through ear training and sight singing. In addition to the theoretical presentation, a comprehensive practical approach is required. Prerequisite: Department approval 712 – Jazz Theory & Improvisation Grades 10, 11, 12 0.5 Credit The Jazz Theory & Improvisation course is designed for the jazz musician who wants to have a better understanding of the language of jazz. The student will learn the essentials of jazz music through analysis, ear training, and performance with emphasis on improvisation. Through hands on learning, students will demonstrate knowledge of typical jazz chords/progressions, jazz scales, form, and styles. In addition, the students will be exposed to a variety of performers & composers. Prerequisite: Foundations of Music Theory (711), Member of Jazz Ensemble, and Permission of Instructor 69 714 - Advanced Placement Music Theory Grades 11, 12 AP Music Theory is designed to be a continuation of Foundations of Music Theory. The course is used to build upon the fundamental concepts of music and deal with more advanced concepts of music. A substantial portion of the class will be reserved for ear training and sight singing. Along with these concepts the students will use their musical knowledge through short music compositions. The ultimate objective is to prepare the students for the AP Music Exam as well as college-based Music Theory classes. Students are required to take the AP Exam. Prerequisite: Foundations of Music Theory (711), Jazz Theory and Improvisation (712), and Permission of Instructor 715 - Music Composition/Arranging Grade 11, 12 The Music Composition/Arranging course investigates arranging and composing techniques. Students will compose, arrange, and conduct several compositions as part of the course. The course will expose strategies and techniques for effectively writing for all the various ensembles and instruments within them. In addition to learning traditional methods of composing and notation, students will be exposed to composing through a sequencing program. Prerequisite: Advanced Placement Music Theory (714) and Permission of Instructor 717S - History of Rock & Roll Grades 10 0.5 Credit The History of Rock & Roll course is designed to discuss the history of popular music styles with a focus on rock music. The main purpose is to expose the students to an enormous body of music that has spanned the last sixty years. This should enable the students to have a greater understanding & appreciation for all forms of popular music. In addition, students should gain a new perspective on rock and its history, which will hopefully change the way they listen to and think about music in general. *THIS COURSE IS ONLY OFFERED IN THE SUMMER. (Summer Tuition Fee) Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up 718 - Introduction to Music Grades 10 0.5 Credit The Introduction to Music course is designed to provide students with little or no musical experience the opportunity to obtain a basic knowledge of the elements of music including melody, rhythm (meter), harmony, & form through an understanding of listening to music, performance with simple percussion instruments, and the playing of basic piano/keyboard music. It is designed as a continuation of developing the basic skills students may have acquired through their general music courses in elementary and middle school. This course is primarily a performance-based course. Sight-reading, ear training and other skills of musicianship will be isolated and studied. Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up 719 - Basics of Piano Grades 10 0.5 Credit This beginning piano course is geared towards those students with little or no piano experience. Students will be introduced to basic music theory, basic

piano playing technique and easy/novice level classical and popular repertoire. Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up 70 720 - Basics of Guitar Grades 10 0.5 Credit The beginning guitar course is geared towards those students with little or no guitar experience. Students will be introduced to basic music theory and guitar playing skills. REQUIREMENT - Students must provide their own acoustic guitar. Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up 730 - Hallmen Chorus Grades 9, 10, 11, 12 Large choir (75-85) open to all grades, but consists of mostly juniors and seniors with prior singing experience; will compete in the Men's Choir division at festivals; repertoire will consist of large accompanied and acapella works for men's choir; will sing at many special functions (Turkey Bowl, Open House, etc.); featured choral ensemble for the Christmas Concert and Spring Tour; also participates in the annual AIMS Choral Festival and District and State Festivals; often combines with local all-girls' schools to present mixed choir concerts; changed voices are desired for this ensemble, as not to force the change with the vocal demands required of the literature performed. Prerequisite: Audition and Permission of the Instructor 732 - Solo Vocal Music Grades 10, 11, 12 0.5 Credit The Solo Vocal Music course is designed to provide students of all levels of proficiency with the opportunity to build singing technique through the study of various solo vocal repertoire including, but not limited to, classical and musical theatre genres. The course would include performances at various choral concerts, at semester recitals, in the annual Chamber Ensemble Concert, at the District and State Solo Festivals, and at the National Association of Teachers of Singing student auditions. Prerequisite: Must be a current member of a choral ensemble at Calvert Hall and Permission of Instructor 736 - Vocal Ensemble (The Corridors) Grades 9, 10, 11, 12 0.5 Credit Fourteen member auditioned a cappella choir with vocal percussion consisting of mostly juniors and seniors from The Hallmen Chorus with considerable singing experience and the ability to sing pop music; will compete in the Vocal Jazz/Show division at festivals, A Cappella-fest at Park School and in the International Competition of High School A Cappella; performs at the Christmas Concert, Jazz Showcase, and the Spring Band and Choral Concert; repertoire will consist of a cappella contemporary works for men's choir from the pop, rock, R&B, and even rap genres; student arrangements and choreography are strongly encouraged, movement is required. (The Corridors will meet as a special class outside of the school day.) Prerequisite: Concurrent Enrollment in Hallmen Chorus (730) and Audition and Permission of the Instructor 737 - Madrigal Ensemble Grades 9, 10, 11, 12 0.5 Credit Eightmember ensemble consisting of mostly juniors and seniors from The Hallmen Chorus with considerable singing experience; repertoire will consist of advanced a cappella works from the Renaissance and Baroque periods, songs from the barbershop genre may be included; sing annually at the State and District Solo and Ensemble Festival, as well as additional concerts. Prerequisite: Audition and Permission of the Instructor 71 740 (A,B,C) - Jazz Ensemble Grades 9, 10, 11, 12 0.5 Credit The Jazz Ensemble focuses on music from the jazz idiom, from Big Band, swing, be-bop, Latin, rock, and contemporary styles of jazz. The Jazz Band is by audition only. Eligibility is based on participation in the Band program. The only exception to this prerequisite is students playing guitar, piano, & bass. The Jazz Orchestra is the premier jazz ensemble and comprises the most talented musicians from larger concert groups. The group utilizes improvisation as a vehicle to push the performer to their "creative" limits. Jazz orchestra is dedicated to exposing its students to a diverse library of music from traditional big band standards to

contemporary jazz charts. The Big Band is the intermediate level jazz band at Calvert Hall. The group's purpose is to mold and train musicians for the more demanding Jazz Orchestra. This ensemble utilizes jazz repertoire to develop fundamentals unique to the jazz idiom. The Jazz Lab is open to first year musicians, selected by audition. Students learn the technical skills needed to perform jazz proficiently. This ensemble will explore a variety of styles of jazz music. Prerequisite: Permission of the Instructor through a performance audition.

740S Jazz Combo (no credit) 741 - Chamber Chorus Grades 9, 10, 11, 12 0.5 Credit Chamber group (28-32 singers) is the core group of singers for the CHC Choral Department who are invited from the HALLMEN by the director, to perform advanced (Level 5-6) classical a cappella music ranging from the Classical period to modern times; a fairly high level of music reading skills is the pre-requisite; participates in the annual AIMS Choral Festival and District and State Festivals as well as smaller venues in the area; singers act as peer educators to the younger or less experienced singers in Concert Choir. Prerequisite: Audition and Permission of the Instructor

742 - Brass Ensemble Grades 10, 11, 12 0.5 Credit The Brass Ensemble consists of brass performers, who look to improve fundamental skills through a small ensemble setting. These ensembles will perform chamber-style literature to open the students to music not performed in the concert ensembles. Attention will be given to individual musicianship as it relates to performing within a small ensemble. Prerequisite: Permission of the Instructor

744 - Woodwind Ensemble Grades 10, 11, 12 0.5 Credit The Woodwind Ensemble consists of woodwind performers, who look to improve fundamental skills through small ensemble setting. These ensembles will perform chamber-style literature to open the students to music not performed in the concert ensembles. Attention will be given to individual musicianship as it relates to performing within a small ensemble. Prerequisite: Permission of the Instructor

746 - String Orchestra Grades 9, 10, 11, 12 0.5 Credit The String Orchestra consists of instrumentalists who look to improve fundamental skills through a three-tiered performance group structure (chamber ensemble, string orchestra, and full symphonic orchestra). The ensemble will perform several types of literature to expose its members to many musical genres and styles. One year or more of study and experience on Violin, Viola, Cello, or Double Bass is required for acceptance into the String Orchestra. Prerequisite: Permission of the Instructor

72 748 - Percussion Ensemble Grades 10,11,12 0.5 Credit The Percussion Ensemble consists of percussionists, who look to improve fundamental skills through a small ensemble setting. These ensembles will perform chamber-style literature to open the students to music not performed in the concert ensembles. Attention will be given to individual musicianship as it relates to performing within a small ensemble. Prerequisite: Permission of the Instructor

755 – Jazz Theory II Grades 10, 11, 12 0.5 Credit Jazz Theory and Improvisation II is the next step for students interested in the art of Jazz music improvisation. Students will focus on performance and a deeper understanding of harmony, including non-chord tones, chord extensions and non-standard harmonic progressions. Prerequisites: successful completion of Jazz Theory I and teacher recommendation.

VISUAL ARTS PROGRAM 725S- The Art of Film Grade 10 0.5 Credit This course is intended to familiarize students with the merits -- both artistic and technical -- of motion pictures. Students will critically analyze films with particular attention to the mise-en-scène, cinematography, editing, and narrative style. At the course's conclusion, students will be able to present intelligibly about movements and genres that make up Hollywood over the history of film as well as make cogent arguments pertaining to the quality of selected films. Students will become critical consumers of an art form too often considered

mere popular entertainment. This course is held online and will require internet access. ***THIS COURSE IS ONLY OFFERED IN THE SUMMER. (Summer Tuition Fee)**

Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up

751 - Basic Art Grades 9, 10, 11 This is a fine arts Studio Class for students with concentration on drawing and sculpting skills. Students will experiment with a wide range of materials in approaching art as an artist. The program begins with emphasizing the fundamentals of painting and drawing as skills, involving materials and techniques. A student is not required to present a portfolio for admission to this course since all incoming students must take a drawing placement test. Anyone having samples of his work is encouraged to present such work at the time of testing. **Prerequisite:** Portfolio review & approval of the Art Program Director.

753 - Intro. to Graphic Design Grades 10 0.5 Credit This fine arts course will explore the art of visual communication. The focus will be on finding creative visual solutions to communication problems by combining images and typography using the Adobe Suite software of Illustrator, Photoshop, and InDesign. In addition, you will learn how design elements and principles of design are used to create effective communication. **Prerequisite:** Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up Some knowledge of Adobe Suite is preferred.

761/762 - Advanced Drawing and Painting I/II Grades 10, 11, 12 In this course, a student develops an understanding of the human figure's anatomy. Spatial relationships of objects, and the design of a picture plane containing man and his environment from black and white to color are included. At this point, the course becomes open-ended and encourages student self-reliance and independence. **REQUIREMENT –** Students are expected to provide their own art materials. **Prerequisite:** Successful completion of Basic Art (751) and approval of the Art Program Director

73 771 - Sculpture and Design Grades 10, 11, 12 Emphasis will be on using various materials to express three-dimensional ideas. This course will involve mixing clay, figurative modeling, plaster, and wood carving. Students are encouraged to develop their ideas uniquely and receive much individual attention; they must also continuously work on assigned, carefully structured sculpture problems. **Prerequisite:** Successful completion of Basic Art (751) and approval of the Art Program Director

775 - Fundamentals of Art Grades 10 0.5 Credit Fundamentals of Art is designed to give students a basic understanding and appreciation of visual art. Students are offered the opportunity to explore various visual art forms and techniques in an introductory level art course. Some of the techniques, ideas and materials that may be included are observational drawing (line and tone), perspective drawing, charcoal drawing, 2-D design, composition, color theory, watercolor painting, pen & ink, printmaking. Major emphasis is on observational drawing. Fundamentals of Art is planned to meet the needs of students of all artistic ability levels. **REQUIREMENT -** This course requires the purchase of art supplies. Estimated cost is \$90.00 to \$120.00 on art supplies. A list of art supplies needed will be provided in the first week of class. **Prerequisite:** Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up

791 - Advanced Placement Art Grades 11, 12 This course is intended for highly motivated students committed to serious study in art who have completed Basic Art and Advanced Painting or Sculpture and Design. Students must submit a general portfolio or drawing portfolio to the Advanced Placement Program in May. **Prerequisite:** Two years of Art and approval of the Art Program Director

74 PHYSICAL EDUCATION DEPARTMENT The Physical Education program is designed to expose the students to a variety of activities, both team and individual, to develop sports skills, muscular and cardiovascular

fitness, and aquatic skills. This emphasis should enable the student to utilize what he has learned to maintain a physically active and enjoyable life. Final grades in Physical Education and Health courses do not count toward a student's GPA.

=====

===== 811/811A - Physical Education I/Health Grade 9 0.5 Credit The Physical Education semester this course is designed to develop sport skills, muscular and cardiovascular fitness and basic aquatic skills. Various team and individual sports are utilized with emphasis placed on fundamentals. The Health semester of this course provides instruction to improve the student's understanding of personal health care issues. Topics include: the health benefits of physical fitness, nutrition, the effects of stress, chemical substance use and abuse, and good decision-making skills. Note: Students are required to pass each semester of this course independently. Prerequisite: Placement from the Office of Academic Affairs

821 - Physical Education II Grade 10 0.5 Credit This course is an extension of the course offered at the freshman level. Sports skills, fitness and aquatic skills are again covered with more emphasis being put on the actual participation in the game or event. The program is more designed toward carryover values in hopes that the student will utilize what he has learned to maintain a physically active and enjoyable life. No Recommendation Required. Placement from the Office of Academic Affairs

75 McMULLEN SCHOLARS PROGRAM The McMullen Scholars Program is a highly competitive integrated program of study that provides a well-rounded education to select students at Calvert Hall College. The program provides an experience that challenges and stimulates students through rigorous coursework, unique cultural and academic field experiences, and original research opportunities. Students engage the accelerated content of Honors and Advanced Placement courses in English, social studies, classical and modern languages, mathematics, and science. In addition, Scholars are required to take additional courses in Rhetoric and Logic as well as Humanities. The program culminates with the McMullen Capstone Experience, a substantial, independent, research-based project within a discipline of deep personal interest to the scholar. Mentorship within the Capstone Experience includes personal contact with professional experts in their field, individualized support during the university discernment and application process, and analysis of potential career interests. During their final semester at Calvert Hall, scholars offer an oral and visual presentation of their Capstone to a large audience.

=====

===== 902H - Honors Rhetoric and Logic Grade 9 0.5 Credit Honors Rhetoric and Logic is a required course for the McMullen Scholars Program. The course concerns the faculty of discovering the means of persuasion for any possible subject. The course touches on highly transferable skills that have been valued by educators since Ancient Greece and Rome. Students will learn what an argument is, how it is crafted, and how it can be utilized. By taking a cross- curricular approach, this course will teach rhetoric and logic as arts and forms of inquiry. This course is taken in addition to a student's full six credit course load. Prerequisite: Enrollment in the McMullen Scholar Program / Required for all McMullen Scholars

901H - Honors Humanities Grade 10, 11 0.5 Credit This is an honors course for the McMullen Scholars in the integrated Humanities: the arts of literature, painting, music, sculpture, and architecture, and the discipline of philosophy. The components of humanities, philosophy and the arts are presented not as separate technical disciplines but as interrelated manifestations of human creativity. As such, recognizing the historical context for philosophy and the arts is a vital component of this course. To fully understand today's western culture, this

course focuses on western civilization and that heritage from Ancient Greece to the present. This course is taken in addition to a student's full six credit course load. Prerequisite: Enrollment in the McMullen Scholar Program / Required for all McMullen Scholars 903 - Honors McMullen Capstone Research Seminar Grade 12 1 Credit This honors course requires the student to demonstrate that he is qualified to graduate as a McMullen Scholar. It is completed in consultation with the Program Director and an individualized Committee of Readers and Mentors. This committee includes experts from outside Calvert Hall. By the end of the first Semester, the student is asked to complete a research-based process culminating with the original thesis paper providing ample persuasive evidence supporting a scholarly position. During the second semester, the student makes a presentation to all seniors in the McMullen Scholars Program, defending his project and responding to student and faculty critics. Students are advised to select topics of deep personal interest to foster their own intellectual growth as they wish to continue their education beyond Calvert Hall. This course is taken in addition to a student's full six credit course load. Prerequisite: Enrollment in the McMullen Scholar Program / Required for all McMullen Scholars

Updated Program of Studies for AY 25-26. The Program of Studies covers all aspects of CHC academics including the course placement process, available courses for enrollment, promotion & graduation requirements as well as GPA calculations and Honor Roll guidelines.

Updated - 2/9/2025

Course Requirements for Academic Years

- COURSE DESCRIPTIONS AND REQUIREMENTS FOR FRESHMEN, SOPHOMORE, JUNIOR, AND SENIOR YEARS** The pages that follow contain a detailed description of the courses available and required for each academic grade level. Included will be Program exceptions and credits needed for grade promotion. When reviewing the course descriptions, students should take note of any prerequisites necessary for each course. Students should read each course description carefully and consider meeting with a course teacher or Department Chair to have a better understanding of the course requirements. In general, all courses need a recommendation by the student's current teacher. All AP courses need a current teacher's recommendation and Department approval. Department approval is by the Department Chair or the teacher of the AP course. Some courses will require a minimum grade as part of the requirement for enrollment. Students taking an AP course are required to take the AP exam. Failure to do so can prevent enrollment in future AP courses. **FRESHMEN YEAR - COURSES AND REQUIREMENTS** (Page 1 of 2) Course Placement for Freshmen year is completed by the Office of Academic Affairs (OAA). OAA examines a student's admission index, his middle school grades, standardized test scores (including the HSPT) and historical performance of students from previous years to determine the appropriate course placements. Freshmen students are placed in the most challenging curriculum that the OAA believes will yield a favorable grade point average (GPA) via a reasonable amount of challenging work. For Freshmen year, students are **REQUIRED** to complete **ONE FULL CREDIT** course in each of the following subjects: Religion Math Science Social Studies English World Language • Students will be placed by the OAA in the following semester half credit (0.5) courses: o Physical Education I/ Health (811) or

Health/ Physical Education I (811A) o Computer Apps/ Presentation Skills (490) or Presentation Skills/ Computer Apps (490A) o Freshmen students will take PE I/Health and Computer Apps & Presentation Skills in alternating semesters unless in a signature program with a course exception (see below) **COURSE EXCEPTIONS FOR THE FRESHMEN YEAR:** • Students in the **MCMULLEN SCHOLARS PROGRAM:** o will REPLACE Phys Ed I & Health and Computer Apps & Presentation Skills with Honors Rhetoric & Logic (902H). • Students in the **BRO. TOM MILLER SCHOLARS PROGRAM (BTM)** o will WAIVE Computer Apps/ Presentation Skills Freshmen year. • Students in the **LA SALLE PROGRAM:** o will enroll in La Salle class for a full credit course. o and in a **FINE ART** program will WAIVE their Freshmen Year Social Studies requirement. o will DEFER the start of their World Language requirement until their Sophomore or Junior Year • Students in the **ACADEMIC SKILLS PROGRAM (ASP):** o will WAIVE Computer Apps/ Presentation Skills Freshmen year. • Students in a **FINE ARTS PROGRAM (FA)** o will be placed in additional courses specified for their Fine Arts Program by their Program Director. o Art students will REPLACE both ½ credit courses noted above (Phys Ed I & Health and Comp Apps/Presentation Skills) with Basic Art (751) o Band and Choral students will REPLACE both ½ credit courses noted above (Phys Ed I & Health and Comp Apps/Presentation Skills) with Band (700), Fundamentals of Instrumental Music (any 710 course), and/or Jazz Ensemble (740), and/or Hallman Chorus (730). o Have priority access to Fine Art Courses during the course selection process. *****REFER TO THE FOLLOWING TABLE FOR AVAILABLE COURSE FOR FRESHMEN YEAR*****

FRESHMEN YEAR - COURSES AND REQUIREMENTS (Page 2 of 2)

REQUIRED COURSES AP or Honors Prep A Prep B Religion 1 credit required • 111 Revelations • 113 Revelations Math 1 credit required • Honors Algebra I (211H) • 226 H Geometry • 236 H Algebra II • 245 H Pre-Calculus • 211 Algebra I • 222 Geometry • 232 Algebra II • 241 Pre-Calculus • 213 Algebra I • 224 Geometry • 234 Algebra II Science 1 credit required • 305 H. Biology • 312 Biology • 314 Biology Social Studies 1 credit required • 475 AP Human Geography • 415 H. World History • 411 World History I • 413 World History I English 1 credit required • 515 H English • 511 English I • 513 English World Language 1 credit required • 616 H Spanish I • 626 H Spanish II • Honors German I (614H) • 623 H German II • 612 H French I (612H) • 621 H French II • 600 H Latin I • 625 H Latin II • 617 Spanish I • 627 Spanish II • 614 German I • 624 German II • 612 French I • 622 French II • 618 Spanish I **REQUIRED COURSES (0.5 credit)** • 811 PE I/Health • 811A Health I/PE I • 490 Computer Apps/Presentation Skills • 490A Presentation Skills/Computer Apps **REQUIRED COURSES FOR THE FINE ARTS** (All courses are .5 credit unless otherwise noted) Band Courses • 700 Band - A, B, C (1 credit) Instrumental Courses • 710 Fundamentals of Instrumental Music • 740 Jazz Ensemble • 746 String Orchestra Choral Arts courses • 730 Hallman Chorus (1 credit) • 736 Vocal Ensemble • 737 Madrigal Ensemble • 741 Chamber Chorus Visual Arts Course • 751 Basic Art (1 credit)

SOPHOMORE YEAR - COURSES AND REQUIREMENTS (Page 1 of 3)

Course placement for SOPHOMORE year is based on the student's performance from the previous year and their teacher's recommendation. A student's performance and teacher recommendation are necessary for any academic level change (i.e.: Prep A to Honors, etc.). All course placements are proposed in consultation with the student's school counselor. For SOPHOMORE year, students are **REQUIRED** to complete **ONE FULL CREDIT** course in each of the following subjects: Religion Math Science Social Studies English World Language • All sophomore students are required to complete 0.5 credit in a Fine Arts course and 0.5 credit in Physical Education II. Waiver exceptions for Fine Art & PE are listed below. • If a World Language course was completed in freshmen year, then the

sophomore course must be the same language. Students are required by the MDSE to take at least TWO years of the same language • Sophomore students can enroll in an Elective Credit Course as a 7th course and in ADDITION to their required sophomore courses. Elective credits are in addition to required courses and not in place of a required course. • Students enrolled in the Engineering Program are expected to complete TWO consecutive years of the program

COURSE EXCEPTIONS FOR SOPHOMORE YEAR: • Students in the MCMULLEN PROGRAM: o who are taking Humanities (901H) - WAIVE their Fine Art & PE requirement. • Students LA SALLE PROGRAM: o will enroll in La Salle class for full credit. o in the Band or Art Program may DEFER their World Language requirement until junior year. o taking their first year of a World Language course - WAIVE their Fine Art & PE requirement. • Students in ACADEMIC SKILLS PROGRAM (ASP): o in their second year of ASP - WAIVE their Physical Education II requirement. • Students in a FINE ARTS PROGRAM (FA): o will be placed in FA courses specified for their FA Program by their FA Program Director. o Have priority access to Fine Art Courses during the course selection process. o Pre-requisite for all Fine Arts Courses is Department Approval. o who completed a year in the Band, Art or Choral programs are CREDITED with fulfilling their Fine Art requirement and do not need a required Fine Art course elective. o WAIVE their PE requirement • Students who are not in a SIGNATURE ACADEMIC PROGRAM o who are enrolled in THREE Honors/AP courses - WAIVE their Fine Art requirement. o who are enrolled in TWO Mathematics courses - WAIVE their PE II & Fine Art requirement. o who are enrolled in FOUR or MORE Honors/AP courses – WAIVE their PE II & FA requirement. o who are enrolled in Intro to Engineering (270) – WAIVE their PE II & Fine Art requirement. o ***REFER TO THE FOLLOWING TABLE FOR AVAILABLE COURSE FOR SOPHOMORE YEAR***

SOPHOMORE YEAR - COURSES AND REQUIREMENTS (Page 2 of 3)

REQUIRED COURSES AP or Honors Prep A Prep B Religion 1 credit required • 121 Jesus & Morality • 123 Jesus & Morality Math 1 credit required • 226 H Geometry • 236 H Algebra II • 245 H Pre-Calculus • 222 Geometry • 232 Algebra II • 241 Pre-Calculus • 224 Geometry • 234 Algebra II Science 1 credit required • 335 H. Chemistry • 326 Chemistry • 327 Chemistry Social Studies 1 credit required • 425 AP World History • 426 H. World History • 421 World History II • 423 World History II English 1 credit required • 525 H English II • 521 English II • 523 English II World Language 1 credit required • 616 H Spanish I • 626 H Spanish II • 636 H Spanish III • Honors German I (614H) • 623 H German II • 633 H German III • 612 Honors French I (612H) • 621 H French II • 631 H French III • 600 H Latin I • 625 H Latin II • 635 H Latin III • 617 Spanish I • 627 Spanish II • 637 Spanish III • 614 German I • 624 German II • 634 German III • 612 French I • 622 French II • 632 French III • 618 Spanish I • 628 Spanish II

REQUIRED ELECTIVE COURSES All courses are .5 credit unless otherwise noted. PE Courses • 821 PE II Fine Arts Courses These courses fulfill the 0.5 credit requirement for non-Fine Art Program students) • 717S History of Rock and Roll (summer course offering only) • 718 Introduction of Music • 719 Basics of Piano • 720 Basics of Guitar • 725S Art of Film (summer course offering only) • 753 Introduction to Graphic Design • 775 Fundamentals of Art

SOPHOMORE YEAR - COURSES AND REQUIREMENTS (Page 3 of 3)

REQUIRED COURSES FOR THE FINE ARTS PROGRAMS (All courses are .5 credit unless otherwise noted) Band Courses • 700 Band - A, B, C (1 credit) • 711 Foundations of Music Theory • 712 Jazz Theory & Improvisation • 714 AP Music Theory (1 credit) • 715 Music Composition/Arranging (1 credit) Instrumental Courses • 710 Fundamentals of Instrumental Music • 740 Jazz Ensemble • 742 Brass Ensemble • 744 Woodwind Ensemble • 746 String Orchestra • 748 Percussion Ensemble Choral Arts courses • 730 Hallman Chorus (1 credit) • 732

Solo Vocal Music • 736 Vocal Ensemble • 737 Madrigal Ensemble • 741 Chamber Chorus Visual Arts Courses • 751 Basic Art (1 credit) • 761 Advanced Drawing and Painting (1 credit) • 771 Sculpture and Design (1 credit) **ELECTIVE COURSES** available for Sophomore Year (All courses are 1 credit unless otherwise noted) Department Prep A/Honors Engineering/Science • 270 Intro to Engineering Computer Science/Math • 271 Honors Computer Programming **JUNIOR YEAR - COURSES AND REQUIREMENTS** (Page 1 of 3) Course placement for JUNIOR year is based on the student's performance from the previous year and their teacher's recommendation. A student's performance and teacher recommendation are necessary for any academic level change (i.e.: Prep A to Honors, etc.). All course placements are proposed in consultation with the student's school counselor. For JUNIOR year, students are **REQUIRED** to complete **ONE FULL CREDIT** course in each of the following subjects: Religion Math Science Social Studies English Elective (1.0 credit) • Two half credit courses (0.5) **CANNOT** be combined to replace a 1.0 credit course requirement • Students are required by the Maryland Dept of Education (MDSE) to take at least **TWO** consecutive years of the same language. Three years of the same language are strongly encouraged. **COURSE EXCEPTIONS FOR JUNIOR YEAR:** • Students in the **MCMULLEN PROGRAM:** o required to take Humanities (901H) if they have not completed it Sophomore year. o In the Fine Arts Program may **WAIVE** the Humanities (901H). • Students **LA SALLE PROGRAM:** o will enroll in La Salle class for a full credit course. o who have not taken a year of Language will need to begin their language requirement. o will defer their science requirements to senior year except for highly motivated students who wish to take a seventh course. • Students in the **FINE ARTS PROGRAM (FA):** o will be placed in additional courses specified for their Fine Arts Program by their Program Director. o have priority access to Fine Art Courses during the course selection process. o Pre-requisite for all Fine Arts Courses is Department Approval *****REFER TO THE FOLLOWING TABLE FOR AVAILABLE COURSES FOR JUNIOR YEAR***** **JUNIOR YEAR - COURSES AND REQUIREMENTS** (Page 2 of 3) **REQUIRED COURSES** AP or Honors Prep A Prep B Religion 1 credit required • 131 The Church & Its Mission • 133 The Church & Its Mission Math 1 credit required • 236 H Algebra II • 245 H Pre-Calculus • 261 H Calculus • 268 H Multivariate Calculus • 263 AP Calculus AB • 264 AP Calculus 2.5 • 265 AP Calculus BC • 232 Algebra II • 241 Pre-Calculus • 234 Algebra II • 243 Pre-Calculus Science 1 credit required • 344 H Physics • 345I AP Physics I • 351 Honors Anatomy & Physiology • 365 AP Biology • 380 AP Environmental Science • 341 Physics • 347 Marine Biology • 395 Forensic Science • 343 Conceptual Physics • 395 Forensic Science Social Studies 1 credit required • 435 AP US History • 436 H. US History • 431 US History I English 1 credit required • 537 Honors English III • 553 AP Language & Composition • 531 English III • 533 English III **REQUIRED COURSES FOR THE FINE ARTS** (All courses are .5 credit unless otherwise noted) Band Courses • 700 Band - A, B, C (1 credit) • 711 Foundations of Music Theory (0.5 credit) • 712 Jazz Theory & Improvisation (0.5 credit) • 714 AP Music Theory (1 credit) • 715 Music Composition/Arranging (1 credit) Instrumental Courses • 710 Fundamentals of Instrumental Music (0.5 credit) • 740 Jazz Ensemble (0.5 credit) • 742 Brass Ensemble (0.5 credit) • 744 Woodwind Ensemble (0.5 credit) • 746 String Orchestra (0.5 credit) • 748 Percussion Ensemble (0.5 credit) Choral Art Courses • 730 Hallman Chorus (1 credit) • 732 Solo Vocal Music (0.5 credit) • 736 Vocal Ensemble (0.5 credit) • 737 Madrigal Ensemble (0.5 credit) • 741 Chamber Chorus (0.5 credit) Visual Arts Courses • 751 Basic Art (1 credit) • 761 Advanced Drawing and Painting (1 credit) • 762 Advanced Drawing and Painting II (1 credit) • 771 Sculpture and Design (1 credit) • 791 AP Art (1 credit) **ELECTIVE COURSES**

available for JUNIOR Year (All courses are 1 credit unless otherwise noted)

REQUIRED COURSES AP & HONORS PREP A PREP B World Language • 616 H Spanish I • 626 H Spanish II • 636 H Spanish III • 646 H Spanish IV • 656 AP Spanish • 658 H Spanish V • Honors German I (614H) • 623 H German II • 633 H German III • 643 H German IV • Honors French I (612H) • 621 H French II • 631 H French III • 641 H French IV • 651 AP French • 653 H French V • 600 H Latin I • 625 H Latin II • 635 H Latin III • 645 H Latin IV • 670 AP Latin • 617 Spanish I • 627 Spanish II • 637 Spanish III • 647 Spanish IV • 657 Spanish V • 614 German I • 624 German II • 634 German III • 644 German IV • 612 French I • 622 French II • 632 French III • 642 French IV • 652 French V • 618 Spanish I • 628 Spanish II • 638 Spanish III • 648 Spanish IV Math /Computer Science • 251 AP Statistics • 271 Honors Computer Programming • 250 Statistics • 275 Foundations of Computer Science • 277 Introduction to Computer Algorithms Science/Engineering • 351 Honors Anatomy & Physiology • 270 Intro to Engineering • 272 Engineering II Social Studies/ Business • 483 Accounting • 479 Personal Finance (0.5 credit) • 488 Integrated Marketing Communications (0.5 credit) • 481 Business Management Leadership Institute • 477 Leadership I (0.5 credit)

SENIOR YEAR - COURSES AND REQUIREMENTS (Page 1 of 4) Course placement for SENIOR year is based on the student's performance from the previous year and their teacher's recommendation. A student's performance and teacher recommendation are necessary for any academic level change (i.e.: Prep A to Honors, etc.). All course placements are proposed in consultation with the student's school counselor. For SENIOR year, students are **REQUIRED** to complete **ONE FULL CREDIT** course in each of the following subjects: Religion Social Studies English Elective (1 credit) Elective (1.0 credit) Elective (1.0 credit) • Students are **REQUIRED** to have a minimum of **THREE ELECTIVE CREDIT** courses in addition to their required SENIOR courses to complete the **SIX FULL CREDIT** course requirement. • Students can take double courses from the same subject to fulfill an elective full credit (ex: double science) • Only **ONE** Fine Art course may be used toward the required **THREE** courses of elective credit. • Two half credit courses (0.5) cannot be combined to replace a 1 credit course requirement • Students are required by the Maryland Dept of Education (MDSE) to take at least **TWO** years of the same language. Three years of the same language are strongly encouraged • Senior Exams will take place in May after AP Exam Week Students with a 90 or above may be granted a Senior Exam exemption by their course instructor. **COURSE EXCEPTIONS FOR SENIOR YEAR:** • Students in the **MCMULLEN PROGRAM:** o are required to take Honors McMullen Capstone Research Seminar (903) as an addition to their required three courses of one credit elective. • Students **LA SALLE PROGRAM:** o will enroll in La Salle class for a full credit course. o will complete their second year of a World Language if needed. o should choose an elective from Math, Science, Business or Psychology departments. • Students of a **FINE ARTS PROGRAM (FA):** o will be placed in additional courses specified for their Fine Arts Program by their Program Director. o have priority access to Fine Art Courses during the course selection process. o Pre-requisite for all Fine Arts Courses is Department Approval

GRADUATION REQUIREMENTS: • Seniors who fail an academic subject at the end of the senior year may participate in the graduation exercises but will not receive a diploma until all graduation requirements are met. • Up to two and a half credit failures may be made up in Calvert Hall Summer School (or an approved summer school). The Diploma, in that case, will be awarded at the end of the summer session indicated by a final grade. • Seniors who have three or more credit failures must repeat the twelfth grade in another school and will not receive a Calvert Hall Diploma. • All seniors must submit a complete English term paper for grading to meet graduation

requirements. • For additional graduation requirements, please see page 8 of this Program of Studies SENIOR YEAR - COURSES AND REQUIREMENTS (Page 2 of 4)

REQUIRED COURSES AP or Honors Prep A Prep B Religion 1 credit required • 153 World Religions: Suffering, Evil & Death • 163 World Religions: God, Media & Culture • 173 World Religions: Introduction to Christian Ethics Social Studies 1 credit required • 445 AP Government • 446 Honors American Government/Economics • 455 AP European History • 465 AP Economics • 441/442 American Government/ Economics English 1 credit required • 547 Honors English IV • 554 AP Literature & Composition • 541 English IV • 543 English IV

REQUIRED COURSES FOR THE FINE ARTS PROGRAMS (All courses are .5 credit unless otherwise noted) Band Courses • 700 Band - A, B, C (1 credit) • 711 Foundations of Music Theory (0.5 credit) • 712 Jazz Theory & Improvisation (0.5 credit) • 714 AP Music Theory (1 credit) • 715 Music Composition/Arranging (1 credit) Instrumental Courses • 710 Fundamentals of Instrumental Music (0.5 credit) • 740 Jazz Ensemble (0.5 credit) • 742 Brass Ensemble (0.5 credit) • 744 Woodwind Ensemble (0.5 credit) • 746 String Orchestra (0.5 credit) • 748 Percussion Ensemble (0.5 credit) Choral Art Courses • 730 Hallman Chorus (1 credit) • 732 Solo Vocal Music (0.5 credit) • 736 Vocal Ensemble (0.5 credit) • 737 Madrigal Ensemble (0.5 credit) • 741 Chamber Chorus (0.5 credit) Visual Arts Courses • 751 Basic Art (1 credit) • 761 Advanced Drawing and Painting (1 credit) • 762 Advanced Drawing and Painting II (1 credit) • 771 Sculpture and Design (1 credit) • 791 AP Art (1 credit)

SENIOR YEAR - COURSES AND REQUIREMENTS (Page 3 of 4) ELECTIVE COURSES available for SENIOR Year (All courses are 1 credit unless otherwise noted) **REQUIRED COURSES AP & HONORS PREP A PREP B Math / Computer Science** • 245 H Pre-Calculus • 251 AP Statistics • 258 H Differential Equations & Linear Algebra • 261 H Calculus • 263 AP Calculus AB • 264 AP Calculus 2.5 • 265 AP Calculus BC • 268 H Multivariate Calculus • 271 Honors Computer Programming • 285 AP Computer Science • 241 Pre-Calculus • 250 Statistics • 275 Foundations of Computer Science • 277 Introduction to Computer Algorithms • 280 Cybersecurity Essentials • 243 Pre-Calculus • 280 Cybersecurity Essentials Science / Engineering • 344 H Physics • 345I AP Physics I • 345II AP Physics II • 351 Honors Anatomy & Physiology • 365 AP Biology • 380 AP Environmental Science • 272 Engineering II • 273 Engineering III • 341 Physics • 347 Marine Biology • 368 Biomedical Science • 395 Forensic Science • 343 Conceptual Physics • 347 Marine Biology • 368 Biomedical Science Social Studies/ Business • 470 AP Psychology • 445 AP Government • 455 AP European History • 465 AP Economics • 471 Psychology • 483 Accounting • 479 Personal Finance (0.5 credit) • 488 Integrated Marketing Communications (0.5 credit) • 481 Business Management Leadership Institute • 477II Leadership II (0.5 • credit)

SENIOR YEAR - COURSES AND REQUIREMENTS (Page 4 of 4) ELECTIVE COURSES available for SENIOR Year (All courses are 1 credit unless otherwise noted) World Language • 616 H Spanish I • 626 H Spanish II • 636 H Spanish III • 646 H Spanish IV • 656 AP Spanish • 658 H Spanish V • Honors German I (614H) • 623 H German II • 633 H German III • 643 H German IV • 664 H German V • Honors French I (612H) • 621 H French II • 631 H French III • 641 H French IV • 651 AP French • 653 H French V • 600 H Latin I • 625 H Latin II • 635 H Latin III • 645 H Latin IV • 670 AP Latin • 617 Spanish I • 627 Spanish II • 637 Spanish III • 647 Spanish IV • 657 Spanish V • 614 German I • 624 German II • 634 German III • 644 German IV • 612 French I • 622 French II • 632 French III • 642 French IV • 652 French V • 618 Spanish I • 628 Spanish II • 638 Spanish III • 648 Spanish IV

PDF identifying the course requirements for each class year. Students should reference this chart to identify which subjects are required for each academic year.

Update - 2/9/2025

Academic Study Hall - Guidelines & Schedule

- Office of Academic Affairs Re: Academic Study Hall (ASH) - Notification/Expectations
A review of your semester 1 report card has indicated you have failed a subject for the semester which places you on Academic Probation. A student on Academic Probation is in danger of failing a subject for the year and therefore would be required to:
• Complete a summer credit recovery course to matriculate for the year • Or be dismissed from CHC if he has failed 3 or more full credit courses for the year.
To help address your academic situation, students are required to Academic Study Hall (ASH) and will be placed into 2 groups based on their Academic Probation.
• Red group – students who have failed 1-2 subjects and therefore only need to attend ASH each Tuesday & Thursday per the schedule below • Gold Group – students who have failed 3 or more subjects and therefore need to attend ASH each Tues & Thurs as well as every other Saturday per the schedule below • Attendance will be recorded at each ASH session The upcoming schedule for Tues & Thurs ASH this year will be:
Date Day Time Location 2/11 Tuesday 3pm-4pm LHN 2/13 Thursday 3pm-4pm LHN 2/18 Tuesday 3pm-4pm LHN 2/20 Thursday 3pm-4pm LHN 2/25 Tuesday 3pm-4pm LHN 2/27 Thursday 3pm-4pm LHN 3/4 Tuesday 3pm-4pm LHN 3/6 Thursday 3pm-4pm LHN 3/11 Tuesday 3pm-4pm LHN 3/13 Thursday 3pm-4pm LHN 3/18 Tuesday 3pm-4pm LHN 3/20 Thursday 3pm-4pm LHN 3/25 Tuesday 3pm-4pm LHN 3/27 Thursday 3pm-4pm LHN The upcoming schedule for Saturday ASH this year will be: Date Day Time Location 2/15 Saturday 930-1130am Commons 3/1 Saturday 930-1130am Commons 3/15 Saturday 930-1130am Commons 3/29 Saturday 930-1130am Commons 4/12 Saturday 930-1130am Commons 5/3 Saturday 930-1130am Commons During Academic Study Hall, a student will either:
• Work on missing assignments/HW to be caught up and current. • See his course teacher for extra help. (Students should come to Study Hall to check in and then go to their course teacher for help. You will need to bring a note indicating you did indeed meet them for a review session.) • Work on current assignments and study to remain in good current standing. • Study and prepare for the next day's classes. During each Academic Study Hall (ASH), each student needs to:
• be in school dress code • bring all the materials including devices • have a list of their missing assignments A student can be removed from the Academic Study Hall (ASH) list, • If a student has a passing grade of a 75 or above in the failing subject at the issuing of their progress report (March 28) Absence or Tardy Policy for Academic Study Hall:
• Please note that failure to report to ASH will result in further consequences including disciplinary action such as general detention and/or Saturday detention. • Students are only excused from ASH with prior approval by the Office of Academic Affairs. Email excuses will not be accepted. You should see Mr. Fan in person if you need to be excused. • No Proxy contact – contact Mr Fan yourself. Questions can be directed to Mr. Fan (fant@calverthall.com) or in person in the Office of Academic Affairs in the school's Main Office.

Pdf download outline the procedures and dates for Academic Study Hall (ASH). ASH will be assigned to students who have failed 1 or more subjects. Please reach out to Mr. Fan with questions (fant@calverthall.com)

Updated - 2/7/2025

Async Policy for AY 24_25

- **SNOW DAYS AND ASYNCHRONOUS LEARNING** Calvert Hall College follows Baltimore County Public Schools for weather emergencies and school closures. Please note that we follow a 90 minute delay for all delays (HR begins at 9:55 AM on delayed openings). CHC has allotted TWO SNOW DAYS for this school year. As both snow days have now been used, the school will implement Asynchronous Learning for any additional snow closings. Calvert Hall has decided to implement Asynchronous Learning to continue the academic environment for each student while understanding the need for flexibility of our students and faculty. **ASYNCHRONOUS LEARNING** For any additional snow days this school year, Calvert Hall will implement asynchronous learning. In such instances, please note the following: • Teachers will post coursework/assignments for that day of the cycle by 10:30 AM. • Assignments will be posted to the student's assignment center. • Students should turn in all work by 8:25 AM the NEXT morning. We will continue to follow the cycle for asynchronous days and for the day that we return. (ie: Async day: Tues – day 5, we return to school the next day (Wednesday), and that day will be day 6.) • **ASYNC** assignments will count as your attendance for that class. Late assignments (past 8:25 AM the next morning) will not be accepted. **ASYNC** assignments are singular in nature and students cannot make up **ASYNC** assignments if they are not submitted by 8:25 AM the next morning. Course late policies do not apply to **ASYNC** assignments. Students who fail to submit their assignments will be assigned in-person Academic Study Hall by OAA on the day we return to in-person learning. • Course teachers do have the option and discretion to hold virtual synchronous classes and study sessions in lieu of async assignments. Teachers who wish to hold synchronous classes and study sessions will do so during the following times; teachers will post MS Teams links if needed. Religion: 11:20 AM - 11:50 AM Language: 11:55 AM - 12:25 PM Math: 12:30 PM - 1:00 PM Social Studies: 1:05 PM - 1:35 PM Science: 1:40 PM - 2:10 PM English: 2:15 PM - 2:45 PM **INTERNET ISSUES** Students who have internet issues and difficulty completing and submitting their **ASYNC** assignments by the due date will be required to attend after-school Academic Study Hall in Rm 106 (3:00 PM - 4:00 PM) when we return to in-person school. If a student does not attend Academic Study Hall, then they will receive zero points for the assignments and will not be able to make up the work. Please reach out to Mr. Fan with any questions or concerns (fant@calverthall.com).

Updated **ASYNC** Policy for AY 24-25. Please read and review when CHC is on an **ASYNC** schedule

CHC will be async for Feb 6 (Day 3).

Updated - 2/6/2025

Program of Studies 24-25

1 Program of Studies 2024 – 2025 2 TABLE OF CONTENTS	
Introduction.....	
..Page 3 Graduate	
Profile.....	Page 4
Academic	
Expectations.....	Page 5-6
Overview of	
Grading.....	Page 7
Marking	
System.....	Page
8-9 Graduation	
Requirements.....	Page 10
Distinguished Academic	
Programs.....	Page 11 National Honor
Society-Selection Criteria.....	Page 12 Dual
Enrollment and Enrichment	
Courses.....	Page 13 Course Selection
Placement Process & Timeline.....	Page 14
Academic Classification of Courses &	
Accommodations.....	Page 15 Courses Descriptions for
Freshman, Sophomore, Junior, and Senior Years.....	Page 16 Freshman
Courses and Requirements.....	Page
17-18 Sophomore Courses and	
Requirements.....	Page 19-21 Junior
Courses and Requirements.....	Page
22-24 Senior Courses and	
Requirements.....	Page 25-28 Religion
Department.....	Page
29-31 Mathematics	
Department.....	Page
32-35 Computer	
Science.....	Page 36
Science	
Department.....	Page
37-40	
Engineering.....	
...Page 41 Social Studies	
Department.....	Page 42-45
Business.....	P
age 46-47 English	
Department.....	Page
48-50 World Language	
Department.....	Page 51-58 Fine
Arts (Music, Visual Arts)	Page
59-65 Physical Education	
Department.....	Page 66 McMullen

INTRODUCTION Our Mission Calvert Hall College, a Lasallian Catholic college preparatory school, prepares a diverse community of young men to achieve their full potential utilizing their unique talents. Through excellent academic and extracurricular programs led by innovative and dedicated educators, our students become confident men with the ethical foundation for service, independent thinking, and responsible leadership. Inspired by the faith and zeal of St. John Baptist de La Salle, our students develop a respect for others as part of an inclusive, lifelong Calvert Hall brotherhood as Men of Intellect, Men of Faith, and Men of Integrity. The mission statement reflects the following common beliefs held by the Calvert Hall community: ♦ We believe that a value-centered Catholic education based on the teachings of Saint John Baptist de La Salle is at the heart of Calvert Hall. ♦ We believe that every student is entitled to an excellent academic education. ♦ We believe that every student needs to be challenged to reach his full potential. ♦ We believe that a college preparatory program provides every student with the skills to be a productive member of society. ♦ We believe that every student needs the opportunity to cultivate his God-given gifts and talents. ♦ We believe that a caring community develops the interpersonal relationships that are vital to the educational process. ♦ We believe that the atmosphere of the Calvert Hall community promotes a brotherhood that endures beyond graduation. ♦ We believe that Calvert Hall fosters an appreciation for the uniqueness of each person. The academic component of Calvert Hall's mission and beliefs is detailed in this Program of Studies. This document contains a complete listing and description of Calvert Hall's course offerings and academic requirements. This Program of Studies is an essential reference for the Calvert Hall School community of students, parents, guardians, teachers, and counselors regarding all aspects of academic affairs, including course selection.

4 GRADUATE PROFILE A Man of Intellect ♦ Demonstrates critical & logical thinking skills. ♦ Exhibits proficiency in spoken and written communication. ♦ Manifests the skills essential for success in higher education and life. ♦ Values the arts, athletics, creativity, and fitness. ♦ Integrates technology for innovative problem solving. ♦ Embraces the quest for knowledge. A Man of Faith ♦ Understands Catholic moral and social teaching. ♦ Is grounded in core Lasallian values. ♦ Respects the dignity and uniqueness of others. ♦ Recognizes and values his self-worth. ♦ Values the sacredness of all life. ♦ Performs meaningful service to the community. ♦ Is conscious of the presence of God in his life. ♦ Values the brotherhood of the Calvert Hall experience and tradition. A Man of Integrity ♦ Makes sound ethical and moral decisions. ♦ Acts with poise and civility. ♦ Interacts with others honestly and maturely. ♦ Accepts responsibility for his actions. ♦ Thinks independently. ♦ Provides leadership within the community.

5 ACADEMIC EXPECTATIONS The dignity and integrity of each individual student are essential components of genuine academic success. A Calvert Hall College High School diploma should recognize not only the successful completion of an academically rigorous course of study but also the formation of a young man with high ideals of morality, honesty, and respect for himself and his community. Furthermore, Calvert Hall College High School endeavors to create an atmosphere of personal and academic freedom and of mutual trust between students and faculty. Breaches of academic integrity by a student undermine an environment of freedom and trust. A student's acceptance of enrollment in Calvert Hall College High School and continuation of enrollment in Calvert Hall are contingent upon the student's

acceptance of and adherence to the principles of student responsibility and academic honesty. **STUDENT RESPONSIBILITIES** To complete all academic work honestly and independently, except in those instances in which an instructor clearly permits collaboration among students, for example, assigned group projects. (See "Academic Cheating") To acquaint themselves with the meaning of plagiarism, to learn how to properly cite sources used in submitted work, and to consult with instructors regarding the allowable resource materials or aids to be used during assessments (i.e.: tests) or in the completion of any graded work. To refrain from revealing any information about an assessment's contents, directly or indirectly, to any other student who may later take the same assessment. **ATTENDANCE:** Class attendance is essential to a student's academic success. Students should NOT be absent from school unless there is a serious reason. If a student needs to be absent, a parent is required to sign into the Calvert Hall website and complete the ABSENCE NOTIFICATION FORM via the Attendance Tile prior to 9:30am the day of the student's absence. The school does NOT approve of the non-academic/vacation absences. Students missing three hours or more of a day will be marked absent. A student may not participate in cocurricular activities on the day of an absence. Students missing 12 days or more will be required to attend after-school/Saturday academic sessions, attend summer school, or be required to withdraw from Calvert Hall. In instances of absences, the student is responsible for all academic work missed due to absences. **ACADEMIC VIOLATIONS** An academic violation is a fraudulent act on the student's part. It includes, but is NOT limited to: ♦ Copying answers from another student's assignment, quiz, or test. ♦ Allowing another student to copy answers from an assignment, quiz, or test. ♦ Communicating/transmitting answers (verbally or non-verbally) during an assessment (i.e.: test or quiz). ♦ Using notes or other unauthorized materials during an assignment, test, or quiz. ♦ Gaining access to test questions or answers before a test without permission of the teacher. ♦ Violating assignment, quiz, test, or assessment procedures established by the teacher. ♦ Copying the work of another student and submitting it as one's own. 6 ♦ Collaborating with others or with written materials in take-home assignments unless expressly allowed to do so by the teacher. ♦ Obtaining a paper from any source (a person, a text, on-line) and submitting it to a teacher as one's own work. **PLAGIARISM** Plagiarism is a situation in which one leads a reader to believe that written work submitted by the student is his own writing when it is not. Plagiarism includes, but is not limited to, the following behaviors: ♦ Directly copying part or all of another person's work and presenting it as your own. ♦ Submission of papers or reports from commercial research companies, including on-line sources. ♦ Copying portions of a text without crediting sources. ♦ Rephrasing another person's ideas and presenting them as your own without crediting sources. An academic honesty violation will result in a failing grade of a zero (0) for the academic work. All academic honesty violations are reported to the Office of Academic Affairs (OAA). On any violation, parents or guardians will be notified by the reporting instructor and contacted by the OAA. Any ensuing violation requires the student, with his parents or guardians, to attend a conference with the Assistant Principal for Academic Affairs. In addition to the policies enumerated above, academic honesty violations are subject to disciplinary action which may include suspension or expulsion. Additionally, academic honesty violations may affect eligibility or standing in the National Honor Society. **ARTIFICIAL INTELLIGENCE USAGE POLICY** As a school, Calvert Hall

recognizes the growing importance of technology in education and the increasing role of Artificial Intelligence (AI) tools in student learning and within our educational environment. Use of these tools must align and be consistent with our principles of academic honesty and the Acceptable Use policy for Technology. This policy outlines the expectations of responsible student usage of AI in all academic work. Any student's use of AI without prior course teacher approval will be considered a violation of academic honesty. Consequently, any AI related violation will be subject to the school Academic Honesty policy as outlined in the Student Handbook (Page 15) and reported to the Office of Academic Affairs. Student must ensure that any work produced using AI tools reflects the student's own understanding and learning of the material. Plagiarism in any form is strictly prohibited and includes the copying/usage of AI-generated content without prior teacher approval and therefore proper attribution/citation per course policy.

7 OVERVIEW OF GRADING ACADEMIC YEAR: The academic year at Calvert Hall is divided into two semesters.

GRADE MONITORING: daily, students and parents may monitor grades online. Additionally, the Office of Academic Affairs issues one Progress Report each semester. A parent or guardian is required to electronically verify Progress Reports. Day-to-day grade postings and Progress Reports offer a snapshot of a student's academic performance at a particular moment during the semester.

SEMESTER REPORT CARD: At the end of each semester, the Office of Academic Affairs (OAA) issues a Semester Report Card. The Semester Report Card in each subject represents the cumulative average of all work done throughout the semester including the student's achievement on the semester exam. The first Semester Report Card is issued in January and the second Semester Report Card is issued in June. Parents are expected to verify electronically their receipt of the Progress Reports and Semester 1 Report Card.

FINAL GRADE FOR THE YEAR: A student's final grade for a course is determined by taking the average of the grades on the two Semester Report Cards except for single semester courses which must be passed independently. Faculty members, with approval of the OAA, may override the numerical average of the semester grade in determining a final grade.

SEMESTER EXAMINATIONS: Semester exams are usually given in December and June (in May for seniors). Semester exams count for 15% of the overall semester grade. Exams are administered in all full credit courses unless otherwise noted. Students must take their semester exams on the scheduled day unless illness prevents them from attending school. In such cases, the school should be notified via an online attendance form, and a doctor's note is required upon returning to school. Students who miss an exam and do not present a doctor's note for their absence will have their exam grade penalized a minimum of 15%. Students taking Advanced Placement courses do not take spring semester exams in those courses. Senior teachers may exempt individual seniors who have a 90% or higher average for their final grade from the final semester exam of a course.

PROMOTION REQUIREMENTS: To be promoted to the next grade, students are required to enroll in six full credit courses and earn a passing grade in each course. A passing grade is a final grade of at least 70. All courses at Calvert Hall are worth either 1 credit or ½ credit. A unit of credit (1) is awarded for the completion of a class in which the student has completed all course requirements. A half unit of credit (½) is awarded for the completion of a class (generally with less required instructional time) in which the student has completed all course requirements. At the end of an academic year,

students with fewer than three credit failures must remove these failures in an approved summer program to return to Calvert Hall in the following academic year. Students with three or more credit failures at the end of an academic year must withdraw from Calvert Hall. Early or accelerated graduation is not available in the Calvert Hall Program of Study.

8 MARKING SYSTEM

Numerical Range	Letter Grade
96 – 100	A+
92 – 95.99	A
89 – 91.99	A-
86 – 88.99	B+
83 – 85.99	B
81 – 82.99	B-
78 – 80.99	C+
75 – 77.99	C
73 – 74.99	C-
70 – 71.99	D+
69 and below	D
60 – 68.99	F

A student who fails to complete the requirements for a course due to special circumstances, may receive a course grade of "I" for "Incomplete." A student will be given a set time frame (up to one week) to resolve the "Incomplete" by completing all course requirements as established by the teacher. With the approval of the Office of Academic Affairs, the deadline for resolving an "Incomplete" may be modified.

UNWEIGHTED GRADE POINT AVERAGE (GPA): A numerical Unweighted Grade Point Average is determined according to the following formula:
$$\frac{\text{Sum of 1 Credit Course Grades} + .5(\text{Sum of } \frac{1}{2} \text{ Credit Course Grades})}{\text{Number of Credits Taken}}$$
 Note: Physical Education I/Health and Physical Education II do not count toward GPA.

SAMPLE COURSE LOAD

COURSE: GRADE

The Revelation of Jesus Christ	(1 Credit)	78
Algebra I	(1 Credit)	86
Biology	(1 Credit)	90
World History I	(1 Credit)	82
English I	(1 Credit)	88
Spanish I	(1 Credit)	83
Computer Applications I	(½ Credit)	91
Phys Ed./Health	(½ Credit, does not count toward GPA)	85

Calculation:
$$\frac{(78+86+90+82+88+83) + .5(91)}{6.5} = 85.9$$

CUMULATIVE NUMERIC AVERAGES: Calvert Hall does not rank students according to academic performance. In addition to an Unweighted GPA (described above), Calvert Hall determines an Unweighted Cumulative Numeric Average and a Weighted Cumulative Numeric Average for each student. These are the GPAs that consider every semester of a student's Calvert Hall career. In their calculation, Weighted Cumulative Numeric Averages include bonus points that effectively reward students for completing Honors and AP classes.

HONOR ROLL: The Honor Roll status of each student is determined at the end of each semester. Honor Roll status is awarded to each student who has achieved a semester GPA of 88 or higher with no single course grade below an 81. (Please note that the threshold for a semester GPA of 88 is strict. A semester GPA of even 87.999 is NOT rounded up.) Each student who makes the Honor Roll is awarded an optional Honor Roll Holiday. The Honor Roll Holiday must be taken during the semester immediately after the earned Honor Roll status. An Honor Roll Holiday Form is available in the Attendance Office and on the Academic Affairs Tile. The form must be signed by teachers and parents and then submitted to the Attendance Office TWO days prior to the holiday. Parents/guardians will need to call the Attendance Office to verify the holiday. Students who fail to follow these procedures may have their Honor Roll holiday denied. Students who earn Honor Roll status for both semesters of an academic year will receive an Academic Letter the first year and an Academic Star for any subsequent year. Academic Letters / Stars are awarded in the Fall of the following academic year.

HONOR CUP – The Calvert Hall Honor Cup is awarded to the graduating senior who has earned the highest weighted GPA for ALL four years at Calvert Hall. The cup is awarded at the Commencement Ceremony and will have the student's name and class year inscribed on the Cup.

VALEDICTORIAN – At the Commencement Ceremony, a graduating senior, the valedictorian, delivers the

traditional farewell address in the name of the senior class. Any senior in good standing is eligible to compete, and one senior will be selected from a field of self-nominating students by the selection committee. For more information, graduating seniors should see Mr. Parisi in Student Affairs.

10 GRADUATION REQUIREMENTS: All students at Calvert Hall are required to complete a comprehensive college preparatory program to graduate as indicated below:
 Religion: 4 Credits Required Mathematics: 3 Credits Required Laboratory Science: 3 Credits Required Social Studies: 4 Credits Required*** English: 4 Credits Required World Language: 2 Credits Required Computer Applications I: ½ Credit Required*** Fine Arts: ½ Credit Required*** Physical Education/Health: 1 Credit Required*** Electives: 4 Courses (1 Credit Each) Required ***Course scheduling conflicts may allow for waiver of requirements in these departments*** Seniors who fail an academic subject at the end of the senior year may participate in the graduation exercises but will not receive a diploma until all graduation requirements are met. Up to two and a half credit failures may be made up in Calvert Hall Summer School (or an approved summer school). The Diploma will then be awarded at the completion of the summer session with a final course grade of 70. Seniors who have three or more credit failures must repeat the twelfth grade in another school and will not receive a Calvert Hall Diploma. All seniors must submit a complete English term paper for grading to meet graduation requirements. All seniors must complete the retreat requirement to graduate. All students must fulfill their financial obligations to Calvert Hall to graduate. All graduating Seniors must attend Graduation Rehearsal, Graduation Liturgy, and Commencement Exercises. Calvert Hall reserves the right to withhold its Diploma from students who fail to attend these events. 11

DISTINGUISHED ACADEMIC PROGRAMS

THE MCMULLEN SCHOLARS PROGRAM: Qualifying top students are considered for the McMullen Scholars Program, a distinguished honors program designed for students ready to dedicate themselves to a highly demanding workload with challenging and stimulating advanced courses, unique cultural and academic field experiences, and original research opportunities. The highly competitive McMullen Scholars Program involves an integrated program of study. Students engage in accelerated content of Honors and Advanced Placement courses, and they are required to take additional courses in Honors Rhetoric and Logic, Humanities, and the Honors McMullen Capstone Research Seminar.

THE BROTHER TOM MILLER HONORS PROGRAM: The Brother Tom Miller Honors Program stimulates a student's love for learning by challenging him with rigorous course offerings and developing his whole person with cultural experiences and leadership opportunities outside the traditional classroom setting.

LA SALLE PROGRAM: The La Salle Program serves a group of college-bound students with identified language learning difficulties. The program focuses on skills and strategies rather than content with the goal of remediating weak reading and writing skills while increasing the student's understanding of his learning strengths and needs as he becomes his own advocate. The students are fully integrated into the academic program of the school. In addition to their regularly scheduled classes, La Salle students have an additional class added to their schedule in which they meet individually with their Learning Specialists. The class meets one period each day for six times per academic cycle. Consequently, La Salle students will have adjustments in their individual schedules to properly schedule a full course schedule (See the course requirements for each class year to review potential

adjustments) **ACADEMIC SKILLS PROGRAM (ASP):** The purpose of the Academic Support Program is to build skills and strategies in organization, time management, and study strategies to increase students' independence and success in high school, college, and beyond. Students accepted into this program meet with a learning specialist for one period every other day for three times per cycle in groups of three to five students. A student in this program may have a diagnosed learning difference such as ADHD or Executive Function Disorder or may want more instruction to improve in these areas. ASP is generally reserved for students in their freshmen and/or sophomore year. If a student is in ASP as a junior or senior, the flexibility in his schedule does not necessitate any special scheduling rules. **LEADERSHIP INSTITUTE:** Any Calvert Hall student can earn a certificate in leadership at graduation by completing three years (sophomore through senior levels) of a program that includes leadership seminars, attendance at the Leadership Dinner Speaker Series, participation in field trips, two overnight retreat experiences, and courses on both the junior and senior levels. A critical piece of this program will include participation in clubs and activities as well as the completion of a Leadership Practicum experience that will put leadership skills into practice. **STEM PROGRAM:** As an integrated educational and experiential program of academics and activities, the STEM Program is designed to encourage students as they develop the skills of problem-solving, discovery, and investigative learning. Students transfer formal classroom experiences into dynamic and meaningful activities outside of the classroom in the practical application of STEM in the 21st century. **12 NATIONAL HONOR SOCIETY - SELECTION CRITERIA** Membership in Calvert Hall's chapter of the National Honor Society is a privilege bestowed on those students who demonstrate outstanding performance in scholarship, service, character, and leadership. Students who are interested in applying to the NHS will be required to go to a membership meeting in the second semester to prepare their applications for membership. Students will be conditionally accepted in the spring pending grade verification after exams. **SCHOLARSHIP:** Candidates eligible for selection to this chapter must be members of the sophomore or junior class, have been enrolled for at least one semester at Calvert Hall, and have a minimum Unweighted Cumulative Numeric Average of 90.0% or a minimum Weighted Cumulative Numeric Average of 93.0%. **SERVICE:** A candidate must demonstrate at least two years of active participation in one or more Calvert Hall activities for which a Calvert Hall letter is awarded. These include the following: Athletic teams (Fresh/Soph; JV; or Varsity), Band, CHC TV, Communications, Cyber Security, Hallmen, It's Academic, Model UN, Mock Trial, Newspaper, Robotics, Speech, Student Council, Unmanned Aerial Vehicle, Executive Board, Theatre, and Yearbook. One or more years of the service requirement may also be met by performing a total of 150 hours (per year) of service in several different activities. These hours must be documented by the staff member for whom they were performed. Leisure time activities, such as intramurals or some clubs, or service outside of Calvert Hall (such as Boy Scouts or altar server) does not count toward the Calvert Hall service requirement. In addition, a student must have at least eight hours of approved community service completed during their sophomore or junior year. **CHARACTER AND LEADERSHIP:** A student must demonstrate positive leadership qualities in the classroom and in school activities. Candidates will be required to complete an essay on leadership. Also, candidates are required to demonstrate exemplary character by not having any record of discipline for a serious

offense, such as those listed in the Discipline Policies section of the Student Handbook and Regulations, having no more than one violation of a school rule per year, and by receiving positive teacher evaluations.

13 DUAL ENROLLMENT

Calvert Hall offers a Dual Enrollment Program through Notre Dame University of Maryland (NDMU) for students who are seeking more rigorous course work to strengthen their academic profile. Students who successfully complete Dual Enrollment courses will earn credit from NDMU, which can be submitted to the college of their choice. The college retains the discretion to accept or not accept transferred credit. NDMU Dual Enrollment Requirements Dual Enrollment participation must be approved by the Office of Academic Affairs and is for current students only and cannot be applied retroactively. Students must be in good academic standing (3.00 unweighted GPA or higher) at registration. Students must be at least 16 years or older at the start of the Dual Enrollment course. Students must have a recommendation from a school counselor. CHC pre-approved courses are released each Fall once approved by the Academic Dean of NDMU. These courses will be included on the CHC transcript and calculated into a student's GPA.

ENRICHMENT COURSES

Calvert Hall encourages students to enroll in enrichment courses at their own discretion. Students should enroll in courses to reflect their interests. The approved courses for credit will NOT be calculated toward a student's overall GPA nor included on their CHC transcript. CHC recommends enrichment course offered by Catholic Virtual. The current catalogue of academic offerings can be found [HERE](#)

Additionally, Calvert Hall does offer courses for summer enrichment that can earn original credit courses. Each course has received prior approval from OAA as original credit. Enrollment in approved summer enrichment courses DOES NOT permit a student to accelerate graduation and students are still expected to enroll in six full credit courses in the following academic year. In cases of low student enrollment, a summer course may close. Each summer original credit course will include a course fee. The Course selection Tile displays information about approved summer courses for original credit for the upcoming Academic Year:

FIELD TRIP INFORMATION

The Office of Academic Affairs (OAA) believes that a student's education can extend beyond the traditional classroom setting. Field trips are a valuable experience that can enrich a student's academic experience. All field trips will need approval of the OAA and should be scheduled to present the smallest interruption to the academic calendar and the student's instructional time. The general timeline for field trips are between Oct and the end of April. Fields trips will not be allowed during December, May, or June because of the consideration of Semester Exams. All field trips are considered optional endeavors and therefore students do have the choice of "opting out" of any field trip experience without course penalty. In such cases, students must be present for the school day and attend all classes as scheduled. The teacher of the course may issue alternative work for students who choose to "opt out" of the field trip in lieu of attending.

14 COURSE SELECTION/PLACEMENT PROCESS AND TIMELINE

The course placement process is an integral part of the student's schedule creation. It requires care, discussion, and commitment from the student, his parents, and the school. Utilizing input from the student, his current teachers, his school counselors and when needed, the Office of Academic Affairs, the objective is to create a student schedule that provides the highest level of academic rigor and offers the student an opportunity for success. After final approval, a student's schedule will not be adjusted unless there is a serious educational reason. As a rule, "what a student chooses in

the course placement process in spring Semester, is what the student will take in the following semester.” A student’s course level placement need not be permanent for his entire Calvert Hall career. Students who wish to move up a level in a subject will need high performing academic achievement and their current course teacher’s recommendation. Typically, students will not be allowed to have level changes in more than THREE courses in a single academic year. The Office of Academic Affairs will have the final say in any course movement for a student. The following timeline is a guide to the course placement process. All course placements are subject to final review and approval by the Office of Academic Affairs. Course placements may be adjusted to accommodate the proper scheduling of a student’s courseload. 1.

Mid-February: a. Course recommendations by a student’s current teachers 2.

Mid-February to March: a. Review of teacher recommendations by student, parents, guardians in conjunction with student’s school counselor b. One purpose is to ensure the student is on the appropriate track for matriculation and graduation. c. Course selection may include input from the Office of Academic Affairs and/or a student’s College Counselor 3.

Early April: a. Final review, verification, and submission of

courses by student and parents 4. April–May: a. Course schedule approvals by student’s School Counselors b. Course placement of Fine Arts course for students in the Fine Arts Programs 5.

May-August a. Creation of course schedule for each

student by Office of Academic Affairs 6. Late August: a. Schedule on-line release and access via On-Campus b. No course adjustments will be allowed 7.

September: a. Limited review and realignment of student schedules by OAA to address scheduling

errors. b. This is not a drop/add period – as CHC does not have a drop/add period c.

On-line publication and posting of student’s schedule to Findmyschedule.net

Course placement is dependent on course availability and enrollment. Courses with low enrollment may be closed out for the year and therefore unavailable ***A more detailed step-by-step outline of the course placement process can be found on the Academic Affairs tile*** 15 ACADEMIC CLASSIFICATION OF COURSES At

Calvert Hall, every course is college preparatory in nature. Every course is either ½ Credit or 1 Credit. Over an academic year, a ½ Credit course typically meets less often than a 1 Credit course. Two ½ Credit courses cannot be combined to replace a 1 credit course requirement. Each academic course is classified according to one of four academic classifications. In order of increasing academic rigor, they are the following: COLLEGE PREP B LEVEL: These courses are designed with skill-building in mind. Increased attention is given to writing skills, reading skills, and study skills.

The speed of each course varies, but the workload tends to be stable. Instructors will cover all essential topics in alignment with College Prep A courses. The prerequisite for enrollment in College Prep B courses is a current teacher recommendation.

COLLEGE PREP A LEVEL: These courses are designed to challenge students who have adequately mastered skills. Sustained academic performance and satisfactory standardized testing results are used to support placement. The prerequisite for enrollment in College Prep A courses is a current teacher recommendation.

HONORS LEVEL: These courses are designed to challenge students who have demonstrated excellence in academic performance and standardized testing results.

These courses were designed for students who can navigate an increased workload. Tests, assignments, class discussions, and other assessments are crafted to help

Honors Level students prepare for eventual AP Level consideration. The

prerequisites for enrollment in Honors Level courses include current teacher

recommendation and department approval. AP LEVEL: Students enrolled in Advanced Placement (AP) Level courses have demonstrated the highest level of academic performance and standardized test results. Students enrolled in AP Level courses must register for and complete the official AP Exam associated with the course. There is a fee for the AP Exam. The prerequisites for enrollment in AP Level courses include current teacher recommendation and department approval.

ACADEMIC ACCOMMODATIONS Calvert Hall students are legally eligible to receive a variety of academic accommodations. Calvert Hall will extend classroom accommodation within the reasonable capacity of our resources. To receive academic accommodation, a request for accommodation will be registered with School Counseling. The student will then need to be professionally evaluated and diagnosed with a learning disability. The current list of a list of accommodation afforded to qualified student include Preferential Seating, Extended Testing Time, Test administration in a designated testing center, no penalty for in-class spelling errors, note-taking/lecture support, use of assistive electronic device as needed. Additional unspecified accommodations can be issued on a limited basis in consultation with the School Counseling department and the Office of Academic Affairs. For the steps to be considered for accommodations, please contact the student's school counselor.

16 COURSE DESCRIPTIONS AND REQUIREMENTS FOR FRESHMEN, SOPHOMORE, JUNIOR, AND SENIOR YEARS

The pages that follow contain a detailed description of the courses available and required for each academic grade level. Included will be Program exceptions and credits needed for grade promotion. When reviewing the course descriptions, students should take note of any prerequisites necessary for each course. Students should read each course description carefully and consider meeting with a course teacher or Department Chair to have a better understanding of the course requirements. In general, all courses need a recommendation by the student's current teacher. All AP courses need a current teacher's recommendation and Department approval. Department approval is by the Department Chair or the teacher of the AP course. Some courses will require a minimum grade as part of the requirement for enrollment. Students taking an AP course are required to take the AP exam. Failure to do so can prevent enrollment in future AP courses.

17 FRESHMEN YEAR - COURSES AND REQUIREMENTS (Page 1 of 2)

Course Placement for Freshmen year is completed by the Office of Academic Affairs (OAA). OAA examines a student's admission index, his middle school grades, standardized test scores (including the HSPT) and historical performance of students from previous years to determine the appropriate course placements. Freshmen students are placed in the most challenging curriculum that the OAA believes will yield a favorable grade point average (GPA) via a reasonable amount of challenging work. For Freshmen year, students are REQUIRED to complete ONE FULL CREDIT course in each of the following subjects: Religion Math Science Social Studies English World Language Students will be placed by the OAA in the following semester half credit (.5) courses: o Physical Education I/ Health (811) or Health/ Physical Education I (811A) o Computer Apps/ Presentation Skills (490) or Presentation Skills/ Computer Apps (490A)

***Freshmen students will take PE I/Health and Computer Apps & Presentation Skills in alternating semesters unless in a signature program with a course exception (see below) ***

COURSE EXCEPTIONS FOR FRESHMEN YEAR.

Students in the McMullen Scholars Program: o will REPLACE Phys Ed I & Health and Computer

Apps & Presentation Skills with Honors Rhetoric & Logic (902H). Students in the Bro. Tom Miller Scholars Program (BTM) o will WAIVE Computer Apps/ Presentation Skills Freshmen year. Students in the La Salle Program: o will enroll in La Salle class for a full credit course. o and in a FINE ART program will WAIVE their Freshmen Year Social Studies requirement. o will DEFER their World Language requirement. Students in the Academic Skills Program (ASP): o will WAIVE Computer Apps/ Presentation Skills Freshmen year. Students in the Fine Arts Program: o will be placed in additional courses specified for their Fine Arts Program by their Program Director. o Art students will REPLACE both ½ credit courses noted above (Phys Ed I & Health and Comp Apps/Presentation Skills) with Basic Art (751) o Band and Choral students will REPLACE both ½ credit courses noted above (Phys Ed I & Health and Comp Apps/Presentation Skills) with Band (700), Fundamentals of Instrumental Music (any 710 course), and/or Jazz Ensemble (740), and/or Hallman Chorus (730). o Have priority access to Fine Art Courses during the course selection process. ***REFER TO THE FOLLOWING TABLE FOR AVAILABLE COURSE FOR FRESHMEN YEAR***

18 FRESHMEN YEAR - COURSES AND REQUIREMENTS (Page 2 of 2) REQUIRED COURSES AP or Honors Prep A Prep B Religion 1 credit required 111 Revelations 113 Revelations Math 1 credit required Honors Algebra I (211H) 226 H Geometry 236 H Algebra II 245 H Pre-Calculus 211 Algebra I 222 Geometry 232 Algebra II 241 Pre-Calculus 213 Algebra I 224 Geometry 234 Algebra II Science 1 credit required 305 H. Biology 312 Biology 314 Biology Social Studies 1 credit required 475 AP Human Geography 415 H. World History 411 World History I 413 World History I English 1 credit required 515 H English 511 English I 513 English World Language 1 credit required 616 H Spanish I 626 H Spanish II Honors German I (614H) 623 H German II 612 H French I (612H) 621 H French II 600 H Latin I 625 H Latin II 617 Spanish I 627 Spanish II 614 German I 624 German II 612 French I 622 French II 618 Spanish I REQUIRED COURSES (0.5 credit) 811 PE I/Health 811A Health I/PE I 490 Computer Apps/Presentation Skills 490A Presentation Skills/Computer Apps REQUIRED COURSES FOR THE FINE ARTS PROGRAMS (All courses are .5 credit unless otherwise noted) Band Courses 700 Band - A, B, C (1 credit) Instrumental Courses 710 Fundamentals of Instrumental Music 740 Jazz Ensemble 746 String Orchestra Choral Arts courses 730 Hallman Chorus (1 credit) 736 Vocal Ensemble 737 Madrigal Ensemble 741 Chamber Chorus Visual Arts Course 751 Basic Art (1 credit) 19 SOPHOMORE YEAR - COURSES AND REQUIREMENTS (Page 1 of 3)

Course placement for SOPHOMORE year is based on the student's performance from the previous year and their teacher's recommendation. A student's performance and teacher recommendation are necessary for any academic level change (i.e.: Prep A to Honors, etc.). All course placements are proposed in consultation with the student's school counselor. Please see the section on Course Placement Process (page 15) For SOPHOMORE year, students are REQUIRED to complete ONE FULL CREDIT course in each of the following subjects: Religion Math Science Social Studies English World Language All sophomore students are required to complete 0.5 credit in a Fine Arts course and 0.5 credit in Physical Education II. Waiver exceptions for Fine Art & PE are listed below. ***If a World Language course was completed in freshmen year, then the sophomore course must be the same language. Students are required by the MDSE to take at least TWO years of the same language***

***Sophomore students can enroll in an Elective Credit Course in ADDITION to their

required sophomore courses. Elective credits are in addition to required courses and not in place of a required course*** ***Students who in the Engineering Program are expected to complete TWO consecutive years of course work for the program***

COURSE EXCEPTIONS FOR SOPHOMORE YEAR: Students in the McMullen Program: o who are taking Humanities (901H) - WAIVE their Fine Art & PE requirement. Students La Salle Program: o will enroll in La Salle class for a full credit. o in the Band or Art Program may DEFER their World Language requirement until junior year. o taking their first year of a World Language course - WAIVE their Fine Art & PE requirement. Students in ASP: o in their second year of ASP - WAIVE their Physical Education II requirement. Students in the Fine Arts Program (FA): o will be placed in FA courses specified for their FA Program by their FA Program Director. o who completed a year in the Band, Art or Choral programs are CREDITED with fulfilling their Fine Art requirement and do not need a Fine Art course. o WAIVE their PE requirement o Have priority access to Fine Art Courses during the course selection process. Non-McMullen students o who are enrolled in THREE Honors/AP courses - WAIVE their Fine Art requirement. o who are enrolled in TWO Mathematics courses - WAIVE their PE II & Fine Art requirement. o who are enrolled in FOUR or MORE Honors/AP courses – WAIVE their PE II & FA requirement. o who are enrolled in Intro to Engineering (270) – WAIVE their PE II & Fine Art requirement. Pre-requisite for all Fine Arts Courses is Department Approval.

20 ***REFER TO THE FOLLOWING TABLE FOR AVAILABLE COURSE FOR SOPHOMORE YEAR*** SOPHOMORE YEAR - COURSES AND REQUIREMENTS (Page 2 of 3) REQUIRED COURSES AP or Honors Prep A Prep B Religion 1 credit required 121 Jesus & Morality 123 Jesus & Morality Math 1 credit required 226 H Geometry 236 H Algebra II 245 H Pre-Calculus 222 Geometry 232 Algebra II 241 Pre-Calculus 224 Geometry 234 Algebra II Science 1 credit required 335 H. Chemistry 326 Chemistry 327 Chemistry Social Studies 1 credit required 425 AP World History 426 H. World History 421 World History II 423 World History II English 1 credit required 525 H English II 521 English II 523 English II World Language 1 credit required 616 H Spanish I 626 H Spanish II 636 H Spanish III Honors German I (614H) 623 H German II 633 H German III 612 Honors French I (612H) 621 H French II 631 H French III 600 H Latin I 625 H Latin II 635 H Latin III 617 Spanish I 627 Spanish II 637 Spanish III 614 German I 624 German II 634 German III 612 French I 622 French II 632 French III 618 Spanish I 628 Spanish II REQUIRED ELECTIVE COURSES All courses are .5 credit unless otherwise noted.

PE Courses 821 PE II Fine Arts Courses (These courses fulfill the 0.5 credit requirement for non-Fine Art Program students) 717S History of Rock and Roll (summer course offering only) 718 Introduction of Music 719 Basics of Piano 720 Basics of Guitar 725S Art of Film (summer course offering only) 753 Introduction to Graphic Design 775 Fundamentals of Art 21 SOPHOMORE YEAR - COURSES AND REQUIREMENTS (Page 3 of 3) REQUIRED COURSES FOR THE FINE ARTS PROGRAMS (All courses are .5 credit unless otherwise noted) Band Courses 700 Band - A, B, C (1 credit) 711 Foundations of Music Theory 712 Jazz Theory & Improvisation 714 AP Music Theory (1 credit) 715 Music Composition/Arranging (1 credit) Instrumental Courses 710 Fundamentals of Instrumental Music 740 Jazz Ensemble 742 Brass Ensemble 744 Woodwind Ensemble 746 String Orchestra 748 Percussion Ensemble Choral Arts courses 730 Hallman Chorus (1 credit) 732 Solo Vocal Music 736 Vocal Ensemble 737 Madrigal Ensemble 741 Chamber

Chorus Visual Arts Courses 751 Basic Art (1 credit) 761 Advanced Drawing and Painting (1 credit) 771 Sculpture and Design (1 credit) ELECTIVE COURSES available for Sophomore Year (All courses are 1 credit unless otherwise noted) Department Prep A/Honors Engineering/Science 270 Intro to Engineering Computer Science/Math 271 Honors Computer Programming 22 JUNIOR YEAR - COURSES AND REQUIREMENTS (Page 1 of 3) Course placement for JUNIOR year is based on the student's performance from the previous year and their teacher's recommendation. A student's performance and teacher recommendation are necessary for any academic level change (i.e.: Prep A to Honors, etc.). All course placements are proposed in consultation with the student's school counselor. Please see the section on Course Placement Process (page 15) For JUNIOR year, students are REQUIRED to complete ONE FULL CREDIT course in each of the following subjects: Religion Math Science Social Studies English Elective (1 credit) ***Two half credit courses (0.5) cannot be combined to replace a 1 credit course requirement*** ***Students are required by the Maryland Dept of Education (MDSE) to take at least TWO years of the same language. Three years of the same language are strongly encouraged*** COURSE EXCEPTIONS FOR JUNIOR YEAR: Students in the McMullen Program: o required to take Humanities (901H) if they have not completed it Sophomore year. o In the Fine Arts Program may WAIVE the Humanities (901H). Students La Salle Program: o will enroll in La Salle class for a full credit course. o who have not taken a year of Language will need to begin their language requirement. o will defer their science requirement to senior year except for highly motivated students who wish to take a seventh course. Students in the Fine Arts Program: o will be placed in additional courses specified for their Fine Arts Program by their Program Director. o have priority access to Fine Art Courses during the course selection process. Pre-requisite for all Fine Arts Courses is Department Approval. ***REFER TO THE FOLLOWING TABLE FOR AVAILABLE COURSES FOR JUNIOR YEAR*** 23 JUNIOR YEAR - COURSES AND REQUIREMENTS (Page 2 of 3) REQUIRED COURSES AP or Honors Prep A Prep B Religion 1 credit required 131 The Church & Its Mission 133 The Church & Its Mission Math 1 credit required 236 H Algebra II 245 H Pre-Calculus 261 H Calculus 268 H Multivariate Calculus 263 AP Calculus AB 264 AP Calculus 2.5 265 AP Calculus BC 232 Algebra II 241 Pre-Calculus 234 Algebra II 243 Pre-Calculus Science 1 credit required 344 H Physics 345I AP Physics I 351 Honors Anatomy & Physiology 365 AP Biology 375 AP Chemistry 380 AP Environmental Science 341 Physics 347 Marine Biology 348 Earth Science 395 Forensic Science 343 Conceptual Physics Social Studies 1 credit required 435 AP US History 436 H. US History 431 US History I English 1 credit required 537 Honors English III 553 AP Language & Composition 531 English III 533 English III REQUIRED COURSES FOR THE FINE ARTS PROGRAMS (All courses are .5 credit unless otherwise noted) Band Courses 700 Band - A, B, C (1 credit) 711 Foundations of Music Theory (0.5 credit) 712 Jazz Theory & Improvisation (0.5 credit) 714 AP Music Theory (1 credit) 715 Music Composition/Arranging (1 credit) Instrumental Courses 710 Fundamentals of Instrumental Music (0.5 credit) 740 Jazz Ensemble (0.5 credit) 742 Brass Ensemble (0.5 credit) 744 Woodwind Ensemble (0.5 credit) 746 String Orchestra (0.5 credit) 748 Percussion Ensemble (0.5 credit) Choral Art Courses 730 Hallman Chorus (1 credit) 732 Solo Vocal Music (0.5 credit) 736 Vocal Ensemble (0.5 credit) 737 Madrigal Ensemble (0.5 credit) 741 Chamber Chorus (0.5 credit) Visual Arts

Courses 751 Basic Art (1 credit) 761 Advanced Drawing and Painting (1 credit) 762
 Advanced Drawing and Painting II (1 credit) 771 Sculpture and Design (1 credit)
 791 AP Art (1 credit) 24 ELECTIVE COURSES available for JUNIOR Year (All
 courses are 1 credit unless otherwise noted) REQUIRED COURSES AP & HONORS
 PREP A PREP B World Language 616 H Spanish I 626 H Spanish II 636 H
 Spanish III 646 H Spanish IV 656 AP Spanish 658 H Spanish V Honors German I
 (614H) 623 H German II 633 H German III 643 H German IV Honors French I
 (612H) 621 H French II 631 H French III 641 H French IV 651 AP French 653 H
 French V 600 H Latin I 625 H Latin II 635 H Latin III 645 H Latin IV 670 AP Latin
 617 Spanish I 627 Spanish II 637 Spanish III 647 Spanish IV 657 Spanish V 614
 German I 624 German II 634 German III 644 German IV 612 French I 622 French
 II 632 French III 642 French IV 652 French V 618 Spanish I 628 Spanish II 638
 Spanish III 648 Spanish IV Math /Computer Science 251 AP Statistics 271 Honors
 Computer Programming 250 Statistics 275 Foundations of Coding
 Science/Engineering 351 Honors Anatomy & Physiology 270 Intro to Engineering
 272 Engineering II Social Studies/ Business 483 Accounting 479 Personal Finance
 (0.5 credit) 488 Integrated Marketing Communications (0.5 credit) 481 Business
 Management English 566 African American Literature (0.5 credit) Leadership
 Institute 477 Leadership I (0.5 credit) 25 SENIOR YEAR - COURSES AND
 REQUIREMENTS (Page 1 of 4) Course placement for SENIOR year is based on the
 student's performance from the previous year and their teacher's recommendation. A
 student's performance and teacher recommendation are necessary for any academic
 level change (i.e.: Prep A to Honors, etc.). All course placements are proposed in
 consultation with the student's school counselor. Please see the section on Course
 Placement Process (page 15) For SENIOR year, students are REQUIRED to
 complete ONE FULL CREDIT course in each of the following subjects: Religion
 Social Studies English Elective (1 credit) Elective (1 credit) Elective (1 credit)
 ***Students are REQUIRED to have a minimum of THREE ELECTIVE CREDIT
 courses in addition to their required SENIOR courses to complete the SIX FULL
 CREDIT course requirement. *** ***Students can take double courses from the same
 subject to fulfill an elective full credit (i.e.: double social studies)*** ***Two half credit
 courses (0.5) cannot be combined to replace a 1 credit course requirement***
 ***Students are required by the Maryland Dept of Education (MDSE) to take at least
 TWO years of the same language. Three years of the same language are strongly
 encouraged*** COURSE EXCEPTIONS FOR SENIOR YEAR: Students in the
 McMullen Program: o are required to take Honors McMullen Capstone Research
 Seminar (903) as an addition to their required three courses of one credit elective.
 Students La Salle Program: o will enroll in La Salle class for a full credit course. o will
 complete their second year of a World Language if needed. o should choose an
 elective from Math, Science, Business or Psychology departments. Students of the
 Fine Arts Program: o have priority access to Fine Art Courses during the course
 selection process Pre-requisite for all Fine Arts Courses is Department Approval
 Only ONE Fine Art course may be used toward the required THREE courses of
 elective credit. GRADUATION REQUIREMENTS: Seniors who fail an academic
 subject at the end of the senior year may participate in the graduation exercises but
 will not receive a diploma until all graduation requirements are met. Up to two and a
 half credit failures may be made up in Calvert Hall Summer School (or an approved
 summer school). The Diploma, in that case, will be awarded at the end of the

summer session indicated by a final grade. Seniors who have three or more credit failures must repeat the twelfth grade in another school and will not receive a Calvert Hall Diploma. All seniors must submit a complete English term paper for grading to meet graduation requirements. For additional graduation requirements, please see page 8 26 SENIOR YEAR - COURSES AND REQUIREMENTS (Page 2 of 4)

REQUIRED COURSES AP or Honors Prep A Prep B Religion 1 credit required 153 World Religions: Suffering, Evil & Death 163 World Religions: God, Media & Culture 173 World Religions: Introduction to Christian Ethics Social Studies 1 credit required 445 AP Government 446 Honors American Government/Economics 455 AP European History 465 AP Economics 441/442 American Government/ Economics English 1 credit required 547 Honors English IV 554 AP Literature & Composition 541 English IV 543 English IV

REQUIRED COURSES FOR THE FINE ARTS PROGRAMS (All courses are .5 credit unless otherwise noted) Band Courses 700 Band - A, B, C (1 credit) 711 Foundations of Music Theory (0.5 credit) 712 Jazz Theory & Improvisation (0.5 credit) 714 AP Music Theory (1 credit) 715 Music Composition/Arranging (1 credit) Instrumental Courses 710 Fundamentals of Instrumental Music (0.5 credit) 740 Jazz Ensemble (0.5 credit) 742 Brass Ensemble (0.5 credit) 744 Woodwind Ensemble (0.5 credit) 746 String Orchestra (0.5 credit) 748 Percussion Ensemble (0.5 credit) Choral Art Courses 730 Hallman Chorus (1 credit) 732 Solo Vocal Music (0.5 credit) 736 Vocal Ensemble (0.5 credit) 737 Madrigal Ensemble (0.5 credit) 741 Chamber Chorus (0.5 credit) Visual Arts Courses 751 Basic Art (1 credit) 761 Advanced Drawing and Painting (1 credit) 762 Advanced Drawing and Painting II (1 credit) 771 Sculpture and Design (1 credit) 791 AP Art (1 credit) 27 SENIOR YEAR - COURSES AND REQUIREMENTS (Page 3 of 4) ELECTIVE COURSES available for SENIOR Year (All courses are 1 credit unless otherwise noted) REQUIRED COURSES AP & HONORS PREP A PREP B Math / Computer Science 245 H Pre-Calculus 251 AP Statistics 258 H Differential Equations & Linear Algebra 261 H Calculus 263 AP Calculus AB 264 AP Calculus 2.5 265 AP Calculus BC 268 H Multivariate Calculus 271 Honors Computer Programming 285 AP Computer Science 241 Pre-Calculus 250 Statistics 275 Foundations of Coding 280 Cybersecurity Essentials 243 Pre-Calculus Science / Engineering 344 H Physics 345I AP Physics I 345II AP Physics II 351 Honors Anatomy & Physiology 365 AP Biology 375 AP Chemistry 380 AP Environmental Science 272 Engineering II 273 Engineering III 341 Physics 347 Marine Biology 348 Earth Science 395 Forensic Science 343 Conceptual Physics Social Studies / Business 470 AP Psychology 445 AP Government 455 AP European History 465 AP Economics 471 Psychology 483 Accounting 479 Personal Finance (0.5 credit) 488 Integrated Marketing Communications (0.5 credit) 481 Business Management English 566 African American Literature (0.5 credit) Leadership Institute 477II Leadership II (0.5 credit) 28 SENIOR YEAR - COURSES AND REQUIREMENTS (Page 4 of 4) ELECTIVE COURSES available for SENIOR Year (All courses are 1 credit unless otherwise noted) World Language 616 H Spanish I 626 H Spanish II 636 H Spanish III 646 H Spanish IV 656 AP Spanish 658 H Spanish V Honors German I (614H) 623 H German II 633 H German III 643 H German IV 664 H German V Honors French I (612H) 621 H French II 631 H French III 641 H French IV 651 AP French 653 H French V 600 H Latin I 625 H Latin II 635 H Latin III 645 H Latin IV 670 AP Latin 617 Spanish I 627 Spanish II 637 Spanish III 647 Spanish IV 657 Spanish V 614 German I 624 German II 634 German III 644 German IV

612 French I 622 French II 632 French III 642 French IV 652 French V 618 Spanish I 628 Spanish II 638 Spanish III 648 Spanish IV 29 RELIGION

DEPARTMENT The religious education curriculum attempts to develop in each student an understanding of our Judeo-Christian heritage and the Gospel message of Jesus Christ to promote a moral sensitivity to self and others and to prepare each student to live as a Christian leader in a pluralistic society. There is no prerequisite for Religion Courses, but some course placements may require approval by the Office of Academic Affairs. All courses are 1 credit unless otherwise noted.

=====

===== 111 - The Revelation of Jesus Christ (College Prep A) Grade 9 The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section, with a particular focus on the Hebrew Scriptures as an overview and introduction to salvation history. Additional topics include sacraments, prayer, the structure of the Church, and an overview of the life of St. John Baptist de La Salle. Prerequisite: Placement by the Office of Academic Affairs 113 - The Revelation of Jesus Christ (College Prep B) Grade 9 This course will cover the same content as 111 but will provide students with more teacher directed, inclass reading and greater writing support, and more help preparing for tests. Prerequisite: Placement by the Office of Academic Affairs 121 - Jesus and Morality (College Prep A) Grade 10 The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ. The second semester will study the ways people integrate personal morality into the settings in which they find themselves. It will challenge them to examine the relationship they see between their own faith and the call to morality and justice presented by the events of daily living. Prerequisite: Teacher recommendation 123 - Jesus and Morality (College Prep B) Grade 10 This course will cover the same content as 121 but will provide students with more teacher directed, inclass reading and greater writing support, and more help preparing for tests. Prerequisite: Teacher recommendation 30 131 - The Church and Its Mission (College Prep A) Grade 11 This course will help the students to understand that in and through the Church they encounter the living Jesus Christ. In the fall semester, students will be introduced to the fact that the church was founded through the Apostles and is sustained through the Holy Spirit. The Church will be described as the living Body of Christ today. Further, the students will explore the way Christ can be encountered in a full and tangible way through each of the individual Sacraments. In the spring semester, the course will introduce students to the richness of the Church's social teaching through an exploration of the 7 Principles of Catholic Social Teaching, and how they are called to care for the poor and vulnerable as Christ did. Service to others will be a constant emphasis and is a course requirement. Prerequisite: Teacher recommendation 133 - The Church and Its

Mission (College Prep B) Grade 11 This course will cover the same content as 131, but will provide students with more teacher directed, in-class reading, greater writing support, and more help preparing for tests. Prerequisite: Teacher recommendation

153 - The World Religions/Suffering, Evil & Death (College Prep A) Grade 12 In the first semester, students will explore how the Catholic Church recognizes and values the respective truths found in the world's religions through interreligious dialogue. Students will be introduced to the nature and philosophy of the worldviews of various religious traditions, namely those of Hinduism, Buddhism, Judaism, and Islam. The student will explore the elements of each religion and how human persons have experienced the sacred and sought to comprehend the mystery of life. Attention will be given to various rituals and traditions associated with each religion with a comparative evaluation of how each understands the unique roles of the divine, human nature, and our shared search for meaning. In the second semester, students will be challenged to dig into their faith by exploring the systematic, scriptural, and pastoral responses to suffering and the problem of evil from various perspectives. Theologians, philosophers, and others have reflected deeply on the subject and will be utilized heavily in the course. Since people often wonder about evil and suffering, this course will give the vocabulary needed to express thoughts and views of human suffering through different theological lenses. There will be an emphasis applying those theodicies to the students' personal faith journey. No Recommendation required

163 - World Religions/God, Media, and Culture (College Prep A) Grade 12 In the first semester, students will explore how the Catholic Church recognizes and values the respective truths found in the world's religions through interreligious dialogue. Students will be introduced to the nature and philosophy of the worldviews of various religious traditions, namely those of Hinduism, Buddhism, Judaism, and Islam. Students will explore elements of each religion and how people have experienced the sacred and sought to comprehend the mystery of life. Attention will be given to various rituals and traditions associated with each religion alongside a comparative evaluation of how each comes to understand the unique roles of the divine, human nature, and our shared search for meaning. The second semester will examine the presence of religious themes and images in books, movies, various forms of media, popular culture, the arts, and technology. Students will analyze the religious meaning to assess the degree of which the message is consistent with the teachings of Catholicism. No Recommendation required

31 173 - World Religions/Introduction to Christian Ethics (College Prep A) Grade 12 In the first semester, students explore how the Catholic Church recognizes and values the respective truths of world religions through interreligious dialogue. Students are introduced to the nature and philosophy of the worldviews of various religious traditions, such as those of Hinduism, Buddhism, Judaism, and Islam. Students will explore the elements of each religion and how human persons have experienced the sacred and sought to comprehend the mystery of life. Attention is given to various rituals and traditions of each religion with a comparative evaluation of each to understand the unique roles of the divine, human nature, and our shared search for meaning. In the second semester, the class will focus on the following questions: What does it mean to be a good man? What does it even mean to be good? Spanning the ancient Greek writings of Aristotle and Plato through the technological world of biomedical engineering, this course will explore not only the historical, philosophical, and theological foundations of ethics, but will also debate the merits of

these theories in the context of contemporary arguments about medicine, technology, war, sex, business, and the environment. No Recommendation required 32

MATHEMATICS DEPARTMENT The primary objective of the Mathematics Department at Calvert Hall is to help each student develop his mathematical abilities to their utmost. This is accomplished by ensuring each student is placed in the math course best suited to his background and potential and by individualizing the instruction for each student as much as possible. The Mathematics Faculty prides itself on the fact that it teaches the student first and the subject second in meeting its objectives. All courses are 1 credit unless otherwise noted. NOTE: All mathematics courses require a TI-84 (Plus) calculator.

=====

===== 211- Algebra I (College Prep A) Grade 9 Algebra I gives students the mathematical foundation needed for success in high school mathematics and the physical and social sciences. Beginning with the concept of variables, students learn to calculate with signed numbers, use correct order of operations, interpret, and write mathematical expressions, and solve linear equations and inequalities. Students apply algebra to the modeling of real-world problems by graphing, writing equations from given information, and the solving of systems of equations. The course also covers exponents, polynomials, factoring, rational expressions, radicals, and solving and graphing of quadratic equations. Prerequisite: Placement by the Office of Academic Affairs 211H - Honors Algebra I Grade 9 Algebra I gives students the mathematical foundation needed for success in high school mathematics and the physical and social sciences. The major topics covered are solving linear and quadratic equations, polynomial arithmetic, solving systems of equation, inequalities, sketching lines and parabolas, and mathematical models within each of those units. The course also covers exponents, rational expressions, and solving equations involving radicals. The course covers more topics and, more in-depth, than Algebra I (211). Tests and assignments will have more at the higher end of Bloom's taxonomy than Algebra I (211). Prerequisite: 80% or higher on HSPT/Standardized testing and/or approval of the Office of Academic Affairs. 213 - Algebra I (College Prep B) Grade 9 This course provides the fundamentals of the standard Algebra I course with emphasis on working with polynomials, factoring, equation solving, graphing, fractions, and systems of equations solutions. A special emphasis is placed on skill development. Prerequisite: Placement by the Office of Academic Affairs 222 - Geometry (College Prep A) Grades 9, 10 In this course students are introduced to Euclidean Geometry, its theoretical and practical aspects. Students develop logical reasoning skills by completing geometric proofs. Topics covered include angles, parallel and perpendicular lines, congruent triangles, triangle inequalities, quadrilaterals, similar polygons, circles, areas of polygons and circles, and volumes of solids. Particular care is taken to relate course material for preparation for the SAT exams. Prerequisite: Teacher recommendation & successful completion of Algebra I or a passing grade on the CHC math placement test (successful completion of a middle school geometry course). 33 224 - Geometry (College Prep B) Grade 9, 10 In this course students are introduced to Euclidean Geometry, its theoretical and practical aspects. Topics include parallel and perpendicular lines, congruency and similarity of polygons, the properties of circles, and the volume of surface area of solids. Emphasis is placed on the practical application of geometric concepts and preparation for the SAT exams. Prerequisite: Teacher recommendation & successful

completion of Algebra I 226 - Honors Geometry Grades 9, 10 In this course students are introduced to Euclidean Geometry, its theoretical and practical aspects. Topics covered include angles, parallel and perpendicular lines, congruent triangles, triangle inequalities, quadrilaterals, similar polygons, circles, areas of polygons and circles, areas and volumes of solids and constructions. Prerequisite: Top 15% on Math Placement Test or teacher recommendation & grade of 96 or higher in course 211

232 - Algebra II (College Prep A) Grades 9, 10, 11 This course extends and deepens the foundational concepts and skills from Algebra I. The course material is organized according to the concept of families of equations, relations, and functions: linear, quadratic, polynomial, radical, exponential, and logarithmic, rational, and the conics. The course examines the roles of both real and complex numbers. Connections between algebraic, tabular, and graphic representations of mathematical ideas are emphasized throughout the course. Prerequisite: Teacher recommendation & successful completion of Geometry & Algebra I 234 - Algebra II (College Prep B) Grade 9,10, 11 This course is designed to help strengthen basic algebra skills. Included are the second year Algebra topics involving the operations with Real Numbers. Simple verbal problems, linear and quadratic equations (also inequalities) and their graphs are studied. Logarithmic and exponential functions are studied along with rational functions. Fundamentals are stressed throughout. Prerequisite: Teacher recommendation & successful completion of Geometry & Algebra I 236 - Honors Algebra II Grades 9, 10, 11 This enriched course is designed to give advanced students an in-depth knowledge of the concepts of Algebra II. The topics of functions, systems of equations, polynomials, radicals, and exponentials are enriched with a discussion of matrices, probability, and conic sections. Emphasis is also placed on factoring, logarithms, and exponentials. A substantial introduction to trigonometric equations, identities and graphing completes the course in the second semester. Prerequisite: Exceptional performance on Math Placement Test, completion of Algebra I and Geometry, or a grade of 85 or higher in H Geometry (226) or a grade of 95 or higher in Geometry (222) and department approval

241 - Pre-Calculus (College Prep A) Grade 10, 11, 12 This course covers all the pertinent aspects of trigonometry including proving identities, solving trigonometric equations, and applied problems. Both graphical and analytical properties of functions are explored. Algebraic functions, polynomials, rational functions, exponential and logarithmic functions, sequences, and series are investigated in detail. Preliminary calculus topics of limits and derivatives are introduced at the course's end. Prerequisite: Teacher recommendation & successful completion of Algebra II and Geometry 34

243 - Pre-Calculus (College Prep B) Grade 10, 11, 12 This course covers all aspects of plane trigonometry from identities to equations to solutions of oblique triangles. Graphs and properties of mathematical relationships are explored. These include exponential, logarithmic & rational functions. Calculus is introduced by analyzing limits and identifying derivatives. Prerequisite: Teacher recommendation & successful completion of Algebra II and Geometry 245 - Honors Pre-Calculus Grades 10, 11, 12 This course investigates the behavior and the properties of mathematical relationships (primarily functions) in two variables. Polynomial, exponential, trigonometric, inverse, and rational functions are included. Conic sections and polar relationships are also included. The course places emphasis on the graphing of relationships. Techniques to analyze relationships are presented, including domain, range, symmetry, shifts, and reflections. Students are challenged to identify the

connections between the different relationships. An introduction to Calculus is presented through sequences and series, limits, and derivatives. Mathematical rigor is stressed. The graphing calculator is integrated into the course. Prerequisite: Teacher recommendation & 85 or higher in Honors Algebra II (236) 250 - Statistics (College Prep A) Grade 11, 12 This course introduces students to the concepts and procedures for collecting, analyzing, and drawing conclusions from data. Students will learn how to plan a statistical study; will explore data for patterns and departure from patterns; will create models of real-world situations; will use statistical inference to draw conclusions from data; and will use probability to describe how confident one can be about the conclusions. The course provides preparation for college statistics courses typically required in business, social and natural science, and health science. Prerequisite: Teacher recommendation & Department approval 251 - AP Statistics Grade 11, 12 The course of study follows the syllabus of the Advanced Placement Program of the College Entrance Examinations Board. This non-calculus-based statistics course is typically required by colleges for majors in social sciences, health sciences and business. It is an effective preparation for the calculus-based statistic courses that are usually taken by science, mathematics, and engineering majors. Students are exposed to four broad conceptual themes: explorations of data using numeric statistics and graphs; design of statistical observational studies and experiments; probability; and drawing conclusions based on statistical inference. The course will include the use of technology, writing, and critical reading. Students are required to take the AP Exam. Prerequisite: Teacher recommendation & completion of or enrollment in Pre-Calculus or Calculus concurrently 258 - Honors Differential Equations and Linear Algebra Grade 11,12 In this course, students are introduced to solution techniques and mathematical analysis of linear operations and differential equations. During the first semester, the study of linear algebra and matrix theory is of primary focus. Topics of emphasis include matrix operations, solution techniques for systems of linear equations, vector spaces, inner product spaces, eigenvalues and eigenvectors, and diagonal and orthogonal matrices. During the second semester, the study of ordinary differential equations includes both applied and proof-based elements. Second semester content includes solutions to linear and nonlinear differential equations, applications of such equations, and an introduction to linear systems of differential equations. Prerequisite: Teacher recommendation & successful completion of Honors Multivariate Calculus & Advanced Analysis (268) 35 261 - Honors Calculus Grade 10, 11, 12 Topics covered are commensurate with those offered in a semester of college calculus with a concentration on limits and derivatives. Many topics in a traditional Calculus II course will also be introduced as time allows, including integration, volumes, and areas. Analysis of functions and applications are emphasized with a thorough review of the skills introduced in Pre-calculus. Some theory is included for those students who wish to continue their mathematical studies more thoroughly in college. Prerequisite: Teacher recommendation & successful completion of Honors Pre-Calculus (245) or Pre-Calculus (241) 263 - Advanced Placement Calculus: AB Grade 11, 12 This course is designed to prepare the student for the AP Calculus Test AB. As a requirement of the course, students must take the AP Exam. Topics for the AB test will include functions, graphs, and Limits with a concentration on graph analysis, domain, range, asymptotic behavior, and continuity. It will also cover derivatives and the application of such as related to graphs, related

rates, implicit differentiation, tangents to curves, instantaneous rates of change and maximums and minimums. This course will also provide a very comprehensive exploration of integrals related to areas, volumes, curve lengths and all techniques of integration including partial fractions, substitution, and parts to help prepare the student for further calculus courses. Students are required to take the AP Exam.

Prerequisite: Teacher recommendation & a grade of 85 or higher in Honors

Pre-Calculus (245) 264 - Advanced Placement Calculus 2.5 Grade 11, 12 The focus is on what is typically considered College Calculus II. The course of study follows the outline set forth by the Advanced Placement Program of the College Entrance

Examination Board and parallels the full year course offered in many colleges. In particular, the course encompasses the theory and differentiation and integration of algebraic and transcendental functions and their applications. Polar and parametric equations are studied as well as extensive work with sequence and series. Students are required to take the AP Exam. Prerequisite: Teacher recommendation and a

grade of 90 or higher in Honors Calculus (261) or a grade of 85 or higher in AP

Calculus (263) 265 - Advanced Placement Calculus: BC Grade 11, 12 The course of study follows the outline set forth by the Advanced Placement Program of the College Entrance Examination Board and parallels the full year course offered in many colleges. In particular, the course encompasses the theory and differentiation and integration of algebraic and transcendental functions and their applications.

Students are required to take the AP Exam. Prerequisite: Teacher recommendation & a grade of 95 or higher in Honors Pre-Calculus (245) 268 - Honors Multivariate

Calculus Advanced Analysis Grade 11, 12 This course covers a number of advanced topics in Calculus including calculus in polar coordinates, vectors, dot products, cross products, vector valued functions, and motion in space, multivariable functions, and partial derivatives. Gradients, extreme values, directional derivatives, multiple integrals, line integrals, and path independences are also covered. Prerequisite:

Teacher recommendation & successful completion of AP Calculus BC (265) or AP Calculus 2.5 (264) 36 COMPUTER SCIENCE 271 - Honors Computer Programming I Grades 10, 11, 12 This course is an introduction to computer programming using Java. Topics include fundamentals of Java, packages and interfaces, classes and objects, methods, algorithms, data structures, event handling, and graphics, web page design with HTML, and the development of Java applets. Programming projects are based on real-life problem solving and interactive computer applications.

Emphasis is placed on good programming techniques, algorithm development, syntax and style, and the concepts of object-oriented programming. This is a "hands-on" course with computer lab activities comprising at least 50% of the course.

Prerequisite: A grade of 83 or higher in Algebra II/Geometry & Department approval

275 - Foundations of Coding Grades 11, 12 This course is an introduction to coding using the computer language Python. This experience-based course provides a framework of concepts, techniques and process associated variables, functions, lists, and proper Python formatting. Students will prepare students for future coding courses. No previous coding experience is necessary. No Recommendation required

280 - Cybersecurity Essentials Grade 12 The course offers students the opportunity to learn about the practices, protocols and processes utilized to protect against digital attacks. Students will become more adept to identifying potential viruses, worms, threats, and malware as they examine the purpose of cyber-attacks and how they evolve. The hands-on course calls for a strong emphasis on problem-solving skills

and teamwork as students work together to counter digital attacks as well as the challenges and opportunities that may occur during implementation of necessary security measures for proper cyber responses. No Recommendation required 285 - Advanced Placement in Computer Science Grade 12 This course is the second in a sequence of computer science courses designed to make students confident programmers in Java who are prepared to take the AP CS exam. The course is accredited to follow the curriculum dictated by the AP Course Description in Computer Science developed and documented by the College Board. Students will build upon Programming I skills with more in-depth analysis of classes, data structures, algorithms, and problem-solving techniques. Students will be required to develop a portfolio of creative programs as a foundation for continued development at the college level. Students will practice a variety of AP questions throughout the year. Students are required to take the AP Exam. Prerequisite: Successful completion of Honors Computer Programming I and/or Department Approval 490 / 490A - Computer Applications and Presentation Skills Grade 9 ½ Credit This course is designed to concentrate on developing keyboarding skills. Using the touch method, students will develop speed and accuracy on the alphabetic keys and learn basic word processing. This will enable students to create and print documents for personal and school use. The in-house word processing application software is Microsoft Word. In addition, students will be introduced to the basic functions of Microsoft Excel and Power Point. Introduction to the internet will include downloading, searches and evaluating valid sources. Students will take the course in alternative semesters. Prerequisite: Placement by the Office of Academic Affa 37 SCIENCE DEPARTMENT The Science Department has developed the following objectives: to contribute toward the development of a philosophy of science which gives meaning and purpose to the things of nature; to understand and use the process of experimentation through laboratory work; to acquire an exact knowledge of the fundamental laws and theories of science; to prepare the student to progress to more advanced work in science; to further general educational goals of Calvert Hall. All courses are 1 credit unless otherwise noted.

=====

===== 305 - Honors Biology Grade 9 This course provides a rigorous introduction to the life sciences. As an introduction to general biology the course topics include cellular biology, genetics, ecology, and evolution. The course focuses on biological phenomena, in addition to providing an understanding of the structure and function of biological systems. Independent study and attention to detail is expected and will enhance student comprehension of the course material. Prerequisite: Placement from the Office of Academic Affairs 312 - Biology (College Prep A) Grade 9 As an introduction to general biology, the course topics include cellular biology, genetics, ecology, and evolution. Students will be introduced to laboratory experiences which enhance their learning of biology. These include laboratory safety, compound light microscope investigations, and invertebrate and vertebrate dissection. This course provides the foundational knowledge needed for continued study of science at an advanced level. Prerequisite: Placement from the Office of Academic Affairs 314 - Biology (College Prep B) Grade 9 This course introduces students to the study of living organisms and their environment. The course topics include cellular biology, genetics, ecology, and evolution. Students will be introduced to laboratory experiences which enhance their learning of biology.

These include laboratory safety, compound light microscope investigations, and invertebrate and vertebrate dissection. Prerequisite: Placement from the Office of Academic Affairs

326 - Chemistry (College Prep A) Grade 10 This course is a study of matter and energy. General topics covered during the course include atoms, formulas, reactions, and application to chemistry in everyday life. A mathematical approach is used to support the investigations and discussions of chemical principles. The integrated inquiry-based lab methodology will help build proficiency in scientific reasoning. This course provides the foundational knowledge needed for continued study of science at an advanced level. Prerequisite: Successful completion of Biology and Algebra I

327 - Chemistry (College Prep B) Grade 10 This course is a study of matter and energy. General topics covered during the course include atoms, formulas, reactions, and application to chemistry in everyday life. A conceptual approach is used to emphasize the investigations and discussions of chemical principles. The integrated inquiry-based lab methodology will help build proficiency in scientific reasoning. Prerequisite: Successful completion of Biology and Algebra I

335 - Honors Chemistry Grade 10 This course is designed to aid students in their understanding of chemical principles and concepts developed from experimentation. Included in the topics are atomic theory, atomic structure, chemical formulas and equations, states of matter, energy changes, bonding, and acid-base theory. The laboratory is an integral part of the course. Students should emerge from the course with a fundamental knowledge of chemistry based on mathematical and non-mathematical concepts. Prerequisite: Teacher recommendation & a grade of 85 or higher in Honors Biology (305) and Freshmen Honors Math or a grade of 93 or higher in Biology (312) and placement in an honors math course for sophomore year.

341 - Physics (College Prep A) Grades 11, 12 This course offers the student the fundamentals of Newtonian physics, including mechanics, electricity and magnetism, waves and sound, optics, and heat and thermodynamics. The course will use laboratory and problem-solving methodologies in the above areas. Concepts from algebra and trigonometry will be utilized to increase their knowledge of the fundamentals of physics through experiential learning. Prerequisite: Teacher recommendation & successful completion of Chemistry

343 - Conceptual Physics (College Prep B) Grades 11, 12 This course is designed to help students understand their interactions with the physical world. It will discuss topics in kinematics, energy, light, sound, and magnetism. This course will take a hands-on conceptual approach to physics. Prerequisite: Teacher recommendation & successful completion of Chemistry

344 - Honors Physics Grades 11, 12 Honors Physics provides a mathematically rigorous introduction to physics, including kinematics, simple harmonic motion, waves, and energy. Building on a student's interest in the sciences and a high level of mathematical ability, students will increase their knowledge of the fundamentals of physics through lab experiences. An algebra-based college textbook is used. Prerequisite: Teacher recommendation & a grade of 85 or higher in Honors Chemistry (335) or a grade of 93 or higher in Chemistry (326) and concurrent placement in an honors math course.

345I - Advanced Placement Physics I Grades 11, 12 This course delves into the topics of kinematics and dynamics, mechanical energy and its conservation, momentum and its conservation, rotational motion, simple harmonic motion, mechanical waves, and sound, as well as electrostatics and circuits. Students are required to take the AP Physics I Exam. Prerequisite: Teacher recommendation & a grade of 90 or higher in Honors Chemistry (335) and concurrent

Honors Math Courses. 345II - Advanced Placement Physics II Grade 12 This course delves deeply into the topics of thermodynamics, fluids, electrostatics and DC and RC circuits, magnetism and electromagnetic induction, light, and optics, as well as atomic and nuclear physics. Students are required to take the AP Physics II exam. Prerequisite: Teacher recommendation & a grade of 95 or higher in Honors Physics (344) or a grade of 85 or higher in AP Physics I (345I), and a grade 90 or higher in Junior Year Honors Math Courses. 39 347 - Marine Biology (College Prep A) Grades 11, 12 This course of study guides students through an investigation of the marine environment as a diverse ecosystem. Students will begin the course as Oceanographers studying the make-up and creation of the oceans and its chemistry. Students will become Marine Biologists by studying the various organisms that live in the sea. From microscopic plankton to majestic whales, students will gain a deep understanding of the interconnected web of life beneath the surface and recognize how humans are called to be protectors of this delicate environment. Prerequisite: Successful completion of Biology and Chemistry. Physics is recommended prior to or concurrent with this course. 348 - Earth Science (College Prep A) Grades 11, 12 This course provides an overview of the workings of the earth's systems. The course focuses on investigating geology, atmospheric science, and astronomy. Throughout the year, students will determine the role of humans in anthropogenic climate change and their role as steward of the environment. Students will participate in laboratory design and experimentation. The course will discuss the ethics of environmental science and investigate how science, economics, and politics are connected. Prerequisite: Successful completion of Biology and Chemistry. Physics is recommended prior to or concurrent with course. 351 – Honors Human Anatomy and Physiology Grades 11, 12 This course is an introductory course that examines the form and function of the human body. Throughout this year-long program, students will discuss the anatomical structures of the human systems with an emphasis on anatomical terminology, anatomical identification, and physiological processes. Using the principles of basic chemistry, and knowledge of cells and tissues, students will also understand human disease processes and their effect on systems of the body. Prerequisite: Teacher recommendation and grades of 85 or higher in Honors Biology and Honors Chemistry or grades of 90 or higher in Biology (312) and Chemistry (326). Physics is recommended prior to or concurrent with the course. 365 - Advanced Placement Biology Grades 11, 12 This course is meant to provide the equivalent education of a full-year college-level introductory biology curriculum. In general, all topics comprising modern biology will be addressed. The course is structured around four Big Ideas (evolution, energetics, information storage and transfer, and interactions of biological systems) and the enduring understandings identified in the AP Biology Curriculum Connections between concepts, facts, and investigation-derived information will be reinforced within the context of the Big Ideas and enduring understandings. In addition, students will be responsible for identifying the connections to the Big Ideas and the enduring understandings, enhancing this course's thematic approach to life science. Significant independent study is expected to enhance student comprehension and appreciation of the course material. Students are required to take the AP Exam. Prerequisite: A grade of 85 or higher in Honors Biology (305), or a grade of 90 or higher in Biology (312) and Department approval. 40 375 - Advanced Placement Chemistry Grades 11, 12 This course is the equivalent of a first-year college Chemistry course. The concepts and laws introduced in the first

year of Chemistry are presented in greater depth. Emphasis is on the mechanics of atomic theory, solubility, equilibrium reactions and reaction rates in addition to the regular work on gases, liquids, and solids. Competence in working chemical problems and predicting outcomes is also emphasized. The laboratory provides an opportunity for independent qualitative and quantitative analysis to be performed. Students are required to take the AP Exam. Prerequisite: A grade of 85 or higher in Honors Chemistry (335) and Department approval. Physics recommended. 380 - Advanced Placement Environmental Science Grades 11, 12 This course is designed to be the equivalent of an introductory college course in environmental science. It will provide students with the scientific principles, concepts, and methodologies required to: understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and manmade, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. There is a lab component to this course, as well as field study. Students are required to take the AP Exam. Prerequisite: A grade of 85 or higher in Honors Biology (305), or a grade of 90 or higher in Biology (312) and Department approval 395 - Forensic Science (College Prep A) Grades 11, 12 Forensic science has become an important part of criminal investigation at all levels of law enforcement. It is one of the fastest growing fields of study for science and technology. Forensic science has applications to high profile cases in the criminal justice system and everyday crime scenes. In this course, students will be introduced to the fundamentals of a crime scene investigation, the collection and analysis of evidence and associated lab techniques. Students will be actively engaged in learning as they process crime scenes, analyze lab data, and conduct scientific investigations. Students will use technology to participate in activities that closely resemble those used by law enforcement personnel and forensic scientists. Prerequisite: Successful completion of Biology and Chemistry. Physics is recommended prior to or concurrent with course. 41 ENGINEERING Students who enroll in the Engineering program are expected to complete a two-year commitment to the program. Engineering students will be expected to use CAD software and therefore it is highly recommended for students to utilize a laptop for all Engineering courses. All courses are 1 credit unless otherwise noted.

=====

===== 270 - Introduction to Engineering (College Prep A) Grades 10, 11 This hands-on, project-based course engages students in the mechanical, civil, and electrical engineering design and build process. Students learn four drafting methods to produce detailed engineering drawings, test materials under tension, compression, shear, torsion and bending to analyze failure and experiment with heating, pneumatics, and hydraulics in the mechanical/civil portion of the course. Students work with circuits, motors, amplifiers, and communication devices in the electrical portion of the course. Working individually and in teams, students learn how to identify needs and develop solutions to produce actual prototypes and finished products. In addition, several engineers from different fields visit the class each year to share their expertise with the students. This course is taken in addition to the required Chemistry course as a seventh course. Prerequisite: Recommendation by the current Science teacher and approval from Engineering Program Director. 272 - Engineering II (College Prep A) Grade 11, 12 This course will focus on the application of the design process in order to develop solutions to real world problems.

Students will be exposed to robotics programming, systems engineering, and projects which emphasize mechanical, civil, and chemical engineering principles.

Prerequisite: Teacher recommendation & successful completion of Intro to Engineering (270) 273 - Engineering III (College Prep A) Grade 12 This course will serve as a capstone to the Engineering program. The course focus is a more in-depth and detailed look at various segments of the Engineering industry (i.e.: mechanical engineering vs civil engineering). Students are expected to complete an independent project to reflect their interest in specific Engineering subsets.

Prerequisite: Teacher recommendation & successful completion of Intro to Engineering (270) and Engineering II (272) 42 SOCIAL STUDIES DEPARTMENT

The mission of the Social Studies Department is to provide the student with an understanding of the human relationships of the world in which he lives, including his own historical and political background. The student is required to take four courses in the following areas: World History, United States History, and United States Government/Economics. Advanced Placement courses are offered in Government, Economics, World History, United States History, and European History to challenge the more advanced students. Through the Social Studies curriculum, courses weave together the disciplines of geography, history, economics, political science, anthropology, and sociology to develop the student's cultural understanding. In each course, emphasis is placed on developing the student's critical thinking, writing, and reading. All courses are 1 credit unless otherwise noted.

=====

===== 411 - World History I (College Prep A) Grade 9 This course is an introductory course in the history of major world civilizations. It begins with the emergence of the earliest hominids and concludes with the end of the Napoleonic era in 1815. The course weaves together the disciplines of geography, history, economics, political science, anthropology, and sociology to develop the students' cultural understanding. Emphasis is placed on geography and current events to enhance the students' knowledge of the contemporary world. A special effort is made to connect historical events and contemporary world problems in each cultural region. Prerequisite: Placement from the Office of Academic Affairs 413 - World History I (College Prep B) Grade 9 This course's content and goals are identical to World History (411) but is tailored to meet the needs of students who need additional reinforcement in language arts skills. Prerequisite: Placement from the Office of Academic Affairs 415 - Honors World History I Grade 9 This course is designed to challenge the advanced freshman. Historical analysis begins with the emergence of early hominids and concludes with the Renaissance in 1450. Emphasis placed on the critical analysis of primary sources and the process of historical research, culminating in an original student project at the end of each semester. Prerequisite: Placement from the Office of Academic Affairs 475 - Advanced Placement Human Geography Grade 9 The purpose of the AP course in Human Geography is to introduce students to the impact of geographic elements on the development of societies, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. These goals will be met through the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students are required to take the

AP Exam. Prerequisite: Placement from the Office of Academic Affairs 43 421 - World History II (College Prep A) Grade 10 This course completes the three-semester sequence of world history begun in the freshman year and begins the three-semester cycle in United States history. The first semester is a survey of the history of the modern world from the Congress of Vienna of 1815 to the present. The second semester begins with the arrival of native American peoples and proceeds through the colonial and revolutionary periods, to the Age of Thomas Jefferson. Throughout the course, a greater emphasis is placed on historical writing and critical thinking skills in a historical context. Prerequisite: Teacher recommendation & successful completion of World History I 423 - World History II (College Prep B) Grade 10 This course is the sophomore companion to World History (413), continuing the same content and scope of the regular sophomore course. It shapes its focus to meet the needs of students who need additional development of their language arts skills. Prerequisite: Teacher recommendation & successful completion of World History I 425 - Advanced Placement World History Grade 10 Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in various times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students are required to take the AP Exam. Prerequisites: Current teacher recommendation and successful completion of World History I with a grade of 98 or higher or successful completion of Honors World History with a grade of 95 or higher 426 - Honors World History II Grade 10 Students in this course use a broader, more thematic approach together with chronology to develop understandings of trends in world history from 1450 to the present. This approach allows students to explore issues in greater depth, often ones that have present-day significance. A special effort is made to emphasize current events, to relate history to current problems and to enhance awareness of the world and its complexity. Prerequisites: Teacher recommendation & successful completion of World History I with a grade of 93 or higher or successful completion of Honors World History I with a grade of 90 or higher 431 - United States History (College Prep A) Grade 11 This course follows a chronological narrative of American history from the War of 1812 to the Present. Emphasis is placed on the many cause and effect relationships that have shaped our nation's history. The continued improvement of written expression skills and the ability to interpret historical facts through primary sources is a special emphasis of the course. Prerequisite: Teacher recommendation & successful completion of World History II 44 435 - Advanced Placement United States History Grade 11 This course is designed to prepare students to complete successfully the A.P. Exam in United States History and receive appropriate college credit. It begins with an analysis of the Pre-Columbian Era in the Americas and continues through the early 21st Century. This course continues to stress the reading, writing, critical thinking, and research skills necessary for the student to excel on the A.P. Exam. Students are required to take the AP Exam. Prerequisites: Teacher recommendation and successful

completion of World History II with a grade of 97 or higher or successful completion of Honors World History II with a grade of 93 or higher or successful completion of AP World History with a grade of 90 or higher. 436 - Honors United States History Grade 11 Students in Honors United States History use a broader, more thematic, approach together with chronology to develop understanding of trends in United States History. The course begins with an analysis of the Pre-Columbian Era in the Americas and continues through the early 21st Century. Connections to current events are often highlighted. This course places emphasis on the reading, writing, critical thinking, and research skills necessary for the student to excel in college level courses. Prerequisites: Teacher recommendation and successful completion of World History I with a grade of 93 or higher or successful completion of Honors World History I & grade of 90 or higher 441/442 - American Government/Economics (College Prep A) Grade 12 This course is divided into two sections, American Government and Economics. In the government section, students will examine the political aspects of government with special attention to the constitutional powers and duties of government officials and agencies. The Economics section examines the U.S economy. While general topics of supply and demand, the stock market, and competition are covered, considerable time is devoted to analysis of monetary and fiscal policy, the effects of the national debt, and international trade. Prerequisites: Teacher recommendation & successful completion of World History & US History 445 - Advanced Placement American Government and Comparative Politics Grade 12 This course is designed to prepare students to complete successfully the A.P. Examination in American Government and Comparative Politics and receive appropriate college credit. The first semester of this course gives students a critical perspective on American government and politics, by studying general concepts and analyzing case studies. The second semester will compare and contrast the structures and functioning of political systems in selected foreign nations to those of the United States. Students are required to take the AP Exam. Prerequisites: Teacher recommendation, a grade of 93 or higher in current Social Studies course and Department approval. 446 – Honors American Government/Economics Grade 12 This course is divided into two sections, American Government and Economics. Students will use a broader, more thematic approach to examine the political aspects of government with special attention to the constitutional powers and duties of government officials and agencies. In Economics, students will use critical thinking skills to understand basic terminology of economic thought, the important concepts of both macro and microeconomics, and the application of economic principles to economic problems. Prerequisites: Teacher recommendation, grade of 93 or higher in current Social Studies course and Department approval. 45 455 - Advanced Placement European History Grade 12 This course is designed to prepare students to complete successfully the A.P. Examination in European History and receive appropriate college credit. The course begins with the Renaissance in Italy and proceeds to study the major political, economic, social, intellectual, and cultural events and concepts that have shaped modern Europe to the present day. Students are required to take the AP Exam. Prerequisites: Teacher recommendation, grade of 93 or higher in current Social Studies course and Department approval. 465 - Advanced Placement Economics Grade 12 This course is designed to prepare students to complete successfully the A.P. Examination in Economics. It gives high-ability students the opportunity to develop critical thinking skills concepts. The

course will make students aware of the basic terminology of economic thought, the important concepts of both macro and microeconomics, and the application of economic principles to economic problems. Students are required to take the AP Exam. Prerequisites: Teacher recommendation, grade of 93 or higher in current Social Studies course and Department approval. 470 - Advanced Placement Psychology Grade 12 The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation, and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims, and evidence, and effectively communicate ideas. As this is a college level course the level of rigor is high with the expectation that students will engage in self-learning and independent work outside the classroom. Students are required to take the AP Exam. This course is an elective and does not replace one of the three required Senior courses. Prerequisites: Teacher recommendation, grade of 93 or higher in current Social Studies course and Department approval. 471 - Psychology (College Prep A) Grade 12 This course is a senior elective designed to introduce the student to the scientific study of human behavior and mental processes. The course covers the biological influences on human behavior, developmental processes and human growth, personality theories, conditioning, defense mechanisms, and behavioral disorders. Emphasis is placed on relating psychological experiences to the experiences of the students in their lives. Prerequisites: Teacher recommendation and Department approval. 46 BUSINESS The Business Program is designed to give upper class students the opportunity to explore a variety of business topics. Using a hands-on learning environment, each course will provide an enriching educational experience for students seeking to cultivate their intellectual potential. All courses are 1 credit unless otherwise noted. Courses can fulfill the required elective credit for both junior and senior year.

=====

===== 477I - Leadership I Grade 11 0.5 Credit The first semester of the course will focus on "The Practical Leader." Topics such as leadership styles, communication, running meetings, small group facilitation, delegation, and public speaking will be emphasized. The second semester will focus on "Profiles of Leadership." This semester will focus on different leaders throughout history and evaluate their leadership styles. What made them great? Where were they flawed? What can their leadership teach us about our own leadership? Prerequisite: Must be a member of the Leadership Program 477II - Leadership II Grade 12 0.5 Credit Leadership II will put the practical leadership skills gained in Leadership I into perspective by looking at great models and figures of leadership throughout history. By exploring distinct leadership threads, this course will center around profiles of leadership that challenged social norms and those in power, those who were incredibly successful because of their leadership, and those whom history remembers as great or significant leaders in their day. Prerequisite: Successful completion of Leadership I (477) and member of the Leadership Program 479 -

Personal Finance Grades 11, 12 0.5 Credit The course is designed for students to gain the fundamental knowledge necessary to manage their personal finances. Course concepts include decision-making, sound budgetary habits, an understanding of basic banking concepts, investment basics and life skills focusing on job acquisition. As a blended class, students will attend class both in-person and online. The course will be broken into synchronous activities (concept introductions, student presentations, etc.) and independent work. Strong writing skills and analytical skills for class discussions are recommended. No Recommendation required 481 - Principles of Business Management (College Prep B) Grades 11, 12 This course introduces business as a vital part of our society through discussions of both the external environment of business and the internal management of the business enterprise. Each student will come to understand the economic, political, and social framework within which a business enterprise must function. In addition, the management, personnel, marketing, production, accounting, finance, and human relations functions within the enterprise are introduced. No Recommendation required 47 483 - Accounting (College Prep A) Grade 12 An excellent background course for all students. Accounting can be taken for keeping personal records, for understanding the language of business, and for orientation to advanced study in business administration. The student will learn to understand business transactions, prepare source documents, maintain journals and ledgers, take trial balances, make adjusting entries and closing entries, close accounts and prepare final reports on the condition of the business to management and owners. No Recommendation required 488 - Integrated Marketing & Communications Grades 11 & 12 0.5 Credit Discover how marketing affects your daily life. Influence decision making of your peers. Uncover your creative & analytical brilliance. Gain the insight to get an internship freshman year of college. No Recommendation required 48 ENGLISH DEPARTMENT The English Department at Calvert Hall aims to prepare students for the challenges of reading and writing at a college level. The basis for both individual work and collaborate efforts in English courses is literature regarded as having significant literary merit. All Courses are 1 credit unless otherwise noted. All courses are 1 credit unless otherwise noted.

=====

===== 511 - English I (College Prep A) Grade 9 Fundamentals of Writing and Literature This course develops a student's ability to write precise, clear, and effective sentences and paragraphs, with attention to grammar and punctuation skills. Students learn to analyze short stories and novels in verbal and written exercises that deepen skills of self-expression. Vocabulary study accompanies the assigned literature. Prerequisite: Placement from the Office of Academic Affairs 513 - English I (College Prep B) Grade 9 Fundamentals of Writing and Literature With a focus on short stories and novels, this course combines composition, reading, and listening skills. Students learn to write clear sentences and paragraphs with due attention to grammar. Vocabulary is enriched for reading comprehension and self-expression. Library skills and MLA format are introduced. Prerequisite: Placement from the Office of Academic Affairs 515 - Honors English I Grade 9 Literary Genres/Composition This accelerated course examines major literary genres as a basis for specialized study. Interpretive skills and proficiency in writing are deepened through the reading of great literary works. The course encourages independent work and student-oriented creative projects. Prerequisite: Placement from the Office of

Academic Affairs 521 - English II (College Prep A) Grade 10 Literary Genres/Composition Students will study plays and poetry, mastering the terminology of each and their ability to write about and interpret samples from these genres. Students identify play components, explicate poems, begin developing term paper research skills and to write cohesive multi-paragraph essays. Students also develop reading skills and verbal strategies for standardized testing. Prerequisite: Teacher recommendation & successful completion of English I 523 - English II (College Prep B) Grade 10 Fundamentals of Writing and Literature Students study plays and poetry, mastering the terminology of each by identifying play components and explicating poems. Students write about both genres using course literature. The course emphasizes reading comprehension and writing. The course introduces several term paper skills. Prerequisite: Teacher recommendation & successful completion of English I 49 525 - Honors English II Grade 10 World Literature/Advanced Composition This course provides an examination of World Literature through thematic consideration of the human experience, highlighting the myths, customs, and value systems of various cultures, including their major historical events and authors, but focusing on the major universal experiences of all people. While oral presentations and creative writing are important parts of this course, students will demonstrate proficiency in analytical writing and research skills. Prerequisite: Teacher recommendation and successful completion of English I with a grade of 93 or higher or successful completion of Honors English I with a grade of 85 or higher.

531 - English III (College Prep A) Grade 11 American Literature/Composition Using a chronological approach to works of American authors who are contributors to major American literary movements, English III enhances student ability to write clear, analytical pieces about short stories, plays, poems and novels. Vocabulary development continues. The research paper constitutes the major writing project of this course. Prerequisite: Teacher recommendation & successful completion of English II 533 - English III (College Prep B) Grade 11 American Literature and Fundamentals of Writing Using a chronological approach to the study of selected works of American authors who are contributors to major American literary movements, English III enhances the student's abilities to write clear essays, focusing on analysis of short stories, plays, poems and novels. Vocabulary development continues. Both the theory and preparation of the research paper constitutes a major writing of this course. Skill development in reading comprehension and in the writing for standardized tests rounds out the course. Prerequisite: Teacher recommendation & successful completion of English II 537 – Honors English III Grade 11 American Literature/Advanced Composition Explore the rich tapestry of American literary heritage in this Honors American Literature course. Delve into seminal works by iconic authors, examining themes that shaped the nation's cultural and social fabric. Analyze the evolution of literary movements and their impact on American identity, fostering critical thinking and nuanced understanding. Engage in spirited discussions, hone analytical skills, and cultivate a profound appreciation for the diverse voices that have contributed to the American literary landscape. This course invites students to embark on a thought-provoking journey through the pages of classic and contemporary literature, culminating in a term paper that allows for in-depth exploration of primary and secondary sources. Prerequisite: Teacher recommendation and successful completion of English II with a grade of 93 or higher or successful completion of Honors English II with a grade of 85

or higher. 553– AP English Language & Composition Grade 11 This is an introductory college-level composition course that builds on an in-depth study of American Literature. Students will cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claim, evidence, reasoning, organization, and style. The course is specifically designed to prepare students for the AP Language and Composition exam, while concentrating on rhetorical analysis. Students are required to take the AP Exam. Prerequisites: Teacher recommendation & Department approval 50 541 - English IV (College Prep A) Grade 12 British

Literature/Composition This course provides the student with a chronological survey of British Literature, highlighting important periods, major writers, and notable works. Class discussion, written literary analysis and a major written research project in the area of British literature are to be expected. Prerequisite: Teacher recommendation & successful completion of English III 543 - English IV (College Prep B) Grade 12

British Literature/Fundamentals of Writing Theme writing skills are stressed while reading works in British literature. British literature is studied chronologically and parallels English IV (541). Research paper skills are expanded. Prerequisite: Teacher recommendation & successful completion of English III 547 - Honors English IV

British Literature/Advanced Composition Grades 12 This course provides a chronological survey of British Literature, highlighting important periods, major writers, and notable works. While programs of oral presentation and creative writing are parts of the course, analytical writing is the most important aspect, focusing on the expansion of the student's research skills. Prerequisite: Teacher recommendation and successful completion of English III with a grade of 93 or higher or successful completion of Honors English IV with a grade of 85 or higher. 554 - AP English

Literature & Composition Grade 12 This course helps students master skills necessary for writing theme papers about each of the literary genres. Examination of challenging literature includes recognition of patterns, motifs, themes, and designs in authors' artistic schemes. Investigation of writer styles and personalities helps students find their own writing voices. The course is specifically designed to prepare students for the A.P. exam while concentrating on literary analysis. Students are required to take the AP Exam. Prerequisites: Teacher recommendation & Department approval 566 - African American Literature Grades 11, 12 0.5 Credit This elective

traces African American Literary and artistic contributions from the 1700's to contemporary works. This course presents a diverse collection of fiction, non-fiction, poetry, drama, speeches, songs, paintings, and photography. Literary content will explore how African American literature embodies American society from the classical era to present day and its' place in the ever changing political, social, and economic climate of our country. Course work includes reading, writing, critical thinking exercises and research. This course is considered a seventh course and is taken in addition to a required English course. No Recommendation required 51 WORLD LANGUAGE DEPARTMENT The goals of the World Language Department at Calvert Hall may be described as both cognitive and affective. The cognitive goals refer to the development of listening, speaking, reading, and writing skills. The affective goals refer to the cultivation of sensitivity and appreciation of diverse cultures. All courses are 1 credit unless otherwise noted.

=====

===== 600 - Honors Latin I Grade 9 This course introduces the students to the

reading of classical Latin by establishing a solid grammatical foundation and by practicing reading comprehension as well as familiarizing the students with the fundamentals of Roman history and culture. The course is directed at students with a propensity for a more abstract study of language. In a quickened pace the course will cover acquisition of basic vocabulary, fundamental tools of grammar (e.g., morphology of nouns and verbs) and syntax, which are both essential for approaching Latin texts and valuable for the understanding of English and other modern languages. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 612 - French I (College Prep A) Grade 9, 10 This introductory course will cover the acquisition of basic vocabulary, grammar, and syntax essential to develop listening, reading, speaking, and writing skills. This first level builds student's confidence and quickly develops basic conversation skills, students immediately receive and communicate information in French. The language lab is an integral part of the academic curriculum that allows the students to practice and reinforce their language skills. Listening comprehension provides a highly effective introduction to the language by reinforcing pronunciation, vocabulary, speaking with right use of grammar and verb concepts learned during each unit. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 612H - Honors French I Grade 9, 10 This introductory course will cover the acquisition of basic vocabulary, grammar, and syntax essential to develop listening, reading, speaking, and writing skills. This first level builds student's confidence and quickly develops basic conversation skills, students immediately receive and communicate information in French. The language lab is an integral part of the academic curriculum that allows the students to practice and reinforce their language skills. Listening comprehension provides a highly effective introduction to the language by reinforcing pronunciation, vocabulary, speaking with right use of grammar and verb concepts learned during each unit. Additional material is prepared, read, and discussed along with vocabulary quizzes. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 614 - German I (College Prep A) Grade 9, 10 This is an introductory course designed to develop the student's ability to communicate in a limited Manner. Through basic material presented in various forms, the student learns to listen, understand, and speak German. Fundamental grammatical concepts are introduced, and writing is practiced in a controlled manner. Cultural information is presented through the text and the accompanying film series. The course emphasizes the understanding and speaking of the language. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 52 614H—Honors German I Grade 9, 10 The course is taken in conjunction with German I for five periods, then meets as an Honors class on the sixth day of the cycle. Additional material is prepared, read, and discussed along with vocabulary quizzes. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs 616 - Honors Spanish I Grade 9 This course emphasizes the development of listening, speaking, reading, and writing skills. There is a strong focus on grammatical structure and vocabulary acquisition. Special emphasis is placed on conducting the class totally in Spanish by the last quarter of the year. Recordings of native speakers are used for listening comprehension and a video also accompanies each unit for vocabulary recognition and cultural aspects. The language lab is an integral part of the curriculum as it allows the students to effectively practice their listening and speaking skills. The curriculum also focuses on

the daily culture of Hispanic life such as family customs, holiday traditions, and popular pastimes. Nine to ten units are covered throughout the academic year. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs

617 - Spanish I (College Prep A) Grade 9, 10 This course emphasizes the development of listening, speaking, reading, and writing skills. There is a strong emphasis on vocabulary acquisition and grammatical structures. There are 12 units to be covered in the first year; each unit is comprised of four components: conversational vocabulary, a cultural perspective, grammar, and writing activities. This curriculum utilizes media, text, workbook, language lab and instructor to impart the target language to the student. The language lab is an integral part of our program as it enables the students to practice their listening and speaking skills in a stress-free environment. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs

618 - Spanish I (College Prep B) Grades 9, 10, 11 This course provides a basic introduction to the Spanish language listening, speaking, reading, and writing oral drill encourages proper pronunciation and vocabulary usage. Text and workbook exercises develop writing skills. Coordinated core audio in the language lab provides listening comprehension and speaking practice. Coordinated videotapes provide cultural insight and develop listening skills. Chapter readings also broaden cultural awareness. The present tense of regular verbs and irregular verbs are presented. Other grammar topics include agreement of nouns and adjectives, ser and estar, and contractions. Prerequisite: Language Placement Test and/or Approval of Office of Academic Affairs

621 - Honors French II Grade 9, 10 This course aims to rapidly develop listening, speaking, and writing skills. It is designed to continue and expand language skills through the reading and translation of stories. The reading skills are developed by vocabulary enrichment techniques, including cognate patterns, the short reading in a wide variety format will be encouraged for critical thinking and build rapid reading and information gathering skills. Prerequisite: Teacher recommendation & Department approval

53 622 - French II (College Prep A) Grade 9, 10, 11 French II continues what has been presented and learned in French I (612). Students are expected to converse about present and past events, read in French and be able to translate into English with little difficulty. Vocabulary is re-entered and expanded, narrating past and future events, orally and in writing, describing daily activities in more detail, reading a wide variety of text and stories. The course provides further development of listening and speaking activities in the language lab through. Prerequisite: Teacher recommendation & successful completion of French I

623 - Honors German II Grade 9, 10 This course is taken in conjunction with German II (624). It meets on the sixth day of the cycle with a separate text and additional work and quizzes. Prerequisite: Teacher recommendation & Department approval

624 - German II (College Prep A) Grade 9, 10, 11 German II continues what has been presented and learned in German I. Communication is enhanced orally as well as in reading, writing, and listening forms. More complex grammatical structures are introduced, drilled, and mastered. Students continue to communicate orally within the class situation and begin to read more complex material in the text. Cultural information on the three German-speaking countries is continued and is presented through the text and the accompanying video series. Prerequisite: Teacher recommendation & successful completion of German I

625 – Honors Latin II Grade 10 This course continues the basics introduced in Honors Latin I by expanding concepts of grammar and syntax as

well as vocabulary at an accelerated pace. The students strengthen their knowledge of commonly used forms and constructions and further practice the reading and comprehension of Latin texts while being exposed to new elements of grammar. Students will practice the precise translation of Latin into English as well as reading comprehension of more difficult texts. Students who complete the course successfully will be able to read and comprehend simple Latin passages without external resources, to translate simple passages into good English usage and will have gained a deeper understanding of ancient Roman life, history, and culture.

Prerequisite: Teacher recommendation & Department approval 626 - Honors Spanish II Grade 9, 10 This is an advanced course designed for more rapid development of listening and speaking skills, while expanding the reading and writing skills. Students are expected to speak in the target language as much as possible. Grammar content is extensive, including an in-depth study of the preterit and imperfect, and the formation and use of the subjunctive mood. Vocabulary topics are drilled orally, through written assignments and supplementary readings. Students are expected to write compositions and maintain a rapid pace of instruction. The language lab is an integral part of the program. Nine to ten chapters are covered throughout the academic year. Prerequisite: Teacher recommendation & Department approval 54

627 - Spanish II (College Prep A) Grade 9, 10, 11 Spanish II continues the study of introductory grammar and verb usage from Spanish I, while presenting the preterit, the imperfect, future, and conditional forms. Several new grammatical structures are covered, including the usage of the direct and indirect object pronouns and reflexive pronouns. The course provides for further development of listening and speaking skills through dialogues via various audio resources with an increased practice in reading and writing Spanish. The study of South American countries, idiomatic expressions, and useful vocabulary is emphasized by means of the text and supplementary materials. Eight chapters are covered throughout the academic year. Prerequisite: Teacher recommendation & successful completion of Spanish I 628 -

Spanish II (College Prep B) Grades 10, 11, 12 This course continues the development of basic proficiency in the four language skills; listening, speaking, reading, and writing. It provides a comprehensive review of the present tense, including reflexive constructions and stem-changing verbs. It continues with a thorough treatment of past constructions including the preterit and imperfect tenses. The textbook emphasizes thematic vocabulary in travel, daily routines, restaurants, cultural celebrations, and technology. Students practice fundamental Spanish grammar and basic vocabulary for primary communication in the target language. Prerequisite: Teacher recommendation & successful completion of Spanish I 631 -

Honors French III Grades 10, 11 This advanced elective course is designated to continue the development of listening, speaking, reading, and writing skills on an intense level. Oral communication for proficiency is essential and crucial, incorporating proper pronunciation and broadening of vocabulary. Text, workbook, and extra material exercises encourage the development of proper tense usage and advanced French idiomatic expressions. Compositions are used to reinforce this usage and proper syntax. Reading and frequently translation will allow students to understand without external resources. Situational dialogues are used to encourage natural speech and fluency. French videos provide cultural insight and develop listening and speaking skills. Curriculum coordinated listening comprehension exercises include self-evaluation for immediate reinforcement. All verb tenses are

reviewed. Prerequisite: Teacher recommendation & Department approval 632 - French III (College Prep A) Grades 10, 11, 12 This is an elective course that continues the development of skills from prior courses. The course provides increased in listening, speaking, and writing skills and it is designated to extend conversational skills in all tenses, past and future with complex sentences, expression of emotions, wishes and hypotheses. The ability to communicate in oral and written form is the main objective of this course. Beginning with level three there will be an approach to the historical French events and to the impressionism; with this initial introduction to the history students are more likely to develop an interest in the richness of Francophone world. The language lab is a crucial part of the program, during this time student will watch videos spoken in French and be able to perfectly understand the native language. Prerequisite: Teacher recommendation & successful completion of French II 633 - Honors German III Grade 10, 11 This course is taken in conjunction with German III (634). It meets on the sixth day of the cycle with a separate text and additional work and quizzes. Prerequisite: Teacher recommendation & Department approval 55 634 - German III (College Prep A) Grades 10, 11, 12 This is an elective course, which provides increased practice in listening, speaking, reading, and writing skills. At this level, the complexity of the material increases in difficulty so that all the language skills are enhanced. While there is continued practice in listening and speaking, more complex reading is emphasized both in the text and in supplementary materials. Written work is stressed through accurate completion of homework exercises and essays. Cultural information on the three German-speaking countries is continued and presented through the text and occasional articles and films. Prerequisite: Teacher recommendation & successful completion of German II 635 – Honors Latin III Grades 11 This course completes the study of Latin grammar and syntax and exposes students to advanced forms and constructions. The reading of Latin poetry is now regularly practiced alongside the continued reading of prose passages. Although still working with a textbook, the students will be introduced to short original and unabridged Latin texts by authors like Caesar, Vergil, Catullus, Horace, Cicero, and Ovid. Students will learn to identify literary devices and figures of speech and will be introduced to Latin meter. Translation skills and reading comprehension are further practiced, students will write analytical and interpretative essays about Latin prose and poetry passages in English rehearsing to produce coherent argumentation using textual evidence. Prerequisite: Teacher recommendation & Department approval 636 - Honors Spanish III Grades 10, 11 This intensive course continues to sharpen all skills begun in the first two years of the language. In aural comprehension, the student's goal is to understand native speech at a usual conversational pace on a broad variety of subjects. In speaking, the student works toward developing native fluency. Reading is at the student's intellectual level in the target language. Writing of many types is developed; narrative, critical, descriptive, and expository. The language lab is an integral part of the program. This course is the basis for the AP/Honors IV programs in the fourth year. Prerequisite: Teacher recommendation and/or Department approval 637 - Spanish III (College Prep A) Grades 10, 11, 12 This course continues the development of skills begun in earlier courses. This course uses more controlled composition exercises and sophisticated reading practice than the previous levels. Grammatical structures include present subjunctive, preterit versus imperfect, present perfect and the imperative (formal and informal commands). Written and oral

communication in Spanish will be emphasized, along with listening and reading. Cultural readings and supplementary materials are used to help practice these skills in preparation for upper-level Spanish courses. Prerequisite: Teacher recommendation & successful completion of Spanish II 638 - Spanish III (College Prep B) Grades 11, 12 This elective course is designed to develop listening, speaking, reading, and writing proficiency in Spanish. It is addressed to students with varying abilities. Pragmatic use of the language in everyday situations is the focus. Basic grammar is reviewed and reinforced through text and workbook exercises. Coordinated listening programs develop the students' auditory skills. The language lab is an integral part of the program. Text readings offer narrative insights into the history, geography, culture, and people of the Hispanic world. Prerequisite: Teacher recommendation & successful completion of Spanish II 56 641 - Honors French IV Grades 11,12 Students will expand their knowledge of advanced French grammar, culture, and literature with emphasis on application of learned topics. Readings are of a more substantial length, featuring 20th century authors, and current events. French mag-azines and movies offer the students realistic insights into French culture. Composition writing is required to accentuate the development of style. Listening exercises will incorporate native speakers in real-life situations. Speaking will focus on content, form, and fluency. Prerequisite: Teacher recommendation & Department approval 642 - French IV (College Prep A) Grades 11, 12 This elective course is designed to continue the development of listening, speaking, reading, and writing skills begun in French I, II, and III. Oral communication is emphasized incorporating proper pronunciation and broadening of vocabulary. Text exercises encourage the continued development of writing skills. Written projects are used to reinforce proper verb usage and syntax. Supplementary readings and associated exercises stress comprehension over translation. Videos provide cultural insight while encouraging the development of listening skills. The reinforcement of all previously learned tenses is addressed. Advanced tenses to be studied include the future perfect, present, and past conditional, along with the subjunctive mood. Other grammar topics include pronouns (relative, possessive, demonstrative), various uses of the infinitive, and the present participle. Prerequisite: Teacher recommendation & successful completion of French III 643/644 – Honors German IV/German IV Grades 11, 12 This is an elective course, which is designed to bring together what the student has learned in the previous three years and combine that with more sophisticated grammar and culture. The honors class will meet six of six classes a cycle and the regular class will meet five of six classes a cycle. The basic material is derived from the text and is supplemented by a weekly session on recent German history from 1871 to the present. In both the regular text and the history text, reading and vocabulary building are stressed. Likewise writing is furthered by responding to questions based on the text readings and the history text. Discussions of both cultural and historical material in German are frequent. Grammar is stressed, drilled, and used in these discussions. Several films are used to enhance cultural understanding and a film series is used to enhance comprehension. Prerequisite for 643 or 644: Teacher recommendation & successful completion of German III 645 - Honors Latin IV Grades 11, 12 This upper-level course will continue the study of Latin language, literature, and culture by reading authentic poetry and prose passages by classical Latin authors like Caesar, Cicero, Catullus, Virgil, Livy, and Ovid. Students will hone their skills of approaching literature through oral and written analyses and interpretations of select passages

after a critical reading and evaluation of the material while supporting strong argumentations directly with evidence from the texts. The students will become more familiar with a vast variety of literary genres (historiography, oratory, epic, elegy, lyrical poetry, drama) and rhetorical devices as well as the intricacies of Latin meter. Students who successfully complete the course will be able to appraise pieces of Latin literature within the author's literary, historical, political, and cultural context as well as read and comprehend Latin poetry and prose of intermediate to advanced difficulty without external resources. Prerequisite: Teacher recommendation & Department approval 57 646 - Honors Spanish IV Grades 11, 12 This course is intended to give the students further instruction and practice in advanced listening, speaking, reading, and writing skills. Extensive vocabulary expansion occurs in every chapter. Original, native targeted, printed and audio materials are used in class. Oral presentations and class discussions are conducted completely in Spanish. It is specifically designed to prepare the student for AP Spanish. Prerequisite: Teacher recommendation & Department approval 647 - Spanish IV (College Prep A) Grades 11, 12 This course is designed to increase the student's level of reading, writing, conversation, and grammar/ verb usage in Spanish through daily vocabulary study, extensive practice in verb conjugation, Spanish films, and short story readings. The class is conducted in Spanish except for some grammar explanations. The students have intensive oral and listening comprehension in the language lab. Writing compositions are an integral part of this course. Prerequisite: Teacher recommendation & successful completion of Spanish III 648 - Spanish IV (College Prep B) Grades 12 This course is designed to emphasize the fundamentals of grammar as needed for effective oral and written communication. The course will use a thematic vocabulary approach to improve the students' speaking, listening, and writing skills. Oral and written projects are an integral part of student skill assessment. Grammar from earlier courses is reviewed, and several new chapters are taught throughout the academic year. Prerequisite: Teacher recommendation & successful completion of Spanish III 651 - Advanced Placement French Grades 11, 12 This course is designed for the preparation of the AP French Language Exam by providing intensive development of listening, speaking, reading, and writing skills. Oral communication incorporates proper pronunciation and broadening of vocabulary. Text exercises continue the development of writing skills through applied grammar usage. Compositions require proper verb usage and syntax while incorporating style and organization of a more complex nature. Readings, including poetry and prose, and associated exercises stress comprehension over translation. Coordinated videos provide cultural insight and continue the development of listening comprehension skills. The first semester stresses an intensive grammar review with emphasis on verb usage, tense sequencing, and pronoun usage. The second semester is devoted entirely to the integration of all four skills in preparation for the AP Exam. Vocabulary acquisition and refinement are emphasized throughout the year. French is spoken exclusively by the students and the teacher with exceptions made only for grammar clarification. Students are required to take the AP Exam. Prerequisite: Teacher recommendation & Department approval 652 - French V (College Prep A) Grade 12 This course is designed for those students who have completed French IV (642). Authentic French videos are used to continue the enhancement of listening skills. Written projects and critiques allow for the refinement of writing skills. Supplementary readings provide exposure to current affairs and

contemporary idioms. This course will also introduce a selection of French literary masterpieces from the middle age to the present day. French will be spoken exclusively by the student and the teacher. Prerequisite: Teacher recommendation & successful completion of French IV 58 653 - Honors French V Grade 12 This elective course provides for the continued study of the French language for those students who have completed Honors French IV or A/P French. It is run concurrently with 652. The student will continue to develop listening, writing, reading, and speaking skills through the study of French history. Students will also continue with structured grammar exercises on the regular and irregular forms of the passé compose imperfect, passé simple, subjunctive, future, and conditional tenses. Authentic French videos are used to continue the enhancement of listening skills. Written projects and critiques allow for the refinement of writing skills. French will be spoken exclusively. Prerequisite: Teacher recommendation & Department approval 656 - Advanced Placement Spanish Grade 12 This course is an advanced-level Spanish language course intended to prepare students to take the required Advanced Placement Spanish Examination. Listening, speaking, reading, and writing skills are developed through various learning activities. Listening and speaking practice is done in the classroom and in the language lab daily. Vocabulary development, grammar review, composition practice and reading selections in literature, art, history, and current cultural topics are an integral part of the course, as well as in-class discussions and critical thinking. This class is conducted entirely in Spanish. Prerequisite: Teacher recommendation & Department approval 657 - Spanish V (College Prep A) Grade 12 This course is designed to continue student development of listening, speaking, reading, and writing skills through the study of the Spanish-speaking countries of the world. The course will also feature high-level vocabulary for topics such as politics and economics. This will facilitate discussion of these countries in a modern global context. The emphasis of the course is the study of Spanish and Hispanic culture through three types of readings: historical, literary, and journalistic and through videos featuring authentic footage from various regions of the Hispanic world. Student-led presentations on various aspects of life in specific Spanish-speaking countries will be a regular component of this course. Prerequisite: Teacher recommendation & successful completion of Spanish IV 658 - Honors Spanish V Grade 12 This course is designed to continue the development of a student's listening, speaking, reading, and writing skills through the study of the Spanish-speaking countries of the world. The course will also feature high-level vocabulary for topics such as politics and economics. This will facilitate discussion of these countries in a modern global context. The emphasis of the course is the study of Spanish and Hispanic culture through historical, literary, and journalistic readings, and through videos featuring authentic footage from various regions of the Hispanic world. Student-led presentations on various aspects of life in specific Spanish-speaking countries will be a regular component of this course. Prerequisite: Teacher recommendation & Department approval 670 - AP Latin Grade 12 This course places an emphasis on the ability to read, understand, translate, and analyze Latin poetry and prose. Students will develop advanced Latin skills through precise, literal translation of prepared poetry and prose, reading comprehension of sight passages, both poetry and prose; and written analyses that demonstrate the results of critical reading and ability to contextualize in clear and coherent arguments supported by textual examples. Students will deepen their language proficiency and

knowledge of Roman history and culture with an in-depth study of the most influential text of Latin literature, Vergil's Aeneid, and Caesar's Gallic War, a standard school text. Students are required to take the AP exam. Prerequisite: Teacher recommendation and/or Department approval 59 FINE ARTS Calvert Hall offers an outstanding opportunity to students talented in the Arts. This opportunity finds its roots in the school's philosophy: "To assist each student in becoming a man of culture, receptive to God's gifts of truth, beauty and goodness." The Fine Arts Program at Calvert Hall College currently focuses on four areas of artistic development: Instrumental Music, Choral Music, Visual Arts, and Dramatic Arts. A student may concentrate in one area or experience several. Students in a Fine Art Program have priority access to courses in the Fine Arts during the course placement process. All courses are 1 credit unless otherwise noted.

=====

===== MUSIC PROGRAM 700 - Band - Instrumental Music Ensembles Grades 9, 10, 11, 12 The Band course is made up of two components (Concert Band & Marching Band). The first and largest aspect is participation in one of the three concert bands, which is the main resource for students to gain proficiency with their instrument. The second aspect of Band is participation in Marching Band. Prerequisite: Audition & Department approval CONCERT BANDS The Wind Ensemble is the premier-instrumental performing ensemble at Calvert Hall. The group is dedicated to stretching the limits of both the individual and the ensemble. The Wind Ensemble explores the standard symphonic repertoire and other contemporary musical settings. Students are selected from among their peers and represent some of the most talented musicians at Calvert Hall. The Symphonic Band is comprised of 9th-12th graders and focuses on developing musicianship. With a wide range of ability levels, the Symphonic Band is dedicated to developing characteristic tone quality and fostering sight reading skills. The Symphonic Band is designed to prepare and develop students to perform at the extremely demanding level of the Wind Ensemble. The Concert Band is primarily comprised of 9th & 10th graders and focuses on the fundamentals of playing an instrument. This group is geared to first year members and will expose students to a wide selection of music, while developing characteristic tone quality and fostering sight reading skills. Concert Band is designed to prepare and develop students for the increased demands of Symphonic Band. This ensemble also provides an opportunity for current instrumental students to learn a secondary instrument. MARCHING BAND The Full Marching Band (FMB) involves every wind instrument from the entire Instrumental Music Program. The Full Marching Band performs at a variety of local parades; such as the Towson, Dundalk, & Havre de Grace Fourth of July Parades, the Baltimore Mayor's Christmas Parade, as well as the Baltimore St. Patrick's Day Parade. The Competition Marching Band (CMB) involves members of the Instrumental Music Department to present one of the most visual groups within the Music Department by performing at home football games and throughout the mid-Atlantic region competing in US Bands sanctioned marching band competitions, as well as a variety of charitable events throughout the community. Membership is open to all members of the instrumental music program, subject to the Program Director's approval. The CMB prides itself on its consistent musical excellence and pushing the limits within its visual productions. 60 SECTIONALS: Grades 9, 10, 11, 12 0.5 Credit Students in 700 are required to choose a sectional below which meets one time per cycle. 702 (A, B,

C, D, E, F, G, H) - Woodwind 703 (A, B, C, D) - Strings 705 (A, B, C, D) - Trumpet/Horn 707 (A, B, C, D) - Low Brass 708 (A, B, C) - Percussion 710 (1,2,3) - Fundamentals of Instrumental Music o 710S - Fund. Music Strings o 710P - Fund. Music Percussion o 710J - Fund. Music Jazz Students will develop their basic musicianship skills through performing a wide array of repertoire on their primary band instrument. Tone production, breathing, intonation, rhythm counting, and overall music literacy is the backbone of the class's design. Students will learn concepts in lecture/lab as well and through the use of MakeMusic® computer software, both at school and at home. Ear training and sight reading/singing, music theory, and music history will be combined with performance to enhance the students' music knowledge and ability. Prerequisite: Audition & Department approval 711 – Foundations of Music Theory Grades 10, 11, 12 0.5 Credit The Foundations of Music Theory course is designed to provide the students with a comprehensive understanding of tonal music. The course will deal with harmonic progression through vocal and instrumental textures. Considerable time will be spent working with four-part chorale settings to introduce many concepts. Along with theory, the students will begin to develop listening skills through ear training and sight singing. In addition to the theoretical presentation, a comprehensive practical approach is required. Prerequisite: Department approval 712 – Jazz Theory & Improvisation Grades 10, 11, 12 0.5 Credit The Jazz Theory & Improvisation course is designed for the jazz musician who wants to have a better understanding of the language of jazz. The student will learn the essentials of jazz music through analysis, ear training, and performance with emphasis on improvisation. Through hands on learning, students will demonstrate knowledge of typical jazz chords/progressions, jazz scales, form, and styles. In addition, the students will be exposed to a variety of performers & composers. Prerequisite: Foundations of Music Theory (711), Member of Jazz Ensemble, and Permission of Instructor 61 714 - Advanced Placement Music Theory Grades 11, 12 AP Music Theory is designed to be a continuation of Foundations of Music Theory. The course is used to build upon the fundamental concepts of music and deal with more advanced concepts of music. A substantial portion of the class will be reserved for ear training and sight singing. Along with these concepts the students will use their musical knowledge through short music compositions. The ultimate objective of the course is to prepare the students for the AP Music Exam as well as college-based Music Theory classes. Students are required to take the AP Exam. Prerequisite: Foundations of Music Theory (711), Jazz Theory and Improvisation (712), and Permission of Instructor 715 - Music Composition/Arranging Grade 11, 12 The Music Composition/Arranging course investigates arranging and composing techniques. Students will compose, arrange, and conduct several compositions as part of the course. The course will expose strategies and techniques for effectively writing for all the various ensembles and instruments within them. In addition to learning traditional methods of composing and notation, students will be exposed to composing through a sequencing program. Prerequisite: Advanced Placement Music Theory (714) and Permission of Instructor 717S - History of Rock & Roll Grades 10 0.5 Credit The History of Rock & Roll course is designed to discuss the history of popular music styles with a focus on rock music. The main purpose is to expose the students to an enormous body of music that has spanned the last sixty years. This should enable the students to have a greater understanding & appreciation for all forms of popular music. In addition, students should gain a new perspective on rock

and its history, which will hopefully change the way they listen to and think about music in general. *THIS COURSE IS ONLY OFFERED IN THE SUMMER. (Summer Tuition Fee) Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up 718 - Introduction to Music Grades 10 0.5 Credit The Introduction to Music course is designed to provide students with little or no musical experience the opportunity to obtain a basic knowledge of the elements of music including melody, rhythm (meter), harmony, & form through an understanding of listening to music, performance with simple percussion instruments, and the playing of basic piano/keyboard music. It is designed as a continuation of developing the basic skills students may have acquired through their general music courses in elementary and middle school. This course is primarily a performance-based course. Sight-reading, ear training and other skills of musicianship will be isolated and studied. Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up 719 - Basics of Piano Grades 10 0.5 Credit This beginning piano course is geared towards those students with little or no piano experience. Students will be introduced to basic music theory, basic piano playing technique and easy/novice level classical and popular repertoire. Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up 62 720 - Basics of Guitar Grades 10 0.5 Credit The beginning guitar course is geared towards those students with little or no guitar experience. Students will be introduced to basic music theory and guitar playing skills. REQUIREMENT - Students must provide their own acoustic guitar. Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up 730 - Hallmen Chorus Grades 9, 10, 11, 12 Large choir (75-85) open to all grades, but consists of mostly juniors and seniors with prior singing experience; will compete in the Men's Choir division at festivals; repertoire will consist of large accompanied and a cappella works for men's choir; will sing at many special functions (Turkey Bowl, Open House, etc.); featured choral ensemble for the Christmas Concert and Spring Tour; also participates in the annual AIMS Choral Festival and District and State Festivals; often combines with local all-girls' schools to present mixed choir concerts; changed voices are desired for this ensemble, as not to force the change with the vocal demands required of the literature performed. Prerequisite: Audition and Permission of the Instructor 732 - Solo Vocal Music Grades 10, 11, 12 0.5 Credit The Solo Vocal Music course is designed to provide students of all levels of proficiency with the opportunity to build singing technique through the study of various solo vocal repertoire including, but not limited to, classical and musical theatre genres. The course would include performances at various choral concerts, at semester recitals, in the annual Chamber Ensemble Concert, at the District and State Solo Festivals, and at the National Association of Teachers of Singing student auditions. Prerequisite: Must be a current member of a choral ensemble at Calvert Hall and Permission of Instructor 736 - Vocal Ensemble (The Corridors) Grades 9, 10, 11, 12 0.5 Credit Fourteen member auditioned a cappella choir with vocal percussion consisting of mostly juniors and seniors from The Hallmen Chorus with considerable singing experience and the ability to sing pop music; will compete in the Vocal Jazz/Show division at festivals, A Cappella-fest at Park School and in the International Competition of High School A Cappella; performs at the Christmas Concert, Jazz Showcase, and the Spring Band and Choral Concert; repertoire will consist of a cappella contemporary works for

men's choir from the pop, rock, R&B, and even rap genres; student arrangements and choreography are strongly encouraged, movement is required. (The Corridors will meet as a special class outside of the school day.) Prerequisite: Concurrent Enrollment in Hallmen Chorus (730) and Audition and Permission of the Instructor

737 - Madrigal Ensemble Grades 9, 10, 11, 12 0.5 Credit Eight-member ensemble consisting of mostly juniors and seniors from The Hallmen Chorus with considerable singing experience; repertoire will consist of advanced a cappella works from the Renaissance and Baroque periods, songs from the barbershop genre may be included; sing annually at the State and District Solo and Ensemble Festival, as well as additional concerts. Prerequisite: Audition and Permission of the Instructor 63 740 (A,B,C) - Jazz Ensemble Grades 9, 10, 11, 12 0.5 Credit The Jazz Ensemble focuses on music from the jazz idiom, from Big Band, swing, be-bop, Latin, rock, and contemporary styles of jazz. The Jazz Band is by audition only. Eligibility is based on participation in the Band program. The only exception to this prerequisite is students playing guitar, piano, & bass. The Jazz Orchestra is the premier jazz ensemble and comprises the most talented musicians from larger concert groups. The group utilizes improvisation as a vehicle to push the performer to their "creative" limits. Jazz orchestra is dedicated to exposing its students to a diverse library of music from traditional big band standards to contemporary jazz charts. The Big Band is the intermediate level jazz band at Calvert Hall. The group's purpose is to mold and train musicians for the more demanding Jazz Orchestra. This ensemble utilizes jazz repertoire to develop fundamentals unique to the jazz idiom. The Jazz Lab is open to first year musicians, selected by audition. Students learn the technical skills needed to perform jazz proficiently. This ensemble will explore a variety of styles of jazz music. Prerequisite: Permission of the Instructor through a performance audition.

740S Jazz Combo (no credit) 741 - Chamber Chorus Grades 9, 10, 11, 12 0.5 Credit Chamber group (28-32 singers) is the core group of singers for the CHC Choral Department who are invited from the HALLMEN by the director, to perform advanced (Level 5-6) classical a cappella music ranging from the Classical period to modern times; a fairly high level of music reading skills is the pre-requisite; participates in the annual AIMS Choral Festival and District and State Festivals as well as smaller venues in the area; singers act as peer educators to the younger or less experienced singers in Concert Choir. Prerequisite: Audition and Permission of the Instructor 742 - Brass Ensemble Grades 10, 11, 12 0.5 Credit The Brass Ensemble consists of brass performers, who look to improve fundamental skills through a small ensemble setting. These ensembles will perform chamber-style literature to open the students to music not performed in the concert ensembles. Attention will be given to individual musicianship as it relates to performing within a small ensemble. Prerequisite: Permission of the Instructor 744 - Woodwind Ensemble Grades 10, 11, 12 0.5 Credit The Woodwind Ensemble consists of woodwind performers, who look to improve fundamental skills through small ensemble setting. These ensembles will perform chamber-style literature to open the students to music not performed in the concert ensembles. Attention will be given to individual musicianship as it relates to performing within a small ensemble. Prerequisite: Permission of the Instructor 64 746 - String Orchestra Grades 9, 10, 11, 12 0.5 Credit The String Orchestra consists of instrumentalists who look to improve fundamental skills through a three-tiered performance group structure (chamber ensemble, string orchestra, and full symphonic orchestra). The ensemble will perform several types of literature to

expose its members to many musical genres and styles. One year or more of study and experience on Violin, Viola, Cello, or Double Bass is required for acceptance into the String Orchestra. Prerequisite: Permission of the Instructor

748 - Percussion Ensemble Grades 10,11,12 0.5 Credit The Percussion Ensemble consists of percussionists, who look to improve fundamental skills through a small ensemble setting. These ensembles will perform chamber-style literature to open the students to music not performed in the concert ensembles. Attention will be given to individual musicianship as it relates to performing within a small ensemble. Prerequisite: Permission of the Instructor

VISUAL ARTS PROGRAM 725S- The Art of Film Grade 10 0.5 Credit This course is intended to familiarize students with the merits -- both artistic and technical -- of motion pictures. Students will critically analyze films with particular attention to the mise-en-scène, cinematography, editing, and narrative style. At the course's conclusion, students will be able to present intelligibly about movements and genres that make up Hollywood over the history of film as well as make cogent arguments pertaining to the quality of selected films. Students will become critical consumers of an art form too often considered mere popular entertainment. This course is held online and will require internet access. *THIS COURSE IS ONLY OFFERED IN THE SUMMER. (Summer Tuition Fee)

Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore

751 - Basic Art Grades 9, 10, 11 This is a fine arts Studio Class for students with concentration on drawing and sculpting skills. Students will experiment with a wide range of materials in approaching art as an artist. The program begins with emphasizing the fundamentals of painting and drawing as skills, involving materials and techniques. A student is not required to present a portfolio for admission to this course since all incoming students must take a drawing placement test. Anyone having samples of his work is encouraged to present such work at the time of testing. Prerequisite: Portfolio review & approval of the Art Program Director.

753 - Intro. to Graphic Design Grades 10 0.5 Credit This fine arts course will explore the art of visual communication. The focus will be on finding creative visual solutions to communication problems by combining images and typography using the Adobe Suite software of Illustrator, Photoshop, and InDesign. In addition, you will learn how design elements and principles of design are used to create effective communication. Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore

761/762 - Advanced Drawing and Painting I/II Grades 10, 11, 12 In this course, a student develops an understanding of the human figure's anatomy. Spatial relationships of objects, and the design of a picture plane containing man and his environment from black and white to color are included. At this point, the course becomes open-ended and encourages student self-reliance and independence. REQUIREMENT – Students are expected to provide their own art materials.

Prerequisite: Successful completion of Basic Art (751) and approval of the Art Program Director

771 - Sculpture and Design Grades 10, 11, 12 Emphasis will be on using various materials to express three-dimensional ideas. This course will involve mixing clay, figurative modeling, plaster, and wood carving. Students are encouraged to develop their ideas uniquely and receive much individual attention; they must also continuously work on assigned, carefully structured sculpture problems. Prerequisite: Successful completion of Basic Art (751) and approval of the Art Program Director

775 - Fundamentals of Art Grades 10 0.5 Credit Fundamentals of Art is designed to

give students a basic understanding and appreciation of visual art. Students are offered the opportunity to explore various visual art forms and techniques in an introductory level art course. Some of the techniques, ideas and materials that may be included are observational drawing (line and tone), perspective drawing, charcoal drawing, 2-D design, composition, color theory, watercolor painting, pen & ink, printmaking. Major emphasis is on observational drawing. Fundamentals of Art is planned to meet the needs of students of all artistic ability levels. REQUIREMENT - This course requires the purchase of art supplies. Estimated cost is \$90.00 to \$120.00 on art supplies. A list of art supplies needed will be provided in the first week of class. Prerequisite: Placement from the Office of Academic Affairs after Rising Sophomore Fine Art Requirement Sign-up 791 - Advanced Placement Art Grades 11, 12 This course is intended for highly motivated students committed to serious study in art who have completed Basic Art and Advanced Painting or Sculpture and Design. Students must submit a general portfolio or drawing portfolio to the Advanced Placement Program in May. Prerequisite: Two years of Art and approval of the Art Program Director 66 PHYSICAL EDUCATION DEPARTMENT The Physical Education program is designed to expose the students to a variety of activities, both team and individual, to develop sports skills, muscular and cardiovascular fitness, and aquatic skills. This emphasis should enable the student to utilize what he has learned to maintain a physically active and enjoyable life. Final grades in Physical Education and Health courses do not count toward a student's GPA.

=====

===== 811/811A - Physical Education I/Health Grade 9 0.5 Credit The physical education semester this course is designed to develop sport skills, muscular and cardiovascular fitness and basic aquatic skills. Various team and individual sports are utilized with emphasis placed on basic fundamentals. The Health semester of this course provides instruction to improve the student's understanding of personal health care issues. Topics include: the health benefits of physical fitness, nutrition, the effects of stress, chemical substance use and abuse, and good decision-making skills. Note: Students are required to pass each semester of this course independently. Prerequisite: Placement from the Office of Academic Affairs 821 - Physical Education II Grade 10 0.5 Credit This course is an extension of the course offered at the freshman level. Sports skills, fitness and aquatic skills are again covered with more emphasis being put on the actual participation in the game or event. The program is more designed toward carryover values in hopes that the student will utilize what he has learned to maintain a physically active and enjoyable life. No Recommendation Required 67 McMULLEN SCHOLARS PROGRAM The McMullen Scholars Program is a highly competitive integrated program of study that provides a well-rounded education to select students at Calvert Hall College. The program provides an experience that challenges and stimulates students through rigorous coursework, unique cultural and academic field experiences, and original research opportunities. Students engage the accelerated content of Honors and Advanced Placement courses in English, social studies, classical and modern languages, mathematics, and science. In addition, Scholars are required to take additional courses in Rhetoric and Logic as well as Humanities. The program culminates with the McMullen Capstone Experience, a substantial, independent, research-based project within a discipline of deep personal interest to the scholar. Mentorship within the Capstone Experience includes personal contact with

professional experts in their field, individualized support during the university discernment and application process, and analysis of potential career interests. During their final semester at Calvert Hall, scholars offer an oral and visual presentation of their Capstone to a large audience.

=====

===== 902H - Honors Rhetoric and Logic Grade 9 0.5 Credit Honors Rhetoric and Logic is a required course for the McMullen Scholars Program. The course concerns the faculty of discovering the means of persuasion for any possible subject. The course touches on highly transferable skills that have been valued by educators since Ancient Greece and Rome. Students will learn what an argument is, how it is crafted, and how it can be utilized. By taking a crosscurricular approach, this course will teach rhetoric and logic as arts and forms of inquiry. This course is taken in addition to a student's full six credit course load. Prerequisite: Enrollment in the McMullen Scholar Program / Required for all McMullen Scholars 901H - Honors Humanities Grade 10, 11 0.5 Credit This is an honors course for the McMullen Scholars in the integrated Humanities: the arts of literature, painting, music, sculpture, and architecture, and the discipline of philosophy. The components of humanities, philosophy and the arts are presented not as separate technical disciplines but as interrelated manifestations of human creativity. As such, recognizing the historical context for philosophy and the arts is a vital component of this course. In order to fully understand today's western culture, this course focuses on western civilization and that heritage from Ancient Greece to the present. This course is taken in addition to a student's full six credit course load. Prerequisite: Enrollment in the McMullen Scholar Program / Required for all McMullen Scholars 903 - Honors McMullen Capstone Research Seminar Grade 12 1 Credit This honors course requires the student to demonstrate that he is qualified to graduate as a McMullen Scholar. It is completed in consultation with the Program Director and an individualized Committee of Readers and Mentors. This committee includes experts from outside Calvert Hall. By the end of the first Semester, the student is asked to complete a research-based process culminating with the original thesis paper providing ample persuasive evidence supporting a scholarly position. During the second semester, the student makes a presentation to all seniors in the McMullen Scholars Program, defending his project and responding to student and faculty critics. Students are advised to select topics of deep personal interest to foster their own intellectual growth as they wish to continue their education beyond Calvert Hall. This course is taken in addition to a student's full six credit course load. Prerequisite: Enrollment in the McMullen Scholar Program / Required for all McMullen Scholars

The Program of Studies (24-25) is a necessary read for all things academic at Calvert Hall. Please pay special attention for information about Course Placement.

Updated - 3/5/2024

Honor Roll

- Office of Academic Affairs Re: Honor Roll Policies & Procedures Updated – Jan 1, 2023 The Honor Roll status of each student is determined at the end of each semester. Honor Roll status is awarded to each student who has achieved: • A semester unweighted GPA of 88 or higher. (Please note that the threshold for a semester unweighted GPA of 88 is strict. A semester unweighted GPA of even

87.999 is not rounded up.) • No single course grade below an 81. Benefits of Honor Roll Distinction • Students who earn Honor Roll status for both semesters of an academic year will receive an Academic Letter the first year and an Academic Star for any subsequent year. • Academic Letters / Stars are awarded to students during the Fall Semester • Each student who makes the Honor Roll is awarded an optional Honor Roll Holiday. The Honor Roll Holiday must be taken during the semester immediately following the semester for which the student earned Honor Roll status (see below for the process) Process for taking Honor Roll Holiday • Take the Honor Roll holiday the immediate semester after achieving Honor Roll Distinction or risk forfeiting the holiday. o Semester 1 Honor Roll distinction – must be taken during Semester 2 o Semester 2 Honor Roll distinction – must be taken during the following Semester 1 o Students can not carry over Honor Roll holidays to future semesters. • Pick up Honor Roll request form from the Attendance Office or download it from the Academic Affairs tile. • Complete form including classes on your schedule for that day of Honor Roll holiday. o Each teacher needs to sign the form allowing students to miss class. Teachers do have the discretion not to sign the form. o Student's parents must sign the form. • Return the Honor Roll request form to the attendance office 24 hours before his Honor Roll holiday. Failure to do this can result in your Honor Roll request being denied. • Parents/guardians must call the Attendance Office to verify the holiday.

Procedures & Policies for Honor Roll

Requirements, policies and procedures for Honor Roll. Included are instructions for students who wish to take an Honor Roll Holiday.
Updated - 1/27/2023

Honor Roll Holiday Form

- https://calverthall.myschoolapp.com/ftpimages/274/download/download_8802532.pdf?_id=1744238061681

Required form for students to take an Honor Roll holiday. Honor Roll Holiday Forms must be completed, signed and submitted to the Attendance Office 24 hours before their Holiday.

Updated - 10/1/23

Academic Award Letter

- October 2024 Office of Academic Affairs Re: Academic Awards: Academic Letters & Stars; Subject Certificates of Merit CONGRATULATIONS! Your best efforts during the 2023-2024 Academic year have earned you one or more of the following Academic Awards. Please note the following: • Academic Letter for students who for the first time earn Honor Roll distinction for a full academic year. • Academic Star for students who earn full year Honor Roll distinction in each subsequent academic year. • The academic requirements for a student to earn Honor Roll distinction is outlined in the Student Handbook (pg 20) • Certificates of Merit for academic subjects are awarded to the top student(s) by subject in each grade. • Academic Awards will be awarded in class year homeroom in the theater to give students the opportunity to be recognized and to celebrate their Academic excellence with their peers and their class year. Awards assemblies will be on the following dates: o Oct 9 (Wed) - Class of 2025 o

Oct 11 (Fri) - Class of 2027 o Oct 14 (Mon) - Class of 2026 We have posted a complete listing of all recipients of Academic Awards to the Academic Affairs tile on the resource page. Earning an Academic Award is more than simply good grades. It is a reflection of a student's sacrifice and commitment to achieving academic excellence. I hope you are proud of your efforts, as I do believe that in a school with high academic standards, you have not only met those standards but exceeded them. We as a school are both proud of your achievement and your dedication to academics. Thank you. Best, Thomas Fan Thomas Fan Vice Principal of Academic Affairs Fant@calverthall.com

Congratulatory letter for Academic Award recipients for the 23-24AY. Students have been emailed notification of being an Academic Award winner.

Updated: Oct 3, 2024

Class of 2025 Honor Roll - Semester 1 for AY 24-25

Class of 25 Honor Roll - Semester 1 for AY 24-25

Updated - 2/3/2025

Class of 2026 Honor Roll - Semester 1 for AY 24-25

Class of 26 Honor Roll - Semester 1 for AY 24-25

Updated - 2/3/2024

Class of 2027 Honor Roll - Semester 1 for AY 24-25

Class of 27 Honor Roll - Semester 1 for AY 24-25

Updated - 2/3/2025

Class of 2028 Honor Roll - Semester 1 for AY 24-25

Class of 28 Honor Roll - Semester 1 for AY 24-25

Updated - 2/24/2025

Student Resources to Know

Class of 25 Textbook List

- https://calverthall.myschoolapp.com/ftpimages/274/download/download_8238010.pdf?_=1744238061681

Class of 25 textbook list for students to access. The list is alphabetical by the student's last name. The barcode is scanable from a phone.

When you need to return your books:

- Bring your TB Notice (received in HR on 5/30) when you return your books
- If you do not have your TB Notice, print of your part of the textbook list, bring that in and a printed copy of your course schedule to return your books.
- Please check the TB return directions for more information during the month of May.

UPDATED - 8/29/2024

Class of 26 Textbook List

- https://calverthall.myschoolapp.com/ftpimages/274/download/download_8238011.pdf?_=1744238061681

Class of 26 textbook list for students to access. The list is alphabetical by the student's last name. The barcode is scanable from a phone.

When you need to return your books:

- Bring your TB Notice (received in HR on 5/30) when you return your books
- If you do not have your TB Notice, print of your part of the textbook list, bring that in and a printed copy of your course schedule to return your books.
- Please check the TB return directions for more information during the month of May.

UPDATED - 8/29/2024

Class of 27 Textbook List

- https://calverthall.myschoolapp.com/ftpimages/274/download/download_9793183.pdf?_=1744238061681

Class of 27 textbook list for students to access. The list is alphabetical by the student's last name. The barcode is scanable from a phone.

When you need to return your books:

- Bring your TB Notice (received in HR on 5/30) when you return your books
- If you do not have your TB Notice, print of your part of the textbook list, bring that in and a printed copy of your course schedule to return your books.
- Please check the TB return directions for more information during the month of May.

UPDATED - 8/29/2024

Class of 28 TextbookList

- https://calverthall.myschoolapp.com/ftpimages/274/download/download_9793200.pdf?_=1744238061681

Class of 28 textbook list for students to access. The list is alphabetical by the student's last name. The barcode is scanable from a phone.

When you need to return your books:

- Bring your TB Notice (received in HR on 5/30) when you return your books
- If you do not have your TB Notice, print of your part of the textbook list, bring that in and a printed copy of your course schedule to return your books.
- Please check the TB return directions for more information during the month of May.

UPDATED - 8/29/2024

Policy for Student Schedules & Lunch Periods

- Office of Academic Affairs Re: Lunch period during class time Per the school handbook, students are not allowed to eat outside of the designated dining areas (ex: Dining Hall and the George Young Pavillion and Courtyards). The exception to this rule are students with a course schedule without a legal lunch period between periods 2 & 7. Please note the following: • Students who have classes consecutively from Periods 2 to 7 without a break/free period may ask their teacher for permission to eat lunch in their classroom during the class period. • Students must show their paper schedule to the teacher as evidence they do not have a free period. • Students must remain in the classroom and are not excused from class to eat lunch in another location (ie: dining hall from that period.) • Students are NOT to eat in the following classes: Math classes, science classes in the lab, course lectures, during testing • Students are NOT to eat in the following locations: Lecture Halls, Science Labs, Library, Commons, Gyms, Language Labs and Chapel. • Students who are eating lunch in a class, should not bring anything needs attention (ie: needs to be heat, has an odor, etc) or otherwise disrupt class. • Students who do not follow the established protocols can have this privilege revoked and are subject to the school's Discipline Policy Any questions can be directed to the Office of Academic Affairs

Students who do not have a free period between Pds 2 & 7 may eat lunch in the classroom. Please refer to the policy document for more information.

Updated - 8/27/2024

Effective Study Habits

A few suggested examples of effective study habits

Updated - 8/28/2023

Dual Enrollment Programs

NDMU Dual Enrollment Transcript Access

CHC Dual Enrollment students should visit the NDMU transcript website for details about their student record and information/links to order transcripts to send to their destination college.

NDMU Transcript Access Link

- <https://www.ndm.edu/academics/registrar/transcripts>

Questions about credit approval can be directed to NDMU - Ms Susanna Price - sprice@ndm.edu

Student Announcements including Virtual Instruction

3/22/2025 [Activities Ceremony Ticket Registration](#)

6/8/2021 [Students - How to UPDATE your O365 Email Password](#)

9/9/2019 [Pasco Scientific SPARKvue Software](#)

Student Downloads

[Back to School Night Presentation](#)

Back to School Night Presentation on Academic Affairs by Mr. Fan

[Back to School Night Schedule and Map 2022](#)

[Updated Academic Policies on Missing HW & Student lunches](#)

- Updated Academic Policies for the
 - Academic Year 2022 – 2023
- **RE: HOMEWORK POLICY**
- At the heart of academic success and performance is student effort and diligence. Calvert Hall's academic courses reflect an effort that blends academic rigor and ability to perform. Regular homework is an integral part of student success and each Calvert Hall course. At Calvert Hall, students are expected to completed homework, and submit it for grading. Teachers at CHC use homework as a means for assessment of student understanding as well as an impactful factor in student grades. Hence, we have updated our homework policy to reflect an expectation for student completion and submission of homework. Questions about the general policy can be directed to the Office of Academic Affairs. Individual questions about content, details, directions and deadlines of homework assignments, can be directed to the course instructor. With that in mind, please note the following:

- Homework will be posted by the teacher on the assignment center in a timely manner in relation to the due date
- HW that is not submitted by the due date is considered “missing” and will be marked with that designation in the student gradebook.
- Any HW assignment that is submitted after the assignment due date is subject to the course’s late HW policy. Late Policies are identified in the course syllabus
- After 2 weeks from the due date, any HW assignment that is NOT submitted will receive a grade of a “0”
-
- **RE: STUDENT LUNCH POLICY**
- Some students have schedules that do not have room for a legal lunch period between the periods 2 to 7. In those instances, a student may ask for permission from his teacher to eat lunch in class. In such instances, the following guidelines apply:
 - The student schedule **must** have 5 or more consecutive class periods between periods 2 (935-1015am) and 7 (115-2pm).
 - Students will ask the teacher for permission to eat lunch in a class. Students should show their schedule to the teacher.
 - Students are expected to participate as best as they can while eating lunch and are not to engage in other activities (ie: use their device/phone, etc).
 - Permission will **NOT** be given for classes in the lecture halls, science classrooms, fine art music room, the art studio or computer labs.
 - Students are not permitted to leave the class to eat/purchase a lunch. Lunches should be brought to the class and will be eaten in the classroom itself.
 - Lunches should not need much preparation (ie: microwave) and can be easily consumed.
 - Lunches in the classroom should not disrupt the class’s lesson or cause a distraction.
 - Students are expected to clean up after their lunch is finished and disposed of properly.
 - Teachers have the discretion and leeway to ask the student to finish their lunch and to return to class participation.

Updated Academic Policies on missing HW and student lunches in class. (Updated on 9/8/2022)

CHC Policy - Student Absences

- **Policy for Student Absence**
- As a school, we consider non-medical or non-health related absences as non-academic in nature. Student absences for non-academic issues are done at the discretion and choice of student and family. In the case of non-academic absences, teachers are not responsible to re-teach missed course material nor to extend due dates for missed assessments. Teachers will only provide class links for pre-approved exemptions. All medical

exemptions must be pre-approved by the Office of Academic Affairs, while students quarantining for covid related illnesses will be pre-approved by the Nurse's office.

- • When absent, students are expected to communicate with their teacher as soon as possible. In the case of health related and pre-approved medical exemptions, communication between the student and teacher will allow for future course adjustments as needed.
- • All students absences should be reported via the online attendance form. Students must provide a note and reason for the absence to the attendance office when they return to school. All of this can be done via the online Attendance Form
- • Students, who are absent for non-academic reasons, are responsible for all schoolwork and material missed during their absences and upon their return. Any adjustments for due dates are done at the teacher's discretion.
- • Examples of absences that are non-academic in nature can include but **are not limited** to absences for vacations, non-CHC sporting events, and unspecified absences. These examples would not be considered a reason for an exemption by the Office of Academic Affairs.
- • **For exams, students must be present for all exams.** Only a doctor's note will be accepted for a student absence. Exams absences without a doctor's note can be subject to grading penalty of 20% of the final exam grade.
- • Any questions on the school policy for absences can be directed to Mr. Fan, Assistant Principal of Academic Affairs
 - o fant@calverthall.com
 - o 410-825-4266 x137
-

CHC academic policy on student absences (Updated 9/6/2022)

How to add a task to your assignment center

Tutorial on creating a task to add to your assignment center and to keep a "To Do List" for reminders

Best Practices for Taking On-line Assessments

Reduce problems taking on-line tests and quizzes by following these recommendations.

Acceptable User Policy for Technology

- **ACCEPTABLE USE POLICY FOR TECHNOLOGY** Calvert Hall is committed to cultivating in each student an active pursuit of academic excellence and intellectual development. Recognizing that educational excellence depends upon keeping abreast of the latest technology, Calvert Hall has endeavored to expand technological resources to serve the entire school community. The use of technology is intended to support administrative, academic and other school related work. It is understood that use of technology should be consistent with both the educational and moral objectives of Calvert Hall. This policy serves to outline the expected standards of behavior by all users of technological equipment, computers and networks within the school. In accordance with the school's general philosophy, use of technology at Calvert Hall implies agreement with the principles specifically outlined in this policy and with the broader concepts of ethical, legal, and responsible use. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the School, whether linked to the School's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with this Acceptable Use Policy and any other applicable policies and procedures as long as they are enrolled at the School, as set forth in this Handbook and as further described below. The School has explicit guidelines for using computers and other electronic devices and services, both on and off campus, using the School's network, and accessing the internet. Overall, students should understand that the guidelines and expectations for in-person interactions and behavior are equally applicable to interactions and behavior while using computers and other electronic devices. Students should understand that they have no expectation of privacy in the use of computers and other electronic devices while using the School's network. The School may monitor the activity and contents (including email, documents, and other files) of computers and school-managed online accounts on campus and/or connected to the School's network, to ensure student safety and that the guidelines are being followed. The examples below represent examples of appropriate and inappropriate behavior, but are not an all-inclusive list: Students may: ● Use technology for School work or class projects and assignments, at the teacher's discretion; ● Access the internet with teacher permission to enrich learning related to School work; and ● Use technology in ways directed by the teacher. Students may not: ● Post personal information about themselves or other people on the School's network; ● Access or try to access network resources not intended for them; ● Share their passwords with anyone; ● Alter electronic communications to hide their identity or impersonate another person; ● Use inappropriate language or images in email, web pages, videos, or social networking sites; ● Be disrespectful by communicating or posting derogatory or false material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method; ● Engage in cyber-bullying, harassment, or sexting, in violation of the School's policies as stated in this Handbook; ● Access inappropriate information on the internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material; ● Plagiarize printed or electronic information; students must follow all copyright, trademark, patent and other laws governing intellectual property; ● Install or download software onto School computers from the internet, home, or by any other means; they may not remove network cables, keyboards or any other

components unless expressly permitted by the School; • Create or use a mobile hotspot on the School campus; • Remove any School-owned computer equipment from the School without express permission; • Store personal files on the network, except in their own network user account; any information that a student leaves on a School-owned device may be deleted at any time, with or without notice; • Disclose confidential or proprietary information related to the School, make public remarks that defame or disparage the School, its employees, its students or its interests, or that recklessly disregard or distort the truth of the matters commented on; • Access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission; • Intentionally vandalize, steal, or cause harm to any School-owned equipment; • Deliberately disrupt or attempt to disrupt the software or hardware of the School network; or • Be “friends” with, or otherwise directly connect to via online networks and services, any School employee on any social networking site that is not used primarily for educational purposes. If students are contacted by a School employee via non-School channels for non-educational purposes, they should immediately notify the student’s advisor. Violations of computing and network policy may result in suspension/dismissal or revocation of privileges, and further disciplinary actions by the administration. The school administration reserves the right to make the final decision as to appropriateness of use. Bring Your Own Device Requirements Each student must bring a device to school each day. Laptops or Tablets must fulfill the following requirements. Devices must: • Run a modern, supported Operation System such as Windows 10, MAC OS X, IOS, etc. • Run a modern, fully featured web browser • Run productivity suite and note taking software • Be Wi-Fi enabled • Have battery life to last through the school day • Power up in less than 90 seconds • Tablet Specific Requirements • Screen size must be 7” or larger • Physical keyboard to facilitate typing General Recommendations: Any device should have a protective case. Chromebooks do not run the full Microsoft Office Suite so they are not recommended. All CHC students are provided the full Microsoft Office Suite free of charge, so there is no need to purchase this suite.

Email Password Change Instructions

The Week Ahead Archive

[TWA4.6](#)
[TWA3.31](#)
[TWA 3.24](#)
[TWA 3.17](#)
[TWA 3.10](#)

Spirit

[NoodleTools Student Access](#)

[Sandwich Ordering](#)

[Office 365](#)

[Follett Destiny](#)



Calvert Hall Resource Links (links can be found in Follet Destiny Link on Student Resources Page)

- [Artemis \(Gale\)](#)
- [Artemis: Literature \(Gale\)](#)
- [Baltimore County Public Library](#)
- [Bloom's Literature \(Facts on File\)](#)
- [Britannica Academic](#)
- [Cardinal Football Archives](#)
- [EBSCO Host Databases](#)
- [Gale Virtual Reference Library](#)
- [Gilder Lehrman Institute of American History](#)
- [Harford County Public Library](#)
- [JSTOR](#)
- [Library of Congress](#)
- [Loyola Notre Dame University Library](#)
- [Noodletools - CHC SSO Access](#)
- [Project Muse \(JHU\)](#)
- [ProQuest Central](#)
- [Salem Press](#)

[Sage Dining](#)

[Daily Bulletin](#)

Student Portal Video

Accessing Microsoft Teams

Hall Hacks

How to change your Password

Accessing Microsoft Teams

How to download MS Office

Hack Hack Introduction

Hall Hack: How to Read a Schedule

Upcoming College Visits

Service Opportunities

Library Resources @Home

NoodleTools Student Access

CALVERT HALL STUDENT HANDBOOK 2024-2025 TABLE OF CONTENTS About Calvert Hall	2-6 About this Handbook.....
.....	7 Daily Procedures
.....	8-14
Academics.....	15-22 Student Conduct and Discipline.....
.....	23-27 Acceptable Use Policy for Technology
.....	28-30 Student Organizations and Activities.....
.....	31-33
Athletics.....	34-36 Support Services.....
.....	37-40 Student Health
.....	41-44 Who's Who at Calvert Hall
.....	45-52 School Maps
.....	53-55 Bell Schedule
.....	56 ABOUT CALVERT HALL

The History For the past one hundred seventy-nine years, Calvert Hall has been conducted by the Brothers of the Christian Schools, popularly called the Christian Brothers. They are a society of religious men having for their objective the personal sanctification of its members through the Christian education of youth. John Baptist de La Salle, a young French priest, was the founder of the Brothers. Early in his priesthood, de La Salle became concerned about the lack of educational opportunities for poor and working class boys, and he resolved to help them. He opened his first school in 1679 in the city of Rheims to provide boys with a "human and Christian education." De La Salle died in 1719, and in 1725 the Brothers of the Christian Schools were formally approved by the Church. He was proclaimed a saint by the Church in 1900. Today, over 2,800 Brothers and their associates are engaged in the mission of Christian education in over 78 countries worldwide. Lasallian education came to the United States in 1845 with the opening of a school for boys at Calvert Hall on Saratoga Street in Baltimore. The school, located in the Cathedral Parish (Basilica of the Assumption), was under the direction of Brother Francis McMullen, a native Baltimorean. One hundred pupils in that first class began a tradition that would eventually enrich the lives of many thousands of young men in the city of Baltimore and its surrounding counties. In 1890, limited space in the original building necessitated its relocation to a larger facility at Cathedral and Mulberry Streets. Decades of success as a college preparatory school, with country school pre-secondary programs and athletic facilities at Walbrook Oval, gave the "Old Hall" an enviable reputation. Continuous growth through the first half of the twentieth century would once again prompt the Brothers to search for a new location. Under the leadership of Brother Gabriel Cannon, Calvert Hall moved to its present location in Towson in 1960. Subsequent development of the thirty-three acre campus included the construction of the pool building in 1967 (now Carlo Crispino Center), the Marion Burk Knott Center for the Performing Arts in 1989, Paul Angelo Russo Stadium in 1999, George Young Hall in 2004, Carlo Crispino Stadium in 2008, the John G. Noppinger Jr. '64 Student Commons in 2015, the John G. Noppinger Jr. '64 Greenhouse in 2018, the Military Tribute Monument in 2019, new turf practice fields in 2021, and a new E-Sports & Cybersecurity Arena in 2024.

The breadth and strength of Calvert Hall's scholastic and extracurricular programs are reflected in its having twice been cited as an "Exemplary School" by the United States Department of Education. At the core of this success as a Lasallian school is an experienced and dedicated staff who strive to put into practice the school motto, *vitae via virtus*, virtue is a way of life. Their dedication as educators who focus on the uniqueness of each student helps them to form leaders with a Christian perspective who will have a positive influence on the future. St. John Baptist de La Salle envisioned the Christian school as a place where the spirit of faith and an awareness of the presence of God were at the core of the educational process. For the past one hundred seventy-eight years we have sought to make that vision a reality. Mission Statement Calvert Hall College High School, a Catholic and Lasallian college preparatory school, prepares a diverse community of young men to achieve their full potential utilizing their unique talents. Through excellent academic and extracurricular programs, led by innovative and dedicated educators, our students become confident men with the ethical foundation to think independently and lead responsibly. Inspired by the faith and zeal of St. John Baptist de LaSalle, our students develop a respect for others as part of an inclusive, lifelong Calvert Hall brotherhood as Men of Intellect, Men of Faith and Men of Integrity. Philosophy Calvert Hall College is a Catholic and Lasallian school community steeped in the educational legacy of its founder, St. John Baptist de La Salle. The Brothers of the Christian Schools established Calvert Hall to provide educational opportunities to the immigrant church of Baltimore. Today, Calvert Hall reflects its core Lasallian values in its mission and practice. Calvert Hall offers an excellent academic program that stimulates and challenges its students. The Calvert Hall community values ethnic, socio-economic, and academic diversity both in its enrollment practices and in its curricular and extracurricular programming. The faculty holds students to high standards of intellectual and moral development, encouraging them to reach their potential and preparing them to face the challenges of the modern world. Essential elements of Lasallian educational practice are teaching and learning in community. The Brothers and their lay colleagues, "together and by association," foster an educational atmosphere where the expertise of each staff member is valued. Instructed by St. John Baptist de La Salle to act as brothers to one another and to the young men entrusted to their care, the Christian Brothers have shared this educational approach with lay associates at Calvert Hall. The faculty and staff model a community that promotes a brotherhood enduring beyond graduation. The school remains faithful to its commitments as an institution of the Roman Catholic Church. As St. John Baptist de La Salle envisioned, the school is a steward of that faith for every generation. Thus, Campus Ministry activities and service opportunities remain key features of Calvert Hall's Lasallian ministry, helping each student develop his relationship with God, his family and his peers. Calvert Hall focuses on the total person, preparing the student to appreciate his talents and share them with the wider community, particularly those most in need. To that end, Calvert Hall creates an environment that fosters mutual respect, enabling the student to make ethical decisions. Calvert Hall focuses on academic excellence, diversity, community, mutual respect, and brotherhood. Through caring relationships, students are called to live Lasallian values, develop their potential, respect all life and pursue the self-discipline and community action which bring spiritual, personal and academic goals to fruition. Diversity, Equity, Inclusion Statement Calvert Hall is committed to a diverse, equitable, and inclusive school community in alignment with the Lasallian Core Principles—Faith in the Presence of God, Respect for All Persons, Inclusive Community, Quality Education, and Concern for the Poor and Social Justice. Faithful Lasallian work necessarily demands an institutional effort and regular renewal of Diversity, Equity, and Inclusion efforts. We endeavor to instill in our

students respect, understanding, and appreciation for all individuals, regardless of race, sex, national or ethnic origin, sexual orientation, gender identity, ability, socioeconomic status, age, or religion. This commitment informs our teaching, programming, and other efforts to develop brotherhood among students and alumni. By embracing the diversity of students, families, and staff, Calvert Hall seeks to develop Men of Intellect, Men of Faith, and Men of Integrity who promote justice in the world. Non-Discrimination Statement Calvert Hall does not discriminate on the basis of race, color, religion, national, or ethnic origin, or any other category protected by law, in administration of its educational policies, admissions policies, scholarship program, or any other school-administered programs. This policy is based upon the belief that diversity within our community enriches the educational experience for all. Students are encouraged to explore, understand, and value their differences. It is the policy of the State of Maryland that all public and publicly funded schools and school programs operate in compliance with: (1) Title VI of the Federal Civil Rights Act of 1964; and (2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public 4 Graduate Profile and publicly funded schools and programs may not: (i) Discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; (ii) Refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or (iii) Discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.” The State of Maryland does not require a nonpublic school that is religiously affiliated to enroll, retain, or extend privileges to a student or prospective student who does not meet the usual and regular qualifications, requirements, and standards of the program or school or to adopt any rule, regulation, or policy that conflicts with the program or school's religious or moral teachings provided that the denial, rule, regulation, or policy is not based on discrimination on the grounds of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability.

A Man of Intellect: 1. Demonstrates critical & logical thinking skills. 2. Exhibits proficiency in spoken and written communication. 3. Manifests the skills essential for success in higher education and life. 4. Values the arts, athletics, creativity and fitness. 5. Integrates technology for innovative problemsolving. 6. Embraces the quest for knowledge.

A Man of Faith: 1. Understands Catholic moral and social teaching. 2. Is grounded in core Lasallian values. 3. Respects the dignity and uniqueness of others. 4. Recognizes and values his self-worth. 5. Values the sacredness of all life. 6. Performs meaningful service to the community. 7. Is conscious of the presence of God in his life. 8. Values the brotherhood of the Calvert Hall experience and tradition.

A Man of Integrity: 1. Makes sound ethical and moral decisions. 2. Acts with poise and civility. 3. Interacts with others honestly and maturely. 4. Accepts responsibility for his actions. 5. Thinks independently. 6. Provides leadership within the community. 5 Beliefs

We believe that a value-centered Catholic education based on the teachings of Saint John Baptist de La Salle is at the heart of Calvert Hall. We believe that every student is entitled to an excellent academic education. We believe that every student needs to be challenged to reach his full potential. We believe that a college preparatory program provides every student with the skills to be a productive member of society. We believe that every student needs the opportunity to cultivate his God-given gifts

and talents. We believe that a caring community develops the interpersonal relationships that are vital to the educational process. We believe that the atmosphere of the Calvert Hall community promotes a brotherhood that endures beyond graduation. We believe that Calvert Hall fosters an appreciation for the uniqueness of each person. School Seal, Colors and Mascot The school seal combines the insignia of the Calvert family of Maryland, after whom the school is named, and that of the de La Salle family and the Christian Brothers. School colors are cardinal and gold, and the school mascot is the cardinal. Accreditations Association of Independent Maryland Schools (AIMS) Council for Advancement and Support of Education (CASE) Maryland State Department of Education (MSDE) Middle States Association of Colleges and Schools (MSA) Affiliations Christian Brothers Conference National Catholic Education Association

6 ABOUT THIS HANDBOOK

This Student/Parent Handbook (the “Handbook”) is intended as a general guide for families to the policies, procedures and personnel at Calvert Hall College High School (“Calvert Hall” or the “School”). Please take the time to carefully review this Handbook, including reviewing it with your son(s). It is important that families understand the School’s expectations and policies, and that families know to whom they can direct their questions or concerns. Students are expected to know and understand all information in this Handbook, as well as any information or regulations issued by the School, including those in the information sheets, announcements appearing in the Daily Bulletin and on the screens in the Dining Hall or around campus. Please understand that this Handbook is intended only to highlight current policies, practices, and procedures. The policies and procedures set forth herein are intended as general guidelines—specific situations may call for handling a matter in a manner different from that described herein, depending upon the particular facts and nature of the situation. However, it would be nearly impossible to review every element of every policy, or every possible scenario and outcome. Rather, this Handbook serves as a series of policy summaries to keep your family better informed. In addition, circumstances will require that the policies, practices, and procedures described in the Handbook may change from time to time. Calvert Hall reserves the right to modify or change any or all such policies, practices, and procedures in whole or in part, at any time, with or without notice. The School will make every attempt to give timely notice of substantive changes in policy. This Handbook supersedes all prior policies (whether written or oral, expressed or implied) which in any way contradict with the policies herein. However, this document is not intended to supersede any individual written agreement between you and the School, or any applicable law. If you find that such a conflict or discrepancy exists, please contact Dr. Andrew Moore, Principal. This Handbook is not intended to constitute a legal contract of any kind.

7 DAILY PROCEDURES

Academic Calendar

Each year, Calvert Hall establishes an academic calendar which outlines the dates of academic instruction. In compliance with the Maryland State Department of Education, Calvert Hall has established 174 days of academic instruction. Of those 174 days, four of those days have been included in case of weather-related issues to ensure that we meet the 170 day school year as required by the State of Maryland. While the School builds additional days into the academic calendar to account for unforeseen circumstances necessitating school closure, the School reserves the right to amend or modify the academic calendar as needed, including amending or modifying the mode of instruction. The School will endeavor to provide parents with reasonable notice of any such amendments or modifications.

Advertising for Clubs and Activities Only

Calvert Hall-sponsored activities may be advertised. After approval by the moderator and the Office of Student Activities, posters may be hung on homeroom bulletin boards. Activities can advertise on the Dining Hall screens by submitting a Powerpoint presentation to the Director

of Student Activities one day before the group wants the slides to be viewed. Appearance and Dress Code The development of good habits of dress and grooming is an integral part of a young man's education at Calvert Hall. Dress code applies enroute to and from school and while participating in activities and athletics. While the following are general guidelines, the Dean of Students will normally be the final arbiter in matters of dress and grooming.

Dress: The following items of clothing, maintained in a neat and clean condition and properly sized, are required dress for students.

- n Sportcoat: Only the gold MIAA athletic championship jacket or the red activity championship jacket may be worn in place of the sportcoat. Sportcoats do not have to be worn before October 1 or after May 1 however, sportcoats do have to be worn to orientation.
- n Dress Shirt and Tie: Shirts should be tucked in and ties properly knotted at the collar. Print, plaid, and flannel shirts are not acceptable.
- n Dress Pants and Belt: Pants are to be worn above the hip and secured by a belt. Jeans, cargo pants, or exceedingly baggy pants are not acceptable.
- 8 n Dress Shoes and Socks: Shoes and soles should be black or brown and solid in color. Shoes should be cut below the ankle and properly tied. Regular length dress socks are required. Short athletic socks are not acceptable.
- n Hats are not to be worn in the building.

Grooming: Students are responsible for complying with the following grooming requirements.

- n Hair should be clean, neat, and an appropriate length/style. Hair should be cut so as not to extend below the eyebrow or shirt collar and above mid-ear. Regardless of style, hair height cannot be longer than four inches. Dyed hair or shaved lines in the hair are unacceptable. Pony tails, faux-hawks, mohawks, mullets, and spiked hair is prohibited. Students having a question about hair style should see the Dean of Students.
- n Students are expected to be clean shaven at all times. Beards and mustaches are not acceptable.
- n Visible body tattoos are not permitted.

Jewelry: Earrings, jewelry, or body piercing jewelry are not permitted.

Attendance and School Hours Absence: Class attendance is essential to academic success. Students should not be absent from school unless there is a serious reason. If a student needs to be absent, a parent is required to sign into the Calvert Hall website and complete the Absence Notification Form via the Attendance Tile prior to 9:30 am on the day of the student's absence. If the form is not completed in a timely manner, the student may receive detention. Students are responsible for all assignments missed due to absence. Students missing three hours or more of a day will be marked absent. A student may not participate in cocurricular activities on the day of an absence. Students missing 12 days or more will be required to attend Saturday study sessions, attend summer school, or may be required to withdraw from Calvert Hall. The school does not approve of non-academic/vacation absences.

Assembly Procedures: On days when an assembly or liturgy is held, students should report to their assembly seats by 8:25 a.m. in dress code. Students should put their books and bookbags in their lockers and should not bring them to an assembly.

Cardinal Shop Hours: The Cardinal Shop is open on school days from 8:00 a.m. until 3:00 p.m.

Early Dismissal: Permission to leave school early is granted only for serious reasons such as a doctor's appointment. A parent must log into the Calvert Hall website and complete the Early Dismissal Notification Form via the Attendance Tile no later than 10:00 am the day of the dismissal. If a student misses three hours or more of school, he may not participate in school 9 activities. Students should not request an early dismissal for appointments during the day in order to attend after-school activities. Students returning to school after an early dismissal are to report to the Attendance Office, Student Activities Office, or the Main Office.

Greenslips: During homeroom, students may receive a greenslip to report to a specific office/ room at a particular time of the day. This request is mandatory. If a student has a test/quiz during that time, he is asked to inform the faculty member who requested his presence of this situation

upon arrival so he may be dealt with immediately and returned to class. Homeroom: Homeroom begins at 8:25 a.m. Students must be in dress code to and from school. Students are expected to participate in the morning prayer and pledge to the flag, and to be attentive to the reading of the Daily Bulletin, along with any other information broadcast over the announcements. Students may only use laptops after the end of the morning broadcast. Students are encouraged to check email each morning at the conclusion of the morning broadcast when time permits. Lateness: n To School: Students arriving late for school/homeroom are to report to the Attendance Office. A student who is late for school, after 8:45 a.m., must have a parent log into the Calvert Hall website to complete the Late Arrival Notification Form via the Attendance Tile. Detention will generally be assigned to late-arriving students and students who do not have a Late Arrival Notification Form submitted in a timely manner. Eight tardies will result in detention, Saturday detention, and/or suspension. n To Class: Students arriving late and unexcused to class are marked late on the attendance report and are expected to report to General Detention that day. Leaving Campus: Students are not permitted to leave the property or to go to their cars without specific authorization from the Assistant Principal for Academic Affairs, the Director of Student Activities, or the Dean of Students. Access to Outdoor areas, other than the plaza and Noppinger Commons, are restricted. Lunch Loans: A student may borrow a \$10 lunch loan from the Student Activities Office up to three times a semester. Students may use the kiosk in the Student Activities Office by scanning their ID or putting in their ID number to receive a ticket to present in the dining hall. Students should use all of the \$10 voucher, as they will be required to pay back \$10 to the SAO office within one week of taking out the loan. When a loan is taken out, students will be emailed from the SAO office. Loans are expected to be paid back within one week. At the end of each month, any loans not repaid within one week will be given to the Finance Office where the \$10 charge will be put on your FACTS account. Parents who do not want their son 10 to be able to take a loan are required to email the Student Activities Office at the start of the semester and request this privilege to be removed for their son. Main Office Hours: The Main Office is open on school days from 7:30 a.m. until 3:30 p.m. Re-entering School After Dismissal: Students may re-enter the building until 4:00 p.m. with their swipe ID. Religious Ceremonies: Students are required to attend religious ceremonies of the school. School Hours: The academic school day starts promptly at 8:25 a.m. and ends at 2:45 p.m. Unscheduled Classes: Along with taking time for lunch, students are to use their unscheduled classes for independent study or conferences with their teachers or counselors. Areas available for independent study include the library, resource centers, and the Noppinger Commons. Campus Access, Safety and Security Commons: The Noppinger Commons is a place for quiet study. Students are not permitted to eat or drink in this space. Additionally, the moving of furniture is also not permitted. Corridors: Students should always be conscious of not disturbing classes in session. Responsible conduct is especially important during the change of classes. Gymnasiums, Swimming Pool, and Weight Rooms: These facilities are available to the students but a faculty member must supervise. Proper athletic attire must be worn for use of these facilities. A certified lifeguard must be present when the pool is in use. Identification: Students must carry their I.D. cards at all times and wear them visibly during the school day. Keys: Students should not be in possession of keys to a school building or school equipment. Library and Academic Resource Center: The Library and Academic Resource Center are places for serious research and study and it is important that proper conduct be maintained. Students who cause disturbances in these areas are subject to disciplinary action and loss of privileges. The Library will be open until 4:00 p.m. each day. Security Cameras: Security

cameras are placed at various locations on campus. The cameras are not actively monitored, but do record activity. Swipe Cards: Swipe cards may only be used by the student to whom the card belongs. Any inappropriate use of a swipe card will be dealt with in a disciplinary manner. Any card that is found should be returned to the Office of Student Activities.

11 Directory and Contact Information Change of Address: Parents are responsible for ensuring that the School has accurate contact information for them and for their student. If a student or parent(s) changes contact information, please log into the CHC website (www.calverthall.com) and update your profile in the upper right corner. All mailings are sent to the address in your profile. Release of Information: The School maintains an online directory to help its community keep in contact with one another. Directory information can be released as name, address, phone number, e-mail address, birthdate, and school picture. Anyone wishing this information not be released should request so in writing to the Main Office.

Emergency Notification When necessary, Calvert Hall will notify parents who have signed up through the website of an emergency/unexpected situation by phone or text message. This system will be used sparingly (e.g. a power outage).

Emergency School Closing When all of Baltimore County schools are closed because of weather-related conditions, Calvert Hall will be closed. When Baltimore County opens all of its schools late, Calvert Hall will follow our Late-Arrival Schedule. We do not follow announcements made only for the Hereford Zone. When Baltimore County closes schools early because of weather conditions (excluding heat-related closings), Calvert Hall will dismiss at the end of the class which is closest in time to Baltimore County's closing time. Calvert Hall will not dismiss early because of heat conditions. Calvert Hall will announce the weather-related situations on our telephone greeting at 410-825-4266 and on our website.

Food and Chewing Gum With the exception of students whose schedules require special permission, all food is restricted to the dining hall and outside. Students are responsible for disposing of trash in the proper containers and for the cleanliness of their table and the surrounding area. Proper behavior and cooperation is expected with prefects and employees of Sage in keeping the dining hall clean. Table games are not permitted in the dining hall. Students are not permitted to chew gum in any building on campus at any time.

Logo No one may use the school name, logo, or motto without the express written permission of the administration.

12 Parking All students who drive to school must register their cars with the Office of Student Activities. A limited number of on-campus parking spaces will be available to seniors. Those with campus parking privileges must have their parking tag properly displayed at all times and obey driving regulations in parking areas. Failure to do so will result in detention or the loss of this privilege. Students parking off-campus may do so only on LaSalle Road, Putty Hill Road (between Goucher and LaSalle), and on Glen Keith Road (along the Loch Raven Academy side of the street only). Drivers parking at other locations in Loch Raven Village will be subject to detention. Cars may not be parked in front of homes. Violations of our parking regulations may result in a student not being eligible for a future on-campus parking space.

Personal Belongings The School assumes no responsibility for personal belongings. Students should place proper identification on all personal items.

Book Bags: No writing other than a student's name is permitted on book bags. Calculators: Graphing calculators must be registered with the school.

Lockers: Each student must put a lock, purchased from the Cardinal Shop, on his locker. Students may go to their lockers between classes and during unscheduled periods, but should not loiter there. Students are responsible for the cleanliness and neatness of their lockers. Only a student's schedule may be posted in the locker. Students are not allowed in the gym or pool locker rooms unless a coach, teacher, or moderator is present.

Lost and Found: Students are requested to report losses to the

Director of Student Activities and/or the Dean of Students. Any articles found must be immediately turned in to the Cardinal Shop or Student Activities Office. Removing items from the Lost and Found, which belong to others, is considered theft.

Student Cell Phones: Students may bring cell phones to school. Phones may be used outside of the building at any time. The School reserves the right to inspect the contents of cell phones. Phones that are seen or heard, in the building, during the school day (before 3:30) will be taken and the student will be assigned detention/Saturday detention. On days where dismissal does not occur at 2:45 (assembly schedule, early dismissal schedule, etc.), cell phones may be used in the building 45 minutes after dismissal. Repeated offenses will result in the loss of phone privileges entirely. AirPods, laptop earbuds, and/or headphones are only to be used for academic purposes.

13 Student Messages: School phones are not to be used by students. Only in the case of extreme emergency will messages be delivered to students. Searches To help keep a safe and secure learning environment, the school reserves the right to search a student, his belongings, his locker, or a vehicle driven to school or a school-related event or activity. Lockers and desks, while issued to and used by students, are considered to be school property.

Student Media Information In order to portray its program accurately and vibrantly, the School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student Media Information—including student names, photographic images (i.e., portrait, picture, or other reproductions), audio recordings of students' voices, video recordings of students and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School magazine, marketing materials, the School website, press releases, social media outlets, newsletters, newspapers, and other external media outlets. Parents are asked to notify the School in writing, directed to the Director of Communications, including a recent photo of their student, if they do not consent to such use of Student Media Information. Unless otherwise notified in writing, the School assumes parental consent to the use of Student Media Information. Should the School incidentally use the name or image of a student for whom it does not have consent, parents are encouraged to bring this to the attention of the Director of Communications, so that appropriate remedial measures can be taken. Issues of concern may be directed to communications@calverthall.com.

Visiting Schools On days when classes are dismissed early, or on holidays when other schools are in session, students are not permitted to visit other schools without prior authorization from an administrator of the other school.

14 ACADEMICS Academic Honesty Education begins with a dialogue between student and teacher, the basis of which is an honest and truthful exchange of knowledge. In order for a teacher to respond fully and accurately to what a student knows and can do, all academic work submitted by students, whether an assignment, a test, a paper, or a lab report, must be their own work and reflect their own understanding. Anyone assisting students should be particularly careful in this regard. Student submissions should not reflect the work of others and, as warranted, should include attribution from the internet or other sources. Students' work must reflect their own efforts. Students must cite work when using another person's ideas, language, or facts. Students who have questions about their academic work should consult with their course teacher especially on assignments where student collaboration is allowed. Examples of cheating include giving or receiving information during a test, quiz, and/or class work assignment without teacher authorization; using unauthorized materials for academic work, including electronic devices to store or transmit information; copying homework; and getting questions

and/or answers from a student who has already taken the test. Examples of plagiarism include, but are not limited to, submitting or presenting another person's work, words, or ideas as one's own without proper citation, including downloaded information from the internet and lab data. Examples of academic violations include giving or receiving information during an exam, a test, a quiz, and/or class work or assignments without the teacher's authorization. With the advancement of Artificial Intelligence (AI) tools within our educational environment, use of these tools must align and be consistent with our Academic Honesty Policy and the Acceptable Use policy for Technology. Submitted work that is unauthorized or uncited is considered a violation of our policies. An academic honesty violation will result in a failing grade on academic work of a zero. All academic honesty violations are reported to the Assistant Principal for Academic Affairs. On a first violation, an academic violation will result in a failing grade of "0" for the academic work. The violation will be reported by the instructor to Office of Academic Affairs (Assistant Principal) and the student's parents/guardians. The student will be expected to attend a conference with the Assistant Principal to review the Academic Violation. A subsequent violation requires the parents/guardians and student to attend a conference with the Assistant Principal for Academic Affairs to review his academic standing. In addition to the policies enumerated above, academic violations are subject to academic disciplinary action which may include but are not limited to disciplinary referrals, academic suspensions or academic expulsion.

15 Academic Probation A student with two or more credit failures at the end of the first semester or as a final grade will be placed on Academic Probation. During the probationary period he will be assigned to the Academic or Math Resource Center during some of his unscheduled periods. A student on Academic Probation is subject to additional academic program or schedule modifications as determined by the Assistant Principal for Academic Affairs. Possible modifications include, but are not limited to mandatory academic study hall, developing an academic performance improvement plan and attending performance review meetings with a designated faculty member. Addressing Academic Concerns Inevitably, questions and issues arise during the school year that parents may need to have answered and resolved. Parents' first and most important contact will be their child's school counselor. For academic matters that need further discussion, parents may wish to communicate directly with the subject teacher first and then the Department Chair. Please do not contact teachers/counselors or other members of the staff at home in the evening or on weekends. Leave a voicemail or send an email to the teacher's school accounts and teachers will strive to respond within 24 hours during the school week.

Course Offerings Advanced Placement Courses: During the 2023-2024 school year, 407 students took 1040 Advanced Placement tests. Eighty-eight percent scored a "3" or higher. AP Courses Offered: Art Biology Calculus (AB, BC and BC2) Chemistry Comparative Government & Politics Computer Programming Economics (Macro) Economics (Micro) Environmental Science European History French Language German Language Human Geography Language and Composition Literature and Composition Latin Latin Literature Music Theory Physics I,II Psychology Spanish Language Spanish Literature Statistics United States Government & Politics United States History AP World History

16 Dual Enrollment Calvert Hall and Notre Dame Maryland University (NDMU) are offering a Dual Enrollment Partner Program for the Academic Year 2024-2025. This Dual Enrollment Program offers current Calvert Hall students the opportunity to potentially earn college credit for pre-approved Honors level courses. These selected courses were recognized for their academic rigor and approved by the Academic Dean of NDMU as opportunities to earn college credit. Therefore, an eligible Calvert Hall student will receive an official transcript from the NDMU outlining the college credit earned which in turn may be

transferable to any destination college institution of the student's choice. The official transcript would be accessible by students at the end of the academic year. This program is for current courses and students ONLY and is not retroactive. Consequently, students who have taken the course previously are NOT eligible to receive NDMU credit for that course. All courses that have been approved for Dual Enrollment are listed in the Program of Studies. For the Academic Year 2024-2025, the following courses have been approved: • 245 Honors Pre-Calculus • 261 Honors Calculus • 268 Honors Multi-Variable Calculus • 258 Honors Differential Equations and Linear Algebra • 344 Honors Physics • 436 Honors US History • 446 Honors Government • 547 Honors English IV (British Literature) • 271 Honors Computer Programming Differential Equations/ Linear Algebra English I, II, III, IV French II, III, IV, V Geometry German I, II, III, IV Government Latin I, II, III Multivariate Calculus Advanced Analysis Physics Pre-Calculus Rhetoric & Logic Spanish I, II, III, IV, V U.S. History World History I, II Honors Courses Offered: Algebra I Algebra II Anatomy & Physiology Biology Calculus AB, BC Chemistry Computer Programming * Course descriptions can be found online in the Program of Studies.

17 Distinguished Honors Programs

The McMullen Scholars Program: Qualifying top students are considered for the McMullen Scholars Program which is designed for students ready to dedicate themselves to a highly demanding workload, with challenging and stimulating advanced courses, unique cultural and academic field experiences, and original research opportunities. The highly competitive McMullen Scholars Program involves an integrated program of study. Students engage the accelerated content of honors and advanced placement courses, and they are required to take additional courses in Honors Logic & Rhetoric, the Humanities, and the McMullen Capstone Experience. The Director of the McMullen Honors Program is Mr. David Hallman.

The Br. Tom Miller Honors Program: This Honors Program stimulates a student's love for learning by challenging him with rigorous course offerings and developing his whole persona with cultural experiences and leadership opportunities outside the traditional classroom setting. The Director of the Brother Tom Miller Honors Program is Ms. Niki Creamer.

Distinguished Programs

Academic Support Program The purpose of the Academic Support Program is to build skills and strategies in organization, time management, and study strategies in order to increase students' independence and success in high school, college, and beyond. Students accepted into this program meet with a learning specialist for one period every other day in groups of three to five. A student in this program may have a diagnosed learning difference such as ADHD or Executive Function Disorder or may simply want additional instruction to improve in these areas. The Academic Support Specialist is Ms. Elizabeth Moore.

LaSalle Program The LaSalle Program serves a group of college-bound students with identified language learning difficulties. In addition to their regularly scheduled classes, LaSalle students meet one period each day with their learning specialist. The program focuses on skills and strategies rather than content with the goal of remediating weak reading and writing skills while increasing the student's understanding of his learning strengths and needs as he becomes his own advocate. The students are fully integrated into the academic program of the school. The Director of the LaSalle Program is Mrs. Jennifer Healy.

Leadership Institute at Calvert Hall Any Calvert Hall student can earn a certificate in leadership at graduation by completing three years (10th – 12th grades) of a program that includes leadership seminars, attendance at the 18 Leadership Dinner Speaker Series, participation in field trips, retreat experiences, and courses on both the junior and senior levels. A critical piece of this program will include participation in clubs and activities throughout their time at Calvert Hall as well as the completion of a Leadership Practicum experience that will put leadership skills into practice.

STEM Program As an integrated

educational and experiential program of academics and activities, our program is designed to encourage students as they develop the skills of problem-solving, discovery, and investigative learning. Students transfer formal classroom experiences into dynamic and meaningful activities outside of the classroom in the practical application of STEM in the 21st century. The Director of the STEM Program is Mr. Trey Hoos. Exams Semester exams are usually given in December and June (in May for seniors). Semester exams count for 15% of the semester grade. Students are required to take their semester exams on the day indicated unless illness prevents a student from attending school. In this case, the school must be notified by 9:30 a.m. and a doctor's note is required upon returning to school. Students who miss an exam without a note from a doctor can be penalized to to 20% of the exam grade. Semester exams must be given in all full credit subject areas except physical education. Students taking Advanced Placement courses do not take spring semester exams in those courses. Senior teachers may exempt individual seniors who have a 90% or higher average for their final grade from the final semester exam of a course. Graduation Requirements n Seniors who fail an academic subject at the end of the senior year may participate in the graduation exercises but will not receive a diploma until all academic credits are passed and all graduation requirements are met. Up to two and a half credit failures may be made up in the Calvert Hall Summer School (or an approved summer school). The Diploma, in that case, will be awarded at the end of the summer session by the Office of Academic Affairs. n Seniors who have three or more credit failures must repeat the twelfth grade in another school and will not receive a Calvert Hall Diploma. n All students must complete the retreat requirement to graduate. n All seniors must complete an English term paper as part of the English curriculum. n All graduating Seniors must attend the Graduation Liturgy, Commencement Exercises and all rehearsals. There are no exceptions for any reason. n Calvert Hall reserves the right to withhold its Diploma from students who fail to participate in its Commencement exercises. 19 Honor Roll Any student who has achieved an academic average of 88 and has no grade below 81 is eligible for the Honor Roll. The student must achieve an 88 unweighted average each semester in order to continue on the Honor Roll and averages are not rounded. An Honor Roll Holiday is earned for each semester a student achieves an academic average of 88 with no grade below 81. An Honor Roll Holiday Form, available in the Attendance Office, must be signed by teachers and parents and submitted to the Attendance Office one day prior to the holiday. Parents/guardians must contact the Attendance Office to verify the holiday. A holiday must be taken the semester immediately following the semester the student achieved Honor Roll status. Students may not carry holidays over to future semesters. Students on the Honor Roll for both semesters will receive an Academic Letter/Star the following year. National Honor Society-Selection Criteria Membership in Calvert Hall's chapter of the National Honor Society is a privilege bestowed on those students who demonstrate outstanding performance in all four criteria of scholarship, leadership, service and character. Eligible students meet with the NHS adviser at the beginning of the second semester to prepare their applications for membership. During the summer, the Faculty Council reviews the applications and selects candidates for induction. Scholarship: Candidates eligible for selection to this chapter must be members of the sophomore or junior class, have been enrolled for at least one semester at Calvert Hall, and have a minimum cumulative un-weighted grade point average of 90.0% or a minimum cumulative weighted grade point average of 93.0%. Service: A candidate must demonstrate at least two years of active participation in one or more Calvert Hall activities for which a Calvert Hall letter is awarded, including: Athletic teams, Band, CHC TV, Communications, Cyber Security, Hallmen, It's

Academic, Model UN, Mock Trial, Newspaper, Robotics, Speech, Student Council, Unmanned Aerial Vehicle, Executive Board, Theatre, and Yearbook. One or more years of the service requirement may also be met by performing a total of 150 hours (per year) of service in several different activities. These hours must be documented by the staff member for whom they were performed. Leisure time activities, such as intramurals or some clubs, or service outside of Calvert Hall (such as Boy Scouts or altar server) does not count toward the Calvert Hall service requirement. In addition, a student must have at least eight hours of approved community service completed during their sophomore or junior year.

20 Character and Leadership: A student must demonstrate positive leadership qualities in the classroom and in school activities. Candidates will be required to complete an essay on the topic of leadership. Also, candidates are required to demonstrate exemplary character by not having any record of discipline for a serious offense, such as those listed in the Discipline Policies section of the Student Handbook and Regulations, having no more than one violation of a school rule per year, and by receiving positive teacher evaluations.

Physical Education Classes All students must participate in physical education classes according to their schedule. In the event a student needs to be excused from physical education, a note from a parent must be presented at the Nurse's Office before homeroom. If the excuse is for an extended period of time, a note from a physician must be presented to the school Nurse and to the Office of Academic Affairs for approval. Students who do not take physical education class cannot participate in athletics during that time.

Promotion Requirements Students must receive a passing grade in all subjects. A unit of credit will be awarded for the satisfactory completion of the school's prescribed curriculum for each course. Students who have less than three credit failures must remove these failures in an approved summer program in order to return to Calvert Hall. Students with three or more credit failures at the end of the academic year must withdraw from Calvert Hall. All Calvert Hall students follow a comprehensive college preparatory program requiring four years of religion, english, and social studies, a minimum of three years of mathematics and laboratory science, two years of foreign language and physical education, three elective courses, one course in the fine arts, and one course in computer applications/presentation skills.

Reports Progress reports are usually issued in November and March. Grades on the progress report are not quarterly grades but simply indicators of work being performed to date. Semester grade report cards are issued in January and June. The semester grade in each subject represents the cumulative average of all work done throughout the semester including the student's achievement on the semester exam. A student's final grade for the year is determined by averaging the grades on the two Semester Grade Reports except for single semester courses which must be passed independently. Faculty members, with the approval of the Office of Academic Affairs, may override the numerical average of the semester grade in determining a final grade. Parents and students can access grades through OnCampus. Parents are expected to verify their receipt on-line for academic reports and report cards.

Marking System: (Numerical Range=Letter Grade=Grade Point Average) 92–100 = A-A+ = 4.0 89–91.9 = A– = 3.8–3.99 86–88.9 = B+ = 3.4–3.79 83–85.9 = B = 3.0–3.39 81–82.9 = B– = 2.8–2.99 78–80.9 = C+ = 2.4–2.79 A student who fails to complete course requirements may receive a grade of "I". If the course work is not completed in one week's time, the student will receive a final grade of 65. 75 – 77.9 = C = 2.0 – 2.39 73 – 74.9 = C- = 1.6 – 1.99 72 – 72.9 = D+ = 1.4 – 1.59 70 – 71.9 = D = 1.0 – 1.39 69 and Below = F = 0.0 – 0.99

22 STUDENT CONDUCT AND DISCIPLINE The following regulations are intended to ensure an environment which is conducive to learning and is characterized by responsible behavior, mutual respect and cooperation among all members of the Calvert Hall community.

Our code of conduct applies to any student who is on school property, in attendance at school, at any school-sponsored event, or whose conduct at any other time or place has an effect on maintaining school order and discipline, protecting the safety and welfare of others, or damaging the reputation of the school. To that end, students are responsible for the manner in which they represent themselves and Calvert Hall at all times. A student who brings discredit to himself and the school through public misconduct will be subject to disciplinary action when the matter is brought to the attention of the school administration. If a student violates a policy or rule, we encourage the student to voluntarily report their behavior. When a student is forthcoming about their involvement in a situation, their honesty will be taken into account, when possible, in determining the consequence they receive. Conversely, if a student attempts to conceal their actions, their dishonesty will be considered when determining the consequence. Maintaining a healthy school environment conducive to learning requires each member of the community to be involved and includes reporting concerns about other's behavior. While we understand that reporting on fellow students' behavior can be difficult, we need everyone's help in ensuring that our school is a safe place. Even if a student believes that the administration is aware of an issue, that student should still report what they know. It is better to receive all the information so that the best solution can be reached. As in all matters involving student conduct, Calvert Hall reserves the right to suspend or expel any student whose behavior is, in the School's judgment, a threat to the well-being and safety of the School community, whether or not it violates a specifically stated rule.

Disciplinary Policies General Detention: A student may be assigned to this detention for any behavior that violates school regulations, for other disciplinary problems referred to the Dean of Students, or for being late to class or school. General detention begins five minutes after dismissal and is held for forty minutes. If a student is late for detention he will receive an additional day, unless he presents a note from the teacher who detained him. No student may be excused from general detention except by the Dean of Students. Accumulated detentions (5) will result in a student being assigned to Saturday detention 9:00 a.m. - noon. Students receiving numerous detentions may be ineligible to participate in or attend school activities.

23 Private Detention: A private detention is issued when a student has violated a teacher's policies. A student is then to report to the teacher at the indicated time and place. If a student also has General Detention at that time, he should ask the teacher for a note to be given to the Dean of Students indicating the reason for his lateness to or absence from General Detention. Private detention takes precedence over general detention. Students

Who Are Arrested: If a student is arrested, the School, in its sole discretion, may take disciplinary action or other steps that it deems appropriate, depending on the nature of the alleged crime, the potential threat to the safety of members of the school community, or the timeline and outcomes of an investigation.

Suspensions/Expulsions: Repeated or more serious infractions of the School's expectations for student conduct may result in a suspension or expulsion. In the event that a student violates a school regulation that involves suspension or the possibility of dismissal from school the following procedures are followed.

n Suspension: Parents are notified of a suspension by the Dean of Students and an appointment is scheduled for them to come to school to discuss the situation. A parent must sign a letter acknowledging the suspension and its disciplinary consequences. His/her son cannot be re-admitted to class if this is not done in a timely manner. A student who is suspended may, at the discretion of the Dean of Students/Discipline Committee, be ineligible to participate in or attend school activities, such as athletics or senior prom. A student receiving a second suspension during the course of his four years may be subject to expulsion. The Dean of Students will contact the parents to inform them of the

circumstances of the second suspension. n Expulsion: Parents are notified of their son's suspension/disciplinary situation and may be asked to pick him up from school, if appropriate. The Discipline Committee, composed of the Dean of Students, the Assistant Principal for Academic Affairs, the Director of Student Activities then meets to review the incident. The Committee then presents the information on the incident and their recommendation to the Principal. The Principal will take the Discipline Committee's recommendation into consideration, but the Principal will make the final disciplinary decision. The Dean of Students will communicate the final decision to parents and the Discipline Committee. While parents may meet with the Principal to discuss the decision, the Principal's decision is final. At the end of the school year, the records of students who have had serious disciplinary infractions are reviewed by the Discipline Committee. Students who, in the judgment of the 24 Committee, do not appear to be benefitting from the total educational program at Calvert Hall may be asked to withdraw from school at that time.

Expectations for Student Conduct Academic Integrity: The School has outlined its expectations for academic integrity. Where a student's behavior violates those expectations, the School reserves the right to take appropriate disciplinary action.

Bullying: Bullying is defined as the use of a written, verbal or electronic expression or a physical act or gesture, or any combination thereof, by one or more students directed at a target that: (a) causes physical or emotional harm to the student or damage to the student's property; (b) places the student in reasonable fear of harm to the student's self or damage to the student's property; (c) creates a hostile environment at School for the student; (d) infringes on the rights of the student at School; or (e) materially and substantially disrupts the educational process or the orderly operations of the School.

Cyber Bullying: Cyber bullying is a form of bullying that makes use of electronic technology, including, but not limited to, cell phones and laptops, as well as communication tools including social media sites, text messages, chat, and other websites. Bullying behavior can involve posting rumors about a person, threats, sexual remarks, disclosing an individual's personal information without their express permission, or using derogatory speech. If a student's behavior violates the expectations regarding bullying/cyber bullying, the school reserves the right to take the appropriate disciplinary action.

Gambling: All forms of gambling are prohibited.

Harassment: Harassment is a form of discrimination and is unacceptable behavior. Harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, national origin, religion, age, disability or handicap that has the purpose or effect of creating an intimidating, hostile or offensive environment which interferes with an individual's performance or educational opportunities and disrupts the school environment. Harassment can take many forms. Examples include limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as 25 defined below). All incidents of harassment should be reported to a member of the counseling department or administration. The incident will be investigated and appropriate remedies will be imposed.

Hazing: Hazing is defined as any action taken or situation created, whether on or off the School's premises, that is harmful or potentially harmful to an individual's physical, emotional, or psychological well-being, regardless of an individual's willingness to participate or its bearing on the individual's membership status on a team or club. Such activities and situations include, but are not limited to: whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food,

liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical, emotional, or psychological health or safety of a student or any other person. Both individuals and groups may be held accountable for violating these expectations under this policy. The action of even one member of a group may result in both the individual and the group being held responsible and subject to disciplinary proceedings.

Inappropriate Language: Abusive, foul, threatening or harassing language is an inappropriate way to communicate with others and will not be tolerated.

Hateful speech can include the use of song lyrics, gestures, or symbols of any kind meant to denigrate an individual or group and will not be tolerated.

Reckless Driving: Students driving to and from school and school activities are expected to obey all speed limits and exercise courtesy toward pedestrians and other drivers. Exceeding speed limits or driving recklessly are considered serious violations, especially because of the residential nature of the neighborhood and the proximity of three schools.

Retaliation: Retaliation is any form of intimidation, reprisal or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about misconduct.

Sexual Assault: Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, rape (here defined as forced vaginal, anal, or oral penetration), as well as groping, touching or fondling, either directly or through the clothing of another's intimate areas.

Sexual Harassment: Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the School or being 26 present at School-sponsored activities. Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, insults, delivered orally or in writing; (c) derogatory or pornographic posters, cartoons or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.). If a student's behavior violates the expectations regarding retaliation or sexual assault/ harassment, the school reserves the right to take appropriate disciplinary action.

Tobacco, Drugs and Alcohol: A student may not buy, sell, possess, share, distribute, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and vaping), and/or any paraphernalia associated with the use of alcohol, unauthorized drugs or substances. Further, a student may not intentionally misuse products that can act as inhalants, while enrolled at the School. This prohibition includes the use of medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer. The school reserves the right, upon parent notification, to require the student to take an in-school drug/alcohol test. Results of the test may require a student to attend/seek treatment and further testing, or a student may be suspended/expelled as a result of the test. Violation of the drug/alcohol regulation on the occasion of the Senior Prom may incur immediate suspension/ expulsion with the forfeiture of all rights to participate in commencement exercises.

Unauthorized Photos and Videos: Taking photos, recordings, or videos of faculty, staff, or students without their expressed permission is forbidden. Permission is not required for public events such as

athletic competitions or plays. School assemblies are not public events. Weapons: In order to maintain a safe atmosphere conducive to learning, Calvert Hall expressly forbids the possession or use on campus or at any school related event of any weapon, instrument, or device that could be used to harm another or oneself; this prohibition includes, but is not limited to, firearms, knives, fireworks, knuckles, etc. In addition, propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building is considered reckless behavior and is also prohibited by the School.

27 ACCEPTABLE USE POLICY FOR TECHNOLOGY

Calvert Hall is committed to cultivating in each student an active pursuit of academic excellence and intellectual development. Recognizing that educational excellence depends upon keeping abreast of the latest technology, Calvert Hall has endeavored to expand technological resources to serve the entire school community. The use of technology is intended to support administrative, academic and other school related work. It is understood that use of technology should be consistent with both the educational and moral objectives of Calvert Hall. This policy serves to outline the expected standards of behavior by all users of technological equipment, computers and networks within the school. In accordance with the school's general philosophy, use of technology at Calvert Hall implies agreement with the principles specifically outlined in this policy and with the broader concepts of ethical, legal, and responsible use. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the School, whether linked to the School's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with this Acceptable Use Policy and any other applicable policies and procedures as long as they are enrolled at the School, as set forth in this Handbook and as further described below. The School has explicit guidelines for using computers and other electronic devices and services, both on and off campus, using the School's network, and accessing the internet. Overall, students should understand that the guidelines and expectations for in-person interactions and behavior are equally applicable to interactions and behavior while using computers and other electronic devices. Students should understand that they have no expectation of privacy in the use of computers and other electronic devices while using the School's network. The School may monitor the activity and contents (including email, documents, and other files) of computers and school-managed online accounts on campus and/or connected to the School's network, to ensure student safety and that the guidelines are being followed. The examples below represent examples of appropriate and inappropriate behavior, but are not an all-inclusive list: Students may:

- n Use technology for School work or class projects and assignments, at the teacher's discretion;
- n Access the internet with teacher permission to enrich learning related to School work; and
- n Use technology in ways directed by the teacher.

28 Students may not:

- n Post personal information about themselves or other people on the School's network;
- n Access or try to access network resources not intended for them;
- n Share their passwords with anyone;
- n Alter electronic communications to hide their identity or impersonate another person;
- n Use inappropriate language or images in email, web pages, videos, or social networking sites;
- n Be disrespectful by communicating or posting derogatory or false material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;
- n Engage in cyber-bullying, harassment, or sexting, in violation of the School's policies as stated in this Handbook;
- n Access inappropriate information on the internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- n Printed or electronic information must follow all copyright, trademark, patent and other laws

governing intellectual property. Misuse of generative AI or plagiarizing content is strictly prohibited.

- n Install or download software onto School computers from the internet, home, or by any other means; they may not remove network cables, keyboards or any other components unless expressly permitted by the School;
- n Create or use a mobile hotspot on the School campus;
- n Remove any School-owned computer equipment from the School without express permission;
- n Store personal files on the network, except in their own network user account; any information that a student leaves on a School-owned device may be deleted at any time, with or without notice;
- n Disclose confidential or proprietary information related to the School, make public remarks that defame or disparage the School, its employees, its students or its interests, or that recklessly disregard or distort the truth of the matters commented on;
- n Access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission;
- n Intentionally vandalize, steal, or cause harm to any School-owned equipment;
- n Deliberately disrupt or attempt to disrupt the software or hardware of the School network;
- n Be “friends” with, or otherwise directly connect to via online networks and services, any School employee on any social networking site that is not used primarily for educational purposes.

If students are contacted by a School employee via non-School channels for non-educational purposes, they should immediately notify the student’s counselor. Violations of computing and network policy may result in suspension/dismissal or revocation of privileges, and further disciplinary actions by the administration. The school administration reserves the right to make the final decision as to appropriateness of use.

Bring Your Own Device Requirements All students are required to bring a device to school which runs a modern, supported Operation System such as Windows 10, MAC OSX, IOS, etc. All devices must also run a modern, fully featured web browser, productivity suite and note taking software (Microsoft Office, PowerPoint, etc.), be Wi-Fi enabled, have a functioning webcam, microphone, speakers, headphones, have a battery life which will last throughout the school day, and power up in less than 90 seconds. Additionally, all screen sizes must be 7” or larger and include a physical keyboard to facilitate typing. We recommend that all devices have a protective case. Office 365 is available free of charge to all CHC students. Chromebooks are not recommended as a device, because they do not run the full Microsoft Office Suite. Cell phones are not considered an acceptable device. Most other computers on the market comply with the guidelines listed above. Students who experience any technology issues can always stop into the library (on the plaza level of George Young Hall) for technology assistance. Please note that one of the most frequent laptop issues occurs when a student does not properly charge his device. Students will need to be responsible for keeping their device charged and using the charging station in the dining hall or library when necessary. A limited number of USB-C power cords are available for same day borrowing. Failure to return the power cord on the same day will result in a \$5 fee per day. CHC recommends each student purchase an auxiliary power cord for their device, if possible.

Laptop Loan Policy: If a student’s laptop malfunctions, dies, or becomes unusable, students are able to obtain a loaner Calvert Hall laptop. The general loaner laptop fee is \$5 per calendar day. In an effort to work with students, the loaner fee is waived for up to 15 days (\$75) with documented proof of damage/repair to the student’s personal device. It is the student’s responsibility to care for the loaner device (and power adapter). Any damage or loss to the CHC equipment is the responsibility of the student.

30 STUDENT ORGANIZATIONS AND ACTIVITIES

Student Organizations Ambassadors / Admissions Office Asian Student Association / Mrs. Knapp and Mrs. Clark Band / Mr. Ecton, Mr. Smith, Dr. Wilkerson Black Student Union (BSU) / Dr. van Gaal and Mr. Brooks Bocce Ball Club / Br. Len Campus Ministry / Mr. Collins, Ms. Fasy,

and Mr. McCormick Cardinal Branch / Mr. Greco and Mrs. Mary Lou Healy Cardinal Crazies / Mr. Adam Moore CASA Club / Ms. Gonzalez Sanchez CHC TV / Mr. Knight and Mr. Reilly Chess Club / Mrs. McKee Communications Club / Mrs. Hladky Crokinole Club / Mr. Ufnar Culinary Club / Mr. Fan Cyber Security Club / Mrs. Brown and Mr. Mellendick Eagles Nest / Mr. Motsay Eastern European Culture Club / Mr. Dobrzycki Fellowship of Christian Athletes (FCA) / Mr. Dobrzycki Fishing Club / Mrs. Buch French Club / Ms. d'Ecclesia and Mr. Goudou Future Business Leaders of America (FBLA) / Mr. Ryan Games Club / Mr. Luczak Graphic Design Club / Mr. Doyle Green Club / Mrs. Robertson Hallmen / Dr. Wilkerson Hall Night Long / Mr. Freeman Hispanic Culture Club / TBD Homeroom Representatives / Mr. Parisi Homeroom Runners / Mrs. Riportella Intramurals / Mr. Freeman Irish Culture Club / Mrs. Grezech Italian Club / Mrs. Buttarazzi It's Academic / Mr. Brown LaSallian Youth / Ms. Fasy Latin Club / Dr. Mueller Lawn Games Club Club / Mr. Flannery Liturgy Band / Mr. Collins Martial Arts & Boxing Club / Mr. Freeman Math Team / Dr. Connor Middle Eastern Club / Mrs. Bassett Military and Police Interest Club (MPIC) / Mr. Sundell Mock Trial / Mrs. Bassett Model United Nations / Mr. Shank National Honor Society / Mrs. Urban Newspaper / Mrs. Manni Odyssey, Literarey Magazine / TBD Peer Education / Ms. Conley Peer Ministry / Mr. Collins, Ms. Fasy, and Mr. McCormick Pickleball Club / Mrs. Buttarazzi Political Activism Club / Mr. Alsedek Quizbowl Team / Dr. Eaton 31 Red Cross Volunteer Programs / Mr. Motsay Robotics Club / Mr. Strong Rockband Club / Dr. Wilkerson Sailing Club / Ms. Makowski Science National Honor Society / Mr. Motsay Ski Club / Mr. Luczak Spanish Club / TBD Speech & Debate / Dr. Susko Student Council / Mr. Parisi Theatre Club / Mrs. Carroll Unmanned Aerial Vehicle Club (UAV) / Dr. Eaton Weightlifting Club / Mr. DeStefano Yearbook / Ms. Creamer and Ms. Ellis Student Council Executive Board Student Homeroom Representatives Freshman Class President / TBD- Election in September Senior Class Moderator / Mr. DeStefano Junior Class Moderator / Ms. Conley Sophomore Class Moderator / Mr. Flannery Freshman Class Moderator / Mrs. Rocco Spirit Moderator / Mr. Adam Moore Ad Hoc Moderator / Mr. Tuck House Director / Mr. Motsay Class of 2025 Ben Becker (Miceli House) Jack Campbell (Rogers House) Ben Cuomo (SAO-ADM) Aleksandr Godzilevsky (Kropp House) Eric Meyer (Freitag House) Conor Moran (Clary House) Tommy Peisinger (Strong House) Ben Rozanski (Cavalier House) Will Schoonmaker (Newman House) Will Schwanke (Stern House) Andrew Trentler (Dinoto House) David Wiechec (CHC-TV) Kamin Wolf (SAO-SAO) Class of 2026 Charlie Banasky (Cavalier House) Braedan Conly (Clary House) Dylan Duklewski (Stern House) Zander Greco (Clary House) Ben Hanover (Newman House) Tucker Jones (Miceli House) Patrick Krivosh (Miceli House) Henry Lynch (Freitag House) Luke Magruder (Dinoto House) Ben McMullen (Strong House) Akanna Ozo-Onyali (Dinoto House) Student Body President / Gene Flynn '25 Chief of Staff / Christopher Geldmacher '25 Head of Houses / Ryan FitzPatrick '25 Student Spirit Director / Michael Kirby '25 Student Communications Director / Matthias Pridgeon '25 Senior Class President / Matthew McFaul '25 Junior Class President / Marco Carver '26 Sophomore Class President / Luke Campbell '27 32 Mateo Soto (Strong House) Patrick Wagner (Kropp House) Brayden Zuckerman (Rogers House) Class of 2027 Declan Butler (Stern House) Sam Dawes (Kropp House) David Ezumba (Dinoto House) Colby Kaminsky (Freitag House) Ben Kim (Strong House) Alex Los (Miceli House) Will McLean (Newman House) Josh Ramos (Newman House) Izaac Robertucci (Rogers House) James Ruby (Cavalier House) Bart Shaeffer (Cavalier House) Nate Smith (Rogers House) Brennan Taylor (Kropp House) Benjamin Virgilio (Stern House) Ben Walter (Freitag House) Diego Zavala (Clary House)

33 ATHLETICS Purpose Calvert Hall College believes that participation in athletics, both as a player and as a spectator, is an integral part of the student's educational experience. The

Athletic Program teaches such skills and values as the ability to think and function as a member of a team, sportsmanship, competition, the benefits of a healthy body, self-discipline, emotional maturity, respect for others, and the importance of a system of morals. Calvert Hall Athletics provides experiences that will help students develop physically, mentally, and emotionally. The element of competition and winning, though it exists, is controlled in that it does not determine the nature of the program. Students are encouraged to win, but the principles of good sportsmanship prevail at all times to enhance the educational values of the contest.

Athletic Teams

Fall Season

Football - Varsity, Junior Varsity, Frosh/Soph

Soccer - Varsity, Junior Varsity, Frosh/Soph

Cross Country - Varsity, Junior Varsity

Volleyball - Varsity, Junior Varsity

Water Polo - Varsity, Junior Varsity

Winter Season

Basketball - Varsity, Junior Varsity, Frosh/Soph

Hockey - Varsity, Junior Varsity

Wrestling - Varsity, Junior Varsity

Swimming - Varsity, Junior Varsity

Indoor Track - Varsity, Junior Varsity

Squash - Varsity, Junior Varsity

Spring Season

Baseball - Varsity, Junior Varsity, Frosh/Soph

Lacrosse - Varsity, Junior Varsity, Frosh/Soph

Rugby - Varsity, Junior Varsity

Tennis - Varsity, Junior Varsity

Golf - Varsity, Junior Varsity

Track - Varsity, Junior Varsity

34 MSA & MIAA Championships

Varsity Football – 1933, (Catholic League Championship: 1948, 1952, 1956, 1957, 1958, 1966, 1972, 1975, 1976, 1978, 1979, 1981, 1982, 2010, 2021. JV Football – 1969, 1970, 1971, 1974, 1977, 1978, 1979, 1984, 1994, 1998, 1999, 2007, 2009, 2010, 2013, 2015, 2019, 2021. Frosh/Soph Football – 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1980, 1982, 1983, 1984, 1986, 1997, 2004, 2005, 2013, 2016, 2017, 2018. Varsity Soccer – 1928, 1933, 1934, 1935, 1939, 1951, 1953, 1954, 1959, 1961, 1970, 1972, 1975, 1977, 1978, 1980, 1981, 1982, 1983, 1985, 1986, 1987, 1988, 1990, 1991, 1992, 1994, 1996, 1997, 2002, 2003, 2016, 2022. JV Soccer – 1932, 1933, 1976, 1979, 1980, 1981, 1985, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1997, 1998, 1999, 2000, 2004, 2006, 2008, 2012, 2014, 2015, 2016, 2017, 2018, 2019, 2021, 2022. Frosh/Soph Soccer – 1993, 1994, 1996, 1998, 2002, 2003, 2004, 2005, 2007, 2009, 2014, 2015, 2016, 2017, 2021, 2022, 2023. Varsity Cross Country – 1985, 1986, 1988, 1992, 1993, 1994, 1995, 1997, 1999, 2007, 2008, 2019, 2022, 2023. JV Cross Country – 1980, 1981, 1984, 1987, 1988, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2003, 2007, 2008, 2012, 2013, 2016, 2017, 2018, 2019, 2021, 2022, 2023. Varsity Volleyball – 1999, 2000, 2001, 2002, 2009. JV Volleyball – 2002, 2008, 2009, 2010. Varsity Water Polo – 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2011, 2013, 2015. JV Water Polo – 2006, 2008, 2009, 2022. Varsity Basketball – 1925, 1930, 1931, 1939, 1995, 1996, 2013, 2015 (Catholic League Championships: 1973, 1980, 1981, 1982, 1984, 1989) JV Basketball (including Catholic League Championships) – 1956, 1972, 1973, 1977, 1983, 1993, 1997, 2000, 2003, 2007, 2010, 2011, 2012, 2017, 2020, 2023. Frosh/Soph Basketball (including Catholic League Championships) – 1963, 1973, 1974, 1986, 1991, 1996, 1998, 1999, 2000, 2002, 2007, 2008, 2011, 2012, 2013, 2015. Varsity Swimming – 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1974, 1975, 1976, 1981, 1982, 1983, 1986, 1987, 1991, 1992, 1993, 1994. JV Swimming – 1961, 1962, 1963, 1966, 1967, 1968, 1969, 1970, 1972, 1973, 1974, 1975, 1976, 1981, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995. 35 Varsity Indoor Track – 2019, 2020, 2022, 2024. JV Indoor Track – 1999, 2000, 2017, 2018, 2019, 2020, 2023, 2024. Varsity Hockey – 1953, 1954, 1955, 2008, 2009, 2010, 2013, 2016, 2022. JV Hockey – 1942, 1955, 2013, 2015, 2016 Varsity Baseball – 1929, 1933, 1935, 1938, 1955, 1956, 1957, 1963, 1976, 1984, 1988, 1989, 1990, 1991, 1993, 1994, 1995, 1997, 1998, 2000, 2005, 2006, 2007, 2008, 2009, 2012, 2013, 2019. JV Baseball – 1959, 1962, 1963, 1970, 1972, 1973, 1985, 1988, 1992, 1993, 1994, 1995, 1997, 2000, 2001, 2005, 2006, 2007, 2009, 2010, 2011, 2012, 2015, 2017. Frosh/Soph Baseball –

1994, 1995, 1996, 1998, 2000, 2001, 2002, 2005, 2007, 2010, 2011, 2013, 2018. Varsity Lacrosse – 1971, 1972, 1975, 1977, 2003, 2012, 2017, 2018, 2019. JV Lacrosse – 1975, 1977, 1982, 1999, 2009, 2017, 2022. Frosh/Soph Lacrosse – 1980, 1981, 1982, 1984, 1986, 2009, 2013, 2019, 2021. JV Tennis – 2024 Varsity Tennis – 1963, 1964, 1970, 1971, 1972, 1974, 1981, 1982, 1985, 2001, 2023. Varsity Golf – 1946, 1948, 1965, 1966, 1969, 1970, 1971, 1975, 1986, 1992, 1993, 1994, 1996, 1997, 2013, 2023 JV Golf – 2011, 2012, 2022, 2023. Varsity Track & Field – 1994, 1995, 1999, 2000, 2022, 2023, 2024. JV Track & Field – 1994, 1995, 1999, 2000, 2001, 2016, 2017, 2018, 2019, 2022, 2023, 2024. Varsity Rugby – 2007, 2017, 2023. JV Rugby – 2009, 2011, 2012, 2013, 2015. Cardinal Club The Cardinal Club, a sports booster club, was established in the Spring of 1984 to foster the image and spirit of athletics at Calvert Hall College. This group of parents, alumni, and friends of the school assists the athletic department by providing some of the extras that a quality athletic program needs but cannot realistically afford. It is the hope of this group of dedicated and spirited workers that it can provide some of the needed items for our student-athletes while engaging in enjoyable social activities. The club's educational presentations, social gatherings, and fund-raisers are held throughout the various seasons.

36 SUPPORT SERVICES Mentoring Program Each freshman and transfer student will be assigned a faculty mentor through the Student Activities Office. Students and their mentor will meet periodically throughout the year. Students who are having difficulty or wish assistance should see their faculty mentor. Counseling Department The high school years are a period of rapid personal change and development frequently accompanied by stress and uncertainty. Services offered by the department are designed to assist students as they meet challenges. Each student is assigned a school counselor for his four years, and they meet at least once a semester (in addition to individually scheduled appointments). School counseling sessions may be individual or in groups, and will involve discussion of educational and career goals in high school and beyond. School counselors may provide referrals to professionally trained individuals and services outside of school. School counselors work closely with faculty and parents while monitoring academic progress. Conferences can be scheduled at any time and parents/guardians are invited to contact their son's counselor at any time. The School Counseling Department administers the Christopher O'Neil Peer Education Program. This program provides an opportunity for junior and senior peer educators to serve as big brothers to the freshmen by teaching effective life skills that will lead to safe, positive decisions. College counselors support students and families through the college admission process by teaching college advising classes, individual student and parent meetings along with group presentations for parents. Various aspects of the college admission process are highlighted including admissions, standardized testing, financial aid, athletic recruitment, and transitioning to life after high school. The department's programming includes the following events: October Testing Day, Fall College Fair, and several informational college planning meetings for parents of Sophomores, Juniors, and Seniors. The School Counseling Department is authorized to release students' transcripts to college/ university admissions departments, NCAA coaches, and scholarship granting organizations unless advised in writing to the contrary by a student's parent or legal guardian. Transcript requests should be directed to student's college counselor.

37 Accommodations: Consistent with its policy prohibiting discrimination, Calvert Hall is committed to ensuring that students with disabilities are provided with equal access to its programs. The School will provide accommodations and modifications to ensure a disabled student has equal access to the School's services, provided that they do not fundamentally alter the School's educational programs or Mission. Requests for accommodations should be addressed to the student's counselor. When

evaluating a request for an accommodation, Calvert Hall will collect all information relevant to determine whether the School can appropriately meet the student's needs. This information may include, without limitation, aptitude and achievement tests, physicians' statements, teacher recommendations, and information regarding the student's physical condition, adaptive behavior, or social or cultural background. The School, in conjunction with the student's parents, will determine which educational strategies and accommodations can be implemented and will implement an individual plan with the student, parents, faculty, and administration, utilizing the accommodations available at Calvert Hall. Accommodations plans shall be reviewed and updated, if necessary, on a periodic basis. If it becomes evident that a student is not meeting the school's academic or behavioral expectations with the agreed support and modifications in place, then the parents will be advised that the student requires placement in a different educational setting which is fully appropriate to the particular needs of the child. College Board School Code: Calvert Hall's College Board School Code is 210055. Office Procedure: Counselors are available to help students. If a student wishes to see a school or college counselor, he should make an appointment during unscheduled periods. Students seeking to attend a college admission visit during the school day may not be absent from class unless granted prior written permission of the teacher. Special Circumstances: It is a school policy that, once a student has been judged to be in serious emotional distress (suicidal ideation, severe depression, other behavioral disorders, etc.) and the parents have been notified of this condition, the principal may require that the student's return to school be contingent upon an appropriate evaluation by a qualified professional. The professional will assess the student's capacity to return to school without jeopardizing the safety of himself or others. Furthermore, the professional will be asked to provide the school with a prognosis, recommendation, and a projected treatment plan. Campus Ministry Campus Ministry is a student-based program in the tradition of St. John Baptist de La Salle, 38 which promotes the dignity of each member of the school community by sharing and living out the principles and values shared in the gospel message. The Campus Ministry Office is a place for any student, giving him the opportunity to become involved in many faith-based programs at The Hall. The goal of Campus Ministry is to help young people grow in their relationship with God and provide opportunities for young people to minister to each other. School-wide masses, Lenten/Advent and team prayer opportunities, service trips and projects, food and clothing drives, music ministry and peer ministry are all coordinated through the Campus Ministry Office. Chapel: Calvert Hall has placed its Chapel under the protection of Our Lady of the Star. Masses every first Friday of the month, daily communion services, and other liturgical opportunities are celebrated regularly in this sacred space. Students are encouraged to participate whenever their schedule permits. Teachers are likewise encouraged to bring their classes to the chapel periodically in order to emphasize our connectedness with the Lord. Liturgy and Prayer: The liturgical and prayer lives of our students are a key component to our Campus Ministry Program. The school community gathers several times throughout the year on special occasions and holy days of obligation for Mass. Students are involved in all aspects of liturgy from lectors, to Eucharistic Ministers, to music ministers, to ushers and technology aides. The Liturgy Band provides student-led music at masses and prayer services. During Lent students can participate in small group faith sharing, special service projects, and adoration and reconciliation throughout their five week Lenten journey. Retreats: Calvert Hall believes that retreats are an essential part of the growth and development of our students. Every student participates in a retreat during each of his four years at The Hall. The overnight freshman retreat helps our newest students understand what it means to be a Lasallian by

focusing on the core values of faith, service, and community. Sophomore retreat focuses on social action, as each sophomore participates in a day of service. Junior retreat focuses on identity development and their relationship with others during a two-day, one-night overnight at the River Valley Ranch in Manchester, MD. The junior retreat is led by junior and senior peer ministers as well as the Campus Ministry team. The senior retreat is a three-day, two-night retreat at the River Valley Ranch. During this capstone retreat, students focus on the life lessons of their high school careers and are challenged to think about their futures beyond The Hall. Service: Calvert Hall seeks to prepare students to live as Christian leaders cultivating within them a genuine concern for the poor. Students are encouraged to become part of the extensive service program that is offered through the Campus Ministry Office. Students can serve at 39 a variety of agencies such as Sarah's Hope Shelter, the Gallagher Center, Helping Up Mission, Herring Run Head Start, Beans and Bread, Our Daily Bread, and more. Many students become involved in weekly or monthly projects throughout their four years. Students have the opportunity to go on school-sponsored immersion trips each year and, in the past, have traveled to places like Baltimore, Belize, Camden, Chicago, Haiti, Miami, Montana, New Orleans, and the Eastern Shore of Virginia. Students are also responsible for the success of many school drives such as the Mission Drive, Thanksgiving Food Drive, and the Adopt-A-Family project. 40

STUDENT HEALTH Allergy Awareness

Calvert Hall is committed to working with families, students and providers to provide a safe and healthy environment. Although our campus is not an "allergy-free" environment, we strive to keep our students as safe as possible through several measures. Upon receiving information regarding a severe allergy, as documented by a health care provider, a plan will be developed to address emergency treatment needs, the roles and responsibilities of the student and family, as well as ongoing education of the Calvert Hall community. Parents and guardians are encouraged to check the menu located on the Calvert Hall website and the Touch of SAGE App. or contact our Food Services Director for further discussion of our menu options. Epinephrine Policy Calvert Hall College High School has adopted a policy allowing the availability of stock epinephrine in the health suite for use in the event of an anaphylactic emergency. This epinephrine is for emergency use during normal school days and is not dependent on allergy history. It is not available outside of normal school hours or on field trips. Students with a known history of severe allergies are still expected to maintain emergency action plans, medical orders, and their own supply of Epinephrine Autoinjectors that they self-carry and/or store in the Health Suite. Communicable Illness Communicable conditions, such as strep, flu, chicken pox, impetigo, pertussis, ringworm, and COVID-19 should be immediately reported to the school nurse. The School may exclude any student from school who has a communicable illness or has been exposed to an infected person if the School determines that such exclusion is appropriate for the welfare of the student who is excluded from School and/or the welfare of other students or employees at the School. In reaching the decision to exclude a student from the School, the School may consult with appropriate medical professionals and/or the Department of Health. In order to return to School, students who have been excluded from School for health reasons must submit a physician's certification that the student may return to School without risk to self or to others. If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps 41 to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns

about communicable illnesses or immunization issues. Immunizations The School fully complies with Maryland Laws with regard to student vaccinations (requiring DTaP – 3 doses; Tdap – 1 dose; Polio – 3 doses; MMR – 2 doses; Varicella – 2 doses; Hepatitis – 3 doses; Meningococcal – 1 dose) and further may require additional vaccinations as a matter of School policy. Consistent with the same, the School will only accept verifiable medical exemptions, indicating which immunization(s) is/are medically contraindicated with specific reason(s), and signed off by a Primary Care Provider who has been regularly seeing the student. No other exemptions are considered.

Medical Leave of Absence In cases of serious illness, bodily injury, or an emotional or psychological condition that prevents a student from engaging in the life and work of school, a medical leave from school may be appropriate. Decisions regarding medical leave, or reinstating a student who has been on leave, rest with the senior administrators in consultation with the school nurse and/or the school counselor. Decisions regarding such leave will be guided by the principal. The goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at School. In the absence of a treatment plan that, in the School's opinion, will achieve these goals, the School may decline to grant a medical leave request, and instead require the student to withdraw. A student's family may request medical leave. The School requires that any request for medical leave be accompanied by sufficient supporting documentation (as determined by the School in its sole discretion) to allow the School to evaluate the leave request, including, but not limited to, at least the following information: (a) a recommendation from the student's treating medical professionals that the student would benefit from taking a medical leave; (b) a description of how the student's medical condition limits the student's ability to participate in required academic or extracurricular activities; (c) the plan for treatment of the student's medical condition; and (d) an anticipated date for the student's return. To return to School from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other licensed professional who treated the student during the medical leave. The School may require additional evaluation by a physician or mental health consultant of its choosing. 42

Medication All daily or as needed medications must be given to the School Nurse in a labeled prescription bottle accompanied by a Prescription Medication Form from a provider. When ordered and with permission from the student's parent and provider, rescue inhalers and epinephrine auto-injectors may be carried by the student. Otherwise, students are not allowed to carry any form of medication with them in school. An Over-the-Counter Medication Form must be on file online, in Magnus Health, to allow the Nurse to give the student over-the-counter medications such as Tylenol or Tums. Students who are ill should see the Nurse. The Nurse will then call a parent to discuss a student's health or if a student should go home. Student Illness Parents of students who are ill are encouraged to keep their student home, to allow the student to recover and to prevent the risk of spreading disease to the greater school community. Parents of students who become sick during the day will be notified by telephone.

Emergency Information and Authorization In order to assist the School in attending to the health and safety of Students, the school uses Magnus Health for maintaining health records. Parents are required to use Magnus Health and to provide the School with a full and complete description of any health conditions(s) or medical restriction(s) that the Student may have. The school will make every reasonable attempt to contact Parents or another emergency contact in the event of a medical emergency. In the event of an emergency, the school employees, agents and chaperones (e.g. trainers, school nurses, team physician) may accompany the Student to a medical facility, authorize

treatment of the Student by licensed medical personnel, take any other actions reasonably necessary to treat the Student in the event of a medical emergency and to use and/or disclose pertinent health information for the treatment of any injury or health condition that may arise at the School or during School-related activities. Parents are financially responsible for any cost incurred with the treatment of the Student. Any medical insurance that covers the Student will be the primary insurance coverage for any such treatment.

COVID-19 While the country has made progress in controlling COVID-19, breakthrough infections and the emergence of new variants remind us that we must remain vigilant and keep our community safe. The School reserves the right to modify or change any or all such policies, practices, and procedures in whole or part, at any time, with or without notice. This includes 43 the ability to alter the school year schedule, the academic program (including distance learning), and the co-curricular schedule and breadth of activities. Students will be required to follow all safety protocols implemented by the School including masking and proper hygiene. The School respects the right to privacy of any student who has a communicable disease, including COVID-19. All student records or information regarding communicable diseases will be confidentially maintained by the School Nurse. The student's medical condition will be disclosed only to the extent necessary to minimize the health risks to classmates, employees, and the greater School community. Despite the safety policies and protocols in place to mitigate the transmission of COVID-19 and other communicable diseases, there are inherent risks that students and their families may become infected/ill due to the student's participation at School. By allowing their child(ren) to come to campus, parents understand, acknowledge, and voluntarily assume these risks on behalf of themselves and the student(s).

44 WHO'S WHO AT CALVERT HALL Board of Trustees – 2024-25 Mrs. Christine D. Aspell Mr. Joseph A. Baker '76 Br. Mark J. Brown, FSC '86 Br. Frank Byrne, FSC Dr. Marc M. Camille Mr. Thomas S. Fan Mr. James E. Fyke Mrs. Jean C. Gould Mrs. Jessica M. Hiebler Br. John Kane, FSC, President Mr. William G. Karpovich '87 Mr. John M. Kessler '79 School Administration Mr. Joseph Baker / Chief Administrative Officer & Director of Advancement Mr. Tom Fan / Assistant Principal for Academic Affairs Mrs. Jean Gould / Chief Financial Officer Br. John Kane, FSC / President Mr. Kristopher Mitchell / Dean of Students Dr. Andrew Moore / Principal Mr. Dan Mulford / Director of Athletics Mr. Marc Parisi / Director of Student Activities Mrs. Lauren Urban / Coordinator of Faculty Development Mr. William Wellein / Director of Admissions Department Chairpersons Mr. Brooks Kerr / Counseling Office Mr. Gino Greco / English Mr. Brian Ecton / Fine Arts Mr. Darrick Freeman / Foreign Language Mrs. Jennifer Healy / La Salle Program Mr. Stephen E. Marshall '82, Board Vice-Chair Dr. Andrew P. Moore Mr. Jeffrey A. Nattans '85, Board Chair Mr. Matthew W. Oakey '83 Mr. Michael G. Paszkiewicz '83 Mrs. Melinda B. Peters Mr. Anthony J. Rosso '85 Mr. Robert P. Silverman '87 Mr. Benjamin Ventresca, Jr. Mr. Shawn D. Vinson '89 Mr. William W. Whitty, Jr. '69 Mr. Troy V. Williams '88 Mr. Jeffrey Blake / Mathematics Mr. Patrick Marshall / Physical Education Mr. Christopher Barczak / Religion Mrs. Lauren Urban / Science Mr. Matthew Radebaugh / Social Studies 45 Administrative Services Mrs. Cathy Baker / Cardinal Shop Manager Mrs. Lucy Baker / Administrative Assistant, Admissions Ms. Laura Cavanaugh / Administrative Assistant, Main Office Mrs. Jenni Dagostin / Assistant Director of Admissions Mrs. Kimberly Davey / Finance Office Mrs. Claudine Riportella / Administrative Assistant, Attendance Mr. Austin Ewachiw / Director of Technology Mrs. Cindy Faherty / School Nurse Mr. Geoffrey Foltyn / Director of Alumni Relations & Reunion Giving Mrs. Margie Forbes / Grants & Special Projects Manager Mr. Fred Germano / Academic Technology Support Mrs. Dee Gorman / Administrative Assistant, Student Activities Mrs. Christie Grant / Administrative Assistant, Counseling Office Mr. Jay

Heath / Maintenance Ms. Kiera Heath / Athletic Trainer Mr. Douglas Heidrick / Director of Annual Giving Mrs. Danielle Hladky / Director of Communications and Marketing Mrs. D. Kimberly Hladky / Advancement Services Manager Mrs. Darby Jecelin / Controller Br. Joseph Keough, FSC / Librarian Mrs. Meaghan Knapp / Executive Assistant to the President & Stewardship Associate Mr. Thomas Malstrom / Major Gifts & Planned Giving Officer Mrs. Traci Malstrom / Administrative Assistant to the Principal Mrs. Mary Manger / Administrative Assistant, Academics Mr. Cord Neal / Computer/AV Support Technician Mrs. Cynthia Patchak / Administrative Assistant, Athletics Mrs. Nichole Regulski / Donor Relations & Community Engagement Officer Mr. Sean Reilly / Network Administrator Mr. James Rich / Director of Facilities Mrs. Claudine Riporella / Administrative Assistant Attendance Mr. Brian Rowe / Assistant Athletic Director Mrs. Lynda Rogers / Testing Center Coordinator Mrs. Emily Shultz / Finance Office Assistant Mrs. Jane Thompson / Technology Resource Center Assistant 46 Mr. Johnathan Travers / Multimedia Content Specialist Mr. Joshua Ward / Assistant Athletic Director Mr. Christopher Zinn / Athletic Trainer Faculty Mr. Edward B. Alsedek, M.A. Loyola University Maryland Mr. Joseph A. Baker, M.Ed. Loyola University Maryland Mr. Christopher M. Barczak, M.A. St. Mary's Seminary & University Mr. John Basmaci, B.A. University of Maryland Baltimore County Mrs. Laurel A. Bassett, M.A. Towson University Mrs. Eileen M. Bilo, M.A.T. Goucher College Mr. Jeffrey D. Blake, M.E.S. Loyola University Maryland Mrs. Mary E. Bondyra, M.A.T. Johns Hopkins University Mr. Philip J. Bressler, B.A. Baruch College Ms. Donna M. Bridickas, M.Ed. Loyola University Maryland Mr. Isaac H. Brooks, B.A. Salisbury University Mr. Richard A. Brown, M.S. Johns Hopkins University Mrs. Verena M. Brown, M.E.S. Loyola University Maryland Mr. Terence J. Buch, B.A. University of Notre Dame Mrs. Amy B. Buttarazzi, M.A. St. Mary's Seminary & University Mr. Matthew J. Carbine, M.B.A. Loyola University Mrs. Carmen H. Clark, M.S. Towson University Mr. Patrick E. Collins, B.A. Mount Saint Mary's University Ms. Rebecca Conley, M.A. Notre Dame of Maryland University Dr. Taylor P. Connor, Ph.D. University of New Hampshire Ms. Mindy A. Costanzo-Romero, M. Ed Loyola University Maryland Mr. Ryan C. Cox, M.A. Sailsbury University Ms. Nicole Q. Creamer, M.Phil. Catholic University Ms. Raffaella d'Ecclesia, B.A. Towson University Mrs. Christine T. Davis, M.A. Adelphi University Mr. Adam W. DeStefano, M.A. Goucher College Mr. Walter F. Dobrzycki, M.M.S. Loyola University Maryland Mr. James J. Doyle, B.F.A. Maryland Institute of Art Dr. Jeremy M. Eaton, Ph.D. University of California, Irvine Mr. Brian M. Ecton, M.S. Towson University Ms. Katherine L. Ellis, B.A. Loyola University Maryland 47 Mr. Thomas S. Fan, M.Ed. Loyola University Maryland Ms. Mary Kate Fasy, B.A. LaSalle University Br. Charles Filberg, FSC, M.A. Middlebury College Mr. Edward M. Fioravante, B.S. University of MD College Park Mr. Aidan R. Flannery, B.S. Towson University Mr. Darrick W. Freeman, M.A. Saint Mary's University of Minnesota Mrs. Patricia M. Gillin, M.S. Loyola University Maryland Mrs. Elena Gonzalez Sanchez, M.A. University of Delaware Mr. Serge A. Goudou, M.A. Loyola University Maryland Mr. Gino S. Greco, M.A.T. Towson University Mrs. Elizabeth E. Green, M.A.T. Johns Hopkins University Mrs. Susan E. Grzech, B.A. Notre Dame of Maryland University Mr. William C. Guy, B.A. Elon University Mr. David S. Hallman, M.A.T. Johns Hopkins University Mrs. Lauren L. Hardesty, B.A. Arcadia University Ms. Kabria L. Haskins, M.A. George Washington University Mrs. Jennifer H. Hauser, B.A. Loyola University Maryland Mrs. Jennifer C. Healy, M.A. Northwestern University Mrs. Mary L. Healy, M.A.T. Notre Dame of Maryland University Ms. Kiera N. Heath, M.S. California University of Pennsylvania Mrs. Guilia M. Henson, B.A. Loyola University Maryland Mrs. Danielle H. Hladky, M.B.A. San Diego State University Mr. Stephen C. Hooper, M.M.S. Loyola University Maryland Mr. James N. Hoos, M.A.T. Loyola University Maryland Mr. Robert A. Howard, B.S.

St. Vincent College Ms. Barbara M. Jones, M.A. Notre Dame of Maryland University Br. John Kane, FSC, Ed.D. St. Joseph's University Br. Joseph Keough, FSC, M.A. LaSalle University Mr. J. Brooks Kerr, B.S. Frostburg State University Br. Joseph Kines, FSC, M.A. LaSalle University Mr. Wilson W. Knight, III, M.A. Notre Dame of Maryland University Mrs. Claire N. Leonard, M.S. Towson University Mr. D. Roy Lobdell, M.Ed. Loyola University Maryland Mr. Anthony C. Luczak, M.B.A. University of Colorado - Boulder Ms. Madeline N. Makowski, M.A. Notre Dame of Maryland University Ms. Lydia M. Manni, M.A. University of Maryland College Park 48 Mr. Patrick J. Marshall, B.A. Franklin and Marshall College Mr. John R. McCormick, M.T.S. Loyola University Maryland Ms. Ann K. McKee, M.S. University of Pennsylvania Mr. Paul T. McMullen, M.A.T. Loyola University Maryland Ms. Julia G. Miller, B.A. University of Maryland Baltimore County Mr. Louis C. Miserendino, B.A. Loyola University Maryland Mr. Kristopher D. Mitchell, M.A. Notre Dame of Maryland University Mrs. Gretchen M. Montcalmo, M.S. Loyola University Maryland Mr. Adam N. Moore, B.A. Elizabethtown College Dr. Andrew P. Moore, Ph.D. The Catholic University of America Ms. Elizabeth G. Moore, M.S. Rensselaer Polytechnic Institute Mr. Charles E. Motsay, M.Ed. Loyola University Maryland Dr. M. Kristina Mueller, Ph.D. Johns Hopkins University Mr. Daniel C. Mulford, M.S. Robert Morris University Mr. Marc A. Parisi, M.A. St. Mary's Seminary & University Mr. Matthew W. Radebaugh, M.Ed. Loyola University Maryland Br. Leonard Rhoades, FSC, M.A. LaSalle University Mrs. Kelly S. Robertson, M.Ed. University of Phoenix Mrs. Hannah E. Rocco, M.A. Notre Dame of Maryland University Mr. Brian B. Rowe, M.A. Goucher College Ms. Carolyn A. Rutishauser, M.S. Case Western Reserve Mr. Brendan W. Ryan, M.A. Notre Dame of Maryland Ms. Lauren Santi, M.A.T. Towson University Mr. Joshua M. Shank, B.S. Towson University Mr. Rob W. Smith, M.A.T. Loyola University Maryland Ms. Samantha M. Snider, M.A. Notre Dame of Maryland University Mrs. Rebecca A. Specca, M.A. Notre Dame of Maryland University Mr. Jack G. Stewart, B.S. Towson University Mrs. Loryn Strauzer, M.B.A. University of Maryland University College Mr. Luke X. Strom, B.S. Johns Hopkins University Mr. Eric M. Sundell, M.A. The American University Dr. Peter A. Susko, Ph.D. George Mason University Mr. Jason E. Toy, M.A. Washington College Mrs. Megan A. Toy, M.Ed. Wilmington University Mr. Timothy J. Trotta, M.S. Walden University Mr. Zachary M. Tuck, B.A. Towson University 49 Mr. Zac R. Ufnar, M. Ed. Loyola University Maryland Ms. Lauren W. Urban, M.S. Creighton University Dr. Theodora J.M. van Gaal, Ph.D. Radboud University Nijmegen, NL Mr. Joshua D. Ward, M.A. West Virginia University Mr. William H. Wellein, M.Ed. The Pennsylvania State University Dr. George J. Wilkerson, Jr., D.M.A. Shenandoah University Ms. Megan E. Wilmot, M.A. Notre Dame of Maryland University Mr. Richard W. Zinkand, B.S. Towson University Mr. Christopher R. Zinn, M.Ed. Salisbury University

The Admissions Office The Admissions Office is primarily responsible for the recruitment, testing, and enrollment of qualified candidates for Calvert Hall's college preparatory program of studies. The Admissions team represents Calvert Hall at various middle schools, plans the annual Open House and organizes "Cardinal for A Day" programs for 8th grade students who want to experience a day at The Hall. The Ambassador's Club is a volunteer group of Calvert Hall students who assist the Admissions team by attending presentations, hosting prospective students on their "Cardinal for a Day" experience and serving as tour guides at Open House. Additionally, the Admissions Homeroom interacts with 8th grade guests and their families during their "Cardinal for a Day" experience. The members of their homeroom also take part in several other admissions events throughout the year. The school leadership also appreciates the important role Calvert Hall alumni and parents play in the overall recruitment process. Many prospective students and parents have indicated that their interest was the direct result of

what they heard our graduates and parents say about their experiences. We are grateful for this support and encourage all members of the Calvert Hall community to continue referring interested students and their families to our Admissions Office. Students applying to Calvert Hall are required to take the Archdiocesan High School Placement Test in December, submit an online Calvert Hall Application, and have their middle school grades and records forwarded to the Admissions Office. For additional information, please visit the Calvert Hall website (www.calverthall.com) or contact The Admissions Office at 410-825-4266 ext 117.

The Advancement Office The Office of Advancement oversees Calvert Hall's philanthropy initiatives. These initiatives support student scholarship endowment, tuition assistance, faculty endowment, The Hall Fund, capital campaigns, and various school projects. Calvert Hall has built a solid culture of philanthropy by way of its generous Board of Trustees, alumni, faculty and staff, students, 50 parents, and friends. The Hall Fund, Calvert Hall's annual fund, is effective from July 1st through June 30th. Outside of tuition, the Hall Fund, is the second largest source of revenue for Calvert Hall. Gifts to this appeal are directed to a wide array of the school's needs. Calvert Hall College encourages gifts in the form of bequests, securities, life insurance, and qualified charitable donations in addition to cash gifts. Tom Malstrom '84, is happy to meet with those interested in deferred giving plans and estate planning. Gifts of time, services and materials will also be appreciated in our advancement activities. In addition to fundraising initiatives, the Office of Advancement coordinates a number of social, professional development, and networking events for business network lunches, the Young Alumni Homecoming, and the Alumni Business Circle. For more information call Joseph Baker, '76, Director of Advancement 410-821-2363.

Alumni Association: All Alumni are welcomed into Alumni Association upon graduation. The Alumni Association of Calvert Hall College was established to foster and perpetuate good fellowship among Alumni, advance the interests of the school, and keep the Alumni aware of the events of the school. The Board meets 5 times per year with dinner being served at 5:30pm and meetings beginning at 6pm. These meetings are open. All are invited and encouraged to get involved with the Association's many events. The meetings take place in the Noppinger Commons. The Alumni Association sponsors Homecoming on the eve of Thanksgiving, a Golf Classic in May, the Alumni Senior Breakfast, and Cardinals at the Beach in Ocean City, MD in July. The Alumni Association also sponsors social committees such as: The Career Foundation Group, Business Networking Group, Veteran Tribute Advisory Group (Tag), and Black Alumni Networking Group. Graduates are encouraged to advise the Alumni Office (410-825-4251) of any items of interest they would like to see in The Cardinal which is published twice a year. The moderator of the Alumni Association is Brother Joseph Keough, FSC.

Communications Office: The Communications Office coordinates the school's advertising, social media, and marketing. The Cardinal, the school's magazine which includes school and alumni news, is written, edited and printed under the direction of the office. The Director of Communications writes and disseminates press releases detailing the accomplishments of the school, its students, faculty/staff and alumni to the local and/or national print, television and radio media. The Communications Office also maintains and organizes a photo archive.

The CHC Parents' Club: The Parents' Club of Calvert Hall College is an organization meant 51 to provide a mechanism for parents to engage in social, service, and fundraising activities in support of the school. These events promote goodwill among parents, as well as between parents and school professionals. Funds raised through these events supplement the normal income of the school and enhance opportunities for students. The Parents' Club of Calvert Hall College also exists to support the ideals of a Christian Brothers' education by supporting the efforts of the school's professional staff. The

Parents' Club conducts the following fundraising/social events: Freshman Parent Welcome and Social, Fall Bingo, Wine & Beer tasting, and a Winter Bingo. The Parents' Club Hospitality Committee hosts receptions at The Beginning, Junior Ring Ceremony, Calvert Hall Open House, Sophomore Tie-in Night, Senior Post Prom Transportation and Celebration, and an Appreciation Luncheon for Faculty/Staff. Event information is made available on the School website (www.calverthall.com/parentsclub). Contact the Parents' Club anytime by emailing chparentsclub@gmail.com.

52 KEELTY HALL Sacristy Crispino Center Top Level • Auxiliary Gym • Weight Room Middle Level • Wrestling Room Lower Level • Hucht Pool Knott Center Top Level • Classroom (320) Middle Level • Theater • Lecture Halls Lower level • Band Room • Chorus Room (306) Cardinal Shop 131 Biology Lab Office 127 123 Office 119 Chemistry Lab 113 Office 109 Physics Lab 105 Student Counseling Office Student Activities Office Health Suite Attendance Conf. Room School Entrance La Salle Road Entrance Main Office Ladies Mens A.P. Acad. Affairs Principal's Office Conf. Room Business Office 102 104 106 108 112 114 118 122 126 Academic Resource Center Dean of Students 130 Math Office Math Resources Center Gym Athletic Director's Office Gym Lobby Athletic Office Physical Ed. Office Ladies Mens Goucher Blvd. Entrance Student Locker Room Storage Staff Dining Room Vending Food Services Faculty Dining Room Dining Hall Storage Storage Men 133 129 125 Religion Office 135 137 139 141 Parents' Club Office Lang. Office 124 Language Lab 120 116 Men Storage 138 136 134 132 121 117 115 111 107 Men Facilities Office/ FFFCU Cardinal Branch Adm. Office Pres. Office Alumni and Advancement Director of Advancement 100 110 Social Studies Office Media Storage Faculty 110C Room/ Duplicating Services Campus Ministry Chapel Small Courtyard Large Courtyard John G. Noppinger Jr. '64 Student Commons 128 automated external defibrillator (AED) location The John G. Noppinger Jr. '64 Greenhouse 53 54 MARION BURK KNOTT CENTER FOR THE PERFORMING ARTS automated external defibrillator (AED) location 55 GEORGE YOUNG HALL automated external defibrillator (AED) location First Floor Third Floor Second Floor Fourth Floor 240 Art Studio STEM Lab Art Office Kiln 241 242 Men One Touch Studio Technology Lab Library Plaza 220 Conf. Rm. Men Women 221 Activities Center 232 231 233 LaSalle Center 230 234 235 English Office Bridge 212 Computer Lab 211 213 Computer Lab 214 McMullen Center 210 217 TV Studio 216 Technology Resource Center 215 Technology Office Study Rm. 1 Study Rm. 2 Men Men E-Sports / Cyber Security Arena E-Sports Team Room 56 This schedule allows for 5 minute time periods for change of classes. Regular Begins 8:25 8:50–9:30 9:35–10:15 10:20–11:00 11:05–11:45 11:50–12:30 12:35–1:15 1:20–2:00 2:05–2:45 Type of Schedule: Homeroom: 1 2 3 4 5 6 7 8 Late Arrival Begins 9:55 10:10–10:40 10:45–11:15 11:20–11:50 11:55–12:25 12:30–1:00 1:05–1:35 1:40–2:10 2:15–2:45 Extended Begins 8:25 9:55–10:25 10:30–11:00 11:05–11:35 11:40–12:10 12:15–12:45 12:50–1:20 1:25–1:55 2:00–2:30 Special Begins 8:25 9:30–10:05 10:10–10:45 10:50–11:25 11:30–12:05 12:10–12:45 12:50–1:25 1:30–2:05 2:10–2:45 Assembly Begins 8:25 9:45–10:15 10:20–10:50 10:55–11:25 11:30–12:00 12:05–12:35 12:40–1:10 1:15–1:45 1:50–2:20 Early Dismissal Begins 8:25 8:50–9:20 9:25–9:55 10:00–10:30 10:35–11:05 11:10–11:40 11:45–12:15 12:20–12:50 12:55–1:25

SCHEDULES

Program of Studies for AY 25-26

Updated Program of Studies for AY 25-26. The Program of Studies covers all aspects of CHC academics including the course placement process, available courses for enrollment, promotion & graduation requirements as well as GPA calculations and Honor

Roll guidelines.

Updated - 2/9/2025

Course Requirements for Academic Years

PDF identifying the course requirements for each class year. Students should reference this chart to identify which subjects are required for each academic year.

Update - 2/9/2025

Rel Dept - Progression of Courses

Flow chart for the progression of Religion Courses from year to year

Math Dept - Progression of Math courses

Flow chart for the progression of Math Courses from year to year

Science Dept - Progression of Courses

Flow chart for the progression of Science Courses from year to year

Social Studies Dept - Progression of Courses

Flow chart for the progression of Social Studies Courses from year to year

Eng Dept - Progression of Courses

Flow chart for the progression of English Courses from year to year

Lang Dept - Progression of Courses

Flow chart for the progression of language from year to year

Since 2006, Calvert Hall has partnered with First Financial Federal Credit Union to bring Campus Debit Card services to the Calvert Hall campus. First Financial FCU provides a cashless system attached to your student's identification card. We offer this free benefit to students and their families, as well as faculty and staff. It's not just a card; it's also the link to First Financial's financial literacy resources. The goal is for all members of our Calvert Hall community to achieve financial wellness and freedom.

While students are not required to set up an account with First Financial, since Covid-19, our dining hall is operating cashless. This means, if a student does not have an account set up with First Financial, they are not able to purchase items for breakfast or lunch in

the dining hall. Of course, students can pack or bring a lunch each day, so an account is not necessary.

However, setting up an account is both free and easy!

Campus Debit Card Benefits & Advantages of the Campus Debit Card

- Touchless payment option for purchases in the Dining Hall
- FREE Checking Account with no fees and no minimum balance requirement
- Free Online and Mobile Banking including Mobile Deposit
- Visa® Debit Card for off-campus purchases
- Take this account to college, the real world and beyond!

CLICK [HERE](#) TO PUT MONEY ON YOUR CARD!

Setting up and Funding Your Campus Debit Card

To Sign Up:

Complete a Campus Debit Card application with parent or guardian as a joint owner. You can sign up in several ways:

Sign up Online at join.firstfinancial.org

You can view a helpful pdf with step-by-step instructions by clicking [HERE](#).

Student Link Instructions: First choose the "**Youth (under 16) and Calvert Hall College Membership**" AND "**I AM A STUDENT WHO ATTENDS:**"

Download and print form at www.firstfinancial.org/studentapp and submit completed printed application in one of the following ways:

Mail to: First Financial FCU, 72 Loveton Circle, Sparks Glencoe, MD 21152

Drop off to any First Financial Branch

CLICK [HERE](#) TO PUT MONEY ON YOUR CARD!

Funding Options:

To put money on your card:

Mobile Deposit

View a quick video about how to make a mobile deposit [HERE](#).

Online Banking Transfers

One-Time Payment with a checking or savings account at another institution or with a non-First Financial debit or credit card

Click [HERE](#) to learn how to make a one-time payment.

Mail deposit, payable to the student's account to:

First Financial FCU, Administrative Center, 72 Loveton Circle, Sparks Glencoe, MD 21152

Visit a First Financial FCU Branch, to view a list of branches, please click [HERE](#).

CLICK [HERE](#) TO PUT MONEY ON YOUR CARD!

****Parents:** If funding the account by check, please allow time for the check to clear. Consider depositing funds sufficient to cover a longer period of anticipated expenses at a time (a month or quarter).

Important Reminders

Students should only buy lunch if they have an account set up with First Financial. Here is some general information that may help parents and students:

1. All students are issued an ID card and have been given those cards in homeroom. ID cards are only linked to a First Financial account if you have set one up either online, by visiting a First Financial branch, or by mailing in paperwork. **CARDS ARE NOT AUTOMATICALLY CREATED WITH AN ACCOUNT. You must set up this account if you wish to have an account.**
2. Once you have applied for an account, the account is not instantly created. Most accounts take a few days before being activated. Students will need to pack a lunch until they receive paperwork in the mail from First Financial and know that the account has been activated.
3. Once an account is active you can put money on the card by downloading the First Financial app or using the Cardinal Branch at Calvert Hall on school days from 8:00AM until 8:20AM daily.
4. Students may take an IOU from the Student Activities Office up to three times a semester if they forgot to put money on their card and need a lunch. However, this is a last resort. Students should pack a lunch if they are unsure of your account status and call First Financial to verify account. IOU's are \$10 and provide enough money for a Cardinal Meal

Deal. All loans must be repaid within 1 week. Any outstanding loans at the end of each month will be given to our finance office and will be added to your FACTS account for payment.

You can reach out to Member Services at 410-321-6060, option 5 or email or call our representative directly. Mrs Cindy Jones can be reached directly by phone at 410-427-8954 or via email at cjones@firstfinancial.org.

REGISTRATIONS YOU MIGHT NEED LATER

- Freshmen families may still want to reference an electronic copy of the Freshman General Information for the Opening of the School Year Booklet [HERE](#).
 - **FRESHMAN GENERAL INFORMATION FOR THE OPENING OF THE 2024-2025 SCHOOL YEAR** Dear Member of the Class of 2028 (and Parents and Guardians), Welcome to the 2024-2025 school year! On behalf of the entire student body, welcome to the Calvert Hall family! As the Student Body President, it is my responsibility to work with the rest of the Student Council to make this school year great for both families and students. Each year, the Executive Board of the Student Council selects a theme to guide our school year. For this upcoming school year, the Student Council has chosen “Totally Yours,” as our theme. St. John Baptist De LaSalle, the founder of the Christian Brothers, signed every letter to his colleagues “Totally Yours”. As students at Calvert Hall, we are called to live by the mission of LaSalle. LaSalle emphasizes total devotion and selflessness to ones vocation. This year we will strive to totally devote ourselves selflessly to our teams, activities, our Brotherhood, and Calvert Hall. The brotherhood at Calvert Hall is second-to-none! We truly believe brotherhood is something that each member of our community actively works towards, and we celebrate the many ways our incoming class will contribute to our school family. As a first-year Cardinal, we hope that you embrace the call to join our brotherhood, by using your unique talents to find your place in our diverse community. This booklet contains all the pertinent information concerning the opening of school for incoming students. This booklet is your go-to manual on how to enter CHC successfully. With this booklet, you should find your individual login information on a label on the front of this book. Your parents will receive a letter from Calvert Hall (if they haven’t received it already) with their own unique log in information. This way, both you and your parents will have access to lots of information on our website, “behind the password”. My advice to you is to follow the booklet checklist carefully. Start by logging into the website, and finding the “Freshman Beginning of the School Year” resource tile (which can be found on both the parent and student resource board). Once you find this resource tile, you can use this book to begin working through the checklist. Completing all the necessary registrations and other tasks in the next few weeks will make the transition into Calvert Hall a

smooth one. Of course, if you have any questions about information in this book or as you get ready for the start of school, please feel free to contact any of the school administration. For your convenience, individual contact names, roles, and email addresses can be found on the next page of this book and all administrators can be reached by calling the main office at 410-825-4266. Again, we are very excited to have you join our family and welcome to the Hall! Totally Yours, Gene Flynn '25, Student Body President 1 Welcome to Calvert Hall! We know that coming to a new school can bring with it many questions. As your family transitions into CHC, please know that the entire school administration and staff are here to help! This book is designed to answer your questions and provide you with a checklist to complete before orientation in mid-August. Over the summer, take your time to read through the checklist and complete each section. As our Student Body President explained in his letter, this booklet is your go-to manual on how to enter CHC successfully! If questions arise, please reach out to any of the school staff/administration: Orientation/Student Life: Mr. Marc Parisi, Director of Student Activities parisim@calverthall.com or 410-825-4266 ext 185 Academic Information: Mr. Tom Fan, Assistant Principal fant@calverthall.com or 410-825-4266 ext 137 Dress Code/Discipline: Mr. Kris Mitchell, Dean of Students mitchellk@calverthall.com or 410-825-4266 ext 139 Athletics: Mr. Dan Mulford, Director of Athletics mulfordd@calverthall.com or 410-825-4266 ext 143 Website/Login Issues: Mrs. Jane Thompson, Technology Support techrequests@calverthall.com or 410-825-4266 ext 189 Medications/Health Forms/Physicals: Mrs. Cindy Faherty, School Nurse schoolnurse@calverthall.com or 410-825-4266 ext 120 Principal: Dr. Andrew Moore drmoore@calverthall.com or 410-825-4266 ext 196 2 CHECKLIST AT A GLANCE n Page 3: Understanding and Logging into the CHC Website n Page 5: Review Freshman Year Course Placements from the Academic Affairs Office n Page 12: Purchase Textbooks for the Upcoming School Year n Page 13: Understand the First Financial Campus Card and Open an Account, If Desired n Page 15: Understand the Bring Your Own Device Program and Obtain a Device n Page 16: Understand Freshman Summer Reading and Get Started n Page 17: Understand the CHC Dress Code to Prepare for Fall n Page 18: Schedule a Physical, Submit Medical Information and Upload Forms Into Magnus Health n Page 21: Understand the Orientation Schedule in August n Decide if the "Freshman Connection Program" is Right for Your Family n Register for the Mandatory Freshman Orientation Adventure Day and the Mandatory Technology Session if you do not select the "Freshman Connection Program" n Page 26: Learn more about Bus Transportation and Carpool Options n Page 27: Review List of Items to Purchase Prior to School, If Desired n Calculator/Registration n Cardinal Shop Items n House Items n Spirit Shirt n Yearbook n Page 29: Get Ready For Fall Athletics n Page 30: Review Frequent Topics of Interest Section: n Back-to-School Night n The Beginning: Freshman Class Tradition Event n School Calendar/Handbook n Code of Conduct / Handbook Information n The House System n Parents Club n Planners n Retreat: Class of 2028 n The Student Schedule n School Counseling Department n School Office Hours n Service Information 3 SECTION #1: Understanding and v wil Logging into the CHC Website Contact: Mrs. Jane Thompson, Technology Support techrequests@calverthall.com or 410-825-4266 ext 189 Our website, www.calverthall.com, is used as a communication vehicle for the entire CHC community. The general public, those associated with CHC, and visitors to the website can get limited information from the homepage and

“front end” of the site. However, information specifically for parents and students requires a login. To that end, each student and parent should be able to login to the website. **FRESHMEN:** On the front cover of this book, please locate the label with your login name and password. You will need to log in to the website to register for a Freshman Orientation Adventure Day, get health and athletic forms, obtain a Campus Visa Debit Card application, purchase a yearbook, register your calculator, obtain textbook information, register for our Freshman/Transfer Technology “boot camp,” order a spirit shirt, and more! To login to the website and find information on the Student Resource Board: • Visit www.calverthall.com • Click “Log In” in the top right hand corner • You will be directed to a login page. • You must enter the credentials found on the front cover label on this book. Note: Your username is the same as your student email address found on the front cover of this book. Section 1 4 Y y wit Once logged in, you should land on the “Resources” board. The Student Resource Board has lots of useful information, such as a tile for the “New School Year”. To log into your CHC student email, click on the tile on the Student Resource Board for OFFICE 365. Please follow prompts to set up your student email account. Your email address is the same as your user name found on the front of this book. If you have any trouble logging into the website or getting into your email, please call our technology department at 410-825- 4266 ext 189.

FRESHMAN PARENTS: Each parent associated with an incoming student was emailed a letter with their log in information. Many parents already have log in information from the admissions/ application process. If you have your log in information from the admissions process, your access continues. Once you have received this letter, if you have any questions, please call the technology department at 410-825-4266 ext 189. Have you logged into the CHC website? Did you locate the resource board and freshmen new school year resource tile? Did you set up your freshmen email? Section 1 5

SECTION #2: Review Freshman Year Course Placement from the Office of Academic Affairs Contact: Mr. Tom Fan, Assistant Principal fant@calverthall.com or 410-825-4266 ext 137 All students enrolled at Calvert Hall College High School are on an academic pathway that is expected to lead to matriculation at a four-year college or university. In accordance with this expectation, all courses at Calvert Hall are college preparatory without exception. Finding Your Student’s Course Placements Courses are pre-selected so enrollment by families is not needed. In order to view a student’s course placements online, to order his books for the upcoming school year, and/or order books for summer reading, you will need to do the following: 1.Log into the CHC Website using the student’s new CHC login 2 Hover over “MY DAY” (on the left side) and click on “COURSE REQUESTS” 3.View “SELECTED REQUESTS” to see the student’s course placement 4.Course placements will be available for viewing after July 1st

Academic Classifications of Course Placements All courses are college preparatory in nature. Each course placement falls into one of four classifications. Calvert Hall’s four classifications are the following: • Standard College Prep Level B • College Prep Level A • Honors Level • AP Level Course placement for freshmen need not be permanent through all four years of high school. Student performance will be the primary indicator and factor for course placement and classification level for each academic year. Section 2 6

How Calvert Hall Determines Freshman Course Placements Calvert Hall examines middle school grades and standardized test scores (including the HSPT) as well as historical performance of students from previous years in order to determine the appropriate course placements. Students are placed in the most

challenging curriculum that the Office of Academic Affairs believes will yield a favorable grade point average via a reasonable amount of hard work. An admission index is created for each student. It is designed to summarize the available student data. The index is a combined score compiled of grades, HSPT, and other standardized scores. The highest index score for the Class of 2028 is 978, with the top 50 scores being 890 or better. The median index score for the Class of 2028 is a 750. Student index scores can be accessed on the student profile under contact card. Please review the student's index score to better understand course placement on the student profile. Once you have reviewed your son's score, please reach out to Mr. Fan, in the Academic Affairs Office, with any questions.

Calvert Hall Freshmen Course Selection and Course Classification Standard College Prep Level B – These courses are designed with skill building in mind. Increased attention is given to writing skills, reading skills, and study skills for each course as well as effective test preparation for both standardized tests and content level proficiency. The pace of the course will vary but the curriculum will not. All essential topics will be covered. At the end of a student's first academic year, his performance may merit consideration to change levels. For the academic year 2024-2025, in general the index range for Standard College Prep Level B consists of scores less than 560. Freshmen Standard College Prep Level B courses are the following: o 113 Religion o 413 World History o 213 Algebra I o 513 English o 224 Geometry o 618 Spanish o 314 Biology Section 2 7

College Prep Level A – These courses are designed to challenge students who have adequately mastered skills, sustained performance and have proven themselves in standardized testing. At the end of a student's first academic year, his performance may merit consideration to change levels. For the academic year 2024-2025, in general the index range for College Prep Level A consists of scores less than 880. Freshmen College Prep Level A courses are the following: o 111 Religion o 511 English o 211 Algebra I o 612 French I o 222 Geometry o 614 German I o 232 Algebra II o 617 Spanish I o 241 Pre-Calculus o 622 French II o 312 Biology o 624 German II o 411 World History o 627 Spanish II

Honors Level - These courses are designed to challenge students who have demonstrated excellence in performance, in standardized testing and can manage an increased workload. Tests, assignments and class discussions are crafted to help prepare students for eventual AP course consideration. For the academic year 2024-2025, in general the index range for Honors Level consists of scores greater than 860. Freshmen Honors Level courses are the following: o 211H Hon Algebra I o 600 Hon Latin I o 226 Hon Geometry o 614H Hon German I o 236 Hon Algebra II o 616 Hon Spanish I o 245 Hon Pre-Calculus o 621 Hon French II o 305 Hon Biology o 623 Hon German II o 415 Hon World History o 626 Hon Spanish II o 515 Hon English AP Level

– These courses are designed for students who have consistently demonstrated excellence in performance in Honors Section 2 8 Classes. Each AP course will challenge students with a more rigorous and demanding workload and an increased expectation for student performance. Students who are recommended for AP classes are required to take the AP exam. There is a fee for the AP Exam. The only AP Course available for incoming freshman is 475 AP Human Geography. Mathematics Placement beyond Algebra I The goal for the mathematic program is for each student to master current content to prepare for a move to the next level. The Calvert Hall math program typically covers more topics and at a more robust pace than the typical math curriculum covered in middle school Algebra I. The Calvert Hall math placement test taken in May covered a range of material to demonstrate a

level of proficiency in each mathematical topic as opposed to strength in one specific mathematical topic. It is comprised of material from the math final exams at Calvert Hall. A student must score a minimum score greater than 65% to be considered for testing out of a specific math class. For example, for a student to test out of Algebra I, they must score 65% or better on the Math Proficiency/Placement test to move out of Algebra I. Math placement results were sent to families for review in May. Health and Physical Education Freshman taking health & physical education will be enrolled in either 811 or 811A. • Students in 811 take Physical Education in the first semester and move to Health in the second semester. • Students in 811A begin with Health in the first semester and move to PE in the second semester. • Freshmen are exempted from taking Physical Education/ Health in the freshman year if they are enrolled in: o McMullen Scholars Program o Fine Arts Program (Band, Art or Choral Programs) o Academic Support Program Section 2 9 Computer Applications and Presentation Skills Freshman taking Computer Applications and Presentation Skills Class will be enrolled in either 490 or 490A. • Students in 490 take Computer Applications in the first semester and move to Presentations Skills in the second semester. • Students in 490A begin with Presentation Skills in the first semester and move to Computer Applications in the second semester • Freshman are exempted from taking Computer Applications or Presentation Skills class because of the size of their schedule, if they are enrolled in: o McMullen Scholars Program o Fine Arts Program (Band, Art or Choral Programs) World Languages Placements beyond the first year Foreign Language placement is based on the placement test score as well as an evaluation of a student's knowledge of verbs, vocabulary and grammar, reading and writing. • There is NO RETEST for language course placement. • Students who have an index less than 640 may be asked to take Spanish 618 regardless of the language they have chosen. • If a student selected a different language and has been placed in Spanish 618, unless a student has had extensive coursework in the chosen language or speaks that language at home, he should take Spanish I 618. • German, French, and Latin are academically challenging courses and do not have a Standard College Prep Level B classification. • Questions about a student's Language placement can be directed to Mr. Freeman, the Language Department Chair, at freemand@calverthall.com. Section 2 10 Students in the Fine Arts Program (Band/Art/Choral Programs) If students choose to be in multiple Fine Arts programs, course placements in those programs may overload the student's schedule. The Office of Academic Affairs will adjust accordingly and notify student's if they must choose between multiple programs. Questions about a student's participation in the Band Program can be directed to Mr. Ecton, the Fine Arts Department Chair, at ectonb@calverthall.com McMullen Scholars Course Selection Freshmen McMullen Scholars are required to take a minimum of three Honors or Advanced Placement courses and the 902H Honors Rhetoric and Logic course. McMullen Scholars are exempted from Computer Applications/Presentation Skills and from Physical Education/Health. Questions or concerns related to the McMullen Scholars Program should be directed to the program's director, Mr. Dave Hallman at hallmand@calverthall.com. Brother Thomas Miller (BTM) Scholars Course Selection Freshmen Brother Thomas Miller (BTM) Scholars are required to take a minimum of three Honors or Advanced Placement courses. Questions or concerns related to the BTM Scholars Program should be directed to the program's director, Ms. Niki Creamer, at creamern@calverthall.com. Lasalle

Program Students in the Lasalle program DO NOT take a World Languages course in their freshman year. Instead, they will take course – 907 Learning Center. The course is an opportunity for Lasalle students to meet with their learning specialist each day for support. This is a full credit course, and the grade will be calculated into the student’s overall GPA. Questions or concerns related to the Lasalle Program should be directed to the program’s director, Mrs. Jennifer Healy, at healyj@calverthall.com

Section 2 11 Did your student find his course placements? Did your student review his index score? Did your student review the course level classification for his student's course placement? Section 2 Academic Skills Program (ASP) Students in the Academic Skills Program will take a supporting course – 908 Academic Skills. The course is an opportunity for students to meet with their Academic Skills Specialist three times per cycle. This is a half-credit course which is calculated into the student’s overall GPA. Freshman students in ASP are exempted from taking Physical Education/Health in the freshman year and will take it instead in their sophomore year. Questions or concerns related to the Academic Skills Program should be directed to Mrs. Jennifer Healy, at healyj@calverthall.com. Additional academic information may be found in the Program of Studies located on the Parent and Student Resource tile. Information such as course descriptions, promotion requirements, grading scale etc. may be found in the Program of Studies.

12 Did your student find the Campus Resource Tile for textbook purchase? SECTION #3: Purchase books for the Upcoming School Year COURSE BOOK PURCHASING: Students will purchase all their books through Calvert Hall’s online vendor – Ecampus. • Please review your course placement to identify the correct books to purchase. • Book purchases can be made through the Ecampus tile on the student resource page. o Students/families will need to initially create an account with Ecampus to purchase books each year. • Students will type their course number in the search box to view the course’s books. o Purchased books will be shipped directly to the student’s home address. Please save the email receipt of your textbook purchase. • Course textbooks listed as “distributed by Calvert Hall” will be available for student pick up at Freshmen Orientation. Course textbooks are provided by the school for all Science, Math, World Languages, History and English courses. • Summer book readings are available on Ecampus. Please refer to section #6 for summer reading information.

Section 3 13 SECTION #4: Understand the First Financial Campus Card and Open an Account, If Desired Contact: Mr. Marc Parisi, Director of Student Activities parisim@calverthall.com or 410-825-4266 ext 185 Since 2006, Calvert Hall has partnered with First Financial Federal Credit Union to bring Campus Debit Card services to the Calvert Hall campus. All students receive an ID card at the start of the school year. Through a partnership with First Financial Federal Credit Union, the Student ID card can also function as a Campus Debit Card. The Campus Debit Card acts as a “cashless” solution for those who wish to make purchases in our dining hall. The CHC Dining Hall will be cashless for the 2024-2025 school year. A student must have an account set up with First Financial in order to purchase items in the dining hall. Students are not required to set up an account with First Financial, however our dining hall is set up to be cashless. Of course, students can pack or bring a lunch each day, so an account is not necessary, but it is convenient. The Campus Debit Card connects to a checking account at First Financial FCU. Just like an ordinary checking account that uses a debit card, purchases made with the Campus Card draw on the available funds in the checking account. As an added bonus to parents, the Campus

Debit Card works on campus only; however, you will receive a separate Visa Debit Card for use off campus. Calvert Hall and First Financial FCU have partnered to provide this program as well as the building blocks to financial wellness and freedom for your families. Signing up for an account is easy! In order to sign up for an account online, you should log into the Calvert Hall website and look on the resource board for the "First Financial Debit Card" resource tile. Once on the resource tile, Section 4 14 scroll down to the RED box which will walk you through "Setting Up and Funding Your Campus Debit Card". On the resource tile, you can follow the link to set up your account at www.join.firstfinancial.org. There is also a Power Point presentation on the resource tile to walk you through signing up with step-by-step instructions. Additionally there will be an online session to ask questions and open your account with an FFCC representative on August 7th at 6:15. You can find a link to sign up on the "Back To School" resource tile. REMINDER: All students will receive an ID card during the first week of school. However, ID cards are not automatically created with First Financial Accounts. If a student wishes to purchase food in the dining hall, you must set up the account in advance. Once you have applied for an account, the account is not instantly created. Most accounts take a few days before being activated. Students will need to pack a lunch until they receive paperwork in the mail from First Financial and know that the account has been activated. Additionally, since ID cards will not be ready until after Labor Day, all incoming students must pack a lunch until they receive their ID card. Once an account is active you can put money on the card by downloading the First Financial app. Additionally, through a partnership with First Financial, the Cardinal Branch will operate on campus (next to the Admissions Office and across from the Nurse's Office) Monday – Friday from 8AM until 8:25AM for students to make a deposit to their account. Please check the First Financial Resource Tile once you have logged into the CHC website for updated information, tutorials, pamphlets, and more! Section 4 Did you locate the first financial resource tile after logging into the CHC website? Were you able to apply for your sons account online? 15 SECTION #5: Understand the Bring Your Own Device Program and Purchase a Device, If Needed Contact: Mrs. Jane Thompson, Technology Support techrequests@calverthall.com or 410-825-4266 ext 189 All students, including incoming freshmen, are required to bring a device to school which runs a modern, supported operating system such as Windows 10 or 11, macOS, IOS, etc. All devices must also run a modern, fully featured web browser, productivity suite and note taking software (Microsoft Office, PowerPoint, etc.), be Wi-Fi enabled, have a functioning webcam, microphone, speakers, headphones, have a battery life which will last throughout the school day, and power up in less than 90 seconds. Additionally, all screen sizes must be 7" or larger and include a physical keyboard to facilitate typing. We recommend that all devices have a protective case. Office 365 is available free of charge to all CHC students. Students should use the Microsoft Outlook app or web browser version for their student email. Chromebooks are not recommended as a device, because they do not run the full Microsoft Office Suite. However, most other computers on the market comply with the guidelines listed above. Please do not hesitate to reach out to our technology department with any questions at 410-825-4266 ext 189. Once the school year begins, students who experience any technology issues can stop into the library (on the plaza level of George Young Hall) for technology assistance. Please note that one of the most frequent laptop issues occurs when a student does not properly charge his

device. Students will need to be responsible for keeping their device charged and using the charging station in the dining hall or library when necessary. CHC recommends each student purchase an additional power cord for their device. Having an additional power cord available at school, in addition to one at home, will allow for a student to not have to bring one back and forth to school. A limited number of USB-C power cords are available for same day borrowing in the library. Failure to return the power cord on the same day will result in a \$5 fee per day. In the event that a student's laptop malfunctions, fails, or becomes unusable, students are able to obtain a loaner Calvert Hall laptop. The loaner laptop fee is \$5 per calendar day. The loaner fee is waived for up to 15 days (\$75) with documented proof of damage/repair to the student's personal device. It is the student's responsibility to care for the loaner device (and power adapter). Any damage or loss to the CHC equipment is the responsibility of the student.

Section 5 Does your son have a device that meets the requirements above? 16 Does your student understand which books he is reading this summer? Has your student found the summer reading on the school website? Have you ordered or acquired the books he needs to read?

SECTION #6: Freshman Reading — Freshman Year Contacts: Religion Summer Reading: Mr. Chris Barczak, Religion Department Chair

barczakc@calverthall.com English Summer Reading: Mr. Gino Greco, English Department Chair **greco@calverthall.com** All incoming freshmen have two books to read for summer reading: one book for Religion and one book for English. All summer reading books and assignments for Religion & English can be found on the Beginning of the School Year Resource Tile. Please note that there is a school-wide assigned book for summer reading that is only for Sophomores, Juniors, and Seniors. The Religion Summer Reading is *I, John Baptist de La Salle* by Brother Leo Kirby, FSC. You can download this PDF from the Student Resource Tile for free. For the English Summer Reading, students will review their course placement for English (511, 513, or 515) and read the corresponding book. Students will be responsible for the purchase of their summer reading book. English summer book readings are available on Ecampus . 511 English: *Of Mice and Men*, written by John Steinbeck ISBN: 978-0140177398 513 English: *The Outsiders*, written by S.E. Hinton ISBN: 978-0142407332 515 English: *The Odyssey*, written by Homer. Trans. Robert Fagles. ISBN: 978-0140268867 All summer assignments are to be typed and completed by the first cycle of classes in August.

Section 6 17 Section 7 SECTION #7: Understand the CHC Dress Code to Prepare for Fall Contact: Mr. Kris Mitchell, Dean of Students **mitchellk@calverthall.com or 410-825-4266 ext 139**

The full dress and grooming code will be contained in the yearly handbook. Below is a list of the major components of the dress code to assist parents and students with the purchase of clothes and general grooming expectations:

- **Dress Shirt and Tie:** Any solid color or striped button-down dress shirt is acceptable. Plaid shirts are not considered dress shirts. You can look at shirt examples on the Freshman Beginning of the School Year tile on the parents' resource board.
- **Sport Coat:** Students will need a sport coat for orientation and from October 1-May 1. Traditionally, many freshmen will wear a blue blazer, but any sport coat is permitted.
- **Dress Pants and Belt:** Any solid color dress pants are acceptable. Pants cannot be excessively baggy. Student may not wear jeans or cargo pants.
- **Dress Shoes and Socks:** Shoes should be cut below the ankle and should be black or brown in color; shoes with wide, white soles are not acceptable; boots or other recreational footwear are not acceptable; regular length dress socks are required. Some pictures of

acceptable shoes are located on the Freshman Beginning of the School Year tile on the parents' resource board. • **Hair:** Hair should be clean, neat, and an appropriate length/style. Hair should be cut so as not to extend below the eyebrow or shirt collar and above mid-ear. Regardless of style, hair height cannot be longer than four inches. Dyed hair or shaved lines in the hair are unacceptable. Pony tails, faux-hawks, mohawks, mullets, and spiked hair is prohibited. • **Quarter Zips:** Knit sweaters, quarter zips made of sweater material, and Calvert Hall branded quarter zips are acceptable. • **Sweaters:** Knit dress sweaters are acceptable additions to the dress code. Hooded sweatshirts, and jackets are not permitted. Students are expected to be in dress code to and from campus each day. Do you have a plan to get your son ready for the fall dress code?

18 SECTION #8: Schedule a Physical, Submit Medical Information, and Upload Forms into Magnus Health

Contact: Mrs. Cindy Faherty, School Nurse
schoolnurse@calverthall.com or 410-825-4266 ext 120

Calvert Hall's medical requirements are consistent with both Maryland State Law and our commitment to encouraging good health and well-being of our students. All medical information/ forms need to be submitted electronically via our online Medical Info/Records System, Magnus Health, by August 1st, 2024. To log in to Magnus, log in to the Calvert Hall website with your parent login. Click Resources and then the "Magnus Health" resource tile. Once you click on the Magnus Resource tile, you will see a checklist of items required to be completed. Please complete this checklist by August 1st, 2024.

Physicals: All students must submit proof of a recent annual physical examination on the CHC Physical Form. The actual physical examination (not just the completed form) must be completed between May 31st and August 1, 2024. Physicals dated prior to May 31st will not be accepted. If your son had a physical prior to this date, he will need to have a new physical completed. If you are not able to obtain a physical through your primary care provider, there are many local Urgent Care Centers and Walk-In Clinics that will perform physicals and complete CHC forms for a nominal fee. Completed Physicals forms must be submitted electronically into the Magnus Health System by August 1st. Students must submit a physical prior to trying out for a sport and the start of classes.

Immunizations: In accordance with Maryland State Health Department law, no student may enter school until complete and up-to-date immunization records are on file in Magnus Health. Only medical exemptions, with true medical contraindications listed on the Maryland Immunization Certificate Form, with a Physician's signature and office stamp, will be accepted. The Section 8 19 Section 8 physician signing the exemption must be the primary care provider who has been providing care to the student for at least the last year. No other exemptions will be considered. A list of required immunizations can be found on the Back-to-School resource tile.

The Emergency Contact Information Form: The Online Emergency Contact Information Form gives the school emergency contact information, in addition to the parental information to be used in case of an emergency. Only one parent/guardian needs to complete this form. When logged into the Calvert Hall website, there will be a yellow bar at the top of the page that will read, "You have 1 Form to complete." Simply click on the yellow bar and follow the prompts to enter your emergency contact information. This information will then be synced with our medical information database, Magnus Health.

Prescription Medications Form: Any student who takes or could need to take prescription medication during the school day, including inhalers and EpiPens, MUST have a Calvert Hall Prescription Medication Form completed and uploaded into Magnus Health. Controlled substances (stimulants/ADHD

meds) must be kept in the health suite and must be delivered by hand to the Nurse, at the start of the school year by a parent. Students should NEVER carry a controlled substance in their bags. Only EpiPen and inhalers can be AND are encouraged to be selfcarried for quick access. Please have the Prescription Medication Form completed in its entirety, including the self-carry section (for inhalers & EpiPens), if you choose to have your child selfcarry. Once completed, please upload the form into Magnus Health. The prescription Medication form can be found on the Back to School resource tile.

Over-The-Counter Medication Form: Calvert Hall College High School maintains a supply of basic over-the-counter medications that can be administered at the discretion of the school nurse or designee and/or as requested by your son for minor pain and ailments. These medications can be administered ONLY with parental/guardian written consent/electronic signature in Magnus Health. This form can be found in Magnus Health 20 TO DO: Schedule a Physical Log into Calvert Hall website and update your parent profile with correct demographic information, including a cell phone number. Needs to be completed by each parent on their personal parental account. Complete the Emergency Medical Contact information form (on CHC website, once logged in) Log into Magnus by clicking on the Magnus resource tile Complete the Conditional questions and Vital Health Questions in Magnus Print the Physical form, have the physical completed, and upload into Magnus Obtain the Immunization form and upload into Magnus Complete the Over-The-Counter form in Magnus If your son will be receiving prescription meds at school, please have your provider complete the Prescription Medication Form and upload it into Magnus If prompted to complete additional forms based on your child's health history, please have your provider complete the prompted required forms and submit into Magnus Health Section 8 and is required to be completed annually, whether you consent or do not consent to in school over-the-counter medication administration. Please check YES or NO to indicate your preference for as needed administration of each medication listed in Magnus Health. ONLY the medications listed on the Over-the-counter form in Magnus Health with your indication of YES (ok to administer) will be available to your student(s) once completed. As Needed Forms: If your student has a history of Food Allergies, Asthma, Seizures or Diabetes, there are additional forms that will be required to be completed by your provider. The links to these forms can be found on the Back to School Resource Tile. Forms that can be found on the resource tile include "Food Allergy & Anaphylaxis Emergency Care Form", "Asthma Medication/Action Form", "Seizure Action Plan Form", and "Diabetes Orders Form". These forms should be submitted as necessary based on your son's history. If you have difficulty navigating the Magnus Health System, entering data online, uploading forms OR if you have any other Magnus related questions, please contact Magnus Health directly via phone at 877-461- 6831 or email them at service@magnushealthportal.com. If you have other questions, please email our nurse at schoolnurse@calverthall.com. 21 SECTION #9: Understand the Orientation Schedule in August Contact: Mr. Marc Parisi, Director of Student Activities parisim@calverthall.com or 410-825-4266 ext 118 During the week of August 19th through August 23rd, all incoming freshmen must participate in a Freshman Orientation Adventure Day and a Technology Boot Camp. The Freshman Orientation Adventure Day will give students an opportunity to bond and get to know other members of their class while participating in a fun day of water challenges, rock climbing, or time in the Wonderfy Arena. The Technology Boot Camp will get students on our network, get them set up with

Microsoft Office products, make sure they can access their email and help them to navigate the CHC Website. Both programs are a mandatory part of the on-boarding process for Calvert Hall. For the Class of 2028, we are offering a Freshman Connection Program. This four-day program runs from 10 AM until 2:30 PM Monday through Thursday, and will allow students to be on campus in order to help them get ready for a new school and new expectations. Our Freshman Connection Program will prepare students to be back in the classroom with refreshers on annotating texts, outlining, and note-taking skills (text analysis and presentation based), writing 15 16 22 23 24 25 26 27 28 29 30 31 18 25 19 20 26 27 21 28 29 22 23 A 24 UGUST 2021 SUN MON TUE WED THU FRI SAT 2 3 4 5 6 A 7 UGUST 2024 Freshman Connection Program • M-Thur 10:00am-2:30pm Class of 2028 Freshman Orientation Adventure Day Option for Non-Freshman Connection Students (8:30am) Technology Boot Camp for Non-FCP (10am or 1pm) Class of 2028 Freshman Orientation Class of 2027 Parent Welcome Night First day of School Assembly Schedule 30 31 Second day of School Early Dismissal Section 9 22 practice, presentation skills, and time management. Students will gain these skills while mastering the CHC culture, campus, systems and expectations which will help them be as successful as possible. This program will also allow students to get to know our faculty and other students throughout the 4-day program. As part of the program, Freshman Connection students will have their Orientation Adventure Day and Technology Boot Camps built in! So, if a student chooses the Freshman Connection Program, they do not need to sign up for a Freshman Orientation Day or a Boot Camp separately—both will be part of the 4-day experience. When attending the Connection Program, students are expected to dress in a collared shirt or polo shirt, dress pants, dress shoes, dress socks and a belt. As part of the Freshman Connection program we will provide lunch each day. We are encouraging all of our incoming students, if their schedule allows, to participate in the Freshman Connection Program. There is a cost of \$60.00 per student for this four day enhancement program. We want all incoming students to be prepared to start the school year on the best possible footing—what better way than to let our experienced faculty share tips, tricks, and strategies to help them be successful! If you choose not to participate in the Freshman Connection Program, you will need to sign up for an Adventure Day and a Technology Boot Camp. Freshman Marching Band Students: During the Week of August 19-23, Marching Band Students will be participating in Marching Band Camp in addition to Calvert Hall Orientation activities. In an effort to coordinate all activities, please note the following: • Full Marching Band (FMB) may sign up for the Freshman Connection Program understanding that they will participate only Monday through Wednesday in the program. On Thursday, FMB students will attend Marching Band Camp and not attend the Freshman Connection Program. • Competitive Marching Band (CMB) should speak with Mr. Ecton if they want to participate in the Freshman Connection Program and then reach out to Mr. Parisi prior to signing up. • Competitive Marching Band (CMB) and Full Marching Band (FMB) should sign up for their Orientation Adventure Day on Wednesday, August 21 regardless of whether or not they are participating in the Freshman Connection Program. There are specific spots open just for Marching Band Students. • Marching Band students who sign up for the Freshman Connection Program do not need to sign up for a Technology Boot Camp or Adventure Day separately as they will participate as part of the Freshman Connection Program. • Non-Freshman Connection Competitive Marching Band (CMB) should sign up for their Technology Boot Camp at 1PM

on Friday, August 23. Non-Freshman Connection Full Marching Band (FMB) Section 9 23 should sign up for their Technology Boot Camp at 10AM on Friday, August 23. Freshman Orientation Adventure Day Each year, Calvert Hall provides opportunities for students to get to know each other and learn more about some of the values of Calvert Hall. This occurs through a fun off-campus day, building community through teamwork, communication and leadership opportunities. Students who have signed up for the Freshman Connection Program will go on Tuesday/Wednesday. All other incoming students should sign up on Thursday, August 22. Each experience will involve learning about the core values of Calvert Hall such as working together, communicating effectively, taking risks, trying new things, bringing a positive attitude, and more. Students cannot be guaranteed a specific activity due to limits on the number of students who can participate in each event. Every attempt will be made to accommodate each student's first choice. Please sign up early on the Beginning of the School Year Resource Tile to ensure your preferred location. If you have any scheduling issues, please reach out to the Student Activities Office so we can work with you. Incoming freshmen are asked to choose from the following activities:

- Rock Climbing/Escape Room – Students will spend the morning at Movement Climbing Gym learning to climb indoor rock walls and completing team challenges. In the afternoon, students will enjoy their lunch at picnic tables and go to Breakout Games in Timonium to work together to escape theme rooms. Escape rooms challenge students to work together to gather clues and figure out puzzles. The day is designed around working together to solve problems.
- Water Challenges – Students will spend the day at Gunpowder State Park participating in kayaking, sailing, land activities, and more. The entire day is spent in team building activities. These activities will teach teamwork, communication, and leadership skills which are essential components to being successful at Calvert Hall.
- Wonderfly Games - Students will enjoy a day at the Wonderfly Arena in Timonium rotating between different activities like bubble ball soccer, rock walls, E-gaming, and more! Each activity will utilize different skills in team challenges that will begin teaching students to rely on each other and explore skills that will help them as they enter CHC. By combining fun activities with engaging and thoughtprovoking discussion, each student will walk away with a more powerful and driven mindset, allowing them to maximize success as they begin at CHC.

Section 9 24 Students are asked to sign up for their day and preferred activity on our website **ONLY IF THEY ARE NOT PARTICIPATING IN OUR FRESHMAN CONNECTION PROGRAM**. If you are participating in our Freshman Connection Program, you will sign up for your Adventure Day when you register for the program. Each site will require that electronic permission slips be signed. We will email all incoming students in early August with information about signing permission slips electronically. Freshman Orientation Day On Wednesday, August 28th the incoming Class of 2028 will get together for their Freshman Orientation Day. At Freshman Orientation, students will take their school ID photo, get their text books, meet their teachers, walk through their schedule, and more. State-funded books and any items pre-ordered online through the Cardinal Shop will also be distributed on this day. All incoming students are required to attend orientation on August 28th from 11:30AM until 5:00PM. Freshmen should report to homeroom at 11:30 a.m. Homeroom assignments will be indicated on students' schedules, which will be sent home in late August. School dress code, including a sport coat, is required because all students will take their ID photo at orientation. Students should enter by the LaSalle Road entrance of

Calvert Hall. All students should bring a lock purchased in the Cardinal Shop for their school locker. If a lock was ordered online, students will receive their lock at orientation. Students should also bring a bookbag, a copy of their schedules, and a pen/pencil for the day. Lunch (cheese and pepperoni stromboli) will be provided. If a student has any dietary restrictions which prevent him from eating a stromboli, please call the Student Activities Office at 410-825-4266 ext. 185 so an alternative meal can be arranged. This orientation day will end with a parent information session, hosted by the Parents' Club, at 5:00PM in the Dining Hall. We will host a cookout for the students at 5:00PM while parents meet in the dining hall and theater with school administration to learn more about what to expect this year. Welcome Night and the student cookout should end around 7PM. The Cardinal Shop will be open this evening for any lastminute, back to school, shopping. Representatives from First Financial Credit Union will also be on hand answering questions as well as accepting Campus Card & Visa Debit Card applications. Please note that all students will report to CHC for their first day of school on Thursday, August 29. Homeroom will begin at 8:25AM for all students on Day #1. CHC will be on an Assembly Schedule that Section 9 25 Did you decide if the Freshman Connection Program is right for your son? If so, remember, you only sign up for the Freshman Connection and choose his Orientation Adventure Day activity as part of that registration. Did you sign up for either the Freshman Connection Program or sign up separately for the Freshman Orientation Adventure Day and Technology Boot Camp? Did you mark your calendar for Freshman Orientation and the Parent Welcome Night on August 28th? day with classes 30 minutes in length. We will begin the morning with presentations from the school leadership before students report to class at 9:45AM for 1st period. Dismissal will occur at 2:20PM on Thursday, August 29 for all students. We will not have orientation for underclassmen! All underclassmen will find their school ID and books in their homeroom on the first day of school. On Friday, Day #2, CHC will be on an Early Dismissal Schedule. Homeroom will begin at 8:25AM for all students, with classes 30 minutes in length. The school day will end at 1:25PM for all students. CHC will be closed on Monday, September 2 in observance of Labor Day. On Tuesday, September 3, Day #3, CHC will be on a normal schedule with homeroom beginning at 8:25AM for all students and dismissal occurring at 2:45PM. Section 9 26 SECTION #10: Learn More About Bus Transportation and Carpool Options Contact for Bus Transportation: Mr. Kris Mitchell, Dean of Students mitchellk@calverthall.com or 410-825-4266 ext 139 Contact for Carpool Information: Mrs. Lucy Baker, Admissions Office bakerl@calverthall.com or 410-825-4266 ext 117 Carpool information will be sent in July to all incoming freshmen who indicated they wanted information through a survey that was emailed back in May. The Admissions Office will send contact information by zip code to students who requested that information. If you did not return the survey, but are interested in carpool information, please contact the Admissions Office at 410-825-4266 ext. 117. When sending carpool information, we provide address and phone numbers of all families within each zip code. If you do not want your contact information shared with those in your zip code, please contact Mrs. Baker by July 15. Calvert Hall has organized 4 bus routes in the morning from Howard County, Anne Arundel County, Carroll County, and Harford County. Both the Harford County and Anne Arundel County Routes are only provided in the morning. The Howard County Route is provided in both the morning and afternoon. The Howard County Route has stops in Columbia, Catonsville and

Pikesville. A detailed listing of stops, times, and prices of all routes can be found on the Freshman Beginning of the School Year tile on the parents' resource board. You can also register and pay to be included in those routes through the link found there. If questions arise, please call Kris Mitchell, our Dean of Students, at 410-825-4266 ext. 185 or log into the website and visit the "Bus Transportation" tile on the parents' resource board. Did you sign up to receive carpool information if interested? Are you interested in a bus route from Harford, Howard, or Anne Arundel County? If so, did you register? Section 10 27

SECTION #11: Review List of Items to Purchase Prior to School, If Desired

Before the school year begins, there are several items you should consider purchasing ahead of time. The Freshman Beginning of the School Year resource tile, found on the resource board, will allow you to easily purchase the following items: CALCULATOR A Texas Instrument TI-84 or TI-84 Plus is required for all mathematics courses. This item is not available for preorder in the Cardinal Shop (nor is it sold in the Cardinal Shop). However, once a student has their calculator, the calculator should be registered through a link on the resource tile. This will enable us to return a calculator to its owner if lost. Putting your name on the calculator does not substitute for registering it on-line. Calculators should be re-registered each year to ensure an accurate database is maintained.

HOUSE INFORMATION – PURCHASE HOUSE ITEMS

Every incoming student was sorted into one of our 10 houses. Incoming students had an opportunity to learn more about the House System back in May at our Class of 2028 Sorting Night. If a student was unable to attend that event, a letter was included with this book informing him about which house he is now a member. In general, students are not allowed to switch houses during their time at CHC. Their house is a fun way for them to make friends, compete in our points system with the house, and more. Students will continue to learn more about their house and our house system throughout the year and can look on our website under School Life to learn more. An online team store has been set up for parents and students to purchase items bearing their house logo. Items such as quarter-zip sweaters (legal with CHC dress code), sweatpants, hoodies, t-shirts, jackets, patches for red/gold sport coats, and more may be purchased through the online team store. The link for the House System Team Store can be found on the "Freshman Back to School" resource tile. The store will close on September 2nd and items will be shipped by October 1st. Items will not be made or shipped until the store closes on September 2nd.

SCHOOL SUPPLIES FROM THE CARDINAL SHOP

The school does not issue a classroom supply list. Each instructor will give the students a list of needed items the first week of class. Bring a pen, pencil, paper, and textbook(s) to class the first day. However, the following supply list is required for all freshmen and can be pre-ordered from the Cardinal Shop. Any items pre-ordered from the Cardinal Shop will be given to students at orientation. Students generally need the following:

- o Two or Three Locks: Each student is assigned a locker in Keelty Hall. The locker number will appear on the student's schedule. Only a Calvert Hall lock (Master Lock) that is coded and purchased from the Cardinal Shop, should be on each locker. Freshmen need to have a second Master lock for their gym locker. Additionally, a freshman in athletics must also have a Master lock purchased from the Cardinal Shop (which means it is possible that a freshman on a sports team Section 11 28 would need three separate Master locks). Students may pre-order these items online by following the link on the resource board.
- o Lab Apron and Goggles: All science students must have a lab apron and goggles. These items can be purchased from the

Cardinal Shop items can be pre-ordered online. o An Official CHC Gym Uniform: All students taking gym will need a uniform which is only available at the Cardinal Shop. This item can be pre-ordered online. The Cardinal Shop is open each school day from 8:00 a.m. – 3:00 p.m. The webstore will open on August 11. The Cardinal Shop will be open on Tuesday, August 13 from 10:00 a.m. – 2:00 p.m. and Thursday, August 15 from 2:00 p.m. until 6:00 p.m. for “Tax Free Shopping Week”. It will be also be open Tuesday, August 27th from 8:00 a.m. – noon. On Wednesday, August 28th The Cardinal Shop will be open from noon until 7:00 p.m. for Freshman Parent Welcome Night. SPIRIT SHIRTS Students can purchase a spirit shirt to wear on designated days (generally once a month) instead of a dress shirt, tie, and sport coat. Shirts must be pre-ordered! Information to order a shirt can be found on the Freshman Beginning of the School Year tile on the parents’ resource board. If a shirt is not pre-ordered by orientation, students will not be able to purchase one later in the year. YEARBOOK Parents/students may purchase a 2024-2025 yearbook on the Freshman Beginning of the School Year resource tile on the parents’ resource page. Yearbooks are pre-ordered and will arrive for students at the end of the school year. Did you order a calculator from an outside vendor? Once it is received, be sure to register it on the resource tile. Were you able to preorder items on the website including House Items, School Supplies from the Cardinal Shop, a Spirit Shirt, and/or a yearbook? SECTION 11 29 SECTION #12: Getting Ready for Fall Athletics Contact: Mr. Dan Mulford, Director of Athletics mulfordd@calverthall.com or 410-825-4266 ext 143 Any students trying out for ANY sport during the school year must have a physical completed on the school form. In addition to being on the school form the physical must not be more than a year old and must be uploaded into the Magnus Health tile via the Calvert Hall website. An additional athletic consent form will be required to play a fall sport. Information will be provided by coaches on the first day of tryouts, as this form will be sent electronically. FOOTBALL: All incoming freshmen trying out for the Fresh/Soph team should report to Russo Stadium on Monday, August 5th at 3 p.m. Players will practice daily from 3:00-6:00 p.m. Students trying out for football should wear a white t-shirt, red shorts, and bring both sneakers and cleats with them to all practices. Questions about football can be directed to Coach Josh Ward at wardj@calverthall.com. SOCCER: All incoming freshmen who wish to play soccer should report to the baseball stadium on Monday, August 12th at 3:30 p.m. Players should wear proper soccer attire, shin guards, and cleats. Any questions should be directed to Coach Rich Zink and at zinkandr@calverthall.com. CROSS COUNTRY: Tryouts will begin on August 7th at 3:30 p.m. Athletes should meet in Russo Stadium. Athletes should bring a pair of running shoes, a t-shirt, a watch, and a water bottle. Please contact Coach Scott Baker over the summer to discuss a running and training schedule. Conditioning begins Monday, June 24th and continues through August on Monday and Wednesday evenings from 6:00-8:00 p.m. and Saturday mornings from 8:00 a.m. – 10:00 a.m. Any questions or to discuss a training/running schedule please contact Coach Scott Baker at bakers@calverthall.com. VOLLEYBALL: JV tryouts will begin Wednesday, August 7th from 3:00 p.m. – 5:00 p.m. and continue daily at that time. Students are asked to arrive to the main gym by 2:45 p.m. Any questions should be directed to coach Bill Murray at CHCVBall@gmail.com. WATER POLO: Junior Varsity tryouts will begin on Wednesday, August 7th at 5 p.m. in the pool. All participants should bring swimming gear, goggles and workout clothes. In addition, a water bottle and a lock for your swimming locker are required. A full

schedule will be given out on the first day of practice. Any questions should be directed to Coach Matt Rothman at 410waterpolo@gmail.com.

SECTION #13: Review Frequent Topics of Interest

SECTION BACK TO SCHOOL NIGHT – Tuesday, September 10th All parents meet in the theatre at 6:30 p.m. After a presentation by the administration, parents will meet their son's teachers by following his Day #6 schedule.

THE BEGINNING – Thursday, September 19th The first tradition event for the freshmen and their parents will be held on Thursday, September 19th at 7:00 p.m. The class of 2028 pins will be distributed at the ceremony and students will be officially welcomed as an important piece of the Calvert Hall puzzle! Mark your calendar!

CALENDAR The school calendar will be sent home in mid-August. This calendar will have detailed events for the entire year. One calendar will be mailed to each student. If a parent who lives at an address different from the student would like to receive a calendar, please contact the Student Activities Office after the students have received their calendar and one will be mailed to you.

CHANGE OF ADDRESS All changes of address and phone numbers should be completed by a parent or guardian online by updating your profile. Keeping your information current will ensure that you receive emails and letters from the school. To update your information, click on your name in the upper right corner at the website after logging in. Then, click on profile. You can edit any information there by clicking on the pencil icon.

CODE OF CONDUCT/HANDBOOK School rules and regulations will be posted to the student and parent Resource Board on a tile by mid-August. All parents and students should read this information. Once this information has been posted, a Code of Conduct/Handbook Agreement Form will be activated so that students and parents can electronically sign that the handbook has been read and that parents and the student agree to abide by all school rules and policies. This agreement form must be electronically signed by the first week of school by logging into the website and clicking on the form at the top of the page.

PARAPROFESSIONALS/VOLUNTEERS Calvert Hall is fortunate to have a dedicated group of parents, grandparents and friends of "The Hall" who volunteer their time to work in our department offices during the school year. Please consider volunteering. If you are interested, please sign up by logging into the website and clicking Section 13 31 on the Freshman Beginning of the School Year resource tile on the parents' resource page.

PARENTS CLUB The Parents' Club of Calvert Hall College is an organization meant to provide a mechanism for parents to engage in social, service, and fundraising activities in support of the school. These events promote goodwill among parents, as well as between parents and school professionals. Funds raised through these events supplement the normal income of the school and enhance opportunities for students. The Parents' Club of Calvert Hall College also exists to support the ideals of a Christian Brothers' education by supporting the efforts of the school's professional staff. Visit our webpage: <http://www.calverthall.com/parentsclub> and follow us on Facebook! The Parents' club can also be emailed directly at chcparentsclub@gmail.com.

PHOTOGRAPHS Periodically, Calvert Hall uses photographs of our students (with their name) on our website, in publications, on social media, in advertisements, and within public relations articles. If parents do not wish their son's picture or name to be included in any of the above publications, please notify the Danielle Hladky, Director of Communications, in writing via email at hladyd@calverthall.com, by August 1st.

PLANNERS Because of the importance of organization, knowing when assignments are due, etc., all

freshmen will receive a Calvert Hall Day Planner at orientation. **RETREAT – CLASS OF 2028 FRESHMAN RETREAT** Each year, the Campus Ministry Office at Calvert Hall provides opportunities for students to develop their relationship with God, celebrate Christian community, and share their gifts and talents with the larger community through service and outreach. These goals are accomplished through retreats, service opportunities, liturgies, charitable drives, prayer services and other aspects fundamental to the faith and spiritual foundation of the school. Tentatively scheduled for October 17th–18th, the Class of 2028 will take part in their first retreat. This retreat will be a great opportunity for the freshmen to form community with one another and with the many student and faculty volunteers who will be helping to coordinate the retreat. Over the course of the two days, freshmen will bond in peer-led small groups as they explore what it means to be Lasallian. By focusing on the Lasallian themes of faith, service, and community, freshmen will participate in team-building games and competitions, reflect on how to build a strong community within and beyond Calvert Hall, pray together, and share their experience of faith with others in our community. **Section 13 32 Section 13 The Freshman Retreat** will take place on the Calvert Hall campus on Thursday at 6:00 p.m. with dinner in the dining hall. This retreat is a mandatory experience, as participating in retreat each year at Calvert Hall is a graduation requirement. In recognition of the value and importance of the retreat experience, no sports practices, games or activities will take place on campus during the retreat. Students will be assigned to small groups and will be provided with group information and a packing list in September. Friday, October 18th is the Fall Holiday. School and offices will be closed on Friday and retreat will end on Friday morning. There is no cost to the students for the retreat. Retreat will be held rain or shine. If you have any questions, please call the Campus Ministry Office at 410-825-4266 ext. 197. **SCHEDULE** Class schedules will be mailed in the latter part of August. Questions about school schedules can be directed to the Academic Affairs Office at 410-825- 4266 ext. 137. **SCHOOL COUNSELING DEPARTMENT** School and College counselors are assigned based on the first letter of the student's last name. All incoming parents and students will be emailed later this summer with information from our School Counseling Department. This email will specify which counselor has been assigned to work with your son during his high school career (students keep the same counselor for all 4 years). Please contact Mr. Brooks Kerr, Director of Counseling, kerrb@calverthall.com, with any questions. **SCHOOL HOURS** On regular school days, homeroom begins at 8:25 a.m. Dismissal occurs at 2:45 p.m. **SERVICE HOUR REQUIREMENT** Calvert Hall's Service Hour requirement is now officially part of what is called the "Building Brotherhood Program." Hours will be completed in stages over the first three years of high school. No hours can be completed over the summer as an in-coming freshman. In September, Freshmen will learn about the specifics of the program in their religion class. In general, freshmen will complete 10 hours of service (to their family). As sophomores, they will complete 16 hours as sophomores of service (to their neighborhood). As juniors, students will complete 24 hours serving a population in need among the wider community. 8102 LaSalle Road • Baltimore, MD 21286 410-825-4266 • Fax 410-825-6826 www.calverthall.com

- **Student Parking Registration.** All students who drive to school must register their car. Even if you have previously registered your car last year, you need to re-register it each year. If you drive more than one vehicle to school, each car must be registered. **All spots have been**

given away on campus. Anyone who is currently registering for a spot will only be given a cling-tag which permits parking off campus on the streets around CHC.

- Click [HERE](#) to Access Ecampus bookstore for Calvert Hall.
- Download the [Paraprofessional/Volunteer](#) form and return this form to the front office if you wish you volunteer at Calvert Hall.
- You can click [HERE](#) to be taken directly to the First Financial Resource Tile. You can also find the resource tile when you log in on the student and parent resource boards.
- Click [HERE](#) to go directly to the transportation resource page or find the Transportation Resource Tile when you log into the CHC Website on the Parent/Student resource board.
- Order your 2024-2025 Yearbook online [HERE](#).
- Register your [TI Calculator](#).
- Download the [Paraprofessional/Volunteer](#) form and return this form to the front office if you wish you volunteer at Calvert Hall.
- **Parents' Club Sign-Up.** If you would like to join the Parents' Club, you can click [HERE](#) to Pay Parents' Club dues by Credit Card.

Retreat Information

<https://calverthall.myschoolapp.com/app/student#resourceboarddetail/6288>

Service/Building Brotherhood

Service Requirements at CHC

Below, please find resources as relates to the area of required Service for Calvert Hall. Please contact your religion teacher for further clarification or the Religion Department Chair, Mr. Barczak (barczakc@calverthall.com) for more information.

Directory of Approved Agencies (updated May 2024)

https://calverthall.myschoolapp.com/ftpimages/274/download/download_7087094.pdf?_=1744247382551

Building Brotherhood Program Powerpoint

https://calverthall.myschoolapp.com/ftpimages/274/download/download_7087095.pptx?_=1744247382551

Freshmen Service Information

https://calverthall.myschoolapp.com/ftpimages/274/download/download_7087096.pdf?_=1744247382551

Sophomore Service Information

https://calverthall.myschoolapp.com/ftpimages/274/download/download_7087098.pdf?_1744247382551

Junior Service Covenant

https://calverthall.myschoolapp.com/ftpimages/274/download/download_9362425.pdf?_1744247382551

Junior Service Information

https://calverthall.myschoolapp.com/ftpimages/274/download/download_7087103.pdf?_1744247382551

Archdiocese of Baltimore App for Volunteer Service

https://calverthall.myschoolapp.com/ftpimages/274/download/download_7573955.pdf?_1744247382552

Beyond the Borders (IOSC) Info

https://calverthall.myschoolapp.com/ftpimages/274/download/download_7573954.pdf?_1744247382552

Application Resources

SCOIR

College and Career Readiness

College Board

College Search Engine & SAT Site

Testing

SAT/ACT Prep Resources

SAT

SAT Web Site

ACT

ACT Web Site

Khan Academy and College Board Test Prep

Personalized practice, anytime, anywhere—for FREE.

Financial Aid

FAFSA Student Aid

<https://studentaid.gov/>

Free Application for Federal Student Aid

Athletics

NCAA Eligibility Center

<https://web3.ncaa.org/ecwr3/>

Official Site of the NCAA

College Scholarship Opportunities

2015 Ira Rosenzweig Memorial Scholarship

<https://calverthall.myschoolapp.com/app/student>

College Scholarships

<https://calverthall.myschoolapp.com/app/student>

Dunkin' Scholarship

<https://calverthall.myschoolapp.com/app/student>

First Financial Federal Credit Union Scholarship

<https://calverthall.myschoolapp.com/app/student>

Scholarships from Perry Hall Middle School PTSA

<https://calverthall.myschoolapp.com/app/student>

The Marie Lloyd/Ed Lamon Endowed Scholarship

<https://calverthall.myschoolapp.com/app/student>

Presentation Archive

College Admissions Panel, March 24, 2022

https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcalverthall4-my.sharepoint.com%2F%3A%2F%3A%2Fpersonal%2Fseraydariane_calverthall_com%2FESkLr4WgFnpOpAfC3_6O4K0Biccefvav8iPFB6-aKx_49w&data=04%7C01%7Cewachiwa%40calverthall.com%7C15785be89d274ac3946e08da0e5f402b%7C0d2a3785c0e14c88bdce49ee19067f51%7C0%7C0%7C637838099507844103%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000&sdata=Mqyy8N1InE5yxaYhchw2uhozZnEK1%2Fc5eYhHgfToor0%3D&reserved=0

Social Media Presentation

<https://dynamicinfluence.com/parenting-in-a-digital-age-presentation-for-the-parents-of-calvert-hall-students/>

Sophomore Parent College Information Night

Recording<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fweb.microsoftstream.com%2Fvideo%2F9d834f7d-c49b-495d-ad78-4eb197eb742e&data=04%7C01%7Cewachiwa%40calverthall.com%7C82d39e1d661d4bfe2b7e08d9ed9f259c%7C0d2a3785c0e14c88bdce49ee19067f51%7C0%7C0%7C637802090054155148%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C3000&sdata=9WuLPtxHHVqnZux7p8sHgCKr11qEpb%2BPYZXDE5yRKZI%3D&reserved=0>

Transition to College Seminar II - Class of 2021

- <https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fweb.microsoftstream.com%2Fvideo%2F9d834f7d-c49b-495d-ad78-4eb197eb742e&data=04%7C01%7Cewachiwa%40calverthall.com%7C82d39e1d661d4bfe2b7e08d9ed9f259c%7C0d2a3785c0e14c88bdce49ee19067f51%7C0%7C0%7C637802090054155148%7CUnknown%7CTWFPbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWwiLCJXVCi6Mn0%3D%7C3000&sdata=9WuLPtxHHVqnZux7p8sHgCKr11qEpb%2BPYZXDE5yRKZI%3D&reserved=0>

○

Transition to College Seminar I - Class of 2021

<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fweb.microsoftstream.com%2Fvideo%2F13f5bfbb-aa06-498a-9f31-e01e904a80d4&data=04%7C01%7Cewachiwa%40calverthall.com%7C1cc497e7a9044f8e828108d900127913%7C0d2a3785c0e14c88bdce49ee19067f51%7C0%7C0%7C637540901598831222%7CUnknown%7CTWFPbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWwiLCJXVCi6Mn0%3D%7C1000&sdata=AuSB9WYf7Uzk6GeiTrW7tEleWDTgEb0UcGvEHYNKQnY%3D&reserved=0>

AIMS College Aid Webinar Recording

<https://mcdonogh.zoom.us/rec/play/oDMcGFGqbQzFnd3WpJtq-MFHNizmcIVuMcQohiiFPkXq-XMlyM4M-BwMSvHbEZQhmvAwXpFwvfpymXvj.dMmJE8wqvkyCRPvd>

Summer Opportunities-2025

Adelphi University

Pre-College Summer Programs for High School Students

precollege.adelphi.edu

<http://precollege.adelphi.edu/>

The American Legion 2025 MD

Boys State Program

www.mdlegion.org/boysstate/

<http://www.mdlegion.org/boysstate/>

Boston University

Summer Journalism Academy for High School Students

www.summerjournalism.org

<http://www.summerjournalism.org/>

Boston University

Summer Term High School Programs for High School Students

www.bu.edu/summer/high-school-programs/

<http://www.bu.edu/summer/high-school-programs/>

California College of the Arts

Pre-College Summer Programs for High School Students

www.cca.edu/precollege

<http://www.cca.edu/precollege>

Carleton College

Carleton Liberal Arts Experience for High School Students

go.carleton.edu/clae

<http://go.carleton.edu/clae>

The Catholic University of America

Summer on Stage High School Institute for Rising Junior and Seniors

drama.cua.edu/summer

<http://drama.cua.edu/summer>

The University of Chicago

Summer Session Program for Rising High School Seniors

summer.uchicago.edu

<http://summer.uchicago.edu/>

Christendom College

Summer Programs for Rising High School Seniors

www.christendom.edu/experience

<http://www.christendom.edu/experience>

Cleveland Institute of Art

Artists-in-Residence for High School Students

<https://www.cia.edu/continuing-education/pre-college>

College of William and Mary

Pre-Collegiate Summer Programs for Rising Junior and Senior High School Students

www.wm.edu/niahd

College of William and Mary

Legal Education Series for Rising High School Students

www.legaltechcenter.net/courses-training/law-related-education/

Columbia Business School

Online and In-Person Opportunities Available

https://kup.gsb.columbia.edu/?utm_campaign

University of Delaware

Edge Summer College Program for Rising High School Juniors and Seniors

www.udel.edu/edge

Denison University

Reynolds Young Writers Workshop

denison.edu/campus/pre-college

Duke University

<https://learnmore.duke.edu/precollege/all-programs>

Elon University

Emerging Journalist Program for Rising High School Seniors

<https://www.elon.edu/ejp>

Georgetown University

<https://georgetown.precollegeprograms.org> for more information.

Georgetown University

New Pre-College Program

<https://georgetown.precollegeprograms.org/surgery>

Global Works Travel with Purpose

www.globalworkstravel.com

Howard County Leadership University

www.leadershiphc.org/leadership-u-2/

Illinois Institute of Technology

Pre-College STEM Programs for High School Students

<https://www.iit.edu/academics/pre-college-programs/summer>

Ithaca College-Writers Institute

ithaca.edu/iwi

<http://ithaca.edu/iwi>

Johns Hopkins University

summer.jhu.edu

<https://summer.jhu.edu/>

Landmark College

landmark.edu/summer

<http://landmark.edu/summer>

Lumiere Research Scholar Program

www.lumiere-education.com

<http://www.lumiere-education.com/>

Marist College

marist.edu/precollege

<http://marist.edu/precollege>

Maryland Institute College of Art

www.mica.edu/precollege

<http://www.mica.edu/precollege>

University of Maryland College Park

go.umd.edu/tyscourses

<https://calverthall.myschoolapp.com/app/go.umd.edu/tyscourses>

University of Massachusetts Amherst Summer Pre-College Program

<https://www.umass.edu/uww/programs/pre-college>

https://www.umass.edu/uww/programs/pre-college/mt_ida

Miami University of Ohio

miamioh.edu/summerscholars

<http://miamioh.edu/summerscholars>

University of Michigan

The Stamps School of Art & Design Pre-College Program

stamps.umich.edu/pre-college

<https://stamps.umich.edu/pre-college>

New York University

nyu.edu/highschool

<https://stamps.umich.edu/pre-college>

Northwestern University-College Preparation Program

College Courses for Credit

Courses include: Writing for College Success, Ethical Problems, Legal Interpretations and Communication, and

Chemistry Research

More information at sps.northwestern.edu/college-preparation/admission.php

University of Notre Dame

Summer Pre-College Programs for Rising Juniors and Seniors

Summer Scholars, Leadership Seminars and Study Abroad Programs Available

More information at 574-631-0990 or precollege.nd.edu/summer-scholars/

University of Notre Dame

Pre-College Study Abroad Programs for Rising High School Seniors

Study abroad opportunities in Ireland, Italy, London and South Africa

focusing on Art History, Architecture, Anthropology, and Political History

More information at precollege.nd.edu/study-abroad/

Notre Dame of Maryland

Pharmacy Summer Camp

A Summer Program for Grades 9-12 June 23-27, 2025

Discover exciting topics and career paths in pharmacy and pharmaceutical sciences.

More information at:

<https://www.ndm.edu/colleges-schools/school-pharmacy/pharmacy-camp>

Oxbridge Academic Programs for High School Students

Summer Study Programs in New York, Los Angeles, Oxford & Cambridge, France & Spain

Range of Courses in Art, Humanities, Sciences, Social Sciences, Production and Language

More information at 1-800-828-8349 or www.oxbridgeprograms.com

Phillips Exeter Academy

Summer School for High School Students

Over 100 Course Offerings in Multiple Disciplines; Additional Programs in Leadership and Performing Arts

On-Campus programs available.

More information at 1-800-828-4325 or www.exeter.edu/summer

Pratt Institute

Pre-College Summer Programs for High School Students

Credit courses in Architecture, Creative Writing, Graphic Design, Illustration, Media Arts/video, Photography, and Sculpture

More information at 718-636-3453 or www.pratt.edu/precollege

Rensselaer Polytechnic Institute

2025 Preface Summer Program for Rising Juniors and Seniors

Pre-College Initiatives for students interested in pursuing careers

in engineering and technological professions from groups that

have been historically and traditionally underrepresented or

undeserved in science, engineering and technological fields.

Visit <https://info.rpi.edu/pre-college-initiatives/> for more information.

Saint John's College

The Summer Academy for Rising Junior and Senior High School Students

Locations in Annapolis, Maryland and Sante Fe, New Mexico

Language, Mathematics, Music, Justice and Law

On-line and In-Person class options

Contact the Annapolis campus at 410-626-2522, the Sante Fe campus at 505-984-6081 or www.sjc.edu/summeracademy

Savannah College of Art and Design-The University for Creative Careers

Pre-College Programs for High School Students

Animation, Fashion, Film, Television, Jewelry, Photography and More

More information at scad.edu/sss

Sewanee: The University of the South

Environmental Institute's Pre-College Field Studies Experience

Pursue environmental studies while exploring forests, lakes, caves and vistas

More information at: new.sewanee.edu/academics/summer-in-sewanee

United States Naval Academy Summer Stem

Summer Program for High School Students interested in Science, Technology, Engineering and Math

Involves a week of problem-solving, exploratory learning, critical thinking and team building

Apply at:

<https://www.usna.edu/Admissions/Programs/STEM.php#fndtn-panel1-Attending>

University of Southern California

Summer Programs for High School Students

Architecture, Business, English, Global Studies, Performing Arts, Pre-Health, Pre-Law and Writing

More information at precollege.usc.edu/summer-prog

University of Southern California

USC Bovard Scholars for Rising High School Seniors

Explore and connect your academic interests and career passions.

More information at scholars.usc.edu

Spoletto Study Abroad 2025

Summer Program for High School Students in Spoleto, Italy

Creative Writing, Visual Arts, Drama, Vocal Music, Photography, Instrumental Music and Filmmaking

More information at 843-822-1248 or www.spoletostudyabroad.com

Stanford University

Summer College for Rising Sophomore, Junior and Senior High School Students

Eight-week college experience, earn college credits and choose from more than 125 courses offered, including, Art, Biology, Economics, History, Music, Psychology and Theater Studies

More information at spcs.stanford.edu/find-yourself

Stevens Institute of Technology

Summer Pre-College Programs for High School Students

Courses offered in Business, Science and Engineering

More information at <https://www.stevens.edu/admissions/pre-college-programs>

Summer Discovery & Discovery Internships

Top Internships for High School Students

Offers students real work experience in an industry that aligns with each student's goals, skills and interests.

Available in 5 amazing cities across the country. Courses include: Finance, Entrepreneurship, Psychology, Film/Television and Journalism

More information at 516-621-3939 or www.summerdiscovery.com

Syracuse University

Summer Pre-College Programs for High School Students

Areas of study include: Art, Business, Communications, Economics, Law, Medicine, and more

For more information, please visit precollege.syr.edu

University of Virginia

Summer College Experience for Talented High School Students

Program components include classes, workshops and residential and social activities

More information at summer.virginia.edu/uva-advance

Wentworth Institute of Technology Pre-College Programs

ImpactLab-Science, Technology, Engineering and Design Programs

More information at wit.edu/precollege

University of Wisconsin-Madison Badger Precollege Program for High School Students

Programs include: Forensic Science, Music, Art, Technology,
Human Language & Identity, Satellite Science and Programming
for Meteorology

More information at <https://precollege.wisc.edu>

Youth Works-Summer Jobs Launch Careers

Matching Private Sector Employment Opportunities

Healthcare, Construction, Hospitality, Professional Services

for responsible, job-ready Baltimore City Residents between the ages of 16-21

If interested, contact 410-396-5627 or ymprivate@oedworks.com

For more information, visit youthworks.oedworks.com

Not traveling this summer?

Enrich yourself from home in these ways:

Khan Academy: With mostly high school courses and topics, this web site is great for keeping sharp over the summer or learning that school year concept in greater depth. See www.khanacademy.org

Feel you have mastered high school? Try expanding your mind into higher education with these three sites offering free, college level courses. No credit is earned but certificates are.

These are **Massive Online Open Courses** (also known as MOOC's):

Edx: www.edx.org

Udacity: www.udacity.com

Coursera: www.coursera.org

NovoEd: www.novoed.com

Yale University Open Online Courses

Free and Open Access to a selection of Introductory Courses: oyc.yale.edu/

SCOIR

College and Career Readiness

College Board

College Search Engine & SAT Site

Testing

SAT/ACT Prep Resources

SAT

SAT Web Site

ACT

ACT Web Site

Khan Academy and College Board Test Prep

Personalized practice, anytime, anywhere—for FREE.

Financial Aid

FAFSA Student Aid

Free Application for Federal Student Aid

Athletics

NCAA Eligibility Center

Official Site of the NCAA

College Scholarship Opportunities

2015 Ira Rosenzweig Memorial Scholarship

College Scholarships

Dunkin' Scholarship

First Financial Federal Credit Union Scholarship

Scholarships from Perry Hall Middle School PTSA

The Marie Lloyd/Ed Lamon Endowed Scholarship

Presentation Archive

[College Admissions Panel, March 24, 2022](#)

[Social Media Presentation](#)

The password to access is: calvert

[Sophomore Parent College Information Night Recording](#)

[Transition to College Seminar II - Class of 2021](#)

- [College Transition Personal Finance PPT](#)

[Transition to College Seminar I - Class of 2021](#)

[AIMS College Aid Webinar Recording](#)

Summer Opportunities-2025

Adelphi University

Pre-College Summer Programs for High School Students

Business, Computer Game Design, Health, Music, Robotics, Psychology, Science and Writing

More information at 516-877-3410 or precollege.adelphi.edu

The American Legion 2025 MD

Boys State Program

The program will be held at McDaniel College from June 15-21, 2025.

This is a nationally recognized program in leadership, government and political sciences.

For more information, please visit www.mdlegion.org/boysstate/

Boston University

Summer Journalism Academy for High School Students

On-Campus and Online Classes in journalism, writing, or photography

For more information, visit www.summerjournalism.org

Boston University

Summer Term High School Programs for High School Students

Four Programs Available: High School Honors, Research Internship in Science & Engineering, Summer Challenge Seminars and Summer Preview Seminars; Areas of Study include: Biology, Business, History, Law, Photography, Writing and Psychology

More information at 617-353-1378 or www.bu.edu/summer/high-school-programs/

California College of the Arts

Pre-College Summer Programs for High School Students

College Credit Courses in Animation, Architecture, Drawing, Film, Graphic Design, Illustration, Photography, and Sculpture

In-Person and Virtual offerings.

More information at 1-800-447-1ART or www.cca.edu/precollege

Carleton College

Carleton Liberal Arts Experience for High School Students

Take in-person classes from Carleton professors, focusing on African American culture.

More information at go.carleton.edu/clae

The Catholic University of America

Summer on Stage High School Institute for Rising Junior and Seniors

Drama and Musical Theatre Programs

More information at 202-319-5358 or drama.cua.edu/summer

The University of Chicago

Summer Session Program for Rising High School Seniors

Economics, Molecular Engineering, Data Science, Law and Society, World Politics and Urban Studies

Courses will be held in-person and on-line. More information at summer.uchicago.edu

Christendom College

Summer Programs for Rising High School Seniors

History, Theology, Philosophy, and English Literature

More information at 1-800-877-5456 x.1292 or www.christendom.edu/experience

Cleveland Institute of Art

Artists-in-Residence for High School Students

Build a portfolio, earn college credit and start your creative career

More information at <https://www.cia.edu/continuing-education/pre-college>

College of William and Mary

Pre-Collegiate Summer Programs for Rising Junior and Senior High School Students

College Credit Courses in Early American History, including the American Revolution and Civil War

More information at 757-221-7652 or www.wm.edu/niahd

College of William and Mary

Legal Education Series for Rising High School Students

Courses offered in AI, Law and Search & Seizure

More information at: www.legaltechcenter.net/courses-training/law-related-education/

Columbia Business School

Online and In-Person Opportunities Available

Summer Enrichment classes include: The Business of Luxury and

The Business of Sports

More information at https://kup.gsb.columbia.edu/?utm_campaign

University of Delaware

Edge Summer College Program for Rising High School Juniors and Seniors

Many courses available; Emphasizes academic excellence, practical skill building and student leadership.

Courses will be offered in-person this summer.

More information at www.udel.edu/edge

Denison University

Reynolds Young Writers Workshop

Excellence in Performing Arts and Suzuki Music Program

Small, intimate writing workshops focusing on poetry, fiction and nonfiction

Offering on-line and in-person workshops.

More information at denison.edu/campus/pre-college

Duke University

Pre-College Summer Opportunities for High School Students

Courses offered in Engineering, Humanities, Mathematics, Science, Social Studies and Technology

More information at <https://learnmore.duke.edu/precollege/all-programs>

Elon University

Emerging Journalist Program for Rising High School Seniors

Receive college credits. Workshop includes reporting, writing, multimedia storytelling, leadership and media management skills.

More information and online application at <https://www.elon.edu/ejp>

Georgetown University

Pre-College Online Program for High School Students

Courses available in Law and Medical Research

Please visit <https://georgetown.precollegeprograms.org> for more information.

Georgetown University

New Pre-College Program

Becoming a Surgeon: Skills, Specialties, and Diseases

Introduction to skills required to be a surgeon.

More information at <https://georgetown.precollegeprograms.org/surgery>

Global Works Travel with Purpose

International Travel for High School Students and Summer Service Adventures

Many opportunities in different countries throughout the summer including, Argentina, China, France, Nepal, Spain and South Africa. Broaden world views and improve language skills.

More information at 303-545-2202 or www.globalworkstravel.com

Howard County Leadership University

Experiential Leadership, Teambuilding and Community Service Opportunity for High School Sophomores

This program is for students with leadership potential, a desire to learn with others, and those for an interest in the community.

More information at www.leadershiphc.org/leadership-u-2/

Illinois Institute of Technology

Pre-College STEM Programs for High School Students

Engineering, Computing, Science, Psychology, Architecture and Design Thinking
Online and In-Person class options.

More information at <https://www.iit.edu/academics/pre-college-programs/summer>

Ithaca College-Writers Institute

Offers for two weeks of intensive writing workshops for high school students.

More information at ithaca.edu/iwi

Johns Hopkins University

Pre-College Summer Programs for High School Students

Many courses available: Anthropology, Art, Biology, Engineering, English, Neuroscience, Psychology

In-person and online class options available.

More information at summer.jhu.edu

Landmark College

Serving students with language-based learning disabilities (including dyslexia), ADHD,

autism spectrum disorder (ASD), and gifted LD.

Summer Program for Rising Juniors and Seniors

Writing Classes, Learning Strategies Seminar and Academic Strategies

More information at landmark.edu/summer

Lumiere Research Scholar Program

A Selective Research Program for Talented High School Students

Students work 1-1 with a researcher from a top university to produce an independent research project.

Areas for research include: STEM, Humanities and Social Sciences.

More information at www.lumiere-education.com

Marist College

Summer Pre-College Programs for Rising High School Juniors and Seniors

Classes include: Business, Criminal Justice, Cybersecurity, Psychology, Creative Writing, and Pre-Health

In-person and online class options available.

More information at marist.edu/precollege

Maryland Institute College of Art

Pre-College Summer Studio Residency Programs for High School Students

Residency Programs offered in Baltimore.

In-person and online class options available.

Credit Courses in Architecture, Gaming and Animation, Drawing, Graphic Design, Photography, Sculpture, and Video

More information at 410-669-9200 or www.mica.edu/precollege

University of Maryland College Park

Terp Young Scholars Program for High School Students

In-Person and Online options.

For more information, please visit: go.umd.edu/tyscourses

University of Massachusetts Amherst Summer Pre-College Program

Pre-college program for high school students

Programs include: Healthcare, Research, Current Events, Social Issues, Visual Arts and Communication.

More information at <https://www.umass.edu/uww/programs/pre-college>

Miami University of Ohio

Summer Scholars Program for Rising High School Juniors and Seniors

Structured workshops on Leadership and Essay skills

More information at miamioh.edu/summerscholars

University of Michigan

The Stamps School of Art & Design Pre-College Program

Train with Stamps faculty, build a portfolio, look at life at University of Michigan

Residential and Online programs available

More information at stamps.umich.edu/pre-college

New York University

Summer Programs for High School Students

Classes in Arts, Media, Business, STEM, Humanities, Education and Health

More information at nyu.edu/highschool

Northwestern University-College Preparation Program

College Courses for Credit

Courses include: Writing for College Success, Ethical Problems, Legal Interpretations and Communication, and

Chemistry Research

More information at sps.northwestern.edu/college-preparation/admission.php

University of Notre Dame

Summer Pre-College Programs for Rising Juniors and Seniors

Summer Scholars, Leadership Seminars and Study Abroad Programs Available

More information at 574-631-0990 or precollege.nd.edu/summer-scholars/

University of Notre Dame

Pre-College Study Abroad Programs for Rising High School Seniors

Study abroad opportunities in Ireland, Italy, London and South Africa

focusing on Art History, Architecture, Anthropology, and Political History

More information at precollege.nd.edu/study-abroad/

Notre Dame of Maryland

Pharmacy Summer Camp

A Summer Program for Grades 9-12 June 23-27, 2025

Discover exciting topics and career paths in pharmacy and pharmaceutical sciences.

More information at:

<https://www.ndm.edu/colleges-schools/school-pharmacy/pharmacy-camp>

Oxbridge Academic Programs for High School Students

Summer Study Programs in New York, Los Angeles, Oxford & Cambridge, France & Spain

Range of Courses in Art, Humanities, Sciences, Social Sciences, Production and Language

More information at 1-800-828-8349 or www.oxbridgeprograms.com

Phillips Exeter Academy

Summer School for High School Students

Over 100 Course Offerings in Multiple Disciplines; Additional Programs in Leadership and Performing Arts

On-Campus programs available.

More information at 1-800-828-4325 or www.exeter.edu/summer

Pratt Institute

Pre-College Summer Programs for High School Students

Credit courses in Architecture, Creative Writing, Graphic Design, Illustration, Media Arts/video, Photography, and Sculpture

More information at 718-636-3453 or www.pratt.edu/precollege

Rensselaer Polytechnic Institute

2025 Preface Summer Program for Rising Juniors and Seniors

Pre-College Initiatives for students interested in pursuing careers in engineering and technological professions from groups that have been historically and traditionally underrepresented or underserved in science, engineering and technological fields.

Visit <https://info.rpi.edu/pre-college-initiatives/> for more information.

Saint John's College

The Summer Academy for Rising Junior and Senior High School Students

Locations in Annapolis, Maryland and Sante Fe, New Mexico

Language, Mathematics, Music, Justice and Law

On-line and In-Person class options

Contact the Annapolis campus at 410-626-2522, the Sante Fe campus at 505-984-6081 or www.sjc.edu/summeracademy

Savannah College of Art and Design-The University for Creative Careers

Pre-College Programs for High School Students

Animation, Fashion, Film, Television, Jewelry, Photography and More

More information at scad.edu/ssc

Sewanee: The University of the South

Environmental Institute's Pre-College Field Studies Experience

Pursue environmental studies while exploring forests, lakes, caves and vistas

More information at: new.sewanee.edu/academics/summer-in-sewanee

United States Naval Academy Summer Stem

Summer Program for High School Students interested in Science, Technology, Engineering and Math

Involves a week of problem-solving, exploratory learning, critical thinking and team building

Apply at:

<https://www.usna.edu/Admissions/Programs/STEM.php#fndtn-panel1-Attending>

University of Southern California

Summer Programs for High School Students

Architecture, Business, English, Global Studies, Performing Arts, Pre-Health, Pre-Law and Writing

More information at precollege.usc.edu/summer-prog

University of Southern California

USC Bovard Scholars for Rising High School Seniors

Explore and connect your academic interests and career passions.

More information at scholars.usc.edu

Spoletto Study Abroad 2025

Summer Program for High School Students in Spoleto, Italy

Creative Writing, Visual Arts, Drama, Vocal Music, Photography, Instrumental Music and Filmmaking

More information at 843-822-1248 or www.spoletostudyabroad.com

Stanford University

Summer College for Rising Sophomore, Junior and Senior High School Students

Eight-week college experience, earn college credits and choose from more than 125 courses offered, including, Art, Biology, Economics, History, Music, Psychology and Theater Studies

More information at spcs.stanford.edu/find-yourself

Stevens Institute of Technology

Summer Pre-College Programs for High School Students

Courses offered in Business, Science and Engineering

More information at <https://www.stevens.edu/admissions/pre-college-programs>

Summer Discovery & Discovery Internships

Top Internships for High School Students

Offers students real work experience in an industry that aligns with each student's goals, skills and interests.

Available in 5 amazing cities across the country. Courses include: Finance, Entrepreneurship, Psychology, Film/Television and Journalism

More information at 516-621-3939 or www.summerdiscovery.com

Syracuse University

Summer Pre-College Programs for High School Students

Areas of study include: Art, Business, Communications, Economics, Law, Medicine, and more

For more information, please visit precollege.syr.edu

University of Virginia

Summer College Experience for Talented High School Students

Program components include classes, workshops and residential and social activities

More information at summer.virginia.edu/uva-advance

Wentworth Institute of Technology Pre-College Programs

ImpactLab-Science, Technology, Engineering and Design Programs

More information at wit.edu/precollege

University of Wisconsin-Madison Badger Precollege Program

for High School Students

Programs include: Forensic Science, Music, Art, Technology,
Human Language & Identity, Satellite Science and Programming
for Meteorology

More information at <https://precollege.wisc.edu>

Youth Works-Summer Jobs Launch Careers

Matching Private Sector Employment Opportunities

Healthcare, Construction, Hospitality, Professional Services

for responsible, job-ready Baltimore City Residents between the ages of 16-21

If interested, contact 410-396-5627 or ymprivate@oedworks.com

For more information, visit youthworks.oedworks.com

Not traveling this summer?

Enrich yourself from home in these ways:

Khan Academy: With mostly high school courses and topics, this web site is great for keeping sharp over the summer or learning that school year concept in greater depth. See www.khanacademy.org

Feel you have mastered high school? Try expanding your mind into higher education with these three sites offering free, college level courses. No credit is earned but certificates are.

These are **Massive Online Open Courses** (also known as MOOC's):

Edx: www.edx.org

Udacity: www.udacity.com

Coursera: www.coursera.org

NovoEd: www.novoed.com

Yale University Open Online Courses

Free and Open Access to a selection of Introductory Courses: oyc.yale.edu/

These links will take you to resources typically only available on campus. Typically you will be supplied a user name and password before selecting the link. These credentials are supplied to you as a member of the Calvert Hall community, and not to be shared or posted in public forums.

NoodleTools Student Access

How to change your CHC password

Math Help w/ Mr. Baker - Sign up

Please sign up for help for math class with Mr. Baker. He will be available on Tues & Thurs. See Mr. Blake of the Math Dept for more information.

Bloom's Literary Reference

Username: chchs

Password: facts

Project Muse

History - Salem Press

Click Remote Access Login

Password: chccardinal

Health - Salem Press

Click Remote Access Login

Password: chccardinal

Gale: Discovering Coll., Opposing View., Literature

username: balt84202

password: balt84202

Proquest Home Access

username: calvert05

password: Calvert06\$

JSTOR Home Access

Username and Password

can be requested from
the school librarian.

These links take you to resources typically only available on campus. These credentials are supplied to you as a member of the Calvert Hall community, and are not to be shared or posted in public forums.

Go on-line to apply for a library card for your local library. This may be a requirement to access some of their on-line resources.

Anne Arundel County Public Library Card Application

Apply on-line.

Baltimore County Public Library Card Application

Apply on-line.

Carroll County Public Library Card Application

Apply on-line.

Harford County Public Library Card Application

Apply on-line.

Bus Transportation

Transportation Information

Click [HERE](#) to visit our webpage with updated information about transportation.

Admissions

Transportation

Bus & Carpool Transportation

List of 2 items.

Buses

Calvert Hall offers bus transportation for those living in Anne Arundel, Carroll, Harford and Howard counties. For more information regarding bus transportation, contact [Kris Mitchell](#) at 410-825-4266 x185.

Carpool

Additionally, Calvert Hall assists in connecting families interested in carpool opportunities. For more information regarding carpools, contact [Lucy Baker](#) at 410-825-4266 x117.

Anne Arundel County Bus Info

We offer bus service from Anne Arundel County. This service features one morning run, making two convenient stops.

Register For The Anne Arundel County Bus

Cost and Times

The cost is

\$1750 for daily AM service

The times/locations will be as follows:

- 6:30 a.m. Marley Station Mall
- 6:40 a.m. Monsignor Slade School
- 7:30 a.m. Arrive to Calvert Hall

Carroll County Bus Info

We offer bus service from Carroll County. This service features one morning run.

[Register for the Carroll County Bus](#)

Cost and Times

The projected costs:

\$1700 for daily AM service

The times/locations will be as follows:

- 6:30 a.m. St. Joseph's Catholic Church
915 Liberty Road, Eldersburg
- 6:45 a.m. Finksburg Plaza
3000 Gamber Road, Finksburg

Harford County Bus Info

We offer bus service from the Harford County. This service features one morning run, making three convenient stops.

[Register for the Harford County Bus](#)

Cost and Times

The cost is:

\$1500 for daily AM service

The times/locations will be as follows:

- 6:45 a.m. St. Margaret's Middle School
- 7:00 a.m. Harford Mall (outside of the previously occupied Sears)
- 7:15 a.m. Van Dorn Pools and Spas (Kingsville)
- 8:05 a.m. Arrive to Calvert Hall

Howard County Bus Info

We offer bus service from the Howard County/Anne Arundel vicinity. This service is provided by American Limousine and features (by popular demand) **a morning and two afternoon departure options.**

[Register for the Howard County Bus](#)

Cost

The cost is as follows:

- \$2200 for round trip (a student can choose which afternoon bus to take)
- \$1500 for afternoon only (including the option to use either time)
- \$1150 for morning only

Howard County Bus Times

We offer a morning service and two afternoon pickup times on all regular school days. An abbreviated service, morning and one afternoon run, are offered on the Thanksgiving and Christmas Early Dismissal days.

The times/locations will be as follows:

List of 3 items.

Morning

- 6:15 a.m. - 6:20 a.m. Columbia Mall (Lidl parking lot)
- 6:35 a.m. - 6:40 a.m. Sprouts at Rt. 40 and St. Johns Lane
- 6:50 a.m. - 6:55 a.m. Applebee's - 6505 Baltimore National Pike - Catonsville
- 7:00 a.m. - 7:05 a.m. AMF Bowling Lanes - Pikesville
- 7:25 a.m. Arrive to Calvert Hall

Afternoon - Early Pick-Up

- 3:00 p.m. Depart Calvert Hall
- 3:20 p.m. AMF Bowling Lanes - Pikesville
- 3:40 p.m. Panera/Toys R US - 6600 Baltimore National Pike - Catonsville
- 3:50 p.m. Sprouts at Rt. 40 & St. Johns Lane
- 4:00 p.m. Columbia Mall (Sears parking lot)

Afternoon - Late Pick-Up

- 5:50 p.m. Depart Calvert Hall
- 6:10 p.m. AMF Bowling Lanes - Pikesville
- 6:30 p.m. Panera/Toys R US - 6600 Baltimore National Pike - Catonsville
- 6:40 p.m. Sprouts at Rt. 40 and St. Johns Lane
- 6:50 p.m. Columbia Mall (Sears parking lot)

Attendance Office Information

The attendance office will no longer accept calls, emails, or handwritten notes as notification of student absences.

If a student will be absent, late or require an early dismissal, a parent or guardian is required to log in to the Calvert Hall website and complete the appropriate form. Links to each of the forms are below, accompanied by further instructions. It is important that you complete the form accurately (e.g., spelling and date formats).

Doctors' notes may be submitted via email to attendance@calverthall.com or delivered in person to the attendance office.

If you have a specific question or concern, please call the attendance office at 410-825-4266 x119.

Attendance Form Links (Parent Access Only)



Dear Parents,

We will be continuing to use the Magnus Health Platform for all medical information/forms for the 2024-2025 school year.

Magnus Health integrates with our current system Blackbaud and can be accessed via the resource tile on the Calvert Hall website, titled Magnus Health. Once logged into your Magnus account, you will be asked to enter (incoming freshman/transfers) or update (returning students) your medical information. You will also see a checklist of forms to complete. Please plan to have your checklist completed and all forms uploaded into the Magnus Health system by August 1, 2024. Students can not try out for a sport or participate in Marching Band activities until a current physical has been uploaded and approved in the Magnus Health system.

Incoming Freshman are required to have Physicals completed (the actual examination, not just the form completed) between May 31st and August 1st, 2024. Physicals dated prior to May 31st will not be accepted. Rising sophomores through seniors follow a rolling physical due date. Once submitted, your son's next physical will be due one year and one day from that date. Throughout the year, as your son's next physical becomes due, the system will send you regular reminders as the date approaches. If a new physical is not submitted by the due date, your son will not be eligible to participate in sports and potentially will not be permitted to attend school.

TO DO:

- Schedule a Physical
- Log in to Calvert Hall website and update your parent profile with correct demographic information, including a cell phone number. Needs to be completed by each parent on their personal parental account
- Complete the Emergency Medical Contact information form (on CHC website, once logged in), will be sent out around July 1st, 2024.
- Log in to Magnus, by logging into your Calvert Hall Parental account, then Clicking on the resources and then the Magnus Resource Tile
- Complete Conditional questions and Vital Health Questions in Magnus
- Print Physical form, have physical completed and upload into Magnus
- Upload Immunization form into Magnus
- Complete Over-The-Counter form in Magnus
- If your son will be receiving prescription meds at school, have your provider complete the Prescription Medication Form and upload it into Magnus
- If prompted in Magnus to complete additional forms based on your child's health history, please have your provider complete the prompted required forms and upload into Magnus.

TIPS and TRICKS:

- Once you logged in to Magnus from your computer once, you will have access to a mobile Magnus app. For further instructions concerning the Magnus Mobile Health App, click "New Magnus Health Mobile App" at the top of the page in Magnus. If you do not have access to a scanner, you may find it easier to upload your forms from the app as it allows you to upload multiple pages at once.
- Parental Cell phone numbers are required in order for our staff to reach you in case of an emergency. **Cell phone numbers cannot be updated in Magnus Health.** To enter or update a cell number, please log in to your parental Calvert Hall account on the Calvert Hall webpage, click the down arrow next to your name and update/enter your cell number. The numbers will then sync into Magnus within 24 hours. You should see the phone number in the Magnus Health System after 24 hours. You will then be able to submit your information in Magnus.

- If you are having difficulty getting into the Magnus system through the resource tile, try using google chrome and or clearing your cache.

For questions regarding the Magnus system, call Magnus support directly at 919-502-7689.

For other questions not related to Magnus, please contact our nurse, Cindy Faherty at schoolnurse@calverthall.com or via phone at 410-825-4266, ext 120.

Thank you!

Cindy Faherty, CRNP

Nurse Practitioner

CHC School Nurse

Health Suite Information

The safety and wellbeing of our students, faculty, and staff are of primary importance.

Per Calvert Hall Policy, students and staff with a Fever 100.4 or higher must stay home and remain at home until fever free without the use of fever reducing medications for a period of 24 hours before returning to school.

Per Calvert Hall Policy, students and staff who have Vomited and/or had Diarrhea must stay home and remain at home for a period of 24 hours from the last episode of Vomiting and/or Diarrhea.

Health Suite Downloads

[CHC Physical Form Download](#)

[Vaccine Requirements](#)

[MD Dept. of Health Immunization Form](#)

[Prescription Medication Form](#)

[Food Allergy & Anaphylaxis Form](#)

[Seizure Action Plan Form](#)

[Diabetes Orders Form](#)

[Asthma Medication/Action Form](#)

School Health FAQs

[COVID-19 Protocols](#)

[Masking](#)

[Vaccines](#)

[Serve It Safely: Our Approach to Food Allergies](#)

[How To Navigate Your SAGE Menu](#)

[The Makings of a SAGE Menu](#)

[View your Menu](#)

[Follow Us](#)

[Instagram Feed](#)



[@sage_at_calverthallcollege](#)

[View On Instagram](#)



At the core of SAGE's All Foods Fit nutrition philosophy, we believe there are no "good" or "bad" foods because we eat a wide variety of foods for many different reasons. This month, we're focusing on how food brings us ENJOYMENT!

[#foodisenjoyment](#) [#AllFoodsFit](#)

[View On Instagram](#)

3

At the core of SAGE's All Foods Fit nutrition philosophy, we believe there are no "good" or "bad" foods because we eat a wide variety of foods for many different reasons. This month, we're focusing on how food brings us ENJOYMENT!

[#foodisenjoyment](#) [#AllFoodsFit](#)

[View On Instagram](#)

3

At the core of SAGE's All Foods Fit nutrition philosophy, we believe there are no "good" or "bad" foods because we eat a wide variety of foods for many different reasons. This month, we're focusing on how food brings us ENJOYMENT!

[#foodisenjoyment](#) [#AllFoodsFit](#)

[View On Instagram](#)

3

At the core of SAGE's All Foods Fit nutrition philosophy, we believe there are no "good" or "bad" foods because we eat a wide variety of foods for many different reasons. This month, we're focusing on how food brings us ENJOYMENT!

[#foodisenjoyment](#) [#AllFoodsFit](#)

[View On Instagram](#)

3

At the core of SAGE's All Foods Fit nutrition philosophy, we believe there are no "good" or "bad" foods because we eat a wide variety of foods for many different reasons. This month, we're focusing on how food brings us ENJOYMENT!

[#foodisenjoyment](#) [#AllFoodsFit](#)

[View On Instagram](#)

3

At the core of SAGE's All Foods Fit nutrition philosophy, we believe there are no "good" or "bad" foods because we eat a wide variety of foods for many different reasons. This month, we're focusing on how food brings us ENJOYMENT!

[#foodisenjoyment](#) [#AllFoodsFit](#)

[View On Instagram](#)

3

At the core of SAGE's All Foods Fit nutrition philosophy, we believe there are no "good" or "bad" foods because we eat a wide variety of foods for many different reasons. This month, we're focusing on how food brings us ENJOYMENT!

#foodisenjoyment #AllFoodsFit

[View On Instagram](#)

3

At the core of SAGE's All Foods Fit nutrition philosophy, we believe there are no "good" or "bad" foods because we eat a wide variety of foods for many different reasons. This month, we're focusing on how food brings us ENJOYMENT!

#foodisenjoyment #AllFoodsFit

[View On Instagram](#)

3

At the core of SAGE's All Foods Fit nutrition philosophy, we believe there are no "good" or "bad" foods because we eat a wide variety of foods for many different reasons. This month, we're focusing on how food brings us ENJOYMENT!

#foodisenjoyment #AllFoodsFit

Nutrition

To build a satisfying snack, always remember to pair it up. This means including at least two of the three macronutrients — protein, carbohydrates, and fat — in your snack. This combination supports your overall nutrition by providing steady energy and keeping you satisfied in between meals. The Magic of Macronutrients Macronutrients work together to fuel your body and keep you feeling satisfied. Click [READ MORE](#) and scroll down to our blogs for the Building a Satisfying Snack article.

[Read More](#)

Foods of New Mexico

This month, students are learning all about the foods of New Mexico through our #EducationalSeasonings program in the dining hall. New Mexican cuisine is a blend of Native American and Spanish influences, known for its bold and spicy flavors. #NewMexicanfood Follow us on Instagram. @sagediningservices

Sustainability

This #EarthMonth and beyond, let's work together to protect our planet. Click [READ MORE](#) and scroll down to our blogs for the SAGE's Commitment to Sustainability article.

[Read More](#)

All Foods Fit: Enjoyment

You can form a positive, enjoyable relationship with food by practicing mindfulness and creating a relaxing environment as you dine. Allow yourself to fully enjoy and experience your meal by putting away your phone and turning off the TV. #foodisenjoyment #AllFoodsFit @sagediningservices

Allergies

Stop by Free Style®, our concept that serves dishes made without the top 12 allergens! Here, you can easily build a complete meal that satisfies your dietary needs. This is your easy button!

[Read More](#)

At Home with SAGE

Follow along with our chefs as they prepare some popular recipes!

[Learn More](#)

The CHOW

Mission Statement

The CHOW: the Calvert Hall Online Writing lab. A crucial element of academic success in high school and college, writing is increasingly valued in the modern workplace and in a variety of careers.

As part of Calvert Hall's purpose to prepare our students for success in college and beyond, the initiative to improve student writing is at the heart of our school's mission and philosophy. By defining the elements of the essay and providing an abbreviated guide to MLA style, this manual establishes a school-wide standard for essay writing and formatting. Students should use these portions of this resource as a guide and checklist for their writing in all subject areas.