

St. Theodore Guerin High School



2007-08
Curriculum Guide

PHILOSOPHY OF EDUCATION

Saint Theodore Guerin High School, founded as a Catholic diocesan high school, is committed to striving for educational excellence. We believe that educational excellence is achieved through the offering of a rigorous and challenging curriculum taught by competent, enthusiastic and caring faculty. The curriculum is college preparatory which takes into account the individual learning styles, interests, and abilities of all students and provides for developing them.

Saint Theodore Guerin High School Graduation Requirements

	CORE 40	ACADEMIC HONORS	IB DIPLOMA
English/ Language Arts	<u>8 credits</u> Credits include literature, composition & speech	<u>8 credits</u> Credits include literature, composition & speech	<u>8 credits</u> Credits include literature, composition & speech 4 credits: IB English 11 & 12
Mathematics	<u>6 credits</u> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II	<u>8 credits</u> 2 credits: Algebra I (may be earned in 8th grade) 2 credits: Geometry 2 credits: Algebra II 2 credits: Pre-Calculus	<u>10 credits</u> 2 credits: Algebra I (may be earned in 8th grade) 2 credits: Geometry 2 credits: Algebra II 4 credits: IB Mathematics (Pre-calc & Calculus)
Science	<u>6 credits</u> 2 credits: Biology I 2 credits: Chemistry I 2 credits: Physics I *With approval, Integrated Chemistry/Physics May be substituted for Chemistry or Physics	<u>6 credits</u> 2 credits: Biology I 2 credits: Chemistry I 2 credits: Physics I	<u>9-10 credits</u> 2 credits: Biology I 2 credits: Chemistry I 2 credits: Physics I 3-4 credits: IB Biology
Social Studies	<u>6 credits</u> 1 credit: U.S. Government 1 credit: Economics 2 credits: U.S. History 2 credits: Modern World Civilization	<u>6 credits</u> 1 credit: U.S. Government 1 credit: Economics 2 credits: U.S. History 2 credits: Modern World Civilization	<u>6 credits</u> 1 credit: U.S. Government 1 credit: Economics 4 credits: IB History of America
Theology	<u>8 credits</u>	<u>8 credits</u>	<u>9 credits</u> 2 credits: IB Theory of Knowledge (One TOK counts for Theology credit)
Directed Electives	<u>5 credits</u> (In above courses or any of the three courses below) Encouraged Encouraged Encouraged IB Requirements	<u>See below</u> 6-8 credits 2 credits Encouraged	<u>See below</u> 8-10 credits: Including IB Spanish or Latin 2-4 credits: Including IB Music, Art or ITGS Extended Essay & CAS Requirements
Physical Education	<u>2 credits</u>	<u>2 credits</u>	<u>2 credits</u>
Health/Safety	<u>1 credit</u>	<u>1 credit</u>	<u>1 credit</u>
Electives	<u>7 credits</u>	<u>7-9 credits</u>	<u>5 credits</u>
TOTAL	<u>49 CREDITS</u>	<u>56 CREDITS</u>	<u>56 CREDITS</u>

IB DIPLOMA INFORMATION

WHAT IS THE IB DIPLOMA PROGRAMME?

The IB Diploma Programme is a comprehensive and challenging pre-university course that demands the best from both motivated students and teachers. This sophisticated two-year curriculum covers a wide range of academic subjects and has stood the test of time for over half a million students in 119 countries since 1968. IB Diploma Programme graduates are welcomed by the world's leading universities.

THE BENEFITS OF THE IB DIPLOMA PROGRAMME

Universities recognize the outstanding qualities of IB Diploma Programme students. Typically, diploma holders are ready to debate real-world issues from an international perspective and to provide leadership and support in the local and global community. They demonstrate a capacity for in-depth study while maintaining a broad perspective of the different subject areas. They are able to ask challenging questions but also know how to research a topic and express their opinion. They have a strong sense of their own culture and identity, as well as the ability to communicate in two or more languages with people who have a different perspective of the world.

UNIQUE LEARNING OPPORTUNITIES

The IB Diploma Programme is about more than the subjects that students study. At its heart are the three core requirements that are integral to the curriculum and make the IB Diploma Programme unique.

- **Theory of knowledge (TOK)** — an internally and externally assessed interdisciplinary component that explores the different concepts of knowledge found in the subject areas. Because IB Diploma Programme students study six subjects simultaneously, TOK teachers can, for example, ask their students to compare a historian's approach to problem solving with that of a scientist or an artist.

- **Extended essay** — an externally assessed independent research assignment of four thousand words in one of the six subject areas. This is one of the ways in which IB Diploma Programme students can specialize in a certain subject area and prepare for university studies.

- **Creativity, action, service (CAS)** — a minimum of 150 hours of participation over the two years in creative, physical and service activities in the local community. The CAS requirement allows students to gain real-life experience beyond the classroom.

INTERNATIONALLY RECOGNIZED STANDARDS

The IB Diploma Programme is widely recognized for its high academic standards. Assessment is varied and takes place over two years, with final examinations in each subject. Students' work is assessed by an international board of examiners, who are themselves rigorously trained and monitored by the International Baccalaureate Organization (IBO).

Subjects are scored on a 1-7 scale with a further three points available for theory of knowledge and the extended essay. Students who display good levels of performance across all six subjects and achieve a minimum of 24 points (out of a possible 45) are awarded the diploma. All others receive a certificate for each of the subjects completed.

IB DIPLOMA INFORMATION

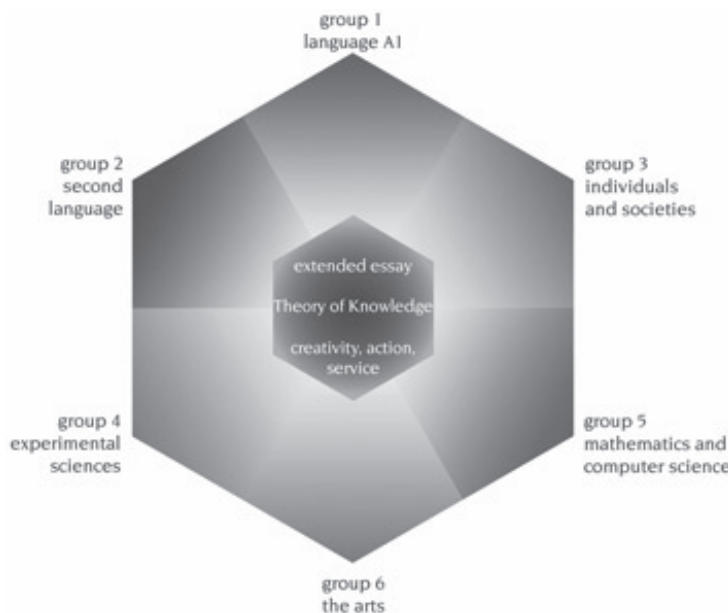
What is in the curriculum?

THE CURRICULUM CONTAINS SIX SUBJECT GROUPS TOGETHER WITH A CORE MADE UP OF THREE SEPARATE PARTS.

This is illustrated by a hexagon with the three parts of the core at its center.

Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Programme.



Guerin Catholic High School IB courses for the 2007-08 school year are:

IBCOURSE TITLE

GROUP1: LANGUAGEA1

English A1, Higher Level (HL)

GROUP2: LANGUAGEB

Spanish Language B, Standard Level (SL)

Spanish Language B, Higher Level (HL)

Latin Classical Language B, Standard Level (SL)

GROUP3: INDIVIDUALSANDSOCIETIES

History of America, Higher Level (HL)

Information Technology in a Global Society, Standard Level (SL)

Information Technology in a Global Society, Higher Level (HL)

GROUP4: EXPERIMENTALSCIENCES

Biology, Standard Level (SL)

Biology, Higher Level (HL)

GROUP5: MATHEMATICS&COMPUTERSCIENCE

Mathematics, Standard Level (SL)

GROUP6: THEARTS

Visual Arts, Standard Level (SL)

Visual Arts, Higher Level (HL)

Music, Standard Level Group (SLG)

Music, High Level (HL)

BUSINESS TECHNOLOGY

Business Foundations

Grades 9-10

1 credit

Prerequisite: none

Business Foundations is the introductory business course that provides the framework for future business courses. Students will be introduced to personal finance, communications, ethics, management, marketing, law, economics, insurance, entrepreneurship, and business careers. Using technology, students will demonstrate the knowledge learned by incorporating the above disciplines into a business plan.

Personal Finance

Grades 10-12

1 credit

Prerequisite: none

Personal Finance is a course designed to introduce personal financial planning, financial services, budgeting, investments, and insurance protection. Students will attain the knowledge of financial concepts including credit management, consumer rights and responsibilities and decision-making skills for all aspects of life as consumers, producers, entrepreneurs, and economic citizens.

Business Law

Grades 10-12

1 credit

Prerequisite: Business Foundations

Business Law is a course that provides the basic foundation of the legal system. The course will cover consumer rights and obligations, contractual agreements, business rights and obligations, torts, law for minors, and both criminal and civil trials. Students will apply knowledge through case studies and mock trials.

Business, College Level (Honors)

Grade 12

1 credit

Prerequisite: Business Foundations, Personal Finance, or Business Law

College Level Business provides an opportunity for college bound students to study business concepts which will be encountered in their college business curriculum. This course acquaints students with the functions performed by business and the role business activities play in our economy. Areas of study include business trends, business ownership, business management, management-employee relationships, employee satisfaction, management of human resources, marketing, customer satisfaction and the decision making process.

Computer Applications 1

Grades 9-12

1 credit

Prerequisite: none

Computer Application is a course designed to give students an in-depth look at the Microsoft Office Suite. Introductory to advanced functions of Word, Excel, Access, and PowerPoint will be mastered in the course. Furthermore, students will learn to integrate these applications. Touch typing techniques will be drilled until students reach a skill level of 36wpm. Students will be introduced to business communication and financial concepts through the application of technology

Advanced Computer Applications

Grades 9-12

1 credit

Prerequisite: Computer Applications 1 or with teacher consent

Advanced Computer Applications provides a continuation of Microsoft Office. In addition students have the opportunity to draw on knowledge learned in other business/technology courses in order to solve practical application problems. More advanced features of the Office Suite with a focus on Word and Excel will be mastered. Word features developed will include the creating of data sources, outlines, desktop publishing, styles, templates and merging of documents. Excel features will include lists, pivot tables, macros, financial functions and logical functions.

Computer Applications 2

(Web Design)

Grades 9-12

1 credit

Prerequisite: none

Web design will be the focus of the Advanced Computer Applications course. Students will learn to analyze web pages and author web pages using Microsoft FrontPage and Macromedia Dreamweaver. A basic understanding of the HTML language will be introduced through the development of their web pages. Students will learn to download images and video from a digital camera and flatbed scanner. Photoshop will be used to enhance graphics. Furthermore, students are introduced to the history, terminology, and concepts of networks, the Web, and the Internet.

Computer Programming 1 (Visual Basic)

Grades 10-12

1 credit

Prerequisite: Geometry

This introduction to programming using Visual Basic is an object-oriented approach to computer programming. This course places an emphasis on fundamental programming concepts, including variables, decision structures, loops, procedures, arrays, structures, enumerated types, classes, and files.

BUSINESS TECHNOLOGY

Computer Programming 2 (C++)

Grades 11-12

1 credit

Prerequisite: Geometry

This introduction to programming using C++ is an object-oriented approach to computer programming. This course places an emphasis on problem solving using the fundamental programming concepts, including variables, classes, functions, selection, repetition loops, and arrays. Students will study the history of computers and terminology regarding hardware and software to give them the understanding of how programming languages originated and how they have evolved. The foundation practiced in the C++ course will lend itself to a smooth transition into further study of programming languages and computer science topics.

Computer Programming 3 (JAVA)

Grades 11-12

1 credit

Prerequisite: Geometry and Visual Basic or C++

This course teaches fundamentals of programming application software using this object-oriented approach to design. Students will learn problem solving techniques using algorithm design and coding fundamentals, such as, variables, input, output, data types, methods, selection, loops and arrays. Students will be given the foundation to continue their study of programming in the AP Java course in the following trimester if they so choose.

Information Technology in a Global Society, International Baccalaureate Standard Level

Grades 11-12

2 credits

Prerequisite: none

Information Technology in a Global Society (ITGS) Standard Level is a course designed by the International Baccalaureate Organization for students who wish to examine the interaction of technology with the society in which we live. While students will learn advanced skills in the use of technological applications such as word processing, databases, spreadsheets, web design, and photo editing software, the emphasis of this course encompasses the moral and ethical use of such technology rather than simply become proficient in its use. Students taking the Standard Level course will study three areas from the six IB pre-determined areas in which technology has an impact on society: business and employment; education; health; arts, entertainment, and leisure; science and the environment; and politics and government. They will also be required to seek out an individual organization, institution, or community group and use technology skills to design a solution to a real-world problem that the group is experiencing. Creativity and the ability to discover one's own solutions to problems are a necessity for success in this course.

IB Information Technology in a Global Society, International Baccalaureate Higher Level

Grades 11-12

4 credits

Prerequisite: none

ITGS Higher Level is a course established by the International Baccalaureate Organization. Students taking the Higher Level course will study six areas in which technology has an impact on society: business and employment; education; health; arts, entertainment, and leisure; science and the environment; and politics and government. Students will also complete primary and secondary research on student selected IT issues related to any of the six areas. Focus will be on the areas of impact, social and ethical implications, and IT systems. Along with the emphasis on the areas of impact, students will develop methods in acquiring primary and secondary data. Students are required to submit a portfolio of their work throughout the course.

Professional Career Internship

Grades 11-12

2 credits

Prerequisite: Computer Applications and Sequence of courses in the student's career pathway

Professional Career Internship is a Career and Technical Education Business and Information Technology course that is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students will review and revise their career plans. A learning agreement outlines the expectations of all parties: the student, parent, site supervisor/mentor, internship supervisor, and the school. Students participating in these structured experiences will follow class, school, business/organization, state, and federal guidelines. Internships may be paid or unpaid and must include a classroom component (such as a series of seminars, workshops, or class meetings) and regular contact between the student and internship coordinator.

FINE ARTS - MUSIC

Beginning Chorus

Grades 9-12

2 or 3 credits

Students will begin to explore and develop musicianship and specific performance skills through ensemble and solo singing. Students will also begin to explore and develop proper and healthy vocal technique (vocal pedagogy). Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for introductory-level students. Instruction is designed to nurture skills necessary for students so that they may continue to enrich their lives through participation in musical activities. Instruction is also designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Vocal music students develop the ability to understand and convey the composer's intent in order to connect the performer to the audience. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. Students will develop a portfolio of work, journaling, and course experiences.

Intermediate Chorus

Grades 9-12

2 or 3 credits

Prerequisite: Beginning Chorus or audition

Students will further their development of musicianship and vocal pedagogy through ensemble and solo singing. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for intermediately-skilled students. Instruction is designed to nurture skills necessary for students so that they may continue to enrich their lives through participation in musical activities. Instruction is also designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Vocal music students develop the ability to understand and convey the composer's intent in order to connect the performer to the audience. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. Students will develop a portfolio of work, journaling, and course experiences.

Advanced Chorus

Grades 10-12

2 or 3 credits

Prerequisite: Intermediate chorus or audition

Students will display mastery-level musicianship and vocal pedagogy through ensemble and solo singing. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for mastery-skilled students. Instruction is designed to nurture skills necessary for students so that they may continue to enrich their lives through participation in musical activities. Instruction is also designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Vocal music students develop the ability to understand and convey the composer's intent in order to connect the performer to the audience. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. Students will develop a portfolio of work, journaling, and course experiences.

Intermediate Concert Band

Grades: 9-12

2 or 3 credits

Prerequisite: Beginning Concert Band

Students are provided with a balanced, comprehensive study of music through the ensemble environment, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to nurture skills necessary for students so that they may continue to enrich their lives through participation in musical activities. Instruction is also designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but are not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature. Instrumental music students develop the ability to understand and convey the composer's intent in order to connect the performer to the audience. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. Students will develop a portfolio of work, journaling, and course experiences.

FINE ARTS - MUSIC

Music Theory and Composition I

Grades 9-12

1 credit

Prerequisite: none

Students taking this course begin to develop skills in the analysis of music and theoretical concepts. Students will develop ear training and dictation skills, compose works that illustrate mastered concepts, understand chordal and harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. Musical notation and digital audio workstation software will be incorporated into the curriculum.

Guitar Ensemble

Grades 9-12

1 credit

Prerequisite: None

Students taking this course are provided with a balanced comprehensive study of ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Student participation will develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature as pertaining to chamber ensemble and solo literature.

Experiences include, but are not limited to, improvising, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Students must perform, with expression and technical accuracy, a large and varied repertoire of chamber ensemble and solo literature that is developmentally appropriate. Evaluation of music and music performances is included.

Intermediate Orchestra

Grades 9-12

1 credit

Prerequisite: Beginning Orchestra

Students taking this course are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students are provided with opportunities to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Students must perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

Music, International Baccalaureate Standard Level

Grades 11-12

2 credits

Prerequisite: none

Music Standard Level is a course designed by the International Baccalaureate Organization to promote greater awareness and understanding of the power and variety of musical experiences for those who have a general interest in music. Candidates are exposed to a broad spectrum of music, ranging from classical and Western traditions to that of other regions and culture. The creative and practical aspects of music are evenly balanced with the theoretical or the academic. Students study musical perception and analysis and undertake studies of a wide range of musical genres and styles. Standard level students participate through two compulsory parts:

- Musical perception and analysis
 - Study of a prescribed work
 - Study of musical genres and styles
 - Musical investigation
- Group performance: two or more public performances

FINE ARTS - MUSIC

Music, International Baccalaureate Higher Level

Grades 11-12

4 credits

Prerequisite: none

Music Higher Level is a course designed by the International Baccalaureate Organization to provide experiences for those who intend to continue their study of music. Candidates who have completed the Higher Level program will be expected to demonstrate:

- development of their performance skills through solo music making
- development of their compositional skills through exploration and investigation of musical elements
- use of appropriate musical language and terminology to describe and reflect their critical understanding of music
- development of perceptual skills in response to music
- knowledge and understanding of music in relation to time and place.

The students will complete each of three compulsory parts:

- Musical perception and analysis
 - Study of a prescribe work
 - Study of musical genres and styles
 - Musical investigation
- Solo performance: voice or instrument, one or more recitals
- Composition—three contrasting compositions

FINE ARTS - THEATRE

Theatre Arts

Grades 9-12

1 credit

Prerequisite: none

Students will begin to explore and develop an understanding of theatre and the dramatic art. Students will develop acting skills, read and analyze monologues, scenes and plays, create scripts and theatre pieces, and conceive scenic designs through various activities. Students will learn elements of theatre history, culture, analysis, response, the creative process and integrated studies. The culmination of all skills and knowledge explored and developed in this course will be displayed through an end-of-term, public performance. Students will develop a portfolio of work, journaling, and course experiences.

Advanced Acting

Grades 10-12

1 credit

Prerequisite: Theatre Arts

Students enrolled in Advanced Acting will research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

In the area of- theatre history and culture:

students explore the ways actors have contributed to the evolution of the theatre through various cultures and periods.

In the area of analysis and response:

students investigate a script to discover the clues about inner life of a character; employ a careful process of script analysis in the creation of a character; identify the central action of the play and discuss its cause and effect; and see a play to analyze and assess the work of an actor.

In the area of creative process:

students recognize and develop the body as the actor's primary instrument; build characters and portray situations through collaboration and improvisation, and convey character through specific physical and vocal choices.

In the area of integrated studies:

students relate characteristics, ideas, and practices in acting to other disciplines and demonstrate knowledge of other disciplines by applying them to the acting process. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

FINE ARTS - VISUAL

Introduction to Two-Dimensional Art

Grades 9-12 **1 credit**

Prerequisite: none

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality drawn and painted works of art. In addition to students experimenting with a wide range of mediums, they will reflect upon the outcomes of those experiences, explore historical connections, find direct correlation to other disciplines, and explore career options in visual art.

Introduction to Three-Dimensional Art

Grades 9-12 **1 credit**

Prerequisite: none

Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality 3D works of art. In addition to students experimenting with a wide range of mediums, they will reflect upon the outcomes of those experiences, explore historical connections, find direct correlation to other disciplines, and explore career options in visual art.

Ceramics I

Grades 9-12 **1 credit**

Prerequisite: Intro to 3D Art

Students taking Ceramics I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality clay works of art. In addition to students experimenting with a wide range of ceramic techniques (which include pinch, slab, coil, drape mold, and wheel projects), they will reflect upon the outcomes of those experiences, explore historical connections, and find direct correlation to other disciplines.

Ceramics II

Grades 9-12 **1 credit**

Prerequisite: Ceramics I

Students taking Ceramics II engage in individualized learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality clay works of art. The class is very student driven with students choosing what type of projects they would like to do. In addition to students experimenting with a wide range of ceramic techniques (which include slab, coil, drape mold, slip cast, and wheel projects), they will reflect upon the outcomes of those experiences, explore historical connections, and find direct correlation to other disciplines.

Drawing I

Grades 9-12 **1 credit**

Prerequisite: Intro to 2D Art

Students taking Drawing I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality life drawings. In addition to students experimenting with a wide range of drawing mediums (which include pencil, charcoal, china marker, pen, pastel, oil pastel, and colored pencil) and techniques, they will reflect upon the outcomes of those experiences, explore historical connections, and find direct correlation to other disciplines. Students also use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning which will be compiled in a sketchbook (which will be a required weekly out of class assignment).

Drawing II

Grades 9-12 **1 credit**

Prerequisite: Drawing I

Students taking Drawing II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality expressive collage drawings and life drawings. In addition to students experimenting with a wide range of drawing mediums (which include pencil, charcoal, china marker, pen, pastel, oil pastel, and colored pencil) and techniques, they will reflect upon the outcomes of those experiences, explore historical connections, and find direct correlation to other disciplines. Students will also use multiple mediums at once and use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning which will be compiled in a sketchbook, which will be a required weekly out of class assignment).

Painting I

Grades 9-12 **1 credit**

Prerequisite: Intro to 2D Art

Students taking Painting I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality paintings. In addition to students experimenting with a wide range of painting mediums (which include ink, acrylic, watercolor, oil and mixed media) and techniques, they will reflect upon the outcomes of those experiences, explore historical connections, and find direct correlation to other disciplines.

FINE ARTS - VISUAL

Painting II

Grades 10-12

1 credit

Prerequisite: Painting I

Students taking Painting II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality paintings (some from life). The class is very student driven with students choosing what type of projects they would like to do. In addition to students experimenting with a wide range of painting mediums (which include ink, acrylic, watercolor, oil and mixed media) and techniques, they will reflect upon the outcomes of those experiences, explore historical connections, and find direct correlation to other disciplines.

Sculpture I

Grades 9-12

1 credit

Prerequisite: Intro to 3D Art

Students taking Sculpture I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality realistic and abstract works. In addition to students experimenting a wide range of subtractive and additive processes (which include carving, modeling, construction, and assembling methods), they will reflect upon the outcomes of those experiences, explore historical connections, and find direct correlation to other disciplines. Students also use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning.

Sculpture II

Grades 10-12

1 credit

Prerequisite: Sculpture I

Students taking Sculpture II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality realistic and abstract works (some from life). The class is very student driven with students choosing what type of projects they would like to do. In addition to students experimenting a wide range of subtractive and additive processes (which include carving, modeling, construction, and assembling methods), they will reflect upon the outcomes of those experiences, explore historical connections, and find direct correlation to other disciplines. Students also use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning.

Studio Art I

Grades 11-12

2-4 credit

Prerequisite: Intro to 2D and 3D Art (or

Students taking Studio Art I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality works of art. In addition to students experimenting with a wide range of techniques (meaning that students decide which area(s) of study they would like to explore), they will reflect upon the outcomes of those experiences, explore historical connections, and find direct correlation to other disciplines. Students also use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning which will be compiled in a sketchbook.

Visual Arts, International Baccalaureate Standard Level

Grades 11-12

2 credits

Prerequisite: none

Visual Arts Standard Level is a course designed by the International Baccalaureate Organization. This class is suitable for students who are eager to explore and develop their own creative potential through any of the main media techniques of the visual arts. The main prerequisites for this course are enthusiasm, commitment, and a willingness to become involved in practical and theoretical inquiry into aspects of the visual arts.

The studio course will include opportunities for structured learning and personal research of a more experimental nature; many art techniques and media will be used.

Students are required to keep a research workbook to encourage adventurous and critical personal investigation. It will take the form of a working journal, containing both visual and verbal information, including records of exhibitions visited, consideration of the visual arts of other cultures and the historical context of artworks being studied, as well as references to the student's own studio practice.

At the standard level, students can choose between studio work and research work for their emphasis.

Visual Arts, International Baccalaureate Higher Level

Grades 11-12

4 credits

Prerequisite: none

Visual Arts Higher Level is a course designed by the International Baccalaureate Organization for students who intend to continue their art studies outside of the secondary school. In common to the standard level and higher level courses are core elements, which include the introduction to art concepts, criticism and analysis; the acquisition of studio technical and media skills; and a study of the relation of art to socio-cultural and historical contexts.

The emphasis in the higher level class is on the studio work versus research.

PHYSICAL EDUCATION

Physical Education I (Kinesiology)

Grades 9 **1 credit**

This course continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of physical activity. The Kinesiology program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) 5 components of fitness (cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition); (2) aerobic exercise and anaerobic exercise; (3) team sports; (4) individual/dual sports, (5) outdoor pursuits; (6) gymnastics; (7) self defense; and (8) recreational games. Assessment includes both written and performance-based evaluations.

Physical Education II (Kinesiology)

Grades 9-10 **1 credit**

Prerequisite: Kinesiology I

This course emphasizes a personal commitment to lifetime physical activity and fitness for enjoyment, challenge, self expression, social interaction and lifelong well-being. It provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes three different movement forms without repeating those offered in Kinesiology I. Movement forms will include: (1) 5 components of physical fitness (cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition); (2) aerobic and anaerobic exercise; (3) team sports; (4) individual/dual sports; (5) gymnastics; (6) outdoor pursuits; (7) self defense; and (8) recreational sports. Assessment includes both written and performance based evaluations. Kinesiology II will also include a discussion of related careers.

Elective Physical Education (Elective Kinesiology)

Grades 10 **1 credit, may be taken more than once for a total of 3 credits per school year**

Prerequisite: Kinesiology I and II or department recommendation; IHSAA athletic physical on file with athletic department

Elective Kinesiology Education promotes lifetime sport and recreational activities while providing an opportunity for an in-depth study in specific areas. The following activities will be included: (1) 5 components of fitness; (2) team sports; (3) individual/dual sports; (4) performance testing; (5) cross training; (6) speed enhancement; (7) power development; (8) plyometric training; (9) weight/Olympic lifting; and (10) recovery practices. It includes the study of physical developmental concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that

promote lifelong fitness. Students will be given the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired fitness goal. Assessment will include both written and performance based evaluation.

Health Education

Grades 9 **1 credit**

Prerequisite: none

High School health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (1) growth and development; (2) mental and emotional health; (3) community and environmental health; (4) nutrition; (5) family life education; (6) consumer health; (7) personal health; (8) alcohol, tobacco and other drugs education; (9) intentional and unintentional injury; and (10) health promotion and disease prevention.

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

Advanced Health Education

Grade 10-12 **1 credit**

Prerequisite: Health Education

Advanced Health Education is an elective course that offers secondary students an in-depth study of the ten health content areas as described in the Indiana Health Proficiency Guide. The scientific components of health are expanded and explored. This course focuses on health concerns and health risk appraisals, which might include: (1) individual wellness plans, (2) health promotion, (3) chronic and communicable diseases, (4) stress management; (5) personal fitness, (6) management of sports injuries, (7) death and dying, and (8) first aid. Careers in health are addressed within the context of the course.

MATHEMATICS

Algebra I (Academic)

Grade 9 **2 credits**

Prerequisite: none

In Algebra I, the use of variables in developing techniques and strategies for solving problems is established. Solving equations with one variable and systems of equations with two or more variables is an important component. Solving inequalities in one or two variables is also featured. Emphasis is placed on operations with polynomials, factoring, and manipulation of algebraic fractions and fractional equations. The Cartesian coordinate system is revisited to graph linear equations and inequalities. The course concludes with the study of quadratic equations.

Algebra I (Honors)

Grade 9 **2 credits**

Prerequisite: none

An "honors" level of this course would include all of the standards for Algebra I plus additional topics and extensions in selected areas.

Geometry (Academic)

Grades 9-11 **2 credits**

Prerequisite: Algebra 1

Geometry is the second course in our sequence of math classes. The course, Euclidean geometry, involves the development of a logical, deductive system through establishment of rules of argument, definitions, postulates, and theorems. The concept of deductive proof is introduced early in the course and is fully developed as the course progresses. Topics include congruent and similar figures, perpendicular and parallel lines, polygons, circles, areas, and volumes. The main emphasis of the course is on plane geometry, but some aspects of solid geometry are included. Throughout the course, algebra is used extensively to solve geometric problems.

Geometry (Honors)

Grades 9-11 **2 credits**

Prerequisite: Algebra 1

An "honors" level of this course would include all of the standards for Geometry plus additional topics and extensions in selected areas.

Algebra II (Academic)

Grades 10-12 **2 credits**

Prerequisite: Algebra I and Geometry

The start of Algebra II reintroduces many concepts mastered in Algebra I. However, the work is more than review as the concepts are extended in this course. Linear, quadratic and polynomial functions and equations are studied in depth. Analytic geometry is introduced, particularly as it pertains to the conic sections. Laws of exponents and radicals are extended through the introduction of rational exponents and complex numbers. The course includes the study of the basics of trigonometry. Scientific and graphing calculators along with computer software are used to enhance the learning process.

Algebra II (Honors)

Grades 10-12 **2 credits**

Prerequisite: Algebra I and Geometry

An "honors" level of this course would include all of the standards for Algebra II plus additional topics and extensions in selected areas.

Pre-Calculus (Academic)

Grades 11-12

2 credits

Prerequisite: Algebra II

Pre-Calculus covers a variety of advanced mathematical topics. Concepts introduced in Algebra II are reinforced and extended. The course studies trigonometry and its many applications. Other topics studied include analytic geometry, vectors, matrices, sequences and series, logarithms and exponents, complex numbers, probability, and mathematical induction. Emphasis is on problem-solving techniques, relationships between mathematics and other fields of study. Graphing calculators and computer software are used extensively.

Probability and Statistics

Grade 12 **1 credit**

Prerequisite: Algebra II

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

MATHEMATICS

Discrete Mathematics

Grade 12

1 credit

Prerequisite: Algebra II

Discrete Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

Mathematics, International Baccalaureate Standard Level

Grades 11-12

4 credits

Prerequisite: Algebra I, Geometry I, Algebra II

Mathematics Standard Level is a course designed by the International Baccalaureate Organization. It provides students who will continue to study mathematics at the university level with a background of mathematical thought and a reasonable level of technical ability. The use of graphing technology is required. Students must complete study in the following core topics:

- . Algebra
- . Functions and equations
- . Circular functions in trigonometry
- . Matrices
- . Vectors
- . Statistics and probability
- . Calculus
- . Functions, graphs, and limits
- . Derivatives
- . Integrals

SCIENCE

Biology (Academic)

Grade 9

2 credits

Prerequisite: none

A comprehensive introductory laboratory and lecture course emphasizing terminology, the major groups of organisms, their structure, processes and interrelatedness. Specific emphasis is placed on the introduction of the various fields of study, basic biological concepts, and especially ecology, metric system, cells, genetics, classification, history and development of biological knowledge, chemistry (as it relates to living things, especially proteins), photosynthesis, evolution and basic morphology. Since most students taking this course are freshmen, substantial time is dedicated to helping students think independently and develop successful study skills (e.g., learning to word-smith, note taking, test taking, and use of technology to enhance productivity). Special emphasis will be placed on making the material covered relate to our everyday existence.

Biology (Honors)

Grade 9

2 credits

Prerequisite: Guidance Counselor approval

Coverage of the same material as Academic Biology but with more demanding expectation for exams and labs (including work in smaller groups). This class is intended as the track for those students considering IB Biology or other Honors Science Courses.

Biology, International Baccalaureate Standard Level

Grades 11-12

3 credits

Prerequisite: Biology I and Chemistry I

Biology Standard Level is a life science course established by the International Baccalaureate Organization. In Diploma Programme biology, it is hoped that students will acquire a body of facts and at the same time develop a broad, general understanding of the principles of the subject. There are four basic biological concepts that run throughout the course: Structure and Function, Universality Versus Diversity, Equilibrium Within Systems, and Evolution. Students must complete study in the following topics:

- Cells
- The chemistry of life
- Genetics
- Ecology and evolution
- Human health and physiology

Optional Course topics include:

- Diet and human nutrition
- Physiology of exercise
- Cells and energy
- Evolution
- Neurobiology and behavior
- Applied plant and animal science
- Ecology and conservation

Biology, International Baccalaureate Higher Level

Grades 11-12

4 credits

Prerequisite: Biology I (B- or above in Honors Biology / A in Academic Biology) and Chemistry I ((B- or above in Honors Chemistry / A in Academic Chemistry)

This is an advanced course in biology, designed by the International Baccalaureate Organization, which is similar in breadth and depth to a first year college biology class. In addition to the standard level topics, higher level students must complete study in the following topics:

- Nucleic acids and proteins
- Cell respiration and photosynthesis
- Human reproduction
- Defense against infectious diseases
- Nerves, muscles and movement
- Excretion
- Plant science

Optional course topics include:

- Neurobiology and behavior
- Applied plant and animal science
- Ecology and conservation
- Further human physiology

Chemistry (Academic)

Grades 9-10

2 credits

Prerequisite: none

A comprehensive introductory course that will help students to develop a better understanding of their physical world especially the chemical reactions as well as structure and properties of matter in biotic and abiotic materials. Students are expected and encouraged to develop critical, independent thinking skills and to learn to use technology to enhance productivity. Emphasis is placed on equilibrium, atomic structure, molecular shapes, kinetics, acid-base theory, thermodynamics, and oxidation-reduction. Special emphasis will be placed on learning and practicing lab safety and making the material covered relate to our everyday existence.

Chemistry (Honors)

Grade 10

2 credits

Prerequisite: Teacher recommendation

Coverage of the same as Academic Chemistry but with more demanding expectation for labs and exams, and requires a research project.

SCIENCE

Integrated Chemistry-Physics

Grade 10 **2 credits**

Prerequisite: Algebra I (may be taken concurrently with this course). Only may be taken with permission of teacher, counselor, and parent; with approval may substitute for Chemistry or Physics

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

Physics I (Academic)

Grades 10-11 **2 credits**

Prerequisite: Algebra I

Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through extensive experiences in the laboratory. Based on these experiences, students will develop models of the physical world around them and apply those models in novel situations. The topics emphasized in this course include mechanical waves, sound, light, electricity, kinematics and dynamics.

Physics I (Honors)

Grades 10-11 **2 credits**

Prerequisite: B- or above in Algebra I or enrolled in Algebra II

Coverage is the same as Academic Physics; however, the expectations for homework, labs, and exams are more demanding than those of Academic Physics due to an added emphasis on using mathematics to solve problems.

Environmental Science

Grade 12 **2 credits**

Prerequisite: None

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, Advanced acquire the essential tools for understanding the complexities of national and global environmental systems.

LANGUAGE ARTS

English 9 (Academic)

Grade 9

2 credits

Prerequisite: None

Academic English 9 places emphasis on five major areas: literature, composition, oral communications, English language conventions, and vocabulary. Students will read and analyze many different genres including short stories, novels, poetry, non-fiction, speeches, and dramas. They will develop critical thinking skills by examining the plots, themes, and other literary conventions included in the literature they read. Students will write compositions for different purposes and audiences while employing the correct use of Standard English. They will use the writing process to form an organized, cohesive writing style. The English language conventions used in the composition component of the class will also be used for improving their oral communication skills. Students will deliver and evaluate oral communications on a formal and informal level. Vocabulary lessons are interwoven throughout the course to provide students with the opportunity to learn about words' origins and figurative and literal meanings.

English 9 (Honors)

Grade 9

2 credits

Prerequisite: Guidance counselor approval

Honors English 9 covers all of the areas mentioned in Academic English 9; however, students will participate in more in-depth analysis of the literature and will be required to write more fully developed and more varied compositions. The students should expect an increase in the quantity of reading and writing required.

English 10 (Academic)

Grade 10

2 credits

Prerequisite: None

Academic English 10 will build upon the skills acquired at the academic English 9 level. Students will continue to work on analyzing literature, writing compositions, mastering oral communication skills, using grammar conventions correctly, and developing vocabulary. The literature lessons will require students to explore multiple genres and time periods. Students will work on supporting their oral and written analyses with examples of literary conventions found in the texts. In the composition component, students will use the writing process to work on persuasive, comparison/contrast, and expository writing as well as literary analyses and a research paper. Students will deliver presentations to help refine their oral communication skills. Grammar units will include a review of the concepts that the students may be struggling with in their writing. Again, the vocabulary component will require students to understand word origins and the differences between the words' literal and implied meanings.

English 10 (Honors)

Grade 10

2 credits

Prerequisite: Teacher recommendation

Students enrolled in Honors English 10 will develop all areas mentioned in academic English 10. In addition, students will read and write more to hone their analytical reasoning skills. This course incorporates the reading and writing skills in conjunction with research and speaking skills to allow the students to bring together their language arts abilities for more complex assessments.

English 11 (Academic)

Grade 11

2 credits

Prerequisite: None

Academic English 11 will include selections of American literature from different time periods as well as several pieces of world literature. This course provides students with information from a variety of sources. Students continue to refine their abilities to articulate sophisticated ideas in an organized manner. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. The oral communication component emphasizes effective analytical and speaking techniques. Major assessments in this course include comparison/contrast literary analysis papers and literary analysis oral presentations.

English 12 (Academic)

Grade 12

2 credits

Prerequisite: None

Academic English 12 is a continuation of Academic English 11. Students will study a variety of novelists, poets and dramatists. Students will be expected to read challenging texts to prepare for frequent writing assignments and a major oral commentary.

English Literature and Composition, International Baccalaureate Higher Level

Grades 11-12

4 credits

Prerequisite: Honors English 10

English Higher Level is a course based on the content established by the International Baccalaureate Organization. Students enrolled in IB English Literature and Composition will develop their powers of expression in both oral and written communication by using the skills involved in writing and speaking in a variety of styles and situations. Works studied are chosen from a broad list of prescribed authors and works representing different literary periods and genres. The course is assessed through both oral and written examinations that allow students to demonstrate individual language skills, the ability to critically analyze and comment upon familiar and unfamiliar texts, and the ability to express a personal and independent response to literature.

LANGUAGE ARTS ELECTIVES

Etymology

Grades 10-12

1 credit

Prerequisite: Pass 9th grade ISTEP

Etymology provides instruction in the derivation of English words and word families from their Latin and Greek roots. It also provides a study of the connotative and denotative meaning of words in a variety of contexts. Students study the origins and meanings of English words, including roots, prefixes, suffixes, and reasons for language change. This course introduces students to tools and resources for etymological study and encourages them to be curious about the English language. The analytic study of word history and semantics is reinforced through a written and oral component that involves specific analyses of texts that require etymological sensitivity, for example, Renaissance poetry or works in translation.

Speech

Grades 10-12

1 credit

Prerequisite: Pass 9th grade ISTEP

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have an opportunity to make different types of oral presentations and use research and technology to carefully organize and prepare. Students also practice and develop critical listening skills.

Advanced Speech and Communication

Grades: 10-12

1 credit

Prerequisite: B or above in Speech

Advanced Speech and Communication continues with the skills learned in Speech. Major emphasis is given to the producing of formal speeches. The course focuses on leadership development, listening skills, oral interpretation, parliamentary procedure, research methods, and oral debate. Students are given opportunities to express the subject matter knowledge and content through various writing experiences as well as reading a variety of literary genre related to course content and speaking experiences. Special attention is given to the creating of a complete outline and support, using two or more sources, as well as individual presentation skills. Students concentrate on producing speeches that: (1) inform; (2) motivate; (3) entertain; and (4) persuade through the use of impromptu, extemporaneous, memorized, and manuscript delivery. Students develop skills in: (1) listening, (2) oral interpretation, (3) parliamentary procedures, (4) research methods, and (5) oral debate.

Debate

Grades 10-12

1 credit

Prerequisite: Advanced Speech and Communications

Debate focuses on developing skills for students to become in-depth researchers, technical and persuasive writers, effective communicators, and perceptive listeners. Students gain an understanding of argumentation and persuasion theories and develop skills in logic and analysis. Students also research topics, organize research, write persuasive cases, and practice public speaking.

Composition

Grades 9-12

1 credit

Prerequisite: Pass 9th grade ISTEP

Composition provides students with an opportunity to learn to write by writing. Students will have frequent opportunities to write for different audiences and purposes, using a process that includes: (1) prewriting, (2) drafting, (3) peer sharing, (4) revising (content, structure, or presentation), (5) editing (grammar, punctuation, spelling, usage), and (6) producing a final product. For peer sharing, students receive specific training in providing constructive, substantive feedback, while role playing as members of the author's target audience. This is done for each composition. Selected readings provide models of effective writing techniques and opportunities to evaluate and discuss the writings of others. In addition to providing instruction in writing clear, coherent, and organized text, this course will teach strategies for collecting and transforming data for use in writing and using criteria to evaluate and revise writing. Instruction in grammar, usage, and mechanics will be integrated with writing so that students develop a functional understanding of language and a common vocabulary for discussing writing. Though not every piece of writing has to be put into final form, those that are should follow accepted conventions of language, style, mechanics, and format. This course will serve as an introduction for yearbook staff.

Creative Writing

Grade 10 or 12

1 credit

Prerequisite: Pass 9th grade ISTEP

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods and visual images should be the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing.

Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing component. In this peer-sharing component, students receive specific training in providing constructive, substantive feedback. Representative models of literary excellence will also be studied.

LANGUAGE ARTS — ELECTIVES

Grade 9-12

1 credit

Prerequisite: none

Mass Media provides a study of television, film, newspaper, radio, and videotape as sources of information, persuasion, and creative expression. This course helps students develop an awareness of audience and purpose in evaluating mass media, as well as in producing their own media productions. It should also help students to judge media critically and understand the use of persuasive language and strategies. Opportunities are provided for students to generate material for mass media.

Advanced Media Arts

Grade: 11-12

1 credit

Prerequisite: B or above in Mass Media

Students in media arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works

In the area of Art History: students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary media arts from a variety of cultural groups identifying relationships between context, form, and function;

In the area of Art Criticism: students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary media arts;

In the area of Aesthetics: students search for meaning, significance, and direction in their work by: formulating evaluations of historic and contemporary media arts, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community.

In the area of Production: students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create photographs, films, and videos utilizing a variety of tools. In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to the media arts. Art museums, galleries, studios, and community resources are utilized.

SOCIAL STUDIES

Economics (Academic)
Grades 10 1 credit
Prerequisite: none

Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; (3) public policy decisions in specific markets dealing with output and prices in the national economy; and (4) problems developing nations face. This course requires the completion of a portfolio.

Economics (Honors)
Grades 10 1 credit
Prerequisite: Teacher recommendation

The honors curriculum for economics includes all of the above plus additional document-based assignments and essay writing. It will also require the creation of a portfolio and essay writing, including a brief investigative paper.

United States Government (Academic)
Grades 10 1 credit
Prerequisite: none

United States Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant source materials as a tool for producing documents in support of learning projects. Students have opportunities to take, defend and evaluate positions on current issues that impact political decision making. They should understand their ability to influence policies and decisions as individuals and in groups. Related learning experiences in the school and community enable students to learn how to participate effectively in the political process. The study of United States government also offers students opportunities to develop knowledge, inquiry skills and the means to preserve and improve our constitutional democracy. This course requires the completion of a portfolio.

United States Government (Honors)
Grades 10 1 credit
Prerequisite: Teacher recommendation

The honors curriculum for United States Government includes all of the above plus additional document-based assignments and essay writing. It will also require the creation of a portfolio and essay writing, which will include a brief investigative paper. The honors curriculum includes the completion of a trimester project in order to begin preparing students considering the IB program.

Modern World Civilization
Grade 12 2 credits
Prerequisite: none

Modern World Civilization provides an in-depth look at the twentieth century world. It is a study of different cultures as they exist in the world today, including a comparative analysis of the various types of government, economic, and social systems. International relationships are examined partly from the viewpoint of national interest, including the successes and failures of diplomacy.

History of the Americas, International Baccalaureate Higher Level
Grades 11-12 4 credits
Prerequisite: Teacher recommendation

Topics in History provides students with studies of specific historical eras, events, or concepts. The development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history.

IB History of the Americas Higher Level offers students the opportunity for in-depth study of the North and South American regions. In addition, students are required to study one of the following prescribed subjects from a choice of three:

- The USSR and Stalin, 1924-1941
- The emergence of the People's Republic of China, 1046-1964
- The Cold War, 1960-1979

Students also study a selection of topics that include but are not limited to causes and practices of war, peace and cooperation: international organizations and multiparty states, and the rise and rule of single-party states.

IB History of the Americas Higher Level encourages an appreciation and understanding of history as a discipline, promotes the acquisition and understanding of historical knowledge in breadth and in depth, and develops in students an ability to use and communicate historical knowledge and understanding.

SOCIAL STUDIES

World History and Civilization I & II

Grades 9-12

1 or 2 credits

Prerequisite: none

World History and Civilization provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. This course may be designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies. This course might also trace important themes in human history or be designed to focus on the comparative study of two or more selected societies.

THEOLOGY

The Theology Department, in conjunction with Campus Ministry, plays a central role in the school's mission as a Roman Catholic preparatory high school. The purpose of the Theology curriculum is to provide students with a basic yet extensive knowledge of Catholic Church teaching, Sacred Scripture, morality, Church history and the essentials for living a Christian life. Courses will also include a broader academic achievement through an expectation of high quality written work and integration with other academic disciplines such as literature and history.

The theology curriculum is founded on these guiding principles:

- Since the Eucharist is the source and summit of faith, it will take first priority in catechesis and campus ministry. We are a Eucharist-centered school.
- Truth and morality are objective, not relative.
- Faith and reason are integral (mutually dependent).
- Logic and critical thinking are essential to Theology and all other disciplines.
- All believers are called to holiness. Catholic faith is practical and ordered by God to be integrated into every aspect of life (LG40).
- The Sacraments are key to God's plan.
- Guerin has an obligation to inculcate an attitude of assent to the Magisterium of the Church.
- Sound Catholic spirituality depends highly on the formation in the word of God, comprised of Sacred Tradition and Sacred Scripture.
- The Catholic faith encompasses more than personal experience; it cannot be reduced to personal experience alone.
- Catholics must be able to explain and defend their Catholic faith with recourse to Tradition, Scripture, Magisterial teaching, and natural law.
- Students should be accustomed to using the Bible, the Catechism of the Catholic Church, and primary source documents for instruction.
- Catholic education is inspired by a supernatural vision to foster the growth of good Catholic human beings who love God and neighbor and thus fulfill their destiny of becoming saints (Archbishop J. Michael Miller).

The Guerin Catholic Theology Department utilizes *The Didache Series*, by Midwest Theological Foundation, for textbooks. These textbooks have been judged to be in conformity with the *Catechism of the Catholic Church* by the Ad Hoc Committee to Oversee the Use of the Catechism, United States Conference of Catholic Bishops. Other readings are assigned according to specific course topics.

Theology 1 God's Word to Us Grade 9

1 credit

This course will introduce students to the study of Theology. This begins with how we know anything at all about God – revelation. Topics for this first term include the following: Catholic teaching on revelation (how God is made known to us), God, Sacred Scripture, freedom, moral virtues and moral laws. Students will learn how these beliefs form the foundation for the Catholic faith and the moral life. Students will be expected to understand theological concepts, the belief in universal truths and how these underpin all Catholic theology. Students will also learn how these should be operative in their faith.

Theology 2 Our Response to God's Word Grade 9

1 credit

Once we learn of God we are called to respond. Our response to God is expressed in our life within the Church. In this second term of Freshman theology, students will be introduced to concepts to life of the Church. Topics will include the following: the nature of the Church, the Church's liturgy (worship), the Blessed Virgin Mary, the seven Sacraments, holiness, and prayer. Emphasis will be placed on the sacramental nature of how God relates to us and the meaning of grace. Instruction will assist students to better understand their role and the importance of active participation in Church's Sacraments.

Our textbook for both terms is *Introduction to Catholicism*.

Theology 3 Sacred Scripture – Old Testament Grade 10

1 credit

This course covers the historical development, major theological themes, books, persons and events of the Old Testament (Hebrew) Scriptures. Students will be challenged to understand the meaning of the text in its historical, literary and cultural context. This course will also help students understand how Sacred Scripture is God's Word and how the Hebrew scriptures point to the coming Messiah – Jesus Christ. Students are required to have a New American Bible.

THEOLOGY

Theology 4

Sacred Scripture – New Testament

Grade 10

1 credit

This course introduces students to an in-depth study of the content and development of the Gospels and other writings of the New Testament. Building on the previous Scripture course, students will be challenged to understand the meaning of the text in its historical, literary, cultural and faith context. Focus will be given to the life and teaching of Jesus, His role as Messiah and the understanding of the meaning of Christ's death and resurrection for the early Church. Students will be expected to know the New Testaments books, authors, theology, issues and timeline. As with the Old Testament course, students are required to have a New American Bible.

Our textbook for both terms is *Understanding the Scriptures: A Complete Course on Bible Study* authored by Dr. Scott Hahn.

Theology 5

Principles of Catholic Moral Theology

Grade 11

1 credit

Using part three of the *Catechism of the Catholic Church* as the primary reference, this course will cover basic Catholic moral and social teaching. Students will be expected to identify behaviors leading to moral choices and articulate how they reflect Church teaching and the Ten Commandments. Students will study the principles of social morality and review Church teaching on the dignity of the human person, social justice and the common good.

The textbook is *Our Moral Life in Christ*.

Theology 6 (Not Required for IB Students)

Speaking Your Faith to Others

Grade 11

1 credit

This course will provide students essential skills to explain and defend their Catholic faith. Instruction will include the response to common objections to Catholicism. Students will take part in classroom discussions, role playing and debate. Textbook will vary. Other readings will be used from a variety of sources.

Theory of Knowledge, International Baccalaureate (Required for IB Students)

Grade 11-12

2 credits

The focus of the IB Theory of Knowledge (TOK) course is to examine what we know in the various fields of knowledge and how we know it. The Theory of Knowledge course will engage students in critical reflection of the sources and bases of knowledge in various systems of thought and belief and how they relate to Roman Catholic epistemology (philosophy of knowing). Students will be able to understand and evaluate sources, modes, biases, strengths, and limits of experience as a "knower." Students will understand the difference between a relativistic perspective and the truth of the Catholic faith.

A variety of readings will be used along with the textbook *The Art of Argument: An Introduction to the Informal Fallacies*.

Theology 7

Church History I

Grade 12

1 credit

This course surveys the history of the Catholic Church from Pentecost to the 13th century. Instruction will focus on key periods in the history of the Church, how the Church has been instrumental in Western culture, and major themes. Special emphasis will be given to men and women who have played influential roles.

Theology 8

Church History II

Grade 12

1 credit

This second course will survey Church history from the 14th century through Vatican II. Instruction will focus on key periods in the history of the Church, how the Church responded to the Enlightenment, the Reformation, and other modern challenges. Again there will be special emphasis on the men and women who played influential roles.

The textbook for Church History I and II is *The History of the Church: A Complete Course*.

WORLD LANGUAGES — SPANISH

Spanish I

Grades 9-12

2 credits

The entry level of Spanish enables students to begin using and applying the language as well as developing an understanding of the people and countries where the language is spoken. The course consists of an assortment of basic vocabulary themes as well as practicing the fundamental operations of the language, such as learning to communicate in the present tense. After completing Spanish I students are able to introduce themselves and others, talk about time, dates, and weather, and express likes and dislikes. The students can describe personality and physical traits. They can use numbers and colors and talk about clothing. These students can ask and answer simple questions, request food, discuss their plans and talk about places and people they know. Students can share their feelings, extend invitations and say where they are going and coming. The students can talk about sports and leisure activities and express their preferences. Listening, speaking, writing and reading assignments that incorporate grammar and culture in context of the unit in study are included in each unit. This work is all completed in a cultural setting from Latin America or Spain.

Spanish II

Grades 10-12

2 credits

Prerequisite: Spanish I

The Spanish II course enables students to use and apply the language in a wider range of situations along with continuing to develop an understanding of the cultures where the language is spoken. The course reviews the vocabulary themes and grammatical features learned in the entry level as well as introduce additional vocabulary themes along with more advanced grammatical themes. The ability to effectively use and understand all of the basic tenses is an area of concentration. After completing Spanish II, students can discuss clothing and accessories, daily routines at home and at school, and ask for and give directions with the use of commands. They can tell where they went in the past, discuss personal care, tell others what to do and negotiate responsibilities at home and at school. Students can talk about their houses and furniture and plan a party or celebration. They can also talk about professions in Spanish. Listening, speaking, writing and reading assignments that incorporate grammar and culture in context of the unit in study are included in each unit. This work is all completed in a cultural setting from Latin America or Spain.

Spanish III

Grades 10-12

2 credits

Prerequisite Spanish II

The Spanish III course reinforces study of the grammar and vocabulary learned in the previous levels in addition to new material of greater depth and quantity. Short stories and biographies of Hispanic significance will be included in each lesson to reinforce the reading and writing of the language and the understanding of the culture. The course also consists of a variety of projects which utilize the student's ability to apply the

language. After completing Spanish III, the students can talk about where they went and what they did. They can discuss leisure time and childhood experiences in both past tenses. They can discuss family relationship in great detail and celebrations. Students can discuss ways to stay fit and healthy and beach activities. Students can talk about chores and give advice and make suggestions about what others should do. Students can talk about their future plans and make suggestions to others. They can describe how long ago an activity took place. Listening, speaking, writing and reading assignments that incorporate grammar and culture in context of the unit in study are included in each unit. This work is all completed in a cultural setting from Latin America or Spain.

Spanish, International Baccalaureate Standard Level

Grades 11-12

4 credits

Prerequisite: Spanish II and teacher recommendation

Spanish, Standard Level is a world language learning course established by the International Baccalaureate Organization. The main focus of the course, regardless of the language, is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. International Baccalaureate Language B students should be able to communicate effectively in a number of situations and within the cultures where the language is spoken.

In the context of Language B the successful use of a language consists of demonstrating competence in three distinct but interrelated areas:

- Language: handling the language system accurately (grammar, syntax)
- Cultural interaction: selecting language appropriate to a particular cultural and social context
- Message: understanding ideas and how they are organized in order to communicate them appropriately

These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture concerned. The material should be chosen to enable students to develop mastery of language skills. It should not be intended solely for the study of specific subject matter or content.

WORLD LANGUAGES – SPANISH

Spanish, International Baccalaureate Higher Level

Grades 11-12

4 credits

Prerequisite: Spanish III

Spanish, Higher Level is a world language learning course established by the International Baccalaureate Organization. Although the nature of the language B course is the same for both higher level and standard level, the higher level further develops and refines the skills introduced at the standard level by raising expectations in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used.

At the higher level, students are expected to demonstrate an ability to do the following:

- communicate clearly and effectively in a wide range of situations
- understand and use accurately oral and written forms of the language that are essential for effective communication in a range of styles and situations
- understand and use a wide range of vocabulary
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and analyze moderately complex written and spoken material
- assess subtleties of the language in a wide range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture(s) related to the language studied.

WORLD LANGUAGES — LATIN

Latin I

Grades 9-12

2 credits

The Latin I course provides instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak or spoke them. Students will be able to comprehend the Latin language understanding nouns of the 1st, 2nd, and 3rd declensions. Students will comprehend readings involving verbs of all four conjugations and irregular verbs in the present, imperfect, perfect, and pluperfect tenses. Through these readings, the students will understand the social and political history of the Romans, especially during the first century A.D. Written exercises will enable the student to think critically using the correct grammar forms. The language study is presented as a medium of the great culture and literature that molded it. Students will become familiar with Latin mottoes, many which are used today. Students will be comfortable with short dialogues between teacher and student. The students will also know many Roman and Greek mythological characters and the part they played in Roman religion. The students will be able to describe to their classmates a topic of Roman culture by doing a research and visual aid project. Students will become aware of the Latin roots in their own language. They will be able to successfully take the National Latin Exam.

Latin II

Grades 9-12

2 credits

Prerequisite: Latin I

The Latin II course continues the grammar study. Students will be able to recognize different types of participles, infinitives, passive voice and the subjunctive mood. Students will be able to translate and recognize six verb tenses in active and passive voice. Through extensive reading practice, students will recognize and be able to use all five noun declensions and their cases. The readings at this level will focus on the Roman occupation of Britain. The students will understand the influences Romans had on the Celts in many aspects of their lives and will be able to discuss what effects they eventually had on our culture. The readings will then move to Rome and students will be able to describe the physical appearance of the city, social institutions, and the contrast between the rich and the poor. Students will be able to recognize more Latin mottoes and to increase their knowledge of mythology. Students will master an area of Roman culture and be able to explain their findings to their peers. Students will increase their Latin vocabulary and understand their relationship to the English language. The National Latin Exam will successfully be taken by all students.

Latin III

Grades 10-12

2 credits

Prerequisite: Latin II

Latin III makes a transition from reading facsimile to original Latin. Readings are adapted or taken wholly from original Latin texts. By reading selections from Roman authors including Catullus, Horace, and Vergil, students will gain an understanding of Roman life during the era these authors wrote. Students will understand figures of speech and meter used in Roman poetry. Students will be able to read a Latin passage with emphasis and correct dialect. By reading in English the complete twelve books of the *Aeneid*, students will know all the history and background of Vergil's epic. While translating Book II of the epic, students will be able to compare the style of the Latin work and its importance in history. Students will understand grammar points studied which occur frequently in Roman authors which are various forms of indirect statement, the historical present tense, the gerund with *ad*, and word patterns found in Latin verse. Students will be able to demonstrate their knowledge of Roman authors and their works with projects to be completed throughout the course. The National Latin Exam will be successfully taken. Students will become aware of the assessment criteria used for the International Baccalaureate Diploma.

Latin, International Baccalaureate Standard Level

Grades 11-12

4 credits

Prerequisite: Latin II and teacher recommendation

Latin, Standard Level is a world language learning course established by the International Baccalaureate Organization. At the end of this course, students are expected to demonstrate the following:

- an ability to understand and translate texts in the original language and, where appropriate, read them aloud with suitable expression and emphasis
- a knowledge and understanding of these texts within their historical and cultural contexts
- an awareness of relationships between the classical and modern worlds
- an ability to construct a clear argument supported by relevant examples
- an ability to appreciate and analyze the techniques and styles of a variety of ancient texts in the original language

Multi-Disciplinary

Basic Skills Development

Grades 9-12 **1 credit**

Prerequisite: Guidance Counselor approval

Basic Skills Development is a multidisciplinary course which provides students continuing opportunities to develop the basic skills including: 1. reading, 2. writing, 3. listening, 4. speaking, 5. note taking, 6. study and organizational skills, and problem-solving skills that are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana State proficiencies, school general curriculum plans, and student Individualized Education Programs (IEP). Skills selected for developmental work provide students with the ability to continue to learn in a range of different educational and life situations.

Cadet Teaching Experience

Grades 11-12 **1 credit**

Prerequisite: Guidance Counselor recommendation

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are interested in supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences.

Study topics and background reading provide the cadets information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

Peer Tutoring

Grades 11-12 **1 credit**

Prerequisite: Guidance Counselor recommendation

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

