

*St. Theodore Guerin  
High School*



2010-2011  
Curriculum Guide

***St. Theodore Guerin Catholic High School  
Curriculum Guide***

***Table of Contents***

Philosophy of Education..... 3

Mission Statement..... 4

Administration.....4

Staff.....4

Faculty..... 6

Graduation Requirements..... 8

Supplemental Graduation Requirements.....9

IB Diploma Programme..... 10

Business/Technology.....12

Fine Arts – Music..... 13

Fine Arts – Theatre..... 16

Fine Arts – Visual..... 16

Health and Physical Education..... 18

Language Arts..... 20

Mathematics..... 23

Multi-Disciplinary..... 25

Science..... 26

Social Studies..... 28

Theology.....30

World Languages.....33

## **Saint Theodore Guerin High School Philosophy of Education**

### **The school's commitment:**

St. Theodore Guerin High School, founded as a Catholic, college preparatory, diocesan high school, is committed to academic excellence as defined by the following:

- courses inspired and taught from a Catholic world view, based on the Christian concept of the human person, and in communion with the Magisterium of the Church always seeking wisdom and truth
- rigor that stretches students beyond what they believed possible to prepare them for college
- a caring, faithful, and knowledgeable faculty who help the students overcome the obstacles inherent in a challenging curriculum
- a liberal arts curriculum that challenges students not simply to absorb information but also to articulate, apply, and evaluate information
- a variety of teaching methodologies to allow for individual learning styles
- the fostering of active learning whereby students take part in the educational process enabling them to become critical thinkers and life-long learners
- a high level of expectation

### **The students' commitment:**

Students at St. Theodore Guerin High School are expected to focus on academic and spiritual growth while developing their full God-given potential. Students are obliged to do the following:

- grow in their faith
- invest in each academic discipline by setting personal goals and expectations
- take an active role in the educational process by
  - participating in class discussions
  - claiming ownership of their work and showing a desire to learn
  - thinking critically
  - not settling for the easy answer
  - seeking help from teachers when needed
  - encouraging fellow students to push themselves academically
- work toward learning independence: study beyond teacher-assigned homework to self-guided daily preparation in all subjects
- develop leadership qualities through service to others

### **The parents' commitment:**

St. Theodore Guerin High School presumes parents to have the primary and inalienable right to educate their children. Thus, parents are important partners in the educational process. In working together to prepare tomorrow's leaders, parents are expected to do the following:

- model Christian values and support the students' spiritual growth
- recognize that the school is a community of people who have been called by God to this vocation and are working in the best interest of the students
- communicate openly and honestly with the school faculty and staff
- counsel their students on constructive ways to work through the challenges associated with high expectations
- help their students set realistic priorities and develop time management skills
- understand and communicate to their students this philosophy of education

***SAINT THEODORE GUERIN HIGH SCHOOL***  
***MISSION STATEMENT***

St. Theodore Guerin High School is a Roman Catholic college preparatory school serving students from diverse backgrounds and preparing them to be tomorrow's leaders through academics and faith formation. The following administration, faculty, and staff are in place for the 2009-10 school year.

**ADMINISTRATION**

President (interim)	Gerry Adams	gadams@guerincatholic.org
Vicar for Catholic Mission	Fr. Dale Ehrman	dehrman@guerincatholic.org
Principal	Rick Wagner	rwagner@guerincatholic.org
Assistant Principal/ Director of Academics	Peg Dispenzieri	pdispenzieri@guerincatholic.org
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Director of Business and Facilities	Steve Hood	shood@guerincatholic.org
Director of Development	Pamelia Storms-Barrett	pbarrett@guerincatholic.org
Director of Athletics	Chris Buhler	cbuhler@guerincatholic.org
Director of Student Life	Andy Kremer	akremer@guerincatholic.org
Director of Marketing and Communications	Colleen Ward	cward@guerincatholic.org
Director of Admissions	Chyrise King	cking@guerincatholic.org
Director of Campus Ministry	Scott McNamee	smcnamee@guerincatholic.org
Director of Informational Technology	Scott Sandstrom	ssandstrom@guerincatholic.org
Director of Health Services	Terry McGrath	tmcgrath@guerincatholic.org

**STAFF**

Assistant to the President	Sandi Regan	sregan@guerincatholic.org
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Guidance Counselor	Beth Brandes	bbrandes@guerincatholic.org
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Administrative Assistant Guidance/Registrar	Leona Chianello	chianello@guerincatholic.org
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Director of Food Services	Debra Haas	dhaas@guerincatholic.org
Director of Maintenance	Ray Harden	rharden@guerincatholic.org
Maintenance	Mark Plummer	

## **FACULTY**

Business Education / Technology Dept. Chair	Polly White	pwhite@guerincatholic.org
Language Arts Dept. Chair	Shelley Horn	shorn@guerincatholic.org
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Mass Media / Theatre	Michael Panasuk	mpanasuk@guerincatholic.org
Mathematics Dept. Chairperson	Joe Lustig	jlustig@guerincatholic.org
Mathematics	Perry Page	ppage@guerincatholic.org
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Science	John Wallace	jwallace@guerincatholic.org
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World Language Dept. Chair – Spanish	Jason Wagoner	jwagoner@guerincatholic.org
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World Language – Spanish	Dara Lopez	dlopez@guerincatholic.org
World Language – Latin	Nancy Yust	nyust@guerincatholic.org
Visual Arts Dept. Chair	Beth Wagoner	bwagoner@guerincatholic.org
Visual Arts/Campus Ministry	Katie Sahn	ksahn@guerincatholic.org
Learning Differences	Jan Nichols	jnichols@guerincatholic.org

## ***St. Theodore Guerin High School Graduation/Diploma Requirements***

	<b>CORE 40</b>	<b>ACADEMIC HONORS</b>	<b>INTERNATIONAL BACCALAUREATE</b>
<b>English/ Language Arts</b>	<b><u>8 credits</u></b> Credits include literature, composition & speech	<b><u>8 credits</u></b> Credits include literature, composition & speech	<b><u>8 credits</u></b> Credits include literature, composition & speech 4 credits: Language A1 HL (IB)
<b>Mathematics</b>	<b><u>6 credits</u></b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II	<b><u>8 credits</u></b> 2 credits: Algebra I (may be earned in 8th grade) 2 credits: Geometry 2 credits: Algebra II 2 credits: Pre-Calculus or Probability & Statistics and Discrete Math	<b><u>10 credits</u></b> 2 credits: Algebra I (may be earned in 8th grade) 2 credits: Geometry 2 credits: Algebra II 2 credits: Pre-Calculus (H) 2 credits: Mathematics SL (IB)
<b>Science</b>	<b><u>6 credits</u></b> 2 credits: Biology I 2 credits: Chemistry I 2 credits: Physics I With approval, Integrated Chemistry/Physics May be substituted for Chemistry or Physics	<b><u>6 credits</u></b> 2 credits: Biology I 2 credits: Chemistry I 2 credits: Physics I	<b><u>9-10 credits</u></b> 2 credits: Biology I 2 credits: Chemistry I 2 credits: Physics I 3-4 credits: Biology or Chemistry SL (IB) or Biology or Chemistry HL (IB)
<b>Social Studies</b>	<b><u>6 credits</u></b> 1 credit: US Government 1 credit: Economics 2 credits: US History 2 credits: Modern World Civilization	<b><u>6 credits</u></b> 1 credit: US Government 1 credit: Economics 2 credits: US History 2 credits: Modern World Civilization	<b><u>6 credits</u></b> 1 credit: US Government 1 credit: Economics 4 credits: History HL (IB)
<b>Theology</b>	<b><u>8 credits</u></b>	<b><u>8 credits</u></b>	<b><u>9 credits</u></b> 2 credits: Theory of Knowledge (IB) (One TOK counts for Theology 6 credit)
<b>Directed Electives</b>  Technology World Languages Fine Arts	<b><u>5 credits</u></b> (In above courses or any of the areas below) Computer Applications (class of 2012) 4 credits encouraged 1 credit (class of 2013)	<b><u>See below</u></b> Computer Applications (class of 2012) 6-8 credits 2 credits	<b><u>See below</u></b> Computer Applications (class of 2012) 8 credits: Including Spanish (IB) or Latin (IB) 2-4 credits: Including Music SL (IB), ITGS SL (IB), Business & Mgmt SL (IB), Visual Arts SL ((B) or Visual Arts HL (IB)
<b>Physical Education</b>	<b><u>2 credits</u></b>	<b><u>2 credits</u></b>	<b><u>2 credits</u></b>
<b>Health &amp; Wellness</b>	<b><u>1 credit</u></b>	<b><u>1 credit</u></b>	<b><u>1 credit</u></b>
<b>Electives</b>	<b><u>6 credits</u></b>	<b><u>7-9 credits</u></b>	<b><u>1-3 credits</u></b> (During 9 <sup>th</sup> & 10 <sup>th</sup> Grade)
<b>TOTAL</b>	<b><u>48 CREDITS</u></b>	<b><u>56 CREDITS</u></b>	<b><u>56 CREDITS</u></b>

***Guerin Catholic High School***  
***Supplemental Graduation Requirements***

For the **Core 40 Diploma**, students must:

- ◆ Complete all of the course requirements for the Core 40 diploma
- ◆ Pass the End-of Course Assessments (ECA) in Algebra I and English 10
- ◆ Complete a total of 120 service hours
- ◆ Be in good behavioral standing and current with financial obligations

For the **Core 40 with Academic Honors Diploma**, students must:

- ◆ Complete all of the course requirements for the Indiana Academic Honors Diploma
- ◆ Pass the End-of Course Assessments (ECA) in Algebra I and English 10
- ◆ Earn a grade of a “C” or better in courses that will count toward the diploma.
- ◆ Have a grade point average of a “B” (3.0 unweighted) or better
- ◆ Complete a total of 120 service hours
- ◆ Be in good behavioral standing and current with financial obligations

In addition, students must complete one of the following:

- Complete IB courses (4 credits) and corresponding IB exams
- Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
- Score a 26 or higher composite on the ACT
- Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits=2 courses)
- Complete a combination of IB courses (2 credits) and corresponding IB exams plus dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits=1 course)

For the **International Baccalaureate (IB) Diploma**, students must:

- ◆ Complete all of the course requirements for the International Baccalaureate Diploma, including internal and external assessments for six IB courses
- ◆ Achieve the minimum point values set by the International Baccalaureate Organization on all assessments
- ◆ Pass the End-of Course Assessments (ECA) in Algebra I and English 10
- ◆ Complete 60 Guerin service hours and 150 additional Creativity, Action and Service (CAS) hours, as per the International Baccalaureate Organization
- ◆ Submit an original Extended Essay
- ◆ Complete the Theory of Knowledge course  
(see pages 10-11 for additional information)
- ◆ Be in good behavioral standing and current with financial obligations

## 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 135 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.

## **What is in the IB Curriculum?**

Full diploma IB students study six subjects selected from the subject groups listed below. 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.

Students do not need to commit to a full diploma program to participate in IB classes. Any junior or senior with an interest in one of the following classes is invited to participate in the class and receive an IB certificate. It is expected that all students enrolled in an IB class will complete all requirements of that class and sit for the exam in May.

### **IB COURSE TITLES**

#### **GROUP 1: LANGUAGE A1**

English A1, Higher Level (HL)

#### **GROUP 2: LANGUAGE B**

Spanish Language B, Standard Level (SL)

Latin Classical Language B, Standard Level (SL)

#### **GROUP 3: INDIVIDUALS AND SOCIETIES**

History of America, Higher Level (HL)

Business and Management, Standard Level (SL)

#### **GROUP 4: EXPERIMENTAL SCIENCES**

Biology, Standard Level (SL)

Biology, Higher Level (HL)

Chemistry, Standard Level (SL)

Chemistry, Higher Level (HL)

#### **GROUP 5: MATHEMATICS & COMPUTER SCIENCE**

Mathematics, Standard Level (SL)

#### **GROUP 6: THE ARTS**

Visual Arts, Standard Level (SL)

Visual Arts, Higher Level (HL)

Music, Standard Level Group (SL)

Music, Standard Level Solo (SL)

## ***Business / Technology***

### **Business Foundations**

**Grades 10-12** **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.

### **Business and Personal Law**

**Grades 10-12** **1 credit**

**Prerequisite: Business Foundations or permission from instructor**

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.

### **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.

### **Computer Applications**

**Grades 9** **1 credit**

**Prerequisite: none**

Computer Applications provides instruction in software concepts using a Windows based professional suite, Filemaker Pro, and Multi-media software installed on the MacBook. Instruction with basic computer hardware and software is included. In addition, future technology trends will be introduced. The course will be structured into two modules. Module A will focus on the Microsoft suite and software, which will give students a sound understanding of the tools available for academic production. In this module, attention will be given to the formatting of research papers using Word, business and academic functionality of Excel, and an introduction to web design. Module B will focus on the Macintosh software available on the student's Macbook. These will include most of the "i" applications (iMovie, iDVD, iPhoto, iCal) as well as other applications that students will use for academic purposes: Comic Life, Garage Band, Keynote, Pages, and Numbers. Students will be required to complete projects in each module while learning various ways to incorporate these programs in future classes.

### **Computer Applications, Advanced**

**Grades 10-12** **1 credit**

**Prerequisite: Computer Applications or with teacher consent**

Advanced Computer Applications provides a continuation of Computer Applications. 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 Word and Excel will be mastered. In addition, relational database management will be introduced using FileMaker Pro. Students will see how all of these production applications are customized with Visual Basic code



**Intermediate Concert Band****Grades: 9-12** **1 to 3 credits****Prerequisite: prefer prior experience**

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..

**Music Theory and Composition****Grades 10-12** **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 choral 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.

**Applied (Guitar)****Grades 10-12** **1 credit****Prerequisite: None**

Guitar Ensemble is designed for the student interested in exploring the guitar as a beginner, learning proper technique and the basic fundamentals of musicianship. As a group, the Guitar Ensemble will rehearse and perform guitar literature from a variety of musical genres. 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 tone production; technical skills; intonation; music reading skills; listening skills; analyzing music; and studying historically significant styles of literature as pertaining to chamber ensemble and solo literature. 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. 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.

**Intermediate Orchestra****Grades 9-12** **1 credit****Prerequisite: Beginning Orchestra**

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 tone production; technical skills; intonation; music reading skills; listening skills; analyzing music; and studying historically significant styles of literature as pertaining to chamber ensemble and solo literature. 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. 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.

### **Piano and Electronic Keyboard**

**Grades 10-12** **1 credit**

**Prerequisite: none**

Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

### **Instrumental Ensemble (Percussion)**

**Grades 10-12** **1 credit**

**Prerequisite: none**

Percussion Ensemble is designed exclusively for instruments of the percussion family and is open to all musicians, beginning or advanced levels of musicianship. As a group, the Percussion Ensemble will rehearse and perform percussion literature from a variety of musical genres. Students in percussion ensemble are provided with a balanced comprehensive study of chamber ensemble literature, which develops skills in the psychomotor, cognitive, and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for 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.

### **Music Standard Level, International Baccalaureate**

**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 which includes the study of a prescribed work, the study of musical genres and styles, and musical investigation; and group performance entailing two or more public performances.

## ***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.

### **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 10-12**

**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**

**Grades 10-12**

**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.

## **Drawing**

**Grades 10-12**

**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).

## **Painting**

**Grades 10-12**

**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.

## **Sculpture**

**Grades 10-12**

**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.

## **Visual Arts Standard Level, International Baccalaureate**

**Grades 11-12**

**2 credits**

**Prerequisite: Intro to 2D or 3D Art**

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 an investigation workbook to encourage adventurous and critical personal investigation. It will take the form of a working journal, containing both visual



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: five components of physical fitness (cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition); aerobic and anaerobic exercise; team sports; individual/dual sports; gymnastics; outdoor pursuits; self defense; and recreational sports. Assessment includes both written and performance based evaluations. This course focuses on the influence of the physical, emotional, mental, moral, social, and spiritual dimensions of health knowledge, attitudes, and behaviors. Kinesiology II will also include a discussion of related careers.

### **Elective Physical Education (Strength and Conditioning)**

**Grades 10-12** **1 credit**

**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: five components of fitness; team sports; individual/dual sports; performance testing; cross training; speed enhancement; power development; plyometric training; weight/Olympic lifting; and 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. This course focuses on the influence of the physical, emotional, mental, moral, social, and spiritual dimensions of health knowledge, attitudes, and behaviors. Assessment will include both written and performance based evaluation.

### **Zero Hour Elective Physical Education (Strength and Conditioning)**

**Grades 10-12** **1 credit**

**Prerequisite: Department recommendation; IHSAA athletic physical on file with athletic department**

This course is geared towards the off-season athletes. Zero hour promotes lifetime sport and recreational activities while providing an opportunity for an in-depth study in specific areas. The following activities will be included: five components of fitness; team sports; individual/dual sports; performance testing; cross training; speed enhancement; power development; plyometric training; weight/Olympic lifting; and 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. This course meets prior to the start of school at 6:30am, five days a week, for one trimester. It is offered during all three trimester and students may enroll more than once.

### **Current Health Issues**

**Grades 11-12** **1 credit**

**Prerequisite: Kinesiology I, II, III, or Department recommendation**

This course focuses on the influence of the physical, emotional, mental, moral, social, and spiritual dimensions of health knowledge, attitudes, and behaviors. This course will focus on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

## ***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 convention 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, though 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 a research paper, essays related to the literature studied, 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.

**Language A1 Higher Level, International Baccalaureate****Grades 11-12****4 credits****Prerequisite: Honors English 10 or teacher recommendation**

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.

**Etymology****Grades 10-12****1 credit****Prerequisite: None**

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 introduced students to tools and resources for etymological study and encourages them to be curious about the English language. Students will also apply what they have learned as they study strategies for attacking critical reading and sentence completion questions on standardized tests.

**Speech****Grades 10-12****1 credit****Prerequisite: None**

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. They deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. 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 inform, motivate, entertain and persuade through the use of impromptu, extemporaneous, memorized and manuscript delivery. Students develop skills in listening, oral interpretation, parliamentary procedures, research methods, and 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, develop skills in logic and analysis and study the application of the basic principals of debate involving support for the basics types of arguments (induction, deduction, causation) and debate strategies (affirmation or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence and persuasive speaking). Students research topics, organize research, and practice public speaking.

**Composition****Grades 10-12** **1 credit****Prerequisite: None**

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: prewriting, drafting, peer sharing, revising (content, structure, or presentation), editing (grammar, punctuation, spelling, usage), and 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. 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.

**Creative Writing****Grade 10-12** **1 credit****Prerequisite: None**

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.

**Mass Media****Grade 10-12** **1 credit****Prerequisite: Computer Applications**

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.

**Student Publications (Yearbook)****Grades 10-12** **1 credit (may be repeated)****Prerequisite: None**

Student Publications is a course that will expose students to all areas of yearbook production. The basics of yearbook journalism, including theme, coverage, copy, design and photography will be taught. Students will demonstrate journalistic concepts with specific current examples. In addition to these basic aspects of yearbook, a range of instructional activities for beginning and experienced yearbook students will be provided. Students will

participate and contribute to the creation of Guerin's current yearbook, including spreads, ads, and student indexing. Plans for the upcoming school year's edition will also be initiated.

### **Film Literature**

**Grade 10-12**

**1 credit**

**Prerequisite: B or above in Mass Media**

Film Literature is a study of how literature is adapted for film or media and includes role-playing as film directors for selected scenes. Students read about the history of film, the reflection or influence of film on the culture and issues of interpretation, production, and adaptation. An examination the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work will be presented. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Students complete a project, such as doing an historical timeline and biography on the development of film or the creation of a short-subject film, which demonstrates knowledge, application, and progress in the Film Literature course content. Students will be introduced to various film techniques and equipment. Students will use advanced computer-based editing programs to produce high-quality films for evaluation and discussion.

## ***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: Guidance counselor approval**

Honors Algebra I students are expected to master the same standards of Algebra I (Academic) with greater emphasis placed in such topics as transforming formulas, factoring polynomials, choosing mathematical models, and inverse variations. Additional assigned practice in these areas prepares the honors student for future honors classes and more difficult assessment instruments.

### **Geometry (Academic)**

**Grades 10-11**

**2 credits**

**Prerequisite: Algebra 1**

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 (with an emphasis on triangles and quadrilaterals), 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 and Guidance counselor approval**

Honors Geometry students will master the same standards of Geometry as the academic level of the course while studying concepts in more depth and adding challenge problems and additional applications to their study. Honors students must demonstrate their grasp of the topics on more difficult assessment instruments that differentiate the two levels.

**Algebra II (Academic)****Grades 10-12****2 credits****Prerequisite: Algebra I and Geometry**

Algebra II extends the many concepts mastered in Algebra I. 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. 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**

Algebra II Honors covers the same topics described above, but covers those topics in more depth. At the Honors level, more emphasis is placed on answering the “why” and “how” questions that lead to a deeper understanding of the fundamentals of mathematics. Students at this level are expected identify patterns and make predictions about the behavior of algebraic functions, and to develop and express an understanding of the subject matter that allows them to make judgments about the validity of mathematical propositions.

**Pre-Calculus/Trigonometry (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.

**Pre-Calculus/Trigonometry (Honors)****Grades 11-12****2 credits****Prerequisite: Algebra II**

Pre-calculus Honors covers many of the same topics included in Academic Pre-calculus, though in more depth. Students complete several projects that utilize the topics being taught. This course will also prepare students for the IB SL Mathematics course. Extensive use of technology with the graphing calculator and computer is utilized during the course.

**Probability and Statistics****Grade 11-12****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 descriptive statistics, probability, and 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.

**Discrete Mathematics****Grade 11-12****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. It is a practical math course with many hands-on labs and activities. Topics include matrices, recursion, graph theory, social choice, and game theory. Technology, such as computers and graphing calculators, is required.

**Mathematics Standard Level, International Baccalaureate****Grades 11-12****2 credits****Prerequisite: Algebra I, Geometry I, Algebra II**

Mathematics Standard Level provides students who will continue to study mathematics at the university level with a background of mathematical thought and a functional 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; and integrals. Each student must submit an investigation paper and a modeling project comprising 20% of the IB assessment.

**Mathematics Higher Level, International Baccalaureate****Grades 11-12****4 Credits****Prerequisite: Algebra I, Geometry, Algebra II**

Mathematics HL caters to students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering, and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. In addition to the deeper investigation of the core topics covered in SL, HL will include topics in series and differential equations.

***MULTI-DISCIPLINARY*****Basic Skills Development****Grades 9-12****1-3 credits (may be repeated)****Prerequisite: Guidance Counselor approval**

Basic Skills Development is a multidisciplinary course which provides students continuing opportunities to develop the basic skills that are essential for high school course work achievement including: reading; writing; listening; speaking; note taking; study, organizational, and problem-solving skills; math; test taking skills and communication. 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 (may be repeated)****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 eight (8). 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: classroom organization, classroom management, the curriculum and instructional process, observations of teaching, and 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.

## ***SCIENCE***

### **Biology I (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 biological study, especially animal morphology and classification, ecology, cells, plants, evolution, genetics, and development of biological knowledge as it relates to investigation and experimentation. Since most students taking this course are freshmen, substantial time is dedicated to helping students think independently and develop successful study skills (e.g., 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 I (Honors)**

**Grade 9** **2 credits**

**Prerequisite: Guidance Counselor approval**

Biology I (Honors) covers of the same material as Biology (Academic) 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 II (Honors)**

**Grade 11** **1 credits**

**Prerequisite: Biology I, Chemistry I, and Physics**

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions, and problems related to personal and community issues in the life sciences. This course is used as an introduction for IB Biology Standard Level.

### **Biology Standard Level, International Baccalaureate**

**Grades 12** **2 credits**

**Prerequisite: Biology I, Chemistry I, and Physics**

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; and equilibrium within systems. Students also study cells, the chemistry of life, genetics, ecology, evolution, human health, and physiology as well as additional IB topics as determined by the instructor.

### **Biology Higher Level, International Baccalaureate**

**Grades 11-12** **4 credits**

**Prerequisite: Prerequisite: Biology I, Chemistry I, Physics I (Required grades: a B- or above in each honors science course OR an A in each academic course)**

This is an advanced course in biology that 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 as well as additional IB topics as determined by the instructor.

### **Chemistry I (Academic)**

**Grades 10-11** **2 credits**

#### **Prerequisite: Biology I and Algebra I**

Chemistry I (Academic) is a comprehensive introductory course that will help students develop a better understanding of their physical world. Students are expected and encouraged to develop critical, independent thinking skills and to learn to use technology to enhance productivity. Topics covered may include equilibrium, atomic structure, molecular shapes, kinetics, acid-base theory, thermodynamics, and oxidation-reduction. Special emphasis will be placed on learning, practicing lab safety and making the material covered relate to our everyday existence.

### **Chemistry I (Honors)**

**Grade 10** **2 credits**

#### **Prerequisite: Teacher recommendation**

Chemistry I (Honors) covers the same material as Academic Chemistry but with more demanding expectation for labs and exams. A research project will also be required.

### **Integrated Chemistry-Physics**

**Grade 10-11** **2 credits**

#### **Prerequisite: teacher recommendation and Algebra I (may be taken concurrently with this course)**

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.

### **Chemistry II (Honors)**

**Grade 11** **1 credit**

#### **Prerequisite: Biology I, Chemistry I, and Algebra II (may be taken concurrently with this course)**

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry. This course is used as an introduction to IB Chemistry Standard Level.

### **Chemistry Standard Level, International Baccalaureate**

**Grades 11-12** **2 credits**

#### **Prerequisite: Biology I, Chemistry I, and Algebra II (may be taken concurrently with this course)**

Standard level IB Chemistry is a rigorous course in chemistry. The course places particular emphasis on laboratory work. Students will use scientific inquiry and model the scientific method throughout the course. They will design their own experiments, do their own research and generate their own scientific questions. Topics covered include, but are not limited to, stoichiometry, atomic theory, chemical bonding theory, states of matter, the periodic table and carbon chemistry. This course is designed to help prepare students for success in both the lab and lecture aspects of college sciences.



**Economics (Honors)****Grade 10** **1 credit****Prerequisite: Teacher recommendation**

The honors curriculum for economics includes all of the above plus additional document-based assignments, essay writing, and supplemental reading texts.

**United States Government (Academic)****Grade 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 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. They learn to 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.

**United States Government (Honors)****Grade 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. The honors curriculum includes the completion of a trimester project in order to begin preparing students considering the IB program.

**United States History (Academic)****Grade 11** **2 credits****Prerequisite: none**

United States History at the academic level is a two-trimester course in which students explore topics in the history of the United States and Indiana while concentrating on developing the skills of historical inquiry and writing. The goals of this course are to help the student of history to understand the discipline of history and fulfill U.S. History requirements of the State of Indiana. Topics include the colonial period; movements of independence; evolution of new governments; Indiana history; the opening of the West and manifest destiny; the United States Civil War, causes, courses and effects; immigration and urbanization, U.S. foreign policy in the late 19<sup>th</sup>/early 20<sup>th</sup> century; and the Guilded Age and Progressive Era.

**Modern World Civilization (Academic)****Grade 12** **2 credits****Prerequisite: none**

Modern World Civilization provides an in-depth look at key 20<sup>th</sup> century world events. The course focuses on major world wars, dictators, the Cold War, and modern American topics. In particular, the course examines: World Wars I and II; the Russian Revolution, Lenin and Stalin; the Great Depression; the interwar dictatorships of Mussolini and Hitler; the early Cold War in the US; Korean and Vietnam Wars; American social movements of the 1960s; foreign policy in the later years of the Cold War; and the fall of Communism. The course is designed to study and identify themes throughout history that still apply to the modern world today, so students compare current events to topics we have studied.



- 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).

### **Theology I**

#### **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.

### **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 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.

#### **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.

#### **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.

#### **Theology 7**

##### **Church History I**

**Grade 12** **1 credit**

This course surveys the history of the Catholic Church from Pentecost to the 13<sup>th</sup> 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 14<sup>th</sup> 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.

## **WORLD LANGUAGES**

### **Latin I**

**Grades 9-12**

**2 credits**

**Prerequisite: None**

Students will be able to comprehend the Latin language understanding nouns of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> 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, and become 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 10-12**

**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 Romans 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.

### **Latin III (Honors)**

**Grades 11-12**

**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 Ovid, 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 fifteen books of the *Metamorphoses*, students will know all characters, gods, goddesses and background of Ovid's mythology stories. While translating sections of Ovid's work, 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. Students will become aware of the assessment criteria used for the International Baccalaureate Diploma.

### **Classical Languages Standard Level, International Baccalaureate (Latin)**

**Grades 12**

**2 credits**

**Prerequisite: Latin III and teacher recommendation**

Latin IV continues the 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 VI 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. Students will take part in the International Baccalaureate assessment.

### **Spanish I**

**Grades 9-12**

**2 credits**

**Prerequisite: None**

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 (Honors)**

**Grades 11-12**

**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 relationships and celebrations in great detail. Students can discuss ways to stay fit and health. Students can talk about chores and give advice. 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 are included in each unit. This work is all completed in a cultural setting from Latin America or Spain.

**World Language B Standard Level, International Baccalaureate (Spanish)**

**Grade 12**

**2 credits**

**Prerequisite: Spanish III 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, cultural interaction and message. 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.