

*St. Theodore Guerin
High School*



*2015-2016
Curriculum Guide*

St. Theodore Guerin Catholic High School

Curriculum Guide

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Vision Statement: **Lead with Humility + Serve with Love + Trust in Providence**

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.

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

St. Theodore Guerin High School Graduation/Diploma Requirements

	CORE 40	ACADEMIC HONORS	INTERNATIONAL BACCALAUREATE
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 2-4 credits: Language SL or HL (IB)
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 or Probability & Statistics and Finite Math	<u>10 credits</u> 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) or 4 credits: Mathematics HL (IB)
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: Biology or Chemistry SL (IB) or Biology or Chemistry HL (IB)
Social Studies	<u>6 credits</u> 1 credit: US Government 1 credit: Economics 2 credits: US History 2 credits: Modern World Civilization	<u>6 credits</u> 1 credit: US Government 1 credit: Economics 2 credits: US History 2 credits: Modern World Civilization	<u>6 credits</u> 1 credit: US Government 1 credit: Economics 4 credits: History HL (IB)
Theology	<u>8 credits</u>	<u>8 credits</u>	<u>9 credits</u> 2 credits: Theory of Knowledge (IB) (One TOK counts for Theology 6 credit)
Directed Electives Technology World Languages Fine Arts	<u>5 credits</u> Digital Citizenship 4 credits encouraged 1 credit	<u>See below</u> Digital Citizenship 6-8 credits 2 credits	<u>See below</u> Digital Citizenship 8 credits: Including Spanish (IB) or Latin (IB) 2-4 credits: Including Music SL (IB), Visual Arts SL ((B) or Visual Arts HL (IB)
Physical Education	<u>2 credits</u>	<u>2 credits</u>	<u>2 credits</u>
Health & Wellness	<u>1 credit</u>	<u>1 credit</u>	<u>1 credit</u>
Electives	<u>6 credits</u>	<u>7-9 credits</u>	<u>1-3 credits</u> (During 9 th & 10 th Grade)
TOTAL	<u>48 CREDITS</u>	<u>56 CREDITS</u>	<u>56 CREDITS</u>

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
- ◆ All students are required to take four years of a Math or Quantitative Reasoning Course
- ◆ Pass the End-of Course Assessments (ECA) in Algebra I and English 10 (classes of 2016, 2017, 2018)
- ◆ Pass the ISTEP+ Grade 10 Assessments (class of 2019 and beyond)
- ◆ 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
- ◆ All students are required to take four years of a Math or Quantitative Reasoning Course
- ◆ Pass the End-of Course Assessments (ECA) in Algebra I and English 10 (classes of 2016, 2017, 2018)
- ◆ Pass the ISTEP+ Grade 10 Assessments (class of 2019 and beyond)
- ◆ 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:

- Earn 4 credits in IB courses and take corresponding exams
- Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
- Score a 26 or higher composite on the ACT and complete written section
- Earn 6 verifiable transcribed college credits in dual credit courses from the priority course list
- Earn a minimum of 3 verifiable transcribed college credits from the priority course list and 2 credits in IB standard level courses with corresponding exam.

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 course
- ◆ 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 (classes of 2016, 2017, 2018)
- ◆ Pass the ISTEP+ Grade 10 Assessments (class of 2019 and beyond)
- ◆ 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
- ◆ Be in good behavioral standing and current with financial obligations

***4 year Plan of Required Courses and Elective Courses
(15 credits per year)***

Freshman

Digital Citizenship

Language Arts English 9-1, 9-2 (Academic or Honors)

Kinesiology/ Health I, II, III

Math Algebra I-1, I-2 (Academic or Honors); or Geometry 1, 2 (Honors)

Science Biology I-1, I-2 (Academic or Honors)

Theology 1, 2

World Language Spanish I-1, I-2; or Latin I-1, I-2; or Basic Skills

Fine Arts elective

Sophomore

Language Arts English 10-1, 10-2 (Academic or Honors)

Math Geometry 1, 2 (Academic or Honors); or Algebra II-3, II-4 (Academic or Honors); or Probability & Stats (H) and Trigonometry (H)

Science Chemistry I-1, I-2 (Academic or Honors); or Integrated Chem/Physics 1, 2 (Academic)

Social Studies U.S. Government (Academic or Honors) and Economics (Academic or Honors)

Theology 3, 4

World Language Spanish II-3, II-4; or Latin II-3, II-4; or Basic Skills; or 2 electives

3 electives

Junior

Language Arts English 11-5, 11-6 (Academic or Honors); or English A: Literature HL 5, 6 (IB)

Math Algebra II-3, II-4 (Academic or Honors); or Pre-Calculus 1, 2 (Academic or Honors); or Statistics (Academic or Honors) and Finite Math (Academic); or Mathematics 1, 2 HL (IB)

Science Physics I-1, I-2 (Academic or Honors); Biology II (Honors) or 1 HL (IB); Chemistry II (Honors) or 1 HL (IB)

Social Studies U.S. History 1, 2 (Academic); or History HL 1, 2 (IB)

Theology 5

Theology 6; or TOK 1 (full IB diploma students only)

World Language Spanish III-5, III-6 (Honors); or Latin III-5, III-6 (Honors); or 2 electives

3 electives

Senior

Language Arts English 12-7, 12-8 (Academic); or English A: Literature HL or SL 7, 8 (IB)

Math Pre-Calculus 1, 2 (Academic or Honors); or Statistics (Academic or Honors) and Finite Math (Academic); or Mathematics 1, 2 SL (IB); or Mathematics 3, 4 HL (IB)

Science Choose two: Biology II (Genetics/Forensics), Biology II (Anatomy/Physiology), Environmental Science 1, 2 (Academic); or Biology 1, 2 SL (IB); or Biology 2, 3, 4 HL (IB); or Chemistry 1, 2 SL (IB); or Chemistry 2, 3, 4 HL (IB); or Physics II (Engineering)

Social Studies Modern World Civilizations 1, 2 (Academic) or History 3, 4 HL (IB)

Theology 7, 8; TOK 2 (full IB diploma students only)

World Language World Language 1, 2 SL (IB); or Classical Language 1, 2 SL (IB); or 2 electives

3 electives

**Other combinations of classes are available; please contact the student's
Guidance counselor for further 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 nearly one million students in 141 countries since 1968. The world's leading universities welcome IB Diploma Programme graduates.

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 A: LITERATURE

English A: Literature, Standard Level (SL)

English A: Literature, Higher Level (HL)

GROUP 2: LANGUAGE B

World Language B (Spanish), Standard Level (SL)

Classical Language B (Latin), Standard Level (SL)

GROUP 3: INDIVIDUALS AND SOCIETIES

History of the Americas, 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)

Computer Science, Standard Level (SL)

GROUP 5: MATHEMATICS & COMPUTER SCIENCE

Mathematics, Standard Level (SL)

Mathematics, Higher Level (HL)

GROUP 6: THE ARTS

Visual Arts, Standard Level (SL)

Visual Arts, Higher Level (HL)

Music, Group Performance, Standard Level (SL)

BUSINESS and MARKETING

Required Courses

Digital Citizenship

Grades 9 **1 credit**

Prerequisite: none

Also offered as a blended course during Summer School and online during Trimester 1

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, iPhoto, GarageBand) as well as other applications that students will use for academic purposes: 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.

Elective Courses

Business and Management, Standard Level, International Baccalaureate

Grades 11-12 **2 credits**

Prerequisite: Introduction to Business or teacher recommendation

Business and Management examines the role of individuals and groups in forming organizations and their roles within organizations. Students gain a broad understanding of the variety of organizations that exist including profit and non-profit and the problems and life cycles of these organizations. This course develops an understanding of the interdependency of organizations, the effect of problem solving and the application of organizational principles and techniques widely practiced in the process of decision-making. Students will demonstrate the application of business and management tools, techniques and theories on a real business issue or problem.

Business Law and Ethics

Grades 10-12 **1 credit**

Prerequisite: Introduction to Business 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.

Introduction to Business

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.

Personal Financial Responsibility

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

Professional Career Internship

Grades 11-12 **1 or 2 credits**

Prerequisite: Application process, personal transportation

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.

Sports and Entertainment Marketing

Grades 10-12 **1 credit**

Prerequisite: none

Marketing (Sports, Recreation and Entertaining) is a course that provides a basic introduction to the scope and importance of marketing in a global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving and critical thinking skills as they relate to advertising, promotion, selling, distribution, financing and service management. This course will specialize in the fields of sports, recreation and entertainment by focusing on producing and marketing activities of athletic and entertainment programs for the high school. Opportunities for working with the private sector and community, event planning and marketing functions such as those offered through DECA will be included.

ENGINEERING AND TECHNOLOGY EDUCATION

Elective Courses

Principles of Engineering

Grades 10-12 **1 credit**

Prerequisite: none

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

Computer Science, Standard Level, International Baccalaureate

Grades 11-12 **2 credit**

Prerequisite: Digital Citizenship

Computer Science Standard Level, International Baccalaureate guides students through problem solving strategies and definitions to the construction of algorithms to create solutions, thereby developing skills of logic and analytical thinking. The course includes: systems life cycle and software development, program coding and construction, computing system fundamentals, a case study, and a program dossier. Students will be required to fulfill all requirements of the IB organization, including participation in the IB summative test in May. This course is recommended for students interested in Engineering, Math, Technology or Physics-related fields.

FINE ARTS - MUSIC

Elective Courses

Applied Music (Guitar Ensemble I)

Grades 10-12 **1 credit**

Prerequisite: None

Guitar Ensemble I 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. Student participation will develop elements of musicianship including, but not limited to tone production; technical skills; intonation; music reading skills; listening skills and analyzing music. 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.

Applied Music (Guitar Ensemble II)

Grades 10-12 **1 credit**

Prerequisite: Guitar I, placement test or teacher recommendation

Guitar Ensemble II is designed for the student interested in continuing to develop their ensemble skills. As a group, the Guitar Ensemble will rehearse and perform guitar literature from a variety of musical genres. Student participation will develop elements of musicianship including, but not limited to tone production; technical skills; intonation; music reading skills; listening skills and analyzing music. 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.

Applied Music (Instrumental Lab)

Grade 9 **1 credit**

Prerequisite: Previous experience on a concert band or orchestral instrument

Instrumental Lab is the means by which freshmen musicians enter the instrumental music ensemble program at Guerin Catholic from the standard band and orchestral programs at their previous parish and middle schools. This class is designed to integrate with the two instrumental ensembles offered during Kairos: Wind Symphony and String Orchestra. It is not suitable for guitarists or keyboard players. During this class students receive small group instruction designed to develop and refine performance skills. The course includes instrument selection (if needed); optimization and care; introduction to and guided practice on Smart Music; developing the individual music profile; theory, individualized instruction, and preparing repertoire for either Wind Symphony or String Orchestra.

Beginning Band (Cadet Band)

Grade 9-11 **1 credit**

Prerequisite: none

Cadet Band provides an opportunity for any student to successfully learn a WIND instrument for the first time in order to participate in the Wind Symphony. Students may come in and try instruments out before the start of the course. Once an instrument is decided upon, the student should then lease-buy an instrument from Paige's Music. Students must have a suitable instrument and all necessary supplies before the start of the course. Students will be expected to develop correct instrumental and music reading skills rapidly by committing to an hour practice time daily. The course includes instrument optimization and care; introduction to and guided practice on Smart Music; developing the individual music profile; theory, individualized instruction, and learning to play as an ensemble musician.

Instrumental Ensemble (House Band)

Grades: 10-12 **1 credit**

Prerequisite: Recommendation of instructor

Have you always wanted to take your musical skills and make them work in a band setting but have never had the time outside of school? House Band offers an opportunity for students who desire to improve their music skills and have camaraderie and companionship with other students in a musical setting. The course is offered but not limited to

contemporary instruments i.e. piano, voice, guitar, bass guitar, drums or different percussion instruments, and is intended for students with some musical experience. Students will work with the instructor individually and in a group setting to improve technique and musicianship. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Some performances may include concerts, and basketball games.

Intermediate Chorus

Grades 9-12

1 to 3 credits

Prerequisite: Beginning Chorus (Vocal Lab) or Placement test

Students will display mastery-level musicianship, vocal pedagogy, and sight-reading/singing through ensemble singing, group work, and solo singing for the instructor. Intermediate Chorus provides opportunities for creating, performing, conducting, listening to, and analyzing music. This class will also address students being able to develop the ability to understand and convey the composer's intent in order to connect the performer to the audience. This class continues the development of musicianship and vocal pedagogy but even more so in a choral context. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom

Intermediate Concert Band

Grades: 10-12

1 -3 credits

Prerequisite Instrumental Lab class or placement test

Intermediate Concert Band is the means by which non-freshmen Band musicians can complement and extend their Wind Symphony experience at a more individualized level. It is not suitable for guitarists or keyboard players. During this class students receive small group instruction and sectionals designed to develop and refine performance skills in relation to Wind Symphony repertoire. The course includes guided practice on Smart Music; continuing the development of the individual music profile; Theory, Individualized instruction, and preparing repertoire for Wind Symphony.

Intermediate Orchestra

Grades: 9-12

1 credit (whole year)

Prerequisite (Grade 10-12): Placement test or one year's participation in H.S. Orchestra.

This whole-year subject accompanied with Kairos all year provides students with a balanced, comprehensive study of music through the ensemble environment. 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. 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. Some composers that that have covered include Brian Balmages, Coldplay, Gustav Holst, Beethoven, and many more!

Music Standard Level, International Baccalaureate

Grades 11-12

2 credits

Prerequisite Class of 2013: none

Prerequisite Class of 2014 and beyond: Music Theory and Composition I or placement test.

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 prescribed works, the study of musical genres and styles, and musical investigation; and group performance entailing two or more public performances.

Music Theory and Composition I

Grades 10-12

1 credit

Prerequisite: none

Students taking this course begin to develop skills in the analysis of music and theoretical concepts. This is a comprehensive integrated introductory course for those wanting to understand music for the first time or as a basic refresher course for those with some experience. The course covers basic keyboard skills; foundations of singing;

sight-singing; sight-playing for keyboard or student's own instrument; rhythm studies, introductory composition; improvisation; listening skills; music notational skills; and aural musicianship and theory. This course is the first part of an essential preparation for students wishing to pursue music at an advanced level.

Music Theory and Composition II

Grades 10-12 **1 credit**

Prerequisite: Music Theory I or placement test

This course is a continuation of Music and Composition I in more depth. This course will provide students with a complete understanding of basic music theory; music reading skills, especially with rhythmic perception; usable exploratory-type keyboard skills; vocal techniques; composing of simple well-structured instrumental music; and listening a sight-reading skills. Advanced counterpoint studies and understanding and application of common practice four-part harmony. Students will be able to write down in music notation rhythms, melodies and harmonies accurately after a few hearings.

Piano and Electronic Keyboard I

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; study the elements of music as exemplified in a variety of styles; and make interpretive decisions. In this course students are largely self-directed. They work through a standard Level I piano primer and complete an on-line level-one theory course. Assessment is based on performance accuracy and theoretical understanding.

Piano and Electronic Keyboard II

Grades 10-12 **1 credit**

Prerequisite: Piano and Electronic Keyboard I or placement test

Students taking this course are offered keyboard classes in order to further 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. Students work through a level-two piano primer and complete a level-two theory course. Assessment is based on performance accuracy, musical interpretation and theoretical understanding.

FINE ARTS - THEATRE

Elective Courses

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.

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 scenic performance.

FINE ARTS - VISUAL

Elective Courses

Art History

Grades 10-12

Prerequisite: None

Art History is a survey course that will cover artwork and artifacts of world cultures from prehistoric up through contemporary. Students taking Art History engage in learning experiences that encompass art history, art criticism, and aesthetics through lecture and debate. Through discussion and other activities the class will analyze, interpret, theorize, and make informed judgments about artwork and the nature of art. There will also be a small amount of production where we will at times try out historically relevant studio techniques. Students will also be utilizing the resources of art museums, galleries, and studios.

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.

Ceramics II

Grades 10-12

1 credit

Prerequisite: Ceramics I

Students taking Ceramics 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 and propose them to the teacher before production takes place while also making a ceramic table top. 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

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).

Drawing II

Grades 10-12 **1 credit**

Prerequisite: Drawing I

Students taking Drawing 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, pen, scratchboard, chalk pastel, oil pastel, colored pencil, and marker) 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).

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.

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.

Painting II

Grades 10-12 **1 credit**

Prerequisite: Painting I

Students taking Painting 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 and propose them to the teacher before production takes place. In addition to students experimenting with a wide range of painting mediums (which include spray paint, 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.

Sculpture II

Grades 10-12

1 credit

Prerequisite: Sculpture I

Students taking Sculpture 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 and propose them to the teacher before production takes place. 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 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 Higher Level, International Baccalaureate

Grades 11-12

4 credits

Prerequisite: Intro to 2D or 3D Art

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. 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 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.

HEALTH AND PHYSICAL EDUCATION (KINESIOLOGY)

Required courses

Physical Education I (Kinesiology I)

Trimester 1

Grade 9

1 credit

Prerequisite: None

Also offered as a blended Summer School course to incoming freshmen or those needing credit recovery

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

Health Education (Kinesiology II) Trimester 2

Grade 9 1 credit

Prerequisite: None

This course focuses on the influence of the physical, emotional, mental, moral, social, and spiritual dimensions of health knowledge, attitudes, and behaviors. 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: growth and development; mental and emotional health; community and environmental health; nutrition; family life education; consumer health; personal health; alcohol, tobacco and other drugs education; intentional and unintentional injury; and 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. Assessment includes both written and performance based evaluations. A variety of instructional strategies, including technology, are used to further develop health literacy.

Physical Education II (Kinesiology III) Trimester 3

Grade 9 1 credit

Prerequisite: None

This course focuses on the influence of the physical, emotional, mental, moral, social, and spiritual dimensions of health knowledge, attitudes, and behaviors. This course also 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 increases their knowledge of fitness concepts. It includes three different movement forms without repeating those offered in Kinesiology I and II. 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. Kinesiology III will also include a discussion of related careers.

Elective Courses

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. Assessment includes both written and performance based evaluations.

Elective Physical Education (Strength and Conditioning)

Grades 10-12 1 credit

Prerequisite: Kinesiology I, II, III or Department recommendation; IHSAA athletic physical on file with athletic department

Note: May be taken 1x sophomore year, 2x junior year and up to 3x senior year

This course 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. Assessment will include both written and performance based evaluations.

LANGUAGE ARTS

Required Courses

English 9 (Academic)

Grade 9

2 credits

Prerequisite: None

Academic English 9 places emphasis on four major areas: reading comprehension, written composition, English language conventions, and vocabulary. Students will read and analyze many different genres including short stories, novels, poetry, non-fiction excerpts, and a drama. They will develop critical thinking skills by examining the plots, themes, and other literary conventions included in the literature they read. Vocabulary lessons are interwoven throughout the course. Students will write compositions for different purposes and audiences, and a three to four page research paper while utilizing all of the 6+1 writing traits. The English language conventions used in the composition component of the class will also be used for improving their oral communication skills.

English 9 (Honors)

Grade 9

2 credits

Prerequisite: Guidance counselor approval

Honors English 9 places emphasis on four major areas: reading comprehension, written composition, English language conventions, and vocabulary. Students will participate in challenging in-depth analysis of the various genres including short stories, novels, graphic novels, poetry, non-fiction excerpts with additional vocabulary lessons, and dramas. They will develop critical thinking skills by examining the plots, themes, and other literary conventions included in the literature they read. Literature Circles will provide the students an opportunity to learn a literature classic in a small group environment, and vocabulary lessons are interwoven throughout the entire course. Students will write compositions for different purposes and audiences, and a three to four page research paper while utilizing all of the 6+1 writing traits. The English language conventions used in the composition component of the class will also be used for improving their oral communication skills. The honors section primarily reads the same texts as the academic section (with a few exceptions), but there are some significant differences between the two levels. The honors students are expected to have more independence with the reading, and the pace of the lessons is somewhat faster. Class discussions and writing assignments also involve greater analytical depth at the honors level. These differences prepare students for advanced literature courses at the upper levels.

English 10 (Academic)

Grade 10

2 credits

Prerequisite: English 9

Academic English 10 builds upon skills acquired and practiced in Academic English 9. Students will continue to work on analyzing literature, writing compositions, mastering oral communication skills, deploying Standardized English conventions, and developing vocabulary. The literature units invite students to examine poetry, short stories, personal essays, novels, and drama. Composition units require students to refine their writing process as they plan, draft, and revise narrative, expository, and persuasive compositions, including a literary analysis and a research paper. Students practice oral communication skills through informal discussions and formal presentations (narrative, expository, and persuasive). Grammar units review conventions so that students avoid or remedy common errors. Vocabulary units require students to consider word origins and the differences between a text's literal and implied meanings. The course culminates in a multiple-choice, short-answer, and essay test: an End-of-Course Assessment (ECA) that students must pass in order to be eligible for graduation in the State of Indiana.

English 10 (Honors)**Grade 10** **2 credits****Prerequisite: English 9 or teacher recommendation**

Students enrolled in Honors English 10 will develop all areas mentioned in academic English 10. In addition, students will read, write, and research more extensively to hone their analytical reasoning skills; they will also write a narrative composition. 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. Students will be given an End of Course Assessment (ECA) at the conclusion of the course and will need to achieve a minimum score for state-mandated graduation requirements.

English 11 (Academic)**Grade 11** **2 credits****Prerequisite: English 10**

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. Vocabulary lessons are interwoven throughout the entire course. Major assessments in this course include a research paper, essays related to the literature studied, and literary analysis oral presentations, and multi-media projects related to the units studied. The major works for this course include genres of fiction and drama from American Literature as well as from World Literature.

English 11 (Honors)**Grade 11** **2 credits****Prerequisite: English 10 or teacher recommendation**

Honors English 11 coursework provides juniors with the rigor of reading/writing/presenting on various literature periods and genres yet not parallel to the pace of IB English 11. Honors English 11 students will have the opportunity to spend more time “in depth” with the time periods/genres studied. Students’ focus will be on fewer literary periods/selections but with GREATER emphasis on the works/authors/time periods/literary elements. Literature from American and World authors will be studied in relationship to their respective time periods. Students will have various methods of assessment: oral presentations, essays, research-related writing with be strongly emphasized in this course.

English 12 (Academic)**Grade 12** **2 credits****Prerequisite: English 11**

Academic English 12 builds on skills learned in Academic English 11. Students will study a variety of novelists, poets, and dramatists. Students in English 12 will be exposed to a detailed study of non-fiction, drama and poetry in the first half of the course. The second half of the course provides exposure to fictional narratives, from classic and modern literature, in the form of novels and short stories. In addition to reviewing the devices of rhetoric, students will be challenged through researching and critically analyzing literary works; group presentations and both written and oral commentaries are integral aspects to this course.

Language A: Literature, Standard Level, International Baccalaureate**Grade 12** **2 credits****Prerequisite: IB English 11 (HL), English 11 (H) or teacher recommendation**

English A: Literature, Standard Level, is a course based on the content established by the International Baccalaureate Organization. Students enrolled in IB English: Literature Standard Level will have emphasis placed on oral and written communication. Students will have an opportunity to study more in depth the genres prescribed by the IB curriculum. Students will focus on more intense study of the literary periods, genres, and literary elements/tools used in literature and in composition. Standard Level IB seniors will study literature of fiction and drama as prescribed by the IB curriculum. Standard Level IB 12 students will complete an oral commentary first trimester as well as required IB Standard Level tests in the spring of senior year.

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

English A: Literature, Higher Level, is a course based on the content established by the International Baccalaureate Organization. Students enrolled in IB English: Literature 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. Literature studied for IB English 11 covers fiction (general and historical) and drama (translated from original language to English). Literature studied for IB English 12 encompasses drama, poetry, and fiction. Students in both IB English 11 and 12 study literature with a “world literature” emphasis in their second trimester of study. Required IB Higher Level assignments include the following: individual oral presentation and World Literature paper at the junior level. Individual oral commentary and required IB Higher Level tests in the spring of senior year are the two mandated IB required assignments of IB Higher Level 12 students.

Elective Courses

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.

Etymology (Academic or Honors)

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 introduces 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. In order to earn the Honors credit, students will be responsible for completing a significant portion of the Method Test Prep Checklist of activities through Naviance.

Mass Media**Grade 10-12****1 credit****Prerequisite: Digital Citizenship**

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.

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.

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

Student Publications is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Student Publications will include units on creative non-fiction, photojournalism and the Guerin Catholic Aquila (yearbook).

MATHEMATICS**Required Courses****Algebra Enrichment****Grade 10-11****1 credit****Prerequisite: Recommendation of Guidance dept.**

Algebra Enrichment is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. ALEKS, an online math program, will supplement lecture and individualized study.

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. Students will be given an End of Course Assessment (ECA) at the conclusion of the course and will need to achieve a minimum score for state-mandated graduation requirements.

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. Students will be given an End of Course Assessment (ECA) at the conclusion of the course and will need to achieve a minimum score for state-mandated graduation requirements.

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

Algebra II extends the many concepts mastered in Algebra I including linear, absolute value, quadratic, polynomial, radical, rational, exponential and logarithmic function families and their transformations. Solving systems of equations are extended to three-variable systems. Matrices are introduced as an alternative way of solving systems of equations. 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 extensively.

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

Algebra II Honors covers the same topics described above 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.

Finite Mathematics (Academic)**Grade 10-12** **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.

Finite Mathematics (Honors)**Grade 10-12** **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. Finite Honors will dig deeper into the many topics relevant to this field of math, such as matrices, recursion, graph theory, social choice, and game theory. Technology, such as computers and graphing calculators, is required.

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 some concepts in more depth. Some of these additional challenge problems are using trigonometry to find area of polygons, finding the distance from a point to a diagonal line, and completing more formal proofs of geometric relationships. Honors students must demonstrate their grasp of the topics on more difficult assessment instruments that differentiate the two levels.

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, Trigonometry (teacher recommendation only)**

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.

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 (Academic)**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. Students will also read *Super Crunchers* by Ian Ayers.

Probability and Statistics (Honors)**Grade 10-12** **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 required. Students will also read *Super Crunchers* by Ian Ayers.

Trigonometry (Honors) **3rd trimester****Grade 10** **1 credit****Prerequisite: Algebra 1, Geometry, Algebra II and Guidance Counselor approval**

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. This class is only offered to advanced Math students who will be taking IB Math HL during junior and senior years and need to review the necessary trigonometry concepts in order to be successful.

MULTI-DISCIPLINARY

Elective Courses**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, 1st & 3rd trimesters only** **2 credits (may be repeated)****Prerequisite: Application process, personal transportation****Please note: Student must be available 4th and 5th period combined and use two elective credits**

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.

Community Service (Teen Leadership Corps)**Grade 11-12** **1 credit****Prerequisite: Application process**

Community Service is a course that offers students the opportunity to learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of the community; is academically challenging; and helps foster civic responsibility. It intentionally explores the relationship between power, privilege, prejudice, oppression and social justice. The course provides meaningful work experience for the student that meets a community need and provides the opportunity for guided critical reflection on class experience.

SCIENCE**Required Courses****Biology I (Academic)****Grade 9** **2 credits****Prerequisite: none**

Biology I is an introductory science course emphasizing terminology, the major groups of organisms, homeostasis, biochemistry/nutrition, cells, genetics, ecology, and evolution. Time is dedicated to helping students think independently and scientifically and to developing successful study skills. Special emphasis is placed on making material covered relate to our everyday existence through lab activities, uses of technology, and various projects throughout the course.

Biology I (Honors)**Grade 9** **2 credits****Prerequisite: Guidance Counselor approval**

Biology I is an introductory science course emphasizing terminology, the major groups of organisms, homeostasis, biochemistry/nutrition, cells, genetics, ecology, and evolution. Time is dedicated to helping students think independently and scientifically and to developing successful study skills. Special emphasis is placed on making material covered relate to our everyday existence through lab activities, uses of technology, and various projects throughout the course. Students will be expected to learn material in greater depth and be able to work independently and in small groups to complete labs. 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 required 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 II (Zoology)**Grade 10-12** **1 credit****Prerequisite: Biology I, Chemistry I**

Zoology is the scientific study of animals from cells to tissues to populations to whole animals. Zoology is a laboratory-based course that will survey the eight major phyla of the Animal Kingdom. Morphology, taxonomy, anatomy, and physiology will be investigated. Participation in specimen dissection is required. Comparative studies may be addressed during laboratory observations and dissections.

Environmental Science**Grade 10-12** **1 credit****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.

Physics II (Engineering) (H)**Grades 11-12** **1 credit****Prerequisite: B+ or above Honors Physics OR Physics teacher recommendation**

Students enrolled in Physics II significantly expand upon the physical models they developed in Physics I. They investigate physical phenomena and develop empirical and theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics in the laboratory and as they tackle challenging engineering problems. Core physics topics include advanced kinematics, dynamics, and electromagnetism. Aerospace, electrical, and mechanical applications are addressed as the students tackle challenging engineering problems and projects.

SOCIAL STUDIES**Required Courses****Economics (Academic)****Grade 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: decisions made as a consumer, producer, saver, investor, and voter; business decisions to maximize profits; public policy decisions in specific markets dealing with output and prices in the national economy; and problems developing nations face.

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

Economics (H) includes an analysis of international trade, supply and demand, market structures, government policy, money and banking, and economic performance. Students are exposed to a critique of the arguments against globalization, and study the benefits of international trade. Honors students learn the arguments for and against free trade. Students read the book, *The Travels of a T-Shirt in the Global Economy*, which provides an excellent practical exposition of economic principles as they relate to the travels of one product through the different stages of production. The book ties together the concepts of market structures, supply and demand, international trade, and government policies. Students are exposed to an in-depth analysis of market structures. Honors students learn the benefits of perfectly competitive markets, and the reasons the government regulates industries to maintain competitiveness. Finally, the students engage in a critical analysis of government policies to deal with economic instability.

courses and effects; immigration and urbanization, U.S. foreign policy in the late 19th/early 20th century; and the Gilded Age and Progressive Era.

Elective Courses

World History and Civilization I

Grades 10-12 **1 credit**

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: prehistory; early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; the classical civilizations of Europe, Asia, Africa, and Latin America; and the development of modern societies. Topics include Rome, Middle Ages, Absolutism and the French Revolution.

Psychology

Grades 10-12 **1 credit**

Prerequisite: none

Psychology is the scientific study of human behavior and mental processes. This course exposes students to the subject and prepares students for an introductory college psychology course. The standards have divided the course into six content areas. Scientific method explores research methods and ethical consideration. The biological basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion. Cognitive aspects of the course focus on learning, memory, information processing, and language. Mental health topics include psychological stress, disorders, and treatment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development.

International Relations

Grades 10-12 **1 credit**

Prerequisite: none

International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. An understanding of U.S. foreign policy decision-making and the U.S. relationship with global policies will be studied. This course examines power, interdependence, global development, and international organizations, such as the United Nations. Participation in the Model U.N. club is strongly encouraged.

THEOLOGY

The theology department, in conjunction with campus ministry, plays a central role in Guerin Catholic's mission as a Roman Catholic diocesan high school called to offer students the opportunity to know and love the Person of Jesus Christ, His teachings, and all those called to be part of His Body, the Church. The theology curriculum provides students with a broad and unified foundation of Catholic teaching found in Sacred Scripture and Sacred Tradition, so as to understand the essentials of a Christian life lived in worship of God, love of neighbor, and personal holiness.

In order to continue to address the needs of Guerin Catholic students, the theology course of study has been reviewed and revised over the last few years. The revised theology course of study aligns with the *Doctrinal Elements of a Curriculum Framework*, published under the auspices of the United States Conference of Catholic Bishops (USCCB) in 2007.

The implementation of the new course sequence and courses offerings began in the 2014-15 school year. The revision of course sequence necessitates some grade levels taking required courses in a different sequence in order to ensure that

all students receive the core courses of the theology curriculum by their graduation. This will move all students toward full implementation of the Bishop’s Framework by the 2016-17 school year.

The *content* of theology classes in the 15-16 interim year of curriculum re-sequencing is as follows:

15-16	1st Required Theology Credit	2nd Required Theology Credit
Grade 9	Fundamentals of Catholicism OR Knowing Jesus Christ	Identity of Jesus Christ & The Blessed Trinity
Grade 10	Introduction to Sacred Scripture*	The Church
Grade 11	Moral Theology	The Church*/Full IB: TOK
Grade 12	Christian Vocation OR Advanced Senior Elective	The Church*

* Indicates out-of-sequence course

Note on The Church course: While the content will be the same for all grade levels, the teaching methods and application activities will differ as is developmentally appropriate to different grade levels.

Students still register for the theology course NUMBER that corresponds to their grade level (e.g., sophomores register for Theology 3 and Theology 4). However, 15-16 theology course content will correspond to the above table, not to the descriptions given with the course numbers below. The course descriptions below indicate the revised sequence of classes that will be implemented by the end of the next two years. The course descriptions describe the core theology curriculum that every student will take by graduation, even if not in the listed sequence.

Required Courses

Theology 1A

Fundamentals of Catholicism

Grade 9 **1 credit**

This course is designed for students whose comprehension and personal comfort in future theology classes would benefit from a systematic and positive presentation of the fundamentals of the Catholic Faith. The course gives an overview of the major beliefs that are at the heart of the Faith, with an emphasis on the existence and Revelation of God, the Bible and the relationship between the Old and New Testaments, the Person of Jesus Christ and the Paschal Mystery, and the role of grace in the believer's response of holiness to God's Revelation by the moral life and prayer.

Theology 1B

Knowing Jesus Christ: Scripture, Catholic Worldview, and Apologetics

Grade 9 **1 credit**

This course is designed to deepen and build on a previously laid foundation of the fundamentals of the Catholic Faith. The students will be led to further develop their Catholic worldview, centered on Jesus Christ and the plan of His salvation. They will be challenged to encounter the inexhaustibility of the mysteries of God revealed in Scripture and Tradition. They will reflect on the characteristics of a life of holiness made possible by grace. They will examine the relationship between faith and logic and learn an appropriate use of the apologetics method by which to explain to others the truths revealed by God.

Theology 2

Identity of Jesus Christ & The Blessed Trinity

Grade 9 **1 credit**

“The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course, students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning who He is, the students will also learn who He calls them to be.” - USCCB’s Doctrinal Elements of a Curriculum Framework

This course deepens the student's understanding of God's revelation of Himself and the human person's response of faith. The student will study the nature of the Trinity and the Incarnation of Jesus Christ, Who reveals to humanity in His words and deeds the face of God the Father and the love of God the Holy Spirit. In learning who Christ reveals

Himself to be, the student will also continue to learn about the human person's call to union with the Trinity by grace and the holiness of life that results from cooperating with the grace given by Christ.

Theology 3 (15-16)

Introduction to Sacred Scripture

Grade 10

1 credit

The purpose of this course is to give an overview of Sacred Scripture and an introduction to the basic principles of understanding and interpreting the Bible. The students will deepen their understanding of the unity between the Old and New Testaments and the plan of salvation that is prepared for in the Old Testament and fulfilled in the New Testament. By the use of typology, the student will learn how the Redemption won for us by Christ is prefigured in Old Testament persons, events, and things. The student will learn to interpret Scripture according to the four senses described in the Catechism: the literary sense of the text and three spiritual senses, so as grow in awareness of the Bible as the living Word of God through which the Father speaks to his sons and daughters in a personal manner of His merciful love.

Theology 3 (16-17)

The Paschal Mystery: The Saving Acts of Jesus Christ

Grade 10

1 credit

“The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course, students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning who He is, the students will also learn who He calls them to be.” - USCCB’s Doctrinal Elements of a Curriculum Framework

In this course, students will learn that for all eternity, God has planned for us to share in His eternal happiness and that this plan of salvation is accomplished through the Redemption Christ won for us. Students will learn that after the Fall, this Redemption is prefigured and prepared for by the covenants of the Old Testament, and that in all His words and deeds, Jesus reveals the Father's will to save us through His redeeming Passion, Death, and Resurrection. Students will deepen their understanding of what it means to respond to the grace of Redemption as a disciple of Christ and what life as a disciple entails.

Theology 4

The Church: Jesus Christ's Saving Mission Continued throughout History

Grade 10

1 credit

“The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church.” - USCCB’s Doctrinal Elements of a Curriculum Framework

The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will learn how Christ established the Church on the foundation of the Apostles and animates her with the Holy Spirit. The students will come to know that the Church is the living Body of Christ today, which has both divine and human elements. In this course, students will learn about the sacred nature of the Church and highlights of the good done by the Church for civilization throughout history, and be introduced to the Church's historical relations with non-Catholics.

Theology 5

The Moral Life: Our Response to Christ's Saving Grace

Grade 11

1 credit

“The purpose of this course is to help students understand that it is only through Christ that they can fully live out God’s plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ’s disciples.” - USCCB’s Doctrinal Elements of a Curriculum Framework

The purpose of this course is to lead students to an understanding of the human person’s desire for infinite happiness, the role of human freedom in finding happiness, the role of moral law, and the necessity of grace that enables us to live

a moral life in union with the life of Jesus Christ, so as to find happiness. Students will learn the moral concepts and precepts that point out the authentically good choices by which Christ's disciples live their lives in holiness and experience long-term happiness in this life and in the next.

Theology 6

The Liturgy & Sacraments: The Communication of Christ's Saving Grace (Full diploma IB students will take this in grade 12 in place of Social Teachings)

Grade 11 **1 credit**

"The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life." - USCCB's Doctrinal Elements of a Curriculum Framework

This course deepens the student's understanding of the liturgy and sacraments as the primary place of encounter between Jesus Christ, His Body the Church, and the individual believer, and as the primary channel through which He pours out the grace that transforms the believer into the image of the Son in relationship with the Father. The student will understand that Christian liturgy not only recalls the events that saved us but actualizes them, makes them present, and that by it, the believer is freed to begin participating in the heavenly liturgy of adoration and love that characterizes eternal life. The student will learn the necessary personal dispositions by which one accepts the transformative power of the sacraments so as to live a life of virtue and holiness in cooperation with God's grace.

Theory of Knowledge, International Baccalaureate (Required for full diploma IB students only)

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 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 objective truth that can be known with certitude.

Theology 7A

Christian Vocation: The Call to Self-Gift in Christ

Grade 12 **1 credit**

"The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. In this course, students should learn how all vocations are similar and how they differ. The course should be structured around married life, single life, priestly life, and consecrated life. Students should learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community" - USCCB's Doctrinal Elements of a Curriculum Framework

This course provides students with the opportunity for deep self-reflection and interiorization of the first vocation of every Christian, the universal call to holiness. Therefore, while fully respecting the freedom of the students, the course will discuss personal holiness and prayer as a response of love to Christ's call made possible by His grace. The students will grow in self-knowledge and deepen their understanding of how Christian friendship lived as a sincere gift of self is beneficial to their daily relationships. The student will study the different vocations of life to which they could be called to make a life-long gift of self: married life, single life for the Kingdom, priestly life, or consecrated life.

Theology 7B (Advanced Senior Elective; takes the place of Theology 7A)

The Call to Conversion & The New Evangelization: Vatican II, Bl. Paul IV, St. John Paul II, Pope Emeritus Benedict XVI, and Pope Francis

Grade 12 **1 credit**

This course examines the Holy Spirit's guidance of the Church in modern times through an in-depth study of the call to conversion and holiness, both personal and cultural, as seen in the writings of Vatican II and in the papal writings of Bl. Paul IV, St. John Paul II, Pope Emeritus Benedict XVI, and Pope Francis.

Theology 8 (Replaced by *Liturgy and Sacraments* for full diploma IB students)

Catholic Social Teachings: Living the Gospel in the World

Grade 12 **1 credit**

“The purpose of this course is to introduce students to the Church’s social teaching. In this course, students are to learn how Christ’s concern for others, especially the poor and needy, is present today in the Church’s social teaching and mission.” - USCCB’s Doctrinal Elements of a Curriculum Framework

The students will learn the laity's special vocation which they seek the kingdom of God through engagement of temporal affairs pertaining to social, political, and economic realities and learn to permeate and reconcile those realities with the demands of Christian doctrine and life, such that societal life is illuminated and ordered according to the just principles of natural law and the Gospel, for the glory of the Creator and human flourishing.

Elective Courses

Pro-Life Issues (2016-17 school year)

Grades 10, 11, 12 **1 credit**

Note: As with all Theology credits, *Pro-Life Issues* cannot be counted towards Indiana-required graduation requirements.

This course examines issues surrounding the teaching of the Catholic Church on the dignity of the human person. While the focus will be abortion as a violation of human dignity, Pro-Life Issues contextualizes it within the broader understanding of Catholic social teaching and morality. Euthanasia, contraception, infanticide, in vitro fertilization, the unjust use of the death penalty, and violations of the preferential option for the poor will be highlighted as violations of the dignity of the human person from conception until natural death. The class will also present the history, present activity, and future possibilities of advocacy within the pro-life movement. This class gives students the tools to discern how to use their talents and gifts to stand for life now, in college, and as adults.

Faith, Science, and Reason (2015-16 school year)

Grades 10, 11, 12 **1 credit**

Note: As with all Theology credits, *Faith Science, and Reason* cannot be counted towards Indiana-required graduation requirements.

This course challenges the modern perception of an apparent incompatibility between faith and science. Through a historical and theoretical examination of both areas, the course will demonstrate the unity of all truth, whether it is found in Revelation or in the "book of nature" written by the same God. By examining faith and science as complementary and interdependent fields of knowledge, the student will come to a unified view of the "faith" and "scientific" aspects of the reality in which they live, the appropriate use of the gift of reason in fields of knowledge, and a greater understanding of the unity that undergirds all academic disciplines.

Theology Independent Study

Note: Summer School only

Grades 10, 11, 12 **1 credit**

Theology Independent Study will allow students to choose the course credit from the Theology curriculum that they would like to fulfill by determining a research topic that integrates material from one of the five major course offerings: Introduction to Catholicism, Sacred Scripture, Moral Theology, Catholic Social Teaching or Church History. Students will be responsible for designing a course of study with the instructor that will include reading one to two books on the subject, reflecting on supplementary background materials and completing a formal essay and presentation on the chosen topic. This class is for students seeking credit recovery; those who want to take a Theology credit in order to open up an additional elective during the school year; or for students wanting an elective Theology in addition to the 8 credits required.

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 I 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. They will be able to successfully take the National Latin Exam.

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 introduces 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, cultural and geographic vignettes, and dialogues 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 project that utilizes 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 art, 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 healthy. Students can talk about chores and give advice. Students can talk about their future plans and make suggestions to others. They can talk about their community and how to care for the planet. Listening, speaking, writing, and reading assignments that incorporate grammar and culture in context 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 IV)

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 will be able to communicate effectively in a variety 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 will be developed through the study and use of a range of written and spoken material. Such material will range from everyday oral exchanges to print and spoken information regarding current, culturally relevant topics. The material will be chosen to enable students to develop mastery of language skills. It is not intended solely for the study of specific subject matter or content.