

*St. Theodore Guerin  
High School*



*2016-2017  
Course Offerings*

# *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

## ***BUSINESS and MARKETING***

### **Required Courses**

#### **Digital Applications and Responsibility**

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

**Prerequisite: none**

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

Digital Applications & Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills.

### **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.

## ***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 credits**

**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**

#### **Advanced Chorus (Cecilia)**

**Grades 9-12**                      **1 to 3 credits**

**Prerequisite: Intermediate Chorus or by audition**

Students will work to display mastery-level musicianship, vocal pedagogy, and sight-reading/singing in a treble-chorus setting. Intermediate Chorus provides opportunities for creating, performing, conducting, listening to, and analyzing music. As a choir, students will explore, rehearse and perform literature from a variety of musical genres. Students will work to develop the ability to understand and convey the composer's intent in order to connect the performer to the audience. As an ensemble, students participate in performance opportunities, during and outside of the school day, which support and extend the learning in the classroom.

#### **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. Students must furnish their own guitar (acoustic) and accessories.

#### **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. Students must furnish their own guitar (acoustic) and accessories.

#### **Applied Music (Ukulele I)**

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

**Prerequisite: None**

Aloha! As a new course this year, Ukulele Ensemble is a course intended for both beginners and intermediate ukulele players who have played ukulele for a while on their own. This class would assist students in getting beyond very basic skills and provide an opportunity for students to start playing in a group. Student participation will develop elements of musicianship including, but not limited to tone production, technical skills, intonation, music reading skills and analyzing music. The primary goals of this class are to keep the material as accessible, relevant, appropriately paced, and clearly explained as possible, while offering lots of encouragement and building musical community along the way. Students are required to participate in performance opportunities, outside of the school day that support and extend learning in the classroom. Students must furnish their own ukulele and accessories.

#### **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 Prior experience in a school concert band**

Intermediate Concert Band is an ensemble for all wind and percussion, instrumental musicians. Students receive large and small group instruction, along with sectionals designed to develop and refine performance skills in relation to wind band repertoire. As a band, students will explore, rehearse and perform literature from a variety of musical genres. Students will work 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 participate in performance opportunities, during and outside of the school day, which support and extend the learning in the classroom.

### **Intermediate Orchestra**

**Grades: 9-12** **1 credit (whole year)**

**Prerequisite (Grade 10-12)**

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.

### **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.

### **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.

## ***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.

#### **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



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**

**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.

### **Journalism**

**Grades 10-12**

**1 credit**

**Prerequisite: None**

Journalism is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design.

**Mass Media**  
**Grades 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 Media**

**Grades 10-12**

**1 credit (may be repeated)**

**Prerequisite: Journalism or Teacher recommendation**

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 the school yearbook, 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.



**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.

**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)**                      **3<sup>rd</sup> 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.

|                           |
|---------------------------|
| <b>MULTI-DISCIPLINARY</b> |
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**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, 1<sup>st</sup> & 3<sup>rd</sup> trimesters only**      **1 credit (may be repeated)****Prerequisite: Application process, personal transportation****Please note: Student must be available 4<sup>th</sup> and 5<sup>th</sup> 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.

**College-Entrance Preparation****Grades 10-12**                                      **1 credit****Prerequisite: Completion or concurrent enrollment with Algebra II**

College-Entrance Preparation utilizes individual student score reports from the PSAT and ACT to prepare students for the SAT, ACT and other college-based placement tests. Based on student score reports, students will receive targeted

instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. The course will encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results.

**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 Higher Level, International Baccalaureate**

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

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

This is an advanced course in biology that is similar in breadth and depth to a first year college biology class. In addition to the standard level topics, higher level students must complete study in the following topics: nucleic acids and proteins; cell respiration and photosynthesis; human reproduction; defense against infectious diseases; nerves, muscles and movement; excretion; plant science as well as additional IB topics as determined by the instructor.

**Chemistry I (Academic)**

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

**Prerequisite: Biology I and Algebra I**

Chemistry I (Academic) is a comprehensive introductory course that will help students develop a better understanding of their physical world. Students are expected and encouraged to develop critical, independent thinking skills, use technology to gather and organize data, and work collaboratively in groups. We use a modeling curriculum that follows the history of the development of the atom. Our study of chemistry will begin with the macroscopic and visible aspects of the discipline and proceed throughout the course to the atomic level. Topics covered include basic lab skills and data presentation, kinetic molecular theory and gas laws, chemical formulas and reactions, the mole concept, and multiple applications of stoichiometry. Additional topics such as periodic trends, acid-base theory, and equilibrium will be added as time permits.

**Chemistry I (Honors)**

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

**Prerequisite: Teacher recommendation**

Chemistry I (Honors) covers the same content as Chemistry I (Academic) but students will be challenged to work more independently. The rigor of coursework, lab analysis and exams is greater. The level of expectation for problem solving will also be more challenging. Students enrolled in Chemistry I (Honors) are preparing to move on to Physics I (Honors) and an I.B. Science in their junior/senior years.

**Chemistry II (Honors)**

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

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

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

**Chemistry Standard Level, International Baccalaureate**

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

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

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

**Chemistry Higher Level, International Baccalaureate**  
**Grades 11-12**                                 **4 credits**

**Prerequisite: Biology I, Chemistry I, and Algebra II (may be taken concurrently with this course) (Required grades: a B- or above in each honors science course OR an A in each academic course)**

Chemistry Higher Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students must complete additional study in nine topics: atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry.

**Integrated Chemistry-Physics**

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

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

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

**Physics I (Academic)**

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

**Prerequisite: Algebra I**

Physics I allows students to synthesize the fundamental concepts and principles concerning matter and energy. Their scientific knowledge is modeled from observation of natural phenomena and experimentation as they design and conduct investigations. Based on their data, the students analyze, evaluate and communicate the results of their investigations. In this way, they develop models of the physical world around them apply these models to solve new problems while being aware of the limitations of the models. The core topics addressed in this course include models of energy, mechanical waves, sound, light, electricity, motion, forces, and momentum. Energy is considered as a unifying thread that weaves throughout each of these topics as well as all the sciences.

**Physics I (Honors)**

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

**Co-requisite: Honors Pre-Calculus**

**Prerequisite: B+ or above in Honors Chemistry OR A in Academic Chemistry with teacher recommendation**

The concepts addressed in this honors course are the same as Academic Physics I, but the level of mathematical rigor is much greater in this honors class. Thus, the requirements for problem solving, laboratory analysis, and course exams are significantly more challenging. This honors class provides skills that are vital for success in IB science classes and is also strongly recommended for any student considering future science-related careers.

**Elective Courses**

**Biology II (Anatomy & Physiology)**

**Grade 10-12**                                 **1 credit**

**Prerequisite: Biology I, Chemistry I**

Biology II (Anatomy & Physiology) is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the structures and processes of various tissues, organs and organ systems. Emphasis will be on histology, morphology, and organization of the body as well with various physiological processes. Laboratory experiences (dissection, use of microscopes, models, and other lab equipment) will be used often to apply knowledge of various course topics.

**Biology II (Genetics & Forensics)**

**Grade 10-12**                                 **1 credit**

**Prerequisite: Biology I, Chemistry I**

Biology II is a course in which students investigate and apply concepts associated with the genetics unit

studied in Biology I. Topics such as biotechnology, genetic diseases, ethical issues, and gene manipulation will be covered. In addition, forensic topics such as crime scene investigation, fingerprint analysis and scientific problem solving methods will be addressed. Laboratory experience, discussion and small group work will be important components of the class. Current technological advances within the field of genetics will also be discussed.

### **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.

### **History Higher Level, International Baccalaureate**

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

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

IB History is a course in which the students explore topics in the history of the United States and Latin America as well as a series of topics in 20<sup>th</sup> century world history while considering questions of historiography and conducting in-depth research. The goals of this course are to help the IB student of history develop a sense of internationalism; understand the discipline of history; fulfill World Civilization and U.S. History requirements of the State of Indiana; prepare for the successful completion of exams at the end of senior year; and conduct a historical investigation. Americas topics include the U.S. Civil War, the development of modern nations (1865-1929), and the emergence of the Americas in global affairs (1880-1929). 20<sup>th</sup> century topics include: World War I in Europe, the interwar years, World War II, the rise and rule of 20<sup>th</sup> century dictators, and the Cold War, including the Korea/Vietnam conflicts.

### **Modern World Civilization (Academic)**

**Grade 12** **2 credits**

#### **Prerequisite: none**

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

### **United States Government (Academic)**

**Grade 10** **1 credit**

#### **Prerequisite: none**

#### **Also offered as an online Summer School course for sophomores or those needing credit recovery**

United States Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. They learn to understand their ability to influence policies and decisions as individuals and in groups. Related learning experiences in the school and community enable students to learn how to participate effectively in the political process. The study of United States government also offers students opportunities to develop knowledge, inquiry skills and the means to preserve and improve our constitutional democracy.

### **United States Government (Honors)**

**Grade 10** **1 credit**

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

#### **Also offered as an online Summer School course for sophomores or those needing credit recovery**

The honors curriculum for United States Government includes all of the above plus additional document-based assignments and essay writing. The honors curriculum includes the completion of a trimester project in order to begin preparing students considering the IB program.



### **United States History (Academic)**

**Grade 11** **2 credits**

**Prerequisite: none**

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

### **United States History (Honors)**

**Grade 11** **2 credits**

**Prerequisite: none**

U.S. History promotes the understanding of the nature and diversity of history and its methods and interpretation. Students develop an international awareness and understanding and the ability to use and communicate the historical knowledge of the United States. Topics include the colonial period; movements of independence; evolution of new governments; Indiana history; the opening of the West and manifest destiny; the United States Civil War, causes, courses and effects; immigration and urbanization, U.S. foreign policy in the late 19<sup>th</sup>/early 20<sup>th</sup> century; and the Gilded Age and Progressive Era. Students who take U.S. History (Honors) will complete the historical investigation in preparation for IB History SL during their senior year.

## **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.

### **Political Science**

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

**Prerequisite: U.S. Government (recommended)**

Political Science provides for a study of the processes and goals of politics; processes of government; methods by which decisions are made; and the basis of decision making. The course goes beyond the study of governmental structure and functions to include and analysis of topics such as: (1) the nature of the American party system, (2) interest groups, (3) public opinion, (4) laws which affect students, (5) reasons laws are changed, (6) due process of law, (7) legal rights, and (8) legal responsibilities. Comparative studies of governmental systems in nations other than the United States may also be included. Students will organize and moderate the Mock Presidential Election at Guerin Catholic.

### **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**

**Note: Offered alternate years as Political Science; next teaching is 17-18 school year)**

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, His Body, the Church, and each human person. 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. Courses are normally taken in the given order. Courses labeled A & B are interchangeable options for a required course in the given grade level, depending on the needs of the student. The guidance office will counsel full IB students about the order in which they take the required upperclassmen theology courses. As rising 2016-17 juniors completed the curriculum requirements for *Liturgy and Sacraments* in '14-'15, they will take *Faith and Culture* as the second required junior-level course.

### **Required Courses**

#### **9A-Fundamentals of Catholicism**

**(Fulfills the requirement for 9B)**

**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.

#### **9B-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.

### **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.

### **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.

### **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.

### **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.

**Faith & Culture ('16-'17 only)**  
**(TOK replaces this class for full IB diploma students)**

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

This course teaches students to apply their previous understanding of sacramentality to their vision and perception of the wider world's culture. They will discover how the principles of faith can permeate and transform culture to correspond to the dignity of the human person. They will develop their ability to see and analyze the symbolism found in works of art, music, film, architecture, literature and evaluate that symbolism according to principles of Christian faith.

**The Liturgy & Sacraments: The Communication of Christ's Saving Grace (beginning '17-'18)**

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

**(Also available the during the 2017 summer school term for rising juniors and seniors.)**

*"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.

**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.

**Catholic Social Teachings: Living the Gospel in the World**

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

**(Also available the during the 2016 summer school term for rising juniors and seniors.)**

*"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**

**These electives are offered on a 3-year rotation. Note: As with all Theology credits, Theology electives cannot be counted towards Indiana-required graduation requirements; in addition, theology electives are taken as supplements to the required Guerin Catholic Theology Course of Study and do not replace required theology courses.**

#### **Faith & Culture (Offered 2016-17)**

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

This course teaches students to apply their previous understanding of sacramentality to their vision and perception of the wider world's culture. They will discover how the principles of faith can permeate and transform culture to correspond to the dignity of the human person. They will develop their ability to see and analyze the symbolism found in works of art, music, film, architecture, literature and evaluate that symbolism according to principles of Christian faith.

#### **Pro-Life Issues (Offered 2017-18)**

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

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 (Offered 2018-19)**

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

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.

## ***WORLD LANGUAGES***

### **Elective Courses**

#### **Latin I**

**Grades 9-12                              2 credits**

**Prerequisite: None**

Students will be able to comprehend the Latin language understanding nouns of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> declensions. Students will comprehend readings involving verbs of all four conjugations and irregular verbs in the present, imperfect, perfect, and pluperfect tenses. Through these readings, the students will understand the social and political history of the Romans, especially during the first century A.D. Written exercises will enable the student to think critically using the correct grammar forms. The language study is presented as a medium of the great culture and literature that molded it. Students will become familiar with Latin mottoes, many which are used today, and become comfortable with short dialogues between teacher and student. The students will also know many Roman and Greek

mythological characters and the part they played in Roman religion. The students will be able to describe to their classmates a topic of Roman culture by doing a research and visual aid project. Students will become aware of the Latin roots in their own language. They will be able to successfully take the National Latin Exam.

## **Latin II**

**Grades 10-12**

**2 credits**

### **Prerequisite: Latin I**

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

## **Latin III (Honors)**

**Grades 11-12**

**2 credits**

### **Prerequisite: Latin II**

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

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

**Grades 12**

**2 credits**

### **Prerequisite: Latin III and teacher recommendation**

Latin IV continues the transition from reading facsimile to original Latin. Readings are adapted or taken wholly from original Latin texts. By reading selections from Roman authors including Catullus, Horace, and Vergil, students will gain an understanding of Roman life during the era these authors wrote. Students will understand figures of speech and meter used in Roman poetry. Students will be able to read a Latin passage with emphasis and correct dialect. By reading in English the complete twelve books of the *Aeneid*, students will know all the history and background of Vergil's epic. While translating Book 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.

## **Spanish-Language and Culture (Honors)**

**Grades 10-12**

**1 credit**

### **Prerequisite: Spanish III (H)**

The Spanish Language and Culture class is an advanced Spanish course open to students who have completed Spanish III-5 and III-6 or IB Spanish. It is a one-trimester class that will cover literature, history, geography, and culture of the Spanish-speaking world. The Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. The course engages students in an exploration of culture in both contemporary and historical contexts. It develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The class will be taught primarily in Spanish.

## **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.