

*St. Theodore Guerin  
High School*



*2023-2024  
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:** Saint Theodore Guerin High School is a diocesan Catholic school serving diverse learners, forming the whole person through faith development, excellence in academics, and student life to live out the gospel message.

**Promise Statement:** *“Love the children first, then teach them. -St. Theodore Guerin-*

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

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

Saint 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 worldview, based on the Christian concept of the human person, and in communion with the Magisterium of the Church always seeking wisdom and truth
- culture for learning that stretches students beyond what they believed possible to prepare them for college and life
- 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
- the fostering of active learning whereby students take part in the educational process enabling them to become critical thinkers and life-long learners

## **The students' commitment:**

Students at Saint Theodore Guerin High School are expected to focus on spiritual and academic growth while discerning and developing their 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
  - taking risks and not settling for the easy answer
  - advocating for learning needs
  - encouraging fellow students to push themselves academically
- work toward learning independence and self-management
- develop leadership qualities through service to others

## **The parents' commitment:**

Saint 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 directly, openly, and honestly with the school faculty and staff
- counsel their students on constructive ways to work through the challenges associated with high expectations inherent in a college-preparatory curriculum
- help their students set realistic priorities and develop self-management skills
- partner with faculty and staff in fulfilling this philosophy of education

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

	<b>Core 40</b>	<b>Core 40 with Academic Honors</b>	<b>International Baccalaureate</b>
<b>English/Language Arts</b>	<b><u>8 credits</u></b>	<b><u>8 credits</u></b>	<b><u>8 credits</u></b>
<b>Mathematics</b>	<b><u>6 credits</u></b> 2 credits Algebra I 2 credits Geometry 2 credits Algebra II	<b><u>8 credits</u></b> 2 credits Algebra I 2 credits Geometry 2 credits Algebra II 2 credits Pre-Calculus, or IB Math, or Probability & Statistics and Finite Math	<b><u>10 credits</u></b> 2 credits Algebra I 2 credits Geometry 2 credits Algebra II 4 credits IB Math SL or IB Math HL
<b>Science</b>	<b><u>6 credits</u></b> 2 credits Biology I 2 credits Chemistry I 2 credits Physics I *With approval, Integrated Chemistry/Physics may be substituted for Chemistry I or Physics I	<b><u>6 credits</u></b> 2 credits Biology I 2 credits Chemistry I 2 credits Physics I	<b><u>9-10 credits</u></b> 2 credits Biology I 2 credits Chemistry I 2 credits Physics I 3-4 credits IB Biology SL, IB Chemistry SL, IB Biology HL, or IB Chemistry HL
<b>Social Studies</b>	<b><u>6 credits</u></b> 1 credit US Government 1 credit Economics 2 credits US History 2 credits Modern World Civilization	<b><u>6 credits</u></b> 1 credit US Government 1 credit Economics 2 credits US History 2 credits Modern World Civilization	<b><u>6 credits</u></b> 1 credit US Government 1 credit Economics 4 credits IB History SL or HL
<b>Theology</b>	<b><u>8 credits</u></b>	<b><u>8 credits</u></b>	<b><u>8 credits</u></b>
<b>Directed Electives</b>	<b><u>5 credits</u></b> 1 credit Digital Applications 1 credit Fine Arts 4 credits World Language encouraged	<b><u>9-11 credits</u></b> 1 credit Digital Applications 2 credits Fine Arts 6-8 credits World Language	<b><u>9-11 credits</u></b> 1 credit Digital Applications 1 credit Fine Arts 8 credits World Language
<b>Kinesiology</b>	<b><u>3 credits</u></b>	<b><u>3 credits</u></b>	<b><u>3 credits</u></b>
<b>Electives</b>	<b><u>6 credits</u></b>	<b><u>6-8 credits</u></b>	<b><u>2-4 credits</u></b> IB Psychology, IB Business Management, IB Visual Arts, IB Computer Science, IB Music, IB Theatre, IB Film
<b>Total</b>	<b>48 credits</b>	<b>56 credits</b>	<b>56 credits</b>

## Additional Requirements for **All Diplomas**:

- Take 2 trimesters of math during the senior year (6 math credits must be earned in grades 9-12)
- Take either 2 trimesters of science or 2 trimesters of world language during the senior year
- Complete 120 service hours or 90 service hours and Senior Capstone Project
- Complete Graduation Pathways
- Be in good behavioral standing and current with financial obligations

## Additional Requirements for the **Academic Honors Diploma**:

- Have a grade point average of a “B” (3.0) or better
- Complete one of the following:
  - Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.
  - Earn an ACT composite score of 26 or higher and complete written section.
  - Earn 4 credits in 2 or more IB courses and take corresponding IB exams
  - Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list
  - Complete both of the following:
    - A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
    - Earn 2 credits in IB courses and take corresponding IB exams

## Additional Requirements for the **International Baccalaureate (IB) Diploma**:

- Complete all of the course requirements for the International Baccalaureate Diploma, including internal and external assessments for six IB courses
- Achieve the minimum point values set by the International Baccalaureate Organization on all assessments
- Complete 90 Guerin service hours and a Creativity, Action, and Service (CAS) Project, as per the International Baccalaureate Organization
- Submit an original Extended Essay
- Complete the Theory of Knowledge course

## ***BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY***

### **Required Courses**

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

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

**Prerequisite: None**

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

Digital Applications & Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or in 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: None**

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.

#### **Computer Science, Standard Level, International Baccalaureate**

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

**Prerequisite: Introduction to Computer Science**

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.

#### **Introduction to Accounting**

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

**Prerequisite: None**

Introduction to Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

#### **Introduction to Business**

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

**Prerequisite: None**

Introduction to Business 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.

**Introduction to Computer Science****Grades 10-12**                      **1 credit****Prerequisite: None**

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics. Introduction to Computer Science teaches logical thinking as a universally applicable skill in all subject areas.

**Personal Financial Responsibility****Grades 10-12**                      **1 credit****Prerequisite: None****Also offered as an online Summer School course for rising sophomores, juniors and seniors.**

Personal Financial Responsibility 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

**Sports and Entertainment Marketing****Grades 10-12**                      **1 credit****Prerequisite: None**

Sports and Entertainment Marketing 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.

## ***ENGINEERING AND TECHNOLOGY***

### **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.

## *FINE ARTS - MUSIC*

### Year-Long Ensembles

#### **GoldenVoice**

**Grades 9-12** **1 credit per year**

**Prerequisite: Audition in May of the preceding year, select members added throughout the year with special permission from the director**

GoldenVoice is an auditioned, mixed-voice concert choir that sings regularly at Guerin Catholic Masses, performs at three department concerts, and sings throughout the year for other various events. Auditions are held in May for the following school year. GoldenVoice is open to freshmen through senior boys and sophomore through senior girls. Members of GoldenVoice are in the Music Kairos, and earn 1 credit per year for involvement in this choir.

#### **Cecilia**

**Grades 9-12** **1 credit per year**

**Prerequisite: Audition in May of the preceding year, select members added throughout the year with special permission from the director**

Cecilia is an auditioned, all-girl concert choir that sings regularly at Guerin Catholic Masses, performs in three department concerts, and sings throughout the year for other various events. Auditions are open throughout the school year by contacting the director. Members of Cecilia are in the Music Kairos, and earn 1 credit per year for involvement in this choir.

#### **Sounds of Providence**

**Grades 9-12** **1 credit per trimester**

**Prerequisite: Audition in May of the preceding year**

Sounds of Providence is a select, auditioned chamber choir that sings regularly at Guerin Catholic Masses, performs at concerts including department concerts, and sings frequently throughout the year for other various school and community events. Auditions are held in May for the following year. Auditions are held in May for the following school year. Members of Sounds of Providence are in the Music Kairos, and earn 1 credit per trimester for involvement in this choir. This class meets during zero period on Monday, Tuesday, Thursday, and Friday mornings.

#### **String Orchestra**

**Grades 9-12** **1 credit per trimester**

**Prerequisite: Audition in May of the preceding year, select members added throughout the year with special permission from the director**

String Orchestra is an auditioned, string ensemble that plays regularly throughout the year at Guerin Catholic Masses, three department concerts, and other various community events. Members of this ensemble should have prior experience on violin, viola, cello, or string bass. This class meets during zero period on Monday, Tuesday, Thursday, and Friday mornings.

#### **Wind Symphony**

**Grades 9-12** **1 credit per trimester**

**Prerequisite: Audition in May of the preceding year, select members added throughout the year with special permission from the director**

Wind Symphony is an auditioned band ensemble that plays the most advanced literature for bands performing in Group I at the ISSMA Concert Band State Qualifying contest. Students perform regularly throughout the year at Guerin Catholic Masses, three departmental concerts, and other various community events. This class provides students with a balanced, comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. This performance ensemble is open to students in grades 9 - 12 who play woodwind, brass, bass guitar/string bass, or percussion instruments. The primary goal of this course is to teach students authentic, performance-based musical skills. The curriculum also includes but is not limited to: pep band performances throughout the fall football season, concerts throughout the academic year, ISSMA organized performances such as ISSMA State Qualification Contest, and participation in the ISSMA solo and ensemble, performances at community related events as well as school related events such as parades, pep sessions and commencement ceremonies. Away/overnight trips are possible. The Wind Symphony includes a pep band requirement unless a student has a valid conflict with the pep band season, such as a GCHS fall sport. Students that are unable to participate in the pep band due to a valid conflict are still eligible for this course, but are excused from pep band commitments.



## Beginner Elective Courses

### **Guitar**

**Grades 9-12**

**1 credit**

**Prerequisite: None, no prior musical experience necessary**

This course is designed to teach students the fundamentals of music through the study of acoustic or electric guitar. Students will learn technique, chords, notation, and ensemble skills. Students taking this course are provided with a balanced comprehensive study of guitar ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Student participation will develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature as pertaining to guitar ensemble and solo literature. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students must perform, with expression and technical accuracy, a large and varied repertoire of guitar ensemble and solo literature that is developmentally appropriate. Evaluation of music and music performances is included. It is strongly recommended to have your own acoustic or electric guitar. Acoustic guitars owned by the school are available upon request.

### **Piano I**

**Grades 9-12**

**1 credit**

**Prerequisite: None, no prior musical experience necessary**

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 online level-one theory course. Assessment is based on performance accuracy and theoretical understanding.

### **Ukulele**

**Grades 9-12**

**1 credit**

**Prerequisite: None, no prior musical experience necessary**

**Please note: Students must provide their own ukulele to participate in this course.**

Aloha! Ukulele Ensemble is a course intended for beginner ukulele players who have played ukulele for a while on their own. This class would assist students in getting beyond very basic musicianship 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.

## Intermediate Elective Courses

### **Intermediate Chorus**

**Grades 9-12**

**1 credit**

**Prerequisite: None, no prior musical experience necessary**

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 Wind Symphony**

**Grades: 9-12**                      **1 credit**

**Prerequisite: None, Prior experience in a school concert band preferred**

Intermediate Wind Symphony 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 instrumental pedagogy but even more so in an instrumental context. Students participate in performance opportunities, during and outside of the school day, which support and extend the learning in the classroom. Students in this class are encouraged, but not required, to audition for the Wind Symphony as well.

### **Intermediate String Orchestra**

**Grades: 9-12**                      **1 credits**

**Prerequisite: None, Prior experience with an orchestral instrument preferred**

Intermediate String Orchestra is an ensemble for violin, viola, cello, and upright bass players. Students receive large and small group instruction, along with sectionals designed to develop and refine performance skills in relation to orchestra repertoire. As an orchestra, 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 instrumental pedagogy but even more so in an instrumental context. Students participate in performance opportunities, during and outside of the school day, which support and extend the learning in the classroom. Students in this class are encouraged, but not required, to audition for the String Orchestra year-long ensemble as well.

### **Modern Rock Band**

**Grades 10-12**                      **1-3 credits**

**Prerequisite: Prior instrument or singing experience**

Modern Band is a course designed for emerging musicians that want to improve their ability to develop the skills necessary to play in a multigenre cover band with others. Vocalists, guitarists, keyboardists, percussionists and others are welcome. Students will learn to better read music (notation and tablature) in multiple genres, collaborate with other musicians, emulate master performers, live sound, song creation and performance in a final gig or live show. Modern Band is designed for students that have the ability to play their instrument independent of teacher instruction prior to enrolling. Students wanting to join House Band should consider taking this course first.

### **Music Theory and Composition**

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

**Prerequisite: Experience singing or playing any instrument**

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.

### **Percussion Ensemble**

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

**Prerequisite: Prior instrument or singing experience**

This ensemble develops performance skills and provides students with a balanced comprehensive study of music through the percussion (melodic and non-melodic) and rhythm instruments such as piano, bass and guitar. The focus of this course is to provide percussion specific techniques, experiences and is designed for beginning to advanced percussionists.

### **Piano II**

**Grades 9-12**                      **1 credit**

**Prerequisite: Piano I, placement test or teacher recommendation**

Piano II is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform

with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles, and make interpretive decisions.

### **Songwriting & Production**

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

**Prerequisite: Experience in any Guerin Catholic ensemble or music class**

In this class, students will write, record, and produce original music individually and with their classmates. We will learn the basics of lyric writing and songwriting. We will use industry-standard technology to record, produce, and master our songs. Students should have basic knowledge of a chord-playing instrument (i.e. ukulele, guitar, piano), and should be willing to learn more chords as needed. This is an excellent class for students who have taken ukulele, guitar, or piano.

## Advanced Elective Courses

### **House Band**

**Grades: 10-12** **1-4 credits**

**Prerequisite: Application/Audition Process, Modern Rock Band encouraged**

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 and wind 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.

### **Saint Theodora's Jazz Orchestra**

**Grades 10-12** **1-3 credits**

**Prerequisite: Experience in any Guerin Catholic ensemble or music class**

A traditional "big band" and is open to students who play saxophone, trumpet, trombone, piano, bass, drums and guitar who have adequately developed technique on their instrument and are interested in performing jazz and popular music. The classes dig into many genres including swing, rock, funk, and latin styles. Literature for this ensemble will be selected from the standard "big band" and contemporary repertoire. Intervals, chord structure, chord progressions and improvisation will be studied. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Students are provided with opportunities to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, 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. This group participates in ISSMA Jazz Festival each spring. Jazz is a uniquely American art form, and GCHS Jazz students seek to preserve and perform it at its highest level!

### **Voice Studio**

**Grades 10-12** **1-2 credits**

**Prerequisite: Application & interview process**

Students enrolled in Voice Studio will be able to explain their vocal mechanism, improve and understand vocal technique, and will show growth in sight-singing. Students will also sing music from many different genres, and learn to choose the music that best suits their voice. They will respond to others in the class and grow in competence of how to solve basic vocal issues. The ideal candidate for this class would be at an intermediate or advanced level of singing, looking for further challenge as a vocalist. Most importantly, students will nourish their God-given singing gifts in order to better praise their Creator.

## International Baccalaureate Elective Courses

**Music Standard Level, International Baccalaureate****Grades 11-12**                      **2 credits****Prerequisite: Music Theory and Composition I or permission of the instructor**

Music Standard Level is a course designed by the International Baccalaureate Organization. This practical course fosters students' musicianship and shapes their musical identities as researchers, creators and performers. Throughout the music course, students at SL and HL will engage with diverse musical materials, understand and practice exploring, experimenting and presenting music, and develop skills and competencies and researchers, creators, and performers.

**Music Higher Level, International Baccalaureate****Grades 11-12**                      **4 credits****Prerequisite: Music Theory and Composition I or permission of the instructor**

Music Higher Level is a course designed by the International Baccalaureate Organization. This practical course fosters students' musicianship and shapes their musical identities as researchers, creators and performers. Throughout the music course, students at SL and HL will engage with diverse musical materials, understand and practice exploring, experimenting and presenting music, and develop skills and competencies and researchers, creators, and performers. Students at the Higher Level plan and create a music project that is rooted in the learning of the course and inspired by real-life practices of music-making.

## *FINE ARTS - THEATRE & FILM*

### Elective Courses

**Theatre Arts****Grades 9-12**                      **1 credit****Prerequisite: None**

Students will begin to explore and develop an understanding of theatre and 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.

**Theatre Standard Level, International Baccalaureate****Grades 11-12**                      **2 credits****Prerequisite: None**

This course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover, and collaborate to become autonomous, informed, and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting, and critically reflecting on theatre, they gain a richer understanding of themselves, their community, and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place, and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

**Theatre Higher Level, International Baccalaureate****Grades 11-12**                      **4 credits****Prerequisite: None**

This course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover, and collaborate to become autonomous, informed, and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting, and critically reflecting on theatre, they gain a richer understanding of

themselves, their community, and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place, and culture, promoting international-mindedness and an appreciation of the diversity of theatre. At the Higher Level, students will additionally research and examine the various contexts of at least one theatre theorist.

**Film Standard Level, International Baccalaureate**

**Grades 11-12**

**2 credits**

**Prerequisite: None**

This film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film.

**Film Higher Level, International Baccalaureate**

**Grades 11-12**

**4 credits**

**Prerequisite: None**

This film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical, and global perspectives in film. They examine concepts, theories, practices, and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis, and the imaginative synthesis through practical engagement in the art, craft, and study of film. HL students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfill shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.

## ***FINE ARTS - VISUAL***

### **Elective Courses**

**Ceramics I**

**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, slip cast, and wheel projects), they will reflect upon the outcomes of those experiences, explore historical connections, and find a direct correlation to other disciplines.

**Ceramics II**

**Grades 10-12**

**1 credit**

**Prerequisite: Ceramics 1**

Students taking Ceramics II engage in individualized learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high-quality clay works of art. The class is very student-driven with students choosing what type of projects they would like to do and proposing them to the teacher before production takes place while also making a ceramic tabletop and chess set. 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 a direct correlation to other disciplines.

**Digital Design****Grades 10-12****1 credit****Prerequisite: Intro to 2D Art**

Students taking Digital Design will learn various Adobe Suite programs (including but not limited to Adobe Photoshop, Adobe Illustrator, Adobe Lightroom) to create/alter their own images, as well as engage in sequential learning that encompasses art history, art criticism, aesthetics, & production. The class is student-driven & allows students to make creative choices in their projects & propose them to the teacher. In addition to experimenting with digitized imagery, computer animation, 3D printing, & web design, they will reflect upon the outcomes of their experiences, explore cultural & historical connections, & relate their work to other disciplines. They will also participate in class critiques to reflect upon/refine work, explore connections, relate their work to other disciplines, & grow in their 21st century skills.

**Drawing I****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 drawings. In addition to students experimenting with a wide range of drawing mediums (which include graphite, charcoal, ballpoint pen, pastel, oil pastel, and colored pencil) and techniques, they will reflect upon the outcomes of those experiences, explore historical connections, and find a direct correlation to other disciplines.

**Drawing II****Grades 10-12****1 credit****Prerequisite: Drawing I**

Students taking Drawing II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high-quality drawings. In addition to students experimenting with a wide range of drawing mediums (which include graphite, 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 a direct correlation to other disciplines.

**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 a direct correlation to other disciplines, and explore career options in visual art. Students will also explore additional materials and subject matter through a weekly sketchbook.

**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 a direct correlation to other disciplines, and explore career options in visual art. Students will also explore additional materials and subject matter through a weekly sketchbook.

**Painting I****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, watercolor pencils, acrylic, liquid watercolor, oil, spray paint, and mixed media) and techniques, they will reflect upon the outcomes of those experiences, explore historical connections, and find a direct correlation to other disciplines.

**Painting II****Grades 10-12****1 credit****Prerequisite: Painting I**

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

**Photography****Grades 10-12****1 credit****Prerequisite: Intro to 2D Art**

Students taking Photography will be learning the basics and the advanced nature of digital photography on their phones and/or with a DSLR camera (however not required). Photo sessions will happen both in class and on location to get the best possible shots to take photography to the next level. Students will be learning and using Adobe Photoshop and Adobe Lightroom to do post-photo session manipulation and will be using a professional photography standard digital printer to get the perfect printed portfolio quality work. Through both individual and class critique processes, students will also be reflecting upon and refining their work to create a professional online portfolio.

**Sculpture I****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 with 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 a direct correlation to other disciplines. Students also use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning.

**Sculpture II****Grades 10-12****1 credit****Prerequisite: Sculpture I**

Students taking Sculpture II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high quality realistic and abstract works (some from life). The class is very student-driven with students choosing what type of projects they would like to do 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.

**Stained Glass I****Grades 10-12****1 credit****Prerequisite: Intro to 2D or 3D Art**

Students taking Stained Glass will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high-quality 3D glass works of art. In addition to students experimenting with a wide range of techniques, they will reflect upon the outcomes of those experiences, explore historical connections, find direct correlation to other disciplines and our faith, and explore career options in visual art. Students will utilize the resources of Kokomo Opalescent Glass, various Catholic churches, art museums, and introduction to art-related careers.

## **Stained Glass II**

**Grades 10-12**

**1 credit**

**Prerequisite: Stained Glass I**

Students taking Stained Glass II will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production that lead to the creation of high-quality 3D glass works of art (some from life). The class is more student-driven, expressive, and self-reflective than Stained Glass I. In addition to students experimenting with a wide range of techniques, they will reflect upon the outcomes of those experiences, explore historical connections, find direct correlation to other disciplines and our faith, and explore career options in visual art. Students will utilize the resources of Kokomo Opalescent Glass, various Catholic churches, art museums, and an introduction to art-related careers.

## **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 for at least two of the three art making forms: two-dimensional, three-dimensional, and digital media. Students are required to document their work to encourage adventurous and critical personal investigation in a working journal, containing both visual and verbal information, including records of exhibitions visited, consideration of the visual arts of other cultures, the historical context of artworks being studied, and references to the student's own studio practice. Students will also set-up and exhibit their own artwork at the end of the two trimesters. At the standard level, students will have three areas of study - 20% comparative study, 40% process portfolio, and 40% exhibition/project based work.

## **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. 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 for all three art making forms: two-dimensional, three-dimensional, and digital media. Students are required to document their work to encourage adventurous and critical personal investigation in a working journal, containing both visual and verbal information, including records of exhibitions visited, consideration of the visual arts of other cultures, the historical context of artworks being studied, and references to the student's own studio practice. Students will also set-up and exhibit their own artwork at the end of the four trimesters. At the higher level, students will have three areas of study - 20% comparative study, 40% process portfolio, and 40% exhibition/project based work.

# ***HEALTH AND PHYSICAL EDUCATION (KINESIOLOGY)***

## **Required Courses**

**Kinesiology I**

**Grade 9**

**Trimester 1**

**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.

### **Kinesiology II**

**Grades 9-10**

**Trimester 2**

**1 credit**

#### **Prerequisite: Kinesiology I**

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.

### **Kinesiology III**

**Grades 9-10**

**Trimester 3**

**1 credit**

#### **Prerequisite: Kinesiology I & II**

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 (cardiorespiratory 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, and 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.

### **Fitness and Recreation**

**Grades 10-12**

**1 credit**

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

This course is designed for any student who is interested in participating in daily physical activity in a fun, non-threatening environment. All aspects of the six components of health (physical, emotional, mental, environment, spiritual and social) will be incorporated into the course; however, the primary focus will be on the physical and social dimensions of wellness. The course will include 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.

## **Strength and Conditioning**

**Grades 9-12**

**1 credit**

**Prerequisite: Kinesiology I & 2 or Department recommendation; IHSAA athletic physical on file with athletic department**

**Note: May be taken 1x freshman year, 2x sophomore, junior, 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**

**Grade 9**

**2 credits**

**Prerequisite: None**

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. 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: School 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. 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 standard section (with a few exceptions). 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.

#### **English 10**

**Grade 10**

**2 credits**

**Prerequisite: English 9**

English 10 builds upon skills acquired and practiced in 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: Honors English 9 or school counselor approval**

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

**Language A: Literature, Standard Level, International Baccalaureate****Grades 11-12 4 credits****Prerequisite: English 10**

English A: Literature, Standard Level, is a course based on the content established by the International Baccalaureate Organization. This course is organized into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration (“readers, writers, texts,” “time and space,” “intertextuality: connecting texts”) of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms, and time periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism. The study of literary works in context is emphasized, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation. For all of the works covered, global issues will be discussed and analyzed for connections. There are three required IB assessments that are evaluated (internally and externally) in order to determine the student’s IB grade.

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

English A: Literature, Higher Level, is a course based on the content established by the International Baccalaureate Organization. Students enrolled in IB English: Literature will develop their powers of expression in both oral and written communication by using the skills involved in writing and speaking in a variety of styles and situations. Works studied are chosen from a broad list of prescribed authors and works representing different literary periods and genres. The course is assessed through both oral and written examinations that allow students to demonstrate individual language skills, the ability to critically analyze and comment upon familiar and unfamiliar texts, and the ability to express a personal and independent response to literature. Literature studied for this course covers fiction (general and historical), drama (translated from original language to English), poetry, and memoir. Required IB Higher Level assessments include the following: Written Assignment at the junior level, Individual Oral Commentary and Discussion at the senior level, and IB Higher Level tests--Paper I and Paper II--in May of senior year.

**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.

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

Student Media, a course based on the High School Journalism Standards and the Student Media Standards. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other 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. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

## ***MATHEMATICS***

**Algebra I****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. Quadratic equations are solved by graphing, completing the square, and the quadratic formula. The course concludes learning statistics.

**Algebra I (Honors)****Grade 9** **2 credits****Prerequisite: School counselor approval**

Honors Algebra I students are expected to master the same standards of standard Algebra I 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****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. Laws of exponents and radicals are extended through the introduction of rational exponents and complex numbers. Students will investigate arithmetic and geometric sequences, series, probability and statistics

**Algebra II (Honors)****Grades 9-12** **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 to 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****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****Grades 10-11** **2 credits****Prerequisite: Algebra I**

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 I and school counselor approval**

Honors Geometry students will master the same standards of the standard Geometry 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**                      **2-4 credits****Prerequisite: 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; 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 II & Trigonometry (H)**

Mathematics Higher Level 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****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 (Honors)****Grades 12**                              **2 credits****Prerequisite: Algebra II Honors**

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, sequences and series, and logarithms and exponents. Emphasis is on problem-solving techniques, relationships between mathematics, and other fields of study. Students complete projects that utilize the topics being taught. Extensive use of technology with the graphing calculator and computer is utilized during the course.

**Probability and Statistics****Grade 11-12**                      **1 credit****Prerequisite: Algebra II**

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

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 in 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.

## **MULTIDISCIPLINARY**

### **Elective Courses**

**Essential Skills Development****Grades 9-12**                      **1-3 credits****Prerequisite: School counselor approval**

Essential Skills Development is a multidisciplinary course that provides students continuing opportunities to develop the essential skills that are necessary for high school coursework 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**                      **2-4 credits****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 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 classwork 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. **Students taking this course may be eligible for dual credit through Ivy Tech.**

### **Career Exploration Internship**

**Grades 11-12**                      **2-4 credits**

**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**

The *Career Exploration Internship* course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

### **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 other relevant assessment data 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.

### **Farming and Food Justice**

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

**Prerequisite: None**

Farming and Food Justice is a practicum-based course for Guerin Catholic's school farm, which invites students and the community into ecological education, sustainable food systems, and food justice. Students can expect to do hands-on farm work while learning the theological, ecological, scientific, and business basics that underlie running a small vegetable farm. The course will emphasize Christian teachings like care for creation, preferential option for the poor and vulnerable, solidarity, and the dignity of human work. Most class periods will be spent outside on the Farm in nature's classroom, working in the soil and growing delicious food.

## ***SCIENCE***

### **Required Courses**

#### **Biology I**

**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: School 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.



**Biology Standard Level, International Baccalaureate****Grades 11-12****3 credits****Prerequisite: Biology I, Chemistry I, and Physics I**

Biology Standard Level is a life science course established by the International Baccalaureate Organization. In Diploma Programme biology, it is hoped that students will acquire a body of facts and at the same time develop a broad, general understanding of the principles of the subject. There are four basic biological concepts that run throughout the course: structure and function; universality versus diversity; 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: an A in each science course or a B- or above in each honors science 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****Grades 10-11****2 credits****Prerequisite: Biology I and Algebra I**

Chemistry I 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: School counselor approval**

Chemistry I (Honors) covers the same content as the standard Chemistry I course 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 IB science in their junior/senior years.

**Chemistry Standard Level, International Baccalaureate****Grades 11-12****3 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: an A in each science course or a B- or above in each honors science 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: School counselor approval 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**

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

**Prerequisite: Algebra 1**

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 and 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 11-12** **2 credits**

**Prerequisite: Chemistry I (Required grades: A in Chemistry or B+ or above in Honors Chemistry)**

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**

### **Anatomy & Physiology (Honors)**

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

**Prerequisite: Biology I, Chemistry I**

Anatomy & Physiology is an advanced science elective course in which students investigate and apply concepts associated with Human Anatomy and Physiology. Concepts covered include the structure and function of the various tissues, organs and organ systems of the human body. Emphasis will be on the Gross & Microscopic Anatomy as well as the normal Physiological processes of the organ systems. Some Pathophysiology will be included to help reinforce an understanding of normal function vs common disease states in the organ systems of the body. Laboratory experiences will be used to apply knowledge of various course topics. This course will help to prepare students planning to pursue a career in the medical field.

### **Biology II (Honors)**

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

**Prerequisite: Biology I, Chemistry I**

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 an introduction for IB Biology Standard Level.

**Chemistry II (Honors)****Grade 12** **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 2 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 an introduction to IB Chemistry Standard Level.

**Environmental Science (Honors)****Grade 12** **1-2 credits****Prerequisite: None**

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, physics and social studies. Many key concepts from previous science courses are reinforced and applied to the study of environmental systems. A goal of the course is for students to develop a stronger appreciation for the environment and an awareness of the role humans have in it. Good stewardship of resources is emphasized throughout the course. Topics studied include ecological systems, resource use, energy, pollution, climate change, biodiversity, conservation and sustainability. Students will also further their development in laboratory skills such as measuring, predicting, collecting data, and analyzing data.

**Physics II (Engineering) (Honors)****Grade 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****Grade 10** **1 credit****Prerequisite: None****Also offered as an online Summer School course for sophomores or those needing credit recovery.**

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

**Economics (Honors)****Grade 10** **1 credit****Prerequisite: None****Also offered as an online Summer School course for sophomores or those needing credit recovery.**

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

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

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

**Prerequisite: Government & Economics**

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.

### **History Standard Level, International Baccalaureate**

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

**Prerequisite: Government & Economics**

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.

U.S. 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. Topics of the 20<sup>th</sup> century 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**

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

**Prerequisite: None**

Modern World Civilization provides an in-depth look at key 20<sup>th</sup> century world events. The course focuses on major world wars, dictators, the Cold War, and modern American topics. In particular, the course examines: World Wars I and II; the Russian Revolution, Lenin and Stalin; the Great Depression; the interwar dictatorships of Mussolini and Hitler; the early Cold War in the US; Korean and Vietnam Wars; American social movements of the 1960s; foreign policy in the later years of the Cold War; and the fall of Communism. 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**

**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 the 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: None**

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

The honors curriculum for the 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**

**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.

## **Elective Courses**

### **Criminal Justice**

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

**Prerequisite: U.S. Government**

Criminal Justice provides an opportunity for students to get a survey of the US criminal justice system. Topics will include crime in America, law enforcement, criminal evidence and court procedure, careers in law enforcement, as well as the corrections system. This course will also examine the constitutional protections of the accused, Catholic perspectives on crime and criminal justice, such as the death penalty and “right to die” life end decisions. Students will also study criminal cases and current event topics.

### **Ethnic Studies**

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

**Prerequisite: None**

**Note: This course may be taken through Indiana Online Academy as an additional course for one trimester, giving students a six-course workload instead of five. The cost of course enrollment is determined by the Indiana Online Academy.**

Ethnic Studies provides opportunities to broaden students’ perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

### **Indiana Studies**

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

**Prerequisite: None**

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

**International Relations (Offered 2023-2024)****Grades 10-12** 1 credit**Prerequisite: None****Note: Offered alternate years as Political Science**

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.

**Law Education****Grades 10-12** 1 credit**Prerequisite: U.S. Government (recommended)**

Law Education provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem solving skills. Case studies, field trips, simulations, and mock trials will be used in this course whenever feasible. Students are encouraged to participate in Mock Trial while enrolled in this course.

**Political Science (Offered 2024-2025)****Grades 10-12** 1 credit**Prerequisite: U.S. Government (recommended)****Note: Offered alternate years as International Relations**

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 lifespan approach to physical, cognitive, language, emotional, social, and moral development.

**Psychology, Standard Level, International Baccalaureate****Grades 11-12** 2 credits**Prerequisite: None**

The IB Psychology Standard Level course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry. Students will also develop research and writing skills to carry out an experimental study.

**World History and Civilization**

**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.

## ***THEOLOGY***

### **Required Courses**

#### **Theology 1 Introduction to the Human Person and Catholicism**

**Grade 9**

**1 credit**

This course is designed for both students whose personal comfort in future theology classes would benefit from a systematic presentation of the fundamentals of the Catholic faith as well as those who already have this foundation. The course is designed to help present and convince all students of the truth about the compatibility between faith and reason. The students are introduced both to Catholic anthropology and a study of divine revelation, with special attention to the development of prayer through reading the Sacred Scriptures, as well as deeper and more meaningful participation at the Holy Sacrifice of the Mass in order to encounter the person of Jesus Christ. This course also introduces the students to the subsequent Theology classes that they will take through an overview of topics such as the sacraments and morality with attention to a reliance on God's grace as well as the dignity of the human person's free response to God's invitation to holiness.

#### **Theology 2 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 two greatest mysteries of our faith: the Blessed Trinity and the Incarnation of Jesus Christ, Who reveals in His words and deeds the face of God the Father and the love of God the Holy Spirit. In learning who Christ reveals Himself to be, the student will also continue to learn about the human person's call to union with the Trinity by grace and the holiness of life that results from cooperating with the grace given by Christ.

#### **Theology 3 The Paschal Mystery**

**Grade 10**

**1 credit**

*“The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.” - USCCB's Doctrinal Elements of a Curriculum Framework*

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

## **Theology 4 Church 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 most fully. They will learn how Christ established the Church on the foundation of the Apostles and animates her with the Holy Spirit. They will develop a Christian perspective of history based on providence rather than fate, seeing the Holy Spirit at work in the story of the Church. The students will come to know that the Church is the living Body of Christ today, which like Christ her head, has both divine and human elements. In this course, students will learn about the role of the Catholic Church in building civilization, developing culture, performing charitable works, and leading to the flourishing of the human person throughout history.

## **Theology 5 Moral Theology**

**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*

In this course, students will develop an understanding of the human person’s desire for infinite happiness, the role of human freedom in finding happiness, the role of moral law, and the necessity of grace that enables us to live a moral life in union with the life of Jesus Christ, so as to find happiness. Students will learn the moral concepts and precepts that point out the authentically good choices by which Christ’s disciples live their lives in holiness and experience long-term happiness in this life and in the next.

## **Theology 6 The Liturgy and Sacraments**

**Grade 11**

**1 credit**

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

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

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

**Grade 11-12**

**2 credits**

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

## **Theology 7 Christian Vocation**



**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: marriage, priesthood, or religious life.

**Theology 8 Catholic Social Teaching****Grade 12****1 credit**

**Also offered as a blended Summer School course to rising juniors and seniors or those needing credit recovery.**

*“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*

This course pays special attention to the vocation of the laity to seek the kingdom of God through engagement in temporal affairs. Students will learn how a Christian vision of justice and love can inform our contemporary social, political, and economic realities, for the glory of God and the sake of human flourishing. This course is specifically interested in applying moral principles to society and focuses on each of the principles of Catholic social teaching: the life and dignity of the human person; the call to family, community, and participation; rights and responsibilities; option for the poor and vulnerable; the dignity of work and the rights of workers; solidarity; and care for God’s creation. **Students taking this course may be eligible for dual credit through Marian University.**

**Elective Courses**

**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.**

**Bioethics & Dignity of Life (Offered 2023-2024)****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 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 & Culture (Offered 2025-2026)****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.

**Faith, Science, and Reason (Offered 2024-2025)****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.

**Philosophy****Grades 11, 12** **1 credit**

To allow students to grapple with the greatest thinkers of all times on classic themes like how we gain knowledge, freedom, politics, justice, beauty, ethics, the existence of God, and religion, all through the lens of how these ideas affect our understanding of the human person. We will discover the logic and validity of Catholic anthropology, learning how to analyze and evaluate arguments against it. Ideas never remain as just ideas. They always become embodied in culture and personal lifestyles. Students will learn to think critically about the ideas that have shaped our current society as well as their own lives. In doing so, they will be able to rethink their own perspectives while being able to better understand the perspectives of others, all in hopes that they might become the thinkers that shape the world of tomorrow. **Students taking this course may be eligible for dual credit through Ivy Tech.**

## ***WORLD LANGUAGES***

### **Elective Courses**

**French I****Grades 9-12** **2 credits****Prerequisite: None**

French I introduces students to effective strategies for beginning French language learning and to various aspects of French-speaking culture. This course encourages interpersonal and interpretive communication through speaking, writing, reading and listening activities. Students who complete French I successfully can describe in French using memorized lists and short sentences in the present tense. Additionally, students will examine the products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) of French-speaking culture.

**French II****Grades 9-12** **2 credits****Prerequisite: French 1**

French II reviews and builds upon the topics and skills developed in French I so that students will be able to speak and write in French in expanded contexts and become more self-directed and confident in using French in everyday situations. This course encourages interpersonal and interpretive communication through speaking, writing, reading and listening activities. Students who complete French II successfully can describe in French using lists, short sentences, transition words and simple paragraphs. They will be able to use contextual clues to infer meaning and to comprehend longer written and oral directions. Additionally, students will continue to learn about the products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) of French-speaking culture.

**French III (Honors)**

## **Grades 10-12**

### **Prerequisite: French II**

French III reviews and builds upon the topics and skills developed in French II so that students will be able to speak and write the language in a greater variety of contexts and become increasingly more self-directed and confident in using French in everyday situations. This course encourages further development of interpersonal and interpretive communication through more advanced speaking, writing, reading and listening activities. Students who complete French III successfully can participate in spoken and written communication by creating sentences and paragraphs of greater complexity relating to a wider range of topics. Additionally, students will deepen their understanding of the products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) of French-speaking culture.

## **IB French SL**

**Grade 11-12**

**2 credits**

### **Prerequisite: French III**

IB French, Standard Level is a world language course established by the International Baccalaureate Organization. The primary focus of the course is on language acquisition and development of interpersonal and interpretive communication skills through exposure to a range of written and spoken material, such as oral exchanges and print information regarding current culturally and globally relevant topics. Students who successfully complete IB French SL can participate in spoken and written communication of increasing complexity across various time frames, ask a variety of questions, make comparisons, express opinions and synthesize information successfully in French. Students will deepen their understanding of Francophone cultures by exploring their products (e.g., art, books, music, laws, conventions, institutions); practices (patterns of social interactions); and perspectives (values, attitudes, and assumptions).

## **Latin I**

**Grades 9-12**

**2 credits**

### **Prerequisite: None**

Latin I introduces students to the basic grammar and vocabulary of Latin. In addition to developing a firm, grammatical foundation for all other levels of Latin, students will begin exploring the history, culture, and mythology of the ancient Romans. They will dive into the wisdom of the ancients through authentic literature and come to appreciate the influences of the ancient world on the modern, especially through some of the world's great works of art, and through unique projects, they will attempt to draw closer to life in the ancient world. Students will also grow in their faith through daily interactions with Latin Scripture.

## **Latin II**

**Grades 9-12**

**2 credits**

### **Prerequisite: Latin I**

Latin II completes the core grammar of Latin. Students will develop mastery of their linguistic skills by reading authentic, Roman-authored literature, which may include selections from the history of Livy, the commentaries of Caesar, and the Latin translation of Homer's *Iliad*. Students will begin composition in Latin and will expand their knowledge of the ancient world through an introduction to ancient Greek. A key project will see them applying their knowledge of the ancient world to address problems faced by the Roman army. This project will help students develop skills of research and application core to the IB philosophy. They will also continue to grow in their faith through daily interactions with Latin Scripture and through a deeper look at famous Latin hymns.

## **Latin III (Honors)**

**Grades 10-12**

**2 credits**

### **Prerequisite: Latin II**

Latin III gives students the opportunity to use what they have mastered in the first two levels by exploring deeply works of history, law, philosophy, and poetry. Authors may include Eutropius, Cicero, Sallust, Seneca, Vergil, Catullus, and Horace. As in other levels, students will have the opportunity to connect more closely with the ancient world through unique projects, which may involve spoken Latin and medieval calligraphy. Students in Latin III will continue to grow in their faith through daily interactions with Latin Scripture and through exploring works from writers such as St. Augustine, St. Anselm, and St. Aquinas. Students completing Latin III will be well prepared for IB Latin the following year.

**IB Latin SL****Grades 11-12****2 credits****Prerequisite: Latin III**

The IB Latin curriculum will follow the IB Standard Level syllabus. This will see students reading selections from the poetry of Vergil, Ovid, Catullus, and Horace. In addition to preparing for exams on those authors and the required Internal Assessment, they will explore the influences of these seminal authors throughout the ages and will also compose written works of their own in Latin. As in the other years, students will continue to grow in their faith through daily interactions with Latin Scripture and by examining the classical works of literature from a Christian perspective.

**Spanish I****Grades 9-12****2 credits****Prerequisite: None**

Spanish I introduces students to effective strategies for beginning Spanish language learning and to various aspects of Spanish-speaking cultures. This course encourages interpersonal and interpretive communication through speaking, writing, reading and listening activities. Students who complete Spanish I successfully can describe in Spanish using memorized lists and short sentences in the present tense. Additionally, students will examine the products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) of Spanish-speaking cultures.

**Spanish II****Grades 10-12****2 credits****Prerequisite: Spanish I**

Spanish II reviews and builds upon the topics and skills developed in Spanish I so that students will be able to speak and write in Spanish in expanded contexts and become more self-directed and confident in using Spanish in everyday situations. This course encourages interpersonal and interpretive communication through speaking, writing, reading and listening activities. Students who complete Spanish II successfully can describe in Spanish using lists, short sentences, transition words and simple paragraphs. They will be able to use contextual clues to infer meaning and to comprehend longer written and oral directions. Additionally, students will continue to learn about the products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) of Spanish-speaking cultures.

**Spanish III (Honors)****Grades 11-12****2 credits****Prerequisite: Spanish II**

Spanish III reviews and builds upon the topics and skills developed in Spanish II so that students will be able to speak and write the language in a greater variety of contexts and become increasingly more self-directed and confident in using Spanish in everyday situations. This course encourages further development of interpersonal and interpretive communication through more advanced speaking, writing, reading and listening activities. Students who complete Spanish III successfully can participate in spoken and written communication by creating sentences and paragraphs of greater complexity relating to a wider range of topics. Additionally, students will deepen their understanding of the products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) of Spanish-speaking cultures. **Students taking this course may be eligible for dual credit through Ivy Tech.**

**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 or IB Spanish. It is a one-semester class covers literature, history, geography, and culture of the Spanish-speaking world. The course is intended for students who have a keen interest in improving their ability to communicate in Spanish and in learning more about the Spanish-speaking world. The course emphasizes effective communication of ideas in Spanish and Spanish will be the primary language of communication used by the teacher and the students. The course engages students in an exploration of culture in both contemporary and historical contexts. It develops students' awareness and appreciation of Hispanic and Spanish cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**IB Spanish SL****Grade 11-12****2 credits****Prerequisite: Spanish III**

IB Spanish, Standard Level is a world language course established by the International Baccalaureate Organization. The primary focus of the course is on language acquisition and development of interpersonal and interpretive communication skills through exposure to a range of written and spoken material, such as oral exchanges and print information regarding current culturally and globally relevant topics. Students who successfully complete IB Spanish SL can participate in spoken and written communication of increasing complexity across various time frames, ask a variety of questions, make comparisons, express opinions and synthesize information successfully in Spanish. Students will further deepen their understanding of the products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) of Spanish-speaking cultures. **Students taking this course may also be eligible for dual credit through Ivy Tech.**