

# Course Description Booklet

2020-2021



**St. Thomas Aquinas High School**

**2801 SW 12<sup>th</sup> Street**

**Ft. Lauderdale, FL 33312**

**(954) 581-0700**

**[www.aquinas-sta.org](http://www.aquinas-sta.org)**

## **MISSION**

Respectful of each person's self-worth, the St. Thomas Aquinas High School community seeks to develop each student's God-given talents in a safe and caring atmosphere of sharing and challenge.

## **SCHOOL MOTTO**

Honor the past, embrace the present, envision the future.

## **VISION STATEMENT**

St. Thomas Aquinas High School is a four-year, college preparatory school, which educates young men and women according to the traditions of the Catholic faith. The school seeks to develop each student's God-given talents in a safe and caring atmosphere of sharing and challenge. Through a comprehensive program of Catholic teachings, quality education and personal development, St. Thomas offers to its students religious experiences, academic challenges, innovative approaches, athletic programs, and social and cultural opportunities, and service to others.

The entire program focuses on the individual student, made in the image and likeness of God, who receives attention, affirmation, and challenge.

## **STATEMENT OF BELIEFS**

We believe that each person in our school community, having been created in the image and likeness of God, has dignity and importance.

We believe that the entire school community shares in the responsibility to help all students develop their God-given talents to the best of their ability.

We believe that the entire school community shares the responsibility of creating a safe atmosphere of caring, sharing, and challenge.

We believe that students learn most effectively through diversified programs of educational opportunities, religious experiences, athletic programs, social and cultural opportunities, and service.

We believe that all individuals in our school community deserve personal attention and recognition.

## **GOALS**

Among its goals, St. Thomas Aquinas High School, in an atmosphere of discipline and order, strives

- to model for our students the daily practice of Christian living;
- to invite our students to develop a personal relationship with Jesus Christ;
- to provide a program that serves the spiritual, cultural, physical, and academic needs of a diverse student population;
- to challenge our students to achieve academic success and excellence;
- to instill a sense of STA Raider pride and tradition in our school and community;
- to instill in our students a hunger to learn so that learning becomes a life-long commitment;
- to help identify and develop student leaders through academic and extra-curricular programs;
- to create a dynamic school atmosphere, fostered by an environment of mutual respect and personal attention;
- to develop in our students a social conscience and a commitment to community service;
- to provide opportunities to develop responsibility and self-confidence in our young people and to promote critical thinking; and
- to broaden our program through the STA Innovation Initiative and use of technology.

## **2020-2021**

### **REQUIREMENTS FOR GRADUATION**

24.5 credits

Twenty-four (24) credits must be taken at St. Thomas Aquinas High School.

4 credits Theology

4 credits English

4 credits Mathematics

3 credits Science

3 credits Social Studies

(World History) (American History)

(Economics/American Government)

2 credits World Languages—in the same language, 2 consecutive years at STA

.5 credit Personal Fitness (must be taken by the beginning of Sophomore year)

.5 credit Health (must be taken by the beginning of Sophomore year)

1.0 credit Fine Arts

2.0 credits Electives

.5 credit—Online Course (Online courses must be completed prior to the close of Summer School after the student's freshman year. Failure to comply will result in administrative review.

### **CREDIT REQUIREMENTS**

For graduation from St. Thomas, a student is required to have four (4) years of high school and a minimum of 24.5 credits. All students must be enrolled in a minimum of six (6) subjects each year.

### **ADVANCED PLACEMENT COURSES**

Advanced Placement Programs of the College Board are also offered in the following areas: Art History, Biology, Calculus AB, Calculus BC, Chemistry, Comparative Government and Politics, Computer Science A, Computer Science Principles, English Language and Composition, English Literature and Composition, Environmental Science, European History, French Language and Culture, Human Geography, Italian Language and Culture, Latin, Macroeconomics, Microeconomics, Music Theory, Physics 1, Physics C: Electricity and Magnetism, Physics C: Mechanics, Psychology, Spanish Language and Culture, Spanish Literature and Culture, Statistics, Studio Art: 2-D, Studio Art: 3-D, Studio Art: Drawing, United States Government and Politics, United States History, and World History: Modern.

In May, all Advanced Placement students will sit for every Advanced Placement examination for which they are registered. The fee for each AP examination is set by the College Board and will be billed to tuition statements. Any AP student who does not take the AP exam in May, without Administrative approval, will forfeit the AP weight for each course.

### **DUAL ENROLLMENT COURSES**

Dual Enrollment courses that are offered include: World Religions, Multi-Cultural Studies, Marine Biology, Ecology, Composition, Composition and Literature, Calculus III, Ordinary Differential Equations, Ethics, Philosophy II, and Human Anatomy and Physiology I and II.

All fees for Dual Enrollment courses must be paid to the university by the completion of the third week of the semester. Failure to do so will result in the student being withdrawn from the class.

### **CREDIT POLICIES**

Students are required to maintain a 2.00 cumulative G.P.A. in order to receive a diploma. Also, students must maintain a semester 2.0 G.P.A. (unweighted) in order to participate in athletics or extracurricular activities.

Any Senior deficient in credit will not receive an academic diploma until all necessary credit requirements are fulfilled. Participation in the graduation ceremony requires satisfactory completion of all school requirements and is at the discretion of the Administration. If any student has more than .5 credits missing, he/she cannot participate in the graduation ceremony. Receipt of the diploma presumes that all academic requirements have been met and that the student has satisfactorily completed the graduation ceremony.

Credits are determined on a semester basis. A passing grade of 60% allows a student to earn one-half (0.5) credit each semester in a given course.

Any loss of credit must be made up at St. Thomas Aquinas High School or at an administratively-approved, accredited high school. A full credit in Theology must be earned each year to allow a current student re-admittance to St. Thomas Aquinas High School.

St. Thomas Aquinas High School offers courses to meet the academic needs of its students.

St. Thomas Aquinas High School establishes an Individualized Learning Plan (ILP) or 504 Plan for students requesting accommodations due to a diagnosed and documented learning disability, psychological condition, or medical condition within the parameters of the STA academic program.

All students in Archdiocese of Miami (ADOM) schools are presented two Teaching Boundary Safety lessons each academic year. These required lessons are a component of the ADOM Safe Environment Policy. Lessons are approved and required by the United States Conference of Catholic Bishops' Charter for the Protection of Children and Young People. The lessons are developed to empower students to recognize inappropriate behavior and establish their own appropriate relationship boundaries.

GPA's will be computed using grades from courses taken at STA and any courses with an appropriate FLDOE number taken during middle school. In addition, this includes any administratively-approved online course.

### **VALEDICTORIAN AND SALUTATORIAN**

The Valedictorian and Salutatorian of the graduating class are determined at the end of the third quarter marking period of the Senior year by the highest weighted cumulative average and by completion of all credit requirements.

The GPA for Valedictorian/Salutatorian will be computed using grades from courses taken at STA and any courses with an appropriate FLDOE number taken during middle school. In addition, this includes any administratively-approved online course.

A student must have been in attendance at St. Thomas Aquinas High School from the beginning of the Sophomore year (first day) and have an exemplary disciplinary and attendance record to be considered.

### **SUMMA CUM LAUDE RECOGNITION**

Summa cum Laude recognition is given at graduation to those students whose weighted GPA is 5.0 or higher at the end of the third quarter grading period of the Senior year.

The GPA for Summa cum Laude will be computed using grades from courses taken at STA and any courses with an appropriate FLDOE number taken during middle school. In addition, this includes any administratively-approved online course.

## **ENGLISH DEPARTMENT**

### **YEARBOOK JOURNALISM HONORS\*\***

Yearbook Journalism Honors consists of Levels I through Level IV, depending on the student's year of involvement. In this one-credit, honors English elective, students prepare *Veritas*, our award-winning yearbook. Students, while adhering to the rules of journalistic integrity, also gather topical information such as quotes and write and edit all headlines, captions, and body copy. Students also select various graphic elements, including fonts, photographs, and other graphics as well as the concurrent reproofing of PDF files and the on-time electronic submission of PDF files to the publisher.

### **ENGLISH I**

In this freshman course, students read for comprehension and critical thinking. They read significant pieces from all the major literary genres: short stories, poetry, drama, and literary nonfiction. Vocabulary assignments focus on learning prefixes, roots, and suffixes to identify the meaning of new words and to begin the process of PSAT, SAT, ACT, and ACT Aspire preparation. Students receive a firm foundation in grammar and usage in addition to the mechanics of correct sentence structure. Writing assignments provide students with the opportunity to express themselves clearly in grammatically correct and coherent paragraphs, narrative, and persuasive essays.

### **ENGLISH I HONORS\*\***

This freshman honors course offers a challenging program in communication skills - reading, writing, listening and speaking - through the reading of fictional short stories, classical novels, poetry, drama, mythology, and literary nonfiction. Students also complete a vocabulary program that stresses prefixes, suffixes, and roots. Students will write multi-paragraph analytical and persuasive essays with a strong emphasis on proper grammar, usage, and punctuation. PSAT, SAT, ACT, and ACT ASPIRE verbal and writing skills are also emphasized.

## **ENGLISH II**

In this sophomore course, students extend their understanding of literature: fictional short stories, novels, poetry, drama, mythology, and literary nonfiction. They continue their study of vocabulary and proper grammar, usage, and punctuation. Students will also write multi-paragraph analysis and persuasive essays. PSAT, SAT, ACT, and ACT ASPIRE verbal and writing skills are also emphasized.

## **ENGLISH II HONORS\*\***

This accelerated sophomore honors course challenges students with an intense study of literature: fictional short stories, novels, poetry, drama, mythology, and literary nonfiction. Students continue their study of vocabulary and proper grammar, usage, and punctuation with an added emphasis on syntax and diction in literature. A strong emphasis is placed on literary analysis as a basis for expository, persuasive, and analytical essays.

## **ENGLISH III**

This survey course challenges juniors to read classic works from American Literature, study vocabulary in preparation for the PSAT, SAT, and ACT, and learn research skills, including research in the STAR Lab, its databases, and on the Internet. Students continue to work on honing their understanding and usage of correct grammar and syntax. Students in this course write college essays, expository, analytical, argumentative essays, and an MLA-style literary research paper during the second semester.

## **ENGLISH III HONORS\*\***

This course challenges juniors with selections from American literature, including period selections and twentieth-century works. Students write analyses of literature and use literary criticism for their research papers. Vocabulary study continues in preparation for the PSAT, SAT, and ACT. Students in this course write college essays, expository, analytical, argumentative essays, and an MLA-style literary research paper during the second semester.

#### **ENGLISH IV**

This senior course presents a chronological study of the greatest literature of the British tradition. Students will begin their study with the Medieval Period, where they will study *Beowulf* and Chaucer. Then, they will move into the English Renaissance, where they will study Shakespeare's *Macbeth* and the great Renaissance poets. They will work their way through the literature of the Victorian period and into the literature of WWI and WWII. Students become acquainted with significant authors and literary genres and prepare for writing courses in college. Students will continue their work on grammar and vocabulary building.

#### **ENGLISH IV HONORS\*\***

This course for seniors presents a chronological study of the greatest literature of the British Tradition. Students will begin their study with the Medieval Period, where they will study *Beowulf* and Chaucer. Then, they will move into the English Renaissance, where they will study Shakespeare's *Macbeth* and the great Renaissance poets. They will work their way through the literature of the Victorian period and into the literature of WWI and WWII. Students become acquainted with significant authors and literary genres. They will write in-depth analyses of this literature. In addition, this course provides a further study of correct grammar, usage, and syntax through a challenging writing program, studying essay samples from masters. Vocabulary study continues through the first semester.

#### **DUAL ENROLLMENT: COMPOSITION\*\*\*\***

This course is designed with the intent to help students develop their ability to think, to organize, and to express their ideas clearly and effectively. Emphasis is placed on the various forms of writing: description, narration, comparison, analysis, persuasion, and argumentation. Numerous in-class writing assignments are required. The prerequisites for this course are English 3 Honors- 88% or higher in writing or English 3 regular- 93 % or above overall.

#### **DUAL ENROLLMENT: COMPOSITION AND LITERATURE\*\*\*\***

This course introduces students to the fundamentals of critical thinking and academic writing. Through the writing process, students develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will focus on

exposition and argumentation with at least one essay involving research. This course provides an increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts with an enhanced focus on writing about literature. The course requires students to locate, evaluate, integrate, and document sources at a collegiate level and to effectively edit for style and usage.

### **LANGUAGE AND COMPOSITION (ADVANCED PLACEMENT)\*\*\*\***

This course for juniors and seniors focuses on literary nonfiction and the rhetorical modes. Students study vocabulary and prepare for the PSAT, SAT, and ACT. Additionally, all students enrolled in this course study and produce synthesis, analysis, and argumentative essays. All students will sit for the English Language and Composition Advanced Placement Exam in May.

### **LITERATURE AND COMPOSITION (ADVANCED PLACEMENT)\*\*\*\***

This course engages seniors in the careful reading and analysis of literary works. They study the major genres: drama, novel, essay, short story, informational text, and poetry. Student writing includes research topics, analysis, and sample Advanced Placement examination questions. All students enrolled in this course sit for the English Literature and Composition Advanced Placement Exam in May.

### **MASS COMMUNICATION: CREATIVE WRITING \***

This class will delve into all the fields of creative writing. This includes but is not limited to poetry, advertising, screenplays, short stories, greeting cards, journalism, speech writing, blog writing, and more. There are no essays. Lessons include brainstorming techniques, proper formatting for specific works, analyzing professionally written work, and producing your own work.

### **MASS COMMUNICATION: CREATIVE WRITING HONORS \*\***

This class will delve into all the fields of creative writing. This includes but is not limited to poetry, advertising, screenplays, short stories, greeting cards, journalism, speech writing, blog writing, and more. There are no essays. Lessons include brainstorming techniques, proper formatting for specific works, analyzing professionally written work, and producing your own

work. However, this class will be more production-based. Students will enter competitions, submit works to professionals, and produce work to be published in STA publications. By the end of the year, you will produce a creative writing portfolio. This class is geared for those who may want to venture into creative writing as their major in college and possibly as their profession. The prerequisites for this course are a 90% or higher in English III Honors or AP English junior year.

## **FINE ARTS DEPARTMENT**

### **FINE ARTS--FORENSICS**

#### **FORENSICS I HONORS\*\***

This introductory course exposes students to all aspects of public speaking, including extemporaneous speaking, original oratory, humorous/dramatic interpretation, oral interpretation, Public Forum Debate and Congressional Debate. Each student gains experience in speaking in front of the class and develops a professional presentation style in both manner and speech. Throughout the year, students engage in improvisational exercises that develop stage presence and comfort. Students' feeling confident and comfortable while speaking in front of a group serves as the ultimate goal for this class. Students must also compete in tournaments throughout the year.

#### **FORENSICS II HONORS\*\***

Forensics II Honors demands increased student preparation and time commitment. Students participate in extemporaneous speaking, original oratory, humorous/dramatic interpretation, oral interpretation, Public Forum Debate, and Congressional Debate. Students attend local and national tournaments, based on merit.

#### **FORENSICS III HONORS\*\***

This advanced course in forensic speaking focuses on local and national tournament experience, including the administrative, organizational, and higher level performance aspects of tournaments. As mentors, students train and assist the Forensic I and II students as well as critiquing and advising the more advanced students. Performance, mentoring, organization,

and writing skills comprise the criteria for assessing students in Forensics III Honors as well as their personal initiative and self-motivation. Students must attend tournaments throughout the year and may also judge events at tournaments.

#### **FORENSICS IV HONORS\*\***

This advanced course in forensic speaking focuses on local and national tournament experience, including the administrative, organizational, and higher level performance aspects of tournaments. As mentors, students train and assist the Forensic I, II, and III students as well as critiquing and advising the more advanced students. Performance, mentoring, organization, and writing skills comprise the criteria for assessing students in Forensics IV Honors as well as their personal initiative and self-motivation. Students must attend tournaments throughout the year and may also judge events at tournaments.

#### **PUBLIC SPEAKING HONORS\*\***

Public Speaking Honors is an elective course students can take in grades 10 through 12. Students will learn how to plan, research, compose, memorize, practice, and deliver speeches. They will learn about the different types of speeches and will deliver each one. The students will study the process of communication, which will help them become better learners and better test takers. Students will also write their own persuasive arguments. Students in the class will not be required to compete in out-of-school tournaments,

### **FINE ARTS--INSTRUMENTAL MUSIC**

#### **ADVANCED BAND HONORS\*\***

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind and brass, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **MARCHING BAND HONORS\*\***

Students will participate in activities of the school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus.

### **BAND CORPS HONORS\*\***

Color Guard and baton twirlers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **JAZZ BAND I HONORS\*\***

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **JAZZ BAND II HONORS\*\***

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances

outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **JAZZ BAND III HONORS\*\***

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **JAZZ BAND IV HONORS\*\***

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### **CLASSICAL GUITAR I HONORS\*\***

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside

the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **CLASSICAL GUITAR II HONORS\*\***

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **CLASSICAL GUITAR III HONORS\*\***

Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **CLASSICAL GUITAR IV HONORS\*\***

Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals

and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **PERCUSSION ENSEMBLE I/II HONORS\*\***

This year-long entry level class is designed for students having little or no experience in an instrumental ensemble to develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **FINE ARTS--VOCAL MUSIC**

#### **MUSIC THEORY (ADVANCED PLACEMENT)\*\*\*\***

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. Students will be prepared to take the AP Music Theory Exam in May. There is no prerequisite for this course.

#### **AQUINAS CHAMBER SINGERS\*\***

Aquinas Chamber Singers is an advanced vocal techniques class. The course is designed to offer vocal music education and performing opportunities for talented vocal students with an

experience of a mixed ensemble by performing intricate, demanding music literature. The student gains greater proficiency in independent part singing, artistic interpretation, musical understanding, and solo performance. This ensemble performs compositions from all periods of vocal literature, and specializes in the task of acapella singing. Vocal performance is accompanied with choreography. This group performs on average 2-3 times per month at various school events, concerts, festivals, tours, and community performances.

## **FINE ARTS--DRAMA**

### **THEATRE APPRECIATION I HONORS\*\***

This introductory course exposes students to all aspects of the theatrical experience, stressing the production of plays and provides in-depth experiences in the study and practice of theatre arts and literature. Students trace the history of drama and analyze plays while focusing on acting, set design, lighting design, make-up, costume design, and public relations. In order to fulfill the requirements for Theatre Appreciation I Honors, students must attend each of the STA theatre productions. Students also must audition for the productions to gain an appreciation of the acting process, though they do not have to accept a role. Quizzes, essays, projects, class participation, and work ethic serve as criteria for student assessment.

### **THEATRE APPRECIATION II HONORS\*\***

This advanced course presents all aspects of the theatrical production process. Students can become part of the production team, planning and designing for all STA productions. From conception to production, students may apply for positions in sound, lighting, props and scenery, costumes, make up, and public relations. To fulfill the requirements for Theatre Appreciation II Honors, students must attend one performance of both productions and complete after-school work and assignments. Students also must audition for the productions to gain an appreciation of the acting process, though they do not have to accept a role. Quizzes, projects, class participation, and work ethic comprise the criteria for student assessment.

### **THEATRE APPRECIATION III HONORS\*\***

This advanced course is geared towards those students interested in pursuing a career in technical theatre, architecture, public relations, or fashion design. Students will utilize the knowledge gained from Theatre Appreciation I Honors and Theatre Appreciation II Honors to lead design teams for the school productions. To fulfill the requirements for the class, students will design sets, props and scenery, costumes, lighting, sound or publicity for the two school productions as well as create designs for other plays read for class. Students also must audition for the productions to gain an appreciation of the acting process, though they do not have to accept a role. Design process, quizzes, projects, class participation and work ethic comprise the criteria for student assessment.

### **THEATRE APPRECIATION IV HONORS\*\***

This advanced course is geared towards those students interested in pursuing a career in technical theatre, architecture, public relations, or fashion design. Students will utilize the knowledge gained from Theatre Appreciation I, II, and III Honors to lead design teams for the school productions. To fulfill the requirements for the class, students will design sets, props and scenery, costumes, lighting, sound or publicity for the two school productions as well as create designs for other plays read for class. Students will compile a design portfolio and resume which they can submit for college interviews and scholarship auditions. Students also must audition for the productions to gain an appreciation of the acting process, though they do not have to accept a role. Design process, quizzes, projects, class participation and work ethic comprise the criteria for student assessment.

### **ACTING I HONORS\*\***

This introductory course exposes students to the various aspects of the acting process and provides in-depth experiences in the study and practice of acting. Students focus on improvisation, analysis, characterization, vocal and physical performance, audition process, and presentation. Each student gains experience performing in front of the class. To fulfill the requirements for Acting I Honors, students audition for both the fall and spring productions as well as attend both STA theatre productions during the year. Quizzes, projects, class

participation, rehearsal etiquette, and work ethic provide the criteria for student assessment. The students' appreciation of and respect for the details and hard work entailed in a fine arts performance serve as the ultimate goal of the course.

### **ACTING II HONORS\*\***

This advanced course further exposes students to aspects of the acting and directing process and provides in-depth experiences in the study and practice of acting. Additionally, improvisation receives emphasis as students prepare and perform scenes with others. To fulfill the requirements for Acting II Honors, students audition for both the fall and spring productions as well as attend both STA theatre productions during the year. Quizzes, projects, class participation, rehearsal etiquette and work ethic provide the criteria for student assessment.

### **ACTING III HONORS\*\***

This advanced course exposes students to aspects of the acting and directing process and provides in-depth experiences in the study and practice of acting and directing. Students focus on analysis, characterization, vocal and physical performance, audition process, and presentation. Acting III Honors requires students to mentor and direct students in Acting I and II, to audition for both the fall and spring productions and to attend both STA theatre productions during the year. Quizzes, projects, class participation, rehearsal etiquette and work ethic provide the criteria for student assessment.

### **ACTING IV HONORS\*\***

This advanced course exposes students to aspects of the acting and directing process and provides in-depth experiences in the study and practice of acting and directing. Students focus on analysis, characterization, vocal and physical performance, audition process, and presentation. Acting IV Honors requires students to mentor and direct students in Acting I, II, and III, to audition for both the fall and spring productions and to attend both STA theatre productions during the year. Students will participate in an end of year "Capstone" project.

Quizzes, projects, class participation, rehearsal etiquette and work ethic provide the criteria for student assessment.

### **MUSICAL THEATER I HONORS\*\***

This advanced course exposes students to aspects of the musical theater process and provides in-depth experiences in the study and practice of voice, movement, and performance. Students' course work focuses on, but is not limited to, script and music analysis, characterization, audition process, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances will serve as a culmination of specific instructional goals. Students are required to audition for both the fall and spring productions and to attend both STA theatre productions during the year. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Process journals, projects, class participation, rehearsal etiquette and work ethic provide the criteria for student assessment.

### **THEATRICAL DIRECTION & STAGE MANAGEMENT**

Students will learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students will focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances will serve as a culmination of specific instructional goals. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students will direct a One Act Play and serve on the Stage Management team for at least one of the STA Players productions, and one student directed project.

### **TECHNICAL THEATER I/II/III HONORS\*\***

This class introduces students to the inner workings of technical show production for theatrical and show events. Students learn event planning, stage management, stage and show lighting and sound and apply their knowledge to Fine Arts department performances at the Bienes Center for the Arts including drama, choir and dance.

### **FINE ARTS—STUDIO ART**

#### **POTTERY I HONORS\*\***

Open to students in all grades, Pottery I Honors teaches the four hand-building methods of construction: pinch, coil, slab, and hollowed-out, as well as pottery painting and surface decoration using various ceramic paints and glazes. Students practice general studio etiquette while learning ceramic vocabulary.

#### **ART 2D AND 3D HONORS\*\***

Art 2D and 3D Honors, a full-year course open to all students, encompasses 2-dimensional and 3-dimensional art techniques and practices based around the elements of art and principles of design, including drawing, painting, printmaking and sculpture. Drawing covers observational contour and gestural drawings, proportion, measurement and perspective, rendering techniques and value studies. Painting examines color theory, color mixing, and fundamental painting techniques. Print-making explores the design of multiple images. In the 3-dimensional part of the course, students will experience additive and reductive sculpture through a variety of different processes, including white clay and hand-built pottery techniques, block carving, and construction with various materials.

#### **STUDIO ART: 2D DESIGN (ADVANCED PLACEMENT)\*\*\*\***

#### **STUDIO ART: 3D DESIGN (ADVANCED PLACEMENT)\*\*\*\***

#### **STUDIO ART: DRAWING (ADVANCED PLACEMENT)\*\*\*\***

This year-long course explores advanced artistic inquiry as outlined by the AP College Board. It is designed to replicate a first year college course in the fine arts. In this course, the student explores aesthetic and conceptual ideas in their chosen area of concentration: 2D, Drawing or

3D art, and creates art pieces through practice, experimentation and revision, resulting in a complete portfolio of work that is submitted to the AP College board at the end of the school year. The portfolio score may then earn future college credit. The elements of art and principles of design, knowledge of artists and art traditions, creating, presenting and writing about art all factor into the resulting portfolio and completion of the course. Prerequisites are one of the following: Art 2D & 3D Honors, Pottery Honors, or Graphic Arts Honors and recommendation by art instructor.

### **ART HISTORY (ADVANCED PLACEMENT)\*\*\*\***

AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts of culture and cultural interactions, theories and interpretations of art and art making and understanding purpose and audience in art historical analyses. All students will sit for the AP Art History exam in May.

## **FINE ARTS--FILM**

### **FILM STUDIES I HONORS\*\***

The year-long Film Studies I Honors course covers four areas of study: film history and its effect on American culture, the science and technology of filmmaking, film criticism and appreciation, and practical filmmaking. Students write, produce, and edit their own short films.

### **FILM STUDIES II HONORS\*\***

Building on the foundations established in the first year course, Film Studies II Honors exposes students to a broader range of movies for study and discussion. In addition, Film Studies II Honors students will mentor other pupils on filmmaking and oversee the production of student films.

### **FILM STUDIES III HONORS\*\***

At this level of course study in the Film program, students will learn and implement advanced directing, cinematography, and editing skills while being responsible for further research and analysis through self-directed studies.

### **DIGITAL PHOTOGRAPHY I HONORS\*\***

Digital Photography I Honors, an after-school course open to all who love photography and can supply their own digital camera, teaches the skills necessary for shooting effective color and black-and-white photos and processing prints digitally. Students learn the history, technique, and application of photography in the digital medium through demonstrations, group discussions, lectures, assignments, computer work, and photographing student life.

### **DIGITAL PHOTOGRAPHY II HONORS\*\***

Digital Photography II Honors provides students the opportunity to sharpen and expand skills acquired in Digital Photography I Honors. Assignments expand and showcase the rudiments of photography, requiring students to demonstrate a maturing understanding of subject, light, and composition as well as a continual evolution of graphic manipulation software. Additionally, the mentoring of students in Digital Photography I Honors provides both a review and expansion of photographic and software techniques taught in the first course. Finally, each student in Digital Photography II Honors submits individual work for competition and a portfolio judged in summation.

## **FINE ARTS--DANCE**

### **DANCE TECHNIQUES I HONORS\*\***

This course enables students to develop basic knowledge, skills, and individual artistic abilities through dance movement and performance within a cultural and historical context. Course content includes various dance techniques, repertory work, benefits of dance, and the cultural and historical impact of dance. Students are required to perform in at least one production per semester. Students in this class will need to obtain appropriate footwear and dance attire.

### **DANCE TECHNIQUES II HONORS\*\***

This course enables students to develop intermediate level knowledge, skills, and individual artistic abilities through dance movement and performance within a cultural and historical context. Course content includes various dance techniques, repertory work, benefits of dance, and the cultural and historical impact of dance. Students are required to perform in at least one production per semester. Students in this class will need to obtain appropriate footwear and dance attire.

### **DANCE TECHNIQUES III HONORS\*\***

This course enables students to develop advanced knowledge, skills, and individual artistic abilities through dance movement and performance within a cultural and historical context. Course content includes various dance techniques, repertory work, benefits of dance, and the cultural and historical impact of dance. Students are required to perform in at least one production per semester. Students in this class will need to obtain appropriate footwear and dance attire.

### **DANCE CHOREOGRAPHY I HONORS\*\***

This course enables students to develop advanced knowledge, skills, and individual artistic abilities through dance movement and performance within a cultural and historical context. Course content includes various dance techniques, repertory work, basic choreographic principles, benefits of dance, and the cultural and historical impact of dance. Students are required to perform in at least one production per semester. Students in this class will need to obtain appropriate footwear and dance attire.

### **DANCE CHOREOGRAPHY II HONORS\*\***

This course enables students to develop advanced knowledge, skills, and individual artistic abilities through dance movement and performance within a cultural and historical context. Course content includes various dance techniques, repertory work, intermediate/advanced choreographic principles, benefits of dance, the cultural and historical impact of dance, and technical stage production skills. Students are required to perform in at least one production per semester. Additionally, the student produces choreographic works. Students in this class will need to obtain appropriate footwear and dance attire.

### **DANCE CHOREOGRAPHY III HONORS\*\***

Students study the historical works of professional choreographers in various genres. They learn to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Course content includes various dance techniques, advanced choreographic principles, benefits of dance, the cultural and historical impact of dance, and technical stage production skills. The students will also learn how to audition and cast dancers. Students are required to perform in at least one production a semester. Additionally, students will produce their own work. Students in this class will need to obtain appropriate footwear and dance attire.

### **DANCE CHOREOGRAPHY IV HONORS\*\***

Students study the historical works of professional choreographers in various genres. They learn to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Course content includes various dance techniques, advanced choreographic principles, benefits of dance, the cultural and historical impact of dance, and technical stage production skills. The students will also learn how to audition and cast dancers. Students are required to perform in at least one production a semester. Additionally, students will produce their own work. Students in this class will need to obtain appropriate footwear and dance attire.

## **COMPUTER/GRAPHIC ARTS DEPARTMENT**

### **GRAPHIC DESIGN/NEWSPAPER JOURNALISM HONORS\*\***

Graphic Design/Newspaper Journalism Honors includes Level I through Level IV, depending on the number of years that the student has been involved with the school's newspaper. This one-credit, honors elective gives students the opportunity to conceptualize and produce the school's online newspaper ([www.raiderreview.org](http://www.raiderreview.org)). While learning to develop reporting skills, students work with a variety of programs to produce digital publications for this multimedia platform. Students play a vital role in compiling content, developing the theme, composing articles, designing page layouts for an online publication and capturing compelling visuals for each article. In addition to gathering information, research material, conducting video interviews, and providing diverse visual elements, students write and edit all articles and headlines while adhering to the rules of journalistic integrity. This course provides the opportunity to explore key components of real-world online newspaper production, including the roles of editor-in-chief, section editors, creative editor, social media editor, reporters, videographers and photographers.

### **COMPUTER GRAPHIC ART HONORS\*\***

During this full-year course, students work with a professional calibre creative suite. The emphasis will be on acquiring the knowledge and skills to develop and practice the specialized artistic techniques unique to the field of computer art. Areas of study will include digital art, graphic design, e-publishing, print publishing and production of multimedia artifacts, all essential components for cultivating the student's ability to create original works. Students will produce artwork using bitmap and vector-based programs. They will have the opportunity to explore enhanced drawing attributes available in current professional art software. Students will also create digital and interactive projects with multimedia content, suitable for multiple platforms.

### **ANIMATION DESIGN HONORS I\*\***

This full-year course concentrates on experimentation and innovation through an understanding of 2D and 3D art in motion, sequence, and time, using traditional, digital and cinematic techniques as well as through exposure to the history and theory of traditional and computer-aided animation. Drawing, character development, narrative skills, animation design, the principles of animation, and production techniques are emphasized. Students gain a solid foundation in digital media for animation as well as additional coursework in visual storytelling, digital techniques, and the principles of animation. Students complete projects in the form of motion studies, animated shorts and 3D modeling as well as a digital portfolio highlighting their professional and creative objectives. Students plan, storyboard, and produce hands-on animation projects and author a demo reel highlighting their best works.

### **COMPUTER SCIENCE PRINCIPLES (ADVANCED PLACEMENT)\*\*\*\***

This AP course cultivates a logical approach to technology and an understanding of how computation can be an essential advantage in future academic and employment endeavors.

While this is not a programming course, students will be introduced to the fundamental concepts of computer science and basic event-driven programming. The knowledge gained in this course can be applied within any field impacted by computing and technology. The course requires a commitment to actively researching and presenting concept proposals that address emerging computational trends throughout the world. Students will need to apply creative, critical and analytical thinking to succeed. To complete this course, all students will submit two performance tasks as well as sit for the written portion of the Computer Science Principles AP exam. The dates for the final projects and exam are determined by the College Board.

### **COMPUTER SCIENCE A (ADVANCED PLACEMENT)\*\*\*\***

In this full-year course requiring a strong mathematics and science background, students develop programs to solve problems using *Java*. Designing useful computer programs entails the development and analysis of algorithms, data structures, and typical applications. An understanding of the basic hardware and software components of computer systems and the responsible use of these systems remain an integral part of this course. All students in this course sit for the Computer Science A Advanced Placement exam in May.

### **FILM PRODUCTION I HONORS\*\***

Through a variety of production exercises, lectures, and class discussions, students will explore the expressive elements that comprise motion pictures, with an emphasis on creating emotional connections between character and audience. Students will conceptualize, plan, direct, and edit a series of exploratory exercises with the goal of creating compelling characters and telling emotionally engaging stories through basic cinematography, lighting, editing, and sound. This course will help students learn techniques to create and illustrate involving and dimensional stories.

### **FILM PRODUCTION II HONORS\*\***

This course presents a more detailed exploration into dramatic narrative production with a focus on story, performance, and subtext. Building upon the knowledge from Film Production I, students will devote their efforts into creating two short films over the course of two semesters.

Students serve as writers, directors, editors and sound designers on their productions and crew on their classmates' productions, while also serving as mentors/advisors for student's films from Film Production I.

## **MATHEMATICS DEPARTMENT**

### **ALGEBRA I**

Algebra I, a full-year course, focuses on the basic language of mathematics. Students learn the fundamental skills and concepts of algebra, real world problems, and other areas of math. Topics include the solution of linear and quadratic equations and inequalities, factoring, the simplification of radicals, rational expressions, and preparation for the PSAT.

### **ALGEBRA I HONORS\*\***

This full-year course uses the basic language of mathematics to solve real world problems by defining variables, writing expressions, and formulating an appropriate equation or inequality to represent a given situation. Solution techniques make use of factoring, systems of equations, and the quadratic formula. Algebra I Honors includes PSAT preparation and requires a TI 84 Plus (Silver Edition) graphing calculator.

### **GEOMETRY**

This full-year course provides a study of the basic vocabulary, postulates, and theorems of Euclidean geometry. Through inductive and deductive reasoning, students encounter the fundamental theorems of logical reasoning. Additional topics include areas and volumes of three-dimensional figures along with preparation for the PSAT.

### **GEOMETRY HONORS\*\***

This course offers a rigorous full-year approach to plane and solid Euclidean geometry. After studying the fundamental vocabulary and postulates of geometry, students use deductive reasoning to prove geometrical theorems. Additional topics include coordinate geometry, right triangle trigonometry, indirect proofs, exposure to non-Euclidean geometry, and PSAT preparation.

### **ALGEBRA II\***

This full-year course continues the study of algebraic concepts taught in Algebra I. Topics include linear, quadratic, polynomial, and inverse functions along with PSAT/SAT preparation, including the Algebra II concepts recently added to the College Board exams.

### **ALGEBRA II HONORS\*\***

This full-year course focuses on topics of intermediate algebra and advanced algebra as a springboard to higher levels of mathematics. Students learn to analyze real world situations while developing skills on a TI 83 or 84 Plus graphing calculator required for the course. Furthermore, they develop the ability to recognize and identify different families of functions and relations to derive equations necessary to solve given problem situations and prepare for the PSAT/SAT exams.

### **COLLEGE ALGEBRA**

This full-year mathematics course reinforces and expands the basic language, skills, and concepts of Algebra II, including a study of polynomial, power, and rational algebraic functions. College Algebra develops problem-solving skills by clarifying procedures in a step-by-step manner and helps students acquire a solid foundation for studying algebra in college by presenting alternative approaches to complex concepts.

### **PRECALCULUS\***

This full-year mathematics course, an in-depth study of right triangle and circular trigonometry, exponential functions, and their logarithmic inverses, develops an understanding of the relationships among algebra, geometry, and trigonometry. Pre-Calculus requires a TI 83 or 84 Plus graphing calculator.

### **PRECALCULUS HONORS\*\***

This full-year course combines the appropriate use of technology, including the required TI 83 or 84 graphing calculator, with standard “paper and pencil” analytic techniques and highlights the characteristics of the 12 basic functions of math. Students study the fundamental concepts of algebra, trigonometry, and analytic geometry and learn the role these concepts play in calculus and real-life problems.

### **CALCULUS HONORS\*\***

This full-year calculus course covers differential and integral calculus topics: limits, slopes, tangent lines, derivatives and integrals, and the transcendental functions. Students use these topics to solve real world problems involving velocity, related rates, maxima, and minima and apply them to business, economics, and the life and physical sciences. The course requires a TI 83 or 84 Plus graphing calculator.

### **PRE-CALCULUS: TRIGONOMETRY Dual Enrollment \*\*\*\***

This course combines the appropriate use of technology, including the required TI 83 or 84 graphing calculator, with standard “paper and pencil” analytic techniques and highlights the characteristics of the 12 basic functions of math. Students study the fundamental concepts of algebra, trigonometry, and analytic geometry and learn the role these concepts play in calculus and real-life problems. (One semester course)

### **CALCULUS I Dual Enrollment \*\*\*\***

This course bases its content on the syllabus of the Advanced Placement Program as outlined in the CEEB booklet *Advanced Placement Course Description Mathematics Calculus AB*. Students will learn the equivalent of a one semester introduction to calculus college course. The focus will be on limits, derivatives, and integrals. A College Board-approved graphing calculator is required. All students enrolled in this course sit for the Calculus AB Advanced Placement Examination in May. (One semester course)

### **CALCULUS AB (ADVANCED PLACEMENT)\*\*\*\***

Equivalent to a one-semester, college level, first course in calculus, this full-year course bases its content on the syllabus of the Advanced Placement Program as outlined in the CEEB booklet *Advanced Placement Course Description Mathematics Calculus AB*. Calculus AB AP requires a College Board-approved graphing calculator that students select from the list of approved calculators on the AP Central website ([www.collegeboard.org](http://www.collegeboard.org)). All students enrolled in this course sit for the Calculus AB Advanced Placement Examination in May.

### **CALCULUS BC (ADVANCED PLACEMENT)\*\*\*\***

To elect Calculus BC Advanced Placement, a college level, full-year, second course, students must successfully complete Calculus AB Advanced Placement. The course bases its content on the syllabus of the AP Program as outlined in the CEEB booklet *Advanced Placement Course Description Mathematics Calculus BC*. Calculus BC AP requires a College Board-approved graphing calculator that students select from the list of approved calculators on the AP Central website. All students enrolled in this course sit for the Calculus BC Advanced Placement Examination in May.

### **STATISTICS HONORS\*\***

In this full-year, introductory, non-calculus-based course, students learn about graphical displays and numerical summaries of data. They design experiments and studies while learning

the basics involved in the rules of probability and various distributions: the normal distribution, the t-distribution, the chi-square distribution, and sampling distributions. They construct and interpret confidence intervals and draw conclusions about hypotheses using a statistical process. This course requires a graphing calculator, preferably a TI-84 or TI-84 plus.

### **STATISTICS (ADVANCED PLACEMENT)\*\*\*\***

This full-year course in statistics, equivalent to a one-semester, introductory, non-calculus-based college course, follows the syllabus of the Advanced Placement program in the CEEB booklet *Advanced Placement Course Description in Statistics*. In Statistics, AP students analyze data, use rules of probability, design experiments, and draw conclusions about hypotheses using the statistical process. All students enrolled in this course take the Statistics Advanced Placement Examination in May. This course requires a graphing calculator, preferably a TI-84 or TI-84 Plus.

### **MATH FOR COLLEGE READINESS**

This is a full-year course that will prepare students for college-level mathematics and math-based courses. The topics that will be covered include whole number, integer and rational number arithmetic, linear equations and inequalities in one variable, factoring laws of exponents and basic graphing. Problem solving involving real-life scenarios is an integral part of this course. This course will teach students to understand and communicate concepts of algebra in the language of mathematics, both orally and written. Due to the nature of this course, calculators will not be permitted.

### **ORDINARY DIFFERENTIAL EQUATIONS Dual Enrollment \*\*\*\***

This course provides an introduction to topics involving ordinary differential equations and demonstrates their usefulness for modeling physical and other phenomena. The basic content of the course includes: first order differential equations, mathematical models, linear equations

of second order, the Laplace transform, numerical methods, nonlinear systems, and systems of differential equations. Upon completion, students will be able to demonstrate an understanding of the theoretical concepts, and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology. (One semester course)

### **CALCULUS III Dual Enrollment \*\*\*\***

Calculus III focuses on using skills learned in earlier calculus classes and applying them to a three-dimensional space and to functions containing multi-variables. Specific topics include: vectors, dot-products, cross-products, lines/planes/surface in space, differential/integration of vector-valued functions, limits/continuity, partial derivatives, chain rule, extrema, and iterated/double/triple integrals. (One semester course)

## **HEALTH AND PHYSICAL EDUCATION DEPARTMENT**

### **AEROBICS/PERSONAL FITNESS**

This course is designed for healthy individuals wanting to participate in group aerobic exercise. The purpose of this course is to enable students to develop basic-level knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness. The students start and maintain a safe exercise program by learning the appropriate levels of exercise intensity and progressions involving aerobic activities including Pilates, strength training, cardiovascular fitness and individual and group aerobic dance activities. Aerobic dance for fitness activities will include dance choreography and group aerobic dance presentations. Students will understand the physical and mental benefits of aerobic exercise and how it pertains to the students' overall wellness.

### **PERSONAL FITNESS**

Personal Fitness meets the physical and motivational needs of the students, challenges their physical skills and abilities, and develops an understanding of the importance of health and

exercise in their lives. The course provides a basic knowledge of the rules and techniques of the sports activities taught. Fitness and strengthening techniques enhance the student's knowledge base for a healthier lifestyle while the students receive in-depth attention to technique and performance in attitudes, practices, and skills developed in previous years.

### **HEALTH**

Health, a required one-semester course for all freshmen, provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. The course covers the following major content areas: wellness, mental and emotional health, community and environmental health, nutrition, consumer health, personal health, alcohol, medicines and other drugs, intentional and unintentional injury, health promotion, and disease prevention. Students have the opportunity to explore the effect of health behaviors on an individual's quality of life and to understand health as a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students assume individual responsibility for becoming competent, healthy consumers and learn a variety of instructional strategies, including technology, to develop health literacy for a lifetime.

### **DANCE FITNESS**

Dance Fitness enables students to develop the basic knowledge and skills in dance movement, apply these to an exercise regimen, and relate dance to overall personal health. Content includes various dance techniques, choreography, the benefits of dance, stamina building, strength and flexibility, injury prevention, and nutrition.

## **SCIENCE DEPARTMENT**

### **BIOLOGY I**

In this one-year laboratory course, students learn about some of the types of life that make up the world in which they live and gain some idea of man's place among living things. Students study the basic concepts of plant and animal life, along with the fundamentals of structure, function, ecological relationships, genetics, and evolution.

### **BIOLOGY I HONORS\*\***

This one-year laboratory course exposes students to an in-depth study of biological concepts in order to achieve a greater appreciation of science in general and a deeper understanding of the biological world in particular. The course integrates career opportunities, scientific research, and public issues related to biology.

### **BIOLOGY (ADVANCED PLACEMENT)\*\*\*\***

This one-year, laboratory-based course involves students in learning and implementing correct scientific procedures to collect and analyze data. Integrated throughout this course for juniors and seniors, the major themes from the AP Biology curriculum requirements include ecology; cell structure and function; biochemistry; animal, plant, and microbe classification; structure and physiology; and genetics. This course does not involve animal dissections. All students enrolled in this course sit for the Biology Advanced Placement Examination in May.

### **ANATOMY AND PHYSIOLOGY**

Anatomy and Physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies. The material learned in this course can be applied to medical field careers, health and fitness careers, and biological research careers.

### **ANATOMY AND PHYSIOLOGY HONORS\*\***

This one-year course for juniors and seniors deals with the study of the physiological processes of man in relation to his gross anatomical structure along with a discussion of the pathology of each system. Designed to suit the needs of a wide variety of medical and biological science careers, this course includes laboratory exercises and dissections: rat, cat, and various mammalian organs.

### **CHEMISTRY I**

This one-year, “chemistry for the non-chemist” course concentrates on the fundamentals of chemistry. Practical applications and real-life experiences help students maximize understanding of core concepts by incorporating experiments and models.

### **CHEMISTRY I\***

This introductory one-year course in general chemistry leads the student through the results of laboratory investigations to an understanding of the methods and principles of modern chemical theory. Topics include the structure of matter, scientific measurement, formula writing, balancing equations, mass relationships, gas laws, and properties of various elements and their families.

### **CHEMISTRY I HONORS\*\***

This one-year, comprehensive course in chemistry for above-average students relies on theories, laboratory investigations, practical applications, and problem solving. Some of the topics include measurement; reactions; stoichiometry; atomic structure; periodicity; bonding; kinetic theory of solids, liquids and gases; solutions; acid-base theories; and nuclear chemistry.

### **CHEMISTRY II HONORS\*\***

This one-year non-laboratory course continues the study of chemical concepts introduced in the prerequisite Chemistry I courses and adds new topics including electrochemistry, redox reactions, thermochemistry, thermodynamics, kinetics, equilibrium, solution chemistry, and the fundamentals of organic chemistry.

### **CHEMISTRY (ADVANCED PLACEMENT)\*\*\*\***

This rigorous, math-based laboratory course, equivalent to one year of college-level General Chemistry, offers students an in-depth understanding of fundamentals and a reasonable competence in dealing with chemical problems. Additionally, it contributes to the development of the students’ ability to think clearly and to express ideas orally and in writing, with clarity and logic. Topics covered emphasize chemical calculations and mathematical formulation of principles. All students enrolled in this course sit for the Chemistry Advanced Placement Examination in May.

### **PHYSICS\***

This one-year laboratory course, generally considered the ordering of the phenomena detected by one's senses, describes the "world around us." From the study of motion to the study of radiation, this course serves as a broad introduction to the basic principles of classical physics.

### **PHYSICS HONORS\*\***

Physics deals with the fundamental principles that govern the behavior of the physical universe, playing a role in nearly every aspect of life. It also involves a relatively small number of fundamental ideas in building a coherent view of the physical universe. From the study of motion to the study of radiation, this one-year laboratory course serves as a trigonometry-based introduction to the principles of classical physics.

### **PHYSICS C: MECHANICS (ADVANCED PLACEMENT)\*\*\*\***

This one-year laboratory course provides a rigorous and systematic college-level introduction to Newtonian Mechanics. Students apply mathematical methods, using algebra and calculus to study macroscopic and non-relativistic simple one-body, two-body, and selected many-body problems. The course includes elements of the Newtonian theory of gravity and simple applications to astronomy. All students enrolled in this course sit for the Physics C: Mechanics Advanced Placement Examination in May.

### **PHYSICS C: ELECTRICITY AND MAGNETISM (ADVANCED PLACEMENT)\*\*\*\***

AP Physics C: Electricity and Magnetism is the secondary equivalent of a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. All students enrolled in the course sit for the Physics C: Electricity and Magnetism Advanced Placement Examination in May.

### **PHYSICS 1 (ADVANCED PLACEMENT)\*\*\*\***

Advanced Placement Physics 1 is an algebra-based introductory college-level physics course designed to develop critical thinking and reasoning skills through inquiry-based learning to

support future advanced coursework in the sciences. All students will sit for the AP Physics 1 examination in May.

### **MARINE BIOLOGY**

This two-semester overview helps students develop a significant understanding of the physical components of the marine environment and the ecology of life in the oceans. Students learn how to classify marine fauna and flora into respective taxonomic groups and discern among different types of marine communities through laboratory exercises and dissections.

### **MARINE BIOLOGY HONORS\*\***

This two-semester laboratory course provides a basic understanding of the physical-chemical properties and biological processes that operate in the oceans. This course emphasizes the ecological principles governing marine life throughout the world and stresses the processes and adaptations that structure marine associations and permit their persistence through time.

### **ENVIRONMENTAL SCIENCE**

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

### **ENVIRONMENTAL SCIENCE HONORS\*\***

Students will explore the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems, both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them.

### **ENVIRONMENTAL SCIENCE (ADVANCED PLACEMENT)\*\*\*\***

This course serves as the equivalent of a one-semester, introductory college course in environmental science. It provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems, both natural and human-made; to evaluate the relative

risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them.

### **GENETICS HONORS\*\***

This one-year laboratory course provides students with a strong foundation in human genetics, achieved through the study of microbiology, human inheritance, and genetic technology.

### **BIO-TECHNOLOGY HONORS\*\***

Students will explore the fundamental principles of biotechnology, career pathways and biotechnology applications (medical, pharmaceutical, and agricultural). Topics of study include DNA, RNA, and protein technologies; genetic diagnostics; healthcare and pharmaceuticals; food biotech (GMOs); nutrition science; aquaculture; coastal and marine biotech; arid zone and desert biotech; bioinformatics; nanobiotechnology; cloning; stem cells; and bioethics. Laboratory activities and projects reinforce concepts and principles presented.

### **ZOOLOGY HONORS\*\***

This is a one-year laboratory course to teach students the common life processes, including cell and tissue structure and function, the genetic basis of evolution, and the evolutionary and ecological principles that unify all life. Topics to be covered include animal classification, animal form and function, animal behavior, microbiology, zoo science, genetics, conservation, and professions in zoology.

### **HUMAN ANATOMY AND PHYSIOLOGY I (Dual Enrollment)\*\*\*\***

This course is an introduction to gross human anatomy. The major human organ systems are explored including integumentary, skeletal, muscular, circulatory, lymphatic, respiratory, digestive, renal and reproductive. Individual operations and complex interactions within the internal environment of the body will be explored. Special attention is devoted to the physiology of movement, excitation and secretion with the focus directed on specific cause and effect mechanisms as well as homeostasis and feedback control regulation. Familiarity with the structure of the human body and the way in which it functions is achieved by a systematic study of the models and accompanying laboratory experiences.

### **HUMAN ANATOMY AND PHYSIOLOGY II (Dual Enrollment)\*\*\*\***

This course is an introduction to gross human anatomy. The physiology of the muscular, nervous, circulatory, respiratory, digestive, urinary, reproductive, endocrine and immune systems will be explored. Familiarity with the structure of the human body and the way in which it functions is achieved by a systematic study of the models and accompanying laboratory experiences. The anatomical structures and functions of the organs and organ systems of the human body will be illustrated through hands-on practical experience, dissection techniques, and virtual experiences.

### **MARINE BIOLOGY/ECOLOGY (Dual Enrollment)\*\*\*\***

The first semester of the course will cover general principles of marine science and marine biology and then progress through organismal biology in order of complexity from marine microbes up to marine mammals. The second semester will focus on the environment of Florida in teaching the basic concepts of ecology. Ecologically important issues such as climate change, extinction, genetic biodiversity, population dynamics, and habitat preservation in environments of special interest such as coral reefs, seagrass beds, mangroves, pelagic, benthic and intertidal communities will be covered. Information and questions on sustainability and conservation will be integrated throughout the course.

### **ROBOTICS I, II, III, and IV HONORS\*\***

In these one-year, half credit after school courses, students will be introduced to physics and engineering concepts illustrated throughout the design, building, and programming of robots. The students in this class will be working towards competing in US FIRST Robotics competitions. For each of these competitions, an objective for the robot is announced at the beginning of the year, and the students have to tailor their building and design to produce a robot that can score points at each competition. Students will learn to program the functions of their robot with LEGO NXT Mindstorms, LabView, and RobotC. Additionally, students will learn to work with engineering design software such as Solidworks and CAD programs.

### **INDEPENDENT RESEARCH I, II, III, and IV HONORS\*\***

In these one-year, half credit after school courses, the student will design and conduct a research experiment following the steps of the scientific method. Starting with a hypothesis, the student will design and conduct an experiment collecting, graphing and analyzing data.

### **PRE-MED I HONORS\*\***

This course is a survey of human anatomy, the body systems and pathophysiology. Students will be introduced to medical terminology, procedures and protocols. Through guest speakers and field trips, students are exposed to a number of different medical careers. Curriculum will be reinforced with laboratory demonstrations and virtual reality experiences.

### **PRE-MED II HONORS\*\***

This is a continuation of the material covered in Pre-Med I Honors. This course is a survey of human anatomy, the body systems and pathophysiology. Students will be introduced to medical terminology, procedures and protocols. Students will through guest speakers and field trips, be exposed to a number of different medical careers. Curriculum will be reinforced with laboratory demonstrations and virtual reality experiences.

## **SOCIAL STUDIES DEPARTMENT**

### **WORLD HISTORY**

The World History course, a chronological study of world events from the earliest civilizations to the present, traces the development of civilization and societies. The full-year course integrates a number of themes that form the patterns of civilization: political change and economic development, the influence of geography on cultures, the growth of science and technology, and the effect of contact among cultures including creativity in the arts. As students study the past, they begin to understand better the challenges of the present and the major issues of the future.

### **WORLD HISTORY HONORS\*\***

World History Honors, designed to offer students a full-year study of events, developments, and ideas of humankind's past that have influenced the world today, begins with an overview of ancient civilizations and continues with a greater emphasis through the modern era. The interaction of geographic determinants on the cooperation and conflict among people emerges as an integral component of the curriculum. Reading primary sources and discussing current events develop students' critical thinking skills.

### **WORLD HISTORY: MODERN (ADVANCED PLACEMENT)\*\*\*\***

World History AP focuses on a global perspective of the world and human interactions from the 1200 AD to present day. There will be an overview of the time period before 1200 AD and then a comprehensive and in depth cover of the period after 1200 AD. Six key themes outline this full-year course: relationship of change and continuity, impact of interactions among major societies, impact of technology and demography on people and the environment, systems of social and gender structures, cultural and intellectual developments and interactions, and changes in functions and structures of states. Students refine analytical skills and mental habits such as understanding historical and geographical context, making comparisons across cultures, using documents and other primary sources, and recognizing and discussing different interpretations and historical frameworks. All students sit for the World History Advanced Placement Exam in May.

### **AMERICAN HISTORY**

American History is a full-year course that surveys the American experience from an overview of the Colonial Period through the Civil War and continues with an in-depth focus to the present day, while examining the evolution of America politically, economically and culturally. This course deals with current events from their historical perspective and their impact upon current American history. While using primary sources to help solidify the study of the nation, students develop an understanding of the foundations of the past and gain insight into the present. This class presents the story of our country. This class presents the story of our country.

### **AMERICAN HISTORY HONORS\*\***

In American History Honors, a full-year course, students focus on major events in the nation's history from the founding of the colonies to the present. The essential difference between American History and American History Honors lies in the approach to the general content and in the preparation required of the students. The Honors course uses a more critical analysis in reading and writing. This course provides opportunities to develop critical thinking skills, the steps of historical analysis, and the process of historical interpretation through the use of primary sources.

### **UNITED STATES HISTORY (ADVANCED PLACEMENT)\*\*\*\***

United States History AP, a full-year study of America's development as a nation, examines both the aspirations and achievements of the American people as it covers the ideas, institutions, and the processes that led to these achievements. This course comprehensively surveys the United States from the pre-colonial era through the present day. Advanced Placement United States History emphasizes the integration of primary sources in addition to informational texts and the writing of analytical essays. All students sit for the United States History Advanced Placement Exam in May.

### **AMERICAN GOVERNMENT**

American Government, a semester course, prepares seniors for today's political world through the study of the basic components of the American system. Emphasis is placed upon the Constitution, branches of government, and the federal bureaucracy. The students develop an awareness of the political process, how it operates, as well as the importance of civic participation in the democratic process. This class presents the process of voting and importance of community involvement.

### **ECONOMICS**

Economics, a semester course, examines the American economic system and its component parts—business, government, and consumerism—as well as other economic systems. This course analyzes how markets operate and the conflicts over what should be produced, how it should be produced, and who should receive the products. Students analyze decision making and its consequences. Further, students gain an understanding of economic factors, allowing them to become effective decision makers and participants in society.

### **AMERICAN GOVERNMENT HONORS\*\***

American Government Honors, an in-depth semester study of the American political system, concentrates on the political process, ideology, and civil rights and liberties in the first quarter; the second quarter focuses on the institutions of government. Writing essays, developing critical thinking skills, and understanding the promises and problems of the U.S. political system receive emphasis. The course prepares students to assume their proper role in the American democratic system. This class presents the process of voting and importance of community involvement

### **ECONOMICS HONORS\*\***

Economics Honors, an in-depth semester study of the American economic system, concentrates on both macroeconomics and microeconomics. This approach blends a broad world view while stressing the importance of economic issues important to individuals. The course emphasizes the analysis of information in order to prepare students for their roles as members of the American economy. The course aims to impart an understanding of fundamental concepts so that students understand the economy in which they live.

### **U. S. GOVERNMENT AND POLITICS (ADVANCED PLACEMENT)\*\*\*\***

The U.S. Government and Politics AP program teaches U.S. constitutional government based on principles of philosophy, political beliefs and behaviors, political parties and interest groups, national institutions and policy processes, and law. This semester course enables students to develop a critical perspective of government and politics in the United States and emphasizes the techniques of evaluating, refuting, comparing, contrasting, analyzing, documenting, and supporting ideas. All students sit for the U. S. Government and Politics Advanced Placement Exam in May.

### **MACROECONOMICS (ADVANCED PLACEMENT)\*\*\*\***

In Macroeconomics AP, a semester survey course, students examine a wide variety of areas: how total investment and consumption are determined, how central banks manage money and interest rates, what causes international financial crises, and why some nations grow rapidly while others stagnate. Content also emphasizes how society organizes to utilize limited resources to satisfy the world's needs and wants. All students sit for the Macroeconomics Advanced Placement Exam in May.

### **MICROECONOMICS DUAL ENROLLMENT\*\*\*\***

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### **PSYCHOLOGY HONORS\*\***

This full-year course in Psychology seeks to develop in the student an understanding of and appreciation for what psychology has to offer the individual, groups, and society as a whole. Students acquire an understanding of human behavior, behavior interaction, and the progressive development of individuals. By analyzing the practical applications, research methodologies, and therapies used in the science of psychology, the student develops an insight into the behavior of themselves and others.

### **PSYCHOLOGY (ADVANCED PLACEMENT)\*\*\*\***

The Psychology AP course introduces students to the systematic and scientific study of the behavioral and mental processes of human beings and animals and exposes them to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. All students sit for the Advanced Placement Psychology Examination in May.

### **WORLD CULTURAL GEOGRAPHY HONORS\*\***

This course is a year-long elective and can be taken after a student has completed a required World History course. It is an introductory approach to major world cultures. Themes of the course emphasize historical and contemporary cultural geography from a global perspective including religion, political trends, and family and social structure. Additionally the interdependency of countries and the advancement of globalization will be a consistent theme throughout the course. Students will interpret maps, graphs and other data while analyzing the relevant course themes.

### **HUMAN GEOGRAPHY (ADVANCED PLACEMENT)\*\*\*\***

Human Geography AP, a discipline that uses a spatial approach to the understanding and analysis of cultures, surveys some of the concepts, methods, techniques, and applications of geographical analysis. In this full-year course, students study human environment interactions, including discussions of the growth and distribution of world populations, the impact of human beings on the environment, and the nature of resources. Other themes stress locational analysis and include patterns of land use, internal structures of cities, size and spacing of settlements,

and spatial interaction. Students write frequently and regularly analyze maps, graphs, charts, and other primary source documents. All students sit for the Advanced Placement Human Geography Exam in May.

#### **COMPARATIVE GOVERNMENT AND POLITICS (ADVANCED PLACEMENT)\*\*\*\***

Comparative Government and Politics AP, a full-year, college level, survey course, provides students with a coherent knowledge of different political systems and compares these systems in an effort to generalize about political structures, processes, institutions, and actors. Students study and analyze current issues involving the following countries: Great Britain, Russia, the People's Republic of China, Mexico, Nigeria, and Iran. All students sit for the Comparative Government and Politics Advanced Placement Exam in May.

#### **EUROPEAN HISTORY (ADVANCED PLACEMENT)\*\*\*\***

European History AP represents a full-year, college level, introductory course. Students learn the basic narrative of events and movements in European history from the Renaissance to the present and develop an understanding of the principal political, economic, cultural, and social themes in modern European history. The analysis of historical evidence and the expression of historical understanding in critical writing emphasize the advanced thought processes utilized in this course. All students sit for the European History Advanced Placement Exam in May.

#### **LEADERSHIP DEVELOPMENT HONORS I, II, III, and IV\*\***

Leadership Development Honors, a full-year course taught from Level I through Level IV, depending on the grade level of the student, offers proven leaders the opportunity to enhance their leadership skills. The content includes self-understanding, goal-setting, self-actualization, assertiveness, organizational theories, and management. Specific assignments, projects, and lectures center on the following: parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, team building, and other group processes. The advanced levels of this course apply the leadership skills acquired in the first level and include specific assignments for school and community service projects.

### **PRE-LAW I/II HONORS\*\***

Pre-Law Honors provides an overview of the law and the legal system. This course introduces the student to the development of both the civil and criminal law traditions in the United States, the history and oversight of the legal profession, court structure in the U.S. and Florida and how they interrelate. The student is also provided a cursory introduction to Substantive (i.e. contracts, torts, property) and Procedural Law (i.e. civil procedure, criminal procedure). The students' appreciation of the law and legal system, as well as exposure to potential various careers, is the ultimate goal for this course.

## **THEOLOGY DEPARTMENT**

### **GLOBAL STUDIES, PART I (The Revelation of Jesus Christ in Scripture)**

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

### **GLOBAL STUDIES, PART I HONORS\*\* (The Revelation of Jesus Christ in Scripture)**

The purpose of this honors level course is to give students a general knowledge and appreciation of the Sacred Scriptures. The course and the work required will reflect a deeper exploration of Sacred Scripture. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. The students will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

### **GLOBAL STUDIES, PART II (Who Is Jesus Christ?)**

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 about who He is, the students will also learn whom He calls them to be.

### **GLOBAL STUDIES, PART II HONORS\*\* (Who Is Jesus Christ?)**

This honors level course will focus on developing an understanding of Christology by exploring the person of Christ, 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 about who He is, the students will also learn whom He calls them to be. The students will be expected to deepen, through reading, research and discussion, how Jesus is the foundation and source of our faith.

### **PHILOSOPHY I (The Mission of Jesus Christ: The Paschal Mystery)**

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.

### **PHILOSOPHY I HONORS\*\* (The Mission of Jesus Christ: The Paschal Mystery)**

This course builds on the early study of Christology by inviting the students to explore, at an honors level, this deeply theological truth of living as a person of Christian faith. 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.

### **SOCIOLOGY (Jesus Christ's Mission Continues in the Church)**

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.

### **SOCIOLOGY HONORS\*\* (Jesus Christ's Mission Continues in the Church)**

This honors level class will invite the students to explore the rich tradition of the Church and the people who have written its history. 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.

### **PHILOSOPHY II (Sacraments as Privileged Encounters with Jesus Christ)**

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.

### **PHILOSOPHY II HONORS\*\* (Sacraments as Privileged Encounters with Jesus Christ)**

The Sacramental life of the Church is a rich experience for all who enter into it. In this honors course the students will come to 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.

### **ETHICS (Life in Jesus Christ)**

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.

### **ETHICS HONORS\*\* (Life in Jesus Christ)**

In this honors class the students will be challenged to explore the beliefs and teachings of the Church with regards to Ethics and morality. It will inform and guide them in deepening their knowledge in this critical theological area. It will 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.

### **MULTICULTURAL STUDIES (Living as a Disciple of Jesus Christ in Society)**

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.

### **MULTICULTURAL STUDIES HONORS\*\* (Living as a Disciple of Jesus Christ in Society)**

The Social teaching of the Church is an important aspect of living as a disciple today. This class will explore this rich tradition and its application to life today. 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. At the honors level students will look at source documents relating to Catholic Social teaching and integrate this knowledge into facing challenges in today's world.

### **WORLD RELIGIONS (Ecumenical and Interreligious Issues)**

The purpose of this course is to help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith.

### **WORLD RELIGIONS HONORS\*\* (Ecumenical and Interreligious Issues)**

In this honors level class the students will explore the way in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith.

### **ETHICS Dual Enrollment \*\*\*\* (Life in Jesus Christ)**

In this dual enrollment, college-level class, the students will be challenged to explore the beliefs and teachings of the Church with regards to Ethics and morality. They will be challenged to deepen their academic knowledge through research and writing on the subject matter. It will inform and guide them in deepening their knowledge in this critical theological area. It will 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.

### **PHILOSOPHY II Dual Enrollment \*\*\*\* (Sacraments as Privileged Encounters with Jesus Christ)**

This is a dual enrollment, college-level class. The students will be challenged to explore at a deeper academic level the richness of the Sacramental life of the Church and how it is lived today. The Sacramental life of the Church is a rich experience for all who enter into it. In this honors course the students will come to 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.

### **MULTICULTURAL STUDIES Dual Enrollment \*\*\*\* (Living as a Disciple of Jesus Christ in Society)**

In this college-level, dual enrollment class, the students will deepen their knowledge of Catholic Social Teaching and its application in our lives today, as individuals and members of the broader community. The Social teaching of the Church is an important aspect of living as a disciple

today. This class will explore this rich tradition and its application to life today. 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. At the honors level students will look at source documents relating to Catholic Social teaching and integrate this knowledge into facing challenges in today's world.

**WORLD RELIGIONS Dual Enrollment \*\*\*\* (Ecumenical and Interreligious Issues)**

In this dual enrollment, college-level class, the students will explore the way in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith. The students will study at a deep level the belief of the Catholic Church in its relation to other religions of the world.

**WORLD LANGUAGES DEPARTMENT**

**WORLD LANGUAGE--SPANISH**

**SPANISH I BASIC**

This is an introductory course to the Spanish language and culture focusing on basic communicative proficiency and the fundamentals of applied grammar. The foundational language skills of listening, speaking, writing, and reading are developed through a topical approach to contextual language acquisition utilizing a functional approach of hearing and seeing the language in use and moving from guided practice to open-ended expression developing critical thinking skills.

### **SPANISH I REGULAR**

This is an introductory course to the Spanish language and culture focusing on functional communicative proficiency and the acquisition of the fundamentals of applied grammar. The language skills of interpretive listening, interpersonal communication, presentational speaking and writing, and interpretive reading are developed through a topical approach to contextual language acquisition utilizing a functional approach of hearing and seeing the language in use and moving from guided practice to open-ended expression incorporating higher order critical thinking skills.

### **SPANISH I ADVANCED LEVEL**

This is an introductory course to the Spanish language and culture focusing on functional communicative proficiency and the acquisition of the fundamentals of applied grammar. The language skills of interpretive listening, interpersonal communication, presentational speaking and writing, and interpretive reading are developed through a topical approach to contextual language acquisition utilizing a functional approach of hearing and seeing the language in use and moving from guided practice to open-ended expression. Topical content in this course will be covered at an advanced level incorporating higher order critical thinking skills.

### **SPANISH II BASIC**

This is an intermediate course in Spanish language and culture designed for students who must complete their basic language requirement. The course fosters the continued acquisition of basic language skills of interpretive listening, communication, speaking, writing and reading through contextual language teaching utilizing a natural approach to language acquisition. Integration of previous grammar structures along with the fundamentals of applied grammar at the basic intermediate level. The course also provides an appreciation of the Hispanic culture through readings and videos of various Spanish-speaking countries.

### **SPANISH II REGULAR**

This is an intermediate course in Spanish language and culture designed for students who must complete their basic language requirement. The course fosters the continued acquisition and refinement of basic language skills of interpretive listening, interpersonal communication, presentational speaking and writing, and interpretive reading through contextual language teaching utilizing a natural approach to language acquisition and spiraling of previously learned

vocabulary and grammar structures. The course also provides an appreciation of the Hispanic culture through readings and videos of various Spanish-speaking countries.

### **SPANISH II ADVANCED LEVEL**

This is an intermediate course in Spanish language and culture focusing on expanding communicative proficiency through the acquisition of advanced vocabulary and grammar structures. The language skills of interpretive listening, interpersonal communication, presentational speaking and writing, and interpretive reading are broadened through contextual language teaching utilizing a natural approach to language acquisition and spiraling of previously learned vocabulary and grammar structures. The course also provides an appreciation of the Hispanic culture through readings and videos of various Spanish-speaking countries. Topical content in this course will be covered at an advanced level incorporating higher order critical thinking skills.

### **SPANISH III**

An intermediate course, Spanish III, fosters the continued acquisition and refinement of basic language skills while promoting proficiency in grammar, writing and listening competencies. Situational vocabulary presented strengthens the student's conversational abilities. The course also provides an appreciation of the Hispanic culture through a study of various Spanish-speaking countries.

### **SPANISH III HONORS\*\***

Spanish III Honors, an advanced course designed for the student who has achieved a high level of proficiency in Spanish, continues expanding communicative proficiency. The curriculum includes further development of language skills with conversation that uses advanced vocabulary. The study of grammar continues on an advanced level with an emphasis on a variety of reading and writing exercises and cultural studies.

### **SPANISH IV HONORS\*\***

This advanced course reviews, refines, and strengthens reading, writing, listening, and comprehension skills in the Spanish language. Additionally, the curriculum includes language

development with a strong emphasis on conversation and reading comprehension, using advanced situational vocabulary. The study of grammar continues on an advanced level and includes a variety of reading and writing exercises.

### **SPANISH FOR SPEAKERS II ADVANCED LEVEL**

An intermediate course intended for students who have attained fluency in Spanish in a Hispanic home, Spanish for Speakers II Honors focuses on improved aptitude in reading, writing, and grammar skills while continuing to develop existing communicative proficiency and higher level vocabulary. Interdisciplinary studies, advanced critical thinking skills, and an introduction to literature refine the Spanish speaker's use of the language.

### **SPANISH FOR SPEAKERS III HONORS\*\***

This course requires the student to have acquired not only a high degree of aural and oral fluency, but also a more sophisticated level of vocabulary, reading and writing extensively in Spanish. Advanced grammar and orthography comprise an integral part of Spanish for Speakers III Honors. Hispanic culture and history play a strong role in this curriculum as the student reads major writers of the Hispanic world and studies a selection of their works in a critical, analytical manner.

### **SPANISH LANGUAGE AND CULTURE (ADVANCED PLACEMENT)\*\*\*\***

The AP Spanish Language and Culture course prepares students for the Advanced Placement exam in May. The course is designed to increase the fluency with which students express themselves in the target language. It also develops their ability to understand the language and the cultures of the Spanish-speaking world in tangible and intangible ways. Throughout the course, students study and are exposed to a wide array of topics and social practices in order for them to develop a truly international perspective and an appreciation of the Hispanic world. The three modes of communication (interpersonal, interpretive, and presentational) are foundational to the AP Spanish Language and Culture course. The course provides students with opportunities to demonstrate their proficiency in each of the three modes while exploring the six themes of the AP Spanish Language and Culture course: Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, World Challenges, and Personal and Public Identities. All students will sit for the Spanish Language Advanced Placement exam in May.

### **SPANISH LITERATURE AND CULTURE (ADVANCED PLACEMENT)\*\*\*\***

The course is designed for native Spanish speakers to enrich and advance their reading potential by covering selected works from the literature of Spain and Latin America. The purpose of this course will be to prepare students to read and understand literary texts of selected genres in Spanish and to analyze its form and use of certain literary terms. Emphasis is placed on approaching the study of literature through global, historical, contemporary, and cultural contexts. A key objective of this course is to relate the literary content of texts to the historical, sociocultural, and geopolitical contexts in Spanish. Reading comprehension will be greatly enhanced by the literary selections. All students will sit for the Spanish Literature Advanced Placement exam in May.

### **WORLD LANGUAGE—LATIN**

#### **LATIN PROSE HONORS\*\***

In Latin Prose Honors, students use and expand their vocabulary and syntax by reading the works of a variety of significant Roman prose writers, including Sallust, Pliny, Livy, and Cicero. With emphasis on the Age of Cicero, students study the history, culture, and authors of each period. Supplemental readings will cover topics such as philosophy, rhetoric, history and politics.

### **WORLD LANGUAGE--FRENCH**

#### **FRENCH I**

This is an introductory course to the French language and culture focusing on functional communicative proficiency and the acquisition of the fundamentals of applied grammar. The four language skills of speaking, listening comprehension, reading and writing are developed through contextual language teaching utilizing an eclectic approach moving from guided practice to open-ended expression incorporating higher order approach to language acquisition of hearing and seeing the language in use and critical thinking skills.

### **FRENCH I ADVANCED**

An introductory course to the French language, French I Honors provides students with the basic proficiency necessary to function in a French-speaking culture and to appreciate the role of the Francophone cultures in a global context. Students learn vocabulary and grammatical structures and practice them in context, using everyday situations for communication. The teacher uses a balanced-skills approach to emphasize listening, comprehension, and speaking.

### **FRENCH II**

This is an intermediate course in French language and culture designed to foster the continued acquisition and refinement of basic language skills of interpretive listening and reading, interpersonal spoken and written communication, presentational speaking and writing through contextual language teaching utilizing a natural approach to language acquisition and spiraling of previously learned vocabulary and grammar structures. The course provides cultural studies that present an appreciation of the traditions and daily life in the Francophone world.

### **FRENCH II ADVANCED**

This course focuses primarily on the gradual expansion and refinement of vocabulary and structures, while at the same time reviewing basic elements of Level I. The balanced-skills approach continues with more emphasis on reading and writing. Cultural study incorporates an appreciation of traditions and daily life in the Francophone world.

### **FRENCH III**

An intermediate course, French III, fosters the continued acquisition and refinement of basic language skills while promoting proficiency in grammar, writing and listening competencies. Situational vocabulary presented strengthens the student's conversational abilities. The course also provides an appreciation of various Francophone cultures through a study of various French-speaking countries.

### **FRENCH III HONORS\*\***

This advanced course for students, who have mastered the basics of the French language and who wish to continue expanding communicative proficiency, continues the development of language skills and emphasizes conversation, using more advanced situational vocabulary. The

study of grammar continues on an advanced level with a variety of reading and writing exercises in French.

### **FRENCH IV HONORS\*\***

This advanced course reviews, refines and strengthens reading, writing, listening and comprehension skills in the French language. Additionally, the curriculum includes language development with a strong emphasis on conversation and reading comprehension, using advanced situational vocabulary. The study of grammar continues on an advanced level and includes a variety of reading and writing exercises.

### **FRENCH LANGUAGE AND CULTURE (ADVANCED PLACEMENT)\*\*\*\***

The AP French Language and Culture course prepares students for the Advanced Placement exam in May. All students taking this course will sit for the AP exam. This course is designed to train students in the interpersonal, interpretive, and presentational aspects of communication. The course takes a holistic approach to language proficiency and is designed to increase the fluency and level of sophistication with which students express themselves in French. It also develops their ability to understand the language and the cultures of the French-speaking world in tangible and intangible ways and to analyze, reflect on, and discuss contemporary issues. Therefore, throughout the course, students study and are exposed to a wide array of topics and social practices in order for them to develop a truly international perspective. They are given the opportunity to demonstrate their proficiency and increasing cultural awareness while exploring the six themes of the AP French Language and Culture course: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

## **WORLD LANGUAGE—ITALIAN**

### **ITALIAN I**

This is an introductory course to the Italian language and culture with the focus on practical communicative proficiency and the acquisition of the fundamentals of applied grammar. The four language skills of listening comprehension, reading, speaking and writing are developed through a contemporary approach to contextual language acquisition utilizing a diverse

approach of hearing and seeing the language in use and moving from guided practice to open-ended expression incorporating higher order critical thinking skills.

### **ITALIAN I ADVANCED**

This introductory course to the Italian language and culture focuses on communicative proficiency, develops the four language skills--speaking, listening, reading, and writing--through contextual language teaching, and uses a natural approach to language acquisition. Students experience a gradual shift from guided practice to open-ended expression, incorporating higher order critical thinking skills.

### **ITALIAN II**

This is an intermediate course in Italian language and culture designed to foster the continued acquisition and refinement of basic language skills of interpretive listening and reading, interpersonal spoken and written communication, presentational speaking and writing through contextual language teaching utilizing a natural approach to language acquisition and spiraling of previously learned vocabulary and grammar structures. The course also engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices and perspectives.

### **ITALIAN II ADVANCED**

This intermediate course in Italian language and culture, intended for those students who successfully complete Italian I Honors, focuses on expanding communicative proficiency. Students broaden their speaking, listening, reading, and writing skills through contextual language learning, a natural approach to language acquisition, and the spiraling of previously learned vocabulary and grammar structures.

### **ITALIAN III**

An intermediate course, Italian III, fosters the continued acquisition and refinement of basic language skills while promoting proficiency in grammar, writing and listening competencies. Situational vocabulary presented strengthens the student's conversational abilities. The course also provides an appreciation of the Italian culture through the study of various cultural elements.

### **ITALIAN III HONORS\*\***

This advanced course is designed for the student who has mastered the basics of the Italian language and who wishes to continue expanding communicative proficiency. The curriculum includes further development of language skills with conversation that uses advanced vocabulary. The study of grammar continues on an advanced level with a variety of reading and writing exercises and cultural studies.

### **ITALIAN IV HONORS\*\***

This advanced course in Italian language and culture reviews, refines, and strengthens reading, writing, listening, and comprehension skills. Additionally, Italian IV Honors emphasizes conversation and reading comprehension, using advanced, situational vocabulary. The study of grammar continues on an advanced level, as students read and examine a variety of literary and cultural texts and engage in writing exercises in Italian.

### **ITALIAN LANGUAGE AND CULTURE (ADVANCED PLACEMENT)\*\*\*\***

This course prepares the student for the Advanced Placement Italian Language Examination in May. The three modes of communication (interpersonal, interpretive, and presentational) are foundational to the AP Italian Language and Culture course. These modes are implemented as students explore the six themes of the AP Italian Language and Culture course: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes. The AP Italian Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The course strives to promote both fluency and accuracy in language. The course engages students in an exploration of culture in both contemporary and historical contexts. Students develop awareness and appreciation of cultural products, both tangible and intangible; practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). All students sit for the Italian Language and Culture Advanced Placement Exam in May.



