



Program of Studies

2008-2009

Saint John's Catholic Prep
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Mission Statement

Saint John's Catholic Prep is a Catholic, co-educational, college preparatory high school dedicated to the development and education of the total student, spiritually, morally, academically, and physically for the glory of God in the home, church, nation, and world.

School Philosophy

Saint John's Catholic Prep enjoys a long tradition of service to its students, its community, and to the kingdom of God. That tradition is rooted in the values established by its Jesuit founder, Father John McElroy, which in turn reflects both the message of Jesus and the way he taught through wisdom, reason, story and personal example.

We believe that our responsibility is to bring knowledge of the past to our students, to engage them in the present, and to prepare them for the future. The purpose of our effort is to create good citizens, sensitive to the needs of others, morally and intellectually responsible for our world and ready to account to God for their lives. To those ends we strive to offer a strong academic program intended to endow our students with the intellectual, spiritual, athletic, and aesthetic qualities needed to maintain the world as God intended at its creation.

Objectives

To recognize the Magisterium of the Church in matters of faith and morals

To provide opportunities for prayer, reflection, and service to others as an expression of one's faith

To maintain a code of conduct that creates an atmosphere of self-discipline and self-direction

To develop within the individual a respect for self and for others in a family environment

To encourage the student to grow as a critical thinker and to foster the fullest development of the individual's academic and personal potential

To encourage students to assume a responsible role in planning their course of study

To guide students as they progress academically to appreciate the relevance of the past as it applies to both present and future experiences

To motivate the student to strive not only for academic excellence but also for personal satisfaction and social fulfillment

To support qualified instructors who, through a variety of techniques and experiences, assist students to reach their maximum potentials.

To provide for each student a core curriculum which is regularly evaluated based upon the needs of the student.

To provide resources which develop skills enabling students to pursue a lifetime of learning

To enhance the academic program by providing extracurricular experiences which foster spiritual, intellectual, physical and social development

Academic Requirements

In order to graduate and receive a Saint John's diploma, a student must pass (65% or better) all required courses and fulfill all academic requirements for graduation. These academic standards shall be consistent with state requirements for granting of a high school diploma. The school reserves the right to impose academic requirements above and beyond those set by the Maryland State Department of Education. The school offers three diplomas: a College Preparatory diploma, a diploma with Honors and a diploma with High Honors. The credit requirements for these diplomas are as follows:

College Preparatory Diploma

Theology (1 credit for each year of enrollment at Saint John's)	4 credits
English	4 credits
Social Studies (including 1 credit U.S. History & 1 credit Government*)	3 credits
Mathematics (including 1 credit each of Algebra, Geometry, & Algebra II)	4 credits
Foreign Language (must be continuous unless approved by administration)	3 credits
Science (including 1 credit Biology & 1 credit Chemistry)	3 credits
Physical Education	½ credit
Health	½ credit
Fine Arts	1 credit
Technology	1 credit
Electives	2+ credits
Total	26 credits

*Beginning with the Class of 2012, one credit of Government is required

Diploma with Honors

To be awarded a "Diploma with Honors" a student must have at least 4 of the advanced classes listed below and a GPA of 3.0.

Diploma with High Honors

To be awarded a "Diploma with High Honors" a student must have at least 6 of the advanced classes listed and GPA of 3.5+.

Qualifying Advanced Courses:

- Any Advanced Placement course
- Foreign Language above 3rd level
- Honors Pre-Calculus

Graduation Requirements

1. Students will meet all State of Maryland course and attendance requirements necessary for graduation. The State of Maryland sets "Acceptable Attendance" at 94% percent; that means students can miss no more than 12 classes in a semester course or 24 classes in a year-long course.
2. Students will meet all requirements for graduation set forth by the Archdiocese of Baltimore.
3. Students will meet all course and attendance requirements necessary for graduation as set forth by Saint John's Catholic Prep.
4. Students will not be permitted to take examinations or participate in any graduation activities unless their financial obligations to the school have been met (tuition, fines, uniforms, etc.).
5. Seniors must participate in an over-night class retreat.
6. In order to be considered for Class Valedictorian or Salutatorian, a student must be enrolled at Saint John's Catholic Prep for at least two full years.
7. Participation in graduation activities is a privilege which may be denied to students due to unseemly behavior, discipline record, failure to attend graduation practice, etc.
8. Students must receive a passing grade on the Saint John's Basic Math Skills Test.
9. Students must complete approved community service as outlined in the handbook. All students must complete 80 hours of approved community service as a graduation requirement.

Advanced Placement Courses

AP classes are taught at a higher level than normal high school classes. Ideally, they are as challenging as many freshman level college classes. For example, AP English Literature is designed to be as challenging as a freshman English class at a typical college.

At the end of an AP class offered at Saint John's Catholic Prep, **students must sit for the AP Exam in May**. The fee for each exam is \$85; this price is set by the Collegeboard and must be paid by parents. By taking the exam, students have an opportunity to earn college credit for the course.

The AP Exams are scored on a scale from 1 to 5, with a score of 5 being the highest. Each college determines whether or not they will accept AP credit and, if so, what score is needed. When earning college credit for a course, it means that student will not be required to take that course in college. This allows students who earn credit the opportunity to take higher level courses in their freshman year and saves money that would be invested in those beginning level courses.

In order to register in an AP course at Saint John's, a student must have his/her teacher's approval and the department chair's approval. The student must also write a letter to the department chair explaining why he/she would excel in an AP Course.

Enrolling in Courses at Saint John's

The course selections made by students determine how the master course schedule is developed. Effort will be made to schedule students with their original course requests though some conflicts are unavoidable. Please be sure to list alternate electives on the course selection sheet.

Enrolling in Courses at Other Institutions

On occasion, upperclassmen have been approved to take courses at local community colleges or other institutions of higher learning.

The school does not permit students to take courses off-campus which are offered in our curriculum. The only exception is a course in which the student has failed.

Before enrolling in a course at another institution, students must gain administrative approval if they wish for credits to transfer and count towards their diploma. Typically, the option of taking courses elsewhere is afforded only to seniors with a 3.0 cumulative GPA or higher.

COURSE OFFERINGS

ENGLISH

A summer reading and vocabulary assignment are part of the required English curriculum and reflect our desire to develop proficient readers and writers. Each year students complete their summer reading and vocabulary cards over the summer and submit their work on the first day of class.

As families purchase books, remember that only one copy of some books is needed per family. These required books, which are used for all four years, include:

- *Grammar for Writing* in paperback or in hardcover.
- *The Essential Guide: Research Writing Across the Curriculum* (Lester and Lester)
- *The Art of Styling Sentences: 20 Patterns for Success* (Waddell, Esch, & Walker)

English 9 (1 credit)

The ninth and tenth grade curriculum provides a foundation course in Western Literature from its beginnings through the twentieth century. The ninth grade course will begin with masterpieces of The Ancient World and extend through the Renaissance. Volume One of *The Norton Anthology of Western Literature* will be the principal text. Selections will include excerpts from or complete works such as *The Odyssey*, *The Hebrew Bible*, *Ovid's Metamorphoses*, *Beowulf*, *The Divine Comedy*, Shakespeare and others. Students will focus primarily on critical writing, using the grammar and vocabulary workbooks as supplements to their study of writing. In conjunction with the library staff, they will also receive instruction in research techniques and the MLA format for research paper documentation. They will be expected to master the five-paragraph format for essays of literary analysis.

Texts: *Norton Anthology of Western Literature*, Volume I
Vocabulary Workshop, Level D,
A Midsummer's Night's Dream, Folger Library edition.

English 9 Honors (1 credit)

Students who perform in the superior range on the entrance exam and who demonstrate advanced reading and composition skills will be selected for this course. Students also use the *Norton Anthology, Volume I*, but will read significantly more selections than the regular course. More extensive practice in research and critical writing, and participation in classroom dialogue will also be required. Students will focus primarily on critical writing, using the grammar and vocabulary workbooks as supplements to their study of writing. In conjunction with the library staff, they will also receive instruction in research techniques and the MLA format for research paper documentation. They will be expected to master the five-paragraph format for essays of literary analysis.

Texts: *Norton Anthology of Western Literature*, Volume I
A Midsummer's Night's Dream, Folger Library edition
The Merchant of Venice, Folger Library edition
Vocabulary Workshop, Level D

English 10 (1 credit)

The ninth and tenth grade curriculum provides a foundation course in Western Literature from its beginnings through the twentieth century. The tenth grade course will begin with The Enlightenment and conclude with contemporary authors. Volume Two of *The Norton Anthology of Western Literature* will be the principal text. Major works from the eighteenth century to the present will be the focus of the tenth grade reading. Authors and works include Voltaire, Alexander Pope, The English Romantics, Walt Whitman, Henrik Ibsen, William Faulkner. Sophomores in this course continue to develop the writing skills taught in ninth grade with further emphasis on use of parenthetical

citations in the five-paragraph essay. Research projects using the MLA format are assigned in conjunction with the readings. Students also will use grammar and vocabulary workbooks throughout the year.

Texts: *Norton Anthology of Western Literature, Volume II*
Vocabulary Workshop, Level E
Maus: A Survivor's Tale, Spiegelman

English 10 Honors (1 credit)

Prerequisite: Successful completion of English 9 Honors and department approval
English 10 Honors is an accelerated course for sophomores who have the approval of the English department and who have demonstrated skill in writing and in analysis of literature. Honors students will be required to read more extensively from the *Norton Anthology of Western Literature, Volume Two*. Authors will include Moliere, Voltaire, Pope, Swift, The English Romantics as well as Victorian authors and Modernists such as T. S. Eliot, James Joyce, Samuel Beckett and contemporary authors such as Salman Rushdie and Chinua Achebe. More reading, more writing, more research, and generally higher performance expectations will distinguish the Honors from the Regular course.
Required texts:

Norton Anthology of Western Literature, Volume II
Vocabulary Workshop, Level E
Maus: A Survivor's Tale, Spiegelman

English 11 (1 credit)

A chronological approach to the study of American literature is the focus of this survey course. Students will read and discuss the development of an American voice from the early colonial period through the modern era. In addition to the novels, students use vocabulary and grammar workbooks and read Shakespeare's *Othello*. Students will continue their development of literary essays, and will do a research paper on a major American author in the second semester. Oral presentations are a requirement during a selected drama unit.

The Adventures of Huckleberry Finn, Twain
The Piano Lesson, Wilson
The Catcher in the Rye, Salinger
The Great Gatsby, Fitzgerald
Vocabulary Workshop, Level F
Othello (Folger Edition)
Extremely Loud and Incredibly Close, Foer

English 11 Honors: American Themes (1 credit)

Prerequisite: Successful completion of English 10 Honors and department approval.
This honors course focuses on the analysis of the novel and two dramas and is a prerequisite for AP English Literature. Students will begin the year's novel analysis with an American novel, *The Scarlet Letter*. Students will also analyze satire in both short essays and in Twain's novel. Students will continue the analysis of an author's tone in works by Fitzgerald, Hemingway, and Faulkner.. Shakespeare's *Othello* is the drama read for this course. Vocabulary and grammar workbooks, a research paper manual and a mythology paperback complete the texts used by students. A research paper that analyzes a work by an American author or presents an analysis of a literary question is required in the second semester. Students who are successful in this course will be eligible for either AP Literature or AP Language and Composition.

Required texts:
The Adventures of Huckleberry Finn, Twain
The Piano Lesson, Wilson:
The Great Gatsby, Fitzgerald
The Catcher in the Rye, Salinger
Vocabulary Workshop, Level F
Othello (Folger Edition), Shakespeare
The Scarlet Letter, Hawthorne
As I Lay Dying, Faulkner
Extremely Loud and Incredibly Close, Foer

English 12: Drama (1 credit)

Chronological approach to the study of world literature is the focus of this survey course, which concentrates heavily on drama. Beginning with an overview of Greek drama and conventions of drama, students read *Oedipus the King*. Students then read Elizabethan dramatic works, such as *Hamlet*, before delving into 18th, 19th and 20th century plays. Students will be refining writing skills in preparation for college and there will be assignments that give practice in research and the MLA format. Students in this course will also use both grammar and vocabulary workbooks.

Required texts:

The Seagull Reader: Plays

Vocabulary Workshop, Level G

English 12 Honors: Poetry, Film, and the Imagination (1 credit)

Prerequisite: Successful completion of English 11 Honors or AP Language and department approval. Seniors in this accelerated course study poetry, literature, and film – and how all three explore the nature of imagination. This course will begin with a survey of great poetry in the English language and attempt to develop a concept of Imagination, and how artistic forms capture and express it. Major poems will be analyzed as we explore the wealth of poetic language and its power to move the mind, the body and the soul. Techniques of literary analysis which are applicable to other genres such as the short story, the drama, and the novel will be studied. Poems will also be the focus of vocabulary and word study in a context of poetic meaning. Students will also study the way literary works are transformed into film as a way of exploring the nature of Imagination. Images on the page, in the mind, and on the film will be compared and contrasted. Students will read classic stories and novels which have provided the basis for motion pictures and films which have been composed primarily for the screen in order to contrast the work of imagination in poem, story, drama, novel and film

Required Texts:

The Seagull Reader: Poetry

Hamlet, Folger edition

Pride and Prejudice, Austen

The Maltese Falcon, Dashiell Hammett

One Flew Over the Cuckoo's Nest, Kesey

Vocabulary Workbook Level H

English 12 AP Literature and Composition (1 credit)

Prerequisite: successful completion of the English 11 Honors course or AP Language, letter of application, teacher recommendation, and department approval.

Recommended seniors in this accelerated course study the various modes of drama (Greek tragedy, comedy, revenge tragedy, Shakespearean, satirical, realistic, and modern) and the various forms and techniques of poetry through readings and discussions of works of literary merit. In addition, to practice analytical and composition skills, students undertake a number of writing projects based on the literature under study and are introduced to Critical Theories. Vocabulary enhancement is offered, as is individualized instruction in usage and mechanics. Students also complete three outside reading projects based on novels recommended by the Collegeboard. The course is primarily geared toward preparation for the AP Examination in English Literature.

Students enrolled in this course must sit for the AP exam in May.

Required texts:

The Seagull Reader: Poems

The Seagull Reader: Plays

The Picture of Dorian Gray, Dover

Vocabulary Workbook Level H

Macbeth, Folger edition

AP Language and Composition (1 credit)

Prerequisite: successful completion of the English 11 Honors course, letter of application, teacher recommendation, and department approval. Recommended seniors and a handful of highly recommended juniors in this college-level writing course are expected to develop their abilities as critical readers and writers, while preparing for the AP Language and Composition exam. Understanding effective communication - both oral and written - is the goal. The class will achieve its goal through the following: analysis of non-fiction literature, rhetorical techniques, and literary devices; annotated reading and writing process development; grammar and vocabulary. This course requires students' best efforts consistently and emphasizes their developing independence of thought and mature habits of critical thinking.

Students enrolled in this course must sit for the AP exam in May.

Required texts:

The Mercury Reader (bought by students from teacher on the first day of class)

Vocabulary Workbook, Level G,

The Things They Carried

In Cold Blood

Their Eyes Were Watching God

The Woman Warrior

One Writer's Beginnings

Into the Wild

Creative Writing (1 semester, ½ credit)

This semester-long course, presented as a creative writing workshop, gives students the opportunity to explore their imaginations and creative talents while learning the art of writing fiction. Course content focuses on the basic elements of the short story, including plot, narration/point of view, setting, characterization, and dialogue, which also apply to longer works of fiction. During the semester, students will write and share their writing with the group, from short paragraphs to longer, complete stories. The success of the class depends upon students' willingness to critique the writing of their peers and to apply constructive suggestions to their own work. Daily journal entries will help generate ideas and hone writing skills. Students in this course are expected to collaboratively work together to produce an issue of the school's literary magazine.

Required text:

The Mercury Reader (bought by students from teacher on the first day of class)

Fine Arts: Visual Arts

Art Fundamentals (1 semester, ½ credit)

This course explores basic concepts in visual arts through a variety of projects. These are hands on, enabling students to experience diverse media and techniques. Media to be used include charcoal, pen and ink, Acrylic and watercolor paint, and printmaking. Students explore the substance behind the basics such as perspective, light-dark modeling, color dynamics, public art, collage, right-brain activities, commercial art, faith based imagery, and pure imagination.

Drawing and Dry Media (1 semester, ½ credit)

This course builds on Art Fundamentals and enhances the drawing skills with further study of modeling/shading, perspective, and more advanced drawing techniques. Still life, figure drawing, and all dry media will be incorporated into the class. Art historical references will be appropriately integrated into the studio projects and lessons.

Painting (1 semester, ½ credit)

Building on Art Fundamentals experiences, students will develop skills in painting using various wet media (acrylic, watercolor, oils, etc.). Projects included are self- portraits, landscapes, murals, abstracts. Historical references, materials, and techniques of master painters will be integrated into the course and the studio projects.

Mixed Media (1 semester, ½ credit)

Students continue their course of study using diverse media; concentrating on form/dimension. Varied material will be utilized. Examples include paper-mâché, clay, mosaic, collage, wood, glass and environmental objects. Historical Art references and the study of modern artists will be incorporated into the studio lessons and projects.

Advanced Fine Arts (1 semester, ½ credit)

This course is designed for seniors who are further developing their studio skills with the intention of attending an art college or majoring in an art field. All types of media are used with a strong emphasis on further developing skills in painting, drawing and form.

Prerequisite: Drawing and/or Painting and signature of the Fine Arts Department head

Advanced Placement Art History (1 credit)

In this course, students will survey the development of painting, sculpture, and architecture in Western cultures. The specific objectives of this course are to acquaint students with the historical settings within which great works have been produced. Students will develop observational and writing skills necessary for recognizing, critically evaluating, and comparing major works. The course covers the earliest art of prehistoric Europe and early art of the East through modern art of the 20th century. **Students enrolled in this course must sit for the AP exam in May.**

Text: *A History of Western Art (4th edition)*: Adams

Publications (1 credit)

The students in this course are responsible for producing the school's annual yearbook. Students will advance during the year and learn skills necessary to our annual production. Students will use Year Tech® software to create layouts, learn proofreading, learn camera handling, page composition, copywriting, and meeting deadlines. Much of the work is done independently or with one partner. Self motivation, computer literacy, creativity, and proficient English writing skills are all required. After the yearbook has been submitted in early March, students in this course will work on *Cornerstone*, the student newspaper, producing at least one issue for distribution.

Prerequisite: Fine Arts Department Head signature/approval

Fine Arts: Performing Arts

Each guitar student is required to pay \$20.00 to the Music Department to cover expenses incurred during the semester for maintenance and music. Each student is required to own or have access to a guitar for practice at home.

General Music (1 semester, ½ credit)

This course encompasses music appreciation, music history, music theory, and beginning piano and guitar. There will be projects due on composers and opportunities will be provided for performances.

Beginning Guitar (1 semester, ½ credit)

Enjoyment of the instrument and excitement in playing is the goal of this course. Sight reading, learning notes, and timing will be stressed. Projects including performance in guitar will be required. Performance opportunities will be available year round for the students.

Intermediate Guitar (1 semester, ½ credit)

Student must have rudimentary technique of the instrument and be able to sight read notes or tablature. This course develops the technical and interpretative skills of the student which will enable them to proceed to more advanced works of music. These students will have juries and be expected to perform at St. John's Classical Evenings.

Advanced Guitar (1 semester, ½ credit)

Blues, rock, Celtic and classical music will be available for the student. Rock band and Swing band have performances throughout the year. Improving technique and learning a large repertoire of music will be stressed. Chordal theory will be studied and used to create music. Sight reading either the notes or tabulation is required. These students will be expected to perform. Juries will be held for a grade in this class.

Advanced Guitar and Repertoire: (1 Semester, ½ credit)

Similar to Advanced guitar, this course develops the student into a performer by establishing large lists of songs in various styles such as Jazz, Blues, Rock and Classical for the purpose of performance. Discussion and lecture is focused on solos in various styles and specific artists are studied in-depth. Performance both in and out of class is mandatory.

Beginning Keyboard (1 semester, ½ credit)

The development of the keyboard technology not only allows students to learn the piano but also the synthesizer. Keyboards can record and play back so the student can harmonize with themselves. This course teaches the fundamentals of piano while also learning theory and beginning composition.

Intermediate Keyboard (1 semester, ½ credit)

Student must have rudimentary technique of the instrument and be able to sight read notes or tablature. This course develops the technical and interpretative skills of the student which will enable them to proceed to more advanced works of music. These students will have juries and be expected to perform at St. John's Classical Evenings.

Advanced Keyboard (1 semester, ½ credit)

This course concentrates on technique and repertoire of music. Theory will be studied to enhance the ability of the student to perform and understand the music quickly. A memory technique will be taught and memory enhancement is definite. These students will be expected to perform at our Classical Evenings here at SJPH. Juries will be held for a grade in this class.

Beginning Theory and History (1 semester, ½ credit)

This course will study note notation so that the student can compose rhythms and melodies. Students will learn the note names in both treble and bass clefs. Students will learn the language of music which will enhance their musical appreciation and performance skills. In the history section, we will learn how music evolved from antiquity through the 20th century. Music history timelines will tie together all the information.

Advanced Theory and Composition (1 semester, ½ credit)

Students will start by reviewing and applying much of what they already know about music theory. We will then study interval quality, key relationships, chord functions, cadences, asymmetrical meters, pentatonic and whole tone scales. Students will use this knowledge to compose and evaluate music and learn how it all relates to the history of music.

Prerequisite: Beginning Theory

Band/Chamber Music Ensemble (1 semester, ½ credit)

Students must audition for this class. They must be able to read music. We will be representing St. John's at various functions. This course develops the focus of the musician and the concentration demanded by an ensemble performance. Pianists may audition to accompany the Chamber Music Ensemble.

Solfeggio and Choral Studies (1 semester, ½ credit)

For at least two centuries, training and sight singing have been recognized in Europe as fundamental to all technical education in music. The possibilities of artistic achievement are infinitely greater when one has acquired the confidence born of genuine ability to sing at sight. This ability may be defined as the power to know the unit of rhythm and of relative pitch of any rational musical phrase. Performances are required.

Chorus I, II, III, IV (1 semester, ½ credit)

Students in this course learn both the letter names and solfeggio names for the keys, utilize the voice to form harmonies, enable the students to have a successful vocal group and/or choir. Students enrolled in this course are required to participate with the chorus at school liturgies and are also expected to participate in some of the classical evening recitals. Any instrumentalists who have studied for one year or more are welcome to enroll.

Music Appreciation (1 semester, ½ credit)

This course trains the student to critically analyze different music styles. Beginning with Gregorian Chant of the Middle Ages, students listen to recordings of various composers and learn the historical significance of their compositions related to society. Students are required to attend four musical performances and evaluate them. They have the opportunity to meet several artists that are fluent in different styles and interview them. The culmination of their efforts results in a final project where they either compose their own musical piece in a specific style or write a research paper or a composer in a specific musical style.

Foreign Languages

French I (1 credit)

This year-long course introduces students to functional basic French and the culture(s) of the people(s) who speak French. It aims to develop the skills of listening, speaking, reading, and writing for active and passive use of the language. Tenses covered include present and passé composé.

Prerequisite: None

Text: *Alles viens!*, Holt Rinehart Winston, 2006; corresponding workbook for Level 1

French II (1 credit)

This course is designed to continue the development of the four language skills. The language skills of Level I are reviewed and expanded. Students are presented with a variety of oral and printed materials which will help increase their understanding of the French culture.

Prerequisite: Successful completion of French I at SJPH or by demonstrating the skills of French I on tests or in an interview.

Text: *Discovering French Blanc*; McDougal Littell; 2001

French III (1 credit)

This course is designed to increase the competence in the four foreign language skills. Students will read a variety of cultural and daily life materials. Opportunities are provided for students to communicate in French and to practice their skills. French culture is studied.

Prerequisite: Successful completion of French II.

Text: *Discovering French Rouge*; McDougal Littell; 2001

French: Advanced Placement Program (1 credit)

Students who enroll in the Advanced Placement Program in French Language should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking and writing, although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training, and will have substantial course work in the language. This is an advanced level course with major emphasis upon spoken language, the extension of literary and cultural experiences, and reading for comprehension. It also includes a thorough review of the essentials of French grammar. It requires considerable self-discipline. **Students enrolled in this course must sit for the AP exam in May.**

Prerequisite: Successful completion of French IV Honors and/or recommendation of the Foreign Language Department.

Text: *Connaissances et Reactions*; Heinle & Heinle; 1994

Spanish I (1 credit)

This course is intended to introduce students to functional basic Spanish and the culture(s) of the people(s) who speak Spanish. It aims to develop the skills of listening, speaking, reading and writing. The present and preterit tenses are covered.

Prerequisite: None

Text: *Paso a Paso 1*; Prentice-Hall; 1996/ Paso a Paso workbook for Level 1

Spanish II (1 credit)

This course begins with a review of the highlights of Spanish I. It continues the development of the four language skills with a variety of oral and printed material. The imperfect, future, and progressive tenses are covered.

Prerequisite: Successful completion of Spanish I at SJPH or by demonstrating the skills of Spanish I on tests or in an interview.

Text: *Paso a Paso II*; Prentice-Hall; 1996/Paso a Paso workbook for Level 2

Spanish Language and Culture (1 credit)

This course is designed to address the needs of students who must fulfill a language requirement for graduation from SJCP or for acceptance into a four-year post secondary institution, but for whom enrollment in the standard Spanish III course is not optimal. The course will encompass Spanish history from the Middle Ages through the modern era, and will include historical and cultural elements. It will include a primary text, as well as ancillary materials such as videos, music, periodicals and literature in the target language. In addition, examples of Spanish and Latin American art will be integrated into the curriculum. The course will be designed to cover multiple disciplines while fulfilling the need for foreign language instruction. Students will be expected to read, comprehend and comment on readings in the textbook and ancillary readings from various newspapers, magazines, and literature. Literature will include prose and poetry from the Middle Ages through the modern era, and will include both peninsular and Latin American sources and authors. Students will be expected to take quizzes and tests in the target language, and all writing assignments will also be completed in the target language. Students will give one oral report for each semester period, which will be weighted as a test grade, in addition to tests and quizzes.

Prerequisite: Successful completion of Spanish II

Text: *A History of Spain; Born in Blood and Fire*

Spanish III (1 credit)

In this course, the foreign language skills are further developed and refined. Skills will involve active use of the language in conversation and written practice. All tenses covered in the first two years are reviewed and the imperatives are introduced.

Prerequisite: Successful completion of Spanish II.

Spanish III Honors (1 credit)

In this course the foreign language skills are further developed and refined. Skills will involve active use of the language in conversation and written practice. All tenses covered in the first two years are reviewed and the imperatives are introduced. This course will include the study of the subjunctive.

Prerequisite: Completion of Spanish II with a grade of A or B and/or recommendation of the Foreign Language Department.

Text: *Paso a Paso III*, Prentice-Hall 1996/ Paso a Paso Level III workbook/ 6000 Spanish Words

Spanish: Advanced Placement Program (1 credit)

Students who enroll in the Advanced Placement Program in Spanish language should already have a good command of Spanish grammar and vocabulary and have competence in listening, reading, speaking, and writing. The course is intended to be the equivalent of a third year college course in advanced Spanish composition and conversation emphasizing the use of Spanish for active communication. The course objectives are to comprehend formal and informal spoken Spanish, to acquire vocabulary and structure, to allow easy, accurate reading of newspapers, magazines, and literature in Spanish, to compose expository passages, and to express ideas orally with accuracy and fluency. **Students enrolled in this course must sit for the AP exam in May.**

Prerequisite: Successful completion of Spanish IV, a B or higher on the final exam, and/or recommendation of the Foreign Language Department.

Text: *Abriendo Paso, Gramatica and Abriendo Paso Lectura*, Prentice-Hall 1996; 6000 Spanish Words and AP Prep Book for current year.

Latin I (1 credit)

The Latin I course has three major objectives. First, students will learn comprehension of the Latin language through practice in reading it. Second, the students will learn about the social and political history of the Romans through the readings. Third, the students will increase their English

vocabulary by studying derivatives of the Latin vocabulary. Latin I will cover the direct three declensions, simple case uses, three degrees of adjectives, personal pronouns, present, imperfect, perfect, and pluperfect verb tenses, relative clauses, imperatives, and the irregular verbs *volo*, *possum*, and *sum*.

Prerequisite: None

Text: *North American Cambridge Latin Course*, Unit 1 and 2; Cambridge U Press, 3rd Edition.

Latin II (1 credit)

The Latin II course will further expand the student's knowledge of the Latin language and culture. By the end of the course, students will be reading short selections from ancient authors. Latin II will cover the last two declensions, participles, adverbs, additional case uses, passive voice, imperfect and pluperfect subjunctive, infinitives, passive paraphrastics, ablative absolutes, and the irregular verb *fiō*.

Prerequisite: Successful completion of Latin I

Text: *North American Cambridge Latin Course*, Unit 2 and 3

Latin III (1 credit)

The Latin III course will cover more complex Latin grammatical structure. There will also be an emphasis on typical Latin (and English) literary devices as the majority of the course will be comprised of reading authentic Latin, both prose and poetry.

Prerequisite: Successful completion of Latin II

Text: *North American Cambridge Latin Course*, Unit 3 and 4

AP Latin (IV) (1 credit)

This course will cover parts of Ovid's *Metamorphoses* and *Amores*, and selected poems by Catullus. Their vocabulary, literary devices, and grammar will be studied so that the students may take the AP **Students enrolled in this course must sit for the AP exam in May.**

Latin Literature: Catullus and Ovid test.

Prerequisite: Completion of Latin III with a B or better, permission of the instructor, and permission of the instructor of the last English class taken.

Text: *Love and Transformation: an Ovid Reader*, Scott-Foresman, Addison Wesley.

Catullus Expanded Edition, Bolchazy-Carducci; *A Catullus Workbook* and *An Ovid WB*, both published by Bolchazy-Carducci.

Latin V (Advanced Placement) (1 credit)

Actual focus of this course will be decided by the student(s) with the permission and guidance of the teacher. The student(s) may choose to prepare for one of the three other Latin Literature AP tests, to read one or more ancient authors (Caesar, Plautus, Juvenal, Ovid, Cicero, Horace, Terrence, etc.), to read more modern (medieval/Vulgate) Latin selections, or to explore certain Latin genres (poetry, drama, comedy, etc.). An outline detailing the selections to be read and a timeline of assignments and assessments must be written prior to registration and approved by the teacher, Foreign Language Department Chair, and the Academic Dean.

Students enrolled in this course must sit for the AP exam in May.

Prerequisite: Successful completion of AP Latin (IV), permission of the teacher, and approved formally written course of study

Mathematics

Algebra 1A (1 credit)

This year long course covers the first half of the standard Algebra 1 course. It provides an introduction to the language and applications of algebra, including development of the real number system, operations with integers, rational numbers, variables, mathematical expressions, linear equations, and problem solving.

Prerequisite: Successful completion of 8th grade math course and departmental approval

Text: *Introductory Algebra (10th edition)**

Algebra 1B (1 credit)

This course continues the study of Algebra 1. It reviews the previous material and includes solving equations, inequalities, operations with polynomials, factoring, statistics, probability, graphs, and functions.

Prerequisite: Successful completion of Algebra 1A

Text: *Introductory Algebra (10th edition)* *

Algebra I (1 credit)

Algebra 1 is a standard introductory course which includes working with integers, irrational numbers, polynomials, rational expressions, equations, inequalities, systems of linear equations, and some graphing. Translating from an English sentence to an algebraic sentence is emphasized, students are introduced to probability and statistics, and word problems are assigned throughout the year.

Prerequisite: Successful completion of 8th grade math and departmental approval

Text: *Algebra 1: Schultz, Kennedy, Ellis, Hallowell, Holt, Reinhardt and Winston.* *

Geometry (1 credit)

The objectives of this course include the traditional goals of logical thinking skills, geometric relationships, and the mathematical concepts needed for more advanced mathematics classes. This course also emphasizes skills in problem solving, algebraic connections, and proof. Students will acquire knowledge of basic concepts in geometry, including triangles, polygons, and circles.

Prerequisite: Successful completion of Algebra 1, Algebra A and B, and department approval

Text: *Geometry: Nichols, Edwards, et al. Holt, Reinhardt and Winston, Inc.* *

Algebra II/Algebra II Honors (1 credit)

The second year of algebra deals with a review of Algebra I topics and also covers the quadratic formula, complex numbers, and logarithms. The class will include an introduction to trigonometry, polynomial functions, radicals, and graphing.

Prerequisite: Successful completion of Algebra I and Geometry and/or department approval.

Text: *Algebra and Trigonometry: Pearson.* *

Topics in Mathematics (1 credit)

This course begins with a SAT preparation and continues with a review of algebraic operations involving monomials, polynomials, and factoring. An investigation of the properties of real, imaginary, and complex numbers follows. Exponential functions, a review of plane geometry, trigonometry, and probability will also be studied.

Prerequisite: Completion of Algebra II

Text: *The Nature of Mathematics, 8th edition, Karl J. Smith. Brooks/Cole Publishing Co.* *

Precalculus/Precalculus Honors (1 credit)

This course will consist of a study of algebraic, logarithmic, and exponential functions as well as the conic sections and trigonometry including circular functions, radian measure, and the use of trig identities. The goal of this year's study will be to thoroughly prepare the student for college mathematics. A graphic calculator will be required.

Prerequisite: A grade of A or B in Algebra II and/or department approval

Text: *Advanced Mathematics: Precalculus with Discrete Mathematics & Data Analysis*: Richard G. Brown, Houghton Mifflin Company/Boston. *

Advanced Mathematics: Honors (1 credit)

This course will continue the preparation for college calculus – working with functions, additional emphasis on advanced trigonometry, and an introduction to calculus. A graphic calculator will be required.

Prerequisite: Completion of Pre-Calculus and/or department approval

Text: *Advanced Mathematics: Precalculus with Discrete Mathematics & Data Analysis*: Richard G. Brown, Houghton Mifflin Company/Boston. *

AP Calculus AB (1 credit)

This advanced Placement course teaches the basic concepts of differential and integral calculus and their applications. Also included are transcendental functions. This course will prepare students to take the AP exam.

Prerequisite: A grade of A or B in Pre-Calculus and/or department approval.

Students enrolled in this course must sit for the AP exam in May.

Text: *Advanced Mathematics: Precalculus with Discrete Mathematics & Data Analysis*, Richard G. Brown, Houghton Mifflin Company/Boston. *

AP Calculus BC (1 credit)

This course reviews basic limits, derivatives and integrals. It then expands on their applications. It covers L'Hopital's Rule, improper integrals, partial fractions, series, vectors, and parametric and polar functions. Students will be prepared to take the AP exam.

Prerequisite: Successful completion of Calculus AB and department approval.

Students enrolled in this course must sit for the AP exam in May.

Text: *Advanced Mathematics: Precalculus with Discrete Mathematics & Data Analysis*, Richard G. Brown, Houghton Mifflin Company/Boston. *

Data Analysis (1 semester, ½ credit)

An elective in addition to required math

Read, understand, and interpret information from graphs, data, and statistical calculations. Look at real world application of information presentation and misrepresentation using basic statistics, graphing, and simple probability.

Text: *Elementary Statistics: Picturing the World (3rd edition)* *

Introduction to Personal Finances (1 semester, ½ credit)

An elective in addition to required math

An introduction to personal finances using bank accounts, checking accounts, credit, investments, and budget. The course will look at managing money and making sound financial decisions.

***All math textbooks are provided by the State except those for Algebra 1A & B and Data Analysis**

Physical Education

Physical Education/Health 9 (1 credit)

Incoming freshmen will complete the PE and Health credit in the 9th grade.

Physical education is an integral part of a student's total educational program. The physical education curriculum provides a planned sequence of learning experiences in which human movement concentrates on the individual's maximum physical potential and the related social, emotional, and intellectual growth. The Health Education program is an integrated part of the Physical Education course of study. Health Education provides students with an awareness of health standards for living including bodily functions and develops a conscious awareness of contemporary problems which affect general health and well being.

Graduation Requirements: Students are required to successfully complete PE/Health 9 for a total of 1 credit. Each semester class is worth half a credit.

Electives:

Team Sports: (1 semester, ½ credit)

This elective course provides students and athletes with the opportunity to develop skills in a variety of sport activities and to build foundations for a quality lifestyle.

Weight Training (1 semester, ½ credit)

This elective course provides students with the opportunity to improve muscle strength and weight control while gaining an understanding essential to developing a basic weight training program.

10th, 11th & 12th Grade Physical Education: (1 semester, ½ credit)

This elective course provides student with the opportunity to develop skills, including physical development in the areas of strength, flexibility, coordination, endurance, balance, agility, range of motion, and power.

Sciences

Conceptual Physics / Conceptual Physics Honors (1 credit)

Students study the principles and laws governing the behavior of the inanimate world around us. Knowledge is gained through experimentation, reasoning, and mathematical analysis. The course will cover the concepts behind the natural laws which explain the behavior of forces, motion, work, energy, electricity, light, sound, and heat. Development of appropriate lab and computer abilities will be an integral part of the course. Honors sections will include more mathematical analysis of physics concepts.

Ninth grade, regular and honors sections.

Prerequisite: Honors – Algebra 1 or administrative permission

Text: Regular: Conceptual Physics by Paul Hewitt, Prentice Hall, 2006

Concept Development and Practice Book

Both books together in value pack

Honors: Conceptual Physics by Paul Hewitt, Prentice Hall, 2006

Concept Development and Practice Book

Problem Solving Exercises in Physics

(or all 3 books in value pack)

Biology/ Biology Honors (1 credit)

This course covers life from the molecular level of the cell through the human organism. In addition to cell biology, topics studied include cellular respiration, genetics and protein synthesis, evolution, and the Kingdoms Plantal and Animalia. Lab work is stressed.

Prerequisite: One year of high school science or with administrative permission

Text: *Regular Sections: Modern Biology, 2006 ed; Holt, Rinehart & Winston*

Honors Sections: Inquiry into Life, 11th ed; McGraw Hill

Chemistry/ Chemistry Honors (1 credit)

Chemistry is the study of the properties and the behavior of matter. The behavior of all three phases of matter is studied, as well as why we believe there to be atoms. Concepts include Stoichiometry, Radiation, Reaction Rates, Solutions, Acid/Base reactions and Organic Chemistry. The laboratory experience is stressed and is integrated with discussion and lecture. Prerequisite: two years of high school science or departmental permission and completion of Algebra I.

Text: *Regular and Honors: Heath Chemistry; Herron et al;*

Physics (1 credit)

Students study the principles and laws governing the behavior of the inanimate world around us. Knowledge is gained through experimentation, reasoning, and mathematical analysis. The course will cover the concepts and mathematics behind the natural laws which explain the behavior of forces, motion, work, energy, electricity, light, sound, and heat. Development of appropriate lab, computer, and calculating abilities will be an integral part of the course. Recommended for all students anticipating a career in science, engineering, or science related areas.

Prerequisite: Concurrent Enrollment in Pre-Calculus, B average in Science and/or Departmental Permission.

Text: Honors and Regular: *Physics: Principles and Problems, Glencoe,*

Advanced Placement Physics C (1 credit)

This course is a 2nd year Physics course intended for students with an interest in engineering or science. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter is principally mechanics; equivalent to a first semester college physics course. This course can lead to the opportunity to pursue and receive credit for college level work by successfully taking the advanced placement exam in physics at the end of the course.

Prerequisite: Completion of first year Physics, Concurrent Enrollment in Calculus and Departmental Permission. **Students enrolled in this course must sit for the AP exam in May.**

Text: *Physics for Scientists & Engineers 3rd ed., Giancoli, pub. Prentice Hall*

Advanced Placement Biology (1 credit)

This course is a national program that gives high school students the opportunity to experience a college level course and to take the AP exam for college credit. General course topics include chemistry of life, cell, cellular energetics, heredity and evolution, organisms, populations, and ecology. The course will examine chemical processes essential to life, structure and functions of organisms, causes of adaptations. This course will teach students how to identify relationships and apply concepts rather than simply to memorize facts. The format for AP Biology is lecture and laboratory. **Students enrolled in this course must sit for the AP exam in May.**

Text: *Biology, 7th Edition*; Campbell, Reece; Benjamin Cummings

Lab Text: *A.P. Biology Lab Manual*; the College Board

Prerequisite: Biology (B average), Chemistry, overall B average in science, departmental approval.

Advanced Placement Chemistry (1 credit)

AP Chemistry is designed to be the equivalent of the general Chemistry course usually taken during the first year of college. Successful completion of the AP examination at year's end may allow students either to undertake second year Chemistry courses in the freshman year or to fulfill lab science requirements and free time for other courses. General topics include Evidence for the existence of atoms, Chemical bonding, Nuclear Chemistry, Gases and gas laws, Solutions, Reaction types, Stoichiometry, Equilibrium, Reaction Kinetics and Thermodynamics. The course will include both lecture and a laboratory program which will expect the student to think analytically and reduce problems to identifiable, answerable questions. **Students enrolled in this course must sit for the AP exam in May.**

Prerequisite: Algebra II, Chemistry or Honors Chemistry and departmental approval.

Text: *Chemistry, the Central Science*; Brown, LeMay; Prentice Hall

Forensic Science (1 semester, ½ credit)

This is a one semester course that is designed to expose students to the field of Forensics Science. Course work may include the following subject materials: crime scene set up and observations, evidence collection and analysis, the use of DNA analysis, finger printing, ballistics, blood typing and blood splatter analysis. One semester. Grades 11 and 12.

Prerequisites: Chemistry and Biology

Text: *Forensic Science for High School Students* by John Funkhouser -

Nutrition Science (1 semester, ½ credit) May not be offered annually

This course is the study of the nutrients in foods and how the body handles each of these nutrients. Mendel defined nutrition science as "the chemistry of life", where the process by which food components are digested, converted and utilized is analyzed and understood chemically for better life management. Students who apply what they learn about food and its effects on their bodies may develop a healthier lifestyle and an improved future. One semester. Grades 11 and 12.

Prerequisite: Chemistry

Text: *Understanding Nutrition*, 8th Edition; Whitney, Rolfes

Social Studies

World History (1 credit)

This course surveys a wide range of history from the origins of ancient civilizations in the East and the West through the Renaissance. Special emphasis focuses on major cultural traditions, historical forces, and dynamic turning points that have affected the human condition from the Classical Period to the emergence of the modern state and the scientific revolution in the seventeenth century. World history introduces students to the study of original source documents. Students use a textbook as well as source writings and non-written material to begin to develop a direct understanding of the way historians interpret and analyze evidence. Analytical writing assignments begin to develop the skills necessary to complete a five-paragraph essay by the end of the freshman year.

Required for all ninth graders.

Text: A Survey of Western Civilization (McGraw-Hill)

Grade level sections use a different textbook than that used in honors sections.

World History: Honors (1 credit)

Honors world history begins a two-year sequence of enriched and accelerated instruction designed to prepare students to take AP US history as early as the 11th grade. In addition to the period surveyed in other world history sections, the world history honors sections accelerate coverage to permit the introduction of some US history to students in 10th grade honors sections.

Honors world history students participate in more far-ranging discussions that involve a wider selection of readings. Honors-level writing assignments develop the ability to write a five-paragraph essay sooner and involve more original analysis of sources. Students use a textbook as well as a collection of source writings and non-written material to begin to develop a direct understanding of the way historians interpret and analyze evidence.

Text: Western Civilizations, Brief 15th edition, volume 1

Modern History (1 credit)

This course begins with a study of the scientific, political, intellectual and cultural world of the seventeenth and eighteenth century Enlightenment. It then focuses on an assessment of how these cultural factors contributed to the outbreak of revolutions in America and in France. The theme of revolution is continued with an in-depth study of the Industrial Revolution and the emergence of new ideologies in the nineteenth century. The impact of these events on the twentieth century is studied within the context of the World Wars, the increasing technological and economic interdependence of the global community, and the political, social, and cultural diversity of the world today. Modern history assignments focus on national history and social studies standards and emphasize skills that practice writing and analysis. Original source documents supplement the main textbook and provide students with opportunities to develop their own abilities to analyze and understand the forces of history. Student work also may include creative writing, play production, and classroom debates.

Recommended for tenth graders. This course or Modern History: Honors is a mandatory pre-requisite for AP US History, beginning in the fall of 2007.

Text: Western Civilizations, volume 2, by Judith G. Coffin and Robert C. Stacey

Modern History: Honors (1 credit)

Honors Modern History continues the two-year honors sequence that helps students prepare to take AP US history as early as the 11th grade. Course material encompasses the scientific, political, intellectual and cultural world of the seventeenth and eighteenth century Enlightenment. It then focuses on an assessment of how these cultural factors contributed to the outbreak of revolutions in America and in France. The theme of revolution is continued with an in-depth study of the Industrial Revolution and the emergence of new ideologies in the nineteenth century. The impact of these events on the twentieth century is studied within the context of the World Wars, the increasing

technological and economic interdependence of the global community, and the political, social, and cultural diversity of the world today.

The honors level of modern history incorporates longer and more involved student assignments as well as extended readings. An extended unit on US history, from early colonial life through the American Revolution provides a foundation for AP US history. In addition to a focus on national history and social studies standards that emphasize writing and analytical skills, assignments in the honors sections may be more open and less structured. Original source documents supplement the main textbook and provide students with opportunities to develop their own abilities to analyze and understand the forces of history. Student work also may include creative writing, play production, and classroom debates.

Recommended for tenth graders who anticipate taking AP US History in eleventh grade
Text: *Western Civilizations, Brief 15th edition, volume 2*, (Coffin and Stacey)

United States History (1 credit)

(Either regular or AP US History must be taken to graduate from high school in Maryland. Either course satisfies this requirement.)

This course begins with a study of the French and Indian War (Seven Years' War), the American Revolution, and the U.S. Constitution and the debate surrounding its adoption in 1789. It then concentrates on the presidencies of Washington, Jefferson, and Jackson; the Civil War and Reconstruction; the Industrial Revolution; the presidency of Theodore Roosevelt; World War I; the Great Depression; World War II; the beginnings of the Cold War and the global conflicts of the 1950's and 1960's. The Civil Rights Movement, America's involvement in Vietnam, and the global responsibilities of the United States today are topics that conclude the course.

Text: *The Essential America*, George Tindall, David Shi, and Thomas Lee Pearcy

Advanced Placement United States History (1 credit)

This college-level course covers most of the same topics as US history, but with the additional detail and rigor necessary to successfully take the AP US history examination. Beginning with early migrations of Europeans to the Americas, topics include the Seven Years' War in the US (the French and Indian War), the American Revolution, and the U.S. Constitution and the debate surrounding its adoption in 1789. Other topics focus on the presidencies of Washington, Jefferson, and Jackson; the Civil War and Reconstruction; the Industrial Revolution; the presidency of Theodore Roosevelt; World War I; the Great Depression; World War II; the beginnings of the Cold War and the global conflicts of the 1950's and 1960's. More contemporary topics include the Civil Rights Movement, America's involvement in Vietnam, and the global responsibilities of the United States today. Although AP US history focuses on critical and analytical thinking, reading, and writing, students need to be able to master significant volumes of facts.

Students enrolled in this course must sit for the AP exam in May.

Text: *America: A Narrative History, Brief Sixth Edition*, by George Brown Tindall and David E. Shi.

Prerequisite: Modern History: Honors or Modern History and the approval of the Social Studies Department chair and Dean of Academics.

Government (1 credit)

American Government will conduct an in-depth analysis on the overall structure of American government from its inception in 1781 to present day. The course will focus on the three main bodies of government as well as critique the rolls and checks and balances that each possess. The Question as to whether America remains a true Popular Will democracy will be answered and students will engage in numerous exercises to examine the validity of this democracy. Has America truly benefited from the roles that democracy has set forth, or, as the quote explains, has it only created a government of achievements that has been less than appealing?

Text: *People and Politics: An Introduction to American Government* (Hiatt)

Civil War (1 semester, ½ credit)

This course is comprehensive study of one of the most defining moments in United States history, The American Civil War. Students will gain an appreciation of all sides of the war and an in-depth understanding of the events that shaped the ever changing American landscape. The course is designed to help the students achieve academic excellence in reading and critically analyzing primary source documents in order to gain a full appreciation of the depth of the Civil War. Students will be required to write three major essays throughout the course of the year. Students will be trained to define key events and figures. They will explain concepts and ideas individually and within a group or panel. They will be required to categorize information provided by primary sources and to evaluate the war and its affect socially, politically, economically, diplomatically, artistically, religiously and scientifically on America.

Text: *Battle Cry of Freedom* (Oxford Press)

History of the Middle East (1 semester, ½ credit)

This course examines the historical roots of the Middle East, from the earliest recorded information about its ancient civilizations to the dawn of the modern era. In between, we will learn about the historical and cultural foundations established by the pre-Islamic empires and monotheistic faiths, the coming of Islam and the Islamic conquests, the heights of Middle Eastern civilization, the Crusades and Mongol conquests, the Gunpowder Empires, and the Ottoman Middle East, colonial empires in the Middle East, the impact of Westernization and modernity, the establishment of nation states, the Israeli-Palestinian conflict, the Iranian revolution, Cold War politics, influence of oil, political Islam and terrorism, America's involvement, and the Middle East post 9/11.

Text: *A Concise History of the Middle East* (Goldschmidt).

Technology

Computer 100: Introduction to Technology (1 semester, ½ credit)

Students will be introduced to the history of information technology, identify and understand the components and functions of a computer and a network. Students will develop their research skills and learn the basics of research papers, including MLA formatting. The basic NETS (National educational technology standards) expected of high school students will be covered, including use of productivity software, word processing, spreadsheets, data bases, and presentation software; electronic communications, on-line safety, use and care of hardware, basic understanding of digital media, and the ethical use of computers will be covered.

Text: *Microsoft Office 2003: Introductory Concepts and Techniques*, Premium Lawrenceville Press.

Computer 200: Introduction to Networking (1 semester, ½ credit)

Students will be introduced to the basic building blocks of a network and then show how they fit together to form a computer network. Students will learn networking vocabulary and concepts, systems configurations of the hardware and software that go into building a network and much more.

Prerequisites: Computer 100, Computer 201 or Instructor approval

Text: *Guide to Networking Essentials*, 4th Edition (softcover) Tomsho, Tittel & Johnson

Computer 201: Programming and Web Page design (1 semester, ½ credit)

The purpose of this course is to introduce students to web page design using HTML 4 as their programming language. Learning programming language enables students to understand better the way a computer operates, and to improve their logical thinking and problem solving skills. Students will learn HTML syntax, statements, and commands and write their own programs to generate web pages with specific features. Students will overview the basics of graphic design, and understand how it can be used to improve web pages. Each student will create their own web pages. Each student will create their own web page including graphics.

Prerequisites: Computer 100 or Instructor approval

Text: *HTML: Comprehensive Concepts and Techniques*, Third Edition

Computer 410: Digital Photography (1 semester, ½ credit)

Students study the history of photography and composition design using Adobe Photoshop® and other software to develop and process digital images. The focus is on photography, composition and output techniques. Students must have digital camera or have access to a camera.

Theology

Theology (def.): The study of God; his nature, his works, his relation to humans, his plans for our salvation.

Theology I--Hebrew Scriptures (1 credit)

The goal for freshmen in Theology I is to describe the setting and content of the Hebrew Scriptures (Old Testament) and then to explain their meaning. Students will comprehend two levels of meaning: first, what the inspired authors intended to convey to the people of their time, and second, what the Scriptures mean for us today, with emphasis on moral behavior and the fruits of violence. The second part of the course, prayer and liturgy, focuses on people's relationships with God today. The theme of the entire course is "The living God gathers a people to himself."

Texts: *Path Through Scripture*, Mark Link. Tabor Publishing, 1995.

The Catholic Youth Bible, St. Mary's Press, NAB version, or
Breakthrough Bible for Young Catholics, St. Mary's Press.

Theology II--Christian Scriptures (1 credit)

This course provides sophomores a scholarly introduction to the Christian Scriptures (New Testament). The life, message, and significance of Jesus the Christ are explored through a critical reading of the four Gospels, the Acts of the Apostles, the Epistles, and Revelation. Specific areas of study include: sin and redemption, Jesus as Son of God, Son of Mary; the teachings and miracles of Jesus; discipleship; the Last Supper and the Eucharist; the Passion, Death, and Resurrection; Pentecost and the mission of the Church, Christian leadership, and the moral and spiritual values of the early Church. Extended reading from the Christian Scriptures is foundational to this course.

Texts: *Path Through Scripture*, Mark Link. Tabor Publishing, 1995.

The Catholic Youth Bible, St. Mary's Press, NAB version

Theology III: Church History (1 semester, ½ credit)

This one semester course for juniors follows the growth and development of the Catholic faith from the death of the Apostle Paul to the present age. Six models of the Church (Body of Christ, Herald of Good News, Institution, etc.) provide a framework to understand the various circumstances and events faced by the Church through its 20 centuries of existence. Other Christian traditions are considered in their historical context. Using the models of the Church, students determine how the Church has responded to challenges in the past, then draw lessons applicable to the challenges of today. The course attempts to detect the role of the Holy Spirit working through ordinary people, clergy, and designated leaders to grow and shape the Church and to inspire and guide its work in the world.

Text: *The Catholic Church*, Carl Koch. St. Mary's Press, 1994.

Theology III: Christian Morality (1 semester, ½ credit)

This one semester course, also for juniors, pursues the challenges of Jesus' life and teaching as presented in the Gospels. Also considered are the moral revelations in the Hebrew Scriptures, natural law, the development of conscience, the requirements of freedom, the quality of one's intentions, the prevalence of law and custom in both Church and society, the nature of values, the process of making moral decisions, the definition of sin, and the necessity of forgiveness as practiced and preached by Jesus. Students are expected to have daily, in-class access to their Bible.

Required Texts:

Morality. Stoutzenberger. Harcourt Religion, 2005.

Case Study Workbook. Stoutzenberger. Harcourt Religion, 2005.

The Catholic Youth Bible, St. Mary's Press, NAB version

Theology IV: Social Justice (1 semester, ½ credit)

This one semester course, also for seniors, moves into the study of Catholic Social Teaching as it relates to fundamental issues of human rights and social justice. Emphasis is on a Christian response to global problems of war and peace, wealth and poverty, plenty and hunger, resources and work, population and urban life, escalating violence, and environmental stewardship. Students are expected to have daily access to a Catholic Bible.

Texts:

Living Justice and Peace, Jerry Windley-Daoust. St. Mary's Press, 2002.
The Catholic Youth Bible, St. Mary's Press, NAB version

Theology IV: World Religions (1 semester, ½ credit)

This one semester course for seniors is a survey, analysis, and comparative study of the major World Religions. Objective is to enable students to distinguish one religion from another and to discern elements that will enrich faith and deepen understanding of the promise and mission of Jesus.

Text: *World Religions: Voyage of Discovery*, Jeffrey Brodd. St. Mary's Press, 2003.

Senior Option: Life Paths (1 semester, ½ credit)

Note: Life Paths is an alternative to World Religions. Seniors must take one or the other.

In this one-semester course, students begin with an assessment of personal, cultural, and Church beliefs about the three states of life, at least two of which everyone experiences. Biblical guidance in Genesis, Proverbs and the letters of Paul opens our exploration of wise ways to discern and pursue one's path in life. Successful—and less successful—examples of choosing and living out one's vocation from Isaac and Rebekah to Karol Wojtyla to Kevin and Brittany will be considered. Topics include assessing personal knowledge/attitudes/inclinations, discernment processes, God's call to each person, finding a mate—what to look for, what to avoid, four loves, five love languages, stages of relationship, and more. The curriculum includes presentations by guest speakers in each walk of life, discussion in class, reference to Scripture and related information, evaluations, and reflection papers. Students must have both parental permission and departmental approval before enrolling in the course.

Texts:

Creating a Christian Lifestyle, St. Mary's Press, 2001,
The Catholic Youth Bible, St. Mary's Press, NAB version

Introduction to Philosophy (1 semester, ½ credit)

This elective course, intended for upperclassmen, has several aims. The first is for you to become acquainted with some of the major characters in the history of western philosophy including Socrates, Plato, Aquinas, Descartes, Kant, and Sartre. You will also learn some basic philosophical tools and increase your ability to use them. Finally, you will become acquainted with some perennial and contemporary issues raised by western philosophers. It is NOT the objective of this course to convince or dissuade you of a particular position. Rather, we will critically examine various positions by constructing arguments. It is of crucial importance for the success of the class that respect be given to views that are not your own. Of course, it is not necessary to agree with another person's view to respect it.

Texts: *Think: A Compelling Introduction to Philosophy*, Simon Blackburn.

Ishmael: An Adventure of the Mind and Spirit, Daniel Quinn.

Introduction to High School (Freshmen Only)

Introduction to High School: (1 semester [Fall only] ½ credit)

This course is designed to develop and apply basic study skills: to build reading, listening, writing skills, as well as computer skills, so that students are able to handle the demands of their high school course work successfully. Offered during the first semester only, Intro to High School is a required course for all 9th graders.

There are three components to this course:

- 1) study skills
- 2) computer ethics and research
- 3) character development

Study Skills Component:

Topics include concentration, time management, active listening, note taking, reading textbooks, writing papers, using MLA style citations, preparing for exams, and text taking. Students will learn reading and writing strategies, as well as strategies designed to improve memory and retention.

Computer Ethics and Research:

Topics include a variety of ethical issues surrounding computers, including piracy, intellectual theft, plagiarism, hacking, responsibility and liability for the use of software. Students will study the St. John's at Prospect Hall User Policy and will become experts in conducting responsible and scholarly internet research. Students will also become familiar with school software (such as Inspiration) and other resources (such as Gagle) that are available to help them succeed in high school.

Character Development:

Topics include working with others, building a community within the school, improving dependability, taking responsibility for one's actions, and making sound ethical decisions. This component of the class will be taught in conjunction with the counseling office at Saint John's.

