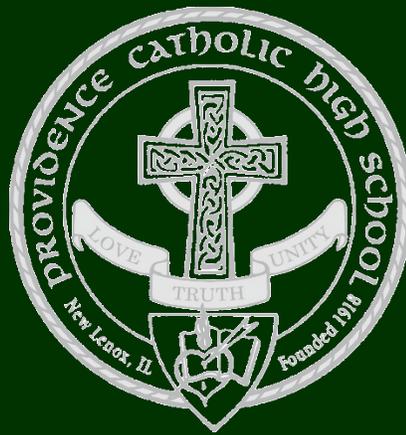


CURRICULUM GUIDE

2020-2021



Providence Catholic High School

1800 W Lincoln Hwy

New Lenox, IL 60451

www.providencecatholic.org

The Providence Catholic High School College Preparatory Academic Program

A Providence Catholic High School education is intended to provide each student with a four-year college preparatory program. A Providence education is a unified program of instruction which emphasizes a fundamental understanding of the basic skills and disciplines in the liberal arts. The Providence Catholic curriculum emphasizes excellence in theology, language arts, social science, mathematics, world languages, the sciences, the arts, computer education, physical education and business education. Providence Catholic graduates are expected to demonstrate mastery of many skills and disciplines.

Graduation Requirements

The following courses constitute graduation requirements to prepare students for the most appropriate and successful college placement. In order to receive a diploma from Providence Catholic High School:

1. Each student must earn at least 22 credits to meet the academic requirement for graduation. Therefore, each year a student must take and pass courses worth at least 5 ½ credits except students taking freshman extension classes. If a student earns less than 5 ½ credits (5 credits freshman year) because of semester failures, these deficiencies must be made up in summer school to remain eligible to return to Providence Catholic for the next school year.
2. Each student must complete the following in order to graduate:
 - 4 years of Theology
 - 4 years of English
 - 3 years of Math
 - 3 years of Laboratory Science
 - 3 years of Social Science (U.S. History & American Government)
 - 2 years of World Languages (Same & Consecutive)*
 - 1 year of Physical Education or Band
 - ½ year of Health
 - ½ year of Economics
 - ½ year of Technology

*The remaining credits are electives to equal at least 5 ½ credits per year or 22 credits over a four-year program of study. A student may not have more than one study hall per semester. *The Principal may substitute designated courses from the Fine Arts or Computer Science & Applications Departments for the two-year foreign language requirement when needed. Each student will take at least a ½ credit of Theology per semester.*

3. Each student is required to pass an examination on the United States and Illinois Constitutions.
4. Each student must complete the Illinois Civics requirement.
5. Each student must complete an approved retreat all 4 years.
6. Each student must take an ACT test.

7. Students must complete A.C.T.S. hours per grade requirement in order to advance to the next grade/graduate.
8. Each student, in order to participate in commencement exercises and/or receive a diploma, must satisfy penalties imposed for poor conduct, financial obligations, and attend all baccalaureate and graduation practices and/or services.

Honors & Advanced Placement Courses

Honors Courses

Providence Catholic welcomes the challenge of gifted academic students and provides them with honors courses to meet their needs. Honors courses are intended to challenge and promote independent logical thinking, good study skills and academic achievement. Students are invited to participate in honors courses based on the following criteria:

1. Students must score in the 85th percentile or above in the particular academic subject area on the placement exam.
2. The student's academic ability must be verified by his/her elementary or junior high school.
3. Students enrolled in honors courses must maintain a B- or better grade for each semester in order to take honors courses in a particular subject area the following year.
4. Students in honors courses must demonstrate high motivation, quality work and excellent study habits.
5. Students seeking admission into an honors course must have the approval of the chairperson of the academic department in which the course is taken. Selection criteria will include academic performance, motivation, study habits and attitude.
6. Students who did not take honors courses as freshmen, but wish to take them after freshman year, must have an A- in the subject matter for each semester of the previous year and also receive the recommendation of the department chairperson.

Freshman Year	Sophomore Year	Junior Year	Senior Year
Algebra 1 Honors Algebra 2 Honors Biology Honors English 1 Honors Geometry Honors Spanish 2 Honors	Algebra 2 Honors Band Honors Chemistry Honors Geometry Honors English 2 Honors Spanish 2 Honors Spanish 3 Honors	Algebra 2 Honors Band Honors Chemistry Honors Choir Honors English 3 Honors French 3 Honors Physics Honors Pre-Calculus Honors Spanish 3 Honors Spanish 4 Honors	Band Honors Calculus Honors Choir Honors English 4 Honors French 4 Honors Physics Honors Pre-Calculus Honors Spanish 4 Honors

Advanced Placement Courses

Advanced Placement courses are available for students who are capable of sustaining the demands these courses impose. All students taking Advanced Placement courses are required to complete the

Advanced Placement examination at the end of the school year. Failure to take the AP exam will result in the student's semester grade being lowered by 1 letter grade. Students must have school approval to take one or more AP courses. Providence Catholic reserves the right to add or delete Advanced Placement courses.

Sophomore Year	Junior Year	Senior Year
AP European History AP US History	AP Biology AP Chemistry AP Computer Science AP European History AP English Language & Composition AP French AP Music Theory AP Statistics AP US Government	AP Art: 2-Dimensional Design AP Art: Drawing AP Biology AP Calculus AB AP Calculus BC AP Chemistry AP Computer Science AP European History AP English Literature & Composition AP French AP Microeconomics AP Music Theory AP Physics AP Psychology AP Spanish AP Statistics AP US Government

Additional Academic Information

Proficiency Exam

Incoming freshmen who have taken the equivalent of Algebra 1, French 1 or Spanish 1 in eighth grade may request a proficiency exam. Students who demonstrate mastery of course content in any of these areas will receive credit and will be placed in the next level with the approval of the Department Chairperson. Credit for passing the exam will be indicated on the student's permanent record.

Celtic Learning Center

The Celtic Learning Center is designed to respond to the needs of students who have documented learning disabilities as determined by a neuropsychological evaluation administered by a psychologist. Students must meet all the requirements for acceptance to Providence Catholic High School and possess work habits and behavior that demonstrate the potential to succeed in a college preparatory high school.

Homework

Homework is an integral part of the college preparatory curriculum. Teachers assign home study and written work to reinforce and amplify material taught in class. Students are expected to do assigned homework whether it is written work, material to be read, or material to study, when told to do so by the teacher. Parents should expect that homework will be the rule each day, not the exception.

Study Skills Courses within the College Preparatory Program

Providence Catholic High School believes all students can learn. We welcome and assist students who need additional preparation to master our college preparatory program.

Our Summer Study Skills Program is an essential part of the preparation for students who need help with basic skills. Incoming freshmen who score at or below the thirtieth percentile on the placement test are strongly encouraged to attend a three-week program which concentrates on improving study habits as well as skills in reading, literature, writing, and basic math. Summer classes feature small class sizes for more individualized attention. At the completion of this program, each student's placement is reviewed and adjusted accordingly.

For those students who would benefit from further study skills assistance, the following courses are offered to meet those needs.

Freshman Year

English Extension

Algebra Extension

Our goal is to bring students to a level of skill where they can successfully complete a college preparatory program.

Grading Scale & Weighted Grades

Below is the Providence Catholic grading scale. Honors and AP courses receive weighted grades beginning freshman year. Each academic year features three or more weighted courses. Grades in weighted courses receive more quality points than grades in non-weighted courses. Quality points affect grade point average. The student transcript, which is forwarded to colleges and universities, will indicate honors courses and AP courses.

Percentage Earned	Letter Grade Earned	Non-Weighted GPA Points	Honors Level GPA Points	AP Level GPA Points
97-100	A+	4.33	5.33	5.83
93-96	A	4.17	5.17	5.67
90-92	A-	4.0	5.0	5.50
87-89	B+	3.67	4.67	5.17
83-86	B	3.33	4.33	4.83
80-82	B-	3.0	4.0	4.50
77-79	C+	2.67	3.67	4.17
73-76	C	2.33	3.33	3.83
70-72	C-	2.0	3.0	3.50
67-69	D+	1.67	1.67	1.67
63-66	D	1.33	1.33	1.33
60-62	D-	1.00	1.00	1.00
59 or below	F	0.00	0.00	0.00

Providence Catholic Tutoring Center

The Providence Catholic High School Tutoring Center, located in the Bishop Blanchette Learning Commons, provides academic support and tutorial services to all students in all subject areas, while equipping them with the skills needed to be successful, independent, life-long learners.

The Tutoring Center is staffed with both certified teachers and peer tutors, and is open to students during the following times:

- **Zero Hour:** Tuesday, Wednesday and Friday from 7:05 a.m. – 7:50 a.m.
- **Periods 1-7 (Study Hall or TDT):** Monday – Friday from 7:55 a.m. – 2:35 p.m.
- **After School:** Monday – Thursday from 2:45 p.m. – 3:30 p.m.

Before school and during the school day, the Tutoring Center is staffed by several teachers in a variety of content areas. After school, one or two teachers are available to assist students and they will follow up with content specialists to ensure the needs of the students are met.

There are three types of services provided by the Tutoring Center:

Drop-Ins: The Tutoring Center is available for students to drop in with questions in any subject area at any level. Services include writing revisions, test preparation and concept review. When students drop in, they should come prepared with specific question/topic to discuss. No appointment is needed.

Referrals: Prior to accessing the services of the Tutoring Center for an extended period of time, students are first required to meet with their classroom teacher(s). Most student-learning problems can be addressed and successfully resolved by the classroom teacher(s). If additional academic supports above and beyond those provided by the classroom teacher become necessary, the teacher will submit a formal referral to the Tutoring Center. This referral leads to the development of a comprehensive, coordinated, and well-communicated plan of action involving the student, the classroom teacher, the parents and the staff in the Tutoring Center.

Athletes: The grades of all student-athletes, as well as the grades of other students participating in certain additional extracurricular activities, are routinely monitored through weekly academic eligibility reports. Students receiving at least one failing grade on a weekly eligibility report are declared ineligible to compete in games/contests for one week. **Freshman through senior student-athletes who receive TWO or more failures during an eligibility week are required to attend the Tutoring Center at least four days during that week. This requirement can be satisfied by the student reporting to the Tutoring Center either before school, after school, or a combination of the two during the week of ineligibility.** Students fulfilling this requirement in zero hour may report to their team/club practices immediately after school, while students fulfilling this requirement after school will report to practice after 3:30 p.m.

Outside Reading Program

Providence Catholic High School offers a college preparatory curriculum to all students. It is our goal to enable Providence Catholic graduates to adjust gracefully to the academic demands of any college or university and to be successful students because of the preparation, understanding, knowledge, and experience they have acquired as students at Providence Catholic. Reading assignments outside of class are required by several academic departments. The responsibilities connected to completing these outside reading assignments require that students learn to budget their time, to read independently for meaning, content, and point of view, and to make themselves ready to engage a larger world through this experience. Many of the required outside reading books are listed on the Advanced Placement College Board List of reading recommended for college bound students and on other college reading lists. Students who read more are also likely to become better writers. Students who participate in outside reading are better prepared for college than those who do not. Outside reading encourages students to think critically, to work and think independently, and to become life-long learners and readers.

Outside reading assignments are chosen for their educational value. They may address challenging topics, important social justice issues, values issues, or other aspects of life which require thought and reflection. Some books are chosen because they are written by minority authors and show a different point of view on life or values. Some are considered current classics; others are enduring classics. Many books address specific literary themes and literary terms which are part of the educational process. Outside reading assignments are intended to provoke discussion and thought by the student. Many selections allow teachers to address difficult and challenging cultural, religious, and moral issues within

the safe and value-oriented environment of Providence Catholic. Outside reading also promotes cross-curricular teaching and a more integrated and thorough approach to education.

Students are taught to understand how literary elements and techniques are used to convey meaning and purpose and to understand how a text reflects a culture, society, or historical period. Students should be able to read and interpret a variety of literary works and texts understanding their time, place, and circumstances. In doing so, they construct connections to relevant aspects of contemporary and historical human experience, enhancing a well-rounded holistic approach to education. Students should be able to evaluate issues in written works from varying historical periods and cultural perspectives.

The society in which our students and families live presents them with a constant barrage of messages, sets of choices, values, and situations which are not consistent with our Catholic values. We do not believe that ignorance of other points of view and knowledge about moral behavior different from our own standards is an advantage for our students; we wish to prepare them for morally challenging situations and circumstances and enable them to cope with people who have values much different addressing them directly, rather than by shielding students from them, so that we can better prepare students to respond to a secular world with the virtues of our faith, enlightened by a deep understanding of our values and morality. High school is the optimal time to teach our teenagers adult moral values and the coping skills necessary to face moral dilemmas and personal issues.

Following our mission, Providence Catholic attempts to fully integrate the core Augustinian values of Truth, Unity and Love into all dimensions of student life. To accomplish this, we teach students to evaluate reading texts within the context of the values of our school and our faith and their personal family values. Students are encouraged to learn about those who may or may not share our core values and are exposed, through reading assignments, to those who have different opinions and values than our own.

Occasionally outside reading may contain offensive language, sexual situations or language, or morally unacceptable activities. Reading assignments may present morally unacceptable choices not consistent with our values. These elements, which are in conflict with our values, are not presented to undermine those values or to endorse these unacceptable behaviors. Rather, they are presented within the context of the book and the point of view of the author, so that students may think these issues through, guided by a competent and well-trained teacher, and come to an appropriate moral response. As responsible young adults, students are taught to cope with moral issues and to face a world which does not share our values and understandings while affirming a strong sense of our values and moral points of view. Outside reading assignments are carefully chosen by our faculty; substitutions will not be made.

Students are taught to understand, analyze, interpret, and make good decisions about points of view advocated in books and in society, while being helped to form their character as Catholic Christians facing adulthood. Controversial points should be evaluated within the context of our values and beliefs, so that differences between our values and those of other people may be explored, discussed, and evaluated, affirming our Catholic values and the teachings of the Catholic Church.

All outside reading assignments should be understood within their historical frame of reference, either in reference to the period they describe, or as a way of understanding the period during which the author wrote them. The context of the book should be examined and understood seeking its educational value, its historicity, the moral lessons presented, and the life lessons which can be learned.

Computer Science & Applications Department

Department Philosophy

The Computer Science & Applications Department strives to equip students with knowledge, abilities and values that will enable them to live productively in an increasingly complex world. Through their experiences in the CSA classes, students will learn to use personal computers and devices effectively and intelligently. Through their coursework, they will strengthen creativity and problem-solving skills. CSA students will become proficient in the technology skills needed for success in their personal lives and all academic disciplines and careers.

The CSA Department offers courses in the following categories: personal productivity, digital media, and computer programming.

Dual Credit

Together, our courses create a robust college-level curriculum. Not only do we offer AP Computer Science, but all our other courses are eligible for dual credit through Moraine Valley Community College (There is an additional, nominal fee). Dual credit allows the student to earn college credit while simultaneously earning high school credit here at Providence Catholic. These credits can fulfill general education and career course requirements towards your college degree, no matter what field you choose to study.

If the student earns a grade of C or better, he/she will earn 3 hours of college credit per course. That is in addition to the high school credit. For more information, please visit our department page on the PCHS website.

Course Offerings

The Computer Science & Applications Department curriculum was developed using the Computer Science Teachers Association Standards.

Freshman Year	Sophomore Year	Junior Year	Senior Year
Graphic Design Intro to Programming Intro to Technology Web Page Design	Digital Media Graphic Design Intro to Programming Web Page Design	AP Computer Science Digital Media Graphic Design Intro to Programming Web Page Design	AP Computer Science Digital Media Graphic Design Intro to Programming Web Page Design

Course Descriptions & Requirements

INTRODUCTION TO TECHNOLOGY (Grade: 9)

1 Semester; ½ Credit
Eligible for Dual Credit

This course will provide students with technology skills necessary for success in high school and the next level of study. Students will master skills for researching, problem-solving, and presentation. Most of the Introduction to Technology course curriculum is designed to develop the integrated productivity application skills required for the completion of personal and business projects using the Microsoft

Computer Science & Applications Department

Office 365 Suite. Projects utilize fundamental techniques of word processing, spreadsheet and database management, and presentation graphics software, as well as operating system and file management skills. Accompanying the technical curricula are rich learning objectives reflective of professional fields such as marketing, advertising, engineering, and graphic design. Beyond their work in Office 365 applications, students will take on challenging activities and projects in programming, coding, augmented and virtual realities and software development.

WEB PAGE DESIGN (Grade: 9, 10, 11, 12)

1 Semester; ½ Credit

Eligible for Dual Credit

Prerequisite: Introduction to Technology

There are currently over 1.6 billion websites located around the world. With online retailers such as Amazon, the web is responsible for a growing percentage of commerce. The world wide web connects people from around the world and provides access to goods and services around the globe.

Students in the Web Design course will learn the concepts and skills necessary to develop the websites that impact our lives. Students will learn the details of the HTML5 and CSS3 standards that are the basis for current web sites. Focus will be on responsive design standards, usability and accessibility. The class stimulates the real world by providing students the ability to upload their work to a class web server. Students will learn to evaluate websites and use current web development tools, gaining hands-on experience that will enable them to design and produce professional quality websites.

GRAPHIC DESIGN (Grade: 9, 10, 11, 12)

1 Semester; ½ Credit

Eligible for Dual Credit

Prerequisite: Introduction to Technology (or equivalent)

A typical student has taken hundreds if not thousands of digital photographs. Students are exposed to digital images throughout the day. Whether editing images for a flyer, t-shirt, social media, class project or presentation, graphic design skills will be used throughout a student's life. The Graphic Design class is an introductory class that teaches students these skills, while allowing students to express their own creativity.

Students will learn to edit digital images, create their own digital artwork, and build a portfolio of original work. Students will use the most current graphic design tools used by professional graphic designers (Adobe Creative Suite). This project-based class will allow students to explore their creativity while learning valuable graphic design skills.

DIGITAL MEDIA (Grade: 10, 11, 12)

1 Semester; ½ Credit

Eligible for Dual Credit

Prerequisite: Graphic Design with grade of B- or better, or consent of the teacher

If a picture is worth a thousand words, then a video is worth a million! Currently, students can create videos that can easily be uploaded to the web through YouTube or other platforms. Although anyone can create a simple video, the students in our Digital Media class will learn the skills to enhance videos through special effects, transitions, additional graphics and other editing skills.

Computer Science & Applications Department

Students who enjoyed Graphic Design class can bring their images to life in Digital Media. This project-based class will guide students through various projects such as Lego stop-motion animation, Vine videos, documentaries and commercials. Students will learn how to add transitions, effects, panning and zooming to projects. Recording video outside of class will be required, but all editing will be done in class using professional quality software (Adobe Creative Suite).

INTRODUCTION TO PROGRAMMING (Grade: 9, 10, 11, 12)

1 Semester; ½ Credit

Eligible for Dual Credit

Prerequisite: Introduction to Technology; Algebra 1 with grade of C- or better

According to the Bureau of Labor Statistics, software development jobs are expected to increase 24% by 2026. Salaries continue to rise, and job demand increases for people with programming skills. This introductory programming class assumes no prior programming experience and will teach valuable problem-solving skills that can be applied to other academic areas.

This course uses the Java programming language to teach students algorithms, program design, data structures, conditions, looping, arrays, methods and the basic components common to all programming languages. Successful students can continue programming in their AP computer Science course.

AP COMPUTER SCIENCE A (Grade: 10, 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Introduction to Computer Programming with a grade of B- or better; Consent of the Department Chairperson & Instructor

Computer Science related jobs are among the highest paying jobs directly out of college. The job market continues to be bright for engineering and computer science majors. STEM related careers will require experience with computer science and programming. Students pursuing engineering and computer science majors in college will be required to take at least one programming course. This college-level course will prepare students for programming at the next level.

AP Computer Science students will code large-scale programs including an interactive Grid Game project. Previous AP students have developed programs like Tetris, Minesweeper, Connect-Four, Worm, Centipede as well as original games. Students will gain skills in more advanced programming topics such as object-oriented design, abstract classes, arrays, array lists, methods, advanced strings and inheritance. In addition, students will study topics such as searching, sorting, algorithm design and program testing. This class is highly recommended for students interested in studying computer science, engineering and related fields in college.

Exam: AP Computer Science students will take the 3-hour AP Computer Science A exam. This exam consists of two sections: a multiple-choice section (40 questions in 1 hour and 15 minutes), which tests proficiency in a wide variety of topics, and a free-response section (4 questions in 1 hour and 45 minutes), which requires the student to demonstrate the ability to solve problems involving more extended reasoning. Minor points of syntax are not tested on the exam. All examples use the Java programming language. For both the multiple-choice and the free-response sections of the exams, an appendix containing a quick reference to both the case study and the classes in the AP Java subset will be provided.

English Department

Department Philosophy

The department teaches every student the correct and effective use of language, both oral and written. The department teaches literature with an emphasis on literary terms and analysis. The English program balances the study of literature with language by incorporating composition, vocabulary, listening and speaking skills to the curriculum.

Course Offerings

The English Department curriculum was developed using Common Core Standards.

Freshman Year	Sophomore Year	Junior Year	Senior Year
English 1 English 1 Honors English Extension	English 2 English 2 Honors	AP English Lang & Comp English 3 English 3 Honors Speech Communication	AP English Lit & Comp English 4 English 4 Honors Speech Communication

Course Descriptions & Requirements

ENGLISH 1 (Grade: 9)

2 Semesters; 1 Credit

English 1 is a course divided between the teaching and analyzing of literature, writing and grammar. In literature, the definitions and applications of the literary terms and comprehension of novels, short stories, poetry and drama are studied. Selected readings of classical literature are required. Study skills are reviewed. Strong emphasis is given to the five-paragraph essay. Commentary, concrete detail, thesis statements and topic sentences are stressed.

ENGLISH EXTENSION (Grade: 9)

2 Semesters; Concurrent with Eng. 1

Prerequisite: Placement in English 1; Recommendation based on entrance exam scores and/or teacher recommendation

English Extension offers support to select English 1 students. Students will complete additional guided practices to complement the reading and writing skills taught in their English class. Students will use a variety of reading strategies to increase reading comprehension. Students will also focus on prewriting, drafting, and revision of the multi-paragraph essay, addressing grammar as needed within the context of writing. English Extension is designed to give freshmen a strong foundation in reading and writing so as to prepare them for the rigors of the sophomore curriculum.

ENGLISH 1 HONORS (Grade: 9)

2 Semesters ; 1 Credit; Weighted

Students in English 1 Honors and English 1 use the same texts. The expectations in the honors class are much greater and demand a more mature approach to study. The assignments are more difficult with students going into greater depth in the reading and writing assignments. Additional novels are read independently, and students discuss and interpret the readings with greater maturity. Students in this

English Department

course should be comfortable working independently and should have mastered grammar and writing skills in junior high.

ENGLISH 2 (Grade: 10)

2 Semesters ; 1 Credit

The English 2 course combines the study of traditional grammar and literature in a one-year course of study. In grammar, students review the parts of speech, capitalization and punctuation, and usage. Techniques in composition are practiced using themes taken from literature, which include short stories, poetry, drama and novel study. Library skills are reviewed, and students complete at least one MLA research paper project including the development of a thesis statement, note taking, correct citation form and a works cited page.

ENGLISH 2 HONORS (Grade: 10)

2 Semesters; 1 Credit; Weighted

Prerequisite: English 1 Honors with semester grades of B- or better or English 1 with semester grades of A- or better; Consent of the Department Chairperson

This course covers additional material in greater depth than English 2. The English 2 Honors course combines the study of traditional grammar and literature in a one-year course of study. In grammar, students review the parts of speech, capitalization and punctuation, and usage. Techniques in composition are practiced using themes taken from literature, which include short stories, poetry, drama and novel study. Selected outside reading is required by the instructor. Library skills are reviewed, and students complete at least one MLA research paper project including the development of a thesis statement, note taking, correct citation form and a works cited page.

ENGLISH 3 (Grade: 11)

2 Semesters; 1 Credit

In this course, students study a diverse selection of American authors. This is an historical approach, beginning with Native American myths and legends and ending with twenty-first century authors. Literary terms, trends, and genres are discussed while making the connection to the time period. Essay opportunities (definition, persuasion, and comparison/contrast) are generated either from the literature book or the novels. Each junior will write at least one research-based paper. Grammar and writing skills will be reviewed in preparation for the ACT.

ENGLISH 3 HONORS (Grade: 11)

2 Semesters; 1 Credit; Weighted

Prerequisite: English 2 Honors with semester grades of B- or better or English 2 with semester grades of A- or better; Consent of the Department Chairperson

In this course, students study a diverse selection of American authors. This is an historical approach, beginning with Native American myths and legends and ending with twenty-first century best-selling authors. Literary terms, trends, and genres are discussed while making the connection to the time period. Essay opportunities (definition, persuasion, comparison/contrast) are generated either from the literature book or the novels. Each junior will write at least one research-based paper. Grammar and writing skills will be reviewed in preparation for the ACT. A number of novels will be read independently.

English Department

AP ENGLISH LANGUAGE & COMPOSITION (Grade:11)

2 Semesters; 1 Credit; Weighted

Prerequisite: English 2 Honors with semester grades of B- or better each semester; Consent of the Department Chairperson

This course is reading intensive. Students study a diverse selection of American authors with a concentrated focus on nonfiction texts from many disciplines and historical periods. Students in AP English Language and Composition read closely and actively. Students will read widely and reflect on their reading through extensive discussion, writing, and rewriting. The works taught in the course require students to analyze, interpret, identify, and explain authors' use of rhetorical strategies, techniques, and elements of rhetoric.

AP Language and Composition is writing-intensive and research-intensive with a focus on synthesis, rhetorical analysis, and argumentation. This course enables students to read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers. The emphasis is on content, purpose, and audience with a focus on the organization of students' writing. Students are offered additional instruction in argumentation and are taught the skills of synthesizing, summarizing, paraphrasing, quoting, and citing secondary source material. Students write in both informal and formal contexts to gain authority and learn to take risks in writing.

Exam: The AP English Language and Composition exam is 3 hours and 15 minutes in length and covers a full-year introductory college course. The exam contains one hour of multiple-choice questions and 2 hours and 15 minutes of free-response questions which includes a 15-minute reading period. The AP English Language and Composition Exam tests students' skills in analyzing prose passages and asks them to demonstrate their skills in composition by writing essays in various rhetorical modes. One of the three free-response questions requires students to synthesize information from a variety of sources to inform their own discussion of a topic. Students will be given a 15-minute reading period to accommodate the additional reading required for the question; the writing time for the free-response section remains two hours.

ENGLISH 4 (Grade: 12)

2 Semesters; 1 Credit

This course is a survey of British literature from the Anglo-Saxon period to the twentieth century. First, the background history of the time period is presented. The students are asked to use critical thinking to see how the literature studied reflects both the historical context in which it was written (political, social, and/or religious) and the author's life. Students also make connections between the literature and the present day. The writing curriculum continues; senior students write a cause-effect and a persuasion essay. They produce one research-based paper.

ENGLISH 4 HONORS (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: English 3 Honors with semester grades of B- or better or English 3 with semester grades of A- or better; Consent of the Department Chairperson

This course is a survey of British literature from the Anglo-Saxon period to the twentieth century. First, the background history of the time period is presented. The students are asked to use critical thinking to see how the literature studied reflects both the historical context in which it was written (political,

English Department

social, and/or religious) and the author's life. Students also make connections between the literature and the present day. Students write a cause-effect and a research-based persuasion essay. In addition, they write various in-class essays and read several full-length works independently.

AP ENGLISH LITERATURE & COMPOSITION (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: English 3 Honors or AP Language & Composition with semester grades of B- or better; Consent of the Department Chairperson

This course includes British literature from the Anglo-Saxon period to the twentieth century as well as other AP level selections. Students in AP English Literature and Composition read actively. The works taught in the course require careful, deliberate reading, and the approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value. Knowledge of specific literary devices is also applied to literature analysis. Students use critical thinking to evaluate the literature using a variety of perspectives based on different approaches to literary criticism.

The course is writing-intensive with a focus on argumentation, analysis, and synthesis. Students write one research paper on a literary topic. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

Exam: The AP English Literature exam is three hours in length and covers a full-year introductory college course. The exam contains one hour of multiple-choice questions and two hours of free-response questions. The exam tests students' skills in analyzing selected poems and prose passages and their ability to write critical or analytical essays based on poems, prose passages, novels, or plays.

SPEECH COMMUNICATION (Grade: 11, 12)

1 Semester; ½ Credit

Speech Communication is a two-way process. Effective speaking and listening skills involving critical thinking will be taught. Students will be expected to master the principles involved in selecting, organizing, outlining, introducing, developing and concluding a speech. They will also learn to use clear, effective language and develop the skills of poise, confidence and self-control. These goals will be accomplished through the preparation and presentation of various speaking opportunities in the classroom.

Fine Arts Department

Department Philosophy

People are evaluated by their ability to communicate their thoughts, ideas and feelings. The Fine Arts Department teaches students the fundamentals of self-expression and creativity. It provides an avenue for the development of the aesthetic potential of the student and a means of achieving emotional satisfaction and fulfillment in an artistic experience. Sensitivity to aesthetics illuminates an individual's environment, everyday life experiences, and innermost reflection on humane living.

Course Offerings

The Art Department curriculum was developed using the Illinois Learning Standards. The Band and Choir curriculum was developed using the National Music Standards (NAfME) & National Choir Standards.

Freshman Year	Sophomore , Year	Junior Year	Senior Year
Band	Band	AP Music Theory	AP 2-Dimensional Design
Cadet Band	Band Honors	Band	AP Drawing
Choir	Cadet Band	Band Honors	AP Music Theory
Drawing	Choir	Cadet Band	Band
Intro to Art	Drawing	Choir	Band Honors
Music Appreciation	Intro to Art	Choir Honors	Choir
Painting	Music Appreciation	Drawing	Choir Honors
Two-Dimensional Design	Painting	Intro to Art	Drawing
	Two-Dimensional Design	Music Appreciation	Intro to Art
		Painting	Music Appreciation
		Studio	Painting
		Two-Dimensional Design	Studio
			Two-Dimensional Design

Course Descriptions & Requirements

INTRODUCTION TO ART (Grade: 9, 10, 11, 12)

1 Semester; ½ Credit

This course offers a "hands-on" introduction to the visual arts for the beginning student. The course is based upon the fundamental elements of art. Basic techniques and materials in drawing, painting, color theory, printmaking, and sculpture are presented. An appreciation of art is developed through the application of a variety of experiences. Artistic terminology is emphasized within the course.

TWO-DIMENSIONAL DESIGN (Grade: 9, 10, 11, 12)

1 Semester; ½ Credit

Prerequisite: Introduction to Art with semester grade of C- or better

This course is a creative "hands-on" approach to the study of career options within the visual arts. Students will experience a variety of materials and techniques while being introduced to the areas of graphic design, interior design, architectural design, typography, calligraphy, and animation.

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DRAWING (Grade: 9, 10, 11, 12)

1 Semester; ½ Credit

Prerequisite: Introduction to Art with semester grades of C- or better

This course introduces the student to several techniques and materials used in drawing. Perspective, still life, portraiture, and figure drawing will be incorporated. An emphasis on observation and composition will be made throughout the course. Materials to be used will include pen and ink, scratchboard, charcoal, pastel, craypa, colored pencil and graphite.

PAINTING (Grade: 9, 10, 11, 12)

1 Semester; ½ Credit

Prerequisite: Introduction to Art with semester grades of C- or better

This course introduces the student to the concepts and materials of painting. A variety of painting media will be explored in realistic, abstract, and non-objective paintings. Watercolor, tempera paints and acrylic paints will be used. A survey of major painting styles and painters will be incorporated throughout the course.

STUDIO (Grade: 11, 12)

2 Semesters; 1 Credit

Prerequisite: Introduction to Art; Two or more semester Art Courses with semester grades of C- or better

This course is an advanced art class that is designed to prepare students for AP Art & Design. The major objective of this course is to create a portfolio suitable for admission into a visual arts program. Students will work in a variety of media and techniques. Observational drawing will be strongly emphasized throughout the course. A minimum of 1 semester of drawing prior to taking this course is strongly recommended. Each student is required to create a website of 10-15 pieces.

AP ART & DESIGN: DRAWING (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Studio with a semester grade of A-; Consent of instructor after a review of student artwork

AP ART & DESIGN: TWO-DIMENSIONAL DESIGN (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Studio with a semester grade of A-; Consent of instructor after a review of student artwork

The AP Art & Design courses are designed for the highly motivated senior interested in the serious study of art. To succeed in this course, the student must be willing to put in hours of work outside of the classroom. Students must prepare a portfolio and complete all requirements. In May, the portfolios are sent to be judged for Advanced Placement college credit. Students who take this course are STRONGLY encouraged to take an Early College Program Course at the Art Institute of Chicago during the summer preceding their senior year.

The instructional goals of the AP Art & Design Program can be described as follows:

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.

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- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

Portfolio in lieu of exam: The portfolio is sent digitally to the College Board and is graded in lieu of an exam.

CADET BAND (Grade: 9, 10, 11)

2 Semesters; 1 Credit

Prerequisite: Previous Instrument or Music Experience

This course is designed for the musician who is new to high school band. The student studies the mechanics of the instrument, basic playing techniques, performance approach, and pedagogical skills. The course expands the musician's knowledge and execution of technical skills, intonation, tone quality, and ensemble performance. All band classes begin with the Marching Band season in late June in the form of summer camps, ending around late October. Then, the band transitions to Concert Band for the remainder of the school year until May. Pep Band is also part of the requirements for all band members. Daily rehearsals include full band and sectional rehearsals during school and after school. All band members are required to participate in all band performances as well as attend the full band camp at the end of the summer.

BAND (Grade: 9, 10, 11, 12)

2 Semesters; 1 Credit

Band is designed for individual and group work for students who wish to pursue instrumental music throughout high school. The student studies the mechanics of the instrument, high school level playing techniques, performance approach, and pedagogical skills. The course expands the musician's knowledge and execution of technical skills, intonation, tone quality, and ensemble performance. All band classes begin with the Marching Band season in late June in the form of summer camps, ending around late October. Then, the band transitions to Concert Band for the remainder of the school year until May. Pep Band is also part of the requirements for all band members. Daily rehearsals include full band and sectional rehearsals during school and after school. All band members are required to participate in all band performances as well as attend the full band camp at the end of the summer.

BAND HONORS (Grade: 10, 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: 1 year of Band or Cadet Band

This course includes all requirements for Band. To be eligible for honors credit, students must fulfill certain criteria.

- Students must have completed a full year of band class.
- Students must pass a written music proficiency exam given by the director to demonstrate the appropriate knowledge of the subject matter. This exam will include performance techniques, rhythmic counting, building of scales, definitions of common musical terms, fingerings, and performance practices used to assist less experienced players.
- Students must pass a performance exam consisting of the Illinois Music Educators Association All-State band audition scales, sight-reading, and performance of an excerpt given by the band director prior to the exam.

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- Students are required to prepare the Illinois Music Educators Association (ILMEA) All-District Audition material, perform the material for the director, and they also must take the ILMEA District 1 Audition at the host school in the fall. If students make it in to either All-District or All-State, they are required to participate in those prestigious festivals.
- Students are also required to participate in the IHSA Solo & Ensemble Contest in the spring. The student will prepare a "Solo" work for their primary band class instrument that should be accompanied by a pianist. Students are welcomed and encouraged to prepare an "Ensemble" work as well, but a Solo for their primary band instrument is required for Honors credit.

BEGINNING CHOIR (Grade: 9, 10, 11, 12)

2 Semesters; 1 Credit

This course is designed for students who cannot read music, and/or have little or no experience in choir. Students will learn how to read music notation at a Novice level. Work in solfege for sight-singing and vocal tonal skills (scales and chords) will begin. Introduction of good vocal health and vocal technique standards. Students will participate in Masses, Concerts and Competitions.

In accordance with the NAFME national standards, students will gain the ability to demonstrate the following skills:

- Attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles
- An understanding of the context of the music through prepared and improvised performances.
- Use music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances; how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.

In addition, students will:

- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and (when appropriate) the setting of the text.
- Learn to explain the influence of experiences, analysis, and context on interest in the evaluation of music.

CELTIC CONCERT CHOIR (Grade 9, 10, 11, 12)

1 Semester; ½ Credit or 2 Semesters; 1 Credit

Prerequisite: Beginning Choir or Proficiency

This course is designed for those students who have some experience in choir and who can read music. Students will continue their work in vocal production/technique skills; music theory, sight-seeing and ear-training; and musical expression and performance skills. Through folk, popular, classical, Broadway, sacred and secular music, the student will apply these principles. All choir members are required to participate in all choir performances.

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CHOIR HONORS (Grade: 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Audition and Proficiency Exam

Students wishing to pursue the Honors tract of Celtic Concert Choir must be enrolled in Concert Choir for the full year and pass the prerequisites. A more advanced and serious training of Honor students will include weekly advanced theory assignments; aural sight singing exams every quarter; and creative and written projects requiring fine detail. Honor Choir students must audition for IMEA District Choir in October and participate in IHSA Solo and Ensemble competition in March. Students must be or become a member of Tri-Music Honor Society.

MUSIC APPRECIATION (Grade 9, 10, 11, 12)

1 Semester; ½ Credit

Students will be introduced to the basic elements of music including rhythm, harmony, melody, texture and form -- with musical illustrations from various styles, genres and eras. Topics covered may include: the elements of music, music of the Middle Ages, Renaissance Styles, Baroque Styles, Classical Era composers and forms, the age of Romanticism, 20th Century Techniques, Jazz, The American Musical, Rock and Roll, and Non-western music styles. This course will make connections between music and society throughout the ages. This course will also explore music from different regions of the world. No prerequisite or prior musical experience is necessary to enroll in this class.

AP MUSIC THEORY (Grade: 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Ability to read music at the high school level; Consent of Department Chairperson

This course is designed for the student who wants to complete studies at the secondary level that would be equivalent to the Introductory Music Theory course at the college level. The student will be introduced to basic chord structure, harmonic and rhythmic analysis, aural training, and composition. The student will be exposed to several styles of Western music.

The goal of this course is to develop the student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. These goals will be achieved by addressing fundamental aural, analytical and compositional skills using listening and written exercises. This course will include the harmonization of a melody while selecting appropriate chords, composition of a musical bass line to provide two-voice counterpoint, and the realization of figured-bass notation.

The AP Exam in Music Theory tests the student's understanding of musical structure and compositional procedures through recorded and notated examples. Strong emphasis is given to listening skills, particularly those involving recognition and comprehension of melodic and rhythmic patterns, harmonic functions, small forms, and compositional techniques. Most of the musical examples are taken from standard repertoire, although some examples of contemporary, jazz, vernacular music or music beyond the Western tradition are included for testing basic concepts. The exam assumes fluency in reading musical notation and a strong grounding in music fundamentals, terminology, and analysis.

Exam: The AP Music Theory Exam is 2 hours and 38 minutes in length and covers a full year introductory college course. The exam contains 1 hour and 20 minutes of multiple-choice questions and 1 hour and 18 minutes of free response questions and a sight singing performance. In the free-response section,

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students are asked to do two exercises each of melodic and harmonic dictation; two part-writing exercises (one from figured bass, one from Roman numerals); and a composition exercise entailing composing a bass line from a given melody. In the sight-singing component, students are asked to sing two diatonic melodies after a brief practice period. Students will receive sub-score grades for the aural (listening and sight-singing) and non-aural (written) portions of this exam in addition to the overall composite grade.

Mathematics Department

Department Philosophy

The Mathematics Department provides experiences and opportunities that will enable students to realize their mathematical potential. To this end, a varied curriculum promotes the mathematical growth of the student through the knowledge of computation, logical thinking, and problem solving. The result should be a student who will develop an attitude of enjoyment, challenge, and satisfaction toward mathematics.

Math Department Calculator Policy

Students enrolled in mathematics courses are required to have a Texas Instrument Nspire calculator (TI-Nspire CX II or TI-Nspire CX) and download the accompanying software on their computer. Students are not allowed to play games on their calculator at any time during the school day. Using stored information for class work not specifically approved by the teacher will be considered cheating.

If a TI-Nspire calculator is to be used during quizzes or exams, the student must place the calculator in "press to test" mode. Once the students have completed the quiz/exam, students can use cables to take their calculator out of "press to test" mode with the help of a calculator not in that mode.

Course Offerings

The Mathematics Department curriculum was developed using Common Core Standards.

Freshman Year	Sophomore Year	Junior Year	Senior Year
Algebra 1 Algebra Extension Algebra 1 Honors Algebra 2 Honors Geometry Honors	Algebra 2 Honors Geometry Geometry Honors	Algebra 2 Algebra 2 Honors AP Statistics Pre-Calculus Pre-Calculus Honors	Advanced Topics/Trigonometry AP Calculus AB AP Calculus BC AP Statistics Calculus Honors Pre-Calculus Pre-Calculus Honors Statistics

Course Descriptions & Requirements

ALGEBRA 1 (Grade: 9)

2 Semesters; 1 Credit

This course offers fundamental algebra with an emphasis on the structure of the number system. Basic algebraic properties are introduced and used for the following topics: solving and graphing equations, inequalities, polynomial and rational expressions, linear equations, systems of equations, relations and functions.

ALGEBRA EXTENSION (Grade: 9)

2 Semesters; Concurrent with Algebra 1

Prerequisite: Placement in Algebra 1; Recommendation based on placement exam scores and/or teacher recommendation.

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The Algebra Extension offers support to select Algebra 1 students. Students will have the opportunity to receive additional instruction, receive additional guided practice, and work in guided study groups to complement the mathematical skills taught in their Algebra 1 class. The Algebra Extension is designed to give students the proper interventions they need to be successful in their future math class.

ALGEBRA 1 HONORS (Grade: 9)

2 Semesters; 1 Credit; Weighted

Prerequisite: Placement entrance exam scores and/or teacher recommendation.

This course builds a solid foundation of algebra skills and concepts. Topics include solving equalities and inequalities, polynomials, rational expressions, linear equations, systems of equations, relations, functions and graphing of functions. Technology in the form of graphing calculators and computers is used when applicable.

GEOMETRY HONORS (Grade: 9, 10)

2 Semesters; 1 Credit; Weighted

Prerequisite: Algebra 1 Honors with semester grades of B or better or Algebra 1 with semester grades of A- each semester; Consent of Department Chairperson; Proficiency exam

This course is an in-depth study of geometry as a useful tool. Studies include: an introduction to geometry, basic concepts of geometry and proof, congruent triangles, lines in a plane, parallel lines and related figures, lines and planes in space, polygons, similarity, Pythagorean theorem, circles, areas, surface areas and volumes, coordinate geometry, locus and constructions, inequalities and enrichment topics. Higher level thinking skills will incorporate inductive and deductive reasoning.

GEOMETRY (Grade: 10)

2 Semesters; 1 Credit

Prerequisite: Algebra 1

This course introduces geometric concepts such as congruency, similarity, parallel and perpendicular lines, polygons, circles, right triangles, area, volume, and coordinate geometry. Inductive and deductive reasoning are emphasized through the use of two-column proofs.

ALGEBRA 2 (Grade: 11)

2 Semesters; 1 Credit

Prerequisite: Algebra 1 and Geometry. Algebra 1 and Geometry with semester grades of A-

This course reviews all of the topics of Algebra 1. Other course topics include complex numbers, quadratic functions, polynomial functions, matrix algebra, conic sections, exponential and logarithmic functions. Basic trigonometric topics are introduced.

ALGEBRA 2 HONORS (Grade: 9, 10, 11)

2 Semesters; 1 Credit; Weighted

Prerequisite: Algebra 1 Honors. Geometry Honors previously or concurrently with semester grades of B- or better or all semester A-'s in Algebra 1 & Geometry; Consent of Department Chairperson

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This course quickly reviews all of the topics of Algebra 1. Other course topics include complex numbers, quadratic functions, polynomial functions, matrix algebra, conic sections, exponential and logarithmic functions. An introduction to trigonometry will follow with emphasis on trigonometric functions, graphs, identities and equations.

PRE-CALCULUS (Grade: 11, 12)

2 Semesters; 1 Credit

Prerequisite: Algebra 2 with semester grades of B- or better

This course is designed to prepare students to study Calculus in college. Emphasis is given to all phases of trigonometry. Topics that are covered include: matrices, determinants, sequences and series, conic sections, roots of higher ordered polynomial equations and functions including curve sketching.

PRE-CALCULUS HONORS (Grade: 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Algebra 2 Honors with semester grades of B or better or all semester grades of A- in Algebra 2; Consent of Department Chairperson

This course is designed to prepare students to study Calculus. Heavy emphasis is given to all phases of trigonometry. Other topics that are covered in depth include: matrices, determinants, sequences and series, conic sections, roots of higher ordered polynomial equations and functions including curve sketching.

ADVANCED TOPICS/TRIGONOMETRY (Grade: 12)

2 Semesters; 1 Credit

Prerequisite: Algebra 2 and Geometry

This course is designed to strengthen concepts learned in Algebra 2, as well as introduce other advanced topics. Included are the following: trigonometric functions, graphs, identities, polynomials, exponential, rational and log functions, conic sections, sequence and series, and probability and statistics.

CALCULUS HONORS (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Pre-Calculus Honors with semester grades of B- or better. Pre-Calculus with semester grades of A-; Consent of Department Chairperson

This course is designed for the student who desires a rigorous course in Calculus without being required to take the Calculus AB Advanced Placement Examination. Topics studied are derivatives and their applications, techniques of differentiation, exponential and natural logarithmic functions and their applications, the definite integral, trigonometric functions, techniques of integration, differential equations, probability, Taylor polynomials and infinite series.

AP CALCULUS AB (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Pre-Calculus Honors with grade of B- or better and semester A-'s in at least half of the honors courses taken; Consent of Department Chairperson

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AP Calculus AB is designed for the student with a strong mathematics background. This course is equivalent to a first-year college calculus and analytic geometry course which includes topics on limits, derivatives, integrals, applications of elementary differentiation and integration, logarithmic and exponential functions.

In this class:

- Students will work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They will demonstrate understanding of the connections among these representations.
- Students will state the meaning of the derivative in terms of a rate of change and local linear approximation and will be able to use derivatives to solve a variety of problems.
- Students will demonstrate understanding of the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and should be able to use integrals to solve a variety of problems.
- Students should understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
- Students will communicate mathematics and explain solutions to problems both verbally and in written sentences.
- Students will model a written description of a physical situation with a function, a differential equation, or an integral.
- Students will use technology to help solve problems, experiment, interpret results, and support conclusions.
- Students will determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.
- Students will develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Exam: The Calculus AB exam is a 3-hour-and-15-minute exam covering topics typically included in about two-thirds of a full-year college-level calculus sequence. The Calculus course requires a similar depth of understanding of common topics, and graphing-calculator use is an integral part of the courses. The exam contains 1 hour and 45 minutes of multiple-choice questions and 1 hour and 30 minutes of free-response questions. Both the multiple-choice and free-response sections contain parts in which a graphing calculator is required and sections in which calculator use is prohibited. Visit the AP Calculus section of www.collegeboard.com/apstudents for detailed information on the calculator policy and the most current list of AP-authorized calculators.

AP CALCULUS BC (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Pre-Calculus Honors with grade of B- or better and semester A's in at least half of the honors courses taken; Consent of Department Chairperson

AP Calculus BC is designed for the student with a strong mathematics background. This course is a full year college course in the calculus of functions of a single variable. It includes all topics taught in Calculus AB plus additional topics including parametric, polar, and vector functions, polynomial approximations, series, and advanced integration techniques.

In this class:

- Students will work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They will demonstrate understanding of the connections among these representations.

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- Students will state the meaning of the derivative in terms of a rate of change and local linear approximation and will be able to use derivatives to solve a variety of problems.
- Students will demonstrate understanding of the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change, and should be able to use integrals to solve a variety of problems.
- Students should understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
- Students will communicate mathematics and explain solutions to problems both verbally and in written sentences.
- Students will model a written description of a physical situation with a function, a differential equation, or an integral.
- Students will use technology to help solve problems, experiment, interpret results, and support conclusions.
- Students will determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.
- Students will develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Exam: The Calculus BC exam is a 3-hour-and-15-minute exam covering topics typically included in about two-thirds of a full-year college-level calculus sequence. The Calculus course requires a similar depth of understanding of common topics, and graphing-calculator use is an integral part of the courses. The exam contains 1 hour and 45 minutes of multiple-choice questions and 1 hour and 30 minutes of free-response questions. Both the multiple-choice and free-response sections contain parts in which a graphing calculator is required and sections in which calculator use is prohibited. Visit the AP Calculus section of www.collegeboard.com/apstudents for detailed information on the calculator policy and the most current list of AP-authorized calculators.

STATISTICS (Grade: 12)

2 Semesters; 1 Credit

Prerequisite: Algebra 2 with semester grades of C or better

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course provides material at a slower pace and less in-depth content than the AP course. Students are not required to sit for the AP exam, but may choose to do so with additional independent study.

Students are exposed to four broad conceptual themes:

- Exploring Data: Observing patterns and departures from patterns
- Planning a Study: Deciding what and how to measure
- Anticipating Patterns: Producing models using probability and simulation
- Statistical Inference: Confirming models

AP STATISTICS (Grade: 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Algebra 2 Honors & Geometry Honors with semester grades of B- or better for all semesters; A's in Algebra 1, Algebra 2, & Geometry; Consent of Department Chairperson

Advanced Placement Statistics is designed for students with a desire to apply their strong math skills and is equivalent to a first-year college statistics course. The purpose of this course is to introduce

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students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. **Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns.** In examining distributions of data, students should be able to detect important characteristics, such as shape, location, variability, and unusual values. From careful observations of patterns in data, students can generate conjectures about relationships among variables. The notion of how one variable may be associated with another permeates almost all of statistics, from simple comparisons of proportions through linear regression.
2. **Data must be collected according to a well-developed plan if valid information is to be obtained.** If data are to be collected to provide an answer to a question of interest, a careful plan must be developed. Both the type of analysis that is appropriate and the nature of conclusions that can be drawn from that analysis depend in a critical way on how the data was collected. Collecting data in a reasonable way, through either sampling or experimentation, is an essential step in the data analysis process.
3. **Probability is the tool used for anticipating what the distribution of data should look like under a given model.** Random phenomena are not haphazard: they display an order that emerges only in the long run and is described by a distribution. The mathematical description of variation is central to statistics. The probability required for statistical inference is not primarily axiomatic or combinatorial but is oriented toward using probability distributions to describe data.
4. **Statistical inference guides the selection of appropriate models.** Models and data interact in statistical work: models are used to draw conclusions from data, while the data are allowed to criticize and even falsify the model through inferential and diagnostic methods. Inference from data can be thought of as the process of selecting a reasonable model, including a statement in probability language, of how confident one can be about the selection.

Exam: A three-hour exam covering a one-semester introductory non-calculus-based college course. The exam contains 1 hour and 30 minutes of multiple-choice questions and 1 hour and 30 minutes of free-response questions. The free-response section requires students to answer five open-ended questions and complete an investigative task involving more extended reasoning. The exam covers exploring data; sampling and experimentation (planning and conducting a study); anticipating patterns (exploring random phenomena using probability and simulation); and statistical inference (estimating population parameters and testing hypotheses). Students are expected to bring a graphing calculator with statistical capabilities to the exam, and to be familiar with its use.

Physical Education Department

Department Philosophy

Physical Education and Health provides an avenue for students to gain an understanding and appreciation of the importance of living and maintaining a healthy lifestyle. Positive health and wellness development will be achieved through teaching the values of exercise, good nutrition, proper rest and hygiene. Students will also develop important attributes such as Christian values, teamwork, sportsmanship and self-discipline through team sports, fitness and lifelong physical activities.

Course Offerings

The Physical Education curriculum was developed using the Illinois State Standards.

Freshman Year	Sophomore Year	Junior Year	Senior Year
Boys Physical Education Girls Physical Education Health	Co-Ed Physical Education Strength Training	Co-Ed Physical Education Sports Medicine Strength Training	Co-Ed Physical Education Sports Medicine Strength Training

Course Descriptions & Requirements

BOYS PHYSICAL EDUCATION & GIRLS PHYSICAL EDUCATION (Grade: 9)

2 Semesters; 1 Credit

This course provides the student with the fundamental skills of various team and individual sports. The course offers knowledge of rules and scoring in those sports.

CO-ED PHYSICAL EDUCATION (Grade: 10, 11, 12)

2 Semesters; 1 Credit and/or 1 Semester; ½ Credit

Prerequisite: 9th Grade Physical Education

This course provides the student with advanced skills and strategies of various team and individual sports and activities. Fundamental skills and rules are also reviewed in each unit.

HEALTH (Grade: 9)

1 Semester; ½ Credit

This course covers material on the mental, social, and physical aspects of health, with a focus on exercise and nutrition. Students will learn CPR. From a Catholic perspective, the student will also be presented with extensive material on alcohol, tobacco, drugs and communicable diseases.

The **VALUING VALUES PROGRAM** is an additional comprehensive sexuality component of the course. It expands on the content of basic sexual education in the context of values, relationships, and decision making in the Catholic tradition.

Physical Education Department

SPORTS MEDICINE (Grade: 11, 12)

1 Semester; ½ Credit

Prerequisite: B- or better in last science course

This course is appropriate for those students interested in Athletic Training, Physician's Assistant, Paramedic, Emergency Medical Technician, or another medical or paramedical field. Topics covered will include but not limited to anatomy, physiology, mechanisms or injury, evaluation, and rehabilitation of the athletic population. This course will be taught by the Certified, Licensed Athletic Trainer in the building. This is an elective (½ credit) physical education course that does not meet Providence Catholic High School's graduation requirement.

COURSE REQUIREMENT: One requirement of this course is to assist the Athletic Trainer with one practice a week and two home interscholastic athletic contests during the semester in which the course is taken. Athletes are advised against taking this course during the semester when their sport is in season.

STRENGTH TRAINING (Grade: 10, 11, 12)

1 Semester; ½ Credit

Prerequisite: Health & 9th Grade Physical Education

This course provides students with the basic knowledge in the area of strength training, conditioning, and general fitness. The students will also understand how to navigate around the weight room, along with the use of proper warm-up/cool down, and conditioning for personal fitness. They will establish short- and – long-term goals which will promote lifelong healthy lifestyles.

Science Department

Department Philosophy

The Science Department instills in each student an appreciation for science as the process to gain empirical truth. We will build fundamental knowledge of the basic concepts of natural phenomena, while examining their causes and effects. Through collections of evidences in an inquiry- based approach, students will gain scientific literacy by integrating science and technology.

Course Offerings

The Science Department curriculum was developed using the Next Generation Science Standards.

Freshman Year	Sophomore Year	Junior Year	Senior Year
Biology Honors SE/ED	Biology Chemistry Chemistry Honors SE/ED	AP Biology AP Chemistry Anatomy & Physiology Chemistry Chemistry Honors Physics Physics Honors	AP Biology AP Chemistry AP Physics Anatomy & Physiology Chemistry Physics Physics Honors

Course Descriptions & Requirements

SE/ED: SCIENTIFIC EXPERIMENTATION/ENGINEERING DESIGN (Grade: 9, 10)

2 Semesters; 1 Credit

Scientific Experimentation/Engineering Design is a year-long laboratory course designed to introduce students to the scientific process. This course addresses three areas to explore the nature of science: data acquisition and analysis, experimental design, and written and oral communication. Activities will support the development skills across science disciplines and promote an understanding of scientific inquiry. Through scientific content student will gain skills in; data collection and precision, statistical analysis and correlation, evaluation of scientific sources, the peer-review process, and developing questions and hypotheses.

BIOLOGY HONORS (Grade: 9, 10)

2 semesters; 1 credit; Weighted

Prerequisite: Department Approval or entrance exam scores

Honors Biology is a standard driven and laboratory-based course aligned to the Next Generation Science Standards. In this course, students will utilize scientific practices and an inquiry-based approach to discover overarching concepts and gain knowledge related to life science. Students will recognize unifying themes that integrate the major topics of biology including cytology, biochemistry, cell energetics, cell division, heredity, the interdependence of organisms, how species change over time, biodiversity, and the relationships between structure and function, and several human body systems. The curriculum integrates independent research, writing skills, and critical thinking skills that stress the development of experimental design, detailed observation, accurate recording, data interpretation, and analysis. Students considering this course should be self-directed learners with strong reading comprehension skills.

Science Department

BIOLOGY (Grade: 10)

2 semesters; 1 credit

Academic Biology is a standard driven and laboratory-based course aligned to the Next Generation Science Standards. Scientific practices and an inquiry-based methodology engages students in the study of life which includes topics such as cellular structures and their processes, ecosystems and their interactions, heredity, energy flow, cell division, basic biochemistry, evolution and natural selection, and biodiversity. Academic Biology will emphasize critical thinking, data interpretation and analysis, and writing skills. In order to succeed in Academic Biology, students must be willing to work cooperatively and independently during classroom projects and labs.

AP BIOLOGY (Grade: 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: B- Average in Honors Chemistry or Physics, A- Average in Regular Chemistry or Physics AND Department Approval

This course is equivalent to a first year, college-level Biology Course. The concepts included are:

1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
3. Living systems store, retrieve, transmit, and respond to information essential to life process.
4. Biological systems interact, and these systems and their interactions possess complex properties.

Emphasis is on Scientific Inquiry, and some dissection is included. Students are required to take the Biology Advanced Placement Examination.

Exam: The AP Biology Exam is a 3-hour exam covering a full-year introductory college course in biology with laboratory. The exam contains a 90-minute multiple choice section, including math computation and a 90-minute free response section. Both sections of the exam test students' understanding of ideas understandings, and essential knowledge and the enduring ways in which this understanding can be applied through science practice.

ANATOMY AND PHYSIOLOGY (Grade: 10, 11, 12)

2 semesters; 1 credit

Prerequisite: Biology or Biology Honors

This course provides students an opportunity to investigate the human body, its structure and function, and how the body reacts to external and internal stimuli. The basics of human anatomy and physiology including anatomical terminology, biochemistry, pathology, cells and tissues and the function of all system will be investigated. Students will develop an understanding of anatomical structures, functions and the interrelationships with each other. Students will engage in investigations to understand and explain the behavior of the human body in a variety of scenarios that incorporate scientific reasoning, analysis, and communication skills. This course will prepare students with the knowledge to continue their education and pursue a career in an allied health care profession. Laboratory component includes anatomical studies using microscope and dissection of vertebrates.

Science Department

CHEMISTRY (Grade: 10, 11)

2 Semesters; 1 Credit

Prerequisite: SE/ED or Biology or Biology Honors

Chemistry is a year-long laboratory course designed to engage the students in foundational concepts in chemistry and to prepare them for advanced study in science. The skills and content explored include: thermodynamics, the periodic table and periodic trends, inorganic nomenclature, writing and balancing equations, bonding, stoichiometric relationships and their applications, and acids and bases. These topics are encountered through an immersive and integrated curriculum incorporating Algebra II and Technology content and skills. Content will be delivered through guided inquiry, group discussion and direct instruction.

CHEMISTRY HONORS (Grades: 10, 11, 12)

2 semesters; 1 credit; Weighted

Prerequisite: B- Average in Biology Honors or A- Average in Biology

Honors Chemistry is a college preparatory class that covers the introductory topics of Chemistry at a more advanced level and requires proficiency in reading and math. It is recommended for students considering a career in science, healthcare, or engineering, and would also benefit students curious about science or environmental issues. This class will provide the skills needed for understanding science through analysis, critical thinking, and problem solving. Weekly lab activities to learn proper lab techniques and reinforce chemistry concepts through hands-on activities will be provided. Students will learn through guided inquiry, models, lab, lecture, cooperative learning, data collecting technology and computer simulations. This class will prepare students for the study of AP Chemistry. Topics studied include the elements, compounds, nomenclature, the periodic table, writing, classifying and balancing chemical reactions, stoichiometry, thermodynamics, atomic structure and periodicity, gas laws and acids/bases.

AP CHEMISTRY (Grade: 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Algebra 2 previously or simultaneously, Chemistry with semester grades of A- or better OR Chemistry Honors with grade of B- or better AND Department Approval

AP Chemistry is a second-year chemistry course that will cover more advanced topics than those covered in the first-year chemistry course. The course is designed to enrich a student's knowledge of chemistry and should be considered by students desiring to major in science in college or considering a career in the medical field. The importance of the theoretical aspects of chemistry has brought about an increased emphasis on aspects of the content of general chemistry courses. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth. Extensive lab experience will be included.

Exam: The AP Chemistry exam is a 3-hour-and-5-minute exam covering a full-year introductory college course with laboratory. Section 1 of the exam is 1 hour and 30 minutes long and contains 75 multiple-choice questions. No calculator use is permitted for Section 1 of the exam. Section 2 of the exam is 1 hour and 35 minutes long and is divided into two parts. Part A, during which calculator use is permitted, is 55 minutes long and contains three quantitative problems, one of which is on chemical equilibrium. Part B, during which no calculator use is permitted, is 40 minutes long and contains one question requiring students to write balanced equations for three chemical reactions (and to answer a short question about each reaction), plus two essay questions. In every exam either one of the quantitative

Science Department

problems or one of the essays will be on the topic of laboratory work. A periodic table is provided for students to use with Sections 1 and 2 of the exam, and a list of commonly used equations and constants is provided during Section 2 of the exam only. Calculator use is permitted only for the problems in Part A of Section 2.

PHYSICS (Grade: 11, 12)

2 semesters; 1 credit

Prerequisite: B- or better in Algebra 2

This course provides the student with an understanding of the basic concepts of physics in areas such as kinematics, dynamics, energy, electrostatics, as well as an introduction to electrodynamics. The laboratory experiences are designed to be foundational inquiries to discover these basic concepts to be expanded upon through scientific discourse.

PHYSICS HONORS (Grade: 11, 12)

2 semesters; 1 credit; Weighted

Prerequisite: A- or better in Algebra 2

This course provides a rigorous and in-depth inquiry into the basic concepts in physics. The laboratory experiences are designed to be foundational inquiries to discover these basic concepts to be expounded upon through scientific discourse. This course provides a solid foundation in physics for those students entering college in any area of science including a strong foundation to be built upon in AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism.

AP PHYSICS C (Grade: 11, 12)

2 semesters; 1 credit; Weighted

Prerequisite: B- or better in Honors Physics and Pre-Calculus Honors; A- or better in Physics.

Co-Requisite: AP Calculus BC or Department Approval

This course is the introductory course of a college sequence that serves as the foundation for students who wish to major in physics or engineering. It is taken either after or at the same time as AP Calculus BC course. Methods learned in calculus are used when creating principles of physics and applying those principles. There is a strong emphasis on solving challenging problems relating to physics with a large focus on calculus. The course will be broken up into two semesters, the first being the mechanics and the second being electricity and magnetism. This course will be treated very similarly to the college level course with strong emphasis on high level lab work. Students will be taking an AP exam for each semester for a total of two AP exams.

AP Physics C: Mechanics provides instructions in each of the following content areas: one dimensional motion, planar Motion, Newton's Laws, work/energy/power, impulse/momentum, rotation, angular momentum, gravitation, and simple harmonic motion.

AP Physics C: Electricity and Magnetism provides instructions in each of the following content areas: charge distribution, electric potential, capacitance, circuits, magnetic fields, induction, AC circuits, Maxwell's equations.

Exams: Each of the two Physics C exams are 1.5 hours in length. Students are required to take both exams and separate grades are reported for each. The time for each exam is divided equally between a 35-question multiple-choice section and a three-question free-response section. The two sections are weighted equally in the determination of each grade.

Social Science & Business Department

Department Philosophy

Social Science Philosophy

The Social Sciences teach a process of analytical thinking, a comparison of past events with current situations, and an investigation into human behavior. Social Science classes teach students to make decisions based on factual data and conceptual analysis. The department develops in students an appreciation for and an understanding of the major themes, events, and schools of thought within the context of each of the Social Science courses.

Business Philosophy

Through business courses, students are instructed in developing skills consistent with the outside business world and develop skills necessary for future careers.

Course Offerings

The Social Science & Business Department curriculum was developed using the Illinois State Standards.

<i>Sophomore Year</i>	<i>Junior Year</i>	<i>Senior Year</i>
Accounting AP European History AP US History US History Western Civilization	Accounting American Government AP European History AP US Government Economics Macro Economics Western Civilization	Accounting American Government AP European History AP Microeconomics AP Psychology AP US Government Economics Macro Economics Psychology Western Civilization

Social Science Course Descriptions & Requirements

U.S. HISTORY (Grade: 10)

2 Semesters; 1 Credit

This course develops an understanding and appreciation of the major themes and events effecting the development of the United States. A chronological approach covers North American colonization to the present with special emphasis on the development of the American Government and the impact of major political, military and economic events. The course incorporates various projects and activities that require library research, group work, presentations, the use of primary sources and debates in order to develop student skills in these areas. The course will guide students to an understanding of American History and the major events that have impacted it.

WESTERN CIVILIZATION (Grade: 10, 11, 12)

2 Semesters; 1 Credit

This course is designed to acquaint students with the general concepts and events important to the development of Western European history and its unique civilization. Special emphasis is placed on intellectual history, early democratic ideas, the Renaissance, the foundations of modern

Social Science & Business Department

industrialization and technology, and the "isms" (nationalism, imperialism, etc.). The effects of the Western European political, economic, and military ideas on the rest of the world are also explored. Skill development such as note-taking, outlining, memorization, analysis and synthesis are explored.

AP U.S. HISTORY (Grade: 10)

2 Semesters; 1 Credit; Weighted

Prerequisite: English honors with semester grades of B- or better or high academic English with semester A's

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the topics and challenges in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

This course amplifies all topics covered in the standard U.S. History class, but at a far more accelerated rate comparable to that of a college course. There is increased emphasis on writing, reading, and research skills. Special attention is also given to the demands of the A.P. Exam, work on database questions and multiple-choice items. The course goes from colonial times to the Reagan administration.

Exam: The AP U.S. History exam is a 3-hour and 15-minute exam covering a full-year introductory college course. The exam contains 55 minutes of multiple-choice questions, a 15-minute reading period, a 45-minute document-based question (DBQ), and three 40-minute essays and one long essay question. The exam covers political institutions and behavior; public policy; social and economic change; diplomacy and international relations; and cultural and intellectual developments.

AMERICAN GOVERNMENT (Grade: 11, 12)

2 Semesters; 1 Credit

Prerequisite: U.S. History previously or concurrently

This course will familiarize students with the fundamentals and mechanics of American government, American political systems and institutions, and federal and state constitutions. Students will examine their rights and responsibilities as American citizens through the lens of contemporary public issues. American Government examines law (with emphasis on the US Constitution), and how law guides our government and affects our everyday life. It examines the Presidency, Congress, the Judiciary, criminal law, court case studies, foreign policy, National Defense, state and local government, and meets the ISBE requirements for Civics and service learning.

AP U.S. GOVERNMENT & POLITICS (Grade: 11)

2 Semesters; 1 Credit; Weighted

Prerequisite: At least semester B-'s in all Social Science courses taken English Honors with semester grades of B- or better or regular English with all semester A's

AP U.S. Government & Politics emphasizes an analytical perspective on government and politics in the United States. By interpreting United States politics and analyzing specific examples and issues, the

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course examines the institutions, groups, beliefs, and ideas that constitute American politics. The major content areas include the constitutional foundations of American Government; political beliefs and behaviors, political parties, interest groups and mass media; institutions of the national government: the executive, legislative and judicial branches; public policy; civil rights and civil liberties.

Exam: The 2-hour and 25-minute exam covers material from a one-semester introductory college course. The exam contains 45 minutes of multiple-choice questions and 1 hour and 40 minutes of free-response questions. The **AP United States Government and Politics** Exam covers constitutional underpinnings of U.S. government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government (the Congress, the presidency, the bureaucracy, and the federal courts); public policy; and civil rights and civil liberties.

AP EUROPEAN HISTORY (Grade: 10, 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: All Social Science and Honors English classes with semester grades of B- or better or semester A's in regular English classes; Consent of Department Chairperson

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop:

- An understanding of some of the principal themes in modern European history.
- An ability to analyze historical evidence and historical interpretation.
- An ability to express historical understanding in writing.

This course touches all the themes covered in the standard Western Civilization class but at a far more accelerated rate, a rate comparable to that of a college course. There is increased emphasis on writing and research skills, as well as more complex and extensive reading related to history and philosophy. A greater emphasis is placed on social economic and intellectual history in this course.

Exam: A 3-hour and 15-minute exam covering a full-year introductory college course. The exam contains 55 minutes of multiple-choice questions, a 15-minute reading period, a 45-minute document-based question (DBQ), and three 40-minute thematic essays and one long essay question. Questions on intellectual-culture, political-diplomatic, and social-economic history form the basis of every section of the exam.

PSYCHOLOGY (Grade: 11, 12)

2 Semesters; 1 Credit

The Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental process of human beings. Students will be exposed to psychological facts and principles associated with each of the major sub fields of Psychology. They will also learn about ethics and methods psychologists use in their practice. The course incorporates small and large group discussions, group work and presentations to develop students' knowledge of the material.

AP PSYCHOLOGY (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: B- or better in all previous AP Social Science classes, or All A's in US History & Government; Consent of Department Chairperson

Social Science & Business Department

The Advanced Placement Psychology course is designed for those students who wish to complete studies in the secondary school that would be equivalent to an introductory Psychology course at the college level. The AP Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings. Students will be exposed to psychological facts and principles associated with each of the major sub fields of Psychology. They will also learn about ethics and methods psychologists use in their practice.

Exam: The Psychology exam is a two-hour exam covering a one-semester introductory college course. The exam contains 1 hour and 10 minutes of multiple-choice questions and 50 minutes of free-response questions. The exam covers history and approaches; research methods; biological bases of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; personality; testing and individual differences; abnormal psychology; treatment of psychological disorders; and social psychology.

Business Course Descriptions & Requirements

ACCOUNTING (Grade: 10, 11, 12)

2 Semesters; 1 Credit

The student will learn the rules and procedures of accounting for profit motivated businesses. Through computer application, students will understand and use the various accounting books of entry and various forms and documents. Students will receive an introduction to payroll procedures, cash controls, depreciation, and accounting for sale proprietorships and corporations as they achieve mastery of the complete accounting cycle.

ECONOMICS (Grade: 11, 12)

1 Semester ½ Credit

Students study the interaction of consumers and government in the American economic system. Consumer activities, such as career choices, personal money management, and buying habits are studied in conjunction with their influence on our economy. Governmental influence is emphasized in the students' body of basic economic principles, such as supply and demand, business organization, and competition in this market system.

MACROECONOMICS (Grade: 11, 12)

1 Semester; ½ Credit

Students learn the workings of the American economic system through a study of four distinct topics:

- Supply and demand
- Banking, money and the Federal Reserve
- International trade and other economic systems
- Consequences and possible solutions to various economic issues

Social Science & Business Department

AP MICROECONOMICS (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Economics or Macroeconomics with a semester grades of A- or better

This year long course is equivalent to a one-semester college introductory course in Microeconomics. The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Exam: The AP Microeconomics Exam is a little over 2 hours long. The exam consists of a 70- minute multiple-choice section and a 60-minute free-response section. Some questions in the free response section require graphical analysis. The free-response section begins with a mandatory 10-minute reading period. During this period, students are advised to read each of the questions, sketch graphs, make notes and plan their answers. Students then have 50 minutes to write their answers. The multiple-choice section accounts for two-thirds of the student's exam score and the free-response section for the remaining one-third.

STEM Academy

Department Philosophy

STEM is an academic program for inquisitive students who are active learners wishing to identify and solve authentic problems. STEM students utilize self-directed and collaborative learning in the integrated fields of Science, Computer Science & Applications, Engineering and Mathematics.

The STEM Academy is designed for students starting their sophomore year, continuing through their senior year. Over the course of those 3 years, STEM classes will replace students' traditional Science, Math and Computer Science & Applications classes on their course schedule.

Students are invited to apply for the STEM Academy in late Fall of their freshman year. Students are admitted based on their application, teacher recommendations, and evaluation of performance in STEM workshops.

STEM Science Course Descriptions & Requirements

The STEM Academy curriculum was developed using the Computer Science Teachers Association Standards, Common Core Standards and Next Generation Science Standards.

BIOLOGY STEM (Grade: 10)

2 Semesters ; 1 Credit

Prerequisite: Acceptance into the STEM Academy

Biology (STEM) is a year-long laboratory-based sophomore course in which students will gain an understanding in fundamental biological concepts. The course focuses on the history of life on earth, biological processes fundamental to cellular function, and the interactions between organisms and the environment, all within an evolutionary context. Students will develop the ability to use scientific procedures in the laboratory to collect and analyze data while drawing conclusions. These topics are encountered through an immersive and integrated curriculum incorporating Algebra II and Computer Science & Applications content and skills. Content will be delivered through guided inquiry, group discussion and direct instruction. Each unit of study incorporates real life applications of the topics covered and highlights the connections between Biology and Chemistry.

CHEMISTRY STEM (Grade: 10)

2 Semesters; 1 Credit

Prerequisite: Acceptance into the STEM Academy

Chemistry (STEM) is a year-long laboratory course designed to engage the students in foundational concepts in chemistry and to prepare them for advanced study in science. The skills and content explored include thermodynamics, the periodic table and periodic trends, inorganic nomenclature, writing and balancing equations, bonding, stoichiometric relationships and their applications, and acids and bases. These topics are encountered through an immersive and integrated curriculum incorporating Algebra II and Computer Science & Applications content and skills. Content will be delivered through guided inquiry, group discussion and direct instruction. Each unit of study incorporates real life applications of the topics covered and highlights the connections between Biology and Chemistry.

PHYSICS STEM (Grade: 11)

2 Semesters; 1 Credit

Prerequisite: Continuation of STEM

Physics (STEM) is a year-long, laboratory-based course. The course addresses the fundamental principles of classical mechanics including Newton's Laws of Motion, conservation laws of momentum/energy, mechanical waves and simple harmonic motion. The course will secondarily address the fundamentals of electricity and magnetism including statics, dynamics, circuits, magnetism and optics. These topics are encountered through an immersive and integrated curriculum incorporating Geometry, Trigonometry, Algebra, Computer Science, and Computer Programming content and skills. Content will be delivered through guided inquiry, group discussion, and direct instruction.

STEM Computer Science & Applications Course Descriptions & Requirements

EXPLORING COMPUTER SCIENCE STEM (Grade: 11)

1 Semester; ½ Credit

Prerequisite: Continuation of STEM

Exploring Computer Science (ECS) is designed to engage students in computational thinking and practice. Coursework focuses on both computer science content and computational practices. Students will utilize a variety of tools, platforms and software. Units of study include human computer interaction, introduction to programming and algorithms, block-based programming, web design, data analysis and robotics. Content will be delivered through guided inquiry, group discussion and direct instruction. The course will be punctuated with projects that incorporate topics in Physics, Geometry and Trigonometry.

COMPUTER PROGRAMMING STEM (Grade: 11)

1 Semester; ½ Credit

Prerequisite: Continuation of STEM

The STEM Computer Programming course will allow students to explore problems that can be solved using computers. Students will learn to develop algorithms to solve problems and then use programming techniques to implement the algorithms using current programming languages. Students will learn to classify objects as data and functions (actions on the data). Students will learn to store and manipulate data, develop conditions statements, and organize programs in efficient and effective way. Students will use a wide variety of platforms and applications to write programs, run simulations and analyze data. These topics are encountered through an immersive and integrated curriculum incorporating Physics, Geometry and Trigonometry content and skills. Content will be delivered through guided inquiry, group discussion, and direct instruction.

STEM Academy

STEM Mathematics Course Descriptions & Requirements

ALGEBRA 2 STEM (Grade: 10)

2 Semesters; 1 Credit

Prerequisite: Acceptance into STEM Academy

This course provides students with an inquiry-based approach to advanced Algebra. Topics include an in-depth study of functions ranging from linear functions, quadratic functions and polynomial functions, to rational functions, radical functions, exponential and logarithmic functions. Course topics also include complex numbers, matrix algebra and the conic sections, data analysis and statistics, probability and surface area and volume. These topics are encountered through an immersive and integrated curriculum incorporating Biology, Chemistry, Computer Science and Computer Programming content and skills. Content will be delivered through guided inquiry, group discussion, and direct instruction.

GEOMETRY STEM (Grade: 11)

2 Semesters; 1 Credit

Prerequisite: Continuation of STEM

This year-long course provides students with an inquiry-based approach to Geometry. Topics include inductive and deductive reasoning, basic concepts of geometry, congruent triangles, parallel and perpendicular lines, polygons, similarity, right triangle trigonometry, advanced trigonometry, circles, coordinate geometry, and constructions. These topics are encountered through an immersive and integrated curriculum incorporating Physics, Computer Science, and Computer Programming content and skills. Content will be delivered through guided inquiry, group discussion, and direct instruction.

PRECALCULUS STEM (Grade: 12)

2 semesters; 1 credit

Prerequisite: Continuation of STEM

This course is designed to prepare students to study Calculus in college. Emphasis is given to all phases of trigonometry. Topics that are covered include: matrices, determinants, sequences and series, conic sections, roots of higher ordered polynomial equations, and functions including curve sketching. These topics are encountered through an immersive and integrated curriculum incorporating Science and Computer Science content and skills. Students will learn via guided inquiry, groups discussions and direct instruction.

STEM SENIOR ELECTIVES

During their third year of the STEM Academy, seniors will take electives based on student interest. Examples of topics include: Microbiology, Light and Optics, Number Theory, Statistics, Computer Networking, Robotics, Manufacturing, CAD and Nutrition. The electives will be inquiry driven and will incorporate scientific, mathematical and technical content skills. Students will formulate questions, research and investigate, and collaborate with peers and professionals. They will share their results through public presentations and publications.

Theology Department

Department Philosophy

The Theology Department promotes the spiritual, intellectual, and emotional maturity of its students. Our theology curriculum strives to integrate growth in all three areas.

The Theology Department believes in the value of each person as a unique expression of God's love, created in the image and likeness of God (Gn 1:26). The human person is on a journey of self-discovery and, according to St. Augustine, the "search for self" coincides with the search for God. This search is not conducted in isolation. An individual encounters fellow seekers who form a community of faith.

Within a community of faith, students will develop an understanding of and an appreciation for Holy Scripture and the history and tradition of Catholic teaching. With this understanding, students will critically reflect on their life, society, and religion to discover and live out their personal call from God.

Course Offerings

Freshman Year	Sophomore Year	Junior Year	Senior Year
A.C.T.S. Program Intro to Catholicism Old Testament	A.C.T.S. Program Christian Morality New Testament	A.C.T.S. Program Catholic Social Teaching Catholic Church History	A.C.T.S. Program Sacraments St. Augustine for Today World Religions

The "A Call To Serve" (A.C.T.S.) Program

The "A Call To Serve Program" (A.C.T.S.) is another opportunity for our students to practice their faith. The primary focus of A.C.T.S. is to bring the message of Jesus Christ to life by providing an experience of Christian service in the everyday world. By virtue of our Baptism, we are not just passive members of Christ's body; we are also called to serve. Because Providence Catholic takes community service so seriously, the following is a graduation requirement.

Freshmen are responsible for 10 hours of volunteer service and a reflection paper. The hours may be accomplished by service at their home, for their church, for Providence Catholic (up to 5 hours) or for any legitimate community charity (approved by Freshman A.C.T.S. Coordinator). Failure to complete either requirement will result in being locked out of the student portal and not advancing to the next grade until the requirement is completed.

Sophomores are responsible for 10 hours of volunteer service plus a reflection paper. The hours may be accomplished by service for Providence Catholic (up to 5 hours), for their church or for any legitimate community charity (approved in advance by the Sophomore A.C.T.S. Coordinator). Failure to complete either requirement will result in being locked out of the student portal and not advancing to the next grade until the requirement is completed.

Juniors are responsible for 15 hours of volunteer service plus a reflection paper. The hours may be accomplished by service for PCHS (up to 7 hours), for their church or for any legitimate community charity (approved in advance by the Junior A.C.T.S. Coordinator). Failure to complete either requirement will result in being locked out of the student portal and not advancing to the next grade until the requirement is completed.

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Seniors are responsible for 25 hours of volunteer service plus a reflection paper. The hours may be accomplished by service for PCHS (up to 10 hours), for their church or for any legitimate community charity (approved in advance by the Senior A.C.T.S. Coordinator). Failure to complete either requirement will result in failing the second semester Theology class. Diplomas and transcripts will be withheld until the requirement is completed.

Course Descriptions & Requirements

INTRODUCTION TO CATHOLICISM (Grade: 9)

1 Semester; 1/2 Credit

This course seeks to deepen our understanding of the way God reveals Himself to us through nature, history, scripture, and Jesus. The student's belief in God will be explored. Students will be presented with contemporary scriptural scholarship which will provide insights into the Old and New Testaments. Students will be helped to recognize Jesus as someone they can relate to and be challenged by. They will be asked to deepen their understanding of grace, prayer, sacrament, and church. As maturing Christians, the students will be encouraged to consider their concern for, acceptance of, and interest in others. Students will be helped to recognize their personal responsibility toward others and to accept the consequences of their actions.

OLD TESTAMENT (Grade: 9)

1 Semester; ½ Credit

This course guides the students to a better understanding of the Old Testament. The Old Testament is related to their social, moral, sacramental and spiritual growth. The course also examines the topics and themes of the creation story, sin and temptation, morality, God's will, vocation, Exodus, the Ten Commandments, the Kingdom of God and the prophets.

NEW TESTAMENT (Grade: 10)

1 Semester; ½ Credit

This course guides the students in a study of the content and development of the New Testament, in the message of the Gospels, the revelation of Jesus, and the experience of the early Christian community. Students will learn the historical background of the New Testament and how to use it as a primary source. Through reflection, students are encouraged to find the meaning of Jesus in their lives.

CHRISTIAN MORALITY (Grade: 10)

1 Semester; ½ Credit

This course gives the students practical assistance and experience in making intelligent, logical and compassionate moral decisions. It focuses on specific aspects, such as the basis of morality, developing moral convictions, the problem of moral dilemmas, formation of conscience and Catholic Christian moral principles.

CATHOLIC CHURCH HISTORY (Grade: 11)

1 Semester; ½ Credit

This course traces the history of Catholic – Christianity from its origins to its evolution in modern society. Within the context of history, themes including the development of scripture, the evolution of

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sacraments, and the presence of the Church within the global society will be explored. Students will learn about the important issues and people that have shaped the Church into what it is today. Specific attention will be given to the early Church, the Catholic Reformation, and the Catholic Church in the 21st. century. The course will encourage students to apply what they have learned to current issues and contemporary times to help shape the Church of the future.

CATHOLIC SOCIAL TEACHING (Grade: 11)

1 Semester; ½ Credit

Justice is at the core of the gospel message. The church challenges us to a hope that envisions justice and peace in the world. The faith of Christian men and women has always been energized by this hope and informed by the belief that all of us are created in the image and likeness of God, possessed of an unsurpassable dignity because of that, and entitled, therefore, to be treated with the full dignity which that requires. Students will learn these basic principles as they are expressed in scripture and papal teaching and apply them to a variety of modern issues in a spirit of compassion, forgiveness, freedom, openness, and courage, reflecting and changing their own societally influenced attitudes in the process.

SACRAMENTS (Grade: 12)

1 Semester; ½ Credit

Sacraments is offered first semester of Senior year. This course presents a solid foundation for understanding the seven sacraments of the Catholic Church, both in history and symbol. The text promotes an appreciation of the unity of cultural diversity, which is the historical heritage of the Catholic tradition and the means of communicating and celebrating the mystery of Christ.

Students may choose either World Religions or St. Augustine for Today for their second semester Theology class.

WORLD RELIGIONS (Grade: 12 Elective)

1 Semester; ½ Credit

Seniors may elect to take World Religions second semester. This course explores the history of religion and surveys the major world religions, probing the common characteristics and focusing on the distinctive features of each. The relationship among religion, science, and culture, as well as the role of faith in facing life's ultimate questions is considered. The course invites students to begin to understand the basic human quest for meaning in a theological framework.

ST. AUGUSTINE FOR TODAY (Grade: 12 Elective)

1 Semester; ½ Credit

Seniors may elect to take St. Augustine for Today second semester. This course will explore the life and times of St. Augustine, his spirituality, his thought, and his ministry. Students will dialogue with insights from St. Augustine in order to reflect upon their own existential questions, and they will also engage critically with issues and questions that emerge from other disciplines as well as world events. Students will deepen their understanding of Augustinian spirituality and the Augustinian charism as it is expressed in their own lives, in school, in the Church, and in the world. The class will pivot around the writings of St. Augustine, especially the *Confessions* as well as the *Rule*, along with other of his writings. Other Church and Augustinian documents will be used as appropriate. A foundational component of

Theology Department

this class is an integrative paper/project that will allow students to explore a topic that interests them, grounded in an Augustinian perspective.

World Languages Department

Department Philosophy

The World Language Department believes that the study of foreign language enriches one's life. In keeping with the Christian values of tolerance and acceptance, it strives to instill an understanding, an appreciation, and a respect for the language and culture of other peoples. The department encourages the development of the unique potential of each student, as well as the ability to interact with the multi-cultural communities of the greater world.

Course Offerings

The World Languages Department curriculum was developed using the World-Readiness Standards.

Freshman Year	Sophomore Year	Junior Year	Senior Year
French 1 French 2 Spanish 1 Spanish 2 Honors	French 1 French 2 French 3 Honors Spanish 1 Spanish 2 Spanish 2 Honors Spanish 3 Spanish 3 Honors	French 1 French 2 French 3 Honors AP French Spanish 1 Spanish 2 Spanish 2 Honors Spanish 3 Spanish 3 Honors Spanish 4 Spanish 4 Honors	AP Spanish French 2 French 3 Honors French 4 Honors AP French Spanish 2 Spanish 2 Honors Spanish 3 Spanish 4 Spanish 4 Honors

Course Descriptions & Requirements

FRENCH 1 (Grade: 9, 10, 11)

2 Semesters; 1 Credit

Students communicate information related to their daily lives and activities. Students will be able to communicate using simple sentences in the present, past, and future tenses. Students become familiar with the cultures of the French-speaking world through readings, films, and projects. Technology will be used throughout the course for practice in listening and speaking. An online, interactive textbook allows for students to continue to practice their listening and speaking skills outside of the classroom.

FRENCH 2 (Grade: 9, 10, 11, 12)

2 Semesters; 1 Credit

Prerequisite: French 1 with semester grades of C- or better; Placement through proficiency exam

Building on skills acquired in Level 1, French 2 students continue to communicate about their lives as well as to communicate their basic needs as if in the foreign culture. Longer and more complex sentences incorporating a variety of tenses will be used by the teacher and the students. Cultural information related to the French-speaking world is integrated throughout the course using the textbook, films, projects, and presentations. An online, interactive textbook allows for students to continue to practice their listening and speaking skills outside of the classroom.

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FRENCH 3 HONORS (Grade: 10, 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: French 2 with semester grades of C- or better

French 3 Honors is designed to engage students in increasingly advanced skill development through authentic materials. Students learn, think critically, and express themselves about a variety of topics in the French language. Students study geography of the French-speaking world, contemporary literature and culture in the target language. Grammar from levels 1 and 2 is reviewed and refined. The class is conducted primarily in French so that students may maximize listening and speaking skills. Technology will be used throughout the course to practice listening and speaking skills. An online, interactive textbook allows students to always have with them all the materials used in the classroom for further review and practice.

FRENCH 4 HONORS (Grade: 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: French 3 with semester grades of C- or better

Students in French 4 Honors will continue to refine and perfect their skills in spoken and written French. Through the use of an online, AP-style textbook the students will read and listen to authentic cultural artifacts such as podcasts, radio interviews, magazine articles, and contemporary literature. The focus of the course is on understanding, processing information, and expressing one's thoughts and ideas in French. Students are engaged in contemporary French culture through readings, films, audio recordings, and presentations. Grammar from previous courses is reviewed and refined allowing students to be more precise in their spoken and written French language skills. The class is conducted extensively in French so that students may maximize listening and speaking skills on a daily basis.

AP FRENCH LANGUAGE AND CLUTURE (Grade: 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: French 4 Honors with semester grades of B- or better

The AP French Language and Culture is a comprehensive French course equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. The focus of the course is to perfect student communication in French while preparing the student to take the Advanced Placement French Language and Culture Exam at the end of the year.

Exam: The Advanced Placement French Language and Culture exam is approximately 3 hours long and consists of 65 multiple-choice questions and 4 free-response questions. The multiple-choice section is approximately 1 hour and 30 minutes and tests the student's skills in reading interpretive texts and skills in listening comprehension. The free-response portion of the text is approximately 1 hour and 30 minutes and tests the student's abilities in both spoken and written communication in French through a formal email response, an argumentative essay, a conversation, and a cultural comparison. The free-response questions combine several skills (listening, reading, speaking, and writing) and make use of interpersonal, interpretive, and presentational modes of communication.

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SPANISH 1 (Grade: 9, 10, 11)

2 Semesters; 1 Credit

Spanish 1 is designed to introduce students to the basic skills of listening, speaking, reading, and writing. Vocabulary and grammar are presented through oral and written drills, dialogues, and skits. In addition, students are introduced to Hispanic culture through readings, songs, films, and research projects. By the end of the first year, the students should be able to express and understand basic Spanish and should be able to communicate simply but effectively in the target language as well as demonstrate an understanding of the Hispanic world.

SPANISH 2 (Grade: 10, 11, 12)

2 Semesters; 1 Credit

Prerequisite: Spanish 1 with semester grades of C- or better

Spanish 2 is a review and continuation of Spanish 1 grammar and vocabulary but with a higher degree of implementation. Sentence structure at this level uses the present tense and the past tense. Hispanic history, customs, folk art, and outstanding personalities are studied through readings, videos, and research projects. By the end of the 2nd year of Spanish students should be able to communicate with greater fluency and accuracy.

SPANISH 2 HONORS (Grade: 9, 10, 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Spanish 1 with semester grades of A- or better; Placement through proficiency exam

Spanish 2 Honors is a review and continuation of Spanish 1 grammar and vocabulary but with a higher degree of implementation. Sentence structure at this level uses the present tense and the past tense. Hispanic history, customs, folk art, and outstanding personalities are studied through readings, videos, and research projects. This course also requires the reading of authentic texts and compositional writing.

SPANISH 3 (Grade: 10, 11, 12)

2 Semesters; 1 Credit

Prerequisite: Spanish 2 with semester grades of C- or better.

This course presents a thorough review of grammar concepts introduced in the first and second years of Spanish, and students will be introduced to several new verb tenses. Students are expected to study brief, authentic texts in-class. Students will fulfill several independent and in-class paragraph writing assignments. Learners will continue to develop conversational skills of listening and speaking. Also, this course will present a comparative study of American culture and cultures of Spanish-speaking countries.

SPANISH 3 HONORS (Grade: 10, 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Spanish 2 with semester grades of A- or better; Spanish 2 Honors with semester grades of B- or better

This course consists of a review of grammar concepts introduced in the first and second years of Spanish and introduces new and advance verb tenses. Students will practice intense, independent composition writing skills. The course also requires the reading and study of authentic texts both in-class and independently. Spanish 3 Honors also focuses on the further development of conversational skills of

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listening and speaking. Additionally, the course includes a comparative study of American culture and cultures of Spanish-speaking countries.

SPANISH 4 (Grade: 11, 12)

2 Semesters; 1 Credit

Prerequisite: Spanish 3 with semester grades of C- or better

This course focuses upon through review and application of grammar concepts introduced in the first three years of Spanish. The course includes in-class reading and study of brief, authentic texts with a focus on reading comprehension. Students complete independent and in-class paragraph writing requirements. The course provides further development and assessment of conversational skills including speaking and listening. Additionally, the course includes a comparative study of American cultures of Spanish-speaking countries.

SPANISH 4 HONORS (Grade: 11, 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Spanish 3 Honors with semester grades of B- or better; Spanish 3 with semester grades of A-.

This course consists of reviewing and mastering grammar concepts introduced in the first three years of Spanish. Spanish 4 Honors is an introduction to advanced grammatical structures not studied in other Spanish course offerings. Students are required to complete in-class and independent reading and study of authentic texts moving beyond reading comprehension by focusing on symbolism, historical pertinence and theme. This course focuses on the development of independent, advanced composition writing skills. The course provides further development and assessment of conversational skills including speaking and listening. Spanish 4 Honors also offers a comparative study of American culture and cultures of Spanish-speaking countries.

AP SPANISH LANGUAGE (Grade: 12)

2 Semesters; 1 Credit; Weighted

Prerequisite: Spanish 4 with semester grades of A- or better; Spanish 4 Honors with semester grades of B- or better

The AP Spanish Language course should help prepare students to demonstrate a high level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Lawrence, Kan: Allen Press, 1999)(Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.

AP Spanish Language is a comprehensive Spanish course designed to fit the needs and abilities of advanced students. The Spanish language is taught at a pace similar to most intermediate level university courses with emphasis placed on the following items: conversational skills in grammar, literature, history, and Latin culture. While the overall goal of the course is to further develop the students' Spanish skills, considerable time is spent in preparing the student for the Advanced Placement Exam.

Exam: The AP Spanish Language Exam is approximately 3 hours and 10 minutes in length and covers a third-year college course in advanced Spanish. The exam contains roughly 1 hour and 30 minutes of

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multiple-choice questions and 1 hour and 40 minutes of free-response questions. The multiple-choice section measures listening and reading comprehension in the interpretive mode. The free-response section tests the productive skills of speaking and writing as well as command of standard Spanish grammar and usage. Some of the questions in the free-response section integrate several skills (speaking, writing, listening, and reading) and use of interpersonal, interpretive, and presentational modes.

Brigham Young University Distance Learning Program



Providence Catholic High School is proud to offer the online Distance Learning Program in partnership with Brigham Young University's Independent Study Program. This program provides both high school and college level courses through an online delivery system that engages students using multimedia, video, animation, and interactive labs. These offerings are limited to junior and senior students who have a GPA of 3.0 or higher at the time of student registration in February. All BYU courses count towards elective credit.

The high school elective courses provide enrichment to our academically gifted upper classmen who want to study topics such as astronomy, business law, or writing poetry. The college level courses allow the academically ambitious upper-class student to receive concurrent credit for both high school and college. Classes such as Nursing and Medical Terminology, Essentials of Human Nutrition, Introductory Sociology, or Introduction to International Politics will peak the interest of PCHS juniors and seniors, while providing them with between 2-4 semester credit hours which are easily transferred to most higher educational institutions across the nation.

The concurrent college courses will be weighted, while the elective high school courses will not be weighted. It should be noted that the college GPA earned for these courses may be included in the student's overall college GPA as these credits transfer to the student's university. There are many high school and college courses offered by the Brigham Young University Distance Learning Program. Students are encouraged to visit the program website at is.byu.edu. Student requests will be reviewed on a case-by-case basis.

All Distance Learning Courses are scheduled as part of the student's regular academic day. The course will be monitored and facilitated by a Providence Catholic faculty member who will act as a liaison between PCHS and Brigham Young University. Questions regarding this program should be directed to Providence Catholic High School's Principal.

There is an additional cost for BYU classes and textbooks. Tuition for BYU classes is announced in June and will be added to your Providence Catholic tuition account.

Students must provide PCHS with a copy of their BYU University transcript at the end of each semester. A copy will be maintained as part of the student's official high school record. The transfer of BYU course credits is accepted by other universities and colleges on a case by case basis; there is no guarantee that credit will transfer. The acceptance of the BYU credits may require the submission of the BYU course syllabus with the BYU transcript.