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## Philosophy of Education

Providence Catholic High School is a Catholic, co-educational, diocesan secondary school administered by the Augustinians and staffed by religious and lay people.

As an Augustinian school, the philosophy and values of St. Augustine are reflected in its purpose. "Before all else...love God and your fellow man, for this is the purpose of your coming together" (St. Augustine: Rule). Providence has a deep respect for students' individual dignity and worth which engenders a strong sense of community. Gospel values unite parents, students, faculty and staff in a climate of warmth and affirmation. The Eucharist is the inspiration of this faith community: "Father, may they be one in us as you are in me and I am in you" (John 17:21).

Providence Catholic High School assists students in the development of their full spiritual, intellectual, emotional, moral, social, physical, and civic potential. To achieve this, a focused college preparatory curriculum is offered to all students respectful of their diverse intellectual capabilities. "He is called studious who with all earnestness seeks those things which pertain to liberal culture and adornment of mind, especially if we add he studies to hear the open and pure Truth, especially knowledge of God" (St. Augustine: The Value of Faith).

Providence Catholic High School is committed to maintaining a professionally competent faculty which fosters a positive self-image and self-awareness in each student. The faculty encourages students in the discovery of their unique potential and the development of their individual gifts. Through self-discipline and personal responsibility, students are directed to enhance their own lives while reflecting the spiritual and moral values of the Catholic Christian community. They are challenged to be responsible citizens and to change society for the better.

Providence Catholic High School is committed to an on-going program of cultural, athletic, and extracurricular activities with the intent of strengthening the sense of belonging and cooperation. Through involvement in these activities, students learn a sense of fair play, accountability, responsibility, interpersonal skills and an understanding of success and failure. Their faith values are an underlying factor in their behavior and performance.

Providence Catholic High School exists to teach the Gospel of Jesus Christ to the Catholic Christian community. We prepare students of all faiths and races for the challenges of college and adult life through a quality college preparatory education. We are a community who strive to love one another as our God loves us.

## Goals of a Providence Education

In the light of its philosophy and in addition to the purposes stated therein, Providence Catholic High School seeks to develop:

1. An awareness of God as the source and goal of human life and activity, and the basis of all moral obligations.
2. A thorough understanding of Catholic doctrine, practice, tradition and values.
3. An appreciation for each person's individuality in an environment which fosters and nurtures a positive self-image.
4. An understanding of the necessity of personal relationships in building a positive self-image, leading to the development of strong interpersonal skills to build community.
5. A healthy human person whose vocational choice expresses a unique response to the love of God in the context of a faith community.
6. The ability to think clearly, critically and creatively.
7. An appreciation for the American form of government which exists for the benefit of the people, who have certain inalienable, God-given rights.
8. Knowledge of history and an appreciation for our unique American heritage.
9. Knowledge, understanding and appreciation of diverse cultures, ideologies, and languages.
10. A mastery of the logical and computational skills of mathematics.
11. An understanding of computers and the ability to use them.
12. Facility in the use of language, appreciation of literature, and competence in basic communication skills.
13. A scientific awareness of the physical world, its structure and beauty.
14. An understanding of and respect for the human body and an appreciation of physical fitness.
15. An appreciation of the fine arts, and the development of talents in art, music and drama.
16. The skills needed to locate and use the information available in libraries and resource centers.
17. An understanding of the world of business and commerce.

## Cornerstones of a Providence Catholic Education

- Many opportunities for religious growth through scheduled liturgical and other religious activities within an atmosphere of a sharing Christian community;
- Faculty members with a love for teaching who are mature, well qualified and dedicated, who serve as positive role models for the students entrusted to them;
- Multiple levels of study so that teaching may focus on the student's abilities and achievements;
- Courses and programs designed to help students with unique learning needs better prepare for the demands of college;
- Courses designed to meet and exceed college entrance requirements and to prepare qualified students for placement in advanced college credit courses;
- A nurturing environment which fosters a love of teaching and a love of learning;
- A program of guidance and counseling which assists each student to define, understand and reach his/her spiritual, academic, intellectual, and emotional goals;
- A code of student conduct which encourages students to practice self-discipline, responsibility, courtesy, and honesty;
- One hundred percent student participation in Christian service programs;
- Significant student participation in extracurricular activities;
- Cooperation and communication with parents in the shared task of helping students develop into young adults;
- Community support and involvement through various parent sponsored functions;

# Academic Program

## **The Providence Catholic Curriculum is a College Preparatory Program**

A Providence Catholic High School education is intended to provide each student with a four-year college preparatory program. A Providence education is one unified program of instruction which emphasizes a fundamental understanding of the basic skills and disciplines in the liberal arts which students will need for life after high school and success in college. The Providence Catholic curriculum emphasizes excellence in theology, language arts, social science, mathematics, foreign language, 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 graduates 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 take and receive a passing grade in the following courses:
  - 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 Language (Consecutive)\*
  - 1 year of Physical Education
  - 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 period per semester. \*The Principal or Assistant 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 ½ credit of Theology per semester.*

3. Each student is required to pass an examination on the United States and Illinois Constitutions.

4. Each senior must complete an approved retreat.
5. Each junior must take the ACT test in April or June of his/her junior year.
6. 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.

## Sample Courses for Freshmen

Students may move between levels depending on their ability to meet pre-requisites for particular classes.

Students must meet pre-requisites as identified in the curriculum guide.

Academic Year	Department	Basic Academic	Academic	High Academic	Honors/AP
Freshman	<b>Theology</b>	Intro to Catholicism AND Old Testament	Intro to Catholicism AND Old Testament	Intro to Catholicism AND Old Testament	Intro to Catholicism AND Old Testament
	<b>English</b>	English 1B AND English Extension	English 1B	English 1A	English 1 Honors
	<b>Mathematics</b>	Algebra 1B AND Algebra Extension	Algebra 1B	Algebra 1A	Algebra 2 Honors (if passed prof. test) OR Algebra 1 Honors
	<b>Science</b>		Biology	Biology	Biology Honors
	<b>World Language</b>		Spanish 1 or 2 OR French 1 or 2 OR (placement determined by proficiency test.)	Spanish 1 or 2 OR French 1 or 2 OR (placement determined by proficiency test.)	Spanish 1 or 2 OR French 1 or 2 OR (placement determined by proficiency test.)
	<b>Computer Science &amp; Applications</b>	Intro to Technology (1 sem)	Intro to Technology (1 sem)	Intro to Technology (1 sem)	Intro to Technology (1 sem)
	<b>Fine Arts</b>	Band may be substituted for P.E.	Cadet Band may be substituted for P.E.	Cadet Band may be substituted for P.E.	Cadet Band may be substituted for P.E.
	<b>Physical Education</b>	Physical Education (2 sems) AND Health (1 sem.)	Physical Education (2 sems) AND Health (1 sem.)	Physical Education (2 sems) AND Health (1 sem.)	Physical Education (2 sems) AND Health (1 sem.)
	<b>Elective</b>	Freshmen may only take an elective if they choose a "zero hour" Theology course which begins at 7:05 on schedules A, C, B1, B2 and 8:35 on B-days. In this case, they may choose a <b>full year</b> of Beginning Choir, or choose any 2 of the following <b>(one semester courses)</b> : Intro to Art, Music Appreciation, or Study Hall (Study can be one or two semesters).			

## Sample Courses for Sophomores

Students may move between levels depending on their ability to meet pre-requisites for particular classes.  
Students must meet pre-requisites as identified in the curriculum guide.

Academic Year	Department	Academic	High Academic	Honors/AP
<b>Sophomore</b>	<b>Theology</b>	Christian Morality <b>AND</b> New Testament	Christian Morality <b>AND</b> New Testament	Christian Morality AND New Testament
	<b>English</b>	English 2B	English 2A	English 2 Honors
	<b>Mathematics</b>	Geometry B	Geometry A	Geometry Honors. For students starting in Algebra I Honors, they may choose to double Math and add Algebra 2 Honors
	<b>Science</b>	Human Physiology or Biology	Human Physiology or no science this year	Chemistry Honors (Algebra 1 honors required)
	<b>World Language</b>	Spanish 1, 2 or 3 French 1, 2 or 3	Spanish 2 or 3 French 2 or 3	Spanish 2 or 3 French 2 or 3
	<b>Social Science</b>	U.S. History	U.S. History	AP U.S. History
	<b>Computer Science &amp; Applications Fine Arts Physical Education</b>	These departments offer elective courses at this level. Please see below.		
	<b>Elective (pre- requisites may apply)</b>	<p><b><u>Sophomores may choose from the following semester long courses to complete 7 periods each semester:</u></b> Intro to Art, 2-Dimensional Design, Drawing, Painting, Music Appreciation, Physical Education, Digital Media, Web Page Design, Graphic Design, Intro. to Programming, Study Hall, or Choir.</p> <p><b><u>Sophomores may choose from the following year-long courses to complete 7 periods each semester:</u></b> Accounting, American Government, AP U.S. Government and Politics, Choir, Band</p>		



## Sample Courses for Juniors

Students may move between levels depending on their ability to meet pre-requisites for particular classes.

Students must meet pre-requisites as identified in the curriculum guide.

Academic Year	Department	Academic	High Academic	Honors/AP
Junior	<b>Theology</b>	Catholic Social Teaching AND Catholic Church History	Catholic Social Teaching AND Catholic Church History	Catholic Social Teaching AND Catholic Church History
	<b>English</b>	English 3	English 3	English 3 Honors OR AP English Language and Composition
	<b>Mathematics</b>	Algebra 2B	Algebra 2A	Algebra 2 Honors (if not previously taken) OR Pre-Calculus Honors
	<b>Science</b>	Chemistry or Human Physiology	Chemistry	Chemistry Honors, Physics Honors, or AP Chemistry
	<b>World Language</b>	Spanish 2		
	<b>Social Science</b>	Western Civilization	Western Civilization	Western Civilization, OR AP European History
	<b>Business</b>	Economics OR Macro Economics Junior OR Senior Year	Economics OR Macro Economics Junior OR Senior Year	Economics OR Macro Economics Junior OR Senior Year
	<b>Computer Science &amp; Applications</b>	These departments offer elective courses at this level. Please see list below.		
	<b>Fine Arts</b>			
	<b>Physical Education</b>			
<b>Elective: (pre-requisites may apply)</b>	<p><b><u>Juniors may choose from the following semester long classes to complete 7 periods each semester:</u></b> Intro to Art, 2-Dimensional Design, Drawing, Painting, Music Appreciation, Intro to Sports Medicine, Physical Education, Fitness, Web Page Design, Graphic Design, Intro to Programming, Digital Media, Study of Nonfiction Writing, Speech, Study Hall.</p> <p><b><u>Juniors may choose from the following year-long classes to complete 7 periods each semester:</u></b> Studio Art, Choir (1 semester or full year), Band, AP Music Theory, Accounting, AP Computer Science, AP Statistics, American Government, AP U.S. Government and Politics, Psychology, World Language</p>			

## Sample Courses for Seniors

Students may move between levels depending on their ability to meet pre-requisites for particular classes

Academic Year	Department	Academic	High Academic	Honors/AP
<b>Senior</b>	<b>Theology</b>	Sacraments <b>AND</b> either Catholic Social Teaching or World Religions	Sacraments <b>AND</b> either Catholic Social Teaching or World Religions	Sacraments <b>AND</b> either Catholic Social Teaching or World Religions
	<b>English</b>	English 4	English 4	English 4 Honors OR AP Literature and Composition
	<b>Mathematics</b>	Trigonometry/Advanced Topics, Statistics	Pre-Calculus	Pre-Calculus Honors OR Calculus Honors OR AP Calculus AB or AP Calculus BC
	<b>Science</b>	Physics, Chemistry, Human Physiology	Physics <b>OR</b> Human Physiology	Choice of AP Chemistry, AP Physics, or AP Biology
	<b>Social Science</b>	Choice of 3 <sup>rd</sup> Social Science course	Choice of 3 <sup>rd</sup> Social Science course	Choice of 3 <sup>rd</sup> Social Science course
	<b>Business</b>	Economics OR Macro Economics Junior or Senior Year	Economics OR Macro Economics Junior or Senior Year	Economics OR Macro Economics Junior or Senior Year
	<b>Computer Science &amp; Applications</b> <b>Fine Arts</b> <b>World Language</b> <b>Physical Education</b> <b>Elective (pre-requisites may apply)</b>	These departments offer electives at this level. Please see list below.		

## Possible Elective Courses by Academic Year

All courses listed are one semester courses unless otherwise noted.

<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Fine Arts</b>	<b>Fine Arts</b>	<b>Fine Arts</b>	<b>Fine Arts</b>
Introduction to Art	Intro to Art 2-Dimensional Design Drawing Painting	Intro to Art 2-Dimensional Design Drawing Painting Studio Art	Intro to Art 2-Dimensional Design Drawing Painting Studio Art (2 sems) AP Studio Art (2 sems)
Choir (2 sems)	Choir (1 or 2 sems)	Choir (1 or 2 sems)	Choir (1 or 2 sems)
Music Appreciation	Music Appreciation	Music Appreciation	Music Appreciation
	Band (2 sems)	Band (2 sems) AP Music Theory (2 sems)	Band (2 sems) AP Music Theory (2 sems)
	<b>P.E. / Health</b>	<b>P.E. / Health</b>	<b>P.E. / Health</b>
	Girls P.E. Boys P.E.	Intro Sports Med Girls P.E. Boys P.E. Fitness	Intro Sports Med Girls P.E. Boys P.E. Fitness
	<b>Business</b>	<b>Business</b>	<b>Business</b>
	Accounting (2 sems)	Accounting (2 sems) Macro Economics	Accounting (2 sems) Macro Economics AP Microeconomics
	<b>Computer Science &amp; Applications</b>	<b>Computer Science &amp; Applications</b>	<b>Computer Science &amp; Applications</b>
	Digital Media Web Page Design Graphic Design Intro to Programming	Digital Media Web Page Design Graphic Design Intro to Programming AP Computer Science (2 sems)	Digital Media Web Page Design Graphic Design Intro to Programming AP Computer Science (2 sems)
	<b>Social Science</b>	<b>English</b>	<b>English</b>
	American Government (2 sems.) AP U.S. Government & Politics (2 sems.)	Speech Study of Nonfiction Writing	Speech Study of Nonfiction Writing
		<b>Mathematics</b>	<b>Mathematics</b>
		Statistics (2 sems) AP Statistics (2 sems)	Statistics (2 sems) AP Statistics (2 sems)
		<b>Social Science</b>	<b>Social Science</b>
		Western Civilization (2 sems) AP U.S. Government & Politics (2 sems) AP European History (2 sems) Psychology (2 sems)	Western Civilization (2 sems) AP U.S. Government & Politics (2 sems) AP European History (2 sems) Psychology (2 sems) AP Psychology (2 sems)

## **Honors Courses within the College Preparatory Program**

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 the elementary or junior high school.
3. Students must be invited to participate in honors courses by the Providence administration.
4. Students must maintain a "B" or better grade for each semester in order to take honors courses in a particular subject area the following year.
5. Students in honors courses must demonstrate high motivation and good work and study habits.
6. 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.
7. 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.

## **Honors Courses**

The honors courses offered at Providence Catholic and the year they are usually taken are:

### **Freshman Year**

English 1 Honors  
Algebra 1 Honors  
Algebra 2 Honors\*  
Biology Honors

### **Sophomore Year**

English 2 Honors  
Algebra 2 Honors  
Geometry Honors  
Chemistry Honors  
AP U.S. History

### Junior Year

AP English Language & Composition  
English 3 Honors  
Algebra 2 Honors  
Pre-Calculus Honors  
Physics Honors  
Band Honors  
AP Computer Science

World Language 3  
AP U.S. Government & Politics  
AP Statistics  
AP European History  
AP Music Theory  
Concert Choir Honors

### Senior Year

AP English Literature & Composition  
English 4 Honors  
AP Music Theory  
AP Studio Art: Drawing  
AP Studio Art: 2-D Design  
Band Honors  
Concert Choir Honors  
AP Calculus AB  
AP Calculus BC  
AP Statistics  
Calculus Honors

Pre-Calculus Honors  
Honors Chemistry  
AP Biology  
AP Chemistry  
AP Physics  
AP Computer Science  
AP European History  
AP Psychology  
AP US Government & Politics  
World Language 4  
AP Spanish  
AP Microeconomics

\* The quality points for this course are adjusted to enable students to receive quality points equal to 5 honors credits in mathematics.

## 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. The courses and the year they are available for students are:

AP U.S. Government & Politics (10,11,12)	AP European History (11, 12)	AP Biology (12)
AP English Language & Composition (11)	AP Spanish Language (12)	AP Chemistry (12)
AP English Literature & Composition (12)	AP Music Theory (11, 12)	AP Statistics (11, 12)
AP U.S. History (10)	AP Psychology (12)	AP Computer Science (11, 12)
AP Studio Art (12): Drawing	AP Physics C (12)	AP Microeconomics (12)
AP Calculus AB (12)	AP Studio Art (12): 2 Dimensional Design	
AP Calculus BC (12)		

## Weighted Grades

Honors courses and AP courses receive weighted grades beginning in the 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. The following is the PCHS grading scale.

Percentage	Grade	Non-Weighted	Weighted Point System
100-99%	A+	4.33	5.33
98-96%	A	4.17	5.17
95-93%	A-	4.0	5.0
92-91%	B+	3.67	4.67
90-88%	B	3.33	4.33
87-85%	B-	3.0	4.0
84-83%	C+	2.67	3.67
82-80%	C	2.33	3.33
79-77%	C-	2.0	3.0
76-75%	D+	1.67	1.67
74-73%	D	1.33	1.33
72-70%	D-	1.00	1.00
69 or below	F	0.00	0.00

## **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 the successful completion of the exam will be indicated on the student's permanent record as a summer school course and as such will not be included in the grade point average.

## **Celtic Learning Center**

The Celtic Learning Center is designed to respond to the needs of students who have mild learning disabilities. To be eligible for this program, students must have a current individualized education program (IEP) or service plan.

## **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 required 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 size for individual 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 1B Extension

Algebra 1B Extension

Our goal is to bring students to a level of skill where they can successfully complete a college preparatory program during their junior and senior years.

## **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.

## **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 grades 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.



## The 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 than our own. At Providence Catholic we prepare students to cope with these real situations by 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.

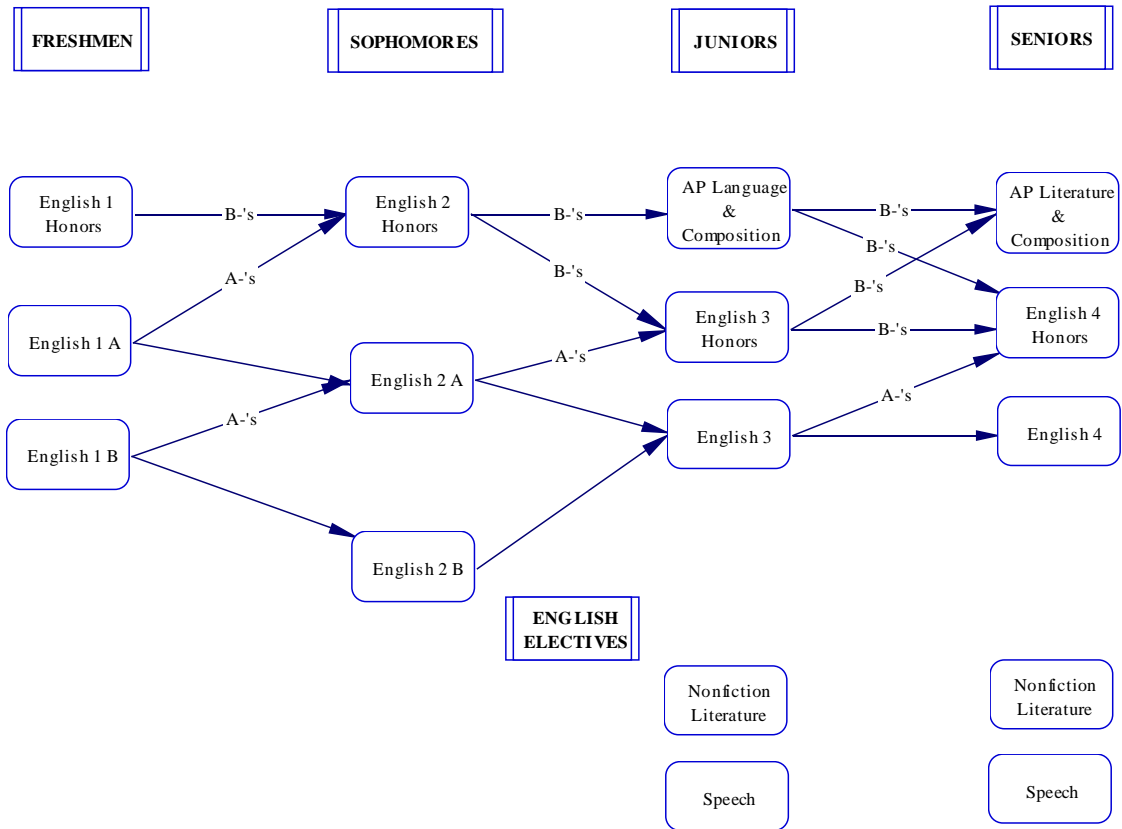
All outside reading assignments should be understood within their historical frame of reference, either in reference to the period they describe, or as a way of understanding the period during which the author wrote them. The context of the book should be examined and understood seeking its educational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

The Illinois State Board of Education – Learning Standards – promotes outside of class reading assignments:

“Outside reading allows students to improve their understanding and fluency in the language, to relate to materials found on the printed page to themselves, their work, and other texts and experiences in their lives, and to make connections to other similar information. Students are taught to interpret and understand the text using both implicit and explicit information. Students are taught to analyze and compare a variety of text for purpose, structure, content, detail, and effect. Students are also exposed to a variety of types of books to consider for recreation.”

Departmental Philosophies  
and  
Course Offerings

## Course Sequence English Department



# The 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.

**ENGLISH 1A**

**2 Semesters 1 Credit**

**ENGLISH 1B**

**Grade Placement:**

**9**

English 1A/B 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 1B EXTENSION PERIOD**

**2 Semesters Credit concurrent with Eng. 1B**

**Grade Placement:**

**9**

**Prerequisite:**

**Placement in English 1B and recommendation based on HSPT scores and/or teacher recommendation**

The English 1B Extension Period offers support to select English 1B 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. The English 1B Extension Period 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 (weighted)**

**2 Semesters 1 Credit**

**Grade Placement:**

**9**

Students in English 1 Honors and English 1A/B 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 and students discuss and interpret the readings with greater maturity and independence. Students in this course should be comfortable working independently and should have mastered grammar and writing skills in the junior high.

**ENGLISH 2A** **2 Semesters 1 Credit**  
**ENGLISH 2B**  
**Grade Placement:** **10**

The English 2A/B 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 present 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 (weighted)** **2 Semesters 1 Credit**  
**Grade Placement:** **10**  
**Prerequisite:** **English 1 Honors with semester grades of B- or better or English 1A with a semester grade of A- or better**  
**Consent of the Department Chairperson**

This course covers additional material in greater depth than English 2A/2B. 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 present 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** **2 Semesters 1 Credit**  
**Grade Placement:** **11**

In this course, students study a diverse selection of American authors. This is a 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 always 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. An additional text will be utilized to review grammar and writing skills.

**ENGLISH 3 HONORS (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****11****English 2 Honors with semester grades of B- or better or English 2A with minimum 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. An additional text will be utilized to review grammar and writing skills. A number of novels will be read independently.

The number of novels and writing assignments is left to the discretion of the teacher. In this course, material is covered in greater depth with more novels to be read and research papers to be written.

**AP ENGLISH  
LANGUAGE & COMPOSITION (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****11****English 2 Honors with semester grades of B- or better each semester****Consent of the Department Chairperson**

In this course, students study a diverse selection of American authors with a concentrated focus on non-fiction texts. 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 are generated from the literature book, novels, or AP prompts. Each junior will write at least one research-based paper. A text will be utilized to review grammar and writing skills. The number of novels and writing assignments is left to the discretion of the teacher. The course is reading-intensive, writing-intensive, and research-intensive.

As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Upon completing the AP English Language and Composition course, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;

- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

**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 Placement:**

**2 Semesters 1 Credit**

**12**

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 are also asked to see and 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. The number of novels and writing assignments is left to the discretion of the teacher.

**ENGLISH 4 HONORS (weighted)**

**Grade Placement:**

**Prerequisite:**

**2 Semesters 1 Credit**

**12**

**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, social, and/or religious) and the author's life. Students are also asked to see and 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. The number of outside reading novels and writing assignments is left to the discretion of the teacher.

**AP ENGLISH  
LITERATURE & COMPOSITION (weighted)**

**2 Semesters 1 Credit**

**Grade Placement:**

**12**

**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. Seniors read six novels as outside reading.

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 student's 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****1 Semester ½ Credit****Grade Placement:****11-12**

Speech communications 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.

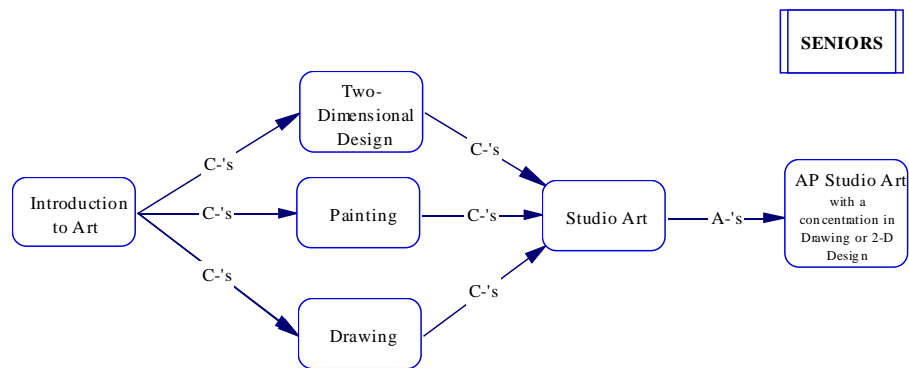
**STUDY OF NONFICTION WRITING****1 Semester ½ Credit****Grade Placement:****11-12**

This course is a reading-intensive course in which students will study nonfiction writing. In the course students will study a variety of nonfiction genres including journalism, essays, biographies, memoirs, works of social commentary and novels. Students will read, discuss, analyze and compare works in traditional discussions, as well as through on-line discussion boards and other multi-media formats.

As an elective course limited to upperclassmen, students who enroll in this course should be prepared for reading assignments which are intended to provoke discussion and may address difficult and challenging cultural, religious, and moral issues within the safe and value-oriented environment of Providence Catholic. Some selections, especially contemporary pieces, may contain strong language. Students should be mature readers who have the support of their parents, as they read a variety of nonfiction pieces which represent a variety of perspectives. Students will be encouraged to evaluate controversial texts within the context of the values of our school, our faith, and their personal family values. While there will be some student choice selections within the curriculum, certain readings are required, and substitutions will not be made.

## Course Sequence

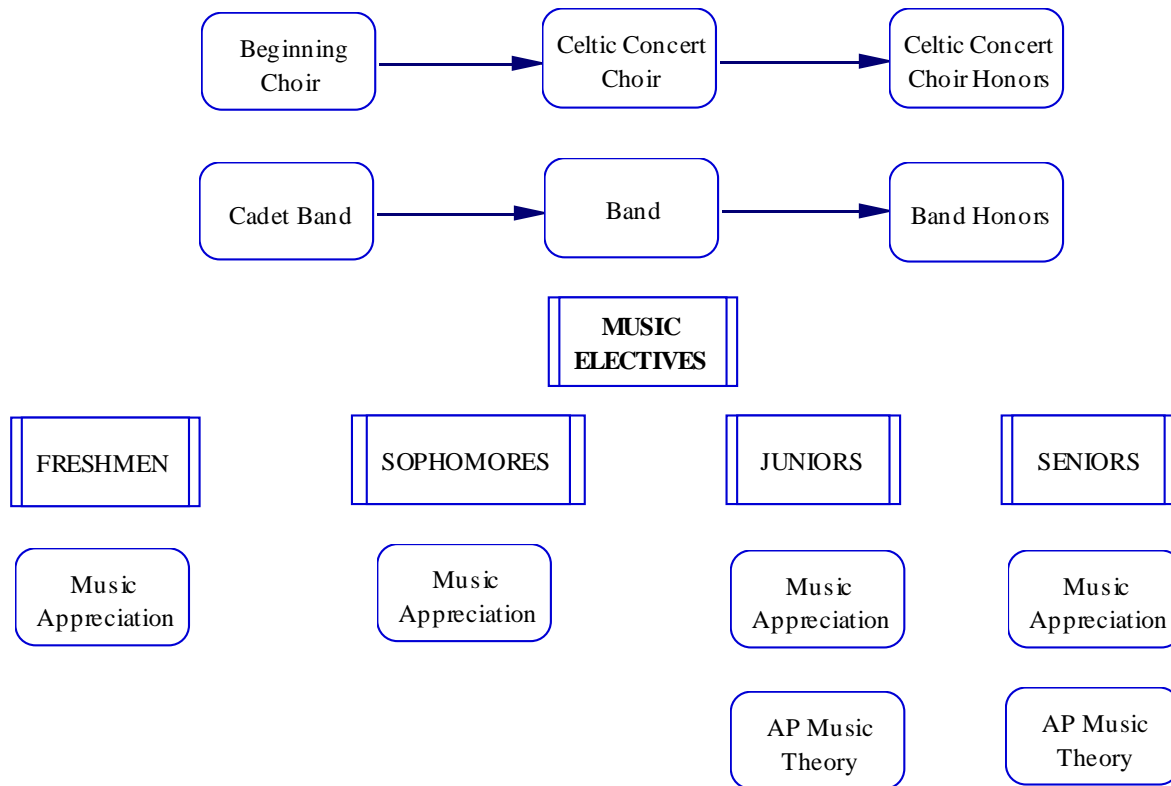
### Fine Arts Department (Art Offerings)



AP TRACK students should take the following course sequence and receive A's in all courses:  
Intro to Art, Two-D Design OR Drawing, Studio, AP Studio Art.

# Course Sequence

## Fine Arts Department (Music Offerings)



# The 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.

## **INTRODUCTION TO ART**

**1 Semester 1/2 Credit**

**Grade Placement:**

**9-12**

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**

**1 Semester 1/2 Credit**

**Grade Placement:**

**9-12**

**Prerequisite:**

**Introduction to Art with semester grades 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.

## **DRAWING**

**1 Semester 1/2 Credit**

**Grade Placement:**

**9-12**

**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 and pencil.

**PAINTING**  
**Grade Placement:**  
**Prerequisite:**

**1 Semester 1/2 Credit**  
**9-12**  
**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 Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**11-12**  
**Introduction to Art**  
**Two or more semester Art Courses**  
**with semester grades of C- or better**

This course is designed for the student who wishes to study art in college. The major objective of this course is to create a portfolio suitable for admission into a visual arts program. Students will be challenged 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 slide portfolio of 10-15 pieces.

**AP STUDIO ART: DRAWING (WT)**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**12**  
**Studio with a semester grade of A-**  
**Consent of instructor after a review of student artwork**

**AP STUDIO ART: 2-D DESIGN (WT)**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**12**  
**Studio with a semester grade of A-**  
**Consent of instructor after a review of student artwork**

These 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. Portfolios consist of both actual work and photographs. 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 Studio Art 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;

- 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. The portfolio consists of 3 parts:

- Quality-mastery in concept composition and execution (Five original pieces sent in);
- Concentration – a body of work investigating an underlying visual idea. (12 pieces sent);
- Breadth – demonstration of a wide range of experience in concepts and approaches. (12 pieces sent).

**CADET BAND**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**9-11**  
**Previous Instrument Experience**

This course is designed for the musician who is new to high school band. Any student wishing to learn a new instrument may also take this class. The student studies the mechanics of the instrument, basic playing techniques, and performance approach. The course expands the musician's knowledge and execution of technical skills, intonation, and ensemble performance. Daily rehearsals include full band and sectional rehearsal using a variety of marching/pep and concert band. Students must take a band course to be eligible for jazz band. All band members are required to participate in all band performances.

**BAND**  
**Grade Placement:**

**2 Semesters 1 Credit**  
**9-12**

This course is designed for individual and group work for students who wish to pursue instrumental music. The student studies the mechanics of the instrument, basic playing techniques, and performance approach. The course expands the musician's knowledge and execution of technical skills, intonation, and ensemble performance. Daily rehearsals include full band and sectional rehearsal using a variety of concert band and stage band literature. All band members are required to participate in all band performances.

**BAND HONORS (weighted)**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**11-12**  
**1 year of 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.

**AP MUSIC THEORY (weighted)**

**Grade Placement:**

**Prerequisite:**

**2 Semesters 1 Credit**

**11-12**

**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, 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.



**BEGINNING CHOIR** **2 Semesters 1 Credit**  
**Grade Placement:** **9-12**

This course is designed for those students who cannot read music, or have little or no experience in choir. Students will learn how to read basic music notation; begin work in solfege, sight-singing and ear-training; and work to understand and utilize basic vocal techniques skills. Students will work on much of the same music as Concert Choir and be actively involved in specific Masses and all concerts throughout the semester. Students may proficiency out of Beginning Choir by auditioning for the director with a prepared solo selected by the student and by passing a basic music theory exam.

**CELTIC CONCERT CHOIR** **1 Semester ½ Credit or 2 Semesters 1 Credit**  
**Grade Placement** **9-12**  
**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.

**CELTIC CONCERT CHOIR HONORS (weighted)** **2 Semesters 1 Credit**  
**Grade Placement** **11-12**  
**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 advance 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.

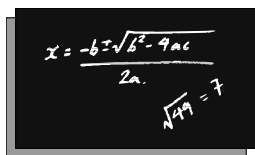
**MUSIC APPRECIATION** **1 Semester ½ Credit**  
**Grade Placement:** **9-12**

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. Illustrations will include music written for the symphony orchestra from the 17th through 20th centuries, the origins of jazz and its many forms, and American popular music of the 20th century. 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.



# The 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 or CX).\* 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.

**ALGEBRA 1A**

**2 Semesters 1 Credit**

**ALGEBRA 1B**

**Grade Placement:**

**9**

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 1B Extension Period**

**2 Semesters Credit concurrent with  
Algebra 1B**

**Grade Placement:**

**9**

**Prerequisite:**

**Placement in Algebra 1B and  
recommendation based on HSPT scores  
and/or teacher recommendation**

The Algebra 1B Extension Period offers support to select Algebra 1B 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 1B class. The Algebra 1B Extension Period is designed to give students the proper interventions they need to be successful in their future math class.

**ALGEBRA 1 HONORS (weighted)**  
**Grade Placement:**

**2 Semesters 1 Credit**  
**9**

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 A**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**10**  
**Algebra 1A or Algebra 1B with**  
**semester grades of A-**

**GEOMETRY B**  
**Prerequisite:**

**Algebra 1B**

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.

**GEOMETRY HONORS (weighted)**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**10**  
**Algebra 1 Honors with semester grades of**  
**B or better or Algebra 1A with semester**  
**grades of A- each semester**  
**Consent of Department Chairperson**

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.

**ALGEBRA 2A**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**11**  
**Algebra 1A & Geometry A. Algebra 1B &**  
**Geometry B with semester grades of A-**

**ALGEBRA 2B**  
**Prerequisite:**

**Algebra 1B**

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 (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****9 with proficiency exam; 10-11****Algebra 1 Honors. Geometry Honors previously or concurrently with semester grades of B- or better or all semester A-'s in Algebra 1A & Geometry A****Consent of Department Chairperson**

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.

**ADVANCED TOPICS/TRIGONOMETRY****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****12****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.

**PRE-CALCULUS****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****12****Algebra 2A 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 (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****11-12****Algebra 2 Honors with semester grades of B or better or all semester grades of A- in Algebra 2A****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.

**CALCULUS HONORS (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****12****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 (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****12****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 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](http://www.collegeboard.com/apstudents) for detailed information on the calculator policy and the most current list of AP-authorized calculators.

**AP CALCULUS BC (weighted)**

**Grade Placement:**

**Prerequisite:**

**2 Semesters 1 Credit**

**12**

**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;
- 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](http://www.collegeboard.com/apstudents) for detailed information on the calculator policy and the most current list of AP-authorized calculators.

**STATISTICS**

**2 Semesters 1 Credit**

**Grade Placement:**

**12**

**Prerequisite:**

**Algebra 2**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. 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.

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.

**AP STATISTICS (weighted)**

**2 Semesters 1 Credit**

**Grade Placement:**

**11-12**

**Prerequisite:**

**Algebra 2 Honors & Geometry Honors  
with semester grades of B- or better  
or all semester 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 students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

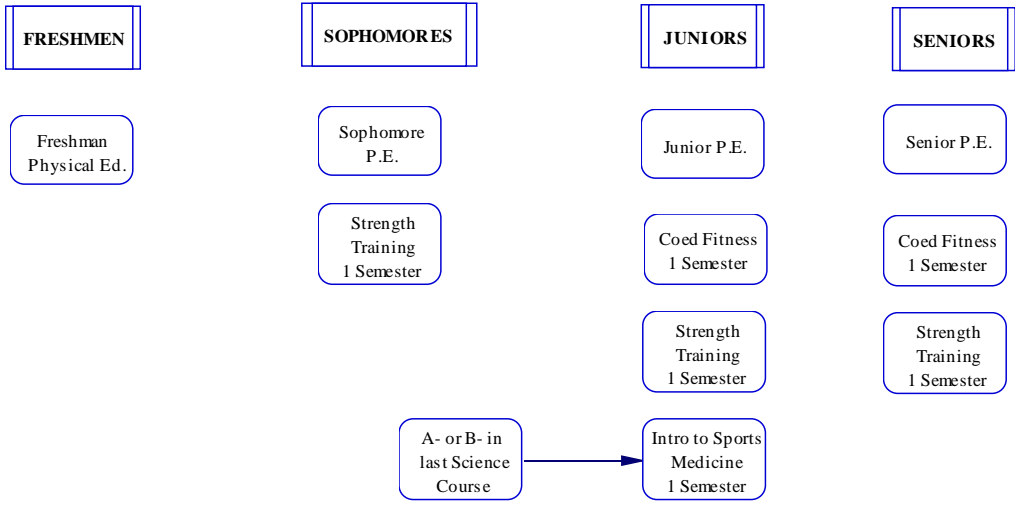
- I. *Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns.* In examining distributions of data, students should be able to detect important characteristics, such as shape, location, variability, and unusual values. From careful observations 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.
- II. *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.
- III. *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.
- IV. *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.

**Course Sequence**  
**Physical Education Department**



# The 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.

**GIRLS PHYSICAL EDUCATION**

**2 Semesters 1 Credit**

**BOYS PHYSICAL EDUCATION**

**Grade Placement:**

**9**

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.

**COED PE**

**2 Semesters 1 Credit; 1 Semester ½ Credit**

**Grade Placement:**

**10-12**

**Prerequisite:**

**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**

**1 Semester ½ Credit**

**Grade Placement:**

**9**

This course covers material on the mental, social, and physical aspects of health, with a focus on exercise and nutrition. 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.

**COED FITNESS**

**1 Semester ½ Credit**

**Grade Placement:**

**11-12**

**Prerequisite:**

**Physical Education**

In this course the student will develop a program for lifelong fitness through the use of our fitness equipment in the fitness center. Individualized computer fitness workouts will be monitored and recorded for progress. The concepts of nutrition, physiology, kinesiology, aerobic and anaerobic activity, cardiovascular activity and wellness concepts will be incorporated. Course may not be repeated.

**INTRODUCTION TO SPORTS MEDICINE****1 Semester ½ Credit****Grade Placement:****11-12****Prerequisite:****B- or better in last science course**

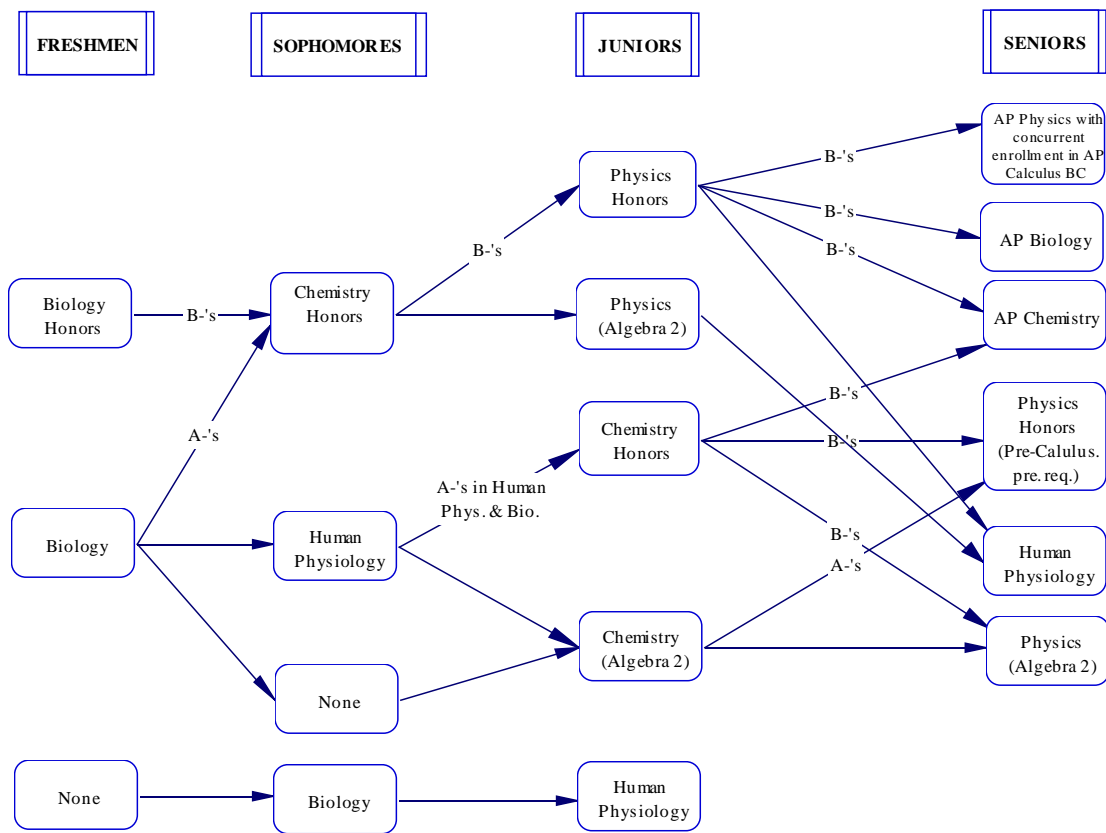
This course is appropriate for those students interested in Athletic Training, Physician's Assistant, Paramedic, Emergency Medical Technician, or another medical or paramedical field. Topics covered will include but not limited to anatomy, physiology, mechanisms or injury, evaluation, and rehabilitation 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 of the requirements of the 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.

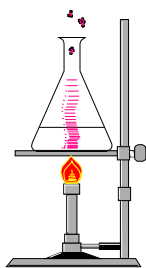
**STRENGTH TRAINING****1 Semester ½ Credit****Grade Placement:****10-12****Prerequisite:****Health & Physical Education**

This course provides students with the background knowledge to properly use the equipment in the weight room. They will also be given understanding of safety, the techniques of free weight, and the wellness concepts of nutrition and different supplements. This course may not be repeated.

## Course Sequence Science Department



# The Science Department



## **Department Philosophy**

The Science Department instills in each student an appreciation for science as the quest for objective truth. It teaches a fundamental knowledge of the basic concepts of natural phenomena, while examining their causes and effects. It promotes the growth of scientifically literate students who can integrate science, technology and society through critical thinking and ethical judgment.

## **BIOLOGY**

**2 Semesters 1 Credit**

**Grade Placement:**

**9-10**

Through class instruction and laboratory inquiries, the biology student is introduced to the following areas of study: cell physiology, biochemistry, heredity, evolution and our ecological environment. The six Kingdoms: Archaeobacteria, Eubacteria, Protista, Fungi, Plantae and Animalia are studied extensively. The student develops the ability to use scientific procedures in the laboratory to collect and analyze data while drawing conclusions. Includes dissection.

## **BIOLOGY HONORS (weighted)**

**2 Semesters 1 Credit**

**Grade Placement:**

**9**

Students in Biology Honors will work at a faster pace than those students in Biology. More material from the same text will be covered in greater depth. In studying the living world, students will develop their own scientific abilities through classroom instruction and laboratory inquiries. Students must be self-motivated as independent projects will be required. Includes dissection.

## **AP BIOLOGY (weighted)**

**2 Semesters 1 Credit**

**Grade Placement:**

**12**

**Prerequisite:**

**Semester grades of B- in both  
Chemistry Honors and Physics Honors  
or semester grades of A- or better  
in Physics  
Consent of Department Chairperson**

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

- I. The process of evolution drives the diversity and unity of life.
- II. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- III. Living systems store, retrieve, transmit, and respond to information essential to life process.
- IV. 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.

### **HUMAN PHYSIOLOGY**

**2 Semesters 1 Credit**

**Grade Placement:**

**10-12**

**Prerequisite:**

**Biology**

Human Physiology is an introductory course for students who desire a detailed explanation of the functions of the human body. Through class instruction and related experiments, the student surveys and integrates the following areas of study: cell physiology, biochemistry, structure and function of each system of the body and the inter-dependency of those complex systems, and related disorders of the body systems. Extensive fetal pig dissection included.

### **CHEMISTRY**

**2 Semesters 1 Credit**

**Grade Placement:**

**11-12**

**Prerequisite:**

**Algebra 2 (simultaneously or previously)**

Course emphasis is on basic chemical laws, properties of elements and types of chemical reactions. Since the course includes quantitative problem-solving, adequate background in math is essential. In the laboratory, the students learn a variety of techniques for use in predicting and analyzing substances and clarifying theories.

### **CHEMISTRY HONORS (weighted)**

**2 Semesters 1 Credit**

**Grade Placement:**

**10-11**

**Prerequisite:**

**Biology Honors with semester grades of B- or better. Human Physiology or Biology with semester grades of A-.  
Algebra 1  
Consent of the Department Chairperson**

This course covers more material in greater depth than chemistry and additional work is required of the student. Course emphasis is on basic chemical laws, properties of elements and types of chemical reactions. Since the course includes quantitative problem-solving, proficiency in math is essential. In the laboratory, the students learn a variety of techniques for use in predicting and analyzing substances and clarifying theories.

**AP CHEMISTRY (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****12****Algebra 2 previously or simultaneously  
Chemistry with semester grades of A- or  
better****Chemistry Honors with grade of B- or  
better****Consent of the Department Chairperson**

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 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 Placement:****Prerequisite:****2 Semesters 1 Credit****11-12****Algebra 2A or 2B previously or  
simultaneously****Chemistry**

This course provides the student with an understanding of the basic concepts of physics in areas such as motion, mechanics, heat, sound, light, electricity, magnetism, and atomics. The laboratory experiences are designed to deepen the student's understanding of these basic concepts.



**PHYSICS HONORS (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****11-12****Chemistry with semester grades of an A- or Chemistry Honors with semester grades of B-.****Consent of the Department Chairperson**

This course provides a rigorous and in-depth look at the basic concepts in physics. The laboratory experiences are designed to deepen the student's understanding of these basic concepts. This course provides a solid foundation in physics for those students entering college in any area of science.

**AP PHYSICS C: ELECTRICITY AND MAGNETISM (weighted)****Grade Placement:****Prerequisite:****Co-requisite:****2 Semesters 1 Credit****12****A- in Physics or A- or B- in both Physics Honors and Pre-Calculus Honors****Concurrent enrollment in AP Calculus BC**

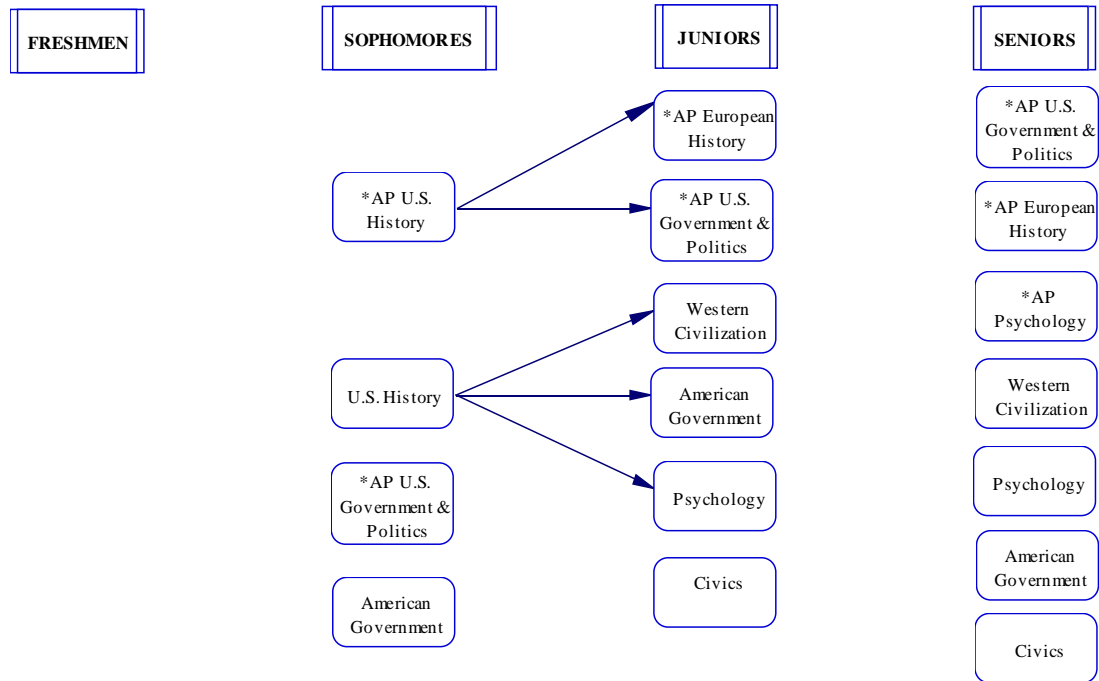
This course is the introductory course of a college sequence that serves as the foundation for students who wish to major in physics or engineering. It is taken either after or at the same time as AP Calculus BC course. Methods learned in calculus are used when creating principles of physics and applying 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.

Physics C: Electricity and Magnetism provides instructions in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

**Exam:** Each of two Physics C Exams is 1 hour and 30 minutes long. A student must 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 free-response section; the two sections are weighted equally in the determination of each grade. The usual format for each free-response section has been 3 questions, each taking about 15 minutes. However, future exams might include a larger number of shorter questions.

## Course Sequence

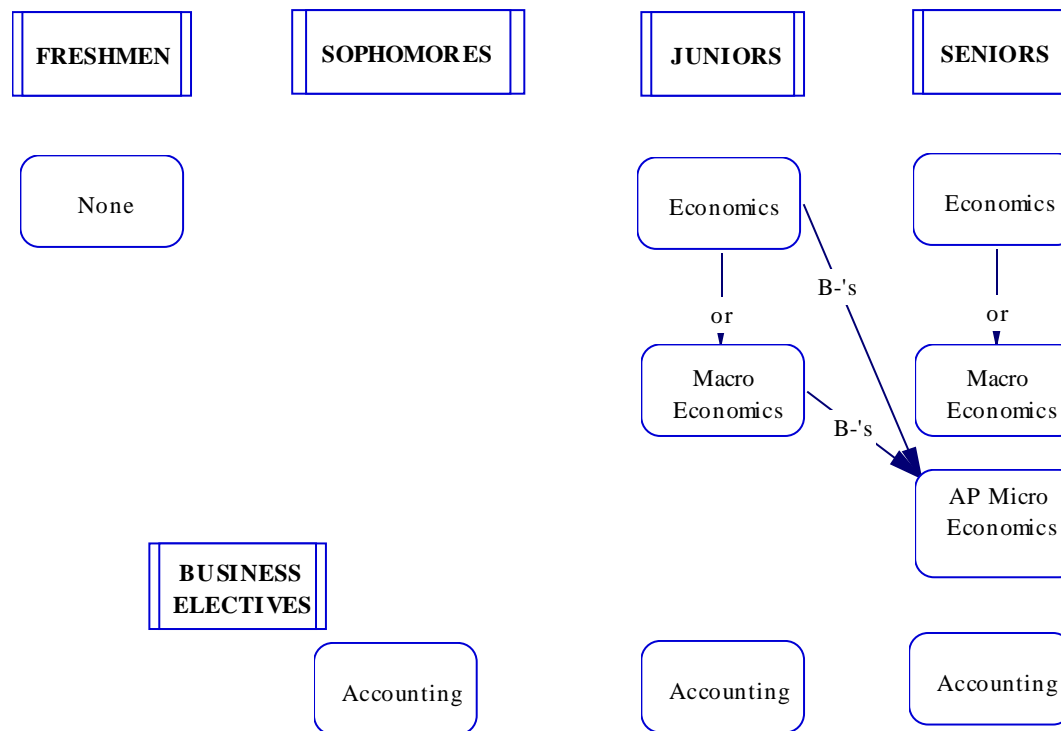
### Social Science Department



\* All AP Social Science classes have the pre-requisites of B's in all Social Sciences and Honors English classes or A's in regular English classes.

# Course Sequence

## Business Department



# The Social Science & Business Department



## **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.

## **SOCIAL SCIENCE OFFERINGS**

### **U.S. HISTORY**

**2 Semesters 1 Credit**

**Grade Placement:**

**10**

This course develops an understanding and appreciation of the major themes and events affecting 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, the Constitution (both state and federal), 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.

### **AP U.S. HISTORY (weighted)**

**2 Semesters 1 Credit**

**Grade Placement:**

**10**

**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 5-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 two 35-minute essays chosen from several options. The exam covers political institutions and behavior; public policy; social and economic change; diplomacy and international relations; and cultural and intellectual developments.

**WESTERN CIVILIZATION**  
**Grade Placement:**

**2 Semesters 1 Credit**  
**11-12**

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 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.

**AMERICAN GOVERNMENT**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**11-12**  
**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 (weighted)**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**10-12**  
**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 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 (weighted)**

**Grade Placement:**

**Prerequisite:**

**2 Semesters 1 Credit**

**11-12**

**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 (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) 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 5-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 two 35-minute thematic essays chosen from several options. Questions on intellectual-culture, political-diplomatic, and social-economic history form the basis of every section of the exam.

**PSYCHOLOGY**

**Grade Placement:**

**2 Semesters 1 Credit**

**11-12**

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.

**AP PSYCHOLOGY (weighted)**

**Grade Placement:**

**Prerequisite:**

**2 Semesters 1 Credit**

**12**

**All Social Science classes with grade of B- or better, Honors English classes with semester grades of B- or better or regular English classes with semester A's**

**Consent of Department Chairperson**

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 OFFERINGS**

**ACCOUNTING**

**Grade Placement:**

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.

**2 Semesters 1 Credit**

**10-12**

**ECONOMICS**

**Grade Placement:**

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.

**1 Semester ½ Credit**

**11-12**

**MACROECONOMICS****1 Semester 1/2 Credit****Grade Placement:****11-12**

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

**AP MICROECONOMICS (weighted)****2 Semesters 1 Credit****Grade Placement:****12****Prerequisite:****Economics or Macroeconomics  
with a semester grades of A- or better**

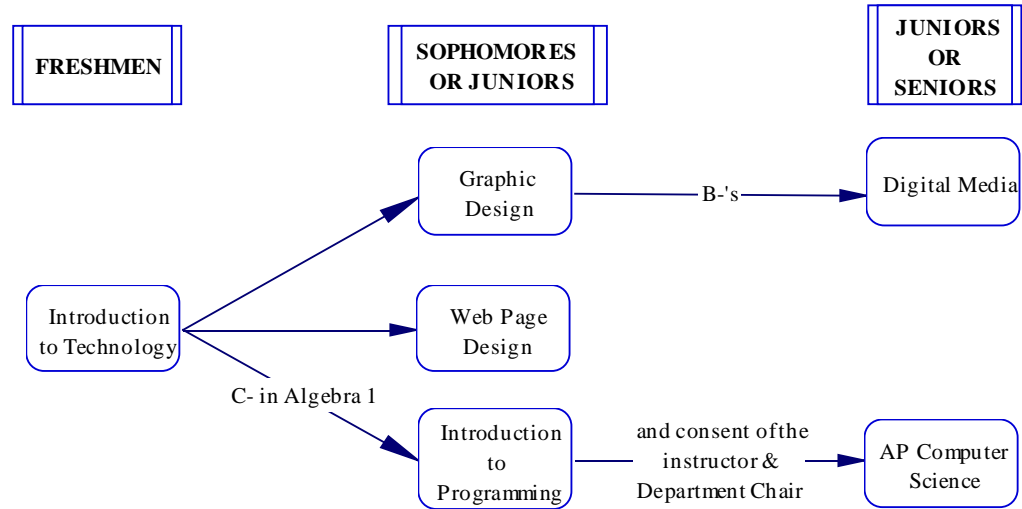
This year long course is equivalent to a one-semester college introductory course in Microeconomics. The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and 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.



# Course Sequence

## Computer Science & Applications Department



All Technology courses are one semester EXCEPT for the AP Computer Science

# The Computer Science & Applications Department



## **Department Philosophy**

It is our mission to produce technology-proficient students. We believe that to live, learn and work successfully in an increasing complex and information-rich society that students must be able to use technology effectively. We provide a variety of technology education opportunities for students and are committed to providing all students with the technology skills necessary to succeed in all academic disciplines.

## **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 B 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.

## **INTRODUCTION TO TECHNOLOGY**

**Grade Placement:**

**1 Semester ½ Credit**

**9**

**Eligible for Dual Credit**

This course will provide students with technology skills necessary for success in high school and college and the workplace. Students will master skills necessary for research, problem-solving, and presentation. Microsoft Office Suite, in conjunction with SharePoint and Office 365 are the primary productivity applications. Productivity topics include: file/folder management, word processing, spreadsheets, presentations, databases, desktop publishing, and MLA formatting. Students will also employ current web-based applications to develop skills in electronic research, communication, creative thinking, problem solving and collaboration.

## **WEB PAGE DESIGN**

**Grade Placement:**

**Prerequisite:**

**1 Semester ½ Credit**

**10-12**

**Introduction to Technology**

**Eligible for Dual Credit**

This course is an introduction to the design, creation, and maintenance of web pages and websites. Students will create and publish web pages following the HTML5 & CSS standards. The course covers design theory, HTML programming principles and file transfer protocols. Critical evaluation of website quality, the importance of web design standards, usability and accessibility are emphasized. Students leave the course with the hands-on experience enabling them to design and produce professional quality websites.

**GRAPHIC DESIGN****Grade Placement:****Prerequisite:****1 Semester ½ Credit****10-12****Introduction to Technology (or equivalent)****Eligible for Dual Credit**

Students in this class will learn the principles of digital design using the most current graphics tools. Students will work on a series of projects designed to develop skills and utilize software programs used by professional graphic designers. The projects allow students to explore their creativity while learning the principles of graphic design, layouts and image manipulation. Students will utilize photo editing software, drawing tools and layout design tools.

**DIGITAL MEDIA****Grade Placement:****Prerequisite:****1 Semester ½ Credit****10-12****Graphic Design with grade of B- or better,  
or consent of the teacher****Eligible for Dual Credit**

Students who excelled in Graphic Design class can bring their graphic images to life in this exciting but challenging class. Students will also create videos using professional video and audio editing software. Skills learned include importing and editing digital videos, audio and images. Students will direct and record their own video project utilizing effects such as panning, zooming, and transitions. Participants will work in cooperative groups for at least 25% of the projects, assuming various video production roles (e.g., script writer, story board manager, editor, videographer, etc.)

**INTRODUCTION TO PROGRAMMING****Grade Placement:****Prerequisite:****1 Semester ½ Credit****10-12****Introduction to Technology;****Algebra 1 with grade of C- or better****Eligible for Dual Credit**

This course is an introduction to computer programming using the Java programming language. Students will learn problem solving, analysis and algorithms development. Students will learn programming techniques to implement these algorithms and solutions in Java. Successful students may take the AP Computer Programming class.

**AP COMPUTER SCIENCE A****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****11-12****Introduction to Computer Programming  
with a grade of B- or better****Consent of the Department Chairperson &  
Instructor**

The Advance Placement computer science course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involves skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the

design and implementation of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.

The Advanced Placement computer science course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. This advanced Java Programming class follows the curriculum outlined by College Board's Advanced Placement program. The AP Computer Science class covers the following advanced programming topics in Java.

- Object-Oriented Program Design;
- Program Implementation;
- Program Analysis;
- Standard Data Structures;
- Standard Algorithms;
- Computing in Context.

**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.

**Course Sequence**  
**Theology Department**

**FRESHMEN**

Introduction  
to Catholicism

Old  
Testament

**SOPHOMORES**

Christian  
Morality

New  
Testament

**JUNIORS**

Catholic  
Social  
Teaching

Catholic  
Church  
History

**SENIORS**

Sacraments

and Choice of  
World  
Religions or  
Catholic Social  
Teaching

# The 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.

## **INTRODUCTION TO CATHOLICISM**

**1 Semester 1/2 Credit**

**Grade Placement:**

**9**

**Required**

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.

\*The A.C.T.S. Program: 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 PCHS (up to 5 hours) or for any legitimate community charity (approved by Freshman ACTS Coordinator). Failure to complete either requirement will result in the lowering of one letter grade in the second semester Freshman Theology class.

## **OLD TESTAMENT**

**1/2 Semester 1/2 Credit**

**Grade Placement:**

**9**

**Required**

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.

\*The A.C.T.S. Program: 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 PCHS (up to 5 hours) or for any legitimate community charity (approved by Freshman ACTS Coordinator). Failure to complete either requirement will result in the lowering of one letter grade in the second semester Freshman Theology class.

**NEW TESTAMENT** **1/2 Semester 1/2 Credit**  
**Grade Placement:** **10**  
**Required**

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.

The A.C.T.S. Program states sophomores are responsible for 10 hours of volunteer service plus a reflection paper. The hours may be accomplished by service for PCHS (up to 5 hours), for their church or for any legitimate community charity (approved in advance by the Sophomore ACTS Coordinator). Failure to complete either requirement will result in the lowering of one letter grade in the second semester Sophomore Theology class.

**CHRISTIAN MORALITY** **1/2 Semester 1/2 Credit**  
**Grade Placement:** **10**  
**Required**

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.

The A.C.T.S. Program states sophomores are responsible for 10 hours of volunteer service plus a reflection paper. The hours may be accomplished by service for PCHS (up to 5 hours), for their church or for any legitimate community charity (approved in advance by the Sophomore ACTS Coordinator). Failure to complete either requirement will result in the lowering of one letter grade in the second semester Sophomore Theology class.

**CATHOLIC CHURCH HISTORY** **1 Semester 1/2 Credit**  
**Grade Placement:** **11**  
**Required**

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 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 20<sup>th</sup> 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.

\*The A.C.T.S. Program states 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 ACTS Coordinator). Failure to complete either requirement will result in the lowering of one letter grade in the second semester Junior Theology class.

## **CATHOLIC SOCIAL TEACHING**

**1 Semester ½ Credit**

**Grade Placement:**

**11, 12**

**Elective**

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.

\*The A.C.T.S. Program states 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 ACTS Coordinator). Failure to complete either requirement will result in the lowering of one letter grade in the second semester Junior Theology class.

## **SACRAMENTS**

**1 Semester ½ Credit**

**Grade Placement:**

**12**

**Required**

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.

The A.C.T.S. Program requires seniors to give 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 ACS 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.



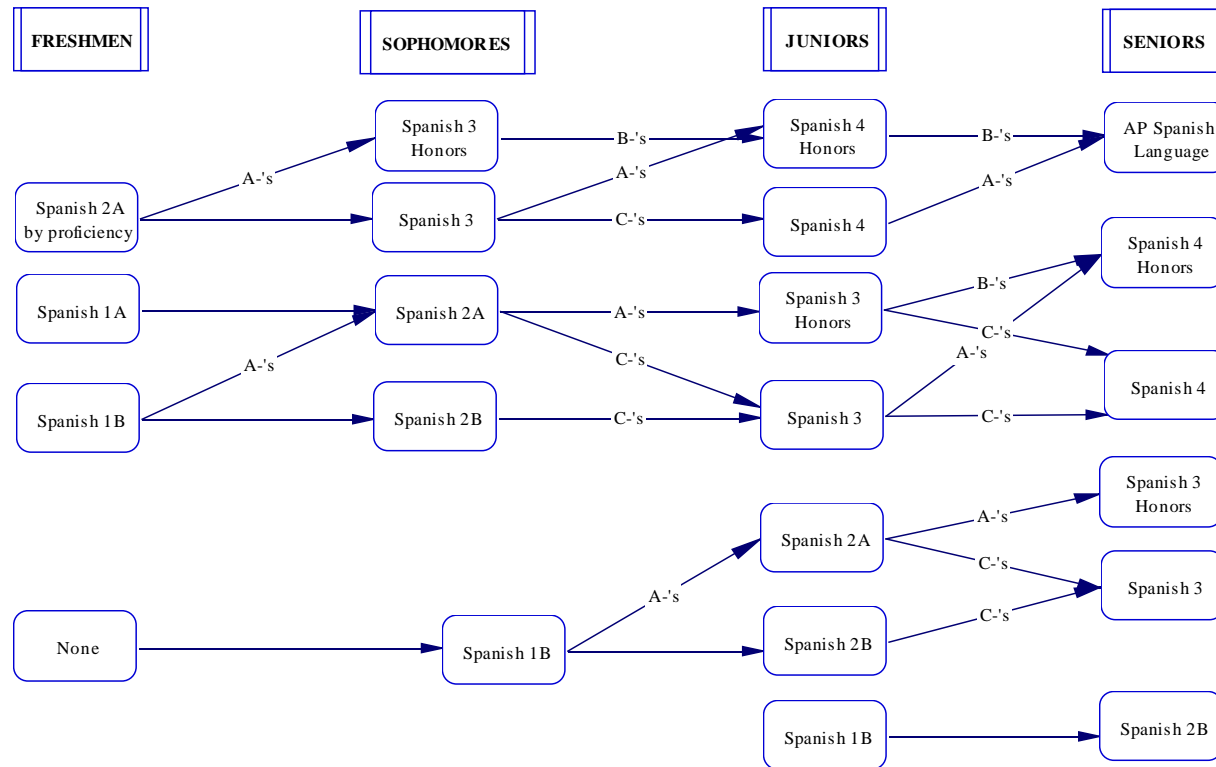
**WORLD RELIGIONS****1 Semester 1/2 Credit****Grade Placement:****12****Elective**

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 the students to begin to understand the basic human quest for meaning in a theological framework.

The A.C.T.S. Program requires seniors to give 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 ACS 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.

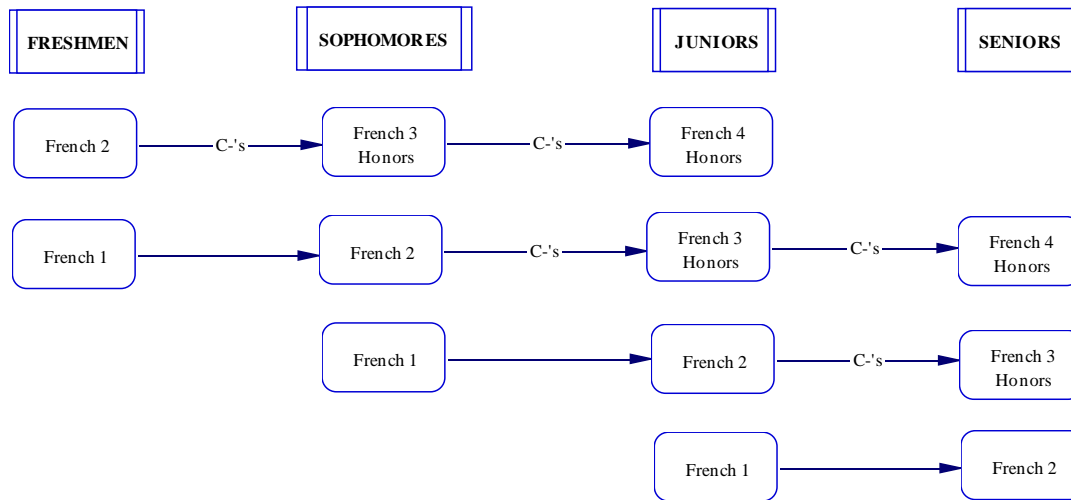
## Course Sequence

### World Language Department- SPANISH



## Course Sequence

### World Language Department-FRENCH



# The World Language 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.

**SPANISH 1A**

**2 Semesters 1 Credit**

**SPANISH 1B**

**Grade Placement:**

**9-11**

Spanish 1A/B is designed to introduce first-year 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 2A**

**2 Semesters 1 Credit**

**SPANISH 2B**

**Grade Placement:**

**9-12**

**Prerequisite:**

**Spanish 1**

Spanish 2A/B 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 2<sup>nd</sup> year of Spanish students should be able to communicate with greater fluency and accuracy.

**SPANISH 3**

**2 Semesters 1 Credit**

**Grade Placement:**

**10-12**

**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 (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****10-12****Spanish 2A with semester grades of A-**

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

**SPANISH 4****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****11-12****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 (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****11-12****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 (weighted)****Grade Placement:****Prerequisite:****2 Semesters 1 Credit****12****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*<sup>1</sup> (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 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.

**FRENCH 1****Grade Placement:****2 Semesters 1 Credit****9-11**

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 Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**9-12**  
**French 1**

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.

**FRENCH 3 HONORS (weighted)**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**10-12**  
**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 (weighted)**  
**Grade Placement:**  
**Prerequisite:**

**2 Semesters 1 Credit**  
**11-12**  
**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.



*Distance Learning*



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.

Our high school courses provide enrichment to our academically gifted upper classmen who want to learn about things such as astronomy, business law, or writing poetry. Each of these one semester elective courses earn ½ credit toward the 22 needed to meet PCHS' graduation requirements.

Our 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. These full year courses will each earn 1 high school credit and the number of college credits listed in this Curriculum Guide.

Providence Catholic works with Brigham Young University of Provo, Utah. Brigham Young University has the oldest distance learning program in the nation, is a faith-based institution, will provide concurrent enrollment both in high school and college classes, and guarantees college credit not promised by the Advanced Placement Program. Brigham Young offers the greatest variety of choices. Additional courses will be gradually introduced to Providence Catholic students, both enriching and deepening the education provided to our student body.

All courses taken through Brigham Young University are purely academic. PCHS' theology/religion classes will continue to be offered through direct instruction by Providence



Catholic's well qualified faculty. No religion or theology classes will be available through Brigham Young University for Providence Catholic students.

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 Assistant Principal.

Purpose: This Distance Learning Program provided through Brigham Young University's Independent Study Program provides Providence Catholic the ability to offer students high school elective courses as well as college credited courses. This program enhances the PCHS curriculum providing courses that the current PCHS curriculum does not provide due to cost and/or qualified teaching staff. This Distance Learning Program is based upon professor and individual student interchange. It does not provide group instruction or an interactive online group environment.

Scheduling: These offerings are scheduled during one period of the school day between 7:55 and 2:35. A supervising teacher is assigned to the classroom to monitor and help facilitate student completion of these courses.

Pre-Requisite: 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 are electives; they do not fulfill PCHS graduation requirements.**

Course Programs & Credit: Two different and distinct programs are offered. The first is elective high school courses for PCHS credit. The second is elective college courses in which the student earns both PCHS High School credit and Brigham Young University credit concurrently. 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.

Cost: The high school elective courses are one semester courses at \$150 per course. The concurrent college courses are approximately \$175 per credit per course. Therefore, a three credit course is \$525, and a four credit course is \$700. There is an additional registration fee of \$20 per course. There may be additional fees associated with specific courses, as well as the cost of textbook(s). **Note: Tuition costs are not announced until June. Most likely, the amount will be increased.**

Billing: Providence Catholic High School is the billing agent for any of the Brigham Young University Distance Learning courses offered here.

Transcripts: 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.

Transfer of BYU Credit: 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. The non-acceptance of BYU course credits may depend upon the existence of a similar course at the university or college receiving the credits.

Many other high school and college courses are offered by the Brigham Young University Distance Learning Program. Students who would like to consider other options provided by Brigham Young are encouraged to visit the website at [www.byu.is](http://www.byu.is) or the email address: [indstudy@byu.edu](mailto:indstudy@byu.edu). Please be aware that no courses will be accepted which are already offered at Providence Catholic; or specifically graduation required courses. No non-college preparatory courses will be accepted. Other elective classes taken for enrichment and for a deepening of the high school experience will be considered on a case by case basis.

## High School Courses

These one semester courses may be taken first or second semester. Students may request, but cannot be guaranteed in which semester he/she will be scheduled. Since Providence Catholic must pay for these classes in advance on behalf of the student, dropping the class is not permitted after the first day of class. The cost for these high school enrichment elective courses is \$150 per course, plus a \$20 registration fee. These classes are reserved for high school juniors and seniors who have a GPA of 3.0 or higher at the time of student registration in February. These classes are all electives and do not fulfill PCHS graduation requirements, although they may be counted as an elective toward the overall count of 22 credits. They are counted in the PCHS GPA as a regular (non-weighted) class.

### High School Course Selections

**General Astronomy. EARTH 051.** In this nonmathematical look at astronomy, students will learn what people have traditionally thought about space and how scientists currently study it. 8 lessons; 8 assignment submissions, all computer graded; proctored computer-graded final exam. Credits: .05 Tuition: \$150  
Optional Printed Student Guide: \$10

**Meteorology. EARTH 055.** How about the weather? It's a question we ask each other when we have nothing left to say, but there is a lot to say about the weather. In this nonmathematical look at meteorology, students will learn why the earth has seasons and how water in the atmosphere affects weather. In EARTH 055 students will also learn how severe weather conditions like hurricanes, tornadoes, and thunderstorms develop. 8 lessons; 8 assignment submissions, all computer graded; proctored computer-graded final exam. Credits: .05 Tuition \$150  
Optional Printed Student Guide: \$10

**Current Events. SOCSOC 041.** The more you know about current events, the better you can understand what is happening in the world and what your reaction should be. This course investigates what is happening in the world today, including significant events, behind-the-scenes causes, who's who, and future trends. This course teaches students to gather effectively accurate information by studying primary sources. 7 lessons, 7 assignment submissions (6 computer-graded, 1 instructor-graded. Proctored final exam. NOTE: Students need to have access to resources such as current magazines, television broadcasts, newspaper articles, and/or the internet. Free tutoring is available for this course from BYU Independent Study. Credits: .05 Tuition: \$150  
Optional Printed Student Guide: \$10

**Creative Writing. WRIT 045.** Write fiction by learning and using the elements of creative writing: plot, character development, dialogue, description, scene, transition, and point of view. Two short stories are required. 9 lessons, 9 assignment submissions (7 computer-graded assignments, 2 instructor-graded assignments. Proctored instructor-graded final exam. Free tutoring is available for this course from BYU Independent Study. Credit: .05 Tuition: \$150  
Optional Printed Student Guide: \$10

**Writing Poetry: Becoming a Bard. WRIT 047.** Learn how poets use language devices of sound, sensory images, figurative expressions, and musical rhythms to share their insights through word art. This course is designed to improve and enhance students' own poetic skills by teaching them to use these devices. This course will experiment with traditional formats and with many free-verse styles; 7 lessons, 7 assignment submissions, 6 computer-graded assignments, 1 instructor graded assignment. Proctored computer-graded final exam. Free tutoring is available for this course from BYU Independent Study.  
Credit: 0.5                      Tuition \$150  
Optional Printed Student Guide: \$10

**Business Law. BLAW 041.** In BLAW 041 students will gain an understanding of the law as it relates to them currently and the implications of the law in their future lives as well as the lives of their family and friends. 8 lessons, 8 assignment submissions, all computer graded. Computer-graded final exam.  
Credit: .05                      Tuition: \$150  
Optional Printed Student Guide: \$10

**Marketing. BMRKT 041.** This course will assist students to gain a working knowledge of marketing and distribution, including marketing careers, marketing functions, market segmentation, and channels of distribution. 8 lessons, 8 assignment submissions, all computer graded; proctored computer-graded final exam.  
Credit: .05                      Tuition \$150  
Optional Printed Student Guide: \$10

## Concurrent College Courses

Concurrent College Courses are **full year** courses for which a student receives both Providence Catholic Credit, as well as Brigham Young Credit. The PCHS credit will be weighted (with a possible 5.0=A). These courses are fully accredited, making them easily transferable to most educational institutions. Still, Providence Catholic cannot ensure that any course will be accepted by the student's future college, as each educational institution sets its own policies for transfer credits. The student will receive a transcript from BYU Independent Study indicating the grade, credit, and GPA. This GPA will be carried forward to the post-secondary educational institution if credits are transferred to that school therefore, **the student and parent(s) must understand that the level and quality of work will be equal to a college level course. The student must be willing to undertake the rigorous demands of the Concurrent Course.**

Students may drop Concurrent Classes, only if a suitable substitute can be found within the PCHS curriculum. This drop will incur the \$75 schedule change fee, in addition to a \$20 per hour processing fee paid to BYU Independent Study. No drop may occur after the 60<sup>th</sup> CALENDAR day of the course.

Each course is divided into multiple lessons with clearly defined objectives. Many BYU Independent Study courses are designed with a variety of multimedia learning activities. Lessons may include reading, watching videos, playing games, experiencing simulations and interactive labs, browsing designated websites, writing assignments, and completing multiple-choice and true/false quizzes. Most lessons conclude with an instructor-graded or Speedback (computer-graded) exam. Students should not expect to meet with their instructors and classmates "live time", although message and discussion boards may be part of the course.

In order to apply for the BYU Distance Learning College Level Courses, students must be a junior or a senior, and have a minimum GPA of 3.0 at the time of PCHS registration in February. Tuition for the course will be added to the PCHS tuition bill. PCHS will act as a billing and payment agent for BYU Independent Study.

### Concurrent Course Selections

**Nursing and Medical Terminology. NURS 102.** Nursing and Medical Terminology for pre-nursing and beginning nursing students or those interested in health occupations. 17 lessons, 8 assignment submissions, all computer graded; proctored computer-graded final exam.

Credits: 2      Tuition: \$350

Optional Printed Student Guide: \$10

Required Text: The Language of Medicine (with CD), 8<sup>th</sup> ed. Author: Chabner      Publisher: Saunders (Elsevier), 2007. Approximate Price \$75.00.

**Essentials of Human Nutrition. NDFS 100.** Food-oriented study of nutrition facts and principles as a basis for dietary choices, consequences of choices, and scientifically examining controversial topics. 19 lessons, 19 assignment submissions, 15 computer-graded assignments, 4 instructor-graded assignments, 2 proctored midcourse exams, all computer graded; proctored computer-graded final exam.

Credits: 3      Tuition: \$525

Optional Printed Student Guide: \$10

Required Texts:

1. Diet Analysis 9.0, 9.0 edition. Author: Wadsworth Publisher: Cengage, 2009  
Approximate price \$50
2. Nutrition: Concepts & Controversies, 10<sup>th</sup> ed. Author:Sizer Publisher: Cengage, 2006 Approximate Price \$77.00
3. Packet Excerpts from Secrets of Feeding a Healthy Family Author: Satter. Publisher: BYU Academic Publishing 2006. Approximate price \$5

**Introductory Sociology. SOC 111.** Social group influence; social interaction, processes, organization, and change; family, religion, government, population, culture, race relations. 20 lessons, 6 assignment submissions, all instructor graded; 2 proctored midcourse exams, all instructor graded; proctored instructor-graded final exam.

Credits: 3 Tuition \$525

Optional Printed Student Guide: \$10

Required Text:

Sociology, 11<sup>th</sup> ed. Author: Macionis Publisher: Pearson Prentice Hall, 2007

Approximate price: \$80.00

**Introduction to International Politics. PL SC 170.** Basic forces, practices, institutions, and foreign policies of major powers; problem areas in international politics. 21 lessons, 18 assignment submissions (7 computer-graded assignments); proctored computer-graded midcourse exam; proctored computer-graded final exam. Free tutoring is available for this course from BYU Independent Study.

Credits: 3 Tuition \$525

Optional Printed Student Guide: \$10

Required Text:

International Politics on the World Stage, 10<sup>th</sup> ed Author: Rourke Publisher:

McGraw, 2005 Approximate Price: \$60



