

# COURSE CATALOG



**2026-2027**

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### **High School Graduation Requirements:**

A Saint Paul student must accumulate a minimum of (24) total course credits in order to graduate. All Saint Paul students must be enrolled in (6) academic classes per semester. The minimum of (24) total course credits must be earned in the following disciplines (one credit is equal to a full-year course, a (0.5) credit is a half-year/semester course).

(4) credits	Theology
(4) credits	English (not including English Seminar)
(4) credits	Mathematics (not including Math Seminar)
(3) credits	Science (Biology and Chemistry are required)
(3) credits	Social Studies (U.S. History is required)
(2) credits	World Languages (two high school credits in the same language)
(0.5) credit	Computer Science / Technology
(0.5) credit	Fine Arts
(3) credits	Electives

Beginning with the class of 2030, in the Social Studies Department a 0.5 credit US Government course will be required for all students. This course will fit perfectly into the schedule of most junior-year students.

All students should carry six academic courses per semester. When choosing a seventh course, a student must acquire the approval of his or her school counselor.

### **Academic Course Levels:**

Saint Paul utilizes the following academic course levels. Many factors contribute to level placement including standardized testing performance, academic achievement, teacher recommendation, department chair recommendation, and completed coursework.

#### *Advanced Placement (AP)*

AP courses are highly rigorous classes designed for academically outstanding college-bound students who have demonstrated exceptional academic achievement through a combination of ability and motivation. AP courses cover a collegiate-level depth and breadth of curricular material, with the expectation for student readiness to engage independent learning at the level of an undergraduate. Please refer to the section below on Advanced Placement (AP) for more details.

#### *Honors (H)*

Honors courses are rigorous classes designed for college-bound students who have shown exceptional academic achievement through ability and motivation. Honors courses cover a greater depth and breadth of curricular material than our Accelerated College Prep classes, with the expectation for increased independent learning on the part of the student.

*Accelerated College Preparatory (ACP)*

Accelerated College Preparatory courses are classes designed for college-bound students who have demonstrated commendable levels of academic achievement through a combination of ability and motivation. ACP courses cover a greater depth and breadth of curricular material than our College Preparatory classes, with the expectation for independent learning on the part of the student.

*College Preparatory (CP)*

College Preparatory courses are classes designed for college-bound students who have demonstrated proficient levels of academic achievement. CP courses cover a depth and breadth of curricular materials according to grade appropriate state and national standards. Mastery of subject-specific content and skills is facilitated through the acquisition and development of primary learning domains.

**Virtual High School:**

Saint Paul partners with Educere LLC, a nonprofit educational provider that organizes world-class online learning programs. Educere offers 5,000 plus virtual courses using various curriculum providers. Educere understands that every virtual education customer is unique and requires special attention. For this reason, each student is assigned a Personal Learning Coach™ who communicates regularly with them, the school, and the parent. Educere has a wide variety of course selections which include core subject classes, elective offerings, and Advanced Placement courses. Saint Paul students can utilize Educere to expand upon the course offerings available within our school building to elect courses that we are not currently offering. The cost for any course outside the Saint Paul curriculum, is the responsibility of the individual student/family. See Mrs. Pollette or your counselor with any questions.

There is an application and approval process for Saint Paul students seeking Educere registration. Please complete the following form for approval.

[Online Course Request Form](#)

Follow this link to review the entire course catalog of more than 5,000 courses offered through Educere:

[Educere Course Offerings](#)

**\*Some courses may require the purchase of additional materials/books. Please review each course description page for information about related course materials needed.**

**College Board Advanced Placement Courses:**

Advanced Placement (AP) courses and curricular standards are created and certified by the College Board in consultations with college-level educators in that field of study. AP courses allow academically prepared students to complete college-level studies during their high school years. High school courses designated as AP must be audited and approved by the College Board. The Saint Paul CEEB code is 220059.

AP courses are highly rigorous classes designed for academically outstanding college-bound students who have demonstrated exceptional academic achievement through a combination of ability and motivation. AP courses cover a collegiate-level depth and breadth of curricular material, with the expectation for student readiness to engage independent learning at the level of an undergraduate. AP courses demand a significant investment of additional hours of independent study, including the completion of pre-course summer assignments. Due to the intensity of AP work, Saint Paul students are advised to enroll in no more than three AP classes per academic year.

An Advanced Placement class culminates in a national exam administered by the College Board. All Saint Paul students registered for an AP course must take the AP administered national exam in fulfilling the course requirements. Scores on the exam may qualify students for college credit or advanced standing as determined by the colleges. There is an additional fee for each AP exam, which is paid by the student's family. Also, additional fees for AP classes may apply.

Given the highly selective nature of AP courses, there is an application and approval process for Saint Paul students seeking AP course registration. All Saint Paul AP courses are subject to scheduling availability and student enrollment. Please contact the School Counseling Office for registration details.

More information on the content and expectations for any AP courses can be found online at the College Board Website:

<https://apstudent.collegeboard.org/apcourse>

***Saint Paul AP course offerings include:***

- AP English Language & Composition
- AP English Literature & Composition
- AP Calculus
- AP US History
- AP US Government & Politics
- AP Psychology
- AP European History
- AP Biology
- AP Chemistry
- AP Spanish Language & Culture

- AP Studio Art
- AP Computer Science

As with all Saint Paul course offerings, including AP, course availability is dependent upon several factors such as total student enrollment, course registrations, student interest, staffing needs, academic prerequisites, and master scheduling.

### **Assumption University-Saint Paul Partnership**

The Assumption University-Saint Paul Partnership offers qualified junior and senior year students the opportunity to pursue undergraduate coursework through the Assumption Scholars Program at Saint Paul. This program provides opportunities for academically talented and motivated Knights to take dual enrollment courses at Assumption.

Dual enrollment courses are available to our Knights tuition-free when space allows after Assumption undergraduates have selected their courses. As such, more detailed information on course offerings will be provided by Assumption when available. For more information on this program, please contact our school counseling office.

## **COMPUTER SCIENCE & TECHNOLOGY DEPARTMENT**

### **Digital Literacy & Creative Design**

Grades 7 – 8

1 Semester

This course introduces Grade 7 and 8 students to essential digital skills and creative problem-solving through technology. They will engage in hands-on activities designed to build confidence in digital literacy and explore creative applications of technology. The curriculum includes navigating computers and understanding their role in daily life, mastering the basics of Google Workspace and Microsoft Office (Word, Excel, and PowerPoint), exploring multimedia projects, digital storytelling, and graphic design using tools like Canva and Google Slides. Learning beginner-friendly coding concepts through platforms like Scratch and Tynker; understanding online safety, responsible technology use, and how to evaluate information critically. Students will complete interactive projects that challenge them to think critically, work collaboratively, and apply their skills creatively. By the end of this course, students will have the foundational knowledge to confidently engage with technology in academic and personal settings.

### **Multimedia & Digital Design**

Grades 9-12

0.5 Credit

This course introduces students to the fundamentals of multimedia production and digital design, focusing on creativity and innovation. Students will learn graphic design by creating visually engaging content for print and digital media, explore video editing by producing short videos with transitions and effects, and enhance images through photo manipulation, using programs like Photoshop and Premier. They will also dive into animation and 3D modeling using tools like Blender, TinkerCAD, and Adobe Animate, while developing compelling narratives through digital storytelling. By the end of the course, students will complete a portfolio of creative projects, building a strong foundation for future studies in design, media, and communication.

### **Business Office Applications**

Grades 9 – 12

0.5 Credit

This course equips students with essential business technology skills, focusing on professional communication, financial literacy, and digital tools. Students will master creating résumés, cover letters, and business correspondence while learning to use spreadsheets for budgeting, financial analysis, and data visualization. Other topics include digital advertising, web page design, multimedia presentations, and basic entrepreneurship. Emphasis is placed on real-world applications, such as stock market

analysis, personal budgeting, and cybersecurity, preparing students for success in both academic and professional settings.

### **Introduction to Web Design**

Grades 10 – 12

0.5 Credit

This semester course introduces students to the fundamentals of web design using both coding languages and modern web development tools. Aligned with the Massachusetts Curriculum Framework for Information Technology and Computer Science, students will learn to design dynamic and visually appealing websites through hands-on projects. Students will build skills in HTML, CSS, and JavaScript to create custom web pages while also utilizing user-friendly platforms like Wix to explore drag-and-drop design principles. Topics include basic tag structure, responsive design, dropdown menus, multimedia integration, and interactive elements with animations. By the end of the course, students will have developed several fully functioning websites, including a professional digital portfolio to showcase their work. The course culminates with a "mock interview" presentation where students demonstrate their portfolio and design skills. This course provides a strong foundation for students interested in web development, graphic design, or digital marketing.

### **AP Computer Science**

Grades 11 – 12

1 Credit

This College Board Advanced Placement Computer Science course is to engage students in collegiate level coursework and equip them with the necessary content and skills needed to succeed on the AP Computer Science (A) exam. For students interested in pursuing opportunities in computer science or related disciplines, this course makes for a solid foundation in object-oriented programming and logical problem-solving techniques. Through an organized presentation that includes object-oriented concepts, standard logic algorithms, and hands-on programming projects, each student strengthens their ability to conceptualize and solve problems through the implementation of effective solutions. Using the Java programming language, students explore and employ the details of data encapsulation, class and method constructs, standard programming algorithms, programming methodology and syntax structures. Students enrolled in this course must take the AP Computer Science (A) exam at the end of the academic year. Successful completion of STEM-related coursework and the department chair's recommendation are course prerequisites.



# **ENGLISH DEPARTMENT**

## **English Literature**

Grade 7

Full Year

The purpose of this course is to develop an appreciation for literature and students' skills in grammar, composition, oral expression, and vocabulary development. Through an analysis of literary works and genres, students will develop reading comprehension and critical thinking skills which will then be integrated into the writing process. In addition to the literature text, language arts skills at the junior high level will be guided by a developmental vocabulary workbook series.

## **English Literature & Composition**

Grade 8

Full Year

English Literature and Composition will review and expand the language arts previously taught, with particular emphasis on the elements of literature, writers' craft, and structure through the analysis of individual texts. These skills will be integrated into the formal academic writing process to build the skills necessary for transitioning to high school. Language mechanics and grammar review are a regular component of the course. In addition to the literature text, language arts skills at the junior high level will be guided by a developmental vocabulary workbook series.

## **Literature & Composition I**

Grade 9

1 Credit

The goal of this course is to provide students with a solid foundation for advanced study in literature and to teach effective writing for high level writing in English and across the curriculum. Students will learn composition and organization skills that will enable them to write better and more confidently. Students will master the rules and conventions for written Standard American English through a study of language and grammar. Literary study will be connected to the study of writing. Students will develop a knowledge of a wide range of literary terms relating to the structural elements and the dynamics of each literary genre and learn how to apply these terms to analyzing the content and meaning of literary works. Students will also be taught the process of drafting a research paper. High school level study skills will be explored as well..

## **Literature & Composition II**

Grade 10

1 Credit

This course advances previous curricular critical thinking and literary analysis skills in the content areas of literature, language, and composition. Topics include recognizing structural elements, themes, and literary perspective, elements of rhetoric, writers' craft and continued academic vocabulary development. Conventions of grammar and effective academic writing strategies are emphasized throughout the year. In each of these learning areas, pace is adjusted to the ability of the class.

### **American Literature**

Grade 11

1 Credit

This course covers American literature from its beginnings to the present. Students will learn to enhance their critical thinking skills through reading, writing, and speaking in class. Students will regularly draft essays moving from personal essays to analytical essays and hone their sense of voice in their writing. Topics covered include vocabulary development, preparation for standardized testing and ways for students to explore their college essay in preparation for senior year. Each level will also be assigned outside novels and/or plays to supplement the textbook.

### **AP English Language & Composition**

Grade 11

1 Credit

The purpose of this College Board Advanced Placement English Language & Composition course is to engage students in collegiate level coursework and encourage the development of a broad and sophisticated understanding of English language and composition skills necessary to succeed on the AP English Language & Composition exam. This course is designed to enable students to become more skillful readers and effective writers through exposure to a wide variety of nonfiction prose. Students are challenged to closely examine and evaluate these complex texts from a rhetorical perspective. Students undergo a rigorous and diverse regimen of writing exercises and essay assignments that require them to explore and work towards the mastery of various rhetorical concepts, devices, and modes. Students are expected to personally invest themselves in their reading and writing to a degree that will enable them to meet and exceed the current standards in a college-level English course. All students enrolled in the course must take the AP Language & Composition exam at the end of the academic year. Prerequisites for this course include the recommendation of the student's sophomore-year teacher and the approval of the department chair.

### **British Literature**

Grade 12

1 Credit

This course focuses on the study of British literature, incorporating literary interpretation, reading comprehension, research, writing, listening, and speaking skills with works from the Anglo-Saxon period to the late twentieth century presented in historical context. Course study will include a variety of genres within British literature presented chronologically, with a focus on representative “master works” and their historical and cultural influences. Readings consist of poetry, essays, short stories, and dramatic representative works. Grammar, composition, and vocabulary development are also incorporated into course instruction. Regular writing assignments will develop and refine students’ analytical and critical thinking skills. Workshops in drafting and editing essays will incorporate and review language mechanics and grammar. Students will produce a multi-source research paper using MLA-style format and citations. Students will also be assigned outside novels and/or plays to supplement the textbook.

### **AP English Literature & Composition**

Grade 12

1 Credit

The purpose of this College Board Advanced Placement AP English Literature & Composition course is to provide students with an intensive study of English through a college level analysis of a variety of types of literature and writings designed to expose students to a college environment in preparing for the AP English Literature & Composition exam. Students will learn to be skilled writers who compose for various audiences, purposes, and occasions. Students will begin to understand the nuances of diction, style, form, voice, and structure in their own writings and learn necessary argumentative and analytical skills. Topics of study include a variety of genres from a cross-section of eras in the European, American, Asian, and African traditions. Students will examine the historical, social, and cultural values necessary to the piece’s analysis. Students will write both short and long pieces and will be taught in detail the skills of drafting, editing, writing, and revision. Students will write frequently in class and undertake a thorough literature approach. All students taking the course must take the AP Literature & Composition exam at the end of the academic year. Prerequisites for this course include the recommendation of the student’s junior-year English teacher and the approval of the department chair.

## **Fine Arts Department**

### **Studio Art (Junior High)**

1 Semester

The goal of this course is to provide the beginner student with an introduction to the standard elements of studio art. Technique development is emphasized through drawing, painting, and some mixed media. Students will create a series of artwork with a focus on techniques to create space in a composition overlapping line, understanding color relationships, gradation of tone, and rendering objects larger in perspective.

### **Studio Art I**

Grades 9-12

.5 Credit

This course advances student artistic techniques through complex applications. Composition renderings incorporating linework, tone, color, and linear perspective, will be explored. Project based assessments will include still-life, portrait, and landscape in developing student content and skill set.

### **Studio Art II**

Grades 10-12

1 Credit

Building upon the curricular elements of Studio Art I, this course continues student development of the methodologies of drawing and painting techniques. The course expands student comprehension through a focus on illustration to communicate with an audience. Composition projects will include direct observation, an introduction to graphic design, storyboards, conceptual abstraction, and some 3D projects. Prerequisites include successful completion of Studio Art I, teacher recommendation, and department chair approval.

### **Studio Art III**

Grades 11-12

1 Credit

The goal of this course is to integrate the previously studied curricular objectives of Studio Art I & II with the standards of art criticism and critical thinking skills in two and three-dimensional design. Studio activities will include drawing, painting, sculpture, two, and three-dimensional designs and art history. Special attention is given to developing a portfolio for students interested in art as a career. Prerequisites include successful completion of Studio Art II, teacher recommendation, and department chair approval.

**Studio Art IV**

Grade 12

1 Credit

The goal of this course is to integrate the previously studied curricular objectives of Studio Art I, II, and III with the standards of developing a scholarship-worthy portfolio. Students will conduct intensive research of art history and maintain superior technical skills in drawing and working with art media. Students are expected to create with individuality, originality, and express conceptual development. Categories that can be explored include still lifes, landscapes, figure, digital and conceptual, and all will focus on personal aspects of your artistic style.

**AP Studio Art**

Grade 11-12

1 Credit

This College Board Advanced Placement course is designed to successfully prepare students for the AP Studio Art exam through collegiate level coursework. Students will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. Primary emphasis is placed on portfolio production as articulated by AP standards. The portfolio is one that would serve as a formal submission for admission to a Fine Arts program at a higher educational institution. All students enrolled in the course must take at least one of the AP Studio Art exams at the end of the school year. Prerequisites include the recommendation of the Studio Art III teacher and department chair approval.

**Printmaking**

Grades 11-12

0.5 credit

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Printmaking, emphasis is placed on the historical/cultural and aesthetic foundations, artistic and technical properties of printmaking and their connections to other subject areas. Students will experience various processes of printing images on paper, wood, metal, cloth, or stone. The course includes the design and development of personal subject matter and provides direct studio experiences with traditional and nontraditional materials and techniques. Instructional topics support

learning in other content areas and encourage lifelong learning. Studio Art I is a pre-requisite for this course.

### **3D Art**

Grades 11-12

0.5 credit

Students will learn to create three-dimensional art using a variety of materials, tools, and techniques. Students also learn about the elements and principles of art, and how to analyze and interpret works of art. Studio Art I is a pre-requisite for this course.

### **Theatre**

Grades 7 – 8

1 Semester

The goal of this junior-high, semester course offering is to familiarize students with the elements of theatre. With an active, fun, and hands-on approach, students will learn theatre terms and participate in a variety of acting exercises, including those meant to develop energy, focus, and improvisational skills. Students will write original scenes and act in established scenes for in-class performances.

### **Acting & Stagecraft**

Grades 9 – 10

0.5 Credit

This semester course introduces high school students to the formal elements of theatre arts and stagecraft. Students will learn basic theatre principles in stage movement, acting techniques, character development, voice, diction, pantomime, and improvisation while practicing techniques to overcome stage-fright and develop self-confidence. Students will write and perform original scenes and study major playwrights' works.

### **Playwriting**

Grades 11 – 12

0.5 Credit

This interdisciplinary semester course introduces students to playwriting methods for theatrical production. Students examine processes that include concept, research, development, dramatic form structure, and character development. The course is interdisciplinary in nature because it draws upon the essential elements of creative writing and narrative structures as explored in the English curriculum. Students will participate in theatre exercises in search of writing material. Students read and analyze several plays

from a production perspective. Students study the method for creating a rough draft through final draft process, casting, and staged readings leading to informal play and possible formal production.

### **Junior High Music**

Grades 7 – 8

1 Semester

In this course, students develop a greater understanding of music through listening, composing, and playing musical instruments. Students will be introduced to elements of rhythm and musical notation and will compose their own rhythmic piece. Concepts of melody, harmony, and music theory will be introduced through electric keyboards, ukuleles, and other classroom instruments. Music of several styles and time periods will be featured for listening and performing.

### **High School Band (I, II, III, IV)**

Grades 9 – 12

1 Credit

The Saint Paul band is an ensemble of students with varying levels of playing experience. Previous playing experience and instrument proficiency is recommended. Students will study the fundamentals of instrumental performance in an ensemble setting. Students will perform music from myriad time periods and genres in developing important ensemble performance practices. While private lessons are not required, they are strongly encouraged for more in-depth individual instrument study, particularly for students who are beginners. The ensemble will be highlighted in at least two performances during the school year. Students will be expected to provide an instrument or rent an instrument, and a rental informational session will be held at the beginning of the school year.

### **Applied Music Theory & Musicianship (Piano / Keyboard)**

Grades 9 – 12

0.5 Credit

This semester course serves as an introduction to music theory through analyzing performed and notated music. This course requires a significant interest in learning music theory as it relates to the piano / keyboard. Following an integrated and cumulative process, students will explore concepts like pitch, rhythm, form, tuning, single line melody, chord accompaniment, and musical design as applied through piano / keyboard musicianship. Each week progressive, step-by-step assignments will include tips on technique, a melodic performance piece and a popular tune to exercise the new chords learned. Focus will be given to music history, music appreciation, reading and interpreting basic notation, solfeggio, and piano / keyboard skills.

**Music History: From Bach to Rock**

Grades 11-12

0.5 credit

This semester course is designed to cover a concise history of Western Music, beginning with tonal music as developed and perfected by J. S. Bach and moving into the world cultural influences of 20th century music and jazz. Periods of history will be examined through the lens of music including the Renaissance, Baroque Era, the Age of Enlightenment, Industrial Revolution, Classical Era, Opulent Era/Gilded Age, Neo-classicism, Impressionism, Nationalism/Isolationism, the World Wars, and the Cold War. These essential questions will also be addressed in the course: How was the political culture of a period reflected in the music? Was this music a catalyst, or simply a byproduct of the era? As colonialism spread, borders changed, and identities shifted, how was the music of a culture affected? What results of these political, socio-economic, and geographic changes are heard in the music of today?

**High School Chorus (I, II, III, IV)**

1 Credit

All students are welcome and encouraged to learn to sing. Students will learn the fundamentals of vocal tone production and musical development. Topics of study include proper breathing, vocal technique, music notation, rhythm, basic piano skills, and solfeggio. Students will develop skills related to performing together as an ensemble and as an individual. Ensembles will be highlighted, and students are required to perform in at least two performances during the school year (date TBA).



## **MATHEMATICS DEPARTMENT**

### **Math 7**

Full Year

The goal of this course is to introduce students to algebraic thinking. Grade 7 math focuses on developing the following skill sets: applying proportional relationships, understanding of operations with rational numbers, working with linear expressions and equations, solving problems involving scale drawings and informal geometric constructions, working with 2- and 3-dimensional objects to solve problems involving area, surface area and volume, and drawing inferences about populations based on samples.

### **Math 8**

Full Year

This course's purpose is to advance the concrete skills learned in elementary school through the application of the more abstract mathematical concepts of high school mathematics. Grade 8 math topics of study include: formulating and reasoning about expressions and equations, including modeling an association two variables with a linear equation, solving linear equations and systems of linear equations, grasping the concept of a function and using functions to describe quantitative relationships, analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(NOTE: Upon teacher recommendation, a small number of students may be able to bypass 8th grade math and take Algebra I.)

### **Algebra I**

Grade 9

1 Credit

The primary goal of this course is to develop confidence and fluidity in dealing with algebraic expressions and equations. Algebra I extends the ideas formed in earlier courses with a focus on the following areas: analyzing relationships between quantities and reasoning with equations: writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems: working with functions given by graphs, equations and tables, exploring systems of equations and inequalities, understanding integer exponents to consider exponential functions: extending the laws of exponents to rational exponents: operating with polynomials.

**Geometry**

Grades 9 – 10

1 Credit

The purpose of this course is to develop students' spatial and logical reasoning skills. This course involves primarily plane geometry with work in three dimensions. Topics of study include induction, deduction, elementary principles of logic, properties of lines, angles, polygons, circles, measurement (length, area, and volume), congruence, similarity, ratios, and proportions. Also included are introductions to trigonometry, coordinate geometry, and formal proofs.

**Algebra II**

Grades 10 – 11

1 Credit

The purpose of Algebra II is to build upon the foundations of Algebra I. Advancing the concepts of linear, quadratic, and exponential functions, students extend their understanding of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Trigonometry may be introduced.

**Pre-Calculus**

Grades 11 – 12

1 Credit

This course is designed for students seeking higher mathematics in preparation for Calculus. Topics will include exponential and logarithmic functions, rational equations, conic sections, trigonometry and trigonometric applications, inverse trigonometric functions, probability, statistics sequences, and series including sigma notation, and the course will conclude with parametric equations and introduction to limits. Prerequisite: Successful completion of Algebra II (Honors, Accelerated College Prep).

**Calculus**

Grade 12

1 Credit

This course enables students to study mathematical functions and the way they change. Topics include limits, functions, derivative of functions, applications of the derivative, curve sketching, analysis of graphs, areas under and between curves, integration of functions, transcendental functions, and applications of integration. Prerequisite: Successful completion of Pre-Calculus (Honors).

**AP Calculus**

Grade 12

1 Credit

This College Board Advanced Placement Calculus course engages students in collegiate level coursework emphasizing initiative and inquiry in preparing students for the College Board Advanced Placement Calculus Exam. Topics of study include limits, functions, derivative of functions, applications of the derivative, curve sketching, analysis of graphs, areas under and between curves, integration of functions, transcendental functions, and applications of integration. Students enrolled in this course must take the AP Calculus Exam at the end of the academic year. Prerequisite: Pre-Calculus (Honors) and teacher/chair recommendation.

**Statistics and Probability**

Grades 11 –12

Full Year

This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts. This course is aimed at students who have completed Algebra II and may be taken concurrently or in lieu of Pre-Calculus. Statistics and Probability would be an ACP level course. Prerequisite: Successful completion of Algebra II (Honors, Accelerated College Prep).

**SCIENCE DEPARTMENT**

**Life Science**

Grade 7

Full Year

The goal of this course is to engage students in the fundamentals of biology and equip them with the necessary skills for further study at the high school level. This life science course investigates the diversity, complexity, and interconnectedness of life on Earth. Topics of study include scientific inquiry and method, cell structure, organisms, and ecosystems.

**Physical Science**

Grade 8

Full Year

Building upon the curricular concepts advanced in Grade 7 Life Science, this course engages students in the discussion and application of scientific inquiry and skills with particular attention paid to the research of scientists through the study of matter, solids, liquids, and gases, energy, heat, atomic structure, elements, solutions, and chemical reactions. Hands-on and applied lab work and demonstrations are used to reinforce scientific theories and learning objectives.

**Biology**

Grade 9

1 Credit

This course's goal is to introduce key chemistry concepts that will apply throughout the study of life. Through the study of cells, students will be able to identify the theme of correlation between structure and function, understand life at the cellular level, and trace the history of genetics from Mendel to DNA technology. This course begins with a review of the science of biology and an in-depth study of the chemistry of life at the cellular level, including cell physiology, photosynthesis and respiration, cell reproduction and genetics. It also focuses on DNA and genetic engineering. Coursework is engaged through lectures and lab-based activities.

**Environmental Science**

Grade 10

1 Credit

The purpose of this course is for students to study ecosystems, energy sources, the climate, and the impact of society on the environment. Students will analyze scientific data and graphs to understand environmental issues and evaluate the social and personal responsibilities of individuals in addressing these challenges.

**Chemistry**

Grade 11

1 Credit

This course prepares students for the first year of collegiate chemistry. Students will be introduced to the systematic and scientific study of the physical and chemical properties of matter and the energy changes associated with these properties. This course will emphasize problem-solving skills associated with the main principles important to understanding chemistry. Laboratory investigations and reports using the scientific method are required to better understand the concepts of chemistry.

**AP Biology**

Grades 10,11,12

1 Credit

The purpose of this College Board Advanced Placement Biology course is to engage students in collegiate level coursework and encourage the development of a broad and sophisticated understanding of Biology, and the skills necessary to succeed on the AP Biology exam. Topics of study include biochemistry, cell structure and function, genetics, molecular basis of inheritance, DNA, gene regulation and expression, evolution, classification, animals, and ecology. Furthermore, the above topics are integrated throughout the course using the four key foci: evolution, energetics, information storage and transmission, and system interactions. This is a laboratory course in which students are expected to use collected data to solve biological problems. Students enrolled in this course must take the AP Biology exam at the end of the academic year. Prerequisites include successful completion of Honors Biology, the recommendation of the student's most recent science teacher and department chair approval.

**AP Chemistry**

Grades 11 – 12

1 Credit

The purpose of this College Board Advanced Placement Chemistry course is to engage students in collegiate level coursework and encourage the development of a broad and sophisticated understanding of Chemistry, and the skills necessary to succeed on the AP Chemistry exam. Coursework involves a depth of understanding of fundamentals and a reasonable competence in dealing with chemistry problems with an emphasis on chemical calculations and the mathematical formulation of principles, and on intensive hands-on laboratory work done by students. Lab reports and problem solving using dimensional analysis are stressed throughout the program. Topics of study include chemical elements, chemical and physical properties of materials, changes in matter, rates of chemical reactions, laws of thermodynamics, chemical bonds, and intermolecular attraction. Students enrolled in this course must take the AP Chemistry exam at the end of the academic year. Prerequisites include the successful completion of Biology and Chemistry

Honors, Algebra II/Trig, the recommendation of the student's most recent science teacher, and department chair approval.

**Physics**

Grades 11 – 12

1 Credit

The purpose of this course is to expand the critical thinking and reasoning skills of students through a focused study of the conceptual foundations of physics. Employing both previously acquired and new mathematics skills in problem solving, students will engage in a comprehensive introduction to classical mechanics: motion, forces, energy, and the laws that govern them. As time permits, topics of electricity, optics, sound, and heat may also be introduced. Algebra, trigonometry, data manipulation, graphing, and the use of graphing calculators is routine. Demonstrations, hands-on activities, and projects are incorporated to reinforce the theory.

**Anatomy & Physiology**

Grades 11 – 12

1 Credit

The goal of this course is to provide students with a foundational understanding of the anatomy and function of the individual human body and its systems. A brief review of critical biology and chemistry topics serves as the beginning reference point from which this course explores individual body systems. Topics of study include: an in-depth discussion of the anatomy and physiology of body systems such as integumentary (skin), skeletal, muscle, respiratory, cardiovascular, and reproductive. A dissection of a mammal will be used to illustrate the structure and function of human systems.

**Introduction to Forensic Science**

Grades 11-12

0.5 credit

The goal of this course is to introduce the students to the tools, procedures, and benefits of Forensics Science. Forensic Science is an interdisciplinary academic area of study that draws from many disciplines including Biology, Biotechnology, Chemistry, Computer Science, and Criminal Justice. Students will be exposed to a variety of forensic case studies and interactive scenarios. Topics that will be covered include Forensic Anthropology, DNA Technologies, Autopsy Coverage, Crime Scene Investigation, Evidence Collection, Forensic Botany, Fingerprinting, Cast and Impressions, Blood and Blood Spatter, Tool Marks, and Firearms and Ballistics. Due to the nature of this content, some of the material presented could be considered violent or graphic.

**Biotechnology**

Grades 11 – 12

1 Credit

This course's purpose is to develop student understanding of modern biotechnology concepts through the applied knowledge gained from biology and chemistry. Employing a comprehensive approach to the scientific method, students engage in industry-specific experiments and critical thinking skill sets. Topics of study include genetic engineering, gene splicing, stem cells, cloning, genetic diseases, DNA, and the use of biotechnology in the environment and in industry. Prerequisites include successful completion of Biology and Chemistry, and the recommendation of the student's most recent science teacher.

**SOCIAL STUDIES DEPARTMENT****Early US History & Civics**

Grade 7  
Full Year

The goal of this course is to acquaint students with the rights and responsibilities of United States and Massachusetts citizenship and the process, in history, by which those rights and responsibilities were born. Topics of study include the history of European colonization of North America, the development of colonial society, the events that led the British North American colonies toward independence, the American Revolution, the Articles of Confederation and the US Constitution, and debates about how to implement the Constitution in the early history of the United States. Since there will be a strong Civics component to the course, another course objective will be to educate students in the skills necessary to participate in civil society. Topics of study will include the foundations and development of the United States government, the language of the Constitution, the rights and responsibilities of citizens, the structure of Massachusetts state and local government, and media literacy in a free democracy. Throughout the year, students will analyze primary and secondary sources and interpret maps, charts, and graphs. Students will develop their understanding of causal relationships, their skills in summarizing, comparing, and contrasting the information they discover, and the importance of context in history. Project-based work will focus on research, writing, proper attribution, and the exploration of creative techniques for logical and organized communication in work product presentation.

**World History I**

Grade 8  
Full Year

World History I is a course designed to acquaint the student with the basic historical events that shaped the character and the advancement of man from the rise of Europe during Medieval times, the Byzantine Empire, and Muslim Civilizations as they merged into the Kingdoms and Trading States of Africa and Southeast Asia. The course will culminate with an understanding of the Age of Exploration beginning with the Renaissance and ending with the Age of Absolutism. Throughout the course, emphasis is placed on the comparison of the various social, economic, and political developments of man.

**World History II**

Grade 9  
1 Credit



World History II is a completion of a two-year voyage that has encouraged the student to understand the basic historical events that have shaped the character and the advancement of man. World History II will explore the world as it forges ahead into the wonders of the Enlightenment, the Industrial Revolution, the French Revolution, Nationalism, Imperialism, and Totalitarianism. The course will examine World War I and World War II from a global perspective as well. Throughout the course, emphasis is placed on the comparison of the various social, economic, and political developments of man.

### **US History I**

Grade 10

1 Credit

This course helps students acquire the broad understanding of US History and Government necessary to be active and informed citizens. Topics from US History between the late 1700s and 1917 to be covered will include the American Revolution, the US Constitution, Early National Period, Jeffersonian Era, Industrial Revolution, Jacksonian Era, slavery in American, Antebellum-era reform movements, westward expansion, the Civil War, Reconstruction, Gilded Age, and Populist and Progressive reform movements. The course will also focus on American government and politics with special attention paid to the development and features of the US Constitution and the structure, powers, and interaction between the three branches of the federal government. World History II is a prerequisite of this course.

### **US History II**

Grade 11

0.5 Credit

The purpose of this semester course will be to build upon the understanding of US History through 1917 that students acquired in US History I. Topics from US History to be covered include World War I, the 1920s, the Great Depression and New Deal, World War II, the Cold War, reform movements of the 1950s-1970s (including the women's movement and civil rights movement), Watergate, the Conservative Revolution and Twenty-First Century America. The course will also emphasize the development of American government and politics throughout the Twentieth Century and into the Twenty-First, including the growth of federal power and the role of the federal court system in the civil rights revolution. A special requirement of the course will be the completion of a research project, based on the National History Day model. US History I is a prerequisite of the course.

### **AP US History**

Grade 11 - 12

1 Credit

The purpose of this College Board Advanced Placement US History course is to engage students in collegiate level coursework and encourage the development of a broad and sophisticated understanding of US History, and the skills necessary to succeed on the AP US History exam. The course will enhance students' understanding of all periods of US History through the present. Students will develop historical thinking skills including analyzing primary and secondary sources: developing historical arguments: making historical connections: and utilizing reasoning about comparison, causation, and continuity and change over time. Students will also study college-level research skills and produce a major research paper in the spring. Students enrolled in this course must take the AP US History exam at the end of the academic year. The recommendation of the student's most recent social studies teacher and the approval of the department chair are prerequisites for this course.

### **AP US Government & Politics**

Grades 11 – 12

1 Credit

The purpose of this College Board Advanced Placement US Government & Politics course is to engage students in collegiate level coursework and encourage the development of a broad and sophisticated understanding of US government and politics, and the skills necessary to succeed on the AP US Government & Politics exam. Topics of study will include the philosophical foundations of American government, the Articles of Confederation and US Constitution, the Federalist Papers, Federalism, Interest Groups, voting, elections and political ideologies, campaign finance regulations, political demographics, Congress, the presidency, and the federal courts and constitutional law. Because much of what students study in the course will be reflected in current events, students will also be encouraged to follow and discuss current political and governmental issues. Students enrolled in this course are required to take the AP US Government & Politics exam at the end of the academic year. The recommendation of the student's junior-year US History teacher and the approval of the department chair are prerequisites for this course.

### **US Government & Politics**

Grades 11 – 12

0.5 Credit

The purpose of this semester elective is to engage students in a foundational survey of American government and politics through a nonpartisan introduction to key political concepts, ideas, institutions, and policies that characterize the constitutional system and political culture of the United States. Students will study foundational documents, landmark Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among American political institutions. Students will also engage in disciplinary practices that require them to read and interpret data and make comparisons and applications.

**Psychology**

Grades 11 – 12

0.5 Credit

The goal of this semester elective course is to provide students with a foundational understanding of psychology through a survey study of the field. As such, this course will cover the following topics: The Science of Psychology, The Biological Basis of Behavior, Sensation and Perception, Learning, Cognition and Mental Abilities, Personality, and Psychological Disorders. This class will provide students with a broad understanding of the foundations of neuroscience and the structures of the brain: how the human mind works, and how our understanding of the human mind has changed over time. This will be a writing intensive class. Students in this class will be challenged to develop their writing, both in terms of structure and grammar, but also within their ability to adhere to conventions of the field. Students will be challenged to analyze, contextualize, and create arguments surrounding events and theories from psychology, thus beginning to build skills that will be used in future academic pursuits. To enroll in this class a student must first be recommended for it by their most recent Social Studies teacher.

**AP Psychology**

Grades 11 – 12

1 Credit

This College Board Advanced Placement course will survey the many focus areas within Psychology. The course is designed to provide students with a broad and sophisticated understanding of this complex and nuanced field, preparing students to excel on the AP Exam. In addition to preparing students for the AP Exam, this class also contains a large research component designed to prepare students for collegiate research. As such, the improvement of students' writing, speaking, and analytical skills will be a primary mission of the course. This Advanced Placement course requires diligent work, and as we will cover several subfields of psychology (e.g., Biological Basis of Behavior, Psychological Theory, Psychological Disorders, Emotion, Personality, Perception, and States of Consciousness, amongst others), each of which will have to be covered in an accelerated manner that requires independent time on task. Students enrolled in this course must take the AP Psychology exam at the end of the academic year. Admission to this elective College Board AP course requires the recommendation of the student's most recent social studies teacher and the approval of the department chair.

**AP European History**

Grades 10,11,12

1 Credit

The purpose of this College Board Advanced Placement course is to equip students with the necessary content and skills to investigate momentous events, individuals, developments,

and processes in European history from approximately 1450 to the present, preparing students to excel on the AP Exam. Students will develop historical thinking skills including analyzing primary and secondary sources, developing historical arguments, making historical connections, and utilizing reasoning about comparison, causation, and continuity and change over time. Students will explore the interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students enrolled in this course must take the AP European History exam at the end of the academic year. Students must have completed at least World History II to enroll in this class. Also, admission to this elective College Board AP course requires the recommendation of the student's most recent social studies teacher and the department chair's approval.

### **Street Law: A Course in Practical Law**

Grades 11 – 12

0.5 Credit

This course provides a practical understanding of law and the legal system that will be of use to students in their everyday lives. Street Law improves understanding of the fundamental principles and values underlying the U. S. constitution, laws, and legal system. This course promotes awareness of current issues and controversies relating to law and the legal system. This course encourages effective and informed civic participation in our democracy. Street Law brings about a greater sense of justice, tolerance, and fairness. This course develops a willingness and an ability to resolve disputes through informal and, where necessary, formal mechanisms. This course will improve understanding of the roles that law, lawyers, law enforcement officers, and the legal system play in our democracy. Street Law provides exposure to the many vocational opportunities that exist within the legal system. Street Law is replacing Criminal Justice from the previous school course catalog. Prerequisite: U.S. History I; department chair approval.

### **Human Rights & The History of Genocide in the Modern World**

Grades 11-12

0.5 Credit

The purpose of this honors-level semester elective course is to equip students with the content and skills to explore the foundations of human rights in civil society, and as espoused by religious traditions, alongside the causes and effects of modern-era genocides.

This course is interdisciplinary in nature because it includes the exploration of faith and religion as a source of the inviolable dignity of the human person and our “unalienable rights.” Particular attention is given to the economic, political, social, and religious aspects of genocide. Social justice implications will be a theme throughout the course. Examples of the genocides studied include: the German Holocaust (1930s-40s), Rwandan (1996-7), Armenian (1914-1923), Cambodian (1975-79), Darfur (2003-present), Bosnian (1995), West/East Punjab (1947-49).

### **Introduction to Personal Finance**

Grades 11 – 12

0.5 Credit

The purpose of this course is to empower students to define their personal values and make smart financial decisions that help them achieve their goals. This elective semester course is designed to help students avoid early financial mistakes and provide tools needed to secure a solid foundation for the future. Some of the topics covered would be Earnings and Income, Personal Taxation, Checking Accounts, Credit Scores, Credit Cards, Loans, Housing Decisions, Savings, Investments, Risk Management, Insurance, Retirement and Estate Planning.

### **Economics**

Grades 11 – 12

1 Credit

This elective course introduces students to basic economic concepts, institutions, relationships, and terminology. Students will learn how to use economic thinking in their course work, careers, and everyday lives. Topics to be explored would be economic decision making, economic systems, demand, supply, price determination, goals, and problems of the macroeconomy, the role of government in the macroeconomy, monetary theory, monetary policy, the Federal Reserve, benefits, costs, labor markets, unions, distribution of income, international trade, and international finance.

## **THEOLOGY DEPARTMENT**

### **The Story of Jesus**

Grade 7

Full Year

The purpose of this course is to explore the person of Jesus Christ through His birth, life, death, and resurrection as reflected in the Bible and Christian history. Central to this study is the theme of discipleship and what it means to live as a Christian. Questions examined in this course are: Who is God? Who is Jesus Christ? What is faith? What does it mean to be human and to walk in the footsteps of Christ? As an emerging adolescent, how does someone acquire a mature understanding of the Bible, the life of Jesus, and respond with faith?

### **The Story of the Church**

Grade 8

Full Year

Building on the idea of Christian discipleship from Grade 7, this course advances student understanding of how following Christ requires support from and involvement in community. Students will use the four marks of the Church (One, Holy, Catholic, and Apostolic) to reflect on community life both past and present. The questions explored in this course are: How do we live as a community of faith? What does it mean to be a disciple in relation to the Church, The People of God? How does the Catholic Church reflect these realities through its history and practice?

### **Theology 1**

Grade 9

1 Credit

The goal of this first-year course is to serve as an introduction to theology by providing a Catholic framework to questions about God, life, and its purpose. This includes an overview of both natural and divine revelation, which leads into a systematic study of salvation through Sacred Scripture. Topics of study include: the primary importance of Sacred Scripture and its role in the Judeo-Christian tradition, covenantal theology, and the importance of Jesus as the Incarnation – the Living Word made flesh. Spirituality and prayer are additional components woven throughout the curriculum. During the year, students are encouraged to grow in religious knowledge and invited to deepen their lives of faith. This course corresponds with the first two semesters of the U.S. Conference of Catholic Bishops' *Doctrinal Elements of a Curriculum Framework*.

### **Theology 2**

Grade 10

### 1 Credit

This sophomore year course builds upon the Scriptural studies begun in freshman year with the goal of deepening student understanding of the Gospel message of Jesus Christ. Topics of study include human sin, grace, redemption, and how Jesus is the fulfillment of God's covenant. Salvation history is explored through a study of biblical texts, culminating with a study of the life and ministry of Jesus and our redemption through His death and resurrection. The latter part of the course focuses on the Church as a means of encountering the living Jesus. The sophomore course corresponds with the third and fourth semesters of the U.S. Conference of Catholic Bishops' *Doctrinal Elements of a Curriculum Framework*.

### **Theology 3**

Grade 11

1 Credit

The goal of this junior year course is to engage students in an in-depth study of Catholic morality and sacramental theology. Topics of study include sources, dimensions, and applications of Christian virtues, ethics and morality, as well as a thorough study of the Sacraments of Initiation (Baptism, Confirmation, and the Eucharist), the Sacraments of Healing (Reconciliation and Anointing of the Sick), and the Sacraments at the Service of Communion (Matrimony and Holy Orders). The junior course corresponds with the fifth and sixth semesters of the U.S. Conference of Catholic Bishops' *Doctrinal Elements of a Curriculum Framework*.

\*\*\* Seniors must take at least two of the following five semester options in theology. \*\*\*

### **Christian Leadership**

Grade 12

0.5 Credit

What is the model of leadership given to us by Christ? How do we empower others to collaborate and use their God-given gifts to build the Kingdom of God here on earth? Through this senior semester course, students will examine and practice the skills required for effective leadership. Emphasis will be placed on strategies for communication, public speaking, organizational management, team building and group facilitation. These skill sets will be cultivated by practicing servant leadership within our community thereby preparing students for success in college, career and beyond.

**Faith, Science, and Reason**

Grade 12

0.5 Credit

A genuine search for truth persistently asks challenging questions to discover a deeper understanding of reality. This course allows students to investigate the Catholic Church's rich historical tradition of contemplating God's Creation with both faith and reason. By integrating sound Catholic theology and modern scientific theory, students will reflect on the depth of insight found in the honest examination of the universe and mankind's place within it. Upon completion, students will enter the wider world with a larger, more coherent view of existence and the tools for entering sincere dialogue with skeptics regarding the Church's teachings on the harmony between the Catholic faith, science, and reason.

**Living in Peace and Justice**

Grade 12

0.5 Credit

The goal of this senior semester course is to deepen student appreciation of the Christian mandate to live as people who further God's Kingdom of peace and justice. This course explores practical applications of the principles of Catholic Social Teaching in the modern world as well as in the lives of saints and other religious figures throughout Church History. These principles are: Life and Dignity of the Human Person, Call to Family, Community, and Participation, Rights and Responsibilities, Option for the Poor and Vulnerable, Dignity of Work and the Rights of Workers, Solidarity, and Care for God's Creation.

**Moral Discipleship**

Grade 12

0.5 Credit

What does it truly mean "to be a good person" according to Christ's teachings? How do I live as a disciple of Christ in a society with varying sets of moral values? The objectives of this senior semester course are to advance personal moral development, evaluate contemporary moral issues, and identify ways to faithfully address them as a Gospel witness. Emphasis is placed on responding to God's universal call to holiness and His personal call for each individual. After reflecting on the dignity God has given to each human person, students will analyze how Jesus calls His disciples to authentically, "love



your neighbor” in the 21st Century. The personal moral formation gained upon completing this course will allow students to faithfully navigate today’s moral landscape as Jesus’s disciple.

### **World Religions**

Grade 12

0.5 Credit

How can I better understand the people of the world? Beginning with the Golden Rule, the great religions of the world reveal common truths about the nature of God. The key objective of this senior semester course is to develop an appreciation for the Church’s mandate for Christians to grow in understanding, tolerance, and fellowship with our brothers and sisters around the globe. Primary aspects of religion such as doctrine, sacred writing and ethics, will be used to conduct a comparative study. Emphasis will be placed on the religions of Hinduism, Buddhism, Judaism and Islam in contrast with Christianity. In the context of a Catholic Christian environment, students will use this comparative study to strengthen understanding of their own faith.

## **WORLD LANGUAGES DEPARTMENT**

### **Junior High Language Exploration**

Grades 7 & 8

1 Semester

This course is designed for our Jr. High students to begin exploring the language and cultures of both the Spanish and French-speaking worlds. The students will develop basic communication skills in each target language as well as learn about the geography, customs, and traditions of each. They will compare the commonalities and differences between the two and be able to make a more informed decision about which language to pursue in high school.

### **French I**

1 Credit

In French I, students begin to build proficiency in listening, speaking, reading, and writing in the target language, as they develop the necessary skills to become successful language learners. The students acquire cultural and geographical information about the Francophone regions of the world. Vocabulary is introduced thematically and reinforced through daily practice. Students learn basic grammar and common expressions to create short dialogues and conversations. The students learn through various methodologies, including lecture, use of technology, projects, cooperative group activities and interactive practice, emphasizing activities involving oral and written communication.

### **French II**

1 Credit

In French II, students continue to develop their proficiency in listening, speaking, reading, and writing, as they further develop the necessary skills to become successful language learners. Students continue to acquire cultural and geographical information pertaining to the Francophone regions of the world, and they begin to compare cultural differences to enhance an appreciation of cultural diversity. The students continue to build their vocabulary resources through thematic presentation and daily practice. The study of grammar becomes more in depth as students are exposed to verb tenses. The students strive to increase fluency and refine their oral skills through different methodologies, both oral and written. Compositions, presentations, and paired activities take on greater length and allow for more self-expression. Successful completion of French I with a minimum C average is a prerequisite of this class.

### **French III**

1 Credit

In French III, students begin to transition from the novice to the intermediate level of language acquisition. Students continue to hone their skills in listening, speaking, reading, and writing, with an increased focus on developing more culturally authentic

communicative and written skills. Prior grammatical structures, vocabulary themes, and idiomatic expressions are reviewed and amplified. Compound verb tenses and moods are introduced. Students develop reading and writing skills through an introduction to French literature, using adapted versions of classic texts and primary sources. Students engage in paired activities, group projects, and class presentations to practice vocabulary and grammatical concepts, and classroom discussions to focus their interpretation of the literary works read. Successful completion of French II with a minimum C average is a prerequisite of this class.

#### **French IV**

1 Credit

In French IV, students expand upon previously studied grammar concepts in preparation for the study of advanced structures, idiomatic expressions, and usage. The course enhances the students' oral proficiency and understanding of nuances in meaning. Students analyze and discuss novels and select reading material to promote critical thinking skills and develop an appreciation of literature. By completing projects focused on aspects of French culture and civilization, the students develop an appreciation of diversity and global awareness. Successful completion of French III with a minimum C average and department chair approval are prerequisites of this class.

#### **Spanish I**

1 Credit

In Spanish I, students begin to build proficiency in listening, speaking, reading, and writing in the target language, as they develop the necessary skills to become successful language learners. The students acquire cultural and geographical information pertaining to those regions of the world where Spanish is spoken. Vocabulary is introduced thematically and reinforced through daily practice. Students learn basic grammar and common expressions to create short dialogues and conversations. The students learn through various methodologies, including lecture, use of technology, projects, cooperative group activities and interactive practice, emphasizing activities involving oral and written communication.

#### **Spanish II**

1 Credit

In Spanish II, students continue to develop their proficiency in listening, speaking, reading, and writing, as they further develop the necessary skills to become successful language learners. Students continue to acquire cultural and geographical information pertaining to those regions of the world where Spanish is used. The students continue to build their vocabulary resources through thematic presentation and daily practice. The study of grammar becomes more in depth as students are exposed to verb tenses. The students strive to increase fluency and refine their oral skills through different methods, both oral and written. Compositions, presentations, and paired activities take on greater length and

allow for more self-expression. Successful completion of Spanish I is a prerequisite of this class.

### **Spanish III**

1 Credit

In Spanish III, students begin to transition from the novice to the intermediate level of language acquisition. Students will continue to hone their skills in listening, speaking, reading, and writing, with an increased focus on developing more culturally authentic communicative and written skills. The students continue to build their vocabulary resources with an effort towards acquiring the ability to describe and discuss abstract topics such as art and literature. The study of grammar moves from the realm of the indicative mood to that of the imperative and subjunctive moods. Through their study of authentic texts and resources, students develop oral and written responses of increased length and complexity. Interaction in the classroom is in the target language. Prerequisites include successful completion of Spanish II, teacher recommendation, and department chair approval.

### **Spanish IV**

1 Credit

In Spanish IV, students explore literary, historical, and social themes through the study of a variety of authentic texts, print media, Internet resources, film clips, and music. Students will continue to hone their language skills, emphasizing the development of critical reading, analytical and auditory skills, and cultural perspectives. Students are introduced to persuasive writing. Oral presentations, essays, and class discussion foster the acquisition of vocabulary and increased proficiency, as well as refine the students' use of advanced grammar structures. Prerequisites include successful completion of Spanish III, teacher recommendation, and department chair approval.

### **Spanish V**

1 Credit

Spanish V is a course for those students who have successfully completed Spanish IV, and who seek to continue to explore current world themes through a variety of sources to develop their language skills, but who do not choose to take the Advanced Placement Spanish Language and Culture Exam. Students are exposed to a wide variety of materials to help them to compare and to contrast their understanding of Hispanic culture with their own culture. Students increase their proficiency and hone their grammar skills through oral presentations, discussions, and essays of diverse types. Prerequisites include successful completion of Spanish IV, teacher recommendation, and department chair approval.

**AP Spanish Language & Culture**

1 Credit

The goal of this College Board Advanced Placement Spanish Language & Culture course is to engage students in collegiate level coursework and encourage the development of a broad and sophisticated understanding of Spanish, and the skills necessary to succeed on the AP Spanish Language & Culture exam. The AP Spanish Language and Culture course is equivalent to an intermediate level college course in advanced Spanish composition and conversation. This course is conducted entirely in Spanish. The students cultivate their understanding of Spanish language and culture, by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, and global challenges. A secondary goal is to increase cultural awareness of Spanish-speaking communities both in the US and abroad, by means of the study of current events and global issues. Students enrolled in this course are required to take the AP Spanish Language & Culture exam at the end of the academic year. Admission to this elective College Board AP course requires the recommendation of the student's Spanish IV teacher and the approval of the department chair.