

# ***St. Francis High School***

## **2010-11 Curriculum Guide**



**ST. FRANCIS HIGH SCHOOL**  
THE SCHOOL OF THOUGHT

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## REQUIREMENTS AND POLICIES

A strong college-preparatory program includes four years of English and history, three or more years of mathematics and sciences, and two or more years of foreign languages. Students generally take six credits of academic courses in the ninth grade and a minimum of five credits of academic courses in subsequent years, plus physical education.

A minimum of twenty-two credits are required, including

English	four credits; must be English I, II, III, and IV
History	three credits, one of which must be U.S. History. All students are required to take a history course every semester
Mathematics	three credits, with required completion of Algebra I, Geometry, and Algebra II
Science	three credits, with required credit in both physical and natural sciences
World Languages	two credits earned at the high school level
Art	one credit
Health and Skills	one-half credit earned in the ninth grade
Physical Education	one-half credit earned in 9th grade, plus three athletic activities
Senior Project	one credit in the Senior year

Students should keep in mind that when colleges look at a transcript, they consider not only grades, but the quality and difficulty of the courses a student has taken. The overall quality of a student's program is more important than just grades or number of courses. Graduation requirements ensure variety on transcripts, and electives are offered for depth in special areas of interest.

The school year at St. Francis is divided into semesters. Full-credit courses meet for the equivalent of one period daily during the full year, and mastery of course objectives earns one credit. Half-credit courses meet for either the equivalent of a period daily for one semester or two to three periods weekly for a full year, and mastery of course objectives earns one-half credit. A student who fails one semester of a year-long course but passes the other semester in a demonstration of accumulated mastery may earn the full credit.

BASIC COURSE SEQUENCE

	9th Grade	10th Grade	11th Grade	12th Grade
English	English I	English II	English III	English IV or AP
History	C & C I: Ancient	C & C II: Medieval	US History or AP	Senior Sem or AP
Mathematics	Algebra I *	Geometry	Algebra II	Student Preference
Science	Physics	Chemistry	Biology	Student Preference
World Language	French II, Spanish 1 or II or Chinese I **	French, Spanish, Chinese II	Student Preference	Student Preference
Art		Art I	Student Preference	Student Preference
P.E. and Health	Health & Skills, P.E., 1 Athletic Activity	1 Athletic Activity	1 Athletic Activity	Student Preference
Electives			Student Preference	Student Preference

\* Students who have interest and appropriate background may place out of Algebra I or Geometry their freshman year, and may be accelerated in the sequence.

\*\*Students who have interest and appropriate background may place out of the first year of foreign language, and may be accelerated in the sequence.

**Registration takes place in the spring of the preceding year.**

## GRADING PROCEDURES

The St. Francis grading scale is as follows: *A+* (98-100), *A* (92-97), *A-* (90-91), *B+* (88-89), *B* (82-87), *B-* (80-81), *C+* (78-79), *C* (72-77), *C-* (70-71), *NC* (0-69). Grade point averages are calculated on an unweighted 4.0-scale as follows: 4.3 (*A+*), 4.0 (*A*), 3.7 (*A-*), 3.3 (*B+*), 3.0 (*B*), 2.7 (*B-*), 2.3 (*C+*), 2.0 (*C*), 1.7 (*C-*), 0.0 (*NC*).

## COURSE PLACEMENT UPON ENTRY

Placement in math, science and world languages will be based initially on satisfactory performance on an entrance exam and/or the student's having satisfactorily completed the previous level at another school. Reassignments may need to be made once school begins.

## ADVANCED PLACEMENT COURSES

A number of courses at St. Francis High School are based on course outlines developed by the Advanced Placement Program of the College Examination Board. These courses have the workload and sophistication of courses found at the introductory college level. Taking such a course at St. Francis High School offers the student more academic challenge, an opportunity to see what college requirements are like, and the possibility of gaining college credit. At the same time, the student has the advantage of the St. Francis High School small class atmosphere, more frequent class meetings and readily available help from teachers. Student performance in these courses can be evaluated on a nationwide scale if the appropriate AP exams are taken in May. Many colleges give course credit for high grades on AP exams. The exams themselves are good practice for the cumulative three-hour exams often given in college. At St. Francis High School, the following courses help prepare students for AP exams: AP English Literature, AP English Language, AP Calculus AB and BC, AP Chemistry, AP Biology, AP Physics, AP Environmental Science, AP US History, AP European History, AP French Language, AP Chinese Language, AP Spanish Literature and AP Spanish Language. These courses have heavier workloads than do regular courses; therefore, students interested in taking one of these courses need to consider carefully their overall course loads in consultation with teachers and their advisor. Students with appropriate prerequisites (as noted for each course) will be accepted into an Advanced Placement course based on the recommendation of teachers.

## INDEPENDENT STUDY PROJECTS

Individual students or small groups may apply for independent study projects under faculty guidance. Independent study projects permit extensive work with outside sponsors or a faculty tutor in a wide range of academic and non-academic fields. Depending upon the nature of these independent study projects, students may receive credit. With the school's approval, students may also enroll in other institutions for courses not available at St. Francis High School.

### OUTSIDE CREDIT POLICY

Students wishing to pursue additional learning projects outside of St. Francis can receive St. Francis credit for class work that has been pre-approved by the Dean of Students and the Registrar. While St. Francis grants credit for these courses, grades will not be transferred; any grades received for outside course work will not be averaged into the student's GPA. Students may be required to pass a St. Francis examination in order to receive credit for required courses taken during the summer.

### TRANSFER CREDIT POLICY

Students transferring to St. Francis must request that an official transcript from their previous school be sent to the Registrar's office at St. Francis. The previous school's transcript will be attached to the St. Francis transcript. Credits earned at a previous school(s) will be included in the total number of credits required for graduation from St. Francis High School, although grades from previous schools will not be included in the St. Francis GPA. St. Francis transcripts show semester grades.

### COMMUNITY SERVICE

Community service is an important part of the St. Francis curriculum each year, with students and faculty/staff participating in several projects each year.

### THE SENIOR PROJECT

The Senior Project is intended to provide all St. Francis seniors with the opportunity to devote significant effort and time to a project focused on that which interests them most, to develop research skills which are increasingly being expected of college-bound students, to make a public presentation of their work, and to demonstrate that their years at St. Francis have culminated in mature and confident scholarship. During their junior year, students determine and describe their projects and choose their advisors; they complete research, written, and performance components of their projects in their senior year. The Senior Project is a requirement for graduation; all those receiving a St. Francis diploma will have successfully completed this demanding and long-term undertaking, and will have thus demonstrated the skills and commitment that diploma certifies.

## ENGLISH

### English I (9; 1 credit)

This course introduces freshmen to literary studies, honing their close reading and basic composition skills. In the course of the year, we explore the prose, drama, and poetry genres with special emphasis on building sound interpretations, mastering basic literary terminology, and understanding point-of-view and voice in fiction. We also practice complex sentence construction, compose high school essays, and build vocabulary skills. Students are encouraged to develop an individual classroom presence that will serve them and their learning community throughout the high school experience. Class meetings combine lecture and discussion formats. Passionate and thoughtful participation is required.

### English II (10; 1 credit)

Sophomores will continue to study vocabulary in the context of the reading material. Usage and sentence structure will be addressed throughout the year. Students will write frequently in a variety of genres, including journal responses, poems, short fiction, memoir, and formal analytical essays. Students will read in all genres, including lyric poetry, drama (a Shakespeare play), short stories, novels, and literary criticism.

### English III (11; 1 credit)

This course approaches American literature as a varying series of responses to the historical, technological, intellectual, and political conditions of everyday life in the United States. Looking at personal essays, graphic novels, films, short stories, novels, poetry, and dramatic works, we address how American literature grapples with notions of personal and collective identity, the social conditions of marginalized groups, and what being American has come to mean over the course of the last 50 years. We will concentrate heavily on honing our writing skills with special attention to strong sentence composition, close reading, and carefully crafted self-expression. Students will also be asked to assert their roles as part of a larger community of academic inquiry where each personal voice is valued.

## ENGLISH (cont'd)

### English IV (12; 1 credit)

First-semester senior English students read contemporary essays and use them as models for their own pieces of memoir, persuasive essay, and/or literary journalism. Students needing a good college application essay will have the chance to write one in this class during first quarter. In second quarter, we read one or more influential contemporary novels, practice close reading, and write a term paper of literary criticism. In third quarter, the reading comprises shorter works of fiction and poetry and the term paper is creative rather than analytical. The year's final curriculum unit is dramatic literature, in 2010-11 to include *Hamlet* and another, more contemporary, play. The overall aims of the senior English course are to help seniors attain the critical reading proficiency of most college freshmen, and to have the experience of a devoted and successful revision of their own writing by means of coaching and peer-editing workshops.

### AP English Literature and Composition (12, 1 credit)

*(Prerequisites: B+ in second semester of English III, recommendation of the English III teacher and permission of the teacher of this class)*

This course will be most appropriate for students with brisk reading speed and good comprehension, some interest in poetry, and a willingness to work hard to improve their writing about literature. Emphasis will be on reading (mostly monumental) canonical works — poems, plays, novels and essays — and in learning to describe their artistic achievements in a lively personal voice. Historical and cultural contexts as well as contemporary literary theory will be introduced and discussed. Students enrolled in this class are expected to sit for the AP English Literature examination in May.

## HISTORY AND SOCIAL SCIENCE

### Culture & Civilization of the Ancient World (9; 1 credit)

This is the first part of a two-year sequence required for all incoming freshmen. In this course, students begin with an overview of cultural anthropology. Using this as a basis for exploration, students survey world history from its beginnings in Africa and Asia to the advent of the Middle Ages in Europe. Main themes include the borrowings and blending of cultures, characteristics of empires, and the reasons for declines of civilizations. Students will be introduced to several historical tools, including document analysis, religious texts, archeology, and literature. A geography component, featuring many types of maps, is woven into the course at all stages.

### Culture & Civilization of the Medieval World (10; 1 credit)

This required course is the second in the two-year World History sequence. Course materials focus on the medieval world, examining the problems of periodization through the study of Islamic, Indian, Chinese, and European empires. Shifts in cultural understandings and religious beliefs and practice are analyzed as indices to social, political, and economic change; the effects of contact and competition are evaluated and interrogated. From the demographic turning point of the Black Death to the dawn of the European Enlightenment, the meaning and context of the transition from the medieval to the modern, and from a polyvalent to a hegemonic world system, is pursued through primary sources, works of art, and other scholarly resources.

### United States History (11; 1 credit)

This course will use a chronological narrative approach to examine our nation's past in order to provide students with a necessary base as they assume the mantle of adult citizenship. The parameters of the instruction will be from the European contact up until the present day, and students will examine common themes (government, economics, religion, war, society, and culture) across time to gain an understanding of how the past impacts the present. Skill development will stress coherent written and oral expression, researching in a time of technological change, and clear reasoning and interpretation. Class requirements will include a significant amount of reading and formal writing assignments.

### AP European History (11, 12; 1 credit)

**(Prerequisite:** *permission of department*)

***Enrollment in this class is contingent upon successful completion of a summer reading assignment.***

This year-long course will provide serious and capable students with a survey of European history from the Renaissance to the post-World-War-II period. Political, social and cultural dimensions of the complex that is European history will be analyzed, with particular emphasis on the French Revolution, the rise of the bourgeoisie, the Industrial Revolution, war and revolution, and the response of the artist and intellectuals to events and trends. This course demands sophisticated reading and writing skills and the willingness to engage difficult material energetically. Preparation for both discussion and written presentations will demand time and effort. Students are expected to take the AP European History exam in May.

## HISTORY AND SOCIAL SCIENCE (cont'd)

AP United States History (12; 1 credit)  
(Prerequisite: *permission of department*)

*Enrollment in this class is contingent upon successful completion of a summer reading assignment.*

This course will provide serious and capable students with an in-depth look at our nation's past, from the first European contact up to the present day. It will be conducted on the level of an introductory college course, which means a significant amount of homework each night. Emphasis is on writing and several research projects will be required. Students in this class are expected to take the AP US History Exam in May, 2011.

### **Modern World Senior Seminars (12; 1/2 credit per semester)**

These **Senior Seminars** will provide students with the opportunity to pursue focused study of selected topics in 19th and 20th century history and will emphasize intensive reading, discussion, and paper presentation. World geographic proficiency is a requirement of these courses. Seniors not enrolled in AP US History or AP European History must take one of these seminars each semester. Each Senior Seminar is offered for 1/2 credit.

### **Fall Semester Modern World Senior Seminars**

#### Causes, Practices and Effects of 20th Century Warfare I: 1914-1945

This course will use the titular rubric to examine the Great European War (1914-1945) as a means to introduce the "age of catastrophe" which, in many ways, was the recently concluded century. A research project which culminates with the student making a presentation to the class will be required.

#### Modern China

Wherever we look these days, news about China is prolific. When we go shopping at Target or Wal-Mart, it's hard to avoid the "Made in China" label. How did the most populous nation in the world—and not long ago one of the poorest—get where it is today? In this class, we'll look at the recent history of China, its response to the West, and its subsequent journey from weak imperial state, through two revolutions and political chaos, to the powerhouse of state-sponsored capitalism and global trade that it is today. We'll take a more human-sized approach to this transformation by looking at modern China through a number of different resources: the words of its rulers, reformers and revolutionaries; the works of art and literature; the critical eyes of historians, politicians and commentators; and the active internet world of China now.

### The Empire Strikes Back: Culture & History of Contemporary Africa

This course looks at biographies from Africa, both in print and in film presentations, assessing the lives represented as reflections of history in practice. Examples will come from many regions of Africa: from precolonial, colonial, and more recent periods; from women as well as men; and from common people as well as leaders. This is a history of Africa from the late nineteenth century to the present day. We will explore the historical, cultural, and contemporary concerns related to colonial legacies, the social and medical impact of imperial policies, and the nationalist struggles that resulted in the independent African states. The course stresses writing skills as well as careful reading; writing includes short essays on the books read and critical reflections on the relationship of biography and history. Students will be required to do extensive reading with one final project in place of an exam.

### **Spring Semester Modern World Senior Seminars**

#### Causes, Practices, and Effects of 20<sup>th</sup> Century Warfare II: 1945-2009

This seminar again will use the titular rubric to examine warfare in the second half of the 20<sup>th</sup> century from the end of World War II up to the present day. The first section of the course will study the Cold War and the proxy wars that it spawned (Korea, Vietnam, and Afghanistan) and the second section will look at warfare in the post-Cold War era. Students may enroll in this course without taking the companion class in the fall semester.

#### Beyond “Slumdog Millionaire”: Modern India and Its Authentic Identity

India has a middle class nearly the size of the entire population of the USA; at the same time 900,000,000 people live in dire poverty. There are 22 national languages and thousands of vibrant religious traditions. Though predominantly Hindu – a term signifying traditions east of the Indus River – there are between 120,000,000 and 130,000,000 Muslims living in India, a Muslim population second only to Indonesia. How can a country this diverse and conflicted remain a nation? What will hold India together now that a universal sense of victimization, embodied by post-colonial literature and the ahimsa (non-violence) of Gandhi, is beginning to fade into history? Will the democratic institutions ironically left behind by the colonialists also fade with time, or is there an indigenous form of democracy supporting the appropriated institutions? Today India is writing some of the most sophisticated software programs in the world, and many of those employed in this industry were not born into their position. How will this foray into the modern economy impact the 3,000 year old social system known as caste? What is India? These and other questions will be explored through readings, discussions, and an in-depth research paper.

### Kentucky Fried World: Models of Globalization—Past, Present and Future

We regularly exchange money, food, products, ideas – even microbes and bullets – with people we know, and people we will never see in our lifetimes. Political and economic power affects these exchanges on virtually every level, as they have throughout much of human history. This course offers a general introduction to how political and economic power has developed and influenced societies over time. We will emphasize ways that our own political and economic choices affect the lives of others, as a way of humanizing what is broadly called “globalization.” The course moves back and forth between the beginnings, the present and the future of global contact and communication; macro-scale issues of economic power and micro-scale cases that illustrate how economic power works in the world today; how impacts—for good or for ill—are experienced in specific cases; and how societies and nations react to the effects of globalization.

### **HISTORY & SOCIAL SCIENCE ELECTIVE**

Introduction to Gender Studies (11, 12; spring semester; 1/2 credit)

This course will examine the social, economic and political roles of men and women throughout the world. Students will examine mainstream cultures as well as more radical populations. Primary sources, history texts and fiction will be read, and the course will conclude with a personal interview project.

## MATHEMATICS

### Algebra I (9; 1 credit)

This is an introductory course in algebra covering the basics of using variables and grouping symbols, exponents, and real numbers (including irrational numbers.) Topics will include simplifying variable expressions given values for the variables, solving linear equations in one variable, polynomial operations, factoring polynomials, working with algebraic fractions, graphing linear equations and inequalities, and an introduction to quadratic functions. There will be considerable emphasis on solving word problems and on the correct and consistent use of appropriate mathematical notation. A TI-83 calculator or better is suggested but not required..

### Geometry (9, 10, 11; 1 credit)

**(Prerequisite:** *Algebra I*)

As well as being about the mathematics of points, lines, and geometric figures, Geometry is concerned with the process of careful, organized, abstract thinking. Starting with a few assumptions and defined terms, students will learn to make conjectures and justify arguments through different types of formal and informal proofs. Additional topics include congruence and similarity, solid geometry, coordinate geometry, transformations, and graph theory.

### Algebra II (9, 10, 11, 12; 1 credit)

**(Prerequisite:** *Algebra I and Geometry, or concurrent enrollment in Geometry*)

This is the sequel to Algebra I, and although it is usually taken after Geometry, concurrent enrollment in Geometry will provide the necessary background. Topics covered include linear equations and systems, quadratic equations and systems, quadratic, polynomial, rational, exponential, logarithmic and logistic functions, matrix algebra, conic sections and an introduction to trigonometry. Students are required to purchase a TI-83 calculator or better.

### Precalculus (10, 11, 12; 1 credit)

**(Prerequisite:** *Algebra II or Functions, Statistics, & Trigonometry; minimum grade B- or permission of instructor*)

This course is for students who plan to take Calculus, or have the necessary level of interest. Topics covered include a detailed study of functions, including polynomial, exponential, logarithmic, logistics, rational and trigonometric functions. Other topics include conic sections, polar and parametrically-defined functions, vectors and complex numbers, matrix algebra, sequences and series, basic combinatorics and probability. The correct use of and the limitations of scientific calculators will be emphasized. A TI-83 calculator or better is required.

## MATHEMATICS (cont'd)

Functions, Statistics, & Trigonometry (11, 12; 1 credit)

**(Prerequisite:** *Algebra II*)

*To be offered pending student interest and teacher availability*

This course concentrates on the application of algebra and trigonometry to statistics and probability. Topics covered include working with data; functions; graph transformations; circular functions and trigonometry; roots, powers, and logarithms; probability; sequences, series, and combinations; polynomials; binomial and normal distributions; and various related methods for modeling data. A TI-83 calculator or better is required as this course relies heavily on a graphing calculator with statistical capabilities. The course may be a terminal math course, may be a bridge between Algebra II and Precalculus, or may be skipped altogether by students with strong math/science backgrounds who intend to take Precalculus and Calculus. Interested students should discuss their mathematics backgrounds and aspirations with the department.

AP Calculus AB/BC (11, 12; 1 credit)

**(Prerequisite:** *Precalculus and permission of instructor, minimum grade B-*)

This one-year course covers all of the items in the AP Calculus AB syllabus, plus the extra topics included in the BC syllabus. Upon successful completion of this course, students will be qualified to take the BC Calculus examination. Topics include limits and continuity, the derivative and its applications, the integral and its applications, and the Fundamental Theorem of Calculus. BC only topics include the calculus of polar and parametrically-defined functions, vector functions, improper integral forms, L'Hospital's rule, first order separable differential equations, slope fields and a detailed study of series including convergence tests and the MacLaurin and Taylor series. A TI-83 calculator or better is required for both the course and the AP examination.

## MATHEMATICS (cont'd)

AP Statistics (11, 12; 1 credit)

**(Prerequisite:** *Algebra II and permission of instructor*)

***To be offered pending student interest and teacher availability***

The AP course in Statistics will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: describing patterns and departures from patterns; 2) Sampling and Experimentation: planning and conducting a study; 3) Anticipating Patterns: exploring random phenomena using probability and simulation; 4) Statistical Inference: estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement, or both, equivalent to a one semester introductory college statistics course.

## SCIENCE

### Biology (11, 12; 1 credit)

This course explores multiple facets of Biology, including biochemistry, evolutionary theory, ecology, a survey of organisms, and the micro- and macro-structure of human life. In addition to the biological course content, ethical issues and scientific thought processes will be studied.

### AP Biology (11, 12; 1 credit)

**(Prerequisites:** *Biology, Chemistry; with permission of department*)

This course covers the material in the suggested outline of the Advanced Placement Biology syllabus. It is a college-level course designed for students who have a keen interest in Biology. It is taught through a combination of lectures, class discussions, and laboratory work. Additional time outside of school hours will be required for laboratory and field work.

### Chemistry (10, 11; 12; 1 credit)

**(Prerequisite:** *Algebra I or Geometry*)

This course provides an introduction to the study of matter and energy. Major topics include atomic structure and periodicity, chemical nomenclature and formulae, chemical reactivity and equations, stoichiometry, chemical bonding, the structure and properties of matter, the role of energy in chemical and physical change, the study of gases and solutions, and other topics as time permits. Laboratory work is central to the course as it illustrates and reinforces the material covered in lecture.

### AP Environmental Science (11, 12; 1 credit)

**(Prerequisites:** *Biology, Chemistry, Algebra II; with permission of department*)

The environment affects all things on earth, and all things on earth affect the environment. Through this give and take, the natural world and all its inhabitants are intimately interconnected and interdependent. AP Environmental Science will help students understand this dynamic relationship and to predict the consequences of changes in the environment. By exploring the environment that surround us, each student will gain insight in many subjects, including earth science, chemistry, sociology, and biology, in this multi-disciplinary course. This course prepares students for the May 2011 AP Environmental Science examination.

## SCIENCE (cont'd)

Physics First (9; 10, 11 for transfer students; 1 credit)

**(Co-requisite:** *Algebra I or Geometry*)

The science called physics is the foundation of chemistry, astronomy and engineering, among other sciences. A solid understanding of the concepts of physics will enable students to appreciate the wonders of the universe and how it works. In this class, students will study the laws of motion, energy and work, the theory of relativity, electricity, magnetism, light, and the atom, and see how the concepts of physics have developed over the last four centuries and their application to real-life situations. Students should expect frequent laboratory work, quizzes and homework assignments. The use of math will be limited to simple algebra applied to real situations.

AP Physics B (11, 12; 1 credit)

**(Prerequisites:** *Physics First and Chemistry*; **Pre- or Co-Requisite:** *Precalculus*; *with permission of department*)

A college-level physics course which combines a conceptual understanding of the principles of physics with mathematical rigor and problem solving. The fall semester focuses on Newtonian mechanics, energy, momentum and conservation laws. The spring semester applies those fundamental principles to a broad survey of topics ranging from properties of matter, fluid dynamics, thermal physics, waves, optics, electricity and magnetism, atomic physics, and the special theory of relativity. Principles are extensively applied both through classroom demonstrations and laboratory work. The course will follow the College Board AP Physics B syllabus and successful students will be prepared to take the AP Physics B examination in May. [Additional laboratory time is required].

## SPRING SCIENCE ELECTIVE

Vertebrate Zoology (11, 12; 1/2 credit)

In this course, students investigate and examine the characteristics of vertebrate organisms. Students discuss heredity, evolution, natural selection, and taxonomy as they study increasingly complex types of animals. As students progress through the course, they research and discuss topics including animal behavior, environmental adaptation, husbandry and domestication, and the human impact on animal life — including environmental degradation and species extinction. The course covers the vertebrate classes: Chondrichthyes, Osteichthyes, Amphibia, Reptilia, Aves and Mammalia. Students will learn life histories and identification techniques for members of these classes from the Louisville area.

## WORLD LANGUAGES

### Spanish I (9, 10, 11, 12; 1 credit)

This class is the basic foundation course in Spanish. Students will learn to understand, speak, read and write about a variety of useful topics, including family, school, self, food and clothing. Emphasis is placed on listening and speaking skills. Students communicate in Spanish with each other and with the teacher. Role-playing, short oral presentations, conversation cards, and other small-group activities are an integral part of the course work.

### Spanish II (9, 10, 11, 12; 1 credit)

**(Prerequisite:** *Spanish I or or permission of department/placement test*)

This course builds upon the foundation of communication skills begun in Spanish I with special emphasis on the past tenses. The topics covered include travel and vacation, celebrations and holidays, health and health care, and chores and pastimes. The students study Hispanic life and customs, with concentration on the history and geography of Spanish-speaking countries. Two culture-based readers written in Spanish about Spain and Mexico are used, along with articles about other Spanish-speaking countries. Emphasis continues to be on using the content to communicate in Spanish, with more concentration on reading and discussion than in Spanish I.

### Spanish III (9, 10, 11, 12; 1 credit)

**(Prerequisite:** *Spanish II*)

This class advances students' abilities to accurately and effectively communicate orally and in writing in Spanish. More abstract topics like the environment, current events, the Arts, jobs and banking, allow students to creatively express themselves. Students learn to give their opinions, likes and dislikes, refer to hypothetical situations, and persuade others. They are introduced to classical Spanish texts: La Celestina, Lazarillo de Tormes and Don Quijote. This helps students prepare to read original texts in the AP Spanish Language class.

### AP Spanish Language (11, 12; 1 credit)

**(Prerequisite:** *Spanish III, minimum grade B; permission of department*)

This course continues to build on the skills learned in previous years of study with particular emphasis on advanced conversation, reading, and formal writing based on the recommended syllabus for the AP Spanish Language examination. Students participate in daily conversation activities and oral presentations to help them focus on particular vocabulary and grammar topics, and write lengthy (250+ words) compositions every week. Students read and discuss some original fiction works by noted Hispanic authors. This course prepares students to take the AP Spanish Language exam in May. There is a summer reading requirement for this course.

AP Spanish Literature (11, 12; 1 credit)

**(Prerequisite:** *Spanish IV, minimum grade B; permission of department*)

***Offered based on student interest/teacher availability***

The curriculum of this in-depth course is determined by the syllabus of the Advanced Placement Spanish Literature examination. This course requires extensive reading of original texts from the Middle Ages to the present. Students will write a variety of timed literary analysis essays in class. There is a summer reading requirement.

French II (9, 10, 11, 12; 1 credit)

**(Prerequisite:** *French I or permission of department/placement test*)

Second-year French is the continued study of the language using the TPRS method. Students work with increasingly advanced language expressions to further develop their ability to speak, read, listen and write in French. Students read culture-based short novels, including Le Voyage de sa Vie and Vive le Taureau. Students also continue to read short novels in French, and culture-based projects expand to include the Francophone world.

French III (10, 11, 12; 1 credit)

**(Prerequisite:** *French II and permission of department*)

The focus of this class is to help students advance in their speaking, reading, listening and composition skills through daily reading and discussion about the history of France and the Francophone world. Short stories from around the French-speaking world, including Africa and the Caribbean, expose students to the traditions of those nations. A vocabulary book helps students learn expressions that will aid them in real-world conversation situations. Students also do oral presentations regularly.

French IV (10, 11, 12; 1 credit)

**(Prerequisite:** *French III and permission of department*)

This class focuses on the advancement of reading, discussion and composition skills in order to help students develop confidence and fluency. Developing accuracy in writing and speaking is stressed through regular grammar exercises and oral presentations, as well as during daily class discussion in French. Students read several short stories and one full-length novel by a variety of famous Francophone authors. Students also research and discuss current events from the French-speaking world.

## WORLD LANGUAGES (cont'd)

AP French Language and Culture (11, 12; 1 credit)

**(Prerequisite:** *French III with a minimum grade B; permission of instructor*)

This course continues to build on the skills learned in previous years of study with particular emphasis on advanced conversation, reading, and formal writing based on the recommended syllabus for the AP French Language examination. Students participate in daily conversation activities and oral presentations to help them focus on particular vocabulary and grammar topics, and write lengthy (250+ words) compositions every 2 weeks. Students read and discuss some original fiction works by noted French authors. This course prepares students to take the AP French Language and Culture exam in May. *There is a summer reading requirement for this class.*

Chinese I (9, 10, 11, 12; 1 credit)

This course is an introduction to Standard Modern Chinese (Mandarin). Particular emphasis will be on language acquisition, both speaking and listening comprehension, through story telling and role playing. Written Chinese characters will be introduced gradually, to supplement the pinyin spelling system. Chinese culture and traditions will also be examined.

Chinese II (9, 10, 11, 12; 1 credit)

**(Prerequisite:** *Chinese I or permission of department/placement test*)

This course continues and advances the language skills learned in Chinese I. Students participate in daily reading activities, practicing practical conversation skills, and write in Chinese characters. Students read and discuss Chinese language readers. They also prepare and present short cultural reports about China's history, traditions and society.

## WORLD LANGUAGES (cont'd)

Chinese III (9, 10, 11, 12; 1 credit)

**(Prerequisite:** *Chinese II and permission of department*)

This course continues to build on the language skills acquired in Chinese I and II. The emphasis will be on conversation skills, reading simple novels in Chinese, and gradually replacing readings and writing using pinyin spelling with Chinese characters. Students will also learn Chinese dictionary skills as well as acquire a deeper understanding and appreciation of the written Chinese character. Students will also work on projects and reports on Chinese cultural topics, enhanced with films and field trips. In third year Chinese, students will enhance their knowledge of grammatical structure and improve their reading and writing skills in Chinese characters, gain skill in utilizing a Chinese dictionary and enlarge their knowledge of Chinese culture through projects, films and readings.

Chinese IV (11, 12; 1 credit)

**(Prerequisite:** *Chinese III and permission of department*)

***Offered based on student interest/teacher availability.***

In this course, students continue to utilize the language skills acquired in the Chinese I, II and III classes to further their knowledge of Chinese culture and language. By the end of the fourth year, students will be able to read lessons literary and descriptive passages about Chinese history and culture completely in simplified characters, write short essays in Chinese characters, and speak and communicate comfortably. Students will also work on projects and reports on a variety of Chinese cultural topics.

## FINE ARTS

### Art I - Foundation Studio Art (10; 1 credit)

This is the required foundation course, which most students take in 10th grade. Students work through a series of drawing projects of increasing difficulty in a variety of media in order to develop specific drawing skills. The course takes into account the varied skill levels and developmental needs of individual students by providing projects at which success can be achieved and measured at every level. There is an emphasis on comprehension of the nature and qualities of materials. Some art history is incorporated in this course with a practical emphasis on how and why rather than the traditional who and when. Hands-on coaching by example is key to the success of this program; in our experience almost every student can learn to draw accurately.

### Advanced Portfolio (11, 12; 1 credit)

**(Prerequisite:** *Art I or equivalent and permission of department*)

As the student progresses, learning to use color in several mediums is increasingly emphasized. Oil painting is introduced as the most demanding, flexible, and expressive traditional medium. Students work with the artists-in-residence closely and individually to prepare portfolios suitable for presentation for colleges.

### Photography (11, 12; 1/2 or 1 credit)

**(Prerequisite:** *Art*; fall and/or spring)

This course seeks to develop a basic understanding of photography as a fine-arts medium. The course includes instruction in basic camera techniques, lighting, and digital image processing in our new state-of-the-art facility. A series of problems leads the student to explore various aesthetic considerations. Slide lectures, visiting artists, reading assignments and field trips refer to photography outside of school.

### Video (11, 12; 1/2 or 1 credit)

**(Prerequisite:** *Art*; fall and/or spring)

This course is designed as an introduction to video production and post-production. Understanding that media pieces are constructions allows students to understand what a particular piece is trying to say, who the audience is, and why the piece is made the way it is. Understanding that movies and television are built one step at a time enables students to imagine their own pieces. Students will learn basic techniques using state-of-the-art DV cameras and a non-linear digital editing system, and will gain experience in related software including Adobe Photoshop and Adobe Aftereffects. The class will view and discuss work by artists in various genres.

## INTER-DEPARTMENTAL OFFERINGS

### Health & Skills for Success (9; 1/2 credit)

In this required course, ninth graders will learn and practice a number of skills that teachers have identified as fundamental to success, beginning with a complete orientation to downtown and to the high school. Students will also study health issues, including stress and time management, nutrition, sexuality (reproduction, contraception, prevention of STIs and AIDS), and alcohol and drug abuse.

### Fitness (9; 1/2 credit)

A required course for ninth graders, Fitness is the companion of the Health & Skills course. This class will be taught in three sections. The first section will cover general fitness, nutrition and health. It will culminate with each student creating their own nutrition plan. The second section will cover flexibility, agility and strength & cardiovascular training. Each student will go through a preset workout plan and the final assignment include each group creating their own games. The final section of this class will cover team games. Students will be introduced to a few games, then divided into groups and those groups will have to design their own game.