



# Program Guide

# 2018-2019

COURSE DESCRIPTIONS

&

REQUIRED TEXTBOOKS

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Summer Assignments

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### Graduation Requirements

(Effective with the Class of 2018)

**English: 4 credits**

**Social Studies: 4 credits**

**Religion: 4 credits**

**Fine Arts: 1 credit**

**Electives: 1.5 credits**

**Math: 4 credits**

**Science: 4 credits**

**Foreign Language: 2 credits**

**\*Physical Education: 1 credit**

**Health: .5 credit**

**TOTAL Credit requirement: 26 credits**

*\*P.E. credit is acquired through participation in Athletics; each season of playing on or managing a sports team counts as .25 credit.*

**ALL MSJ STUDENTS ARE REQUIRED TO PROVIDE 25 HOURS OF SERVICE EACH ACADEMIC SCHOOL YEAR**

## Religious Studies

<p><b>Introduction to Roman Catholic Christianity</b></p>	
<p>Christianity is the religion that proclaims the good news of the life, death, and resurrection of Jesus Christ, the Son of God. While there are many different Christian communities called churches in the world today, this course will focus on Roman Catholic Christianity, the largest and one of the most ancient of the Christian churches. The goal of this course is to help students understand the basic beliefs and teachings of Catholic Christianity, and to come to the realization that one learns about Jesus by following Him, who is the way, the truth and the life (John 14:6)  <b><i>There is no required textbook for this course. PDF document downloads will be required of all students.</i></b></p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 1st Year, Open  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> 1st Semester</p>
<p><b>Understanding the Scriptures</b></p>	
<p>Presents a Catholic approach to Scripture, highlighting the theme of <i>covenant</i>. Tracing a path through salvation history, the book explains the various books of the Bible and the importance of each event in salvation history. <i>Understanding the Scriptures</i> will provide an understanding of Sacred Scripture that is critical to a full appreciation of the Catholic Faith.  <b>REQUIRED BOOKS:</b> <a href="#">Understanding the Scriptures - Semester Edition</a></p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 1st Year, Open  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> 2nd Semester</p>
<p><b>The Church: The Sacrament of Salvation</b></p>	
<p>Focus on the theology of the Catholic Church, established by Jesus Christ and guided by the Holy Spirit, which continues the saving ministry of Christ in the world today. This course presents the mission of the Church; its' teaching authority; the Sacraments as the primary means of transmitting God's grace; the role of the Blessed Virgin Mary, the Universal Call to Holiness; and the four marks of the Church.  <b>REQUIRED BOOKS:</b> <a href="#">The Church: The Sacrament of Salvation</a>- Semester Edition</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 2nd Year  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> 1st Semester</p>
<p><b>The Sacraments: Source of Our Life in Christ</b></p>	
<p>Examines how Jesus Christ instituted the Sacraments and entrusted them to his Church as a primary means of transmitting grace, which helps us to live the Christian life. This course presents each of the Seven Sacraments in its own chapter, explains how it is celebrated, and describes its purpose in the Christian life as an intimate encounter with Jesus Christ. It also examines Christian liturgy as well as popular prayers, devotions, and sacramentals.  <b>REQUIRED BOOKS:</b> <a href="#">The Sacraments: Sources of Our Life in Christ</a>- Semester Edition</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 2nd Year  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> 2nd Semester</p>

<h2>The Social Doctrine of the Catholic Church</h2>	
<p>This course introduces students to the social teachings of the Catholic Church, a rich body of thought covering love and family, law and justice, war and peace, wealth and poverty, rights and responsibilities, and freedom and obligation. This course shows how through the ages the Magisterium of the Church responds to social developments by interpreting Divine Revelation and teaching the demands of the Gospel with authority. The student will learn how Christ's divine love for others, especially the poor and most vulnerable, is present today in the Church's social doctrine and mission.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• the unity of the whole human race,</li> <li>• social teachings in Scripture, distributive, legal, commutative, and social justice,</li> <li>• the necessity of the moral law,</li> <li>• a sampling of recent pastoral letters,</li> <li>• the dignity of human life,</li> <li>• and the social dimension of the Commandments.</li> </ul> <p>REQUIRED BOOKS: <a href="#">The Social Doctrine of the Catholic Church - Semester Edition</a></p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 3rd Year  <b>Prerequisites:</b> None  <b>Duration:</b> 1st Semester</p>
<h2>Our Moral Life in Christ</h2>	
<p><i>Our Moral Life in Christ</i> presents the more complex theological concepts of the Catholic Faith. With particular emphasis on the <i>Catechism of the Catholic Church</i> and <i>Papal writings on morality and ethics</i>, this course provides the formation necessary to live a moral life and a foundation to pursue advanced theological studies.</p> <p>REQUIRED BOOKS: <a href="#">Our Moral Life in Christ, Semester Edition</a></p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 3rd Year  <b>Prerequisites:</b> None  <b>Duration:</b> 2nd Semester</p>
<h2>The History of the Church</h2>	
<p>This course presents the story of God's intervention into human history from the earthly life of Christ to the present day. It details how God sent the Holy Spirit to act through the Church and her members with special emphasis given to the role of saints and Popes to further the mission of the Church into all the world. It presents a narrative of Church history along with stories of other important historical figures as they became interwoven with the events they helped to shape.</p> <p>REQUIRED BOOKS: <a href="#">The History of the Church - Semester Edition</a></p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 4th Year  <b>Prerequisites:</b> None  <b>Duration:</b> 1st Semester</p>
<h2>Ecumenical and Interreligious Dialogue</h2>	
<p>Ecumenism and Interreligious Dialogue presents the teachings of the Catholic Faith on God's desire to unite all humanity to himself and to each other through his Church. As such, it includes both ecumenism—action toward reuniting separated Christians—and interfaith dialogue—relations with non-Christians.</p> <p>REQUIRED BOOKS: <a href="#">Ecumenism and Interreligious Dialogue - Semester Edition</a></p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 4th Year  <b>Prerequisites:</b> None  <b>Duration:</b> 2nd Semester</p>

## English Language Arts Course Descriptions

<b>Literature, Grammar &amp; Composition I</b> [ <i>Honors and CP</i> ]	
<p>This course presents a basic survey of various literary genres, including short stories, satires, essays, poetry, plays, and novels. Literary terminology is reviewed, and writing skills are developed with a focus on paragraph and essay development. Focus will be placed on developing a student's writing style through various creative and academic writing assignments. Essentials of grammatical forms, structure, and mechanics are reviewed. Students will also learn about research techniques. Students should enjoy their summer and read one to two selections off of <a href="#">the summer reading list</a>.</p> <p><b>HONORS &amp; CP REQUIRED BOOKS:</b> <a href="#">Household Stories by the Brothers Grimm</a> ( ISBN 0978-0486210803); <a href="#">Alice's Adventures in Wonderland by Lewis Carroll</a> (ISBN 978-0553213454); <a href="#">Twelfth Night (Folger Library Edition) by William Shakespeare</a> (ISBN 0743482778)</p> <p><b>HONORS CLASS:</b> <a href="#">The House on Mango Street by Sandra Cisneros</a> (ISBN 0679734772); <a href="#">Frankenstein by Mary Shelley</a> (ISBN 978-0486282114)</p> <p><b>CP CLASS:</b> <a href="#">To Kill a Mockingbird by Harper Lee</a> (ISBN 978-044631789); <a href="#">Fahrenheit 451 by Ray Bradbury</a> (ISBN 978- 1451673319) ;</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 1st Year  <b>Prerequisites:</b> None  <b>Duration:</b> Full year</p>
<b>Literature, Grammar &amp; Composition II</b> [ <i>CP</i> ]	
<p>This course is designed as a survey of literary genres, including short stories, poetry, plays, novels, and more. Class discussions emphasize the factual, literal, symbolic, and thematic levels of the works as well as how these elements are seen throughout the chosen literature selections. The processes of grammar and composition are emphasized, requiring all students to complete both analytical and creative writing assignments. Specific research techniques are taught which enable students to write a research essay using MLA format. Emphasis is also placed on building vocabulary, oral presentation, and active participation in class discussions. Students should enjoy the summer and complete <a href="#">the summer reading assignment</a> for which they will need <a href="#">The Absolutely True Diary of a Part-time Indian by Sherman Alexie</a> ISBN 978-03106013697).</p> <p><b>CP REQUIRED BOOKS:</b> <a href="#">The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson</a> ISBN 978-0486266886; <a href="#">Macbeth by William Shakespeare (Folger Library Edition)</a> ISBN 978-0743477109; <a href="#">The Murder of Roger Ackroyd by Agatha Christie</a> (ISBN 0062073567); <a href="#">The Great Gatsby by F. Scott Fitzgerald</a> (ISBN 978-0743273565); <a href="#">Purple Hibiscus by Chimamanda Ngozi Adichie</a> (ISBN 1616202416)</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 2nd Year  <b>Prerequisites:</b> Literature, Grammar &amp; Composition I  <b>Duration:</b> Full year</p>
<b>Literature, Grammar &amp; Composition II</b> [ <i>Honors</i> ]	
<p>This course presents an in-depth study of various literary genres, including short stories, poetry, essays, plays, and novels. Class discussion emphasizes the factual, literal, symbolic, and thematic levels of the works. Additionally, the processes of grammar and composition are emphasized, requiring all students to complete extensive works of both analytical and creative writing. Specific research techniques are taught which enables students to write a lengthy research essay in MLA Format. This course emphasizes the important aspects of the English language by requiring vocabulary building, oral presentations, and, revision of written assignments, and active participation in class discussions. Students should enjoy the summer and complete <a href="#">the summer reading assignment</a> for which they will need <a href="#">The Absolutely True Diary of a Part-time Indian</a> ISBN 978-03106013697).</p> <p><b>HONORS REQUIRED BOOKS:</b> <a href="#">The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson</a> ISBN 978-0486266886; <a href="#">Macbeth by William Shakespeare (Folger Library Edition)</a> ISBN 978-0743477109; <a href="#">The Murder of Roger Ackroyd by Agatha Christie</a> (ISBN 0062073567); <a href="#">The Great Gatsby by F. Scott Fitzgerald</a> (ISBN 978-0743273565); <a href="#">Purple Hibiscus by Chimamanda Ngozi Adichie</a> (ISBN 1616202416)</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 2nd Year  <b>Prerequisites:</b> Literature, Grammar &amp; Composition I  <b>Duration:</b> Full year</p>

<p><b>American Literature CP (offered alternate years)</b></p>	
<p>Through the exploration of the American character and the diverse voices that have shaped that character, students develop an understanding of what makes American literature unique throughout the world. By delving into a variety of genres and literary techniques students develop an ability to recognize themes and styles as used in poetry, short stories, novels, plays, journals, and essays. Close reading of the texts, critical thinking and analysis, discussion, creative projects, and expository writing are required. Creating college-ready, independent readers and effective writers is the major focus of this course. Emphasis is placed on grammar and the broadening of each student's vocabulary. This course requires the completion of outside reading assignments. A seven to ten page term paper is required, using in-text citations and the MLA format as noted in the course syllabus.</p> <p>REQUIRED BOOKS: <a href="#">Fahrenheit 451 ( ISBN 0-345-41001-7)</a>; <a href="#">Red Badge of Courage (ISBN 13-978-0486264653)</a>; <a href="#">The Narrative of the life of Frederick Douglass (isbn 0-486-28499-9)</a> <a href="#">The Crucible (ISBN 0-395-77551-5)</a>; <a href="#">To Kill a Mockingbird (ISBN 0-06-093546-4)</a></p>	<p><b>Credits:</b> 1.0 <b>Level:</b> 3rd or 4th Year <b>Prerequisites:</b> <i>Literature, Grammar &amp; Composition I &amp; II</i> <b>Duration:</b> Full year</p>

<p><b>American Literature Honors (offered alternate years)</b></p>	
<p>This course introduces students to the major themes and periods of American literature. Through the exploration of a variety of genres and literary techniques, students develop an ability to recognize themes and styles used in poetry, short stories, novels, plays, journals and essays. Emphasis is placed on analysis in both discussion and writing through close readings of the texts. Throughout the course students examine the American character and the diverse voices which have shaped the American tradition in literature. Students also must concentrate on improving grammatical structure in their written work and broadening their vocabulary through word study. Students are expected to work independently and cooperatively. This course requires the completion of outside reading assignments. A lengthy term paper is required, using in-text citations and the MLA format as noted in the course syllabus.</p> <p>REQUIRED BOOKS: <a href="#">The Scarlet Letter (ISBN 13-978-0451531353)</a> ; <a href="#">A Lesson Before Dying (ISBN 0-375-70270-9)</a> ; <a href="#">Their Eyes were watching God (ISBN 0-06-093141-8)</a>; <a href="#">The Narrative of the life of Frederick Douglass (isbn 0-486-28499-9)</a> ;<a href="#">Red Badge of Courage (ISBN 13-978-0486264653)</a></p>	<p><b>Credits:</b> 1.0 <b>Level:</b> 3rd or 4th Year <b>Prerequisites:</b> <i>Literature, Grammar &amp; Composition I &amp; II- Faculty Recommendation</i> <b>Duration:</b> Full year</p>

<p><b>British Literature CP (2018-2019 course study)</b></p>	
<p>This course is a survey of selected works in British Literature beginning with the Anglo Saxon period to contemporary literature. An emphasis is placed on reading literature within its cultural context. Emphasis will also be placed on interpreting, analyzing, and responding to literature through the study of rhetorical strategies. It is expected that students will demonstrate and develop their writing skills and will participate fully in class discussions. A seven to ten page research paper will be required demonstrating the student's analytical and interpretive skills in addition to his or her ability to write a well developed analytical paper using MLA format. This paper is required to pass the course.</p> <p>REQUIRED BOOKS: <a href="#">The Language of Literature (ISBN 0-618-17075-8)</a> ; <a href="#">The Time Machine. by H.G. Wells (ISBN 978-0-14-143997-6)</a>; Lord of the Flies by William Golding ( ISBN 978-0-14-143997-6) ; <a href="#">The Hound of the Baskervilles</a> by Sir Arthur Conan Doyle (ISBN 0-486-28214-7)</p>	<p><b>Credits:</b> 01.0 <b>Level:</b> 3rd or 4th Year <b>Prerequisites:</b> <i>Literature, Grammar &amp; Composition I &amp; II</i> <b>Duration:</b> Full year</p>

<p><b>British Literature Honors (2018-2019 course study)</b></p>	
<p>This course is a survey of selected works in British Literature beginning with the Anglo Saxon period to contemporary literature. An emphasis is placed on reading literature within its cultural context. Emphasis will also be placed on interpreting, analyzing, and responding to literature through the study of rhetorical strategies. It is expected that students will demonstrate and develop their writing skills and will participate fully in class discussions. A ten to fifteen page research paper will be required demonstrating the student's analytical and interpretive skills in addition to his or her ability to write a well developed analytical paper using MLA format. This paper is required to pass the course.</p> <p>REQUIRED BOOKS: <a href="#">The Language of Literature</a> (ISBN 0-618-17075-8) ; <a href="#">Heart of Darkness by Joseph Conrad</a> (ISBN 0-14-062048-6) ; <a href="#">Brave New World</a> by Aldous Huxley (ISBN 0-06-092987-1) : <a href="#">A Tale of Two Cities by Charles Dickens</a> (ISBN 0-486-40651-2)</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 3rd or 4th Year  <b>Prerequisites:</b> <i>Literature, Grammar &amp; Composition I &amp; II- Faculty Recommendation</i>  <b>Duration:</b> Full year</p>

<p><b>Advanced Placement English</b></p>	
<p>The ability to think critically, write and read independently are taught in this college level course through class discussions, presentations, and analytical and creative writing. By utilizing these avenues of learning the students experience growth and build confidence in their abilities to think at critical, analytical and interpretive levels. Written assignments, both short and long term are an integral part of the course. Close attention is paid to each student's growth as a writer and close attention is paid to grammatical accuracy. To improve each student's capacity for reading and understanding, vocabulary checks accompany each reading assignment. Students work with both canonical and modern fiction. Particular focus is placed on style analysis and to the understanding of the literary techniques employed in great works of literature. A lengthy term paper is required, using the MLA format as noted in the course syllabus. All students are required to take the National AP English Literature Exam created by ETS. This exam occurs in May and has an associated fee (\$95 per exam was the rate in 2017). Students should check the credit-and-placement policy at the schools they are considering for AP credit acceptance information. Further information about CollegeBoard's AP Program, including student and parent resources, is accessible at <a href="https://apstudent.collegeboard.org/">https://apstudent.collegeboard.org/</a>.</p> <p>REQUIRED BOOKS: <a href="#">Literature: An Introduction to Fiction, Poetry and Drama</a> ( ISBN 0-321-27260-9) ; <a href="#">As I Lay Dying</a> by William Faulkner (<a href="#">ISBN</a> 978-0-679-73225-9) ; <a href="#">The Awakening</a> by Kate Chopin (ISBN 0-486-27786-0); <a href="#">How To Read Literature Like a Professor</a> by Thomas C. Foster (ISBN 978-0-06-000942-7)</p>	<p><b>Credits:</b> 1.5  <b>Level:</b> 4th Year  <b>Prerequisites:</b> <i>Literature, Grammar &amp; Composition I &amp; II- Faculty Recommendation-Summer Assignment Completion</i>  <b>Duration:</b> Full year</p>

<p><b>English as a Second Language (ESL)</b></p>	
<p>This ESL class will help students develop basic English vocabulary and grammatical structures so they can successfully communicate. This course will also help students develop analytical and interpretative skills through the study of literature. Components of the course include: Listening: Students will have the opportunity to listen to English from native speakers through their teacher, their classmates, and various media. This will help students understand a speaker's message and formulate an appropriate response. Speaking: Students will have the opportunity on a daily basis to practice speaking through structured conversations with their peers, teacher, and through class presentations. Reading: Students will read a variety of texts and genres. Focus will be placed on providing reading strategies and an introduction to literary devices, to help the student understand the literature assigned. Writing: Students will be provided with daily opportunities for writing. Writing will include both academic writing (essays, reflections, personal narratives, and</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 1st, 2nd, 3rd, 4th years  <b>Duration:</b> Full Year</p>

reports) as well as creative writing (stories, poems, and descriptive writing).  
 REQUIRED BOOKS: Texts will be provided by the instructor.

## Mathematics Course Descriptions

<b>Algebra I</b>	
<p>This course begins with a review of basic mathematics operations including addition, subtraction, multiplication, division, exponentiation with monomial expressions and the relation of these operations to the properties of real numbers. Applications of rational numbers and algebraic techniques to solve real-world problems are mastered. Initial study of linear equations and inequalities in one variable, their solutions and methods of presenting solutions is extended into solving systems in two linear variables and the forms of a line. Factoring is mastered. Students are introduced to rational algebraic expressions, quadratic equations, radical expressions, and exponential expressions.</p> <p>REQUIRED BOOK: ISBN: 978-0-7891-8915-8</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 1st Year  <b>Prerequisites:</b> <i>Pre-Algebra</i>  <b>Duration:</b> Full year</p>
<b>Geometry CP</b>	
<p>Geometry is the branch of mathematics that covers deduction of properties, measurement and relationships of points, lines, angles and figures in space. This course focuses on the postulates and theorems of Euclidean geometry with the goal of expanding on each student's understanding of geometric terms and concepts. Deductive reasoning and comparison are incorporated into hands-on and collaborative explorations. Students use constructions, pattern matching and geometric axioms in two-column proofs to better understand the relationships of congruence and similarity. Basic algebra is required to calculate length, radius, angles, area and volume of two and three dimensional figures. Students are also introduced to the properties of right triangles, which is a precursor to Trigonometry.</p> <p>Required Textbook: Geometry, authors Bass, Charles, Johnson, Kennedy: ISBN 0-13-062560-4</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 2nd Year  <b>Prerequisites:</b> <i>Algebra I</i>  <b>Duration:</b> Full year</p>
<b>Geometry Honors</b>	
<p>Geometry is the study that begins with very basic definitions of points, lines, and planes, and extends to the study of any and all two dimensional figures in a plane. The coordinate plane is used extensively to study and to prove the properties of various figures, particularly triangles and quadrilaterals. Geometric theorems are used in two column proofs to verify the congruence or the properties of various figures. Circles and all of their properties are also discussed. Calculating the area of any two dimensional figure is examined. The trigonometric ratios are introduced in right triangles, along with their applications in real world scenarios.</p> <p>Required Textbook: Geometry, authors Bass, Charles, Johnson, Kennedy; ISBN 0-13-062560-4</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 1st or 2nd Year  <b>Prerequisites:</b> <i>Algebra I &amp; Teacher Recommendation</i>  <b>Duration:</b> Full year</p>

<h2>Algebra II</h2>	
<p>Algebra II begins with a review of the topics learned in Algebra I. Algebra II emphasizes systems of equations and inequalities in two and three variables and multiple methods of finding their solutions. Real exponents, higher degree equations and an introduction to coordinate geometry are also emphasized. Functions as mathematical models are used to represent and solve problems. Polynomials, rational, radical, exponential and logarithmic functions are introduced as well as basic counting and probability theory as time allows. REQUIRED BOOK: <a href="#">Algebra II</a></p>	<p><b>Credits:</b> 1.0 <b>Level:</b> Third Year <b>Prerequisites:</b> <i>Algebra I and Geometry</i> <b>Duration:</b> Full year</p>
<h2>Algebra II Honors</h2>	
<p>Algebra II Honors begins with a review of topics learned in Algebra I. Algebra II Honors emphasizes systems of equations and inequalities in two and three variables and multiple methods of finding their solutions. Polynomial, rational, radical, exponential and logarithmic functions are studied using geometry, numeric techniques and algebraic methods. Technology is employed in the study of functions. The concept of the inverse is used to introduce logarithms and their applications to problem solving. Additionally, counting theory and basic probability are studied as time allows. REQUIRED BOOKS: <a href="#">Algebra II</a></p>	<p><b>Credits:</b> 1.0 <b>Level:</b> 2nd and 3rd Year <b>Prerequisites:</b> <i>Algebra I and Geometry H with Teacher Recommendation</i> <b>Duration:</b> Full year</p>
<h2>Pre-Calculus</h2>	
<p>Pre-Calculus expands on the concepts learned in Geometry and Algebra II, emphasizing non-linear functions as they apply to circular motion, trigonometric (equations, identities, graphs, inverse relations), complex numbers, polar coordinates, conic sections, logarithm and exponents, sequences, series and an introduction to limits. The course lays a foundation for students planning on taking calculus or other advanced mathematics courses. Included are calculator-based activities which are used to teach scientific concepts such as vector addition, calculation of angular velocity, instantaneous rates of change and slopes of nonlinear relations.</p> <p>Textbook will be provided</p>	<p><b>Credits:</b> 1.0 <b>Level:</b> 3rd and 4th Year <b>Prerequisites:</b> <i>Geometry and Algebra II- Teacher Recommendation</i> <b>Duration:</b> Full year</p>
<h2>Advanced Placement Calculus</h2>	
<p>Advanced Placement Calculus develops an understanding of the concepts of Calculus using verbal, geometric, numerical and algebraic techniques. Graphing calculators and computer applications are used as aids to understanding both computations and results. Emphasis is placed on the concept of functions, limits of functions, differentiation, and integration. The intention is to foster competence in our students which is equivalent to what they would attain when taking Calculus as a college freshman. The curriculum is closely aligned with the AP Calculus curriculum promulgated by the Educational Testing Services (ETS). All students are required to take the National AP Calculus AB Exam written by ETS. This exam occurs in May and has an associated fee (\$90 per exam was the rate in 2014). Most colleges and universities grant three to six college credits and allow for advanced mathematics placement for students who score well on the ETS AP Calculus examination. Students should check the credit-and-placement policy at the schools they are considering for AP credit acceptance information. Further information about CollegeBoard's AP Program, including student and parent resources, is accessible at <a href="https://apstudent.collegeboard.org/">https://apstudent.collegeboard.org/</a>.</p> <p>Textbook will be provided</p>	<p><b>Credits:</b> 1.5 <b>Level:</b> 4th Year <b>Prerequisites:</b> <i>Pre-Calculus and Teacher Recommendation-Summer Assignment Completion</i> <b>Duration:</b> Full year</p>

## Science Course Descriptions

<b>Biology</b>	
<p>Biology is an introductory level course. The goal of this course is to make Biology interesting and accessible to students. This course will give students a strong basic understanding about the world around them. Students will learn to make observations, plan and carry out experiments, represent data in meaningful ways, and analyze conclusions that they make based on experimentation. Students will also participate in group activities, discussion groups, and lab team activities. Topics that will be covered in this class include: cellular foundations of life, cell division and genetics, molecular biology and biotechnology, evolution and diversity of life, animal structure and function, and ecology.</p> <p>Book: No book will be required for this class but you will need a 3 inch 3 ring binder to keep class packet and readings.</p>	<p><b>Credits:</b> 1.5  <b>Level:</b> 1st Year  <b>Prerequisites:</b> None  <b>Duration:</b> Full year</p>
<b>Biology Honors</b>	
<p>This course is designed for the highly motivated science student interested in learning the biological principles of life. This course is rigorous and fast-paced and covers the same components of the Biology class listed above but at a much more in-depth level. This course also emphasizes critical thinking skills and laboratory skills.</p> <p>Book: Concepts in Biology (NOT THE BOOK TITLED BIOLOGY)  Openstax.org  <a href="https://openstax.org/details/books/concepts-biology">https://openstax.org/details/books/concepts-biology</a> to download for free. You can also order a hard print for \$29 on the same website. Just click the button that says Order Print Copy and it will redirect you to Amazon</p>	<p><b>Credits:</b> 1.5  <b>Level:</b> 1st Year  <b>Prerequisites:</b> None  <b>Duration:</b> Full year</p>
<b>Advanced Placement Biology</b>	
<p>Advanced Placement Biology as taught at MSJ, is the equivalent of a two-semester college course taken by Biology majors. This course differs from the traditional high school Biology class not only in the textbook used, but also in the range and depth of topics covered and by the required lab work in terms of time, effort and complexity. A major goal of this course is to provide students with the conceptual framework, factual knowledge and analytical skills necessary to work critically within the rapidly changing field of biology. There are four "big ideas" emphasized:</p> <ul style="list-style-type: none"> <li>● The process of evolution drives the diversity and unity of life</li> <li>● Biological systems utilize free energy and molecular building blocks to grow, reproduce and maintain homeostasis</li> <li>● Living systems store, retrieve, transmit, and respond to information essential to life processes</li> <li>● Biological systems interact, and these interaction possess complex properties.</li> </ul> <p>At the conclusion of this course students should not only have a strong understanding of Biology but also be able to apply this knowledge to think critically. On top of this the College Board requires student- directed laboratory investigations. Meaning students will learn to design their own experiments and investigations, run the experiments and determine how to best represent their data and conclusions. In May of each year all students are required to take the National AP Biology Exam created by ETS. This exam has an associated fee (\$93 per exam was the rate in 2017). Students should check the credit-and-placement policy at</p>	<p><b>Credits:</b> 1.5  <b>Level:</b> 4th Year  <b>Prerequisites:</b> Bio &amp; Lab, Chem &amp; Lab, Pre-Calculus, Teacher recommendation-Summer Assignment Completion  <b>Duration:</b> Full year</p>

<p>the schools they are considering for AP credit acceptance information. Further information about CollegeBoard's AP Program, including student and parent resources, is accessible at <a href="https://apstudent.collegeboard.org/">https://apstudent.collegeboard.org/</a></p> <p>Required Book:  Principles of Life 2nd Edition  ISBN-13: 978-1464109478  <a href="https://www.amazon.com/Principles-Life-David-M-Hillis/dp/1464109478/ref=mt_harcover?_encoding=UTF8&amp;me=">https://www.amazon.com/Principles-Life-David-M-Hillis/dp/1464109478/ref=mt_harcover?_encoding=UTF8&amp;me=</a></p> <p>You can purchase the book for around \$80 or you can rent it from amazon for \$17.37 a semester. <b><u>DO NOT PURCHASE THE SOFTCOVER BOOK- this is not the correct edition</u></b></p>	
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<h3>Chemistry CP</h3>	
<p>Chemistry students explore the development of concepts, descriptive and mathematical as they relate to matter. Students learn atomic theory, atomic structure, periodic law, chemical nomenclature, equations, gas laws and modern electronic structure. Students are also taught to understand chemical bonding, solutions, acids and bases, reaction rates and equilibrium. As time allows the class explores nuclear chemistry, electrochemistry and basic organic chemistry.</p>	<p><b>Credits:</b> 1.5  <b>Level:</b> 2nd Year  <b>Prerequisites:</b> <i>Algebra I</i>  <b>Duration:</b> Full year</p>

<h3>Chemistry Honors</h3>	
<p>Chemistry Honors students explore the development of concepts, descriptive and mathematical as they relate to matter, however, in a detailed manner. Students in honors chemistry are taught to master concepts of matter, problem solving skills, critical thinking and laboratory skills. Students learn atomic theory, atomic structure, periodic law, chemical nomenclature, equations, gas laws and modern electronic structure.</p>	<p><b>Credits:</b> 1.5  <b>Level:</b> 2nd Year  <b>Prerequisites:</b> <i>Algebra I, Teacher Recommendation</i>  <b>Duration:</b> Full year</p>

<h3>Physics Honors</h3>	
<p>Physics is a science which studies matter, motion, forces, and energy. The first half of the course studies the mechanics of motion, and the forces which affect this motion. Newton's Laws of Motion are used to analyze motion and forces that act on an object. The use of vector analysis and trigonometry are employed to study forces and motions in two dimensions. The study of circular motion is extended to examine and learn about the motions of planets and satellites, which are all governed by the force of gravitational attraction. The second half of the course studies rotational motion, and the concepts of momentum and energy. Periodic motion is used to introduce the study of vibrations and waves. Properties of sound and light are also examined as time permits. Although the mathematics used in the course are not complex, only students with a strong aptitude for mathematics are encouraged to register for this course. Physics is primarily the learning of concepts and applying those concepts by analyzing situations as described in word problems.</p> <p>Required Textbook: College Physics, 6th Edition Volume 1 (softcover). Authors Wilson, Buffa, Lou. ISBN 0-13-195113-0</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 3rd Year, 4th Year  <b>Prerequisites:</b> <i>Algebra I, Algebra II, Trigonometry, Pre-Calculus (may be taken concurrently)</i>  <b>Duration:</b> Full year</p>

<h3>Human Anatomy &amp; Physiology</h3>	
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<p>This course is designed to expand each student’s knowledge of the structure, function, and complexity of the human organism. Topics covered include anatomical structures in various body systems. Emphasis is placed on the interactions of organs as they work together to maintain balance of homeostasis. Additional topics may include cellular and tissue organization, skeletal and muscle design and function, the respiratory, circulatory, urinary, integumentary, endocrine, lymphatic, and the excretory and digestive systems. Pathology which is the study and effects of disease is integrated into the discussion of each of the systems. Students also receive an orientation to the various allied health fields. Students are expected to participate in lectures and discussions, conduct laboratory investigations, which may include microscopy and human performance, and to gather information on a variety of medical and health related topics. Computer technology is used to aid the learning process in general, and more specifically in completing assigned lab work.</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 3rd Year, 4th Year  <b>Prerequisites:</b> <i>Algebra I</i>  <b>Duration:</b> One Semester</p>
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<p><b>Health Science</b></p>	
<p>Health Science</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 4th Year  <b>Prerequisites:</b> <i>Algebra I</i>  <b>Duration:</b> One Semester</p>

<p><b>Forensic Science</b></p>	
<p>Forensic science is the application of basic biological, chemical, and physical science principles and technological practices to the purposes of justice in the study of criminal and civil issues. Major themes of study in this course are pathology, ballistics, trace evidence, biological fluids, DNA, fingerprints, and forensic psychology. The class is student, and inquiry centered with a primary focus on laboratory investigations and writing. Assessment will be both formative and summative.</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 3rd, 4th Year  <b>Prerequisites:</b> <i>Psychology or Teacher Recommendation</i>  <b>Duration:</b> One Semester</p>

## Social Studies Course Descriptions

<b>World Geography</b>	
<p>World Geography and Cultures invites students to examine the diversity of the natural environments and the diversity of cultural landscapes in the world today. Emphasis will be given to the geographical themes of location and place. Students will study about many different countries, their landscapes as well as the human characteristics that make each place unique. Students will gain an understanding and a respect for the governmental, economic and societal differences that contribute to the World's diversity. The second semester will have a greater emphasis on American and Global issues. A lot of these issues, ie. terrorism, education, immigration, international peace and human rights, are issues that will directly impact your student in the coming years and even now. We will look at the majority of the global issues from the White House and the majority of the global issues from the United Nations, as well as other sites. We are doing this not only to promote learning about different cultures but to learn about the issues around the globe.</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 1st Year  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> Full year</p>
<b>World History</b>	
<p>This course is designed to study important events and eras of World History. This course takes an in depth look at the World from events such as the first civilizations, Greece and Rome, and the Middle Ages all the way up to more modern events, ie., the Enlightenment and Revolutions, the Industrial Revolution and the World Wars. Students will familiarize themselves with the important movers and shakers that played a role in developing the modern</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 1st Year  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> Full year</p>
<b>Global Studies</b>	
<p>This course is designed to take an intricate look at the rise of civilization and how it has contributed to the world we know today. Students begin their journey with the Birth of Civilization and encounter great ancient civilizations such as Egyptians, Mesopotamians, the Hittites, Indus, and Persians. From there, students move into a discussion about Ancient Greece and Ancient Rome tracing both civilizations from their beginnings to their downfalls. Students learn to appreciate how the Greeks and Romans brought about new philosophies, governments, economies and educations. Students then venture through Medieval Times, the Scientific and Industrial Revolutions, the Enlightenment and World War I; specifically on the causes of World War I, the implications and the results. Students come to know the people involved, and the events that lead to the worldwide Great Depression. Finally, the class takes an internal look at WWII and the Holocaust. The course includes development of note taking skills, advancement of the writing process and a focus on higher education. A lengthy writing assignment is required.</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 2nd Year  <b>Prerequisites:</b> <i>World Geography</i>  <b>Duration:</b> Full year</p>
<b>United States History</b>	
<p>This course teaches American History from the discovery of America up to the present. Students "interact" with many different characters throughout American History as they learn about Columbus' discovery of the continent, the torments of winter in Jamestown, the infamous Salem Witch Trials, the patriotism of the American Revolution, the creation of the American government, the seeds of change and the impending crisis that transformed into</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 3rd year  <b>Prerequisites:</b> <i>World Geography &amp; Global Studies</i>  <b>Duration:</b> Full year</p>

<p>the Civil War. Students participate in historical events like the “Fire of the Revolution” as they jump from step to step in an attempt to discover one of the major “fire starters”. They follow clues in a “Race to Discovery History” in order to be the first to arrive in the far west. They learn the torments of slavery through an in-depth study in the fight for equality for all men and women. They will learn the repercussions of the end of the Civil War and understand why John Wilkes Booth assassinated Abraham Lincoln. Students “interact” with people who lived through the Industrial Revolution and will see clearly America’s hesitation in entering The Great War (World War I). Students are taught to understand the return to normalcy and the roaring twenties, the impacts of the Great Depression and the Dust Bowl, the rejoicing over the election of FDR and the changes that emerged with the onset, and eventual victory, in World War II, both at home and abroad. Students learn to understand the functions of the modern American government, and how these functions have evolved. Students come to appreciate individuals such as Dwight D. Eisenhower, John F. Kennedy, Buzz Aldrich, Lyndon Johnson, General MacArthur, Richard Nixon, Ronald Reagan and many more important Americans of the modern era. Students receive new perspectives on events like Watergate, the Vietnam War, the Cold War, the Cuban Missile Crisis, the Iraqi Wars, the assassination of John F. Kennedy, the impeachment of William Clinton, as well as current economic issues. This course is rigorous in reading, note taking and writing. A lengthy term paper is required as reflected in the course syllabus. Students are given homework on a daily basis and tests and quizzes are given weekly. <b>Book will be distributed by Instructor.</b></p>	
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<p><b>Advanced Placement United States History</b></p>	
<p>In preparation for the Advanced Placement Exam in May, this course provides an analytical perspective on the history of the United States. Students are provided with information on the various eras, beliefs, cultures, peoples, and governmental bodies that have made up the history of the United States. The course is designed around tracking the development of the United States from her discovery through the modern age. The course will focus on themes including foundations for American democracy, diversity, conflicts both foreign and domestic, America’s role in world affairs, and the development of modern American institutions. This class is rigorous and students are expected to complete primary source readings, novels, and textbook readings every day. Students must be able to interpret, discuss and offer opinions on a variety of writings. A lengthy writing assignment is apart of this course which includes MLA in-text and works cited citations as noted in the class syllabus. All students are required to take the National AP United States History Exam created by ETS. This exam occurs in May and has an associated fee (\$93 per exam was the rate in 2017). Students should check the credit-and-placement policy at the schools they are considering for AP credit acceptance information. Further information about CollegeBoard’s AP Program, including student and parent resources, is accessible at <a href="https://apstudent.collegeboard.org/">https://apstudent.collegeboard.org/</a>.</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 3rd Year  <b>Prerequisites:</b> <i>World Geography/Global Studies</i>  <b>Duration:</b> Full Year</p>

<p><b>Government, Politics and Current Issues</b></p>	
<p>This course is designed to prepare the youth of America to become citizens of the United States and the World. The course takes an indepth look at the many different types of governments in the modern world including Republics, Monarchies, Dictatorships, Totalitarianism, Nazism, Fascism, Anarchies and Parliament. Students will familiarize themselves with the workings of the American Government’s Constitution and Constitutions around the world. Students will define “active citizenship” and comprehend the importance of being an “active citizen.” We will focus on politics, and it’s role in government and citizenship, by discussing the birth and development of political parties. Students will also discuss the current events that shape our world daily, by educating themselves about the world around them. Students will be required to listen to and/or watch daily news broadcasts. Key events will be highlighted. Throughout all, students will learn to become participants in the world.</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 4th Year  <b>Prerequisites:</b> <i>U.S. History</i>  <b>Duration:</b> Full year</p>

## World Language Course Descriptions

<b>French I</b>	
<p>This course is intended to serve as an introduction to French for English-speaking students. The four basic communication skills of listening, speaking, reading and writing are emphasized, with active involvement of each student encouraged. Basic grammatical and structural differences between French and English are explored. The cultures of France and other Francophone nations are introduced through readings, listening exercises and other classroom activities. TEXTBOOK PROVIDED; Students are responsible for workbook; <a href="#">Bon Voyage Level I workbook and audio activities</a></p>	<p><b>Credits:</b> 1.0 <b>Level:</b> Open <b>Prerequisites:</b> <i>None</i> <b>Duration:</b> Full year</p>
<b>French II</b>	
<p>French II is a beginner-to intermediate-level French course which focuses on further developing the basic French oral and written skills learned in French I. By continuing to practice oral communication skills, students are able to carry on more complex conversations. This course teaches students to use both present and past tense French verbs and to write cohesive paragraphs describing actions that have already occurred. Students are expected to use at-home, as well as in-class practice to develop both writing and listening skills and are expected to be able to present information about specific topics of interest, including cultural topics to the class. TEXTBOOK PROVIDED; Students are responsible for workbook; <a href="#">Bon Voyage Level I workbook and audio activities</a></p>	<p><b>Credits:</b> 1.0 <b>Level:</b> Open <b>Prerequisites:</b> Completion of <i>French I with a C or higher.</i> <b>Duration:</b> Full year</p>
<b>French III</b>	
<p>French III is an intermediate-level French course which focuses on the presentation of more complex grammatical lessons while increasing greater proficiency in reading, writing and speaking. Practical cultural units prepare the students for any future travel opportunities. For the most part, the class is conducted in French.  TEXTBOOK PROVIDED: Students are responsible for workbook: <a href="#">Bon Voyage Level 2 workbook and audio activities</a></p>	<p><b>Credits:</b> 1.0 <b>Level:</b> 2nd, 3rd, 4th Year <b>Prerequisites:</b> <i>French I, French II; Completion of French II with a C or higher.</i> <b>Duration:</b> Full year</p>
<b>French IV</b>	
<p>French IV is an advanced-level course for students who have successfully completed French III. The course is conducted in French, and students should be prepared to make every effort to use the language in class. This course incorporates a comprehensive review of verb tenses and an in-depth study of French history and the geography of the Francophone world. Selected writings from French Literature and pertinent French films are used as enrichment of the curriculum. TEXTBOOK PROVIDED: Students are responsible for workbook: <a href="#">Bon Voyage Level 2 workbook and audio activities</a></p>	<p><b>Credits:</b> 1.0 <b>Level:</b> 3rd Year, 4th Year <b>Prerequisites:</b> <i>French I, French II, French III; Completion of French III with a C or higher.</i> <b>Duration:</b> Full year</p>

<p><b>Spanish I</b></p>	
<p>This course introduces students to basic communication in Spanish and covers lessons on; numbers, days of the week, months and seasons, gender of nouns, plural forms of nouns, definite and indefinite articles, adjectives and adjective correspondence, present tense regular verb conjugations, and vocabulary and pronunciation. Students will also be introduced to Spanish speaking countries and geographic locations. The course is designed to have students develop basic conversational ability and reading comprehension, as well as learning basic writing skills. During the second semester, students will begin to learn irregular verbs in present tense, and direct and indirect object pronouns. They will continue to work on their conversational skills and learning about the culture.</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 1st Year  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> Full year</p>
<p><b>Spanish II</b></p>	
<p>Spanish II is designed to build upon the skills acquired in Spanish I. This course continues the development of the basic skills of listening comprehension, speaking, reading, and writing through the study of grammatical structures and vocabulary. Additionally, the curriculum contains readings of relevant dialogues and stories as well as a presentation of individual projects. Spanish culture and geography are taught which helps the students to become more immersed in the subject matter.  Book required: Buen viaje Spanish 2 for Spanish 2/3 (Writing Activities workbook)</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 2nd, 3rd, 4th Year  <b>Prerequisites:</b> <i>Spanish I</i>  <b>Duration:</b> Full year</p>
<p><b>Spanish III: Advanced Grammar and Conversation</b></p>	
<p>Spanish III combines the study of Spanish grammar with the development of the basic skills of listening comprehension, speaking, reading and writing. Students develop these skills through grammar analysis, readings, compositions and presentations of student projects. The primary language used in teaching this class is Spanish.  Book required: Buen viaje Spanish 2 for Spanish 2/3 (Writing Activities workbook)</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 3rd Year, 4th Year  <b>Prerequisites:</b> <i>Spanish II</i>  <b>Duration:</b> Full year</p>

## Fine Arts Course Descriptions

<b>Art I</b>	
<p>Explore the visual arts in this survey course that will expose students to a wide variety of media and techniques used in visual communication. Students will learn how to use line, shape, space, texture, and color to compose compositions with rhythm and movement, balance, proportion, variety, emphasis, harmony and unity. They will use a variety of media in the areas of drawing, painting, two dimensional design, printmaking and sculpture. Students will participate in class critiques so they may learn how to evaluate the work of other artists as well as their own. They will also work on developing an artist statement which will be updated after each art course taken.</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> Open  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> One or Full year</p>
<b>Art II</b>	
<p>Experienced art students will select an area of interest (drawing, painting, design, printmaking, sculpture). They will work with the instructor to further develop their skills in that area. More advanced techniques will be explored and refined in their chosen area. Work will be evaluated by the student and instructor and suggestions will be made to prepare the work for presentation. Students may begin working on a portfolio for college and/or AP Studio Art.</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 2nd, 3rd, 4th Year  <b>Prerequisites:</b> <i>Art I or Teacher Recommendation</i>  <b>Duration:</b> One or Full year</p>
<b>Art Portfolio</b>	
<p>A full year art course for students who have completed Art I and Art II. Students will continue working on developing skills in their chosen media. Students may work in any media they choose, two dimensional and three dimensional. As work progresses they will learn to photograph their work, edit the photographs, and write an artist's statement for their art portfolio. Work produced during the class as well as any prior work students wish to be included will be photographed. The digital images will be edited and put in sequence to best showcase the students work. This digital portfolio will be a valuable tool for those students who wish to continue art in college or for those who wish to exhibit in shows or galleries.</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 2nd, 3rd, 4th Year  <b>Prerequisites:</b> <i>Art I or Teacher Recommendation</i>  <b>Duration:</b> Full year</p>
<b>AP Studio Art: 2-D Design Portfolio</b>	
<p>Design involves purposeful decision-making about using the elements and principles of art in an integrative way. In 2-D Design Portfolio, students must demonstrate an understanding of design principles as applied to a two-dimensional surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship) are articulated through the visual elements (line, shape, color, value, texture, space). Any 2-D process or medium may be submitted, including but not</p>	<p><b>Credits:</b> 1.5  <b>Level:</b> 3rd Year, 4th Year  <b>Prerequisites:</b> <i>Teacher Recommendation</i>  <b>Duration:</b> Full year</p>

<p>limited to graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc.</p>	
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<p><b>AP Studio Art: Drawing Portfolio</b></p>	
<p>AP Studio Art I: Drawing Portfolio teaches a very broad interpretation of drawing issues and techniques. Drawing is interpreted through types of painting, printmaking, and sculpture. Additionally drawing is examined in forms of design, abstract and observational works. Students work on a drawing portfolio which demonstrates their depth of investigation and process of discovery through the concentration section. In the breadth section, the student is asked to demonstrate a serious grounding in visual principles and materials techniques. The quality section permits the student to select their works that exhibit a synthesis of form, technique, and content. All students are required to take the National AP Art Exam created by ETS. This exam occurs in May.</p>	<p><b>Credits:</b> 1.5  <b>Level:</b> 3rd Year, 4th Year  <b>Prerequisites:</b> <i>Teacher Recommendation</i>  <b>Duration:</b> Full year</p>

<p><b>AP Studio Art: 3-D Design Portfolio</b></p>	
<p>Design involves purposeful decision-making about using the elements and principles of art in an integrative way. In the 3-D Design Portfolio, students must demonstrate an understanding of design principles as applied to a three-dimensional object. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship) are articulated through the visual elements (line, shape, color, value, texture). These issues are to be explored through additive, subtractive, and/or fabrication processes. Examples of approaches include figurative or nonfigurative sculpture, architectural models, metalwork, ceramics, and three-dimensional fiber arts, among others.</p>	<p><b>Credits:</b> 1.5  <b>Level:</b> 3rd Year, 4th Year  <b>Prerequisites:</b> <i>Teacher Recommendation</i>  <b>Duration:</b> Three Semesters</p>

<p><b>Introduction to Instrumental Music</b></p>	
<p>Introduction to Instrumental Music classes are designed for students who are would like to learn how to play a traditional band instrument for the first time. The primary focus for this class is on basic instrumental skill development and music reading. Specifically, students learn about reading and notation skills, sight reading, counting, and rhythmic development, equipment care/maintenance and effective practice habits. Students are expected to choose an instrument and stay with it for the length of the course, and are encouraged to enroll in concert band following the successful completion of this course.</p>	<p><b>Credits:</b> none  <b>Level:</b> Open  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> One Semester</p>

<p><b>Concert Band</b></p>	
<p>This course is open to all brass, percussion, and woodwind players who wish to focus on improving their ensemble playing in a band setting. Development of musicianship and instrumental skills will be emphasized through performance in this band. Students will perform in the community (receiving community service hours) and in school concerts. These performances will be a course requirement. Students will meet every other day for ensemble rehearsal. In addition, each student receives private lessons to develop their technique, listening skills, and repertoire. Music studied may include elements of classical, jazz, folk, pop and rock technique and repertoire, as well as other styles. Students are expected to choose an instrument and stay with it for the length of their participation, and</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> Open  <b>Prerequisites:</b> <i>Introduction to Instrumental Music or Teacher recommendation</i>  <b>Duration:</b> Full year</p>

are encouraged to stay with the same instrument throughout their time at school.	
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<b>Choir</b>	
A full year course designed to provide an atmosphere for the enjoyment, appreciation and performance of all types of choral music. The improvement of voice quality, intonation, ability to read music, ability to sight-sing, and the overall development of musicianship are taught in conjunction with preparing of each piece of music. The Choir performs at evening concerts, Friday Mass and other special events. Attendance at these performances and dress rehearsals are a course requirement.	<b>Credits:</b> 0.5 <b>Level:</b> Open <b>Prerequisites:</b> <i>None</i> <b>Duration:</b> Full year

<b>Class Guitar</b>	
This course is designed to teach the concepts and fundamentals needed to perform on the guitar. Students will learn music fundamentals including proper technique, reading notation, fingerboard geography, rhythmic skills, style and interpretation, and performance etiquette. The course also includes, performances, listening, improvising, and learning to read standard music notation as well as tablature. This class will hopefully inspire the student to work independently, continue further study on guitar, and/or seek private instruction. This class will help set the stage for improvisation, composition, and student performance.	<b>Credits:</b> 0.5 <b>Level:</b> 3rd and 4th Year <b>Prerequisites:</b> A minimum of 1 year of choir or band and Teacher Recommendation <b>Duration:</b> Full year

<b>Music Theory</b>	
This course is offered to students with substantial musical backgrounds (either formal, notation-based training, or significant amounts of self-taught or “by ear” knowledge) who wish to become more familiar with musical structure, language, and notation; and/or to advance personal musicianship. The course includes: an introduction and review of the fundamentals and materials of music (notation, rhythm, melody, harmony, form, and texture); ear training, arranging and composition; harmonic and formal analysis of both Classical and Pop/Jazz works; Students will also be encouraged to write and perform their own compositions.	<b>Credits:</b> 0.5 <b>Level:</b> 3rd & 4th Year <b>Prerequisites:</b> <i>Teacher Recommendation</i> <b>Duration:</b> One Semester

## Elective Course Descriptions

<b>Health</b>	
<p>This course is all about you and the important decisions you make. It's also about having the correct information before making those decisions. We'll deal with real issues like nutrition, substance abuse, coping with stress, and sexual abstinence. Good health is both mental and physical. Making good decisions starts with knowing the facts, understanding the consequences, and having the confidence to choose well. A series of signposts will take you through the course providing information, direction, and a little encouragement. We'll also offer some important tools for communicating your feelings and opinions. We'll even talk about being a savvy consumer in a world of advertising, credit cards, and focus on earth friendly practices that will help the environment. This is a course comes with a long-term payoff. The good decisions you make now will set a positive direction you can follow for a lifetime. This course requires a CPR certification course. If cost of the class or schedule is an issue, you may choose the alternative CPR assignment.</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 1st Year, Open  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> One Semester</p>

<b>Publications</b>	
<p>The Publications class is designed to familiarize students with the tools for creating newsletters, marketing materials, the school yearbook, and more. Students will engage in planning their materials to target a specific market, developing themes, designs, and graphics. Skills taught will include the use of the yearbook software, advertising, designing advertisements for yearbook support, and how to use graphic design software. Grades will be based on individual and teamwork for class participation, meeting deadlines, class projects, and more. This course is open to juniors and seniors with seniors receiving priority admission.</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 3rd Year, 4th Year  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> One Semester</p>

<b>Accounting</b>	
<p>Accounting serves as an introduction to double-entry bookkeeping and the fundamental analysis of business transactions for a sole-proprietorship, retail or service business. A complete accounting cycle is covered: beginning balance sheet, chart of accounts, analyzing and journalizing transactions, posting, worksheet with adjustments, financial statements, adjusting and closing entries, and post closing trial balance. Additional topics include checkbook exercises with reconciliations, taxes including 1040, 1040A and 1040EZ, and credit processing, an accounting practice set may be completed if time permits.</p> <p>Textbook information to follow.</p>	<p><b>Credits:</b> 1.0  <b>Level:</b> 3rd Year, 4th Year  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> Full year</p>

<b>Personal Finance</b>	
<p>The topics are not limited to but include are: checkbook exercises with reconciliations, budgeting, savings and investing, CD's, bonds and securities (short term and long term), credit cards, taxes including 1040, 1040A and 1040EZ returns, insurance and annuities. Student development of financial responsibility is the objective in this course.</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 3rd or 4th year  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> One Semester</p>

<b>Introduction to Psychology</b>	
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<p>This course provides the student with an introduction to the many-faceted subject of psychology. The goal of this course is to help students develop a greater self-awareness and understanding of others. Topics covered include why we study psychology, current understanding about human behavior, the brain, consciousness, personality, emotion, and life-span development. This course explores key factors that impact learning, relationships, problem-solving, mental illness, behavioral adjustment, and cultural/social diversity in modern society. Student involvement is essential for successful completion of this course.</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 2nd, 3rd, 4th Year  <b>Prerequisites:</b> <i>None</i>  <b>Duration:</b> One Semester</p>
<p>REQUIRED BOOKS: <a href="#">Tuesdays with Morrie by Mitch Albom (ISBN 978-0767905923)</a> :  <a href="#">Sickened by Julie Gregory (ISBN 978-0553381979)</a>  OPTIONAL BOOK: <a href="#">OpenStax Psychology (available free online)</a></p>	

<p><b>Criminology</b></p>	
<p>This course focuses on the processes of crime in the United States of America. This class will examine the prison system, the trial process, the minds of America's criminals, and more. From a psychological perspective, we will explore the thought processes and the reasoning of those who commit crime, as well as the effects of the crimes on not only the family members but on communities and the United States. We will discuss notorious crimes from modern American history, including the cases of Scott Peterson and Eric Harris and Dylan Klebold. The course includes reading assignments, written responses, and the viewing of different interviews, movies, and documentaries, as well as research assignments and group projects.</p>	<p><b>Credits:</b> 0.5  <b>Level:</b> 2nd, 3rd, 4th Year  <b>Prerequisites:</b> <i>Psychology or Teacher Recommendation</i>  <b>Duration:</b> One Semester</p>
<p>REQUIRED BOOKS: <a href="#">In Cold Blood by Truman Capote (ISBN 0679745580)</a></p>	

# AP English Summer Assignment

## 2018-2019 School Year

### Part I: Literary Terms

This is not an all inclusive list of literary terms for AP English. You should, however, be familiar with these terms at the beginning of the school year. Please create 3 x 5 flashcards for these terms with the term on the front and the definition on the back. You will be tested on these terms when you return. You will use flashcards to test each other in class so the terms keep fresh in your mind. **Also, as you read your summer assignments, make note of examples of these literary devices. Labeled sticky notes are one way to annotate your readings identifying examples as you read. These examples should come from throughout the text and I will be checking this annotation in your texts when you submit your assignments.** List of terms from katheryn.hans AP Lit & Comp 2014-2015 Summer Assignments.

Point of view:

- first-person narration
- third-person narration
- omniscient narration
- limited omniscient narration
- objective narrator
- unreliable narrator
- stream-of consciousness narration

Character:

- protagonist
- hero/heroine
- antagonist
- stock character
- dynamic character
- static character
- round character
- flat character
- foil

Characterization:

- direct characterization
- indirect characterization

Plot:

- conflict
- rising action
- inciting incident
- climax
- falling action
- resolution

Elements of Style: Figures of Speech

- alliteration
- apostrophe
- assonance
- cacophony

- cliché
- connotation
- consonance
- conceit
- denotation
- hyperbole
- metaphor
- mixed metaphor
- metonymy
- onomatopoeia
- oxymoron
- paradox
- personification
- rhetorical question
- simile
- synesthesia
- synecdoche

Literary Techniques:

- antithesis
- allusion
- foreshadowing
- irony
- verbal irony
- situational irony
- dramatic irony
- parallelism

Thematic Meaning:

- imagery
- motif
- symbol
- theme
- thesis
- tone

## Part II: Readings & Literary Analysis

**NOTE: THE FOLLOWING ASSIGNMENT IS AN EXCELLENT WAY TO ANALYZE A TEXT AND TO READ FOR DETAIL.**

Novel to be read:

**Jane Eyre by Charlotte Brontë** -- These questions are taken from A Teacher's Guide to the Signet Classics Edition of Charlotte Brontë's *Jane Eyre*.

### Entry #1: BIBLIOGRAPHIC ENTRY

Write a bibliographic entry (Works Cited Page) that indicates the sources for your information (quotes). Use MLA format.

## Entry#2: The Author. NUMBER YOUR ANSWERS!

Research the following:

1. Charlotte Bronte and her life. (Biographical info.) In your own words.
2. The literary era in which she wrote i.e. the Romantic Period and Victorian Age. What was it. How long did it last? Why did it get started? What are the characteristics of this type of literature? This should be in paragraph form and not in bullet form. Think of it as a journal.
3. Charlotte Bronte's style of writing. What characteristics does it contain?

**TOPICS TO DEMONSTRATE UNDERSTANDING OF THE NOVEL: Respond to each question with at least a one page response, single spaced.**

**Note: please read the questions before reading the text as you will want to track certain imagery i.e. bird imagery, weather descriptions, fires, references to the idea of fairy tales.**

1. Many critics consider Jane Eyre to be a treatise on gender equality. Explain how the male characters in the novel's patriarchal society threaten her quest for equality. Consider the words and actions of Mr. Brocklehurst, Rochester, and St. John Rivers.
2. Review passages in the novel that include descriptions of the **weather**. How does the use of weather help establish mood? Is the weather part of a Gothic element? Why or why not?
3. Discuss the different settings: Gateshead, Lowood, Thornfield, Moor House, and Ferndean Manor. Explain the impact each locale has on Jane's growth and development as a character.
4. Review the definition of a doppelganger. How might Rochester's wife Bertha be Jane's doppelganger?
5. Throughout the book, Jane is described as "plain" or unattractive. Despite this, Erica Jong refers to her as "the first modern heroine in fiction." Explain the heroic qualities possessed by Jane that matter more than appearance. How could Jane's life serve as a model for female readers in today's world?
6. Find at least two instances in the novel in which **dreams and visions** play an important role in the characters' lives and decisions. Reflect on other pieces of A Teacher's Guide to the Signet Classics Edition of Charlotte Brontë's Jane Eyre 21 literature in which characters also rely on dreams or visions in their decision making.
7. Jane Eyre tells her own story in the novel. How important is point of view in the book? How might the story have been different if it had been told from a third person point of view? From another character's point of view?
8. Cite at least three themes or central messages from Jane Eyre and explain how they are developed.
9. Fairytales are alluded to throughout Jane Eyre. Explain the links between at least two passages to fairytales.
10. Review the **fires** that occur in the novel. Explain the importance of each on the development of plot, symbolism, and themes.
11. Trace the **bird imagery** used in the novel.
12. *Jane Eyre* is considered representative of Gothicism. Research what the characteristics of gothic literature and explain the Gothic elements of *Jane Eyre*.

**You will have a comprehensive test on the novel when you return to school.**

**Due Date:** This assignment is due the first day of school. You should organize the information in some kind of a binder. All assignments should be clearly labeled and your presentation of the material should be meticulous. This is worth a test grade. Please bring your text to school the first day of school. You should have a hard copy of the text.

**There will be a comprehensive test on the novel within the first week of school.**

**Note:** All of the following has been taken from the website listed below and it was developed by the following authors: Ms. Wagner ([carolyn.wagner@LZ95.org](mailto:carolyn.wagner@LZ95.org)) and Mrs. Osterhaus ([Julie.osterhaus@LZ95.org](mailto:Julie.osterhaus@LZ95.org) -- [http://www.lz95.org/assets/1/6/H\\_IV\\_SummerReading.pdf](http://www.lz95.org/assets/1/6/H_IV_SummerReading.pdf)).

The following prompts should be used to guide your reading and note-taking. Please type your response to each prompt. When thinking about the prompts that follow, be sure you are thinking analytically and not merely focusing on plot. You should be able to provide thorough connections between the literature and your assertions (what you're trying to prove). Explain **how** the connection contributes to a theme or **why** the author uses certain language.

Note: Language analysis will be a central focus of this class. These questions ask you to look at **specific word choices** and discuss **how** those choices **impact a literary element**. We will be practicing these writing skills in the coming school year.

#### **Definitions:**

Before Reading: Look up the following terms and in your own words define them: Gothic Novel, Romantic Literary Movement, Epistolary Structure, Frame Story. For the Gothic Novel and Romantic Literary Movement include the characteristics of this type of writing in your response. Include the responses in your presentation of this project. Trace the Gothic and Romantic elements of the novel as you read and write a one page paper for each explaining how the novel represents Romanticism and Gothicism.

#### **Language (Diction):**

1. **Imagery:** Choose at least six passages and analyze how the imagery contributes to the mood. (What type of mood is established? **How** do the specific word choices help to establish that mood?) Specifically examine the word choices and **how** the choices impact the reader's experience. This should be a paragraph (for each quote) that includes evidence with explanation. The complete passage you are writing about should be included. Cite the passage using MLA citation format.
2. **Lens Analysis:** Research Maslow's Hierarchy of Needs. Create a graphic organizer and using citations from the novel (i.e.; citations showing character's actions or dialogue) demonstrate which level Victor or the monster have reached on Maslow's Hierarchy. Give a thorough explanation and evidence for your assertion. Trace this through the novel. Cite the quotes using MLA citation format.

#### **Structure (Syntax):**

1. **Epistolary Structure:** The novel includes many letters between characters. Consider one letter and analyze how it reveals the nature of the character who wrote it. Consider looking at the word choices the characters use and what those choices tell us about him/her. (You may also use evidence or citations from a response letter written to the character you're analyzing.) One page single spaced

reponse. Include evidence. Use MLA citation format. Include a copy of the letter (and response, if you use it) with your one page response.

2. **Narrative Structure:** The novel is structured as a frame story (a story told within a story -- here the outermost frame is Walton's letters, then it moves to Victor's story that he tells Walton, then it moves to the monster's plea to Victor). Why does the author choose to tell the story using this structure? Analyze the author's motivation and how it impacts characterization. This should be in paragraph form.

### Allusions:

1. **Prometheus:** Research the allusion of Prometheus, the Greek god who stole fire for mankind, and make connections to the text. Why would Shelley choose to reference this in her subtitle? (Be warned! You should be able to make clear connections and argue your assertion. Do not merely summarize the myth.) One page, single spaced response. Use MLA citation format for quotes.
2. **Paradise Lost:** Research this poem and analyze why Shelley would use these allusions in the text. How does the story parallel Victor and his creation of the monster? Why does the monster compare himself to Adam? Be specific! One page, single spaced response. Use MLA citation format for any quotes.
3. **"Ancient Mariner": Research/read the poem.** Why is this poem important to Walton? How is the stranger similar to the Ancient Mariner? (Look beyond superficial similarities! Suggestions: look at motivations, personalities, word choices, etc.) What mood does Shelley create by alluding to this poem? Be specific. Do not merely summarize the poem. One page, single spaced response. Use MLA citation format for any quotes used.

### Biography:

1. **Mary Shelley's Biography:** Research her biography and make connections between the text and her life. Analyze how her life experiences impacted the story she wrote. You may choose to focus on 1-2 important events in her life, making specific connections. Think about the characterization of the people in her story, the mood she establishes, and/or the themes of the work as a whole. Use these links to get started:

<http://www.litgothic.com/Suthors/mshelley.html>

<http://www.kirjasto.sci.fi/mshelley.htm>

<http://www.maryshelley.nl/> (My Hideous Progeny)

One page, single spaced response. Use MLA citation format for any quotes.

### Theme:

1. Identify a universal theme from the novel. Be able to explain how this theme evolves from one specific literary element, such as: characterization, setting, mood, conflict, symbolism, motif, figurative language. Be able to use specific citations to help you establish the literary element, which then proves the author's message (theme). Warning! A theme is not a single word, themes are expressed as complete thoughts that can be argued and defended through examination of the literary elements within a work. For this assignment, create an outline for a five paragraph essay. See outline format attached. This essay will be written in class and will be worth a test grade.

### Outline Template

- I. Introduction:
  - a. Thesis Statement:
- II. Body of Essay
  - a. Body Paragraph #1

Topic Sentence:

Evidence

Evidence

Evidence

b. Body Paragraph #2

Topic Sentence:

Evidence

Evidence

Evidence

c. Body Paragraph #3

Evidence

Evidence

Evidence

Note: You will develop your introduction, commentary, and conclusion during the in-class essay test.