

**SAINT AGNES  
ACADEMY**

**COURSE  
CATALOG**

**2017-2018**

# **Saint Agnes Academy Upper School Program of Study 2017-2018**

## **Graduation Requirements for the Class of 2018**

### **26.5 credits including the following:**

English	4	credits
Fine Arts	1.5	credits
Freshman Seminar	.5	credit
Mathematics	4	credits
Physical Education and Health	1	credit
Science	3	credits
Social Sciences	3	credits *
Theology	4	credits
World Languages (same)	3	credits
Electives	2.5	credits

\* .5 credit required - Economics/Personal Finance

**Consult the Saint Agnes Academy Handbook for  
credit guidelines and additional requirements.**

***Curriculum at a Glance***  
***(2017-2018 School Year)***

<b>Credits</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
<b>4</b>	<b>English 1</b>	<b>English 2</b>	<b>English 3</b>	<b>English 4</b>
<b>1.5</b>	<b>Fine Arts</b>			
<b>1</b>		<b>PE/Health</b>		
<b>0.5</b>	<b>Freshman Seminar</b>			
<b>4</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>
<b>3</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	
<b>3</b>		<b>Social Sciences</b>	<b>Social Sciences</b>	<b>Social Sciences</b>
<b>4</b>	<b>Theology 1</b>	<b>Theology 2</b>	<b>Theology 3</b>	<b>Theology 4</b>
<b>3</b>	<b>World Language 1</b>	<b>World Language 2</b>	<b>World Language 3</b>	
<b>2.5</b>	<b>Electives</b>			

**Note:**

- 1. There are no study halls during school hours. We do offer HomePlace, a quiet study setting monitored by faculty from 7:00 to 7:55 a.m. on Mondays, Wednesdays, and Fridays and from 3:30 to 5:00 p.m. on Mondays, Tuesdays, and Thursdays. Note that this is not a tutoring session.**
- 2. Completed homework is due by the beginning of the respective class period.**
- 3. Required credits per semester: 3.5**
- 4. 26.5 total credits are required for graduation.**
- 5. Economics/Personal Finance (.5) is required for graduation.**
- 6. All Honors and Advanced Placement classes are taught at a faster pace.**
- 7. There are fees for the elective entitled Family and Consumer Science, for Art 2, 3, 4, for Advanced Placement Exam fees, and all summer courses.**
- 8. Absences affect grades.**

# **ENGLISH**

The Saint Agnes Upper School English Department provides a college preparatory curriculum that includes an introductory literature and composition course for freshmen, American literature for sophomores, British literature for juniors, and world literature for seniors. Courses must be successfully completed in sequence. Each course provides a survey of the specific type of literature while requiring more in-depth study of particular authors and classics relevant to the course. In all English courses, students strengthen their composition skills through writing personal, analytical, and persuasive essays and research papers. In addition, each course provides instruction in grammar, usage, and syntax; reviews standardized test-taking skills; and provides vocabulary study.

Because the St. Agnes English Department believes that writing is a life-long skill needed in all areas of study and work, The Writers' Room has been established to give individual support to developing writers. In order to make more proficient and confident writers, The Writers' Room offers a supportive, nurturing, and collaborative environment that focuses on the individual students' needs. In a one-on-one setting, we will reinforce the idea of writing as a process, thereby helping to reduce student anxiety about writing. The Writers' Room is not a "fix-it shop" for papers or a place to do rote grammar exercises; instead, we will focus on the writing and revision process using the students' own work. **Note: Saint Agnes Academy believes that a summer reading program enhances the students' understanding of literature and increases their preparation for college. Therefore, summer reading is assigned for each course, along with**

appropriate post evaluation to be completed within the first 2-3 weeks of school.

**Prerequisites:**

**Honors and Advanced Placement Courses**

- 1. Students will be accepted into the Honors English 1 course based on the following:**
  - **10<sup>th</sup> grade 3<sup>rd</sup> month equivalency on the Reading and Language sections of the High School Placement Test or at the 3<sup>rd</sup> stanine or higher on the Verbal Reasoning and Reading Comprehension sections of the Independent School Entrance Exam;**
  - **an A (or 94 numerical) or better for the year in 8<sup>th</sup> grade English;**
  - **favorable recommendation from previous English teacher concerning scholarly attitude, attendance, participation, and behavior;**
  - **approval of English Department Chair;**
  - **assessment of the writing sample of the High School Placement Test.**
- 2. Students will be accepted into the Honors English 2, 3, 4 courses based upon the following criteria, in order of importance:**
  - **an 85 average or better for the year in the previous year's honors level class;**
  - **a scholarly attitude as determined by the previous year's instructor and based upon the following qualities: demonstrates a strong work ethic, has good attendance, has good conduct, performs consistently on tests and papers, communicates in a straightforward manner with instructor, has a genuine interest in learning the subject matter, reacts well to setbacks, and works to improve effort.**
  - **approval of English Department Chair;**

- Students' PSAT scores on the Critical Reading and Writing Skills sections of the PSAT may be considered to determine honors eligibility. A 60 percentile ranking or higher on both sections is recommended.

**Note:** Anyone who wishes to move from a standard to an honors level class must have a recommendation from her current English teacher, a writing sample for the honors teacher to approve, and a 95 average or better in English for the prior year.

3. Students will be accepted into the senior level AP World Literature course based upon the following:

- 92 average or better for the year in Honors English 3;
- a scholarly attitude as determined by the Honors English 3 instructor and based upon attendance, participation, and attitude;
- a 60th percentile ranking or higher on the Critical Reading and Writing Skills sections of the PSAT.
- Approval of current English teacher and Chair of the Department.

*ENGLISH 1* focuses on four main areas: literature, grammar, writing, and vocabulary. As an introduction to literature, this course presents several genres, including poetry, drama, and the novel. Emphasis is placed on reading literature for analysis and learning the necessary tools for evaluating good literature. Grammar study includes a review of grammar, usage, and mechanics. Composition of literary analysis essays focuses on writing as a process, with an emphasis on multiple drafts as well as revision and proofreading skills. Vocabulary study evolves from the literature and supplementary novels. **One credit.**

*HONORS ENGLISH 1* follows the same focus as English 1 with additional reading, writing, and research. **One credit.**

*ENGLISH 2* is a study of American literature from the colonial period to the modern age. Expository essay writing is emphasized. Students are required to complete a literary research paper. Preparation for standardized testing is also presented to enhance reading comprehension skills and vocabulary usage. **One credit.**

*HONORS ENGLISH 2* students read works of American literature from the Colonial Period through the Modern Age. The objectives of the course and the general procedures are the same as those set up for English 2 classes. However, this course requires the reading of additional novels and plays, and more in-depth analysis of literary selections. **One credit.**

*ENGLISH 3* is intended to provide the student with a comprehensive overview of British literature with a focus on analytical writing. Students are required to complete essays and in-class writings on a regular basis, with an emphasis on reading comprehension and passage analysis. Vocabulary study evolves from the context of the reading. Grammar skills are reviewed as needed in conjunction with the writing of compositions. A research paper on an assigned literary topic is required second semester. **One credit.**

*HONORS ENGLISH 3* is a chronological survey of British literature from the Anglo-Saxon Period through the Modern Age. Students are required to write essays on a regular basis, with an emphasis on reading comprehension and passage analysis. A major research paper on an assigned literary topic is required second semester. Vocabulary study evolves from the context of reading assignments. Preparation for

standardized tests includes vocabulary and grammar review, as well as practice testing. **One credit.**

**ENGLISH 4** students read works of world literature with an emphasis on studies in the novel. All genres of literature and authors of various nationalities are explored. Grammar skills are reviewed as needed in conjunction with the writing of compositions. Vocabulary study focuses on words commonly found on standardized tests. **One credit.**

**HONORS ENGLISH 4** students read works of world literature. All genres of literature and authors of various nationalities are explored. The course is organized thematically in order to promote analysis of universal themes. In addition to daily reading and class discussions, students write essays on topics related to the works and research various authors and poets. Papers are chiefly analytical, presupposing in-depth study of the works, and are subject to peer criticism and rewriting. The supplementary reading texts and assignments for this course are designed to improve critical reading skills and analytical writing skills. **Prerequisite: Honors English 3. One credit.**

**ADVANCED PLACEMENT WORLD LITERATURE** students read selected works of world literature. All genres of literature and authors of various nationalities are explored. The course is organized thematically in order to promote analysis of universal themes. In addition to daily reading and class discussions, students write essays on topics related to the works and research various authors and poets. Papers are chiefly analytical, presupposing in-depth study of works and are subject to peer criticism and rewriting. Advanced Placement practice tests and essays also constitute a major component of this course in preparation for the required Advanced

Placement Exam at the end of the year. **Prerequisites: Honors English 3 and current English teacher approval based on the English Department criteria for placement. One credit.**

## **Elective Courses**

**WRITING FOR COLLEGE** This one-semester elective will focus on the clear expression of ideas through writing. Students will write for different purposes and audiences, expanding the five-paragraph essay format to explore unique writing opportunities. Students will use a variety of formats, called the “modes of writing,” which include narrative, descriptive, expository, and, most importantly, persuasive or argumentative. For both seasoned and developing writers, this course encourages students to hone their skills as they prepare for college writing. **Open to juniors and seniors only. One-half credit.**

**JOURNALISM - YEARBOOK** Students work together to create and edit the school annual. They gain experience in the areas of photography, caption writing, ad sales, and page layouts. **Enrollment is limited. Open to seniors only. One credit.**

## **FINE ARTS**

**ART 1** is the foundation level for art study throughout the SAA upper school visual arts program. All freshman are required to take one semester of Art 1. This class is designed to build on the skills developed at the elementary and junior high levels. Emphasis is placed on understanding and applying The Seven Elements of Art through the use of various media, such as pencil, charcoal, paint, and printmaking. Throughout the semester we will cover; contour drawing, charcoal techniques, color theory, grid drawing, printmaking, portrait drawing, and

scratchboard. Students will be required to furnish some supplies. **One-half credit.**

**ART 2** is an elective open to sophomores, juniors, and seniors. Continued emphasis will be placed on understanding of the elements of art at a more advanced level. Drawing and painting skills will begin to focus more on concept, expression, and composition. Students will work in many drawing and painting media, including pencil, ink, charcoal, watercolor, scratchboard, colored pencils, and printmaking processes. Artwork will be entered in local, regional, and national contests. **Prerequisite: Art 1. Requires art teacher approval. One credit.**

**Note: There is a fee for materials required for this course.**

**ART 3** is an advanced art class open to juniors and seniors. Drawing and painting skills will be taught in a more independent studio style, allowing students to explore areas of interest suited to personal styles. A strong emphasis will be placed on developing an understanding of composition and design while focusing on expression and creativity. Students will begin building portfolios for college entrance requirements. Outside assignments will be given weekly. Artwork will be entered in local, regional, and national contests. Students will be required to furnish some supplies. **Prerequisite: Art 1 and 2. Requires art teacher approval. One credit.**

**Note: There is a fee for materials required for this course.**

**ADVANCED PLACEMENT ART** is an advanced art class that requires teacher approval. Classwork will include independent projects in various media as well as developing an area of concentration chosen by the student. Students will complete portfolios for college entrance. AP students are required to develop a large body of

artwork which will be presented to the AP College Board for scoring and can earn college credit for the student. The student must complete the portfolio requirement to pass the course. Artwork from this class will be entered in local, regional, and national art competitions and scholarship competitions. Students will be required to furnish some supplies. **Prerequisite: Art 1, 2, and 3 and teacher approval. One credit.**

**Note: There is a fee for materials required for this course.**

**DRAMA 1 - Oral Communication** is a freshmen performing arts class, which is intended to introduce public speaking skills. The ability to clearly and confidently express ideas and opinions will give the student a definite advantage when interviewing for college admission, internships, summer jobs, and school organizations. This workshop-based class will transform the student into a confident, articulate speaker who no longer has the word “umm” in her vocabulary! **One-half credit.**

**DRAMA 2** is a one semester performing arts class open to any student who has previously taken Drama 1 and is approved by the teacher. While covering all aspects of play production, students get to participate in hands-on activities that give them a basic general knowledge of technical theater and performance theater. The course starts with stage basics and performance skills, then covers theater history and finally technical theater. This class is appropriate for anyone interested in theater. **Prerequisite: Drama 1. One-half credit.**

**DRAMA 3** is a one semester performing arts class open to any student who has previously taken Drama 2 and is approved by the teacher. This is a performance intensive workshop class. Students will spend the entire semester working on monologue writing, play writing, and

performance for live audiences. **Prerequisite: Drama 1 and Drama 2. Only juniors and seniors are eligible. One-half credit.**

*VOCAL MUSIC 1* is a semester course required for all freshmen. This is a vocal music training class with emphasis on choral ensemble singing. The students will learn part singing techniques, proper breathing, and support optimal vocal production. Musical styles from the Middle Ages to modern era music will be discussed. Classwork and outside assignments include both midterm and semester projects. The main focus of the course is preparation for the concert at the end of the semester. **One-half credit.**

*VOCAL MUSIC 2* is an elective open to sophomores, juniors, and seniors. Emphasis will be placed on a sound knowledge of the musculature of vocal production, the mechanics of proper breathing and support, and optimal vocal production. Musicology will include major composers and eras, including the late Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern, popular styles of the present day. Classwork and outside assignments include both midterm and semester projects. Vocal Music 2 students will participate in the end of the semester choral concert with the Starlettes of St. Agnes. **Prerequisite: Vocal Music 1 or Sophomore or Junior level transfer. One-half credit.**

## **FRESHMAN** **SEMINAR**

*FRESHMAN SEMINAR* is a semester course designed to develop high school awareness and promote transition from the elementary/junior high setting. The course provides students an opportunity to adjust to the academic and social environment of high school in general and St.

Agnes Academy in particular. Presentation of practical information and programs to enhance the student's high school experience and personal growth forms the basis of the course. Students are introduced to the rules, regulations, and procedures of the school, as well as to services, resources, and opportunities at St. Agnes. Students begin to build their resumes through the college Naviance program, create an electronic portfolio, and begin to identify goals and interests. Students also participate in the Kaleidoscope Profile Inventory Learning Styles and Alive at 25 programs. **One-half credit.**

## **MATHEMATICS**

The Saint Agnes Academy Mathematics Department provides a college preparatory curriculum by offering students a variety of mathematic courses. All students are required to complete a minimum of four years of math. There are opportunities at various levels within the program for a student to take two maths in a year because of her aptitude in and love for the subject matter. Details about this are available from the Math Department Chairperson. The math program is designed to nurture students in developing their abilities to think critically, analytically, and to explore a variety of ways to solve problems. Students will also be expected to learn how to work within a cooperative environment with others, to be creative, and to communicate ideas and thoughts clearly. Students are encouraged to attend the SAA Math Lab which is offered to any Upper School student who seeks extra math help. All math students are required to complete specified summer work for each particular math course in which enrolled.

*ALGEBRA 1* is designed as a standard algebra course for freshmen who demonstrate math skills appropriate to their age and grade level. Topics include solving equations, graphs and functions,

systems of equations, and polynomial functions. The content and projects related to this course are designed to prepare students for Geometry. **One credit.**

**HONORS ALGEBRA 1** is designed to be a rigorous course that delivers a full-year honors curriculum and prepares students for Honors Geometry and Honors Algebra 2. Beginning with solving multiple step equations, students move quickly through familiar content. Extensive work on real-life applications helps students to understand the importance of algebra in our world. **One credit.**

**Prerequisites for rising 9th graders:**

- **9th grade 3rd month equivalency on the Math section of the High School Placement Test or at the 2.5 stanine or higher on the Independent School Entrance Exam;**
- **an A (or 93 numerical) or better for the year in 8th grade Algebra;**
- **favorable recommendation from previous math teacher concerning scholarly attitude, attendance, participation, and behavior;**
- **approval of Math Department.**

**GEOMETRY** is the traditional math course for sophomores with age-appropriate math skills. It provides abundant opportunities to teach students how to reason mathematically. During the first semester, concepts such as tools of geometry, proofs, parallel and perpendicular lines, congruent triangles, and quadrilaterals will be taught. The second semester will conclude with area, similarity, right triangle trigonometry, surface area, volume and circles. **Prerequisite: Algebra 1. One credit.**

**HONORS GEOMETRY** is designed for the student who has mastered algebraic skills. In this course, students develop an understanding of the structure and concepts of Euclidean plane geometry, building naturally on the step-by-step processes of algebra. They prove theorems in

more than one way using paragraph proofs, two-column proofs, indirect proofs, and flow proofs. **One credit. Prerequisites for rising 9th graders:**

- **10th grade 3rd month equivalency on the Math section of the High School Placement Test or at the 3.5 stanine or higher on the Independent School Entrance Exam;**
- **an A (or 95 numerical) or better for the year in 8th grade Algebra;**
- **favorable recommendation from previous math teacher concerning scholarly attitude, attendance, participation, and behavior;**
- **approval of Math Department.**

**Prerequisites for rising 10th graders:**

- **an A (or 94 numerical) or better in previous math courses;**
- **favorable recommendation from previous math teacher concerning scholarly attitude, attendance, participation, and behavior;**
- **approval of Math Department.**

**ALGEBRA 2** is a junior-level course for students with age-appropriate math skills. The course features the traditional topics of intermediate level Algebra. Topics include polynomial, rational, exponential, and trigonometric functions. Matrices, probability, sequences, and series will also be covered. **Prerequisite: Geometry. One credit.**

**HONORS ALGEBRA 2** is the second course in the Honors sequence. This course is designed for students who possess a strong knowledge base in algebra and geometry topics. Students must also exhibit a commitment to quality, and a mature, scholarly attitude. **One credit.**

**Prerequisites:**

- **successful completion of Honors Geometry;**
- **a B (or 83 numerical) or better in previous math courses;**

- **favorable recommendation from previous math teacher concerning scholarly attitude, attendance, participation, and behavior;**
- **approval of Math Department.**

*PRE-CALCULUS* is a math course that links previous math courses to Calculus. Trigonometry, probability, the theory of equations, analytic geometry, and limits will be studied. Students wishing to take Pre-Calculus must demonstrate a commitment to high quality work, as well as demonstrate a mature and scholarly attitude. **One credit.**

**Prerequisites:**

- **successful completion of Honors Algebra 2;**
- **B+ (or 87 numerical) or better in previous SAA math courses;**
- **approval of the Math Department.**

*HONORS PRE-CALCULUS* is an intensive math course that links previous math courses to Calculus. Trigonometry, function analysis, probability, the theory of equations, analytic geometry, and limits will be studied in a college-like atmosphere. Students wishing to take Honors Pre-Calculus must demonstrate a commitment to quality, and a mature, scholarly attitude. Students in this course will be prepared to take Honors or AP Calculus. **One credit.**

**Prerequisites:**

- **successful completion of Honors Algebra 2;**
- **A (or 93 numerical) or better in previous SAA math courses;**
- **approval of the Math Department.**

*TRIGONOMETRY* is the study of angles and trigonometric functions that result from them. The course will cover trigonometry in right and general triangles, as well as the graphs and inverses of the trigonometric functions. Other topics include trigonometric proofs and equations, vectors, and polar form. The application of trigonometry to real-world problems is discussed. Skills and concepts that

prepare students for an introductory pre-calculus course will be emphasized. **One-half credit.**

**Prerequisites for seniors:**

- **successful completion of Algebra 2;**
- **B (or 83 numerical) or better in previous SAA math courses;**
- **approval of the Math Department.**

*INTRODUCTION TO STATISTICS* provides a foundation in both descriptive and inferential statistics. Topics include distributions, relationships, randomness, confidence intervals, tests of significance, comparisons, and experimental design. Emphasis is placed on the investigation of actual data to develop concepts and procedures. **One-half credit.**

**Prerequisites:**

- **Open to all seniors who have successfully completed Algebra 2.**
- **approval of the Math Department.**

*ADVANCED PLACEMENT STATISTICS* introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring real world data, sampling and experimentation, anticipating patterns, and statistical inference. Computers and calculators will allow students to focus on conceptual understanding, rather than mere knowledge of procedures. All students are required to take the Advanced Placement Exam at the end of the year. **One credit.**

**Prerequisites:**

- **successful completion of Pre-Calculus or Trigonometry/Statistics;**
- **B (or 83 numerical) or better in previous SAA math courses;**
- **approval of the Math Department.**

*COLLEGE MATH: FUNCTIONS, STATISTICS, TRIGONOMETRY* is a senior level math course designed from topics of the three areas and are presented in a unified method

to help aid students prepare for everyday life, as well as future mathematic courses. The use of graphing and the TI-84+ calculator enable students to explore, investigate, and to clarify complicated functions and data.

**Functions** extend a student's knowledge of linear, quadratic, exponential, logarithmic, polynomial, and trigonometric equations and functions.

**Statistics** are introduced in a way that people who work in a variety of different disciplines will be able to use them. Major topics include univariate data analysis and bi-variate data analysis.

Functions of **Trigonometry** are used in two main roles: (1) as functions that enable lengths of segments and measures of angles of figures to be determined (2) as functions that model periodic phenomena. The work with trigonometry includes strong connections with geometry. **One credit.**

**Prerequisites:**

- **successful completion of Algebra 2;**
- **approval of the Math Department.**

**HONORS CALCULUS** covers the traditional calculus curriculum: limits, derivatives, indefinite integrals, and definite integrals. The course content is much the same as that of Advanced Placement Calculus; however, the schedule is more flexible. **One credit.**

**Prerequisites:**

- **successful completion of Pre-Calculus, Honors Pre-Calculus (or Trigonometry/Statistics-Honors Algebra 2 combination);**
- **B+ (or 87 numerical) or better in previous SAA math courses;**
- **approval of the Math Department.**

**ADVANCED PLACEMENT CALCULUS AB** explores analytic geometry, limits of functions, definitions of derivatives and its applications, indefinite integrals, and applications of

integration for algebraic, trigonometric, exponential, and logarithmic functions. This demanding course requires familiarity with all topics covered in previous math courses, a commitment to quality, and a mature, scholarly attitude. Advanced Placement practice tests also constitute a major component of this course in preparation for the required Advanced Placement Exam at the end of the year. Students will be expected to attend a weekly early morning (before school) Advanced Placement Calculus session throughout the school year. **One credit.**

**Prerequisites:**

- **Honors Pre-Calculus;**
- **A (or 95 numerical) or better in previous SAA math courses;**
- **approval of the Math Department.**

**ADVANCED PLACEMENT CALCULUS BC** is an extension of AP Calculus AB and together with AB is roughly equivalent to both first and second semester of college calculus courses. It extends the content learned in AB to different types of equations, including polar and parametric and introduces the topic of sequences and series. This demanding course requires familiarity with all topics covered in previous math courses, a commitment to quality, and a mature, scholarly attitude. Advanced Placement practice tests also constitute a major component of this course in preparation for the required Advanced Placement Exam at the end of the year. **One credit.**

**Prerequisites:**

- **AP Calculus AB;**
- **approval of the Math Department.**

# **PHYSICAL EDUCATION & HEALTH**

**Note:** Beginning with the Class of 2018, students who are members of St. Agnes Academy sports teams may receive credit for P.E. only (not Health) if they meet the following requirements.

Students must:

1. participate in two seasons of SAA sports.
2. finish each season of SAA sports.
3. meet the specific requirements of the head coach of the individual sport.
4. have completed their two seasons by the end of the junior year.

**Note:**

1. This opportunity for P.E. credit only includes SAA sports.
2. This credit may only be earned once.
3. The position of manager is not eligible for P.E. credit.

**PHYSICAL EDUCATION** offers the students instruction in lifetime activities and fulfills the P.E. requirement for high school graduation. Individual, dual, and team sports activities are included with the emphasis on offering lifelong participation opportunities. Aerobic and strength fitness, along with discussions of proper nutrition, will be included in order for the students to learn to plan, implement, self assess, and modify a personal fitness plan. Students are prepared to lead a physically active lifestyle. **One-half credit.**

**\*Note that PE is offered for credit during our SAA summer program. This course is open to SAA students in grades 9-12.**

**HEALTH\*** is a one-semester course designed to promote the choices of healthy lifestyles in the areas of physical, mental, and social health. Lifelong physical fitness is stressed, and students are encouraged to set individual fitness goals and develop exercise programs designed to meet those goals. Current issues such as dating, personal safety, drug abuse, eating disorders, nutrition, and sexuality are part of the course. Guest speakers provide important, updated information on these issues as well. **One-half credit.**

**\*Note that Health is offered for credit during our SAA summer program. This course is open to juniors and seniors only.**

## **Elective Courses**

**FAMILY AND CONSUMER SCIENCE** is a one semester course designed to help students study and experience practical applications of food science, basic sewing, crocheting, upcycling, and do-it-yourself (projects) as well as such topics as financial planning and etiquette. **This course is open to seniors only. One-half credit.**

**Note: There is a fee for materials required for this course.**

## **SCIENCE**

The Saint Agnes Academy Science Department provides students with a strong, well-rounded science education. Students are challenged and encouraged to pursue their special interests in a variety of courses at all levels. All students are required to complete three science credits: biology, chemistry, and one additional science course. Honors and Advanced Placement courses have limited enrollments and specific requirements as stated in each course description. In all cases, enrollment in Honors and Advanced Placement classes requires a scholarly attitude, good attendance, and good conduct.

**BIOLOGY** provides an introduction to the major concepts of biology including biochemistry, cytology, genetics, evolution, diversity, anatomy and physiology, and ecology. Integrated laboratory activities allow students to enhance scientific reasoning skills by applying their knowledge to experimental situations. Writing formal lab reports helps students to develop communication skills within the context of science. **One credit.**

**HONORS BIOLOGY** is an accelerated survey of major biological concepts including biochemistry, cytology, molecular biology, genetics, evolution, diversity, ecology, and anatomy and physiology. Integrated laboratory activities allow students to enhance scientific reasoning skills by applying their knowledge to experimental situations. **Prerequisite for rising 9<sup>th</sup> graders: 10<sup>th</sup> grade equivalency on the Reading, Math, and Language sections of the High School Placement Test or the 3<sup>rd</sup> stanine or higher on the Independent School Entrance Exam. In addition, students must be enrolled in Honors Algebra 1 or Honors Geometry. One credit.**

**CONCEPTUAL CHEMISTRY** is a practical, non-quantitative chemistry designed for students who desire an understanding of chemical concepts and applications. The main focus of this lab-oriented course is to help the student build a strong foundation in the basic concepts of chemistry, which are presented in the context of our daily lives. Successful completion of this course will meet the needs of students who do not plan on a science-related career after high school. **Recommended for juniors after completion of Biology and Physics. One credit.**

**CHEMISTRY** is designed to introduce students to the nature of chemistry, properties of matter

and to build problem-solving skills through laboratory experimentation. The students learn to handle chemicals and laboratory equipment safely, and to observe, organize and record data, analyze results, and draw conclusions. Topics covered will include atomic structure and compound formation, molecular behavior during chemical and physical changes, the periodic table, and the role of chemistry in our daily lives. **Prerequisite: Students must be enrolled in Algebra 2. One credit.**

**HONORS CHEMISTRY** is an advanced level course designed for students who are interested in a higher level of science. Students must have the aptitude to cover material faster and in greater depth. Topics include advanced atomic theory, physical and chemical behavior of elements, kinetic molecular theory of gases, introduction to organic chemistry, and behavior of solutions. **Prerequisites: Students must have a 98 average or better for the year in Biology or an 87 or better in Honors Biology. In addition, students must be enrolled in Honors Algebra 2 after having completed Geometry. Students must also be approved by the current science teacher and the Science Department Chair. One credit.**

**PHYSICS** is a qualitative study of the central concepts of physics, including motion, sound, light, thermodynamics, electricity, and magnetism. Knowledge of the physical world and its laws provides a sound foundation for understanding all other sciences, including biology and chemistry. Laboratory activities provide hands-on experience with physics concepts and applications to the real world. **Required for sophomores who are enrolled in Geometry. One credit.**

## *Elective Courses*

***ANATOMY AND PHYSIOLOGY*** introduces students to the healthy functioning of the major human body systems. Although the emphasis of this course is on anatomy, students will examine the physiological components of the human body in order to understand how the structures and functions of the body are related. **This course is open to any junior or senior who has completed Biology and Chemistry. One credit.**

***HONORS ANATOMY AND PHYSIOLOGY*** is designed to be equivalent to a two-semester college introductory course in Anatomy and Physiology. Students will study the human body in detail, emphasizing the complementary nature of structure and function, molecular and cellular interactions, homeostasis, and metabolic processes. **This course is open to juniors and seniors who have completed their biology and chemistry requirements. Preference is given to students currently enrolled in AP Biology or Honors Chemistry. Requires an 87 or better in Honors Chemistry or a 93 or better in Chemistry. Requires approval of current science teacher and Science Department Chair. One credit.**

***ADVANCED PLACEMENT BIOLOGY*** is designed to be equivalent to an introductory two-semester course in college Biology. Topics include biochemistry, cellular biology, molecular genetics and heredity, biotechnology, diversity, structure and function of organisms, evolution, and ecology. Upon completion of this course, students must take the Advanced Placement Examination and may be eligible for college credit. **This course is open to juniors who have an 87 or better in Honors Chemistry or a 98 or better in Chemistry. Requires approval of the current science teacher and the Science Department Chair. One credit.**

***ADVANCED PLACEMENT CHEMISTRY*** is designed to be equivalent to a college level general Chemistry course. Students enrolled in this course will attain an in-depth understanding of the fundamentals of chemistry. Students will display a thoughtful, systematic approach to solving problems. In addition, students will gain a deeper understanding of chemical concepts by completing various lab experiments. Topics and themes presented in the course include: the foundations of chemistry, stoichiometry, chemical reactions, properties of gases, thermochemistry, atomic structure, periodicity, bonding, kinetics, equilibrium, acid base chemistry, electro-chemistry, nuclear chemistry, and organic chemistry. Upon completion of this course, students must take the Advanced Placement Examination and may be eligible for college credit. **Prerequisites: At least a 90 for the year in Honors Chemistry. Must be enrolled in either Pre-Calculus or Calculus. Requires approval of current science teacher and the Science Department Chair. One credit.**

***ENVIRONMENTAL SCIENCE*** is offered to seniors who want to understand the natural environment and the environmental problems that we face in the modern world. This course is interdisciplinary, involving a wide variety of topics including interconnections between the living and nonliving world, the capacity of humans to alter natural systems, social and cultural considerations, and sustainable living. **This class is open to juniors and seniors who have completed their biology and chemistry requirements. One credit.**

***ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE*** is designed to be the equivalent to an introductory one-semester college course in Environmental Science. By studying scientific concepts and methodologies,

students will understand the interrelationships of the natural world, identify and analyze natural and man-made environmental problems, examine risks associated with environmental issues, and develop alternative solutions for solving or preventing them. Upon completion of this course, students must take the Advanced Placement Exam and may be eligible for college credit. **This course is open to juniors and seniors who have completed their biology and chemistry requirements. Preference is given to students currently enrolled in AP Biology or Honors Chemistry. Requires an 87 or better for the year in AP Biology or Honors Chemistry or a 93 or better for the year in Chemistry. Requires approval of current science teacher and Science Department Chair. One credit.**

***ADVANCED PLACEMENT PHYSICS*** is an introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations. Upon completion of this course, students must take the Advanced Placement Examination and may be eligible for college credit. **This course is open to seniors only. Prerequisites: Must have earned an 87 or better for the year in Honors Chemistry or a 94 or better for the year in Chemistry. Corequisites: Must be enrolled in AP Calculus AB. Requires approval of current science teacher and Science Department Chair. One credit.**

## ***Project Lead the Way Electives***

**Note:** Students who complete the requirements of their chosen pathway earn the AP + PLTW student recognition, a qualification that demonstrates to colleges and employers that the student is ready for advanced course work and interested in careers in this discipline.

To earn the recognition, the student must satisfactorily complete three courses in the pathway - one AP course; one PLTW course; and a third course, either AP or PLTW - and earn a qualifying score of 3 or higher on the AP Exams(s) and a score of Proficient or higher on the PLTW End of Course (EoC) assessment(s).

***PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS)*** is the first in the sequence for the *Project Lead the Way* Biomedical Sciences Program. Students investigate various health conditions as they determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences Program and lay the scientific foundation for subsequent courses. **Requirements: This class is designed for freshmen. Upperclassmen may enroll if space is available. Enrollment is limited. One credit.**

***HUMAN BODY SYSTEMS (HBS)*** This course is the second in the sequence for the *Project Lead the Way* Biomedical Sciences Program. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software

to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. **Prerequisite: Students must have successfully completed Principles of Biomedical Sciences with at least an average of 80. Enrollment is limited. One credit.**

### ***MEDICAL INTERVENTIONS***

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection, screen and evaluate the code in human DNA, evaluate cancer treatment options, and determine when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. **Prerequisite: Students must have successfully completed Principles of Biomedical Sciences and Human Body Systems with a minimum average of 80. Enrollment is limited. One credit.**

***INTRODUCTION TO ENGINEERING DESIGN (IED)*** is the first in the sequence for the *Project Lead the Way* Pathways to Engineering Program. The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. **Requirements: This class is designed for freshmen. Upperclassmen may enroll if space is available. Enrollment is limited. One credit.**

## **SOCIAL SCIENCES**

***UNITED STATES HISTORY*** students will, by the traditional chronological survey approach, acquire the basic factual knowledge necessary to understand US history and citizenship. Coverage begins with the Age of Exploration and proceeds to the 21st century. Students will develop critical thinking skills, as well as the ability to relate past history to current events. A research project is required for course completion. **This course is required for all sophomores, unless the student is enrolled in Honors US History or Advanced Placement US History. One credit.**

***HONORS UNITED STATES HISTORY*** is the same as the traditional US History course with additional focus on scholarly attitude, advanced historical skills, and a faster pace. Students in honors will be expected to cover the content with greater breadth and academic rigor. Furthermore, skills such as critical reading and writing, analyzing documents, historical research, and historiography will define the course. **Prerequisites: The student must have (1) good attendance and conduct records for the entire preceding school year (2) a minimum grade average of at least an 85 (B) in freshman English for each marking period (3) approval of the student's freshman year English teacher, and (4) a score of at least the 60th percentile on the critical reading section of the PSAT. May be taken in place of United States History. One credit.**

***ADVANCED PLACEMENT UNITED STATES HISTORY*** is designed around the standards required by the College Board. Advanced Placement United States History is a high-level, college survey equivalent course that moves very fast and with great detail; therefore, students are expected to be consistent and committed throughout the year. The curriculum of Advanced

Placement United States History covers content from early pre-colonial America through today. Core skills, such as working with documents, research, critical thinking, and writing, are essential to the mastery of Advanced Placement United States History. All students are required to take the national Advanced Placement Exam in May. **Prerequisites: The student must have good attendance and conduct records for the entire preceding school year. In order to be eligible for the Advanced Placement United States History course, students must meet the following criteria: (1) the student must have a score of at least the 75th percentile on the critical reading section of the PSAT (2) the student must be enrolled in Honors English and the student must have a 90 (A-) average, as well as an academic record of consistency and diligence as a student (3) the student's Honors English teacher, as well as, all of their 9th grade teachers, will be consulted and approve the student's placement in Advanced Placement United States History. One credit.**

*WORLD HISTORY* provides the unique opportunity to explore the whole of humankind. Studying the history of nations, civilizations, ethnic, and religious groups, as well as the differences and similarities between them, will enable one to expand her cultural literacy. The study of world history prepares one to be an educated citizen in an ever-increasingly global society. A global citizen can understand, process, and evaluate contemporary issues facing our world today. Through studies of world history, one will understand how people and societies have changed over time, which will provide a better understanding of today's world. The investigation of world history also provides moral understanding, a sense of human identity, and good citizenship. Learning the history of the world combats against ethnocentrism and generates fair-minded citizens that are necessary

to compete and reside in an ever-changing world climate. Students will examine a broad scope of key events, turning points, and trends in World History from 8000 B.C.E. to the modern era in order to meet these objectives. A research project is required for course credit. **Required for all Juniors. One credit.**

*HONORS WORLD HISTORY* is a more rigorous version of World History but will follow the same content objectives of standard World History. Honors World History will have greater focus on primary readings, historical research, and analysis. The course will also have higher standards and expectations. Although the topics are similar to World History, the coverage will be more in-depth with a faster pace and larger amounts of reading requirements. Through studies in Honors World History, students will understand how people and societies have changed over time, which will provide a better understanding of today's world. This course will examine key events, turning points, and trends in world history from 8,000 B.C.E. to modern times. A research project is required for course completion. **Prerequisites: The student must have (1) good attendance and conduct records for the entire preceding school year (2) a minimum grade average of at least an 85 (B) in social sciences for each marking period (3) approval of the student's previous year history teacher and (4) a score of at least the 60th percentile on the critical reading section of the PSAT. May be taken in place of World History. One credit.**

*ADVANCED PLACEMENT WORLD HISTORY* develops greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate and analytical skills. The course

highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, sets the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. A research project is required for course completion. Students will be required to take the Advanced Placement Exam at the completion of the course. **Prerequisites: The student must have (1) good attendance and conduct records for the entire preceding school year (2) a minimum grade average of at least a 90 (A-) in social sciences for each marking period (3) approval of the student's previous year history teacher and (4) a score of at least 75th percentile on the critical reading section of the PSAT. May be taken in place of World History. One credit.**

***ECONOMICS/PERSONAL FINANCE*** is for juniors and seniors and is intended to provide students knowledge and skills for making good financial decisions. The course materials used will be based on Dave Ramsey's, *Foundation in Personal Finance*. This curriculum is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics are covered, and will include income, money management, spending and credit, as well as saving and investing. **Required for graduation. Open to juniors and seniors only. One-half credit.**

## ***Elective Courses***

***These courses are traditionally open to juniors and seniors.***

***CONTEMPORARY GLOBAL ISSUES*** This course is designed to encourage students to gain a broader understanding and perspective of global issues. Students will explore, analyze and evaluate the sweeping changes that have reshaped our world during the last seventy years. Due to the broad nature of this course, a regional approach will be used to investigate the contemporary world, while also integrating a series of themes such as political change, economic development, social problems, and the influence of geography on global issues. Students will read selections and participate in Brown University's "Choices" curriculum units that approach global issues from an international perspective, rather than from a United States or Western vantage point. It is the goal of this course to help students become more aware of the increasingly diverse and complex issues of the modern world and to develop a sophistication in handling printed, digital and visual media. **Prerequisites: Completion of the US History survey course. Open to seniors only. One-half credit.**

***FACING HISTORY AND OURSELVES: HOLOCAUST AND HUMAN BEHAVIOR*** provides an interdisciplinary approach to citizenship education. Students move from thought to judgment to participation as they confront the moral questions inherent in a study of violence, racism, anti-semitism and bigotry. The readings and activities explore the consequences of discrimination, racism, and anti-semitism by holding up "the tarnished mirror of history" to one of the most violent times in world history—the 1930s and 1940s. As students read and reflect, they investigate the forces that

undermined democracy in Germany, betrayed a generation of young people, and ultimately led to the Holocaust. In doing so, students discover that many of those forces threaten our own society today. The course then helps students discover how their decisions can make a positive difference in their community, nation and the world. **Open to juniors and seniors. One-half credit.**

***FACING HISTORY AND OURSELVES: MEMBERSHIP AND RACE IN AMERICA***

What are the origins of the idea of race? How was the way people thought about difference between humans shaped over time? In what ways did the emerging science of race in the late 19th and early 20th centuries contribute to historical and contemporary discussions of race? And, ultimately, how have these ideas shaped public policy? This course offers a wide variety of texts, videos, and lessons for students interested in the history of race and racism. While this course is focused on the story of race in our country, students will examine histories of immigration and belonging as well as civil rights. This course will also provide students with the opportunity to discuss citizenship and democracy in the United States today. Over the course of the semester, students will examine the relationship between the individual and society, reflect on the way that humans divide themselves into “in groups” and “out groups” throughout history, explore the way that history is remembered and its various legacies in contemporary society, and address questions of freedom, justice, equality, and citizenship. This course was developed using Facing History and Ourselves materials. Facing History is a worldwide organization that provides students with resources that promote learning to choose knowledge over misinformation, compassion over prejudice or bullying, and participation over indifference or resignation. It’s active—rather than passive—

learning. **Open to sophomores and juniors. One-half credit.**

***INTRODUCTION TO UNITED STATES GOVERNMENT*** includes an examination of the major facets of national governmental systems with an overview of the political process and the branches of government. The course examines both contemporary government, as well as the historical and constitutional context within which government functions. **Open to seniors only. One-half credit.**

***ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS*** students will read in-depth supplementary materials, write a series of essays, and actively participate in open discussions. Students will be required to take the Advanced Placement Exam at the completion of the course. **Prerequisites: The student must have (1) good attendance and conduct records for the entire preceding school year (2) a minimum grade average of at least a 90 (A-) in social sciences for each marking period (3) approval of the student’s previous year social sciences teacher and (4) a score of at least the 70th percentile on the critical reading section of the PSAT. Open to seniors only. One-half credit.**

***INTRODUCTION TO PSYCHOLOGY*** presents a broad survey of the various areas of psychology, such as social, abnormal, developmental, behavioral, and the psychology of personality. The student is introduced to a body of knowledge which is the foundation for developing an understanding of behavior. **Open to juniors and seniors only. One-half credit.**

***ADVANCED PLACEMENT PSYCHOLOGY*** students will study the nature of personality development including the environmental, cognitive, and biological influences on personality and behavior. This course presents a

broad survey of the various disciplines of psychology including research, brain anatomy and physiology, abnormal psychology, child development, social psychology, and states of consciousness. Advanced Placement Psychology emphasizes such skills as reading, writing, and analysis of psychological research. Students will be required to take the Advanced Placement Exam at the completion of the course. **Prerequisites: The student must have good attendance and conduct records for the entire preceding school year. In order to be eligible for the course, students must meet the following criteria: (1) The student must have a score of at least the 70th percentile of the Critical Reading section of the PSAT. (2) In order for a rising junior to be eligible to take AP Psychology, the student must have a minimum of a 90 (A-) yearly average in Honors or United States History and an 88 (B+) yearly average in Advanced Placement United States History, and approval of United States History teacher. (3) A rising senior must have completed United States and World History, must have a yearly average of 90 (A-) in both classes, and must have their respective teachers' approval for eligibility. Students who show commitment, consistency, and academic growth will be considered as good candidates for Advanced Placement Psychology. Open to Juniors and Seniors only. One credit.**

*MODERN EUROPEAN HISTORY* is an examination of European history from 1500 to the present. A short review will be provided of the time period prior to 1815. Emphasis will be on the time period after the Congress of Vienna. Topics of special interest will be the Enlightenment, Industrial Revolution, the European Revolutions after 1848, the two world wars, and the Cold War. Themes visited throughout the course will focus on power and

politics, gender, and economic change with specific emphasis on patterns of social changes. Key developments such as liberalism, imperialism, fascism, socialism, communism, and terrorism will also be addressed. The course will emphasize inquiry-based methods used by historians and will encourage students to understand a conceptual knowledge of history. Students will be guided in studying history and drawing conclusions about it. They will practice skills enabling them to communicate their ideas clearly to others through discussion boards and oral participation. Students will engage in a variety of activities including primary source analysis, debates, mock trials, map exercises, cooperative learning activities, mini-projects, and simulations. **Open to seniors only. One-half credit.**

*ADVANCED PLACEMENT EUROPEAN HISTORY* students will study the major social, political, military, economic, religious, and diplomatic developments in Europe from the High Middle Ages (1450) to the present. Students will read and interpret supplementary material, write a series of essays, and participate in open discussion. Students will be required to take the Advanced Placement Examination at the completion of the course. **Prerequisites: The student must have no negative conduct marks in social studies classes for the entire preceding school year. The student must have a minimum grade average of at least a 90 (A-) in social studies for each marking period. Requirements: Approval of the student's previous year social studies teacher and a score of at least the 70th percentile on the critical reading section of the PSAT. May not be taken in place of World History. Open to seniors only. One credit.**

# **TECHNOLOGY**

With technology embedded in all coursework throughout our campus, the elective course offerings are tailored to the shifting needs/interests of our students. Any additional assistance needed by the students is also provided through video tutorials, as well as individual and small-group sessions held before and after school.

## **Elective Courses**

**COMPUTER PROGRAMMING** is the practice (“art”) of developing a set of instructions for a computer that will direct the computer to solve a problem. The set of instructions (program) is created using one of many either high-level or graphical programming languages available. Students will learn and implement the fundamental structures found in most programming languages, such as sequencing, looping, conditional statements, and subroutines. Assigned projects will help the student develop/enhance problem solving skills. Projects may be assigned that would require students to work cooperatively to more closely model a professional programming environment. Students will need some basic arithmetic and algebra skills. **Prerequisites: Good work ethic, an imagination, sense of purpose and humor. One-half credit.**

**MEDIA ARTS 1** is a one semester project-based course where students will get exposure to various types of media, such as photography, videography, web design, and animation. Projects will stress the elements and principles of design, working with equipment to manage lighting and sound, as well as the technical skills involved in editing media files in various applications. **One-half credit.**

**MEDIA ARTS 2** is a one semester project-based course where students will expand upon their Media Arts 1 experience. Projects will stress more advanced techniques/exposure to various types of media learned in Media Arts 1: Photoshop, videography, sound / voice over and animation. **Prerequisites: Media Arts 1. One-half credit.**

**3D DESIGN & ENGINEERING (NON PLTW)** explores the properties of 3D design and engineering in this one semester, project-based course. This course will introduce basic three-dimensional processes and materials as well as develop the student’s ability to problem solve and analyze form and space relationships as it relates to real world situations. **One-half credit.**

# **THEOLOGY**

**Note:** Each year-long theology course is divided into two semesters of thematic study. **One-half credit is earned each semester. The course of study is in accordance with the United States Conference of Catholic Bishops.**

**THEOLOGY 1 The Living Word: The Revelation of God’s Love** is a one semester freshmen course that provides an introduction to Sacred Scripture and to the unfolding of salvation history, with a particular focus on Jesus Christ as the fulfillment of salvation history. Revelation, both Divine and natural, is explored, as are inspiration, interpretation, and exegesis. The students are guided toward coming to know the people of salvation history, including the early leaders of Israel; the judges, kings, and the prophets; and the history of salvation as revealed in the New Testament. Students also learn about the role of Scripture in the life of faith of the individual as well as the life of the Church.

***Altaration: The Mystery of the Mass Revealed***

Through a unique learning experience, including powerful cinematography and workbook resources, teens will come to see the Mass and the priesthood in a dramatically new way. Altaration is designed to stir thought, create conversation, dispel myths, and inspire students to a deep and lasting love for the Mass.

***Jesus Christ: God's Love Made Visible*** is a one semester freshmen course that guides students' understanding of who Jesus Christ is, who God is, and the true meaning of love. Students will also explore how Jesus makes God's love visible and how we are called to follow Jesus as witnesses to his love. This course, paired with the eleventh-grade course ***The Paschal Mystery***, provides students with an extensive understanding of Christology.

***THEOLOGY 2 Christian Morality*** is a one semester sophomore course using the book *You: Life, Love, and Theology of the Body*. In it the students delve into Christian Morality by gaining a deeper understanding of the teachings of John Paul II's Theology of the Body. We will outline and examine daily living through the lens of the Christian worldview as human persons created in the image and likeness of God so as to inspire growth in virtue and create a more genuinely loving world.

***The Sacrament: Encounters with Christ*** is a one semester sophomore course that provides an opportunity to encounter Christ in a full and real way. The focus of this course is to help the students to learn about the Seven Sacraments, especially the Eucharist, and to enable them to more fully participate in them. This course also explores the history, scriptural foundation, and current practices of the Sacraments.

***THEOLOGY 3 Church History: Apostolic Times to Today*** will lead the students toward a

deeper understanding of the history of the Church from the time of Christ to the twenty-first century starting with the origin of the Church and its growth and persecution during Apostolic times. The course will provide insight to the development of the Church in its first four hundred years and examine challenges facing the Church after the Fall of the Roman Empire. After reviewing the growth of the Church during the Middle Ages, this course will introduce students to the renewal and reform of the Church during the Renaissance, the Protestant Reformation, and beyond. Students will learn about the Church's efforts to spread the Gospel to the New World. Additional units will take the students through the Enlightenment and its effects on the Church. The course will conclude with an examination of the Church's social doctrine and the Church of the twentieth and twenty-first centuries, including the Second Vatican Council.

***The Paschal Mystery: Christ's Mission of Salvation*** is a one semester junior course that leads students toward a deeper understanding of our need for redemption and how Jesus is the fulfillment of God's promise of redemption. It explores how, through his Passion, death, Resurrection, and Ascension, Jesus makes our redemption possible. The course addresses how we continually experience the Paschal Mystery in our lives and in the liturgy of the Church. It is paired with the ninth-grade course ***Jesus Christ: God's Love Made Visible, The Paschal Mystery*** and provides students with an extensive understanding of Christology.

***THEOLOGY 4 Catholic Social Teaching: Christian Life in Society*** is a one semester senior course that guides students in exploring and understanding the social teachings of the Church. It addresses the major themes of Catholic social teaching and what they express about God's plan for all people with a goal toward moving

students to a life of service and work for the Kingdom of God. This applies Catholic social teaching to social issues, such as protecting human life and dignity, defending human rights, promoting peace, advocating for economic justice, and safeguarding God's creation.

**Vocations: Answering God's Call** is a one semester senior course that leads the students toward a deeper understanding of the vocations of life: how Christ calls us to live. In this course, students will learn how all vocations are similar, as well as how they differ. The students will learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

**SERVICE REQUIREMENT** St. Agnes Academy believes that religion is lived as well as learned. In order to help students become aware of the needs of others, to help them develop an appreciation for service to others and to introduce them to the types of community service available and the people who provide them in our community, service hours are required of all students in the Upper School. Each freshman and sophomore is required to complete at least 20 hours of service per year. Each junior and senior is required to complete at least 30 service hours per year. At graduation, therefore, each student will have completed a minimum of 100 hours.

All hours are recorded on x2vol individual website accounts. A list of suggested service opportunities is available for each student's reference. The hours for each year must be earned in two or more of the following four categories: neighborhood, school, church, and non-profit organizations. Awards are presented annually to students who perform more than 100 hours of service in any given year.

## **WORLD LANGUAGES**

Students are required to complete three years of the same language. The choices are French, Latin, or Spanish.

*\*Designates optional dual enrollment. See explanation on p. 26.*

**FRENCH 1** is designed to provide a solid working knowledge of basic oral and written French and to create an interest in and admiration for the French culture and civilization. **One credit.**

**FRENCH 2** is the second course of the French sequence. It is designed to enable the student to speak simple French with reasonable proficiency and a pronunciation understandable to the native speaker. It will provide a basic knowledge of French grammar, develop writing skills, and provide a better understanding and knowledge of France and the French people. **Prerequisite: Satisfactory completion of French 1. One credit.**

**FRENCH 3\*** is the third course of the French sequence and is designed to further develop the student's ability to express herself in French. The student will use advanced vocabulary and structures, perfect pronunciation, improve and develop the ability to write French, and broaden the student's taste for French literature. **Prerequisite: Satisfactory completion of French 2. One credit.**

**HONORS FRENCH 3\*** is the third course of the French sequence and is designed to further develop the student's ability to express herself in French using advanced vocabulary and structures, to perfect pronunciation, to improve and develop the ability to write French, to provide the student with a detailed and extensive knowledge of French culture and civilization,

and to broaden the student's taste for French literature. **Prerequisites: Satisfactory completion of French 2 with a minimum grade of 88 (B+), and French teacher recommendation based on proficiency in four areas: oral proficiency, aural proficiency, reading comprehension, and written expression. One credit.**

***HONORS FRENCH 4\**** is the fourth course of the French sequence and is designed to perfect the student's ability to express herself in French, to further develop and polish writing skills in the language, to provide a knowledge of French history, civilization and culture, and to acquaint the student with select works of French literature. **Prerequisites: Satisfactory completion of French 3 with a minimum grade of 88 (B+), and French teacher recommendation based on proficiency in four areas: oral proficiency, aural proficiency, reading comprehension, and written expression. One credit.**

***LATIN 1*** In the first-year sequence in Latin, students will learn basic vocabulary and grammar, study the history and culture of ancient Rome, and learn how ancient language and culture relate to the modern world. **One credit.**

***LATIN 2*** In the second-year sequence in Latin, students will expand their knowledge of Latin vocabulary and grammar. By the second semester, they will be able to read brief, unaltered selections from Caesar and Livy. Attention will also be given to Greek history and culture and its influence on the Romans and the modern world. **Prerequisite: Successful completion of Latin 1. One credit.**

***HONORS LATIN 3*** The third-year sequence in Latin focuses on the Golden Age of Roman literature. Through the writings of Cicero and Sallust, students will explore Catiline's conspiracy, and they will complete projects that

expand their knowledge of Roman history, politics, and oratory. The year will conclude with an introduction to poetry and mythology, via the works of Ovid and Virgil. **Prerequisite: Successful completion of Latin 2. One credit.**

***HONORS LATIN 4*** The fourth-year sequence in Latin focuses on the Silver Age of Roman literature. The main topic of study is poetry, with readings from Lucan, Martial, and Juvenal. Attention will also be given to the letters of Pliny and the histories of Tacitus and Josephus, with a special focus on these writers' attitudes toward Christianity. Students will also complete projects that expand understanding of the history and culture of the Roman Empire. **Prerequisite: Successful completion of Honors Latin 3. One credit.**

***HONORS LATIN 5*** Students will choose an author whom they want to translate. They can choose works of poetry or prose which will then be analyzed. **Prerequisite: Successful completion of Honors Latin 4. One credit.**

***SPANISH 1*** is an introductory course designed to provide a good working basis in oral and written Spanish and to create an interest in and appreciation of Spanish culture and civilization. **One credit.**

***SPANISH 2*** is the second course in the Spanish sequence and is designed to develop and reinforce a sound working basis in all four of the skills required in language learning. Primary objectives are the completion of the grammar rules necessary for basic communication and the development of self sufficiency in expressing the oral language, as well as the development of an interest in the culture of the Spanish speaking world. **Prerequisite: Satisfactory completion of Spanish 1. One credit.**

**HONORS SPANISH 2 IMMERSION** is the first course in the Spanish Immersion Program. Spanish is only spoken by the teacher as well as the students. This proven method of teaching will ensure that your daughter will think in Spanish and that she will be a global citizen. After only a short time in this immersion course, students are able to speak Spanish confidently and become increasingly more fluent. Cultural topics from the Spanish speaking world are presented to the girls to further enrich their knowledge of the Spanish language and culture. **One Credit.**

**Prerequisites:**

- **Must have a 90 in Spanish 1;**
- **Must exhibit a scholarly work ethic;**
- **Must demonstrate a passion for learning Spanish;**
- **Must show proficiency in speaking and understanding during oral assessments;**
- **If a student does not have a 90 (A-) in Spanish 1 but has an 85 (B) or higher, then she may request admission into the immersion program by demonstrating her passion for Spanish and her abilities.**

**SPANISH 3\*** is the third course of the Spanish sequence and is designed to bring together the grammar rules learned in the first two levels. Primary objectives are a systematic approach to Spanish culture, the further development of spontaneous conversation, and means of expression in writing. **Prerequisite: Satisfactory completion of Spanish 2. One credit.**

**HONORS SPANISH 3 IMMERSION\*** is the second course in the Spanish Immersion Program. Once again, Spanish is the sole language of communication by both teacher and students. More complicated grammar topics are introduced and girls continue to be fully engaged while further honing their four language skills: speaking, listening, writing, and reading.

Students are given a variety of projects to increase further interest in Spanish culture. **One Credit.**

**Prerequisites:**

- **Satisfactory completion of Honors Spanish 2 Immersion with a minimum grade of 85 (B), and/or teacher recommendation based on performance in four areas: oral and aural proficiency, reading comprehension, and written expression.**
- **Note that a student must take Honors Spanish 3 to be eligible for Honors Spanish 4.**

**SPANISH 4\*** is the fourth course of the Spanish sequence and is designed to develop the student's ability to express herself well and to improve her writing skills. Students will be introduced to representative works of Spanish literature, as well as to important aspects of culture and civilization of the Hispanic world.

**Prerequisites: Satisfactory completion of Spanish 3 with a minimum grade of 85 (B) and Spanish teacher recommendation. Students in Honors Spanish 3 must continue in Honors Spanish 4. One credit.**

**HONORS SPANISH 4 IMMERSION\*** is the third course in the Spanish Immersion Program. This course is designed to perfect the student's ability to express herself both in oral and written communication. Students are presented with more complex grammar topics and a higher register vocabulary is used by the students in this course. Students will also be introduced to representative works of Spanish literature, as well as to important aspects of culture and civilization in the Spanish speaking world. Students will be able to write summary plots of up to 1000 words, while including symbolism and major themes found in Spanish literature. **One Credit.**

**Prerequisites:**

- **Satisfactory completion of Honors Spanish 3 with a minimum grade of 85 (B), and/or Spanish teacher recommendation. Only Students in Honors Spanish 3 can continue in Honors Spanish 4.**

***ADVANCED PLACEMENT SPANISH*** students will be exposed to complex grammatical concepts through a variety of activities based on the four skills necessary for the acquisition of a foreign language: writing, listening, speaking, and reading. Students will be exposed to several genres of Spanish reading material from various Spanish speaking countries. Students will be able to speak for 20 minutes on an advanced level on a wide variety of topics and will be able to converse with a high degree of ease. Upon completion of this course, students must take the Advanced Placement Examination and may be eligible for college credit. **Prerequisites: Students must have completed Honors Spanish 3 and Honors Spanish 4 with a grade of 85 (B) or better, demonstrate a commitment to high quality work, as well as a mature and scholarly attitude, and have approval of the Spanish teacher.**

## **\*Dual Enrollment Program**

St. Agnes Academy participates in a dual enrollment program to offer college credit for high school students who qualify in selected World Languages classes. The offerings included in this program are Spanish and French 3 and 4 in World Languages. Note that dual enrollment is not available for Advanced Placement French and Spanish. As far as St. Agnes Academy is concerned, equal demands will be made of participants and non-participants in the classroom. Upon successful completion of each semester, the student will receive three credit hours. There is a registration fee and a fee per credit hour. If students meet the State of Tennessee requirements, families will be reimbursed through the HOPE Lottery Scholarship Program for the fees for credit hours.

## **SEEK**

**(Students Exploring and Enhancing Knowledge)**

To add to the preparation of our 21st Century learners, St. Agnes Academy offers an independent study opportunity, SEEK. Through SEEK, the students have the opportunity to study outside the formal class structure. Such a program involves further, in-depth study of a topic of interest already studied in a formal course, a topic related to a formal course, or a topic entirely new to the student. The research project culminates in a media presentation before a committee of faculty members. Upon successful completion of the project, the student receives a half credit of an A that will be placed in the box “Other” on the school transcript. This grade will not be part of the cumulative grade point average.

*The Upper School Counseling Center  
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