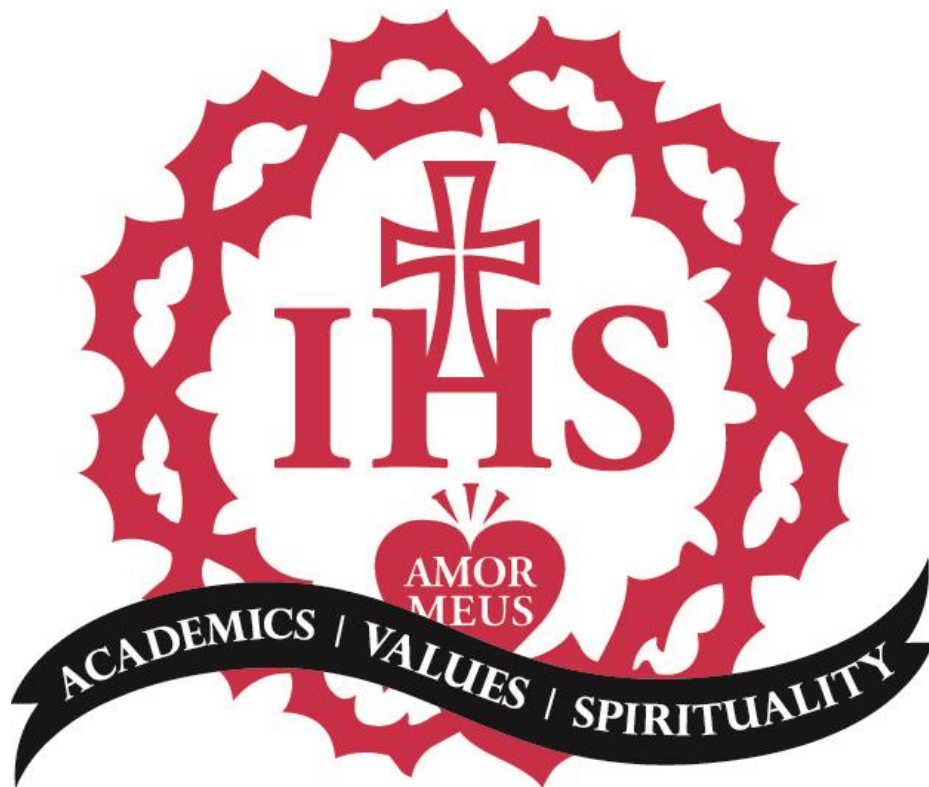


Incarnate Word Academy

A Catholic College Preparatory High School for Young Women
Since 1873



Course Catalog 2019 – 2020

609 Crawford
Houston, TX 77002
713-227-3637 (office)
713-227-1014 (fax)

www.incarnateword.org

Contents

Incarinate Word Academy: 2019 – 2020 Course Selection Guide 3
Computer Science 5
English 6
Fine and Performing Arts..... 8
Leadership..... 11
Mathematics 12
Physical Education..... 15
Science 15
Theology 24
World Languages 25
Other 29

Incarnate Word Academy: 2019 – 2020 Course Selection Guide

The curriculum of Incarnate Word Academy is centered on the core subject areas: English, Mathematics, Science, Social Studies, Theology, and World Language. IWA's rigorous college-preparatory core curriculum, with numerous honors and Advanced Placement options, is complemented with wide-ranging electives that challenge students to find their strengths and develop skills to impact their communities. IWA frequently reviews and revises course offerings to meet the needs of students and prepare them for college and our global society.

The following 28 credits are required for graduation:

4	Theology	1	Fine Arts
4	English	1	Physical Education
4	Mathematics	.5	Computer Science
4	Science	.5	Health
3	Social Studies	.5	Communication Applications
.5	Government	.5	Leading with Character
.5	Economics	1	Academic Elective
3	World Language		

½ credit of Physical Education can be earned by satisfactorily completing a season of an IWA sport, St. Thomas High School Cheerleading or IWA dance team. The other ½ Physical Education credit must be taken as a course on campus.

75 service learning hours are required for graduation. See IWA's Service Learning program for guidelines.

Students may earn a concentration in leadership studies, consisting of 3 or more leadership course semesters. See IWA's Young Leaders program for guidelines.

Course Selection Process:

Each student meets with a Counselor or the Academic Dean during the spring semester to discuss course selections for the following year. At this meeting, the Counselor will present the core classes for which the student's current core teachers have approved her, based on the department's honors/AP enrollment prerequisites. Honors courses are preparatory for AP courses, offering an increased pace, content and workload. Students considering AP courses are required to attend an AP interest meeting in January and review the AP Course Expectation Guide. Students considering taking more than three Honors/AP courses may be asked to consult with those Honors/AP teachers for approval. Students heavily involved in extracurricular activities should consider taking fewer Honors/AP classes to help balance their workload. Students are required to pay the AP exam fee and take the AP exam in May.

Preliminary Honors/AP core course placement will be made using the student's 1st semester grade. Course placement is re-evaluated at the end of the fourth quarter by the student's core teachers, and final placement is based on each department's honors/AP enrollment prerequisites and 2nd semester grades. Each student's core courses are approved by the student's current teachers when schedules are distributed to students; therefore, if a student questions her core course placement, she should discuss the placement with her current teacher.

The Counselor and Academic Dean make every effort to place students in the electives they requested, but if a requested course conflicts with another class, the student will be enrolled in another elective option. Student schedules are not created or changed based on requests for specific teachers or specific semesters.

Course Change Requests:

Course selections made during the spring course selection period and registration are considered permanent for the following academic year. After the announced deadline (May 24, 2019), student schedules will not be changed, and the student must complete the course for a grade. On occasion, a student's schedule change may be considered after the deadline, pending certain conditions and procedures found in the Parent Student Handbook.

Curriculum Guide

Freshman Courses	Sophomore Courses
<ul style="list-style-type: none"> • Theology I • English I* • Algebra I* or Geometry* • Biology* • World History and Geography to 1500 CE* • Spanish, French, Latin • Communication Applications • Other (PE, Fine Art, Computer Science, Leading with Character, Elective) 	<ul style="list-style-type: none"> • Theology II • English II* • Geometry* or Algebra II* • Chemistry* • World History and Geography from 1500 CE* • Spanish, French or Latin II • Health • Other (PE, Fine Art, Computer Science, Leadership, Elective)
Junior Courses	Senior Courses
<ul style="list-style-type: none"> • Theology III • English III or AP English Language • Algebra II* or Pre-Calculus* • Anatomy, Forensic Science, Honors Physics, Engineering Design, AP Biology or AP Chemistry • US History or AP US History • Spanish*, French*, or Latin III* • Other (PE, Fine Art, Computer Science, Leadership, Elective) 	<ul style="list-style-type: none"> • Theology IV • English IV or AP English Literature • College Algebra, Pre-Calculus*, AP Calculus AB or BC, or AP Statistics • Physics*, Honors Engineering Design and Problem Solving, AP Biology or AP Chemistry • Government or AP Government and Politics • Economics* • Other (PE, Fine Art, Computer Science, Leading with Character, Spanish IV, French IV, AP Spanish, AP Latin or AP French, Elective)
Fine & Performing Arts Electives	Computer Science Electives
<ul style="list-style-type: none"> • Fundamentals of Art • Advanced Art • Textile Art • Fundamentals of Theatre • Advanced Theatre • Dance** • Choir • Band (St. Thomas High School) 	<ul style="list-style-type: none"> • Digital Design and Media Production • Web Design • Python Programming • AP Computer Science Principles • 3D Modeling and Game Design
Leadership Electives	Other Electives
<ul style="list-style-type: none"> • Leading with Character • Leading with Business • Leading with Service • Leading with Personal Finance 	<ul style="list-style-type: none"> • Contemporary U.S. Women's History • Russian History • Modern Germany • Current Events • Psychology • Broadcast Journalism • World in Motion • Contemporary Literature • Creative Writing • Publications • Physical Education/Athletics • Weight Training • Study Hall

*Courses with Honors Equivalent

**Can count towards Fine Arts or P.E. Graduation Requirement

Computer Science

IWA's Computer Science program builds upon each student's technology experience to build current, in-demand technology skills and inspire and interest in technology and computer programming. These courses offer practical, hands-on practice with relevant software and offer students the opportunity to tailor their coursework to their individual interests.

Course: Digital Design and Media Production (9, 10, 11, 12) 0.5 Credit

Description: This course will give students knowledge and skills in layout, design, photography, animation, and digital video as they create projects combining these forms of media in complete projects. Students will learn how different technology works together to create engaging and creative presentations. Students will learn several software applications from the Adobe Suite. Throughout the course, students will also be using their skills for promotional media for school event use. Students will complete an end of semester portfolio displaying the knowledge and skills they learn during the semester.

Course: Python Programming (9, 10, 11, 12) 0.5 Credit

Description: This is a traditional programming course for the Python programming language. The content of this course is divided into seven units: 1-Introduction to Python, 2-Variables, Conditionals, & Data, 3-Creating Functions, 4-Loops, 5-Implementing Media, 6-Dictionaries in Python, 7-Methods & User Input.

Course: Web Design (9, 10, 11, 12) 0.5 Credit

Description: Web design students will learn how to create quality web-related content. Students will create web pages and web sites themselves by coding in HTML and CSS. Students will also learn about HTML5, animation for the web, and how to make mobile sites.

Course: 3D Modeling and Game Design (10, 11, 12) 0.5 Credit

Description: This course covers the basics of game design, including (but not limited to) 3D modeling, intro to animation in 3DS Max, the design and creation of characters/storylines, the effects of gaming in society, as well as ethical discussions of why gamification of society may or may not be necessary. In addition, this class will include additional material such as programming and computer concepts and conceptual design to broaden their skill set. Students will complete a portfolio as part of their final grade, displaying the knowledge and skills they learn during the semester.

Prerequisite: Digital Design and Media Production

Course: AP Computer Science Principles (10, 11, 12) 1.0 Credit

Description: This course develops computational thinking vital for success across multiple disciplines and introduces students to the central ideas of computer science: creativity, abstraction, data & information, algorithms, programming, the Internet, and the global impact. It is comparable to a first-semester introductory college computing course. Computing affects almost all aspects of modern life and all students deserve access to a computing education that prepares them to pursue the wide array of intellectual and career opportunities that computing has made possible. This course is not a tour of current events and technologies. Rather, it seeks to provide students with a "future proof" foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture. Sitting for the AP Exam is a course requirement.

Prerequisite: At least one prior Computer Science elective.

English

The English department curriculum is a four-year program with two levels of instruction. All four years prepare students for college-level reading, writing, and critical thinking regardless of their college course of study. All English courses include extensive analytical writing and address the principles of organization and grammar. Additionally, all levels of the English curriculum at IWA focus on refining critical reading skills and building vocabulary knowledge. All English courses at IWA have a summer reading assignment which students are required to complete before school begins in August. Students also expect an assessment on the book during the first few weeks of instruction. Students who meet department standards may qualify for college-level AP instruction in their junior and senior year.

Course: English I (9) 1 Credit

Description: The course's objective is to develop writing skills and enable students to recognize and appreciate various genres of literature. There is an emphasis on refining grammar and language aptitude. The students write multiple paragraph essays and compositions, with special emphasis placed on the literary analysis essay where attention to matters of substance, organization and correctness are highlighted. The course provides a comprehensive study of World Literature as it has been expressed in novels, short stories, and drama from Shakespearean times to the present.

Course: Honors English I (9) 1 Credit

Description: This course's objective is to develop writing skills and enable students to recognize and appreciate various genres of literature. There is an emphasis on refining grammar and language aptitude. The students write multiple paragraph essays and compositions, with special emphasis placed on the five-paragraph essay where attention to matters of substance, organization and correctness are highlighted. The course provides a comprehensive study of World Literature as it has been expressed in novels, short stories, essays, poems and drama from the Shakespearean era to the present. Plot, characterization, theme, setting, irony, symbolism and analogy will be understood through reading comprehension and literary analysis.

Prerequisites: Academic advisors use middle school grades, entrance test scores, teacher recommendation and admissions essay for placement into this course.

Course: English II (10) 1 Credit

Description: In this course, we focus on strengthening students' close reading and writing skills through discussion, analysis, and frequent writing assignments. Students read a wide variety of literary genres, including memoir, poetry, short fiction, a Shakespearean comedy, and a classical Greek drama. Students will learn how to write various types of essays. Throughout the year, we work on refining grammar and language aptitude and critical analysis skills.

Course: Honors English II (10) 1 Credit

Description: In this course, we focus on strengthening students' close reading and writing skills through discussion, analysis, and frequent writing assignments. Students read a wide variety of literary genres, including poetry, short fiction, a nineteenth-century novel, a Shakespearean comedy, and a classical Greek drama. Students will learn how to write various types of essays, including an annotated bibliography. Throughout the year, we work on critical analysis skills in preparation for AP English III and college readiness.

Prerequisites: To be eligible for placement into Honors English II, students must meet the following requirements:

1. The final grade must average an 88 or higher in Honors English 1 or must average a 93 or higher in English 1. This average includes all four quarters as well the midterm and final grades for both semesters.
2. The student's current English teacher will determine the quality of the student's participation in her current English class. Students scoring an A or B on the English department participation rubric will be eligible for Honors English. Students scoring below a B will not be eligible for Honors, regardless of overall course grade.

Course: English III (11) 1 Credit

Description: Students study movements within American Literature. Students explore the literary movements that molded and transformed the American literary landscape. Each movement is examined in historical perspective and a wide variety of examples are examined. The course focuses on the novels, plays, and poetry that have shaped the American literary canon. Students write in a variety of styles to improve their composition and research skills progressively throughout the course.

Course: AP English III, Advanced Placement Language and Composition (11) 1 Credit

Description: AP English III is a college-level course in which students study rhetoric and composition along with American literature. This blending of fiction and non-fiction includes works from the 17th through the 21st centuries and encompasses speeches, essays, articles, novels, short stories, poetry, and plays. The student explores the relationship between the writer's purpose and the rhetorical devices utilized to convey meaning. In addition to close reading, students write in a variety of rhetorical modes and practice AP Exam strategies. Sitting for the AP Exam is a course requirement.

Prerequisites: To be eligible for placement into AP English III, students must meet the following requirements:

1. The final grade must average an 88 or higher in Honors English II or must average a 93 or higher in English II. This average includes all four quarters as well the midterm and final grades for both semesters.
2. The student's current English teacher will determine the quality of the student's participation in her current English class. Students scoring an A or B on the English department participation rubric will be eligible for AP English. Students scoring below a B will not be eligible for AP, regardless of overall course grade.

Course: English IV (12) 1 Credit

Description: In English IV, students study movements within British Literature. Students explore the literary movements that molded and transformed the British literary landscape. Each movement is examined in historical perspective, and a wide variety of examples are examined. The course focuses on the novels, plays, and poetry that have shaped the British literary canon. Students write in a variety of styles to improve their composition and research skills progressively throughout the course.

Course: AP English IV, Advanced Placement Literature and Composition (12) 1 Credit

Description: AP English IV is a college-level course in which students study novels, plays, and poetry from American, British, and world authors ranging from Elizabethan drama to the 21st century. Through close reading and critical analysis, students explore the methods authors use to convey meaning and aesthetics. As reading, students consider a work's structure, style, and themes as well as various other elements such as the use of figurative language, imagery, symbolism, and tone. Sitting for the AP Exam is a course requirement.

Prerequisites: To be eligible for placement into AP English IV, students must meet the following requirements:

1. The final grade must average an 88 or higher in AP English III or must average a 93 or higher in English III. This average includes all four quarters as well the midterm and final grades for both semesters.
2. The student's current English teacher will determine the quality of the student's participation in her current English class. Students scoring an A or B on the English department participation rubric will be eligible for AP English. Students scoring below a B will not be eligible for AP, regardless of overall course grade.

Course: Creative Writing (9, 10, 11, 12) **0.5 Credit**

Description: This course is an elective intended as a survey of Creative Writing. Areas emphasized include (1) poetry (2) fiction (3) playwriting (4) creative non-fiction (5). Creative and Imaginative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as personal essays, short stories, poetry, and drama. The student writes for a variety of audiences and purposes to develop versatility as a writer. The student compiles a portfolio of personal work; representative of many styles of writing or a larger body of one genre. The student learns the process of editing, rewriting, and revision. The student's evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

Prerequisite: Freshmen must be concurrently enrolled in Honors English I.

Course: Publications (9, 10, 11, 12) **1 Credit**

Description: The Publications class is a year-long elective course designed for the student interested in journalistic writing, graphic design, and photography. This class assists in the production of the *Margil* (yearbook). Students must design layouts, shoot and edit photos, write articles and other copy, conduct interviews, sell advertisements, and edit work. All of this is done under tight publisher deadlines. Students learn to prioritize, organize, create, and work as a team, all while improving their communication skills. The Publications course requires students to attend some events on weekends and evenings.

Course: Contemporary Literature (10, 11, 12) **0.5 Credit**

Description: The objective of the course is to examine important and stimulating literary works by modern authors who have helped shape our post World War II consciousness. The course is designed for the student who possesses a voracious literary appetite – or, for the student who wishes to develop an appreciation for books and reading. A reading-intensive course, Contemporary Literature will cover five novels during the semester in which lively class discussion and writing assignments will help create a well-read student.

Prerequisite: Junior or Senior classification

Course: World in Motion (10, 11, 12) **0.5 Credit**

Description: This interdisciplinary course reflects on a set of years in history, subject to change for each academic year and determined by the instructor. Presented by teachers from across the faculty and multiple disciplines, students will delve into various topics depending on the set of years.

Fine and Performing Arts

Students are required to take at least two semesters of fine arts courses, developing and polishing their creative abilities, gaining an appreciation for the arts, and expanding their talents and skills. Fine arts students are also given the opportunity to perform or exhibit their talents through theatre productions, concerts, and competitions on the regional and state levels.

Course: Fundamentals of Art (9, 10, 11, 12) **0.5 Credit**

Description: This course is the study of the Elements and Principles of Art and how students express their individual thoughts and ideas creatively, with the knowledge of media and tools. Students will explore 2D with the knowledge learned of these different components of art and be able to create unique pieces of art work. Students will explore the relationship of art and the artist role in shaping history and or being shaped by history. Students will develop respect for the traditions and contributions of diverse cultures.

Course: Textile Art (9, 10, 11, 12) **0.5 Credit**

Description: In Textile Art, students study fabric arts including quilting, weaving, and other cloth-related work. Students also study women artists who turned some crafts into art. Through this course, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills through textile arts, students develop the lifelong ability to make informed judgments and appreciate and understand artistic expression.

Course: Advanced Art (10, 11, 12) **1 Credit**

Description: This year-long course is the continuing study of Art, its application and its history. Art will be practiced with emphasis in learning more about all disciplines. Students may experiment in 2-dimensional and or 3-dimensional art with a concentration in either a particular media, discipline, or both.

Prerequisite: Fundamentals of Art

Course: Fundamentals of Theatre (9, 10, 11, 12) **0.5 Credit**

Description: Fundamentals of Theatre is an introductory course for students new to theatre covering the first several thousand years of its history and practice. Students choose from a list of plays to study in depth, along with the relevant time periods including: drama's "roots" in the Ancient Greek amphitheatre, the Italian Commedia dell'Arte tradition, the conventions of Shakespeare's playhouse, the birth of the contemporary theatre in Victorian drama, the rise of modern acting styles beginning with Stanislavsky, American melodrama, American musicals, and the current trend toward immersive theatre. The students learn about the adaptable nature of theatre, technical and performance-based techniques across time periods, and the basic requirements of design through completing a semester-long portfolio project with choice of assignments given weekly.

Course: Advanced Theatre: Building Worlds (10, 11, 12) **0.5 Credit**

Description: This semester-long class is designed for students who have taken fundamentals of theater. Course content for advanced theater rotates by semester and is determined by the instructor at course placement. This course will prepare students for the demands of contemporary performance and introduce the basic principles of modern set design. Students will study the principles of The Method as developed by Konstantine Stanislavsky and updates made by American successors in the century since. They will study at least two modern plays and choose scenes/monologues to study and perform using The Method. Students will also learn principles of stage design and elementary construction. They will design and adapt these designs for the plays read in consultation with a student director doing a full concept design.

Prerequisite: Fundamentals of Theatre and recommendation by Theatre Director

Course: Advanced Theatre: Find Your Voice (10, 11, 12) **0.5 Credit**

Description: This semester-long class is designed for students who have taken fundamentals of theater. Course content for advanced theater rotates by semester and is determined by the instructor at course placement. This course will challenge students to develop their vocal range and power, primarily using Kristin Linklater's progression of exercises in *Freeing the Natural Voice*. We will also study historical techniques and improvisation exercises to develop the free expression and power of the voice. Students will begin working with neutral scenes to learn the power of inflection and strong choices then use the vocals tools learned to develop a monologue with individual exercises and coaching designed for each of them by the instructor. In the second quarter, students will have the option either of working with a partner on further scene work or proposing a different long-term project in technical theatre. Students will also learn the basics of lighting and sound design and the operations of our light and sound booth. Students will assist with the lighting design and preparation for the Falcon Theatre production.

Prerequisite: Fundamentals of Theatre and recommendation by Theatre Director

Course: Advanced Theatre: Shakespeare (10, 11, 12) 0.5 Credit

Description: This semester-long class is designed for students who have taken fundamentals of theater. Course content for advanced theater rotates by semester and is determined by the instructor at course placement. The objective of this course is to familiarize students with (at least) three of Shakespeare’s great plays and the original conditions for which they were written. This course will cover the history of the profession of acting at the time of Shakespeare and the playing style of his theater as well as the effect of the printing press on the literature of the day and the importance of music to the Renaissance playhouse. Students will study the plays in performance and focus on a short monologue and a sonnet which will qualify them to participate in the English Student Union’s annual contest on behalf of IWA. The class will culminate in a final performance of selected scenes in which all students will take part.

Prerequisite: Fundamentals of Theatre and recommendation by Theatre Director

Course: Advanced Theatre: Truth in Motion (10, 11, 12) 0.5 Credit

Description: This semester-long class is designed for students who have taken fundamentals of theater. Course content for advanced theater rotates by semester and is determined by the instructor at course placement. This course will prepare students for the demands of contemporary performance, particularly in regard to movement, and introduce the basic principles of modern theatrical design. Students will study Commeddia dell’arte characters and the use of movement in that historical style for inspiration before training in Viewpoints and Laban techniques to expand their physical vocabulary and develop their sense of stage pictures and blocking. Technical design work will focus on costume design to complement this awareness of physical requirements of actors. Students will also complete a character study using the principles of Mikail Chekhov to develop a scene and monologue by the end of the semester along with a full-scale costume design and one practical design to be used in the Falcon Theatre musical (Fall) or for the Fine Arts Evening (Spring).

Prerequisite: Fundamentals of Theatre and recommendation by Theatre Director

Course: Band (9, 10, 11, 12) 1 Credit

Description: This year-long course is for students with no previous musical training. Band provides a supportive, motivating setting which allows the student to develop the skills necessary to perform at the more advanced level of the St. Thomas Eagle Band. This class meets before school at St. Thomas High School.

Course: Choir (9, 10, 11, 12) 1 Credit

Description: This year-long class is a performing vocal ensemble that represents the school at public functions and concerts along with school Masses. The students are taught a variety of music with emphasis centering on correct notes and rhythms, tonal production, vowel formations, diction, posture, and concert etiquette. Students participate in at least two concerts yearly as well as performing at school functions. Additionally, students participate in regional and state vocal competitions. This course meets from 7:00 – 7:50 a.m. four days a week.

Course: Dance (9, 10, 11, 12) 0.5 Credit

Description: Fyodor Dostoevsky once wrote, “Beauty will save the world.” In this class, students will learn basic elements and techniques of dance including creative movement, ballet & jazz. Students may also choreograph dance routines and perform their original compositions. The student will develop kinesthetic awareness, movement memory, creative abilities and aesthetic appreciation of various dance forms. Every art form is intended to “communicate the truth to people in a way that is embodied” –Marcellino D’Ambrosio. Through movement, lecture, and videos, students will discover how to use their bodies as instruments: translating their inner lives into choreography and, looking beyond themselves, how dance combined with prayer orients us to God and develops our relationship with Jesus, the Incarnate Word, in a beautifully unique way. Dance can count as one semester of fine arts OR one semester of PE. This course is open to students with all levels of prior dance experience.

Leadership

IWA is proud to offer an innovative, unique character and leadership curriculum to empower our students to lead and serve. The curriculum consists of 4 one semester courses. The first course, Leading With Character, is required for graduation. The other courses are all electives. Students who complete Leading With Character, Leading With Service and one other leadership course, will earn the Concentration in Leadership Studies. All of the courses have been developed based on principles derived from university curriculum and globally recognized leadership experts.

Course: Leading with Character (9, 10) **0.5 Credit**

Description: The main objective of Leading with Character is to begin students on a journey of personal development and character formation. In order for a student to step into the role of a leader, she must develop her confidence to lead by growing her comfort zone and leveraging her strengths and skills. In Leading with Character, students will be challenged to lean into their fear and to begin identifying, verbalizing, and honing their unique skill set, all while demonstrating compassion and empathy for those they serve. These objectives are achieved through weekly comfort zone challenges, regular written and verbal reflection on personal growth, a variety of projects and papers around the character traits of integrity, courage, and empathy, and assignments built upon various personal strengths assessments.

Course: Leading with Service (10, 11, 12) **0.5 Credit**

Description: Leadership development is arguably the most overlooked yet most valuable behavior skill training linked to individual and team success. Leading With Service introduces a foundation for how to lead to get extraordinary results. The main objectives of the course are to provide each student (1) An understanding of the authentic meaning of leadership (2) A set of nationally recognized leadership practices; (3) The opportunity and space to apply the practices in the community and (4) To set her off to college empowered to lead and serve in a comfortable role of an authentic, bold servant leader. The Five Practices of Exemplary Leaders defined in the The Student Leadership Challenge (Posner/Kouzes) will provide the framework for a common vocabulary to guide classroom discussion and will be the methodology to guide the completion of a social change service project.

Prerequisites: Leading With Character.

Course: Leading with Business (11, 12) **0.5 Credit**

Description: Leading With Business is an introduction to entrepreneurship supported by materials from the Wharton business school of the University of Pennsylvania. This hand-on class applies previously learned leadership principles in a business context. Students will learn how businesses innovate, remain competitive, market and brand, price, operate their value chain, and track costs and financial results. The semester's capstone project is a unique student developed business which applies what they have learned and creates profits for a local non-profit organization. This course combines short lectures and significant time creating their business. Upon completion students will have a hands-on appreciation for the role of an entrepreneur, the intricacies of managing a business, the importance of project management, and the confidence that comes with accomplishing a stretch goal.

Prerequisites: Leading with Service

Course: Leading with Personal Finance (12) **0.5 Credit**

Description: Leading With Personal Finance provides seniors with a solid foundation in all aspects of personal finance. It is oriented toward concepts, detailed knowledge, and tools needed to manage personal financial matters during college and as young professionals. Students will create a simulated life including budgeting, use of credit, job onboarding, savings and investing, insurance and taxes. Key concepts include: making financial choices, zero based budgeting, the irrational dependence on debt, the definition of financial freedom, professional fulfillment, the impact of student debt, the power of compounding, and the need to mitigate the risks in life. At IWA, financial literacy is part of our leadership curriculum because the foundation of good money management is rooted in character attributes such as discipline,

vision, self control, perseverance, humility and generosity - the character attributes which are the foundation of great leadership. All the activities in the course build a unique plan for each student.

Mathematics

The mathematics department curriculum is a four-year program with two levels of instruction either starting with Algebra 1, Honors Algebra 1, and/or Honors Geometry in 9th grade. All four years prepare students for college work through a variety of problems that focus on building analytical thinking skills.

Course: Algebra I (9) 1 Credit

Description: Algebra I develops basic algebraic skills and concepts through operations and problem solving. Topics include real number operations, rational and irrational numbers, polynomials, factoring, quadratic equations, functions and relations, and systems with two variables.

Course: Honors Algebra I (9) 1 Credit

Description: Honors Algebra I is designed for students with previous exposure to Algebra. While the objectives and topics covered are the same as Algebra I, this course is more rigorous and designed for those interested in working toward higher level mathematics. Honors Algebra I develops basic algebraic skills and concepts through operations and problem solving. Topics include solving equations and inequalities, linear equations and functions, exponential functions, solving quadratic equations and functions, polynomials, factoring and piecewise functions.

Prerequisite: Placement exam available to incoming freshmen in April.

Course: Geometry (10) 1 Credit

Description: Geometry reinforces algebraic skills while introducing geometric concepts and relationships. Topics include lines and planes, angle relationships and angle measures, congruent figures, similar figures, circles and polygons, plane and solid figures, area, perimeter, circumference, and volume. Students use geometric proofs and study geometric theorems as they apply to geometric concepts.

Prerequisite: Algebra I

Course: Honors Geometry (9, 10) 1 Credit

Description: Honors Geometry reinforces algebraic skills while introducing geometric concepts and relationships. Topics include lines and planes, angle relationships and angle measures, congruent figures, similar figures, circles and polygons, plane and solid figures, area, perimeter, circumference, and volume. Students use geometric proofs and study geometric theorems as they apply to geometric concepts. Honors Geometry includes the same content as Geometry plus additional concepts, such as coordinate geometry, points of concurrency of a triangle, proving multiple pairs of triangles congruent and inductive vs. deductive reasoning. Proofs are also used more extensively and honors students work more complicated proofs than those in Geometry.

Prerequisites: To be eligible for placement into Honors Geometry, students must meet the following requirements:

1. The final grade must average an 85 or higher in Honors Algebra 1 or must average a 93 or higher in Algebra 1. This average includes all four quarters as well the midterm and final grades for both semesters.

*Select Sophomores who qualify for Honors Geometry, may also enroll in Honors Algebra II.

2. Placement exam available to incoming freshmen in April.

Course: Algebra II (10, 11) 1 Credit

Description: This course includes a thorough review of Algebra I skills, and introduces new topics. Continued study of relations and functions, graphs and equations of linear and quadratic functions and polynomials. Topics introduced are rational exponents, complex numbers, logarithms, and conic sections.

Prerequisites: Algebra I and Geometry

Course: Honors Algebra II (10, 11) 1 Credit

Description: This course includes a review of Algebra I skills, and introduces new topics. Continued study of relations and functions, graphs and equations of linear, quadratic, and polynomial functions. Topics introduced are algebraic sequences and series, rational expressions and functions, radical functions, exponential functions, complex numbers, logarithms, and conic sections. Probability and geometric sequences and series will be introduced if time allows.

Prerequisites: To be eligible for placement into Honors Algebra II, students must meet the following requirements:

1. The final grade must average an 85 or higher in Honors Geometry or must average a 93 or higher in Geometry. This average includes all four quarters as well the midterm and final grades for both semesters.
2. For freshmen taking both Honors Algebra 1 & Honors Geometry, the final grade must average an 85 or higher in both courses. This average includes all four quarters as well the midterm and final grades for both semesters.

Course: College Algebra and Trigonometry (11, 12) 1 Credit

Description: This course applies the topics learned in Geometry and Algebra II. Topics include families of functions, exponential, logarithmic and trigonometric functions and their graphs, systems of equations, and matrices.

Prerequisite: Algebra II

Course: Pre-Calculus (11, 12) 1 Credit

Description: This course applies the topics learned in Geometry and Algebra II. Topics include families of functions, analytic geometry, polynomial, rational, exponential, logarithmic functions and their graphs, and in depth study of trigonometry.

Prerequisites: 85 or higher in Algebra II

Course: Honors Pre-Calculus (11, 12) 1 Credit

Description: This course applies the topics learned in Honors Algebra II and Honors Geometry. Topics include families of functions, polar coordinates, trigonometric functions and their graphs, vectors, powers and roots of complex numbers, polynomial, rational, exponential, logarithmic functions and their graphs, analytic geometry, and series. Graphical and numerical methods are used to solve a variety of real-world problems.

Prerequisites: To be eligible for placement into Honors Pre-Calculus, students must meet the following requirements:

1. The final grade must average an 85 or higher in Honors Algebra II or must average a 93 or higher in Algebra II. This average includes all four quarters as well the midterm and final grades for both semesters.
2. The final grade must average an 85 or higher in Honors Geometry, if double enrolled in Honors Algebra II as a Sophomore. This average includes all four quarters as well the midterm and final grades for both semesters.

Course: AP Calculus AB (12) **1 Credit**

Description: This course is an integrated study of Calculus including the study of algebraic and transcendental functions, limits, continuity, differentiation, integration, differential equations, and applications of integrations. AP Calculus AB is roughly equivalent to a first semester college course devoted to topics in differential and integral Calculus. The course consists of a full high school academic year of work. This course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Sitting for the AP Exam is a course requirement.

Prerequisite: To be eligible for placement into AP Calculus AB, students must meet the following requirements:

1. The final grade must average a 90 in Pre-Calculus. This average includes all four quarters as well the midterm and final grades for both semesters.
2. OR the final grade must average an 85 in Honors Pre-Calculus. This average includes all four quarters as well the midterm and final grades for both semesters.

Course: AP Calculus BC (12) **1 Credit**

Description: In addition to AB content, this course also examines different types of equations and introduces the topic of sequences and series. The AP Calculus BC course consists of a full high school academic year of work and is roughly comparable to two semesters of a calculus course in colleges and universities. This course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Sitting for the AP Exam is a course requirement.

Prerequisite: To be eligible for placement into AP Calculus BC, students must meet the following requirements:

1. The final grade must average a 95 in Honors Pre-Calculus. This average includes all four quarters as well the midterm and final grades for both semesters.

Course: AP Statistics (11, 12) **1 Credit**

Description: The purpose of this course is to introduce the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four central concepts: 1. Exploring Data: Describing patterns and departures from patterns, 2. Sampling and Experimentation: Planning and conducting a study, 3. Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4. Statistical Inference: Estimating population parameters and testing hypotheses. Sitting for the AP Exam is a course requirement.

Prerequisite: To be eligible for placement into AP Statistics, students must meet the following requirements:

1. The final grade must average an 80 or higher in Algebra II. This average includes all four quarters as well the midterm and final grades for both semesters.
2. OR have completed Pre-Calculus.
3. Can be taken as an elective while concurrently enrolled in Honors Pre-Calculus or AP Calculus AB/BC.

Physical Education

Incarinate Word Academy students take two semesters of physical education* and one semester of health. Students have the option of completing one season of an IWA sport, including St. Thomas High School cheerleading, for one semester of credit. The physical education department seeks to teach health and wellness skills, stress management, teamwork, and leadership through physical fitness.

*Dance, listed under Fine Arts, can count as a 0.5 PE credit.

Course: Physical Education (9, 10, 11, 12) 0.5 Credit

Description: Physical Education emphasizes health-related fitness and an appreciation for teamwork and fair play through team and individual sports and fitness activities. Designed to introduce students to a wide variety of fitness activities, students participate in aerobic fitness, yoga, weight training and fitness games, including Volleyball, Badminton, Flag Football, Ultimate Frisbee, Hockey and Agility/AB Workouts. Activity may include daily exercises, flexibility, drills, tournaments, skills assessments and written tests. Students will also have the opportunity to assess various aspects of their own fitness levels.

Course: Weight Training (10, 11, 12) 0.5 Credit

Description: This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio respiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Key components to this course include weight room safety, warm-up/cool-down procedures, flexibility, lifting technique and safety, major muscle identification, and individual goal setting. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Science

The science curriculum is designed to encourage students to explore the fundamental laws of nature and how these laws related to society, technology and industry. Students will develop critical thinking skills by conducting inquiry-based labs and solving problems using their knowledge of the laws of nature. By building the curriculum around curiosity and inquiry, students will develop the skills needed to solve problems in their daily lives now and in the future. Students are required to take Biology, Chemistry and Physics. Apart from these three core sciences, students may elect to take one or more of the following courses to satisfy the graduation requirements: Anatomy and Physiology, Forensic Science, AP Chemistry, AP Biology or Honors Physics II.

Course: Biology (9) 1 Credit

Description: Biology is the science of life. Students in biology will develop a conceptual framework for modern biology. IWA has created an interdisciplinary and hands-on approach designed to help students see biology as an active process rather than as an accumulation of facts. The course will be a survey of the most important topics in Biology, giving the student an appreciation for the depth and complexity of the Natural World. Students will learn about all of the Metabolic Pathways and the way cells perform all of the myriad chemical reactions that allow life to continue. Students will study Genetics and Evolution to see how traits are passed down from generation to generation. Students will survey living things, with particular emphasis on plants, animals and how living things relate to and affect each other. This will include our responsibility for being good stewards of our world. A number of methods will be used throughout the course including lecture, demonstrations, lab activities, discussions, projects, and active writing assignments.

Course: Honors Biology (9) 1 Credit

Description: Honors Biology is a challenging course designed to prepare the students for AP Biology. Biology is the science of life. Students in biology will develop a conceptual framework for modern biology and an appreciation of science as a process. IWA has created an interdisciplinary and hands-on approach designed to help students see biology as an active and living process rather than as an accumulation of facts. The course will be a survey of the most important topics in Biology, giving the student an appreciation for the depth and complexity of the Natural World. Students will learn about all of the Metabolic Pathways and the way cells perform all of the myriad chemical reactions that allow life to continue. Students will study Genetics and Evolution to see how traits are passed down from generation to generation across the millennia. Students will survey living things, with particular emphasis on plants, animals and how living things relate to and affect each other. This will include our responsibility for being good stewards of our world. A number of methods will be used throughout the course including lecture, demonstrations, lab activities, discussions, projects, and active writing assignments. This course places emphasis on research, critical thinking, scientific writing, and real world application of knowledge. This course involves hands on exploration of the Natural World through research projects, and lab inquiries, including designing student directed experiments to accurately test individualized hypotheses.

Prerequisites: Academic advisors use middle school grades, entrance test scores, teacher recommendation and the results of the math placement exam for placement into this course.

Course: Chemistry (10) 1 Credit

Description: Chemistry introduces students to a range of topics addressing the chemical composition of the world around us. Basic chemistry concepts including stoichiometry, chemical reactions as described in chemical equations, acid and base solutions, gas laws, and a brief survey of nuclear chemistry. Students will develop and execute laboratory procedures, manipulate data, and interpret results from scientific investigations designed to supplement scientific concepts. Students will become skilled in critical thinking and scientific problem solving. A TI -84 calculator is required.

Prerequisites: Biology and Algebra I

Course: Honors Chemistry (10) 1 Credit

Description: Honors Chemistry introduces students to a physical science that relies heavily upon mathematical analysis. The course introduces basic chemistry concepts including stoichiometry, bonding, atomic structure, chemical reactions, chemical equations, solutions, acids & bases and gases. Students will develop procedures, manipulate data and interpret laboratory results. Developing critical thinking and problem solving skills are specific objectives of the course. Honors Chemistry is designed to provide a comprehensive chemical foundation in preparation for an introductory college chemistry course. A TI-84 calculator is required.

Prerequisites: To be eligible for placement into Honors Chemistry, students must meet the following requirements:

1. The final grade must average an 85 or higher in Honors Biology or must average a 93 or higher in Biology. This average includes all four quarters as well as the midterm and final grades for both semesters.
2. Achieve a final average in their most recent math class of 93 or higher or 85 or higher in their most recent honors math class.

Course: Health and Wellness (10, 11, 12) 0.5 Credit

Description: This course is to prepare young women for an ever-changing society; in particular learning skills directly relating to exceeding expectations relating to the high school, college and life experience. Examples include improving communication techniques, developing time management proficiency, implementing techniques to cope with emotions and stressors, gaining an understanding of the effect relationships have on overall health, and learning to react in emergency situations.

Course: Anatomy and Physiology (11, 12) 1 Credit

Description: This two-semester course provides an introductory study of the structure and function of the human body. In Anatomy and Physiology, students will build a strong foundational knowledge of the inner working of the human body including the related mechanisms that operate to maintain homeostasis. Students will explore these concepts through laboratory dissections, hands-on activities, and demonstrations. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and the relationship between the two disciplines.

Prerequisites: Biology and Chemistry

Course: Forensic Science (11, 12) 1 Credit

Description: Forensic Science is an upper level science course based on lab investigation, activities and exploration which applies many disciplines of scientific study such as biology, chemistry, physics, and environmental science to legal matters, such as solving crimes. This course will focus on the skills and concepts behind crime scene investigation, including the collection, identification and analysis of crime scene evidence. Laboratory exercises will include fingerprinting, handwriting analysis, blood spatter analysis, DNA profiling, hair and fiber examination and forensic anthropology, among others. Case studies and current events will be explored.

Prerequisites: Biology and Chemistry

Course: Physics (12) 1 Credit

Description: This course is an inquiry-centered program that combines the best attributes of conceptual and mathematical approaches to learning physics. Each new concept is introduced through connections to real world applications, either in the lab or through reading in the text. A TI-84 calculator is required.

Prerequisites: Completion of Algebra, Geometry, Chemistry and Algebra II.

Course: Honors Physics I (11, 12) 1 Credit

Description: This course is an inquiry-centered program that combines the best attributes of conceptual and mathematical approaches to learning physics. Each new concept is introduced through connections to real world applications, either in the lab or through reading in the text. In honors physics, a higher level of scholastics is required by the student. For example, increased concepts and problems are discussed in class, on homework, and on tests. Additionally, no equations, constants, or conversions are given on tests. Strong critical thinking skills are used to work through questions and labs to use what is learned in one situation and apply problem solving skills in a new application. A TI-84 graphing calculator is required.

Prerequisites: To be eligible for placement into Honors Physics, students must meet the following requirements:

1. The final grade must average an 85 or higher in Honors Chemistry or must average a 93 or higher in Chemistry. This average includes all four quarters as well the midterm and final grades for both semesters.
2. Achieve a final average in their most recent math class of 93 or higher or 85 or higher in their most recent honors math class.
3. Have completed Algebra II.

Course: Honors Engineering Design and Problem Solving (11, 12) 1 Credit

Description: Design is the creative process of solving problems by identifying needs and then devising solutions. This solution may be a product, technique, structure, process, or many other things depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well-defined toward more open ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development.

**Students may apply to the University of Texas at Austin for Dual Credit in the course as part of the "Engineer Your World" program. Students seeking dual credit must separately submit their projects to UT if admitted.

Prerequisites: To be eligible for placement into Honors Engineering, students must meet the following requirements:

1. The final grade must average an 85 or higher in their previous honors or AP science course or must average a 93 or higher in their previous on level science course. This average includes all four quarters as well the midterm and final grades for both semesters.
2. Achieve a final average in their most recent math class of 93 or higher or 85 or higher in their most recent honors math class.
3. Must have completed Geometry and either Chemistry or Honors Chemistry.

Course: AP Biology (11, 12) 1 Credit

Description: AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year, and therefore the curriculum parallels that of a freshman level biology course. The AP Biology course is designed to be taken after completion of a first course in high school biology and chemistry. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Sitting for the AP Exam is a course requirement.

Prerequisites: To be eligible for placement into AP Biology, students must meet the following requirements:

1. The final grade must average an 85 or higher in Honors Chemistry or must average a 93 or higher in Chemistry. This average includes all four quarters as well the midterm and final grades for both semesters.
2. Achieve a final average in their most recent math class of 93 or higher or 85 or higher in their most recent honors math class.
3. Must be enrolled in Algebra II or higher level math class.
4. Commit to taking the AP Exam for that subject.

Course: AP Chemistry (11, 12) **1 Credit**

Description: The purpose of Advanced Placement Chemistry is to provide a college level course in chemistry and to prepare the student to seek credit and/or appropriate placement in college chemistry courses. Inorganic chemistry concepts are covered in depth with aspects of organic chemistry included. Course meets each day plus extra time per cycle during flex time and after school for extended laboratory time. Laboratories include qualitative and quantitative chemistry with a focus on detailed observations and analysis of data. Complete laboratory reports are required. Summer assignments include reading and on-line homework covering a review of Chemistry I. A TI-84 calculator is required. Sitting for the AP Exam is a course requirement.

Prerequisites: To be eligible for placement into AP Chemistry, students must meet the following requirements:

1. The final grade must average an 85 or higher in Honors Chemistry or must average a 93 or higher in Chemistry. This average includes all four quarters as well the midterm and final grades for both semesters.
2. Achieve a final average in Algebra II of 93 or higher or 85 or higher in their most recent honors Algebra II.
3. Commit to taking the AP Exam for that subject.

Social Studies

The social studies department aims to inspire student curiosity towards human development, culture and ideas. As freshmen and sophomores, students take an integrated world history and geography class to gain a broad understanding of the world. As juniors and seniors, students will focus on American history, government, and economics in their journey towards becoming active citizens. Beginning junior year, students may qualify for AP instruction in U.S. History and Government. These AP classes are rigorous, have high expectations in analysis, synthesis, and evaluation in order to best prepare all students for the AP exam in May. In addition, the department offers students numerous one semester elective classes to enhance the IWA graduate's analytical skills and knowledge of the world around them.

Course: World History and Geography to 1500 CE (9) **1 Credit**

Description: "The tapestry of history is woven of many threads"--Jacqueline Carey. This class is an integrated introduction to World History and Geography over two years, beginning with prehistory and ending in the late modern era. World History and Geography to 1500 begins with an overview of the principles of geography and each unit utilizes the themes of geography to analyze the development of civilizations and the subsequent political, social, and economic factors that define each era. Students will study the growth of civilization from pre-history through the early Renaissance. History topics include major events and people, political and economic evolutions, religious changes and conflicts, social and cultural movements, and intellectual developments. The goal of this course is to provide a general understanding of geographic factors and human motivations, which drive cultural development. Students will develop basic research and document analysis skills, short essay writing, notetaking, and study skills.

Course: Honors World History and Geography to 1500 CE (9) **1 Credit**

Description: "The tapestry of history is woven of many threads"--Jacqueline Carey. This class is an integrated introduction to World History and Geography over two years, beginning with prehistory and ending in the late modern era. World History and Geography to 1500 begins with an overview of the principles of geography and each unit utilizes the themes of geography to analyze the development of civilizations and the subsequent political, social, and economic factors that define each era. Students will study the growth of civilization from pre-history through the early Renaissance. History topics include major events and people, political and economic evolutions, religious changes and conflicts, social and cultural movements, and intellectual developments. The goal of this course is to provide a general understanding of geographic factors and human motivations, which drive cultural

development. The rigor and thematic content analysis of this course is at an advanced level. Additionally students learn document based query analysis, introduction to college level essay writing, and fundamentals of historical research and analysis. The unit pacing is similar to on-level, but the level of thematic analysis, primary source usage, and student products are much more advanced. Students will practice document analysis skills, advanced essay writing, and notetaking from lecture skills. This course will develop students' reading, writing, and analytical skills in preparation for advancement to Honors level World History and Geography from 1500 in their sophomore year and provides a foundation for Advanced Placement courses in social studies.

- Prerequisites:**
1. Academic advisors use middle school grades, entrance test scores, teacher recommendation and admissions essay for placement into this course.
 2. Acceptance into Honors English I, even if she chooses not to go into Honors English, she must meet the same minimum requirements for World History and Geography as in English. This is to account for students' ability to demonstrate competent social studies writing skills.

Course: World History and Geography from 1500 CE (10) 1 Credit

Description: "History is indeed the witness of the times, the light of truth"—Cicero. This class is an integrated World History and Geography class beginning with the modern world, around 1500 CE. Students will study the development of world nations and cultures during this time, including major events, political structures, religions, cultural movements, wars, and intellectual developments. Students will also be able to analyze how geographical features and population impact history. This course prepares students with research and analytical skills, and helps them contextualize the modern world.

Course: Honors World History and Geography from 1500 CE (10) 1 Credit

Description: "History is indeed the witness of the times, the light of truth"—Cicero. This class is an integrated World History and Geography class beginning with the modern world, around 1500 CE. Students will study the development of world nations and cultures during this time, including major events, political structures, religions, cultural movements, wars, and intellectual developments. Students will also be able to analyze how geographical features and population impact history. This course helps to prepare students for Advanced Placement U.S. History in junior year, through exposing them to challenging historical concepts, critical analysis of primary and secondary sources, and complex essay writing.

- Prerequisites:** To be eligible for placement into Honors World History and Geography from 1500 CE, students must meet the following requirements:
1. The final grade must average an 88 or higher in Honors World History and Geography to 1500 CE or must average a 93 or higher in World History and Geography to 1500 CE. This average includes all four quarters as well the midterm and final grades for both semesters.
 2. In addition, because of the emphasis on writing skills in the Social Studies department and the need to prepare students for AP level writing, students must meet a required average in the writing grading category. To be eligible for placement into Honors World History and Geography from 1500 CE, students must have a second semester writing assignment average of 90 or higher if enrolled in World History and Geography to 1500 CE and 87 or higher if enrolled in Honors World History and Geography to 1500 CE.
 3. Lastly, each student's conduct and effort will be evaluated by the current Social Studies teacher. If the student has not received a "Satisfactory" conduct code or above, she will not be eligible to enter Honors World History and Geography from 1500 CE.

Course: U.S. History (11) **1 Credit**

Description: “A people without knowledge of their past history, origin, and culture are like a tree without roots”--Marcus Garvey. Students will learn about the development of the United States as a nation, significant places and people, and the development of important legal and political concepts within the nation. In addition, students will be exposed to a variety of primary sources and use them to further their understanding of United States history. The first semester will trace the growth of America as a nation from its colonial status to the divisions caused by the Civil War. The second semester will pick up after Reconstruction and follow America’s growth as a world power to its current status in the present.

Course: AP U.S. History (11) **1Credit**

Description: “A people without knowledge of their past history, origin, and culture are like a tree without roots”--Marcus Garvey. Students will learn about the development of the United States as a nation, significant places and people, and the development of important legal and political concepts within the nation, as well as the effects and causes of the American economic development. The first semester will trace the growth of America as a nation from its colonial status to the divisions caused by the Civil War. The second semester will pick up after Reconstruction and follow America’s growth as a world power to its current status in the present. In addition, students will be exposed to a variety of primary sources and use them to further their understanding of United States history. The course is designed to be similar to a college-level course, and upon completion of the course, students should be sufficiently prepared to take the AP exam. Students will prepare for the exam by writing regular in-class essays using primary and secondary documents. Sitting for the AP Exam is a course requirement.

Prerequisites: To be eligible for placement into AP U.S. History, students must meet the following requirements:

1. The final grade must average an 88 or higher in Honors World History and Geography from 1500 CE or must average a 93 or higher in World History and Geography from 1500 CE. This average includes all four quarters as well the midterm and final grades for both semesters.
2. In addition, because of the emphasis on writing skills in the Social Studies department and the need to prepare students for AP level writing, students must meet a required average in the writing grading category. To be eligible for placement into AP U.S. History, students must have a second semester writing assignment average of 90 or higher if enrolled in World History and Geography from 1500 CE and 87 or higher if enrolled in Honors World History and Geography from 1500 CE.
3. Lastly, each student’s conduct and effort will be evaluated by the current Social Studies teacher. If the student has not received a “Satisfactory” conduct code or above, she will not be eligible to enter AP U.S. History.

Course: Economics – First Semester (12) **0.5 Credit**

Description: “Economy is the method by which we prepare today to afford the improvements of tomorrow”--Calvin Coolidge. Economics is a one semester course, focusing on the study of macroeconomics. Topics include the fundamental principles of economics, economic systems, supply and demand, business and labor, and the government’s role in the economy. Students will also examine modern challenges in the American economy, such as poverty, inequality, and globalization. The class will also relate economic principles to Catholic social teaching with the understanding that the study of economics should not be separated from ethical concerns.

Course: Honors Macroeconomics – First Semester (12) 0.5 Credit

Description: “Economy is the method by which we prepare today to afford the improvements of tomorrow”--Calvin Coolidge. Honors Macroeconomics is a one semester, college level course within the high school environment. It follows the AP Macroeconomics curriculum. Topics covered in this course include basic economic concepts, measurement of economic performance, national income and price determination, economic growth, and international finance. Students will be challenged by the college reading load and the analytical nature of the course. Taking the AP Macroeconomics Exam is optional.

- Prerequisites:** To be eligible for placement into Honors Macroeconomics, students must meet the following requirements:
1. The final grade must average an 88 or higher in AP U.S. History or must average a 93 or higher in U.S. History. This average includes all four quarters as well the midterm and final grades.
 2. In addition, because of the emphasis on writing skills in the Social Studies department and the need to prepare students for AP level writing, students must meet a required average in the writing grading category. To be eligible for placement into Honors Macroeconomics, students must have a second semester writing assignment average of 90 or higher if enrolled in U.S. History and 87 or higher if enrolled in AP U.S. History.
 3. Lastly, each student’s conduct and effort will be evaluated by the current Social Studies teacher. If the student has not received a “Satisfactory” conduct code or above, she will not be eligible to enter Honors Macroeconomics.

Course: U.S. Government – Second Semester (12) 0.5 Credit

Description: “Man is by nature a political animal” --Aristotle. U.S. Government is a one semester course. It provides an overview of the ideas on which the government is based, the principles of the Constitution, the influence of media, interest groups and political parties on the democratic process, the powers and responsibilities of each of the branches of government, and the development of civil liberties and civil rights. Students will complete group and individual projects examining government issues up close.

Course: AP U.S. Government and Politics – Second Semester (12) 0.5 Credit

Description: “Man is by nature a political animal” --Aristotle. AP U.S. Government and politics is a one semester, college-level course taught within the high school environment. Topics covered include: Constitutional underpinnings of the US government, political beliefs and behaviors, political parties, interest groups, mass media, government institutions, public policy, civil rights and civil liberties. The text will be supplemented with additional readings and students will work on essay writing and critical thinking skills. Sitting for the AP Exam is a course requirement.

- Prerequisites:** To be eligible for placement into AP U.S. Government & Politics students must meet the following requirements:
4. The final grade must average an 88 or higher in AP U.S. History or must average a 93 or higher in U.S. History. This average includes all four quarters as well the midterm and final grades.
 5. In addition, because of the emphasis on writing skills in the Social Studies department and the need to prepare students for AP level writing, students must meet a required average in the writing grading category. To be eligible for placement into AP U.S. Government & Politics, students must have a second semester writing assignment average of 90 or higher if enrolled in U.S. History and 87 or higher if enrolled in AP U.S. History.
 6. Lastly, each student’s conduct and effort will be evaluated by the current Social Studies teacher. If the student has not received a “Satisfactory” conduct code or above, she will not be eligible to enter AP U.S. Government & Politics.

Course: Psychology (11, 12) 0.5 Credit

Description: “People’s beliefs about their abilities have a profound effect on those abilities.”- Albert Bandura. The purpose of Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. In this course, students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Throughout this semester-long course, students will study the core concepts and theories in psychology, define key terms and use them in everyday vocabulary, learn the basic skills of psychological research, apply concepts to their own lives, all while developing critical thinking skills.

Course: Contemporary U.S. Women’s History (11, 12) 0.5 Credit

Description: “There will never be a new order until women are a part of it”--Alice Paul. Women’s quest for participation in America didn’t end with the passing of the 19th Amendment in 1920 – rather, it’s where it all began. Contemporary U.S. Women’s History is a one-semester elective that will pick up at the beginning of the 1920s and examine the growths and pitfalls that women faced in this country. Furthermore, the course will examine the separate histories of the various races and cultures that make up the female population in America, including White, African-American, Asian-American, Latina, Chicana, and Native American women. The course will be both an in-depth examination as well as a form of comparative studies that aim to reach issues of the modern-day.

Course: “Iron and Blood”: The History of Modern Germany (10, 11, 12) 0.5 Credit

Description: “Not through speeches and majority decisions will the great questions of the day be decided...but by iron and blood”--Otto Von Bismarck. Germany has been at the center of some of the 20th century's most crucial events. This course will follow the cataclysmic history of Germany from its unification in 1871 to its modern position as a leader of Europe. In addition to studying the important events and people during this time, students will also address certain underlying themes of German history such as its unique form of nationalism, the role of Bismarck, the rise of Hitler, the psychological influence of the Holocaust, and Germany’s position in the world today. The course will be seminar style, including weekly readings of primary and secondary sources and class discussions.

Course: Russian History from the Romanovs through the Revolution (10, 11, 12) 0.5 Credit

Description: “Russia is a riddle, wrapped in a mystery, inside an enigma”--Winston Churchill. Russia is at once incredibly important and strangely mysterious to the West. This course will follow the turbulent history of Russia from the rise of the Romanov dynasty to the early years of the Soviet Union under Stalin. In this one-semester elective, students will study the important events and people during this time and address certain underlying themes of Russian history such as Russia’s identity struggle between its Eastern roots and Western aspirations, its propensity towards “strong men”, and the role of war and revolution as a “*locomotive of history*” (Trotsky). The course will be seminar style, including weekly readings of primary and secondary sources and class discussions.

Course: Current Events (11, 12) 0.5 Credit

Description: “Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them”--Thomas Jefferson. Current Events is a one semester elective course which explores present controversies being discussed in the news. The course topics are driven by what is being debated in the papers, on social media, and online as the course proceeds. Students will also learn the necessary background information to understand the news, including information on history, governmental structures, and culture in the U.S. and the world. Media literacy and critical analysis of the news and news bias will be taught at the beginning and reinforced throughout the semester. Students will complete a culminating project focused on a current event issue that interests them.

Course: Introduction to Broadcast Journalism (9, 10, 11, 12) 0.5 credit

Description: The course provides instruction in news reporting and editing for both on-air video broadcast and print media. Students refine their analytical reading, expository writing, and oral communication skills and are provided with experiences that may form the basis for a future college major in communications. Students prepare and present news packages and enterprise reports (original stories not from a press release). Topics covered include reporting, writing news copy, sound, and digital video editing, and presentation design. In addition, students will study the historical and contemporary practices of broadcast journalism in society, with emphasis on methods, writing, announcing and ethics. The importance of researching information and fact-finding are stressed throughout the course. Much of the course is project-based, as students apply their knowledge producing regular news segments to be shared with the school community.

Theology

The focus of the theology curriculum is on fulfilling the mission of Incarnate Word Academy, namely, helping students to “grow in their relationship with Jesus, the Incarnate Word, and live according to His values.” The sequence of the courses is aligned with the Archdiocese of Galveston-Houston’s High School Curriculum Guide and the United States Conference of Catholic Bishops Curriculum Framework for High School Theology. In addition, components of St. John Paul II’s Theology of the Body are interwoven throughout the Theology curriculum, with various elements covered each the four years. Each course builds upon the previous one as the students discover more about the Catholic faith tradition and the impact of their relationship with God in their lives both now and in the future. The ultimate goal of this curriculum is for students to engage in the discernment process to realize their dignity and worth as children of God.

Course: Theology I: The Revelation of Jesus Christ in Scripture, 1st Sem. (9) 0.5 Credit

Description: The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In this course they will learn about the Bible, authored by God through inspiration, and its value to people throughout the world. They will learn how to read the bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

Course: Theology I: Who Is Jesus Christ, 2nd Sem. (9) 0.5 Credit

Description: The purpose of this course is to introduce students to the mystery of Jesus Christ, the Living Word of God and the Second Person of the Blessed Trinity. In this course, students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who He is, the students will also learn who He calls them to be. This course also includes an introduction to Saint John Paul II’s teaching of Theology of the Body.

Course: Theology II: The Mission of Jesus Christ, 1st Sem. (10) 0.5 Credit

Description: The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity God has planned for us to share eternal happiness with him, which is accomplished through the Redemption Christ won for us. Students will approach salvation history from the perspective of story in order to understand how God has laid out His plans through the Old Testament, leading up to the life, ministry, death, and resurrection of Jesus. Students will learn that they share in this Redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails in their pursuit of the universal call to holiness.

Course: **Theology II: Jesus Christ’s Mission Continues in the Church, 2nd Sem. (10) 0.5 Credit**

Description: The purpose of this course is to help the students understand that in and through the Church they encounter the Living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both Divine and human elements. In this course, students will learn not so much about events in the life of the Church, but about the sacred nature of the Church.

Course: **Theology III: Sacraments as Privileged Encounters with Christ, 1st Sem. (11) 0.5 Credit**

Description: The purpose of this course is to introduce high school students to the sacraments of the Catholic Church. It includes a study of the liturgy and an in-depth study of the sacraments. The students gain an understanding of the role of the sacramental life in the life of a Christian by discovering the biblical and historical basis for the sacraments as well as their Christocentric essence, which is still evident in the Church today. This course uses not only Scripture, but also Church Tradition, including the writings of the Church Fathers, conciliar documents, and papal encyclicals.

Course: **Theology III: Life in Jesus Christ, 2nd Sem. (11) 0.5 Credit**

Description: The purpose of this course is to help students understand that it is only through Christ that they can fully live out God’s plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ’s disciples. This course includes further exploration into St John Paul II’s Theology of the Body as well as a closer look at various Church documents pertaining to important moral issues facing the modern world.

Course: **Theology IV: Living as a Disciple of Jesus Christ in Society, 1st Sem. (12) 0.5 Credit**

Description: The purpose of this course is to introduce students to the social doctrine of the Catholic Church (also known as “Catholic social teaching”). Catholic social teaching articulates a vision of true human flourishing in solidarity with the whole human family. It identifies the social ills which obstruct that flourishing, both for individual human persons, and for whole communities of people. Most importantly, it critiques inhumane structures and behaviors, and offers alternative forms of communal life and moral reasoning that build up “a culture of life” and “a civilization of love.”

Course: **Theology IV: Ecumenical and Interreligious Issues, 2nd Sem. (12) 0.5 Credit**

Description: The purpose of this course is to help students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church, and entrusted to her the fullness of God’s Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them recognize the ways in which other systems of beliefs and practice differ from the Catholic faith.

World Languages

Students are required to complete three years of the same language. Through world language courses, students are expected to show proficiency and achievement in the four basic language skills: listening, speaking, reading, and writing. The world language program also fosters global understanding and cultural awareness preparing students for living in a global world. Interested and qualified students can take the rigorous AP courses and sit for the AP exam.

Course: **French I (9, 10, 11, 12) 1 Credit**

Description: This course is designed to introduce students to the French language and the French-speaking world. Students will learn basic French grammar and vocabulary. Students will also learn how to express themselves verbally and in writing.

Course: **French II (9, 10, 11, 12)** **1 Credit**

Description: French II is designed to introduce students to new grammatical concepts and more advanced vocabulary. Cultural activities expose students to new cultures. Improving written and oral communication is emphasized.

Prerequisite: French I

Course: **French III (10, 11, 12)** **1 Credit**

Description: French III is a French course that includes instruction and practice in all four language skills: listening, speaking, reading, and writing. While one of the goals of French III is to learn the grammatical structures of the French language, the emphasis will not be isolated structures but rather on integrating grammar into proficiency-oriented activities. Selected reading materials supplement advance conversational patterns. Developing an appreciation of the history, culture, and customs of francophone countries is emphasized.

Prerequisite: French II

Course: **Honors French III (10, 11, 12)** **1 Credit**

Description: Honors French III is an advanced French course that includes instruction and practice in all four language skills: listening, speaking, reading, and writing. It is a preparation course for AP French. While one of the goals of Honors French is to learn the grammatical structures of the French language; the emphasis will not be isolated structures but rather on integrating grammar into proficiency-oriented activities. Selected reading materials supplement advance conversational patterns. Developing an appreciation of the history, culture, and customs of francophone countries is emphasized.

Prerequisites: To be eligible for placement into Honors French III, students must meet the following requirements:

1. The final grade must average a 93 or higher in French II. This average includes all four quarters as well the midterm and final grades for both semesters.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.
3. The student must maintain an S in conduct or better in the first three quarters of the academic year.

Course: **AP French IV (11, 12)** **1 Credit**

Description: This course is designed as invitation to further explore the francophone world. This class is conducted exclusively in French. By this time, students have a good understanding of the French language and grammar. Students will refine their French skills while adding new vocabulary pertinent to a variety of subjects. They will also explore variety of cultural material from the francophone world. This class is designed to prepare students for the AP French Language and Culture Test. Sitting for the AP Exam is a course requirement.

Prerequisites: To be eligible for placement into AP French IV, students must meet the following requirements:

1. The final grade must average a 88 or higher in Honors French III or must average a 93 or higher in French III. This average includes all four quarters as well the midterm and final grades.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.
3. The student must maintain an S in conduct or better in the first three quarters of the academic year.

Course: Latin I (9, 10, 11, 12) **1 Credit**

Description: Latin I course introduces students to the ancient language of the Romans, to their cultural influence in art, history, and emphasizes the connections between Latin and other languages. The knowledge of Latin enhances general language learning, especially English. It strengthens the students' skills of interactive learning and self-assessment. The students will read, analyze, and interpret Latin; they will gain knowledge of grammar, vocabulary, syntax, and derivatives, as well as reinforce the knowledge of other disciplines through the study of Latin.

Course: Latin II (9, 10, 11, 12) **1 Credit**

Description: Latin II course continues the work of Latin I in vocabulary, syntax, mythology, history, and derivatives. The students will strengthen their skills on sight translation, reading, and analysis of Latin texts. The goal of the study is to achieve proficiency in the above areas and develop oral and written language skills. The students will be introduced to the authentic works of Ovid and Vergil and gain insight into ancient Roman culture and mythology. All students will take the National Latin Exam.

Prerequisite: Latin I

Course: Latin III (10, 11, 12) **1 Credit**

Description: Latin III students will read, understand, and interpret Latin. They will consolidate advanced Latin grammar, vocabulary, and pronunciation skills, as well as read by sight, translate literally, discuss and analyze passages from the textbook. The students will have insight into ancient poetry (Ovid, Catullus, Horace, Vergil) and discover the cultural, historical, and social context of Latin literature. All students will take the National Latin Exam.

Prerequisite: Latin II

Course: Honors Latin III (10, 11, 12) **1 Credit**

Description: Honors Latin III is an advanced Latin course that includes instruction and practice in all language skills in preparation for AP Latin. Selected reading materials supplement advance linguistic understanding. Provision is made for developing an appreciation of the history, culture, and customs of the history of Latin. They will consolidate advanced Latin grammar, vocabulary, and pronunciation skills, as well as read by sight, translate literally, discuss and analyze passages from the textbook. The students will have insight into ancient poetry (Ovid, Catullus, Horace, Vergil) and discover the cultural, historical, and social context of Latin literature. All students will take the National Latin Exam.

Prerequisites: To be eligible for placement into Honors Latin III, students must meet the following requirements:

1. The final grade must average a 93 or higher in Latin II. This average includes all four quarters as well the midterm and final grades.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.
3. The student must maintain an S in conduct or better in the first three quarters of the academic year.

Course: AP Latin IV (11, 12) **1 Credit**

Description: Latin IV (AP) course prepares the students for the AP Latin Literature Exam. The course is being structured according to the requirement of *AP Latin Course Description*. The acquaintance with *Aeneid* gives students the opportunity to appreciate the historical background and the poetic mastery of Vergil and the acquaintance with Caesar's *Gallic War* allows the students to be engaged with the controversial issues of war and peace, empire, ethnicity, and leadership. English readings from Vergil's *Aeneid* and Caesar's *Gallic war* are also included in the required Syllabus in order to put the Latin excerpts in a significant context. Sitting for the AP Exam is a course requirement.

Prerequisite: To be eligible for placement into AP Latin IV, students must meet the following requirements:

1. The final grade must average a 88 or higher in Honors Latin III or must average a 93 or higher in Latin III. This average includes all four quarters as well the midterm and final grades for both semesters.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.
3. The student must maintain an S in conduct or better in the first three quarters of the academic year.

Course: Spanish I (9, 10, 11, 12) 1 Credit

Description: This course is designed to introduce students to the Spanish language and the Spanish-speaking world. Students will develop and improve the four language skills: listening, speaking, reading, and writing through thematic chapters and a variety of cultural lessons. All students will take the National Spanish Exam.

Course: Spanish II (9, 10, 11, 12) 1 Credit

Description: In this course, students build on the foundation established in Spanish I. The course is designed to engage in language learning, to master some common and specialized terms and phrases and to comprehend a wide range of grammar patterns through a variety of creative, interactive activities that integrate presentational, interpretive, and interpersonal communication. The four language skills of listening, speaking, reading, and writing are emphasized and further developed in this course in order to acquire the ability to communicate and understand Spanish. The use of technology in the classroom will help to integrate all the skills in a context of immersion. Students learn to appreciate the history, culture, and customs of the Spanish speaking countries. All students will take the National Spanish Exam.

Prerequisite: Spanish I or placement exam for incoming 9th graders

Course: Spanish III (10, 11, 12) 1Credit

Description: This course offers intermediate-advanced language instruction. Students will engage in language learning, to master some common and specialized terms and phrases and to comprehend a wide range of grammar patterns. The four language skills of listening, speaking, reading, and writing are emphasized and develop in this year in order to acquire the ability to communicate and understand Spanish. While one of the goals of Spanish III is to learn specialized and advanced grammatical structures of the Spanish Language, the emphasis will not be isolated structures but rather on the integrating grammar into proficiency-oriented activities. The use of technology in the classroom will help to integrate all the skills in a context of immersion All students will take the National Spanish Exam.

Prerequisite: Spanish II

Course: Honors Spanish III (10, 11, 12) 1 Credit

Description: This course offers intermediate-advanced language instruction. Students will engage in wide range of advanced grammatical structures and learn through a variety of creative and interactive activities that integrate presentational, interpretive, and interpersonal communication, while also gaining an appreciation of the history, culture, and customs of Spanish speaking countries. Students will utilize their iPads to access the course e-book, educational recordings, videos, and films. The class is taught mostly in Spanish. All students will take the National Spanish Exam.

Prerequisites: To be eligible for placement into Honors Spanish III, students must meet the following requirements:

1. The final grade must average a 93 or higher in Spanish II. This average includes all four quarters as well the midterm and final grades for both semesters.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.
3. The student must maintain an S in conduct or better in the first three quarters of the academic year.

Course: Spanish IV (11, 12) **1 Credit**

Description: This course offers intermediate-advanced language instruction. Students will further language learning and interpretation abilities by reviewing grammatical concepts and structures to improve their interpretive, interpersonal, and presentational skills. Students will explore cultural concepts more deeply and also engage in a variety projects where they apply their language proficiency abilities. The emphasis of this course is on practicing conversational language acquisition. All students will take the National Spanish Exam.

Prerequisite: Spanish III

Course: AP Spanish IV (11, 12) **1 Credit**

Description: This course is an advanced level Spanish course in which students explore six principal themes and engage through a variety of authentic print, audio, and video sources. This class is conducted exclusively in Spanish. Students will study cultures and events in depth and will make connections and comparisons to other cultures including their own. This course aims to prepare students for the Advanced Placement Spanish Language and Culture Examination through focused activities and exam preparation strategies. Students will also use technology in the classroom to help integrate all the skills in a context of immersion. This course is taught in Spanish. All students will take the National Spanish Exam. Sitting for the AP Exam is a course requirement.

Prerequisites: To be eligible for placement into AP Spanish IV, students must meet the following requirements:

1. The final grade must average a 88 or higher in Honors Spanish III or must average a 93 or higher in Spanish III. This average includes all four quarters as well the midterm and final grades for both semesters.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.
3. The student must maintain an S in conduct or better in the first three quarters of the academic year.

Other

Course: Study Hall (10, 11, 12)

Description: Study Hall provides a time for students to work individually and quietly to complete homework, study, research, complete college applications, or to read quietly. Students may register for one semester of study hall per year and a total of two semesters prior to graduation.