



JOSEPHINUM ACADEMY CURRICULUM GUIDE

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MISSION AND VALUES

JOSEPHINUM ACADEMY'S MISSION:

Josephinum Academy of the Sacred Heart offers a world-class approach to academic excellence combined with holistic, moral, and spiritual development in a college-preparatory environment at an affordable price to all girls in the heart of Chicago.

JOSEPHINUM ACADEMY'S VALUES:

As a Sacred Heart School, we fulfill our mission through the five goals and criteria of the Sacred Heart Network. These goals seek to develop within each student:

- a personal and active faith in God;
- a deep respect for intellectual values;
- a social awareness which impels to action;
- the building of community as a Christian value;
- personal growth in an atmosphere of wise freedom

INTERNATIONAL BACCALAUREATE PROGRAM FOR CLASS OF 2021

DIPLOMA PROGRAMME REQUIREMENTS

As Diploma Programme students, Josephinum Class of 2021 study six, two-year courses, taken from the following required subject groups:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

Three courses are taken at the higher level (HL- 250 hours of instruction) and **three** courses are taken at the standard level (SL- 150 hours of instruction). In addition, Josephinum students will also complete the Diploma Programme core:

- **The Extended Essay** an independent research project requiring an in-depth study of a question related to one of the subjects a student is studying.
- **Theory of Knowledge (TOK)** a course that encourages each student to reflect on the nature of knowledge and how we know what we know.
- **Creativity, Activity, and Service (CAS)** an independent project that encourages students to be active, informed, and responsible citizens locally, nationally, and globally. Students can combine all three components or do activities related to each one of them separately.

DIPLOMA PROGRAMME ASSESSMENTS AND EXAMS

Depending on assessment results (a combination of internal and external), students may earn college credit for their performance. College credit is not determined by Josephinum Academy, but rather by universities themselves. Please visit the IB website, www.ibo.org, for more scoring information. As Diploma Programme students, Josephinum seniors will have their work assessed by both their teachers at Josephinum Academy, as well as the International Baccalaureate Organization (IBO). This is done through a battery of two different types of assessments:

- **Internal Assessments:** given to students and scored by the classroom teacher. These assessments ask students to apply real-world skills within a content area. Examples may include historical investigations, laboratory work in the sciences, artistic performances, etc.
- **External Assessments:** given to students at throughout the IB program and at the end of senior year. These assessments are scored by representatives of the IBO. They typically take the form of examinations.

Class of 2021 students may elect this year to NOT take exams in some or all of their IB classes. However, they will still complete EE, CAS, TOK, and other course requirements in order to graduate. In lieu of May exams, students will complete end of the year projects in their classes they are not testing in.

GENERAL ACADEMIC INFORMATION

All courses offered at Josephinum Academy are considered college preparatory courses. The graduation requirements are as follows:

GRADUATION REQUIREMENTS BEGINNING WITH CLASS OF 2021

English/Writing	5
Freshman Academy	1
Mathematics	4
Religion/TOK	4
Social Studies	3
Lab Science	3
World Languages	3
P.E./Health	1.5
Consumer Economics	.5
College Prep	.5
DP Core	.5
Electives (Fine Arts or Business)	2

Total: 28

GRADUATION REQUIREMENTS BEGINNING WITH CLASS OF 2022

English	4
Freshman Seminar	1
Mathematics	4
Religion	4
Social Studies	3
Lab Science	3
World Languages	3
P.E./Health	1.5
Consumer Economics	.5
College Prep	.5
Capstone Project	.5
Elective (Fine Arts or Business)	2

Total: 27

- 1.) 9th/10th grade students at Josephinum Academy are expected to carry a full load of 8.0 courses each semester, unless granted an exemption due to an extenuating circumstance. 11th/12th grade students are expected to carry a full load of 7.0 courses each semester, unless granted an exemption due to extenuating circumstances.
- 2.) Course schedules are developed by the counselors, in conjunction with the students.
- 3.) The State of Illinois and other accrediting agencies set academic standards for participating high schools. In accordance with these regulations, all students must pass U.S. History (including one semester of Civics content) and the state and federal constitutions tests, and pass Algebra I (or its equivalent), Consumer Education, Physical Education, and Health, in order to graduate. In addition, students must pass 4 years of Literature, and 2 years of Writing,
- 4.) In addition to meeting the aforementioned graduation requirements, in order to graduate from Josephinum Academy, students must pass both College Prep and the Diploma Core projects for class of 2021 or the Heart requirements and projects for graduating classes after 2021.
- 5.) Seniors must earn 27 credits in order to be eligible to participate in the graduation ceremony. Students who do not earn enough credits to walk in the graduation ceremony may recover their credits and earn a diploma once credits are completed.
- 6.) Only courses taken at Josephinum Academy are included in the grade point average (G.P.A.) recorded on the students' transcripts. Credits from other schools, make up grades from summer school, etc. are not included in the cumulative G.P.A.
- 7.) Student grade level is determined by the number of credits students have successfully completed by the beginning of the academic year, with the following **minimum** requirements for each level:
Grade 10, Sophomore: 6.5 credits **Grade 11, Junior:** 14 credits **Grade 12, Senior:** 20.5 credits
 Students remain at the grade level in which they are assigned for the entire academic year.

SCHEDULING CONFLICTS

Due to the complexity of scheduling student courses, conflicts may arise that prohibit students from being enrolled in their chosen courses. While we work collaboratively with students to build a schedule that meets their needs, scheduling conflicts do sometimes occur. Such conflicts include: limited sections of a course, enrollment cutoffs in a specific course, registrations priorities, etc. Therefore, students must be flexible with course schedules, especially pertaining to their elective choices.

COURSE CHANGES

Teacher/Administrator initiated course changes may take place at any point during the course of a semester. Such course changes may be the result of poor student performance, excessive absences, initial placement in the wrong level, etc. If student schedules are changed over the course of an academic school year, the counselor will meet with the students, as well as call the parents/guardians to explain the decision before the change is made.

Students may initiate a course change by completing the *Course Change Request Form* (found at the end of document), and submitting it to the counselor for approval. **If** the course change is approved, the counselor will update the student's schedule, speak to the affected teacher, speak to the student, and notify home. **All *Course Change Request Forms* must be submitted to the counselor within the first two weeks of a new semester, in order for them to be reviewed. Any request submitted after this point will not be granted.**

WITHDRAWAL FROM COURSES

Once the semester begins, students may not withdraw from a course unless, in the judgment of the counselor, there are sufficient reasons to justify withdrawal. If students, with the written permission of their parents, choose to withdraw from a course after **four weeks**, they are subject to a grade of W (withdrawal), which is not used in determining their overall semester average. Such withdrawals could affect students' academic standing for graduation, however, as they do not earn credit.

COURSE PLACEMENT AND WEIGHT

Advanced Placement Courses

Weights are assigned to Advanced Placement courses to reflect the challenge of this selective program. A student enrolled in Advanced Placement courses receives .5 per Advanced Placement course added to her GPA.

Once students enroll in an Advanced Placement course, they are expected to remain committed to the course, unless the teacher, counselor, or administration determines the course is the wrong placement. Students may not drop an AP course because the summer homework was not completed, or the demands of the course are greater than expected.

International Baccalaureate Courses

Weights are assigned to IB courses to reflect the challenge of this selective program. A student enrolled in IB courses receives .5 per Higher Level and Theory of Knowledge 12 course added to her GPA. A student enrolled in IB courses receives .25 per Standard Level course added to her GPA.

Once students enroll in an IB course, they are expected to remain committed to the course, unless the teacher, counselor, or administration determines the course is the wrong placement. Students may not drop an IB course because the summer homework was not completed, or the demands of the course are greater than expected.

GRADING

Josephinum Academy’s grading scale is as follows:

- A = 93 - 100
- B = 85 - 92
- C = 75 - 84
- D = 70 - 74
- F = below 70

GPA’s are computed using these values:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

ACADEMIC RECOGNITION

Each semester, students are recognized based on grade point averages earned that semester. Honor roll distinction is as follows: **High Honor Roll:** 4.0-3.50, with no D’s or F’s; **Honor Roll:** 3.49-3.0, with no D’s or F’s.

The seniors graduating on the high honor roll will be recognized at the end of the year.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES AND ATHLETICS

Josephinum Academy is a member of the IHSA, the Illinois High School Association, accepting and following the association rules and requirements.

Students are eligible to participate in extracurricular activities, according to the policies recommended by the Athletic Director, in addition to those established by the Illinois High School Association (IHSA). However, the principal, dean of students and the director of curriculum and instruction reserve the right to declare a student ineligible for academic, disciplinary, or other reasons at the school’s discretion.

Students who have a D in any class as their current grade are ineligible to participate in games until that grade is brought up. Additionally, any student with an F in any class is ineligible from participating

in games and practices. Josephinum Academy views eligibility as an individual matter involving the student, the teacher(s), the family, the counselor, and the student's coach and/or activity moderator. For some students, who are experiencing academic difficulties, withdrawing from extracurricular activities and/or athletics is helpful; for others, it is not helpful. Therefore, eligibility cases are reviewed on a case by case basis. However, all students must meet the minimum IHSA requirements in order to remain eligible for extracurricular activities.

COURSE FAILURES

When students fail a course during the school year, it is their responsibility to recover the credit. Make up courses should be completed in summer school, during the summer immediately following the course failure. Scheduling constraints, as well as our graduation requirements, make it difficult to guarantee that students may retake a course for credit during the following school year. In order to ensure that students are scheduled in the proper courses for the coming school year, proof of summer school credit must be given to the school counselors immediately upon completion of the course.

Night courses and correspondence courses may be taken for recovery credit as well. However, in order for these course credits to count, prior written approval is needed from the counselor.

FOUR YEAR ACADEMIC PROGRAM

CLASS OF 2021

Freshmen Year	Sophomore Year	Junior Year	Senior Year
Intro to Catholic Christianity	Catholic Ethics	Church History/ Theory of Knowledge 11	Theory of Knowledge12/ Prayer and Reflection
Survey Literature Freshman Writing	Women's Literature	IB HL Literature 11	IB HL Literature 12
Accelerated Math I	Accelerated Math II	IB SL Math 11	IB SL Math 12
Integrated Science	Chemistry	IB HL Biology 11	IB HL Biology 12
French 1 or 2 Spanish 1 or 2	French 1 or 2 Spanish 1 or 2	IB SL Ab Initio French IB AB Initio Spanish or IB SL Spanish 11	IB SL Ab Initio French IB AB Initio Spanish or IB SL Spanish 12
World History	U.S. History Consumer Economics	IB HL History of the Americas 11	IB HL 20th Century World Topics 12
Freshman Academy	Visual Arts and Speech or Theatre	IB SL Visual Arts, IB SL Theatre, or IB SL Business 11	IB SL Visual Arts, IB SL Theatre, or IB SL Business 12
Physical Education and Health	Physical Education	College Prep DP Core Workshop 11	DP Core Workshop 12

CLASS OF 2022 - CLASS OF 2024

Freshmen Year	Sophomore Year	Junior Year	Senior Year
Theology 9	Theology 10	Theology 11	Theology 12
Survey Literature Freshman Seminar	Women's Literature	American Literature	World Literature/AP Literature
Algebra I	Geometry	Algebra II	Trig/Pre-calc or AP Statistics
Biology	Chemistry	Anatomy and Physiology	AP Bio or Computer Science
French 1 Spanish 1	French 2 Spanish 2	French 3 Spanish 3	French 4 Spanish 4 AP Spanish
World History	U.S. History Consumer Economics	Latin American History Intro to Business Management	AP Psych AP Civics Advanced Business
Intro to Visual Arts and Intro to Theatre	Visual Arts and Speech, Theatre, or Movement	Studio Art or Acting/Drama Studio	Advanced Studio Art or Advanced Acting/Drama Studio
Physical Education / Health	Physical Education	College Prep	Heart Project Workshop

ACADEMIC POLICIES

LANGUAGE POLICY

As a school of the Sacred Heart, as well as an IB World candidate school, Josephinum Academy is committed to providing its students a rigorous and dynamic education that is rooted in the mission of the school, as well as the mission of the International Baccalaureate Organization. Essential to such a program is the study of language, for it is fundamental to the understanding of one's own culture, as well as an important link to other cultures of the world. Furthermore, it is our belief that language has an incredible influence over thoughts, beliefs, and behavior. Therefore, as we strive to develop thoughtful, principled, global citizens, we understand that the study and acquisition of language is essential to their education.

The language policy of Josephinum Academy reflects the interdisciplinary nature of language learning. We use language as a vehicle for learning and for learning how language works. Our language policy promotes full immersion in the language, while developing strong oral and written skills and a deep understanding of, and appreciation for, culture.

In developing our language policy we have considered the following areas of language learning: the language of instruction, the school's additional language of study, and the mother tongue of the students in our school.

The language of instruction refers to the language that is used to deliver the curriculum in the school.

The school's additional language refers to the second language taught within the school to meet the requirements of the Josephinum Academy curriculum.

Mother tongue support refers to the language that is most strongly linked to the culture that the individual students identify with as their language of origin.

Language of Instruction

The language of instruction and communication at Josephinum Academy is English. It is the expectation that students will use English in classrooms and in the corridors and other areas of the school. The rationale for this policy is as follows:

- One of the major reasons parents choose Josephinum Academy is because they want their children to develop excellent English skills.
- Academic classes at Josephinum Academy are conducted in English; the stronger the English skills, the greater the likelihood of students achieving their potential.
- Josephinum Academy wishes to foster a strong sense of community and belonging and so there needs to be a common language of communication. That common language is English.

The IB Programme stresses internationalism as a value and therefore cultural and linguistic diversity are positives, not negatives. But diversity in linguistic backgrounds may sometimes have a negative impact on learning if some students are hindered by a lack of fluency in the language of instruction. Therefore, it is important to minimize any such negative impacts while leveraging the positive possibilities inherent in cultural and linguistic diversity.

Additional Language

Because language learning promotes the value of international understanding and the elimination of prejudice, one of the key obstructions to the advancement of learning, studying at least one foreign language beyond the language of instruction, is a requirement at Josephinum Academy. Both Spanish and French are offered at Josephinum Academy and students have the opportunity to select their language of choice.

Language instruction must be supported within the classroom and beyond. First, steps must be taken to minimize the effects that a lack of fluency of some students can have on their learning process. Outside the classroom this goal can be met through a few different interventions: tutorial services and one on one language support through our classroom modification, peer support, pairing English speaking students with peers who are struggling in English, etc. Secondly, an appreciation for additional languages and cultures should be cultivated inside the classroom. For example, students may be invited to give presentations about the influence of another language or another culture as part of their curriculum. To reach these goals there are decision-making processes in place to identify the language needs of each student and student's' language proficiency is assessed by our Language Department after being admitted to the school.

Mother tongue support

The school provides opportunities for students to actively use their mother tongue in many school activities. While students are in an English learning environment, they are encouraged to retain and cultivate their mother tongue and their own culture, and share them with others. The mother tongue must be respected both by its users and by those who have no fluency in it. It is essential in defining one's culture and, therefore, one's own identity. But just as the mother tongue must be respected, it must be respectful --- not as a vehicle for excluding non-speakers or as a means to avoid the larger community of which one is a part.

SPECIAL NEEDS POLICY

The goals of the Josephinum Academy admissions process support a desire to develop a diverse student body. Therefore, Josephinum Academy does not discriminate on the basis of race, color, religion, sexual orientation, national or ethnic origin, immigration status or disability. However, given that we are a small, Catholic school, we lack some of the resources necessary to support students with critical special needs. Because we are invested in the success of each individual student, we only grant admissions to those we feel could flourish in the environment in which we provide. Therefore, every applicant is viewed as an individual, and an admissions decision is determined based on the applicant's overall potential success in our community.

Josephinum Academy supports the learning of all of our students by appropriately addressing the unique learning needs of the individual student, including those with special needs. The Josephinum Academy Student Services Department works closely with students, their families, and our faculty, to ensure that teachers are informed of the proper modifications that must be made for specific students, that student progress is monitored appropriately, and that extra support is offered in times of need. In conjunction with the Student Services Department and the IB Coordinator, the faculty ensures that the IBDP is accessible to all students, even those with special needs.

SOPHIE SCHOLARS PROGRAM

As a member of the Sacred Heart network of schools, as well as an IB World School, Josephinum Academy of the Sacred Heart is committed to providing a rigorous and dynamic educational experience for our entire student body. We have structured our curriculum to produce graduates who are critical thinkers, courageous

self-advocates, resilient and resourceful researchers, and confident and effective communicators. The goal of the Sophie Scholars Program is to provide structured support for our students with identified learning differences, so that they are appropriately prepared to meet the demands of our challenging academic program. In doing so, the Sophie Scholars Program will provide students with the opportunity to acquire the learning strategies, organizational skills, study habits, executive functioning skills, and self advocacy skills necessary to grow as confident learners in the general education classroom.

Classroom Instruction

Josephinum Academy faculty employ inclusive teaching techniques and design learning experiences that allow all students, including those with special needs, to meet the rigorous standards of our curriculum. Students are provided with opportunities to achieve these goals by participating in carefully constructed differentiated lessons designed to maximize students' potential and also allow the student to demonstrate learning in different ways.

Individualized Pull Out Instruction

Because Josephinum Academy does not have a Special Education teacher on staff, students rarely receive one-on-one pull out instruction, unless they qualify for a state-funded Title One program. If students meet the criteria for the Title One Program, they are offered one-on-one support in Reading and Math for roughly 60 minutes a week. All other students must make arrangements with teachers during their office hours to receive extra support.

Parent and Student Expectations

Parents are encouraged to share information regarding any special educational needs on behalf of their child. Collaboration between parents, The Student Services Department, the IB Coordinator and faculty is expected. Students are expected to advocate for themselves. We encourage them to be resourceful and resilient in the face of challenges, all while providing a support environment conducive to such behavior.

IB Assessment and Special Educational Needs

Josephinum Academy, in accordance with IB policy, "believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized." Such arrangements follow the principles and guidelines of the IB Diploma Programme as set forth in the IB document entitled "Candidates with Special Assessment Needs" (IBO, May 2009).

ASSESSMENT POLICY

Essential to Josephinum Academy's mission is the commitment to a deep respect for intellectual values. In addition, as an IB Diploma Programme candidate school, Josephinum Academy shares a common philosophy, with all IB World Schools, which is rooted in a commitment to creating a high quality and challenging international educational program for our students. We understand that accurate assessment of student growth is fundamental to building a successful academic program. By collecting and analyzing data from various forms of formative and summative assessments, teachers, students, parents, and administrators can monitor and evaluate students' progress towards reaching specific learning objectives. Furthermore, such data provides teachers with the information necessary to further drive instruction. Therefore, Josephinum Academy teachers and administrators affirm the value of assessment, and are committed to the use of criterion based assessment. Our assessment practice is guided by the following principles

Principles

- All students can learn
- Students have different learning styles and abilities
- Students should acknowledge their own strengths and areas for improvement, and should invest in their own growth accordingly
- Effective assessment plays a key role in academic success
- Classroom assessment is varied in nature, allowing for different methods and forms, and including a combination of both formative and summative assessment instruments
- Assessment is standards-based, rather than a comparison of achievement between students
- Assessment reflects the intended learning outcomes of the Josephinum Academy Grad at Grad statement, as well as the IB Learner Profile
- Effective Assessment provides feedback to teachers, students, parents and administrators in order to revise and improve instruction, allow for reflection of one's learning, and provide stakeholders evidence of learning
- Collaborative planning time needs to be provided for teachers in order for them to effectively review assessment data

Assessment Practices

A. Types of Assessments

Entrance Assessment

Josephinum Academy is a private, selective school, which requires students to apply for admissions. Along with a completed school application, all applicants must take the Josephinum Academy entrance exam that consists of a Reading test, a Science test, a Math test, a Writing test and foreign language placement exam. In addition, applicants must submit 7th and 8th grade school records, including standardized test score reports, copies of report cards and discipline and attendance records. Furthermore, applicants are required to submit at least one teacher recommendation. Once an applicant file is complete, the Admissions Committee will score the file, using a set of criterion, outlined in the admissions rubric. If the Admissions Committee feels they need more information about an applicant before determining acceptance, a student and her family may be invited for an interview. All students who are denied admissions have the opportunity to ask for an appeal. During this time, the Principal will review the applicant file, meet the applicant and her family, and ultimately make the final admissions decision. If accredited, all students who are admitted into Josephinum Academy will become part of the IB Diploma Programme in their 11th grade year, as long as they have received enough credits to be considered an 11th grader.

Formative Assessment

Formative assessments provide teachers, students, and parents with the information necessary to check for student understanding, while the learning is still in progress. This feedback helps guide teachers in making decisions about further instruction, and provides students and parents the opportunity to reflect on student learning and set specific learning goals. Therefore, it is essential that formative assessment is used consistently, on a daily basis, in all classrooms, and that feedback is given in a timely manner. Teachers use a variety of formative assessment measures, including, but not limited to: verbal questioning, a variety of "dipsticking" methods, pre/post tests, journaling, and exit tickets. While every

formative assessment measure may not receive a formal grade, all data gathered should be shared with students.

Summative Assessment

Summative assessments are designed to evaluate students' mastery of specific learning objectives and content. They are potentially and usually given at the end of a unit of study, at the midterm mark of a semester, and at the end of both first and second semesters. Teachers use a variety of summative assessments measures, including, but not limited to: paper and oral exams, essays, projects, presentations, midterms and portfolios. Level of mastery is determined by the successful demonstration of specific learning objectives, as clearly articulated on the assessment and/or rubric. All summative assessment grades should be clearly communicated to students, and shared on Schoology for students, families, and administration to review.

Internal Assessment

Internal assessments are those designed and graded by classroom teachers. They are not standardized assessments scored by a third party.

Internal IBDP assessments are mandatory assessments given in all Diploma courses during the 11th and 12th grades. These assessments are designed to evaluate student mastery of specified learning objectives and subject-specific content, as designated by the IB. Diploma teachers are required to grade these assessments, using a rubric provided by the IB. The internal assessment scores are submitted to IB and contribute to the students' IB course scores. In addition, individual school scores are moderated to ensure all internal assessments scores are consistent world-wide. Internal assessments influence both a student's subject grade, as well as a student's Diploma score.

External Assessment

External benchmark assessments are given to students in grades 9-12. The benchmark exam is administered once in the Fall of the 9th and 10th grade years. The practice ACT is administered in the Fall of the 11th grade year to allow students the opportunity to practice the exam before it is officially administered to our students in the Spring of the 11th grade year. Students also have the opportunity to retake the ACT in the Fall of their 12th grade year. These dates are determined by The College Board and vary from year to year. The external benchmark assessments do not influence a student's subject grade, rather are used to evaluate a student's proficiency in certain subject areas.

External IBDP assessments are mandatory assessments given in all Diploma courses during the 11th and 12th grades. These assessments are developed and scored directly by IB representatives. There is a combination of external essay assessments, as well as external exams. The essays are collected internally and sent directly to IB examiners for evaluation. The exams are administered throughout the IB program and mainly during the May testing session and are also sent directly to IB examiners for evaluation. Students must take the exams on the assigned dates in May. No alternative test dates are given for external IB exams. External assessments may not influence a student's subject grade, but will influence a student's Diploma score.

SUMMATIVE ASSESSMENT POLICY

All students must be present for all summative assessments, regardless of the teacher’s plan for that day.

- If a student is absent because of illness, she must provide a doctor’s documentation to be excused.
- If a student needs to miss because of a family obligation, she must provide proof of the situation to be excused.
 - For example, an emergency flight out of state for a family member’s funeral, the student must provide some kind of documentation of the event for which they are missing class.
 - If a student does not have the required documentation, she will receive an “I” for Incomplete on her transcript until she provides it.

B. Grade Reporting

All grades are assigned using the Josephinum Academy grade scale. This scale is as follows:

- 92.5%-100% = A
- 84.5%-92% = B
- 74.5%-84% = C
- 69.5%-74% = D
- Below 69.5% = F

Grade Conversion Chart

Letter Grade	Josephinum Scale	IB DP Descriptors	Performance Indicators
A	96.5-100	7	Excellent
A	92.5-96.4	6	Very Good
B	88.4-92.4	5	Good
B	84.5-87.4	4	Satisfactory
C	79.5-83.4	3	Mediocre
D	69.5-74.4	2	Poor/Limited
F	69.4 and below	1	Very Poor

Communicating student achievement is crucial to academic growth. Therefore, in order to keep the students and parents well informed about student progress, teachers record all student grades electronically on **Schoology**. All students and parents have individual account information that allows access to view (and oftentimes download) classroom calendars, assignments, and gradebooks. Furthermore, since Schoology is web-based, students and parents can access their accounts anytime of the day, from any location, providing there is an internet connection. Teachers are required to update grades on a weekly basis for formative and bi-weekly for summative assessments and are responsible to speak to a parent when a student’s performance falls below satisfactory. If a student is struggling across

the board, she and her parents will be invited to meet with her teachers, the Director of Curriculum and Programs, her school counselor, and her principal in order to determine how to best support the student moving forward.

In addition to electronically monitoring student progress, parents receive grade reports during four separate occasions. Parent-teacher conferences take place at the midterm of both 1st and 2nd semesters. During this time, parents receive progress reports for their student in every class. Any parent unable to attend will receive a progress report via mail. Final semester report cards are mailed home in January and June. These grade reports are the grades reflected on a student’s transcript and directly affect a student’s GPA.

C. Homework

It is our belief that homework should be assigned with purpose. The completion of homework should be crucial to student growth and understanding of course material. Homework should be designed to either introduce students to a new material or to help reinforce the material that has been covered in class. Therefore, Josephinum Academy does not dictate the amount of homework that a teacher should assign each night; this decision is left to the discretion of the teacher.

Because the completion of homework should be a critical component of student growth, we do allow students to hand in late work. Teachers will determine point deductions for late work in their courses. Therefore, this will not be the same from teacher to teacher, or even course to course. Teachers will highlight point deductions for late work in their course syllabi. If a student is ill, or has an excused absence, she will have time to make up her missing assignment(s) without penalty. If a student is absent for an extended period of time, she will make the appropriate arrangements necessary to make up her missing work. This will be done individually with her teachers.

Roles and Responsibilities

Student Responsibilities

- Strive to embody the characteristics outlined in the Josephinum Academy Grad at Grad Statement and IB Learner Profile
- Engage fully in class, as an active learner
- Develop the study, organizational, and time management skills needed to be a successful Josephinum Academy student
- Advocate for one’s self, seeking out extra support when needed
- Maintain positive working relationships with teachers, school counselor, Director of Curriculum and Programs, and IB coordinator
- Follow all assignment deadlines, including the assignments outlined on the school’s internal assessment calendar
- Successfully complete all classroom assessments (including formative, summative, and/or standardized assessments)
- Demonstrate academic integrity, following all requirements outlined in the Academic Integrity Policy

Parent Responsibilities

- Review course calendars and assignments via Schoology and support and encourage students with upcoming assessments

- Monitor student progress bi-weekly via Schoology
- Contact teachers, school counselor and/or IB Coordinator if questions or concerns arise
- Attend conferences, including parent/teacher conferences and IB planning conferences

Teacher Responsibilities

- Utilize backwards by design to ensure assessments are clearly tied to learner outcomes
- Assess students on a set of established criteria vs. comparison to other students
- Integrate a variety of assessment types and formats into classroom instruction (both formative and summative, papers, projects, etc.)
- Focus on the assessment of student learning outcomes more so than covering subject content
- Analyze assessment data to inform further instruction
- Collaborate with colleagues around best instruction and assessment practices
- Communicate student progress with students and parents in a clear format and timely manner
- Identify struggling students and proceed with measures of intervention (extra tutoring, communication with family, communication with administration, etc.)
- In collaboration with the IB coordinator, develop a two year calendar of IBDP internal assessment due dates. This calendar will reflect the needs of all IBDP courses offered.
- Adhere to both Josephinum Academy and IBDP assessment deadlines
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines (verification reports, data collection forms, etc.)

IB Coordinator Responsibilities

- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Support teachers through the process of data driven instruction
- Schedule IB professional development for subject area teachers
- Distribute IB assessment materials to appropriate teachers
- Set deadlines to ensure all IBDP Assessments, extended essay, and sample sets arrive at the appropriate destinations on time
- In collaboration with the faculty, develop a two year calendar of IBDP internal assessment due dates. This calendar will reflect the needs of all IBDP courses offered.
- Register juniors and seniors for IB exams
- Supervise IB testing and monitor testing conditions
- Monitor progress of CAS, EE, TOK and all IBDP course

ACADEMIC INTEGRITY POLICY

As a member of the Sacred Heart Network of Schools, and as a candidate school for the International Baccalaureate Diploma Programme, Josephinum Academy of the Sacred Heart commits itself to a deep respect for intellectual values. In doing so, we maintain the highest expectations for academic integrity among our student body. Not only do we encourage our students to act ethically and responsibly, we also challenge them to take pride in their work, always giving their best effort, and never settling for less. Furthermore, our school community fosters a love of learning and values learning for learning’s sake. As a result, we believe that nothing, even the pressure to receive good grades, justifies any violation of academic integrity. Therefore, any student who displays academic dishonesty, whether knowingly or not, is subject to both academic and disciplinary action.

Academic Integrity is acknowledging responsibility for the following:

- Producing and turning in one's own work.
- Appropriately recognizing other's work according to the designated format (MLA, APA, or Chicago Manual of Style)
- Valuing work as one's own, not to be shared with others

Violations

Violations against the Academic Integrity Policy include, but are not limited to:

Cheating

The term assessment refers to any method a teacher uses to measure student knowledge or growth. The following measures are included, but not limited to: homework, class work, project, lab assignment, presentation, essay, quiz, test, and exam.

- Copying work off of another student(s). This includes copying from all types of assignments: homework, class work, lab assignments, quizzes, tests, take-home quizzes, projects, essays, and exams, etc.
- Using unauthorized materials (cheat-sheet, programmable calculators, cell phone, Ipad, etc.) during an assessment.
- Providing or receiving information about all, or part of an assessment.
- Seeking unauthorized assistance on a take-home and/or make up assessment.
- Failing to stop work on an assessment when time is up.
- Lying about ability to complete an assessment.
- Altering grades of any kind.
- Pressuring other students to share their work with you.

Plagiarism

- Copying all, or part of, another person's work, and handing it in as your own.
- Submitting portions of the same academic work for credit in more than one course, without receiving permission from the current teacher.
- Providing false data for an experiment or citing non-existent sources for any research assignment.
- Improperly paraphrasing another person's ideas in your own work.
- Failing to cite sources properly.

Academic Integrity Policy

When a student is in violation of Josephinum Academy's Academic Integrity Policy, the following steps will occur:

First Time Offense

- A meeting between the student and teacher will take place.
- The student will receive a zero for the assignment until it is redone.
- The teacher will issue a disciplinary action to the Dean and fill out the Academic Integrity Infraction Form.
- The teacher will provide the Dean of Students the Academic Integrity Infraction Form with details (which will be placed in the student's file for proper documentation).
- The teacher will contact home and inform the parent of the details of the incident as well as remind the student that a second offense will result in a discipline hearing.

Repeat Offense

- The Dean of Student Life and Counselor will meet with the student and inform the parent of the infraction, as well as next steps of action.

- Students will face the Discipline Committee with our Behavior Management Team for a discipline hearing. Consequences from this hearing may result in the following:
 - Automatic Failure of assignment with no opportunity to earn credit.
 - Required additional assignment (i.e. essay paper on the importance of integrity, etc.)
 - Automatic failure/removal from course with required summer school to complete credit.
 - Suspension from all extracurricular activities including sports, clubs, dances, etc.
 - Service to the school
 - Suspension from school
 - Expulsion from school
- The student, parent(s) and administration will meet to discuss the terms of the student’s consequences.

Policy Distribution

All school policies will be reviewed with the entire faculty during the teacher in-service in August of each school year. The Academic Integrity Policy is also reviewed with students during orientation, as well as on the first day of class, in every class. In addition, all policies are posted on the Josephinum Academy website. Teachers, Administration, Parents, Students, and all other constituents will have access to such policies when desired.

COURSE OFFERINGS AND DESCRIPTION

THEOLOGY

The Theology Department encourages students to explore their own beliefs in relationship with the perspectives of Catholic Theology and Catholic Social Teaching, while respecting and embracing the religious diversity present in the Josephinum community. The five major world religions: Hinduism, Buddhism, Judaism, Islam and Christianity, are introduced and studied. The teachings of Catholic Christianity are explored at each level of study through navigating the Bible as well as Church teaching and tradition. Emphasis is placed on analyzing Catholic Social Teaching in course work and community service. An additional focus is the development of one’s prayer life and relationship with God which occurs through both private and community experiences and reflection.

111 Theology 9

Year 9

The goal of this course is for students to develop a broad understanding and appreciation of Religious Traditions around the world. The students will explore various religions of the East and the West. We will begin with our Josephinum Community and its history to introduce the framework. After this first unit, we will delve into Hinduism and Buddhism, religions from Eastern Asia. After the semester break, we will then explore Judaism, Islam, and Christianity which began in the Mideast and has moved to most of the Western parts of the World.

122 Theology 10

Year 10

This year-long sophomore theology course centers around the New Testament. By following a pattern of looking for facts, imagining possibilities, seeking insight with others, turning inward, and looking for God’s guidance, students will be able to make ethical decisions on the world around them based on Catholic Social Teaching & our morality. Students will be able to converse with their fellow classmates to have free

and open-minded discussions on case studies based on judgement, justice, courage, wholeness, and honesty.

- 137 Theology 11** **Year 11**
 This year-long junior theology course touches on their freshman year course starting with a review of how the Church was formed. The year continues by segmenting periods in Church history from around the year 300 AD through Vatican II and connecting them to a Catholic saint who experienced life during that time.
- 154 Theology 12** **Year 12**
 The course begins with a review of various prayer styles. It is an experiential class with students involved in creating prayer experiences; experiencing prayer experiences; reflection within the different forms and personal sharing. The final assessment will be a structured reflection of their time at Josephinum Academy of the Sacred Heart.
- 160-61 IB Theory of Knowledge** **Years 11-12**
 TOK is a thoughtful and purposeful inquiry into the different ways of knowing, and into different kinds of knowledge. TOK is composed almost entirely of questions. Through discussion of questions such as: *How do we know? What counts as evidence of knowledge? How do we judge which is the best model of Y? What does theory Z mean in the real world?*, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

ENGLISH LITERATURE

The mission of the Josephinum Academy English Department is centered on the criteria and philosophy of the International Baccalaureate Literature program, and adapted for the unique needs and abilities of our students. The English Department strives to “introduce students to a range of texts from different periods, styles, and genres, as well as developing in students the ability to engage in close, detailed analysis of individual texts.” We encourage the students to build relevant connections of the literature to their own lives and experiences.

- 210 Survey Literature** **Year 9**
 The Survey Literature course has two main goals: 1.) to become familiar with literary concepts and a wide-range of literary genres, such as: poetry, short stories, plays, fiction, and nonfiction, and 2.) to improve oral and written communication by strengthening vocabulary and grammar skills. In conjunction with the Writing course, this class will work on improving writing, specifically writing sentences, paragraphs, and essays in standard American English; the goal is to help students produce unified, coherent, and well-supported essays. The skills and assessments in this class are designed to prepare students for their IB literature course.
- 1023 Freshmen Seminar** **Year 9**
 This course tackles three major areas of exploration: (1) wellness which includes social-emotional learning and mindfulness, (2) executive functioning which focuses on academic behaviors and learning processes like organization and time management, and (3) research and writing to different audiences in

a range of forms (narrative, reflective, argumentative). Throughout the course, students will investigate how to grow as a student, as a writer, as a learner, and as a human being growing up in our world today. Overall, students will set goals and track their progress to understand themselves, understand others, and establish the foundation for success academically and personally as they transition into high school.

220 Women’s Literature

Year 10

Women’s Literature is a reading and writing intensive course, in which there will be an emphasis on the recurrent themes and issues in literature by and about women. Students will compare different perspectives of women in place and time and apply those perspectives to their lives today. We will take into account the ways sexual and gender politics intersect with the politics of race, class, ethnicity, nationality and other markers of identification in the world. We will examine the way that cultural, political, and social systems act in order to constrain and define women and gender as a whole.

230 American Literature

Year 11

American Literature is a reading and writing intensive course, in which the students will study the recurrent themes and issues throughout American history through the context of literature. Students will compare different perspectives of authors in place and time and apply those perspectives to their lives today. We will take into account the ways American identity politics intersect with the politics of race, class, ethnicity, nationality, and other markers of identification in the world. We will examine the way that cultural, political, and social systems act in order to constrain and define what it means to be American.

261-62 IB HL Language A: Literature

Years 11-12

Beginning their junior year, the following overarching skills are taught and emphasized in each class: understanding that literature is concerned with our conceptions, interpretations, and experiences, and the appreciation of the artistry of literature. Also, we foster the development of each student’s ability to reflect critically on reading, and her ability to refine her command of language, as well as her expression of literary appreciation. Skills are focused in four major areas: language, critical approaches, literary conventions, and visual skills, which incorporate the analysis of visual media and art. Additionally, we prepare students for the rigor of the ACT test by incorporating grammar, writing, and reading comprehension throughout their four years at Josephinum Academy.

MATHEMATICS

Throughout our mathematics curriculum, students are challenged to think, communicate, and develop their mathematical abilities. Concepts and skills are presented in a real-world context where written and oral communication, mathematical reasoning, and creative problem solving are emphasized. The aims of mathematics are to enable the students to: enjoy math and develop an appreciation of the power of math, develop an understanding of the principles and nature of math, communicate math clearly and confidently, develop logical, critical and creative thinking, apply and transfer skills to real world applications, appreciate how developments in technology and math have influenced each other, appreciate the moral implications arising from the work of mathematicians, appreciate the international dimension of mathematics and its historical perspective, and to appreciate the contribution of mathematics to other disciplines. The skills taught will provide the student with a solid foundation both for further mathematical study and success in the workplace.

- 310 Algebra I** **Year 9**
 This is one possible entry course for a four-year math sequence. The course content of Algebra I includes integers, equations, inequalities, probability, functions and graphs, polynomials and radical and rational equations. Throughout the course real world applications and problem solving demonstrate the relevance of algebra in everyday life. Math is connected to other courses of study, such as science, through problems that are rich in algebraic content. Reviews at the end of each chapter provide strategies for solving problems that appear on standardized tests. other courses of study, such as science, through problems that are rich in algebraic content. The course anticipates deeper study in the International Baccalaureate Programme.
- 320 Geometry** **Year 10**
Prerequisite: Successful completion of Algebra I.
 This year's long course is the second of the required Josephinum Math sequence. The course is intended to help students discover, learn, and apply geometric principles and concepts to a variety of situations. It will incorporate real world examples as well as abstract concepts. Furthermore, students will be expected to incorporate their knowledge of algebra to develop a deeper understanding of mathematical principles.
- 330 Algebra 2** **Year 11**
Prerequisite: Successful completion of Geometry
 In this course, students will continue to build their work on linear, quadratic, and exponential functions. Students will extend their knowledge of functions to include logarithmic, polynomial, rational, and radical functions. They will continue to practice manipulating algebraic expressions to model situations and solve for the singular unknown value when solving equations. In addition to functions, students will learn how to organize information in matrices and how to conduct operations with matrices. The year will end with a unit on trigonometry and periodic functions.
- 360/365 IB SL Mathematics: applications and interpretation** **Years 11 -12**
 This two year IB course is designed for students with varied mathematical backgrounds and abilities. It emphasizes on mathematical applications, and the largest section of the course focuses on statistics. Topics are: numbers and algebra, descriptive statistics, logic, geometry and trigonometry, mathematical models, statistical applications, and introduction to differential calculus. Math Studies SL prepares students to be able to solve problems in different settings by developing their math reasoning and critical thinking skills.

SOCIAL STUDIES

Social studies courses are designed to foster each student's developing understanding of the physical features, social systems, events, trends, individuals and movements that shape the history of this country and the world. The course work facilitates a working knowledge of problem solving, communication skills, use of technology to retrieve information, build teamwork, and integrate information to form clear concepts and make meaningful connections. Furthermore, the course work promotes students to recognize and analyze cause and effect relationships, as well as relationships between people, time and space. Successful completion of the social studies program at Josephinum Academy is preparatory toward success at the university level. The course work prepares students for their future roles as participating citizens, empowered women, and lifelong learners who

make a positive difference in their community and beyond.

- 410 World History** **Year 9**
 The purpose of this course is to prepare students for the rigor and demands of their sophomore year history course. Students will learn both content and skills that will enable them to be successful for both AP and college. This course focuses on African, Asian, and European history from the nineteenth and twentieth centuries. Students will develop their own identities as historians by evaluating primary source documents from their own lives and applying those skills to documents that pertain to the content of the course. Throughout World History, students will analyze primary and secondary sources in order to prepare them for their continuing history studies. Historical skills such as source analysis, acknowledgement of multiple perspectives, and critical inquiry will be emphasized throughout the course. This course will culminate in an in-depth independent research project and presentation on a topic of the student's choosing.
- 430 U.S. History** **Year 10**
 The purpose of this course is dual: A) to educate students to a deep understanding and awareness of the complex history of our nation, and B) to prepare students for the rigor and demands of the history curriculum in their Junior and Senior years and beyond. Students will learn both US History content and historical analysis and writing skills that will enable them to be successful in college and their adult lives. This course will cover United States history from the arrival of people in North America through the American Civil War. As a state requirement, students will take the Constitution Test through online modules. In addition, the course deals extensively with learning how to read, understand, analyze and interpret a wide variety of both primary and secondary texts together with the maps, graphs and pictorial materials associated with them. The course also aims to help students to put the knowledge and understanding they are gaining into practice through sharpening their oral and written communication skills.
- 461 History of Latin America** **Year 11**
 The breadth of the course will cover The Mexican Revolution beginning in 1884 and will proceed chronologically through the first half of the twentieth century and culminating in the end of World War II. Content will be reinforced and practiced through the application of historical thinking skills, the examination of primary and secondary sources, and a variety of written and verbal assessments. These include many historical investigations, case studies, DBQ assignments, formal class discussions and unit exams.
- 464 IB HL 20th Century World Topics** **Year 12**
 The purpose of this course is to guide students toward their final IB assessments. Students will utilize previously learned skills and continue to refine them as they become not just student historians but authentic contributors to the historical narrative. Course curriculum will initiate by examining the causes and effects of 20th century wars, and then progress by analyzing superpower tensions and rivalries of the Cold War. The course will culminate in two intensive case study examinations of ethnic political and social tensions in Kosovo and Rwanda. Upon completion of this course, students will take 3 externally assessed evaluations to be scored by the International Baccalaureate Programme. Successful completion of this course will result in students becoming eligible to receive the IB History certificate towards the IB Diploma.
- 451 Consumer Economics** **Year 10**
 This course is designed to prepare students for the business world at large. Throughout this course, this

class will emphasize the connections between personal motivation, succeeding in the real world, and personal and financial independence. Lessons include the concepts of competitive advantage, ownership, opportunity recognition, marketing, finance, and product development. Each student comes up with an idea for a business and works throughout the course to prepare a business plan which they present at the end of the semester.

455 Intro to Business Management **Year 11**
 This class will emphasize the connections between personal motivation, succeeding in the real world, and personal and financial independence. Throughout the course, students will be studying and analyzing real-world businesses and case studies, and applying their knowledge and understanding of management tools and techniques. The course will apply many experiential learning experiences, including a wholesale project, entrepreneurship and business design, field trips, and speakers, as well as an in-depth research project into a business or business issue of their own choice

953-54 IB HL Business **Years 11-12**
 IB Business Management focuses on how a business functions, as well as the processes and decision-making skills needed to manage modern business. Throughout the IB Business course, students will be studying and analyzing real-world businesses and case studies, and applying their knowledge and understanding of management tools and techniques learned. The course is divided into six units that will allow the students to explore what different career paths may entail in Human Resources, Marketing, Finance, and Operations Management.

SCIENCE

Science courses taught at Josephinum Academy are designed to engender a deep appreciation of the contribution of science and technology to personal, social and global issues relevant to students' lives currently and in the future. Students will learn that science is not only a body of knowledge but a process that is inquiry-based and requires practical skills and techniques. The curriculum focuses on developing the skills and knowledge necessary through a rigorous program in Grade 9 through Grade 12 that emphasizes a practical approach through experimental work and hands-on activities. Each year students will build further upon the skills and knowledge learned from the previous year in a spiral curriculum model. In the Freshman and Sophomore years, students are cultivating their skills, knowledge and understanding in core sciences to prepare them for success. In addition to science specific practical skills, students will develop a broad range of capacities that enable them to become critically aware, open minded, and actively engaged citizens. The focus of these acquired skills is for future application in a real world setting. A young woman that graduates from science courses at Josephinum Academy will be college-ready and more importantly, have the ability to engage with and respond to scientific and technological ideas as informed, reflective and responsible contributors to society.

520 Biology **Year 9**
 The Biology program is an introduction to the study of living organisms and their interdependence with the environment, both at the micro and macro level. This course will emphasize the development of student's scientific process skills, laboratory techniques, and an understanding of the fundamental processes of living organisms. It also challenges students to become critical thinkers and problem solvers by integrating content with scientific inquiry and real world applications. The utilization of higher order thinking, interactive experiences, scientific inquiry, collaborative projects, and a variety of assessments will aid the student in ultimately demonstrating an ability to investigate, study, analyze, and explain the importance of Biology in the world around them.

530 Chemistry **Year 10**
 This course is designed to explore the fundamental principles of chemistry which characterize the properties of matter and the changes matter undergoes. It is intended to help students realize the important role that chemistry will play in their personal and professional lives. Students will be able to think more intelligently and be more critically aware about current issues relating to science and technology. They will develop a lifelong awareness of the potential and limitations of science and technology, with a focus on Chemistry. Students are given numerous opportunities to “learn by doing” rather than a passive approach.

553 Anatomy/Physiology **Year 11**
 Human Anatomy and Physiology explores the study of human structure and function. The focus of this course is on physiological mechanisms and a detailed understanding of human anatomy. Students will make connections between the body systems such as the skeletal, muscular, nervous, cardiovascular, respiratory system and digestive systems, all of which contribute to the balance of daily body activities. This course is recommended for those pursuing a career in the health science field. Laboratory work could include microscopic study of tissues, dissection of specimens, bone study labs, and other physiological labs.

561-62 IB HL Biology **Years 11-12**
 Biology by nature is an experimental science and therefore laboratory investigations will be an integral part of the curriculum. Laboratory investigations will be used for discovering, verifying and reinforcing concepts introduced in the lower level sciences. Laboratory investigations also will be used to internally assess the students on criteria such as planning, data collection and presentation, forming conclusions, evaluating results, and personal skills. Throughout the course students will see how biology extends beyond the classroom to affect our global society. Every activity is meant to develop students as critical thinkers engaging in real world issues such as cloning, bio-terrorism, environmental protections, global perspectives, and most importantly the biologists’ role in these issues. This curriculum will promote the skills necessary for students to make educated scientific decisions about our society and world in response to global issues, and help determine their role as a citizen in our biological world.

564 IB SL Sports, Exercise, and Health Science **Years 11-12**
 SEHS SL incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carryout practical investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Students are also required to complete a Group IV Project during their junior year and Internal Assessment senior year. At the end of year two students will take three papers (tests) to judge how much of the content they have grasped. This, along with their laboratory work, will determine if they get an IB diploma. This is separate from the Josephinum grade.

WORLD LANGUAGE

"To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why to say what to whom.*" (from Illinois Learning Standards) Foreign language courses are designed to facilitate genuine interaction with others, whether they are on another continent, across town, or within the neighborhood. Moreover, students gain valuable insights into the nature and function of language itself by learning a second language, as well as the important influence of cultural context on effective oral and written

communication.

601 Spanish I **Years 9-10**
 Spanish I is a basic level foreign language course, which seeks to develop in students the ability to use the language for real world purposes in culturally appropriate ways. Furthermore, Spanish I focuses on the development of oral and written communication skills (through vocabulary development) as well as the understanding of different cultures, for the teaching of a language and a culture go hand-in-hand.

602 Spanish II **Years 10-11**
 The Spanish II class is an intermediate Spanish class which aims to reinforce skills previously learned in Spanish I. Cultural awareness will be included through the use of authentic artifacts such as newspaper ads and articles. By the end of the class, the student should talk and write fluently in Spanish using basic vocabulary and grammar, comprehend native speakers talk about daily situations, and understand written Spanish used in daily activities.

603 Spanish 3 **Years 11-12**
Prerequisite: Spanish or French 2 and Placement Exam.
 This course consolidates what students have learned in levels 1 and 2 emphasizing the development of extensive and precise vocabulary as well as the nuance of complex grammatical forms. The three modes of communication: Interpersonal, Interpretive, and Presentational as well as Cultural competencies will continue to be developed through readings, multimedia, presentations, and discussions. At the completion of a Level 3 course, the majority of students are expected to perform at the mid-intermediate level of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

610/613 IB Spanish Ab initio Language **Years 11-12**
 The language ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

611 IB SL Spanish Language B **Years 11-12**
Prerequisite: Spanish Placement Exam.
 Spanish Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. Higher and standard levels are differentiated by the

recommended teaching hours, the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. The range of purposes and situations for using language in the language B courses extends well beyond those for language ab initio. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, at both HL and SL, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only.

- 621 French I** **Years 9-10**
 French I is a basic level foreign language course, which seeks to develop in students the ability to use the language for real world purposes in culturally appropriate ways. Furthermore, French I focuses on the development of oral and written communication skills (through vocabulary development) as well as the understanding of different cultures, for the teaching of a language and a culture go hand-in-hand.
- 622 French II** **Years 10-11**
 The French II class is an intermediate French class which aims to reinforce skills previously learned in French I. Cultural awareness will be included through the use of authentic artifacts such as newspaper ads and articles. By the end of the class, the student should talk and write fluently in French using basic vocabulary and grammar, comprehend native speakers talk about daily situations, and understand written French used in daily activities.
- 623 French III** **Years 11-12**
Prerequisite: Spanish or French 2 and Placement Exam.
 This course consolidates what students have learned in levels 1 and 2 emphasizing the development of extensive and precise vocabulary as well as the nuance of complex grammatical forms. The three modes of communication: Interpersonal, Interpretive, and Presentational as well as Cultural competencies will continue to be developed through readings, multimedia, presentations, and discussions. At the completion of a Level 3 course, the majority of students are expected to perform at the mid-intermediate level of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.
- 620/ 626 IB SL French AB initio Language (SL)** **Years 11-12**
 The language Ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

PHYSICAL EDUCATION AND HEALTH

"Comprehensive physical development and health programs offer great potential for enhancing the capacity of students' minds and bodies. The benefits include promoting a healthy generation of students who are able to achieve their highest potential." (from 1997 *Illinois Learning Standards*) This expresses well the focus and intent of this curricular area. The goals of the program foster healthy decision-making in the home, workplace, and social setting for oneself and others.

801 Physical Education **Years 9-10**
 The purpose of Physical Education is to introduce fitness to students, while introducing a variety of individual and team sports as well. Students will gain information on methods to maintain an acceptable level of total fitness.

803 Health **Year 9**
 Health is a required academic class, designed to challenge students to understand the role of health in their everyday lives, to extend their thinking about health issues, to reinforce their knowledge, and to apply their knowledge to new situations. This course will cover a variety of topics that will aid students in establishing a solid foundation in health skills. The content covered in this course includes: making healthy decisions, healthy nutrition, achieving good mental and emotional health, promoting safe and healthy relationships, personal care and hygiene, the human body systems, human growth and development, tobacco, alcohol, and other drug use, diseases and disorders, and sexual education. After completion of this course the students should have developed and enhanced the life management skills necessary to make sound decisions and take positive actions for healthy and effective living. Some of these life management skills include:

- Demonstrate skills in self-awareness, self-acceptance, and self-improvement
- Making responsible health-related decisions
- Promote mental/emotional, physical, and social health throughout the stages of life
- Identify the benefits of abstaining from premarital sex and the use of alcohol, tobacco, and other drugs.
- Understand the effects and prevention methods of communicable diseases such as HIV/AIDS & other STDs.

FINE ARTS

Courses in Fine Arts are intended to help students develop the skills, discipline, and creativity required for quality productions in the arts, as well as appreciation of the techniques and masterpieces of great artists and major artistic movements. Development of these and other forms of artistic expression are also encouraged in other settings such as student activities and productions, Campus Ministry, community arts programs, and similar opportunities. In all Fine Arts classes it is individual growth that we measure. All students are taken as their own person, with their own particular creative talents and needs. Our job is to help identify how the student needs to stretch and expand their artistic and creative self. Through the arts, our students learn to be imaginative and inquisitive. They learn to become critical thinkers, effective communicators, and problem solvers. They learn the importance of teamwork, how to support each other through difficult times, and what it means to truly rely on one another. They learn the importance of meeting deadlines, following through on their work, and being responsible. Most importantly, our Arts program gives our students the opportunity to be heard- a platform from which to share their voices, and this is perhaps, in and of itself, one the most important gifts we can give a young woman.

- 904 Movement** **Year 10**
 This semester-long course was developed as a response to the student body’s desire to continue in the study of Drama. The purpose of this course is: to introduce theatrical movement forms and techniques, to learn how to analyze and interpret ideas from a physical standpoint, and form an artistic opinion, to put technique, analysis, and opinion into practice, to develop the ability to take direction, think creatively, be an organized and serious student who is prepared for class on a daily basis and demonstrate the ability to create character, partner well, and function as part of an ensemble. This class is designed to give the student an opportunity to learn how their body works as a physical instrument, an emotional instrument, a partnering instrument, and an analytical instrument. Grid, Mask, LABAN, and Stage Combat are among the topics explored. Assessments will be given through, Journals, Papers, Performance, and participation.
- 906 Script Analysis** **Year 10**
 This is a semester-long course that gives students an in-depth study of plays. The purpose of this course is threefold: 1: to introduce plays to the student in a concentrated way; 2: to learn how to analyze and form an artistic opinion on a script; 3: to put technique, analysis, and opinion into practice. This course is designed to give the student a concentrated study of a major playwright’s works. Assessments will be given through papers and interpretive performance.
- 903 Speech** **Year 10**
 This class is designed to teach the student how to structure their opinions. This is done through an exploration of great speeches throughout history and key speeches in a specific genre. Assessments will be given through Written Speeches, Performance, and Papers. Topics covered include Political speeches, Sermons, Eulogies, and biographies.
- 901 Acting/Drama Studio** **Year 11**
 This course explores the creative methods used in becoming a successful storyteller. An emphasis is placed on understanding the basic elements of physical communication, dramatic structure, and oral interpretation. On a regular basis, students will rehearse and perform projects that stress creative visualization, communication feedback, and collaboration. Ultimately, the course ends with a student production.
- 963-64 IB SL Theatre** **Years 11-12**
 Standard level IB Theatre is a 2 year course that will challenge the student to explore all aspects of the students learning abilities. They will be required to participate in all of the IB assignments AS WELL as the school productions (rehearsals will still mostly be in class, as they have been in prior years). The major IB assessments are to be completed and sent to the IB by the due dates, and are as follows.
- 923 Intro to Visual Arts** **Years 10-12**
 The Visual Arts course is an investigation of the principles, processes and materials of studio art and visual culture. The class is intended to broaden the student’s perspective and personal development of identity and place and increase their understanding of the role of creativity in society. Students are expected to be self-driven and open to new ideas and modes of expression.

921 Studio Art **Years 11-12**
 In this course, we will build our imaginative faculties and visual literacy through experimentation with a variety of art techniques and media. Through the completion of a sketchbook, art projects, curatorial practice, and research we will come closer to defining what “art” is. We will begin to see art philosophically, as a microcosm, used as a tool in the conscious creation and control of reality. We will open our creative awareness and learn how to consciously use art as a tool for voicing expression.

960-61 IB SL Visual Arts **Years 11-12**
 This studio-based course emphasizes both students' creative process and their final artistic product in 2-dimensional or 3-dimensional arts forms. As students develop their craft they will conduct thoughtful inquiry into their own thinking and art making processes, recording this learning in written and visual formats. All stages of the creative process must be thoroughly documented and evidence of in-depth research into chosen areas of interest and ideas for work must be shown and explained in detail. Students are expected to be independently motivated as they research the history and practice of a chosen art form and “big idea”/thesis across cultures, time periods and disciplines. They will learn how to connect their research to their own work, creating art that expresses personal meaning within a cultural, historical and discipline-based context.

COLLEGE READINESS

Josephinum Academy is a college preparatory school for young women. Therefore, the school offers many opportunities for students to become fully prepared for college life, before graduating from Josephinum. It is the school's intention to help students prepare for, get accepted to, be able to pay for, and acquire the skills necessary to graduate from college. Josephinum offers students college readiness support through both courses and culminating capstone projects.

1010 College Prep **Year 11**
 This course is designed to prepare juniors for a myriad of issues they may encounter as they plan for college. Students will learn about themselves, their interests, talents, and goals; they will learn how these aspects of their personalities can help them focus on careers, majors and colleges which will meet their needs. They will learn about individual colleges, procedures to follow, admissions policies, etc. In a lecture/discussion style setting, students will explore several of these issues with active class participation and assignment completion expected.

1013 CAS **Year 11**
 Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the IB Diploma Programme (DP). Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS. CAS is a Josephinum graduation requirement.

1014 DP Core **Year 11**
 DP Core supports students in their completion of the IB Diploma Program core requirements. The extended essay is a required component of the IB Diploma Programme (DP). It is an independent, self-directed piece of research, finishing with a 4,000-word paper. The extended essay provides: a practical preparation for undergraduate research, an opportunity for students to investigate a topic of

special interest to them, which is also related to one of the student's six DP subjects. Through the research process for the extended essay, students develop skills in: formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas, and developing an argument. Participation in this process develops the capacity to analyse, synthesize and evaluate knowledge. Extended Essay is a Josephinum graduation requirement.

ARCHIVED COURSES

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|------------|---|-------------------|
| 720 | 21st Century Citizenship
This class is designed to help you understand the economic system of our nation and how it compares to those of other nations, as well as examining how your actions can have a profound impact on society and the world. Students will integrate knowledge, skills, and practices required for management of resources in a technologically expanding global economy. Students will also develop skills and understanding of consumer rights and responsibilities; effective use of credit; budgeting and checking; comparative shopping skills for food, clothing, transportation, housing, insurance and how to prepare federal and state income taxes. | Year 10 |
| 902 | Advanced Drama
This semester-long course continues and deepens the students' exploration of the creative process. Students will experience many different roles with which a theater professional may be challenged. During the class they will be asked to direct, design, research, and perform. There is a strong focus on creation of artistic opinion, team building, leadership, and the collaborative effort. The class culminates in a showcase evening. | Year 10-12 |
| 580 | Advanced Placement Biology
The key concepts and related content that define the AP Biology course and exam are organized around a few underlying principles called the big ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems.
The four big ideas are:
<ol style="list-style-type: none"> 1) The process of evolution drives the diversity and unity of life, 2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, 3) Living systems store, retrieve, transmit and respond to information essential to life processes and, 4) Biological systems interact, and these systems and their interactions possess complex properties. | Year 11-12 |
| 380 | Advanced Placement Calculus AB and BC
<u>Prerequisite:</u> Successful completion of Trig/Pre-Calculus, and teacher recommendation.
This is the highest level math course offered at Josephinum Academy, and is intended for those who excel in mathematics. AP Calculus is a class that is a full high school academic year of work and can be compared to calculus courses in colleges and universities. There are two AP Calculus courses: AP Calculus AB and AP Calculus BC. Calculus AB spends time on elementary functions and delves into topics in differential and integral calculus. Students who take AP Calculus AB Junior year will be offered AP Calculus BC senior year. Calculus BC is a full year course in the calculus of single-variable functions. Calculus BC includes all topics in Calculus AB, as well as additional challenging topics. Students who take an AP course in Calculus are usually seeking college credit, college placement, or both. The | Year 11-12 |

Advanced Placement tests are administered in May.

- 281 Advanced Placement Composition **Year 11****
 The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions *rhetorically*: to communicate writer’s intentions and elicit readers’ responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students’ attention to writer/reader interactions in their reading and writing of various formal and informal genres.
- 280 Advanced Placement Literature **Year 12****
Prerequisite: High academic performance in English, and teacher recommendation
 AP English Literature and Composition will serve three main purposes. First, students will encounter a considerable depth and breadth of literature from around the world and across human history. Second, students will experience a literature course that will be comparable to English courses they might expect to take in the early part of their undergraduate education. Third, students will be given the opportunity to prepare for the AP English and Literature and Composition Exam. These goals will be met through the intense and sustained study of art, literature, and philosophy. Essential questions will direct the thinking done in this class such that students will learn to identify and develop their own questions about the literary world around them. Students will develop their skills to closely read any given text.
- 680 AP Spanish Language **Year 10****
Prerequisite: Spanish Placement Exam.
 The AP Spanish Language course is designed to prepare students for the AP Spanish Language exam. According to The College Board, creators of the AP exam, “the course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.” Therefore, students should maintain a deep commitment to the class work to ensure a passing score on the test. In order to allow for authentic practice of the language, the class will be conducted solely in Spanish. This means both students and teacher are expected to speak, read, and write entirely in the target language. This course outline was designed in alignment with state standards and goals to further the acquisition and mastery of the Spanish language.
- 480 Advanced Placement US History **Year 12****
 Advanced Placement U.S. History is a course constructed to give students the analytical skills and the knowledge that are necessary to critically confront events and materials in U.S. history. The course prepares students for college courses and for the AP U.S. History Exam by asking students to achieve at the same level as a full-year introductory college course. Students will learn to assess historical materials: to understand their relevance to a given interpretive problem, to determine their reliability, and to determine their importance. In addition to this, students will learn how to weigh the evidence and interpretations that are presented in historical scholarship. This course will provide students with the ability to create their own arguments and conclusions based on informed judgment and will be able to provide their reasons with clarity and persuasiveness in an essay format.

- 603 Advanced Spanish **Year 9****
Prerequisite: Spanish Placement Exam.
 The Advanced Spanish course focus on speaking and writing in the target language at an advanced level. In order to allow for authentic practice of the language, the class will be conducted solely in Spanish. This means both students and teacher are expected to speak, read, and write entirely in the target language. This course outline was designed in alignment with state standards and goals to further the acquisition and mastery of the Spanish language.
- 311 Honors Algebra I **Year 9****
 This is one possible entry course for a four-year math sequence. The course content of Algebra I includes integers, equations, inequalities, probability, functions and graphs, polynomials and radical and rational equations. Throughout the course real world applications and problem solving demonstrate the relevance of algebra in everyday life. Students relate and apply algebraic concepts to geometry, statistics, data analysis and probability. Math is connected to other courses of study, such as science, through problems that are rich in algebraic content. Reviews at the end of each chapter provide strategies for solving problems that appear on standardized tests. The Honors section of this course will move at a quicker pace, as well as dig a bit deeper into major concepts..
- 231 Honors American Literature **Year 11****
Prerequisite: High academic performance in English and teacher recommendation.
 Honors American Literature is a course, in which the students will investigate the history of the United States of America through both fact and fiction. Through literature and history, we will study many of the major issues and themes of the American people, both past and present. Furthermore, we will explore how both the events of history have influenced the American people, including yourselves, and how art is the direct reflection of this influence. In addition to preparing you for the AP Literature course, this course is founded on the College Readiness Standards, which connect directly to success on the ACT Exam and in higher education.
- 921 ART **Year 10-12****
 Survey of Art is a one semester course that introduces and teaches students the fundamentals of Art in application, through a historical context, and as seen in our modern society. Throughout the school year, students will be taught various lessons, skills, and techniques that will allow and encourage them to build a solid foundation and appreciation of the visual arts.
- 521 Honors Biology **Year 9****
Prerequisite: Strong placement exam score.
 Honors biology is a rigorous science course providing a solid foundation of the biological sciences. This course will emphasize the development of scientific process skills, inquiry based learning, laboratory techniques, and an overall understanding of the fundamental principles of living organisms. Students will explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles. This course challenges students to become reflective critical thinkers and problem solvers by integrating content with scientific inquiry and real world applications. In addition, students will practice higher order thinking with collaborative projects and real world application through labs and a variety of assessments that will ultimately aid the student in

demonstrating the understanding of the importance of Biology in the world around them; thus enabling them to apply these properties to their everyday lives.

- 911 Choir** **Year 10-12**
 Choir Section I is a one semester course that introduces and teaches students the fundamentals of vocal production, basic music theory and ear training, ensemble singing, and performance skills. Throughout the school year, students will be taught various lessons, skills, and techniques that will allow and encourage them to build a solid foundation of vocal music and the art of song.
- 904 Digital Citizenship** **Years 10-12**
 Digital media and technology are evolving at a dizzying pace, bringing with them extraordinary opportunities as well as real risks for young people. Young people are using the immense power of the Internet and mobile technologies to explore, connect, create, and learn in ways never before imagined. But issues that emerge with this 24/7 “connected culture” – from identity theft, to cyber bullying, to uncertainty about which information to trust online – are surfacing both in schools and at home. This course is designed to help educate students about the real issues regarding the digital world, as well as help them develop a moral compass for engaging in this world
- 702 Digital Journalism** **Years 10-12**
 Digital Journalism teaches students how to be informed young people in this digital day. We will explore the questions: what is news? What is journalism? We will learn how to ask good questions and how to come up with an interesting news story idea. We will learn to use digital cameras and recorders in our pursuit of understanding journalism. Throughout the semester, we will create an online newspaper, in which students will be reporters and I the editor. Students will learn how to write a balanced news story, produce an interesting photo essay and write a powerful opinion piece.
- 901 Drama** **Year 10-12**
 This semester-long course explores the creative methods used in becoming a successful storyteller. An emphasis is placed on understanding the basic elements of physical communication, dramatic structure, and oral interpretation. On a regular basis, students will rehearse and perform projects that stress creative visualization, communication feedback, and collaboration. Ultimately, the course ends with a student production.
- 551 Environmental Science** **Year 10 -12**
 The Environmental Science course is designed to show thematic connections between a variety of science disciplines including biology, chemistry, and physics. It gives students a coherent and realistic picture of the applications of these different sciences as they manifest in our environment. This course is also centered on the premise that humans have a profound impact on the environment. Students will explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Much emphasis will be placed on applying environmental concepts to real-world situations and understanding our dependence on a healthy environment in order to become more environmentally conscious citizens.
- 1021 Ethical Entrepreneurship** **Year 12**
 Ethical Entrepreneurship is a course designed for students to study and learn the foundations of a

business education, while applying the values of social justice awareness. This class will emphasize the connections between personal motivation, social justice advocacy, and personal and financial independence. Students will learn to think like entrepreneurs: to take risks, to be open to learning, and to be empowered to own their future. Lessons include an introduction to social justice and social entrepreneurship, opportunity recognition, market research, financials, promotions and sales forecasting, consumer education - and all tie back to core math and literacy skills. Each student comes up with an idea for a business that provides a justifiable solution to a social justice issue, and works throughout the course to prepare a business plan which they present and defend to a panel of judges. This year-long course also includes the Senior Capstone Project; an opportunity for the students to thoroughly research and develop a justifiable position and potential solution to a social justice issue.

- 802 Fitness** **Year 9-12**
 This one semester elective has a dual purpose: 1. To educate students on the importance of being fit and feeling good, with detailed instructions on how to manage their own wellness; 2. To introduce students to fitness training and management as a possible career
- 452 History and Culture of the Middle East** **Year 11-12**
 History and Culture of the Middle East is an introduction to the history of the modern Middle East. In this course class will focus on the history of this region from the Ottoman Empire to the recent Arab Spring with special examination on the political, cultural, and intellectual changes that have developed over the last 150 years. This course is designed to not only instruct students on the history of the Middle East, but to also develop students' writing and critical-thinking skills through an engagement with the past.
- 214 Honors Freshmen Writing** **Year 9**
Prerequisite: **Incoming students must test into the Honors program at Josephinum.**
 The emphasis of this course is the same as course 271, but has a more intensive approach.
- 321 Honors Geometry** **Year 9**
Prerequisite- **Successful completion of Algebra I and teacher recommendations, or high enough score on placement exam as an incoming freshman.**
 The Honors Geometry course is a double period of intense Geometry instruction, and algebra reinforcement. The course is intended to help students discover, learn, and apply geometric principles and concepts to a variety of situations. It will incorporate real world examples as well as abstract concepts. Furthermore, students will be expected to incorporate their knowledge of algebra to develop a deeper understanding of mathematical principles.
- 630 IB SL French Language B** **Years 11-12**
 French Language B Standard Level (SL) is language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships.
- 361/364 IB SL Mathematics** **Years 11 -12**

Prerequisite: Successful completion of Honors Accelerated Math II, and teacher recommendation if took Accelerated Math II Sophomore year.

This is a two year IB course that caters to students who already possess knowledge of basic mathematical concepts. This course is for students who plan on preparing for future studies in the more technical fields, such as chemistry and economics. There are six topics that will be scattered throughout the two years of this course. They include: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. Student who take this course will also be given an internal assessment that is dedicated to developing independence in their math learning and exploring different math ideas. This course prepares students for two IB paper exams at the end of their Senior year that can be used to obtain college credit.

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| 512 | Integrated Science | Year 9 |
| | Integrated science is a year long course comprised of studies in physics, chemistry, biology, and environmental systems. It is designed to give students experience interpreting data and arriving at scientific principles. Laboratory work is closely correlated to text and class discussion. Through a variety of methods such as labs, problem based situations, and guided inquiry, students are given a more in-depth science foundation, develop useful laboratory skills, and use mathematics to solve scientific problems. This course aims to enhance personal scientific literacy needed for our global society. | |
| 150 | Introduction to World Religions | Year 9 |
| | The goal of this course is for students to develop a broad understanding and appreciation of Religious Traditions around the world. The students will explore various religions of the East and the West. We will begin with our Josephinum Community and its history to introduce the framework. After this first unit, we will delve into Hinduism and Buddhism, religions from Eastern Asia. After the semester break, we will then explore Judaism, Islam, and Christianity which began in the Mideast and has moved to most of the Western parts of the World. | |
| 420 | Global Studies | Year 10 |
| | Global Studies is a course designed to explore the human history of the world, spanning from 8000 B.C.E. to the 20 th century. We will focus on the development of analytical and writing skills in addition to introducing students to the critical evaluation of primary and secondary sources. The course will also devote time to helping students conduct historical research and inquiry into global connections that have shaped our present world. The curriculum also devotes itself to studying the interaction among world cultures, the linking of the past and present, and the importance of the relationship between geography and history. | |
| 421 | Honors Global Studies | Year 10 |
| | Honors Global Studies is a rigorous course designed to explore the human history of the world, spanning from 8000 B.C.E. to the 20 th century. We will focus on the development of analytical and writing skills necessary for success on an advanced level. Emphasis will be given to the interaction among world cultures, the linking of the past and present, and the importance of the relationship of geography and history. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, introduction of historiography (the principles and methodology of scholarly historical research) and inquiry into global connections that have shaped our present world. | |

- 350 Math IV** **Year 12**
Prerequisite: Successful completion of Algebra II or Trig/Pre-Calculus. This course normally follows Trig/Pre-Calculus or Algebra II.
 This senior level math course as an alternative to Trig/Pre-Calc (Honors) or AP Calc, but designed for a college bound senior. Topics may include examining functions, trigonometry, logic, probability and statistics.
- 440 Modern US History** **Year 11- 12**
 Beginning in the aftermath of World War II, this year long course examines the national and international challenges the United States faced and overcame in the five decades from 1950 to 2000. It is designed to assist college-bound students to understand better the most significant political, social and economic trends that shaped the United States in the second half of the twentieth century.
- 131 Morality** **Years 10-12**
 Morality is a one semester course. The focus of this semester is turned from ourselves in relationship with God to how that relationship helps us making decisions that guide our life. After all, it's harder to make decisions if we don't know who we are and if we don't discern with God first. Acting out of moral judgment means being able to distinguish between right and wrong/good or bad behavior but sometimes the decisions are not that clear cut. The course starts by looking at the question: "Who do I want to become?" This question will guide all of the discussions. Knowing who one wants to be encourages one's behavior at home, with friends, at work, in the community and even on the internet.
- 912 Percussion & the History of Rock and Roll** **Year 10-12**
 Students will learn a variety of skills related to drumming including: basic counting, basic technique, key drummers in music history, how to listen for drum beats in music, time signatures, group drumming, how to write a drum part, preparation/performance, as well as music history and music appreciation. Students will first learn an appreciation for drums and music in general, and then learn how to manipulate the instrument. Musical pieces will be selected from different periods throughout music history, so students will have an understanding of the history of different styles of music and how music has evolved over time.
- 133 Pivotal Players of Christianity** **Year 11**
 This course begins with an in-depth study of *The Shack* by Paul Young. The novel focuses uniquely on the images of God the Father, God the Son and God the Holy Spirit, pivotal players in Christianity. The focus will also be on forgiveness. This study will take 9 weeks (one quarter). The next 9 weeks (2nd quarter) will focus on pivotal players in the Catholic Church using Bishop Robert Barron's *CATHOLICISM: The Pivotal Players*. This is a multi-part film series that studies St. Francis, St. Thomas Aquinas, Blessed John Henry Newman, St. Catherine of Siena, G. K. Chesterton, Michelangelo, who not only shaped the life of the Church but changed the course of civilization. The students will also study St. Madeleine Sophie Barat and Blessed Pauline von Mallinckrodt foundresses of the Society of the Sacred Heart and Sisters of Christian Charity respectively.
- 1012 Senior Capstone** **Year 12**
 The Senior Capstone course is a required semester long course, designed to sharpen showcase

students' abilities and readiness for college. Among these skills are: the ability to locate important information when needed, the ability to clearly organize ideas in both written and oral forms, and the ability to defend ideas in a convincing and compelling manner. Students must complete the Capstone course, as well as the Capstone project before graduation. Those who do not pass the class and the project, will not graduate.

- 905 Shakespeare** **Years 10-12**
 This is a semester-long course that gives students an in-depth study of Shakespeare's works. The purpose of this course is threefold: 1: to introduce Shakespeare to the student in a concentrated way; 2: to learn how to analyze and form an artistic opinion on a script; 3: to put technique, analysis, and opinion into practice.
- 130 Spirituality** **Years 10-12**
 This semester-long course focuses on the topic of Spirituality -- our personal relationship with the Sacred, the Divine, God. Spirituality isn't just about recognizing spiritual experiences but about finding ways to seek them out and knowing what personally draws us closer to the God who created us. In order to know more about our Spirituality, we need to understand more deeply and have a strong answer to the question: "What is prayer?" In this part of the class, we will be doing more of a self-study and self-exploration with God to find out what sparks our need and desire to be closer to God as well as exploring spirituality versus religion.
- 340 Trig/Pre-Calculus Years** **Year 11-12**
Prerequisite: Successful completion of Algebra II.
 This junior and senior level course is a full high school academic year of work. Students will extend topics introduced in Algebra II and learn how to manipulate and apply functions and algorithms. The course will spend most of the second semester looking at the unit circle, trigonometric functions, trigonometric identities, and the applications of trigonometry. This course provides a mathematically sound foundation for students who continue to take math courses in college and university.
- 341 Honors Trig/Pre-Calculus** **Year 11-12**
Prerequisite: Successful completion of Honors Algebra II or a teacher recommendation if student was in Algebra II.
 This junior and senior level course is a full high school academic year of work. Students will extend topics introduced in Algebra II and learn how to manipulate and apply more advanced functions and algorithms. The course will spend most of the second semester looking at trigonometric functions, trigonometric identities, and the applications of trigonometry. The topics examined in Trig/Pre-Calculus are similar to the topics studied in Honors Trig/Pre-Calculus, however they are studied in more depth in the Honors course. This course provides a mathematically sound foundation for students who intend to study calculus.
- 240 World Literature** **Year 12**
 The World Literature course introduces students to a considerable depth and breadth of literature from around the world and across human history. This will be met through the intense and sustained study of art, literature, and philosophy. Essential questions will direct the discussion so that students will learn to

identify and develop their own questions about the literary world around them. Students will develop their skills to closely read any given text.

Course Change Request Form

Student Name: _____
Student Grade Level: _____
Date: _____

Completion of this form does not guarantee a course change

The Director of Curriculum will notify students, staff, and families if a change in courses is approved. If a student attempts to change a course after the first two weeks of the semester, the request will not be considered.

**1). Speak to the teacher of the course you want to drop
(Consult with teacher to discuss ways to make the current course meet your needs, if possible)**

Course to Drop: _____ Teacher Signature: _____

**2). Speak to the teacher of the course you want to add
(Learn about the new course requirements, assignments, and what you will need to do to get caught up on any missed work)**

Course to Add: _____ Teacher Signature: _____

**3.) Consult with your Parents/guardians
(Talk with your parents about how this course change supports/affects your long term goals)**

Parent Signature: _____

For staff use only:
Decision and Reason:

____ Student Notified ____ Appropriate Staff Notified ____ Parent/Guardian Notified