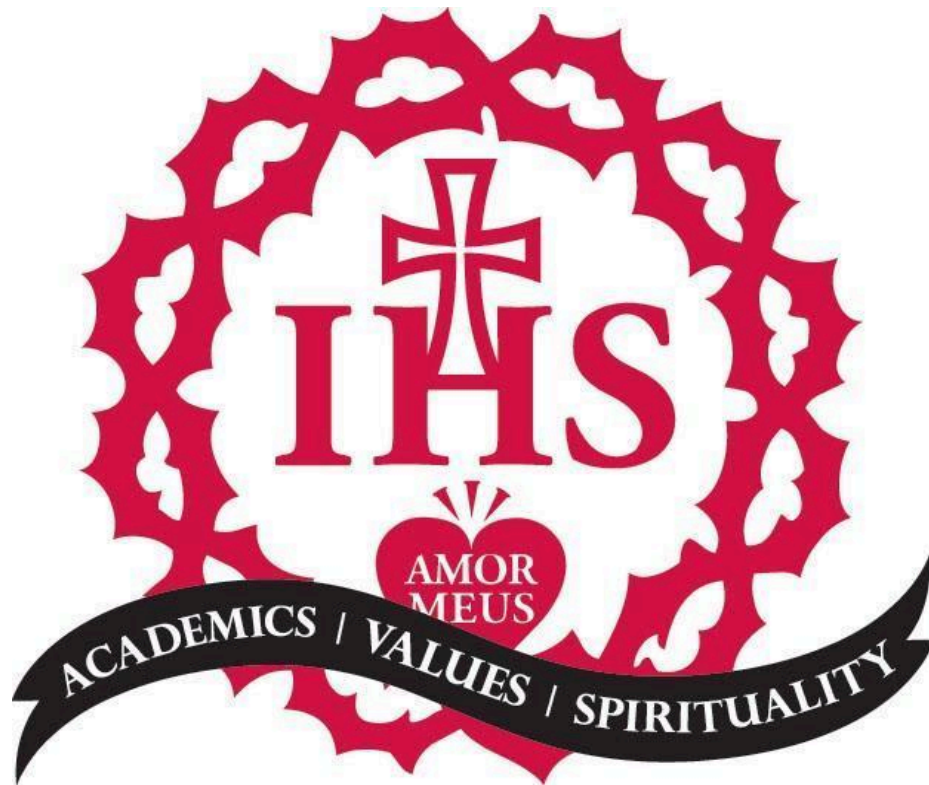


# **Incarnate Word Academy**

A Catholic College Preparatory High School for Young Women  
Since 1873



## **Course Catalog 2024 – 2025**

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## General Information

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

## Graduation Requirements:

Students are required to take the following 28 credits for graduation:

4	Theology		1	Fine Arts
4	English		1	Physical Education*
4	Mathematics		.5	Computer Science
4	Science		.5	Health
4	Social Studies***		1	Leading with Character & Academics**
3	World Language		1	Academic Elective

\* Up to 1 credit of Physical Education can be earned by satisfactorily completing a season of an IWA sport, St. Thomas High School Cheerleading, St. Thomas Marching Band, or IWA dance team.

\*\* Students will earn one credit for completion of Leading with Character and Academics. These classes will be taken as a cohort during Freshman year. Students who transfer in after Freshman year will be allowed to substitute Leading with Service in place of Leading with Character.

\*\*\* Beginning with the Class of 2027, students will take World Geography as Freshmen and World History as Sophomores instead of the combined courses of World History and Geography to 1500 and World History and Geography from 1500.

**75 service learning hours are required for graduation.** See yearly service hour expectations listed below. Please see IWA's Service Learning guidelines for additional information regarding service hours.

1. Break down of hours by grade level:
  - a. 9th - 15 hours by the end of the freshman year.
  - b. 10th - 20 hours with a total of 35 hours by the end of the sophomore year.
  - c. 11th - 25 hours with a total of 60 hours by the end of the junior year.
  - d. 12th - 15 hours with a total of 75 hours by December 1st of the senior year.
2. Transfer students:
  - a. Transferring in as a sophomore, students are required to have 60 hours.
  - b. Transferring in as a junior, students are required to have 45 hours.
  - c. Senior transfers will be addressed on an individual basis.

## Concentrations and Endorsements:

As affirmed by the Texas Catholic College of Bishops (TCCB-ED) and the Texas Education Agency (TEA), endorsements allow students to focus on a particular academic area of interest and earn recognition on their transcript by completing the requirements for that endorsement.

1. IWA students may earn a **STEM endorsement** (Science, Technology, Engineering & Math) by completing four credits in math and science AND **one** of the following:

1. Placing out of Algebra I and completing Geometry, Algebra II plus taking two additional math courses.
  2. Taking Algebra I, II, Geometry, Precalculus and an additional math elective such as AP Statistics or AP Computer Science A.
  3. Complete five credits in science by taking Biology, Chemistry, Physics and two other science electives.
2. IWA students may earn an **Arts and Humanities Endorsement** by completing **one** of the following:
1. Complete four (4) credits of the same World Language.
  2. Complete five (5) credits in Social Studies by either:
  3. Taking two half credit humanities courses (Ancient Greek & Roman Culture, Special Topics in Social Studies, Current Events, Intro to Philosophy, Intro to Psychology, Sociology, The Works of C.S. Lewis, War & Revolution: Europe between 1914 & 1945)
- OR
4. Taking one full credit humanities course (Creative Writing)
  5. Complete one full credit in two areas of fine or performing arts (music, theater, art, dance, publications)
3. IWA students may earn a **Multi-Disciplinary Studies Endorsement** by completing **one** of the following:
1. Complete four (4) advanced courses from other endorsement areas.
  2. Complete four (4) credits in each foundation subject area (English, mathematics, science, and social studies), including English IV and chemistry and physics.
  3. Complete four (4) credits in Advanced Placement and/or dual credit selected from English, mathematics, science, social studies, world languages, or fine arts.
4. IWA students may earn a **Leadership Endorsement** (IWA endorsement only) by completing **one** of the following:
1. Three courses of leadership classes.
5. IWA students may earn the **Distinguished Leader** (IWA endorsement only) by completing both of the following:
1. Distinguished Leader Portfolio.
  2. Three courses of leadership classes.

### **Course Selection Process:**

Each student meets with their Academic Advisor during the spring semester to discuss course selections for the following year. At this meeting, the Academic Advisor will present and recommend courses based on the department's honors/AP/dual credit enrollment prerequisites. Honors courses are preparatory for AP courses, offering an increased pace, content, and workload. Students requesting more than four Honors/AP/dual credit courses will be required to obtain approval from the teachers and Dean of Academics as well as a Parent/Guardian. (A form for this request will be given during course selection.) Being mindful of a balanced and healthy workload, students should keep in mind their extracurricular activities, jobs, and other responsibilities when making scheduling decisions. Students taking AP courses are required to pay the AP exam fee and take the AP exam in May. Payment for dual credit courses is done directly through the Lone Star College System in myLonestar and will be billed at the beginning of each semester. If a course is dual coded, ie. AP/DC, the student has the option to take the AP exam, but is not required to do so. All dual credit courses require students to take the final exams at the end of each semester; exemptions for the college finals are not allowed.

Preliminary Honors/AP core course placement will be made using the student's 1st semester grade. Course placement may be re-evaluated at the end of the 2nd semester. If a student has a question about her core course placement, she should discuss the placement with her current teacher.

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

### **Dual Credit (High School and College Credit) Options:**

Incarnate Word Academy and Lone Star College-Cy Fair have entered into an agreement allowing students who meet specific criteria to earn **both** high school credit toward graduation and college credit through successful completion.

A student who meets **all** of the following criteria is eligible to apply for the opportunity to earn both high school and college credit:

1. The student must have an overall average for all courses of at least 80, or the student must have an average of at least 85 in the last course taken in the general subject-area of the college-level course
2. The student must have successfully completed prerequisite courses as identified IWA and LSC guidelines if required.
3. The student must have acceptable scores on college placement exams (TIA2) or alternative assessments (SAT, ACT, PSAT/NMSQT). See the course information for specific testing requirements and prerequisites. The Dean Academics, School Counselor, and College Counselor will have this information as well as an updated list of dual credit courses.
4. The student must have received prior approval from a member of the IWA dual credit team.
5. The student must have completed a Lone Star College admissions application on-line (Apply Texas).
6. The student must have received approval for college admission as a high school student through the exceptional admissions process completing all enrollment paperwork required by the college by the posted deadline.

Specific requirements and procedures are available from the Dean of Academics, the College Counselor, and the School Counselor.

**NOTE:** Courses are subject to change due to instructor availability.

### **Course Change Requests:**

During the first week of each semester, students will be allowed to make changes only if there is a scheduling conflict or a special circumstance. Examples of a special conflict include double scheduled for a class, missing a required course, repeating a course, etc. Students requesting to change their courses must email the Dean of Academics or School Counselor. Additionally, students may be permitted to make a level change during the fall semester at the end of the first and second grading periods only, if the teacher deems it necessary and if there is a course available to move into.

# Curriculum Guide

Freshman Courses	Sophomore Courses
<ul style="list-style-type: none"> <li>● Theology I (1)</li> <li>● English I* (1)</li> <li>● Algebra I* or Geometry* (1)</li> <li>● Biology* (1)</li> <li>● World Geography or AP Human Geography (1)</li> <li>● Spanish I or French I (1)</li> <li>● Leading with Character &amp; Academics (1)</li> <li>● Other (PE, Fine Art, Computer Science, Elective)</li> </ul>	<ul style="list-style-type: none"> <li>● Theology II (1)</li> <li>● English II* (1)</li> <li>● Geometry* or Algebra II* (1)</li> <li>● Chemistry* (1)</li> <li>● World History or AP World History: Modern (1)</li> <li>● Spanish II or French II (1)</li> <li>● Health (0.5)</li> <li>● Other (PE, Fine Art, Computer Science, Leading with Service, Elective)</li> </ul>
Junior Courses	Senior Courses
<ul style="list-style-type: none"> <li>● Theology III (1)</li> <li>● English III or AP English Language (1)</li> <li>● Algebra II* or Pre-Calculus* (1)</li> <li>● Anatomy, Forensic Science, Honors Physics, Honors Engineering Design, AP Biology, or AP Chemistry (1)</li> <li>● US History or AP US History (1)</li> <li>● Spanish* III or French* III (1)</li> <li>● Other (PE, Fine Art, Computer Science, Leadership, Electives)</li> </ul>	<ul style="list-style-type: none"> <li>● Theology IV (1)</li> <li>● English IV or AP English Literature (1)</li> <li>● Pre-Calculus*, Calculus, AP Calculus AB or BC, or AP Statistics (1)</li> <li>● Physics*, Honors Engineering Design, AP Biology, or AP Chemistry (1)</li> <li>● Government or AP Government and Politics (0.5)</li> <li>● Economics* (0.5)</li> <li>● Other (PE, Fine Art, Computer Science, Leadership Electives, Spanish IV, French IV, AP Spanish, or AP French, Elective)</li> </ul>
Fine & Performing Arts Electives	Computer Science Electives
<ul style="list-style-type: none"> <li>● Fundamentals of Art</li> <li>● Advanced Art</li> <li>● Textile Art</li> <li>● Fundamentals of Theatre</li> <li>● Advanced Theatre</li> <li>● Dance I **</li> <li>● Dance II **</li> <li>● Choir (zero period)</li> <li>● Band (St. Thomas High School)</li> </ul>	<ul style="list-style-type: none"> <li>● Intro to Computer Science or Applications (0.5)</li> <li>● 3D Modeling and Game Design (0.5)</li> <li>● Digital Design and Media Production (0.5)</li> <li>● Web Design (0.5)</li> <li>● AP Computer Science Principles (1)</li> <li>● AP Computer Science A (1)</li> </ul>
Leadership Electives	Academic Electives
<ul style="list-style-type: none"> <li>● Leading with Service (0.5)</li> <li>● Leading with Business (0.5)</li> <li>● Leading with Personal Finance (0.5)</li> <li>● AP Seminar (1)</li> <li>● AP Research (1)</li> </ul>	<ul style="list-style-type: none"> <li>● Algebraic Applications (1)</li> <li>● Geometric Applications (1)</li> <li>● Advanced Broadcast Journalism (0.5)</li> <li>● Broadcast Journalism (0.5)</li> <li>● War and Society during Era of Total War (0.5)</li> <li>● Creative Writing (1)</li> <li>● Current Events (0.5)</li> <li>● Debate (1)</li> <li>● Intro to Philosophy (0.5)</li> <li>● Intro to Psychology (0.5)</li> <li>● Publications I, II &amp; III (Yearbook) (1)</li> <li>● Sociology (0.5)</li> <li>● The Works of C.S. Lewis (0.5)</li> <li>● Ancient Greek and Roman History (0.5)</li> <li>● Honors Engineering Applications of Computer Science (1)</li> </ul>
	Other Electives
	<ul style="list-style-type: none"> <li>● Physical Education/Athletics (0.5)</li> <li>● Study Hall (0.5)</li> <li>● Weight Training (0.5)</li> <li>● Robotics (1)</li> </ul>

\*Courses with Honors Equivalent

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

# Computer Science

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

**Course: Introduction to Computer Applications (9, 10, 11, 12)** **0.5 Credit**

**Description:** This course provides an introduction to some of the most commonly used computer applications from both Microsoft and Google. Applications include Microsoft Word, Excel, PowerPoint, Google Docs, Sheets, and Slides. Other applications will be included as time and need allows throughout the semester.

**Offered:** May take fall or spring semester

**Course: Introduction to Computer Science (9, 10, 11, 12)** **0.5 Credit**

**Description:** This course provides an introduction to the world of Computer Science. Students will gain an practical understanding of various programming languages including Java and Python. Students will practice the fundamentals of industry standard programming language to build a platform of knowledge that can be applied to future Computer Science courses. *Students will have an intermediate level of understanding of the Python language upon completion of this course.*

**Offered:** May take fall or spring semester

**Course: AP Computer Science Principles (10, 11, 12)** **1 Credit**

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

**Prerequisite:** Introduction to Computer Science

**Course: AP Computer Science A (11, 12)** **1 Credit**

**Description:** This course is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. The course introduces students to computer science using the industry-standard Java programming language and presents fundamental topics that include problem solving. AP Computer Science A is equivalent to a first-semester, college-level course in computer science for CS majors. Sitting for the AP Exam is a course requirement.

**Prerequisite:** Introduction to Computer Science & an 85 or higher in Algebra II



# English

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

**Course: English I (9)****1 Credit**

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

**Course: Honors English I (9)****1 Credit**

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

**Prerequisites:** For incoming 9th graders, Academic Advisors use middle school grades, entrance test scores, teacher recommendation, and admissions essay for placement into this course.

**Course: English II (10)****1 Credit**

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

**Prerequisite:** English I

**Course: Honors English II (10)****1 Credit**

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

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

1. The final grade must average an 85 or higher in Honors English I or must average a 90 or higher in English 1. This average includes all four quarters as well the semester exams and final grades for both semesters.

**Course: English III (11)****1 Credit**

**Description:** Students study movements within American Literature. Students explore the literary movements that molded and transformed the American literary landscape. Each movement is examined in historical perspective and a wide variety of examples are examined. The course focuses on the novels, plays, and poetry that have shaped the American literary canon. Students write in a variety of styles to improve their composition and research skills progressively throughout the course. In addition, students will write an end of term research essay in collaboration with Theology III.

**Prerequisite:** English II

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

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

If students choose to take the dual credit option, they will not be required to take the AP exam; however, they will be **required** to take the college final exam each semester. They may opt to take the AP exam in addition to the college exams. Dual credit allows students to earn 3 hours of college credit each semester, with the fall semester being ENGL 1301 Composition and Rhetoric I and the spring semester being ENGL 1302 Composition and Rhetoric II.

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

1. The final grade must average an 85 or higher in Honors English II or must average a 90 or higher in English II. This average includes the final grades for both semesters.

**Dual Credit Option:** To be eligible for placement into Dual Credit English III, students must meet the following requirements: (**NOTE:** this will be labeled as AP/DC English III on schedules)

1. The final grade must average an 85 or higher in Honors English II or must average a 90 or higher in English II. This average includes the final grades for both semesters.
2. Student must complete the Texas Success Initiative Assessment (TSIA2) English, Language Arts and Reading Test and score:
  - a. 945-990 on the ELAR test AND 5-8 on the essay (OR)
  - b. 910-944 on the ELAR test AND 5-6 on the diagnostics test AND 5-8 on the essay.
3. Students may be exempted from taking the TSIA2 if they meet ONE of the following reading and writing requirements:
  - a. ACT scores: English 19+ and Composite 23+
  - b. SAT scores: EBRW 480+; no composite required.
  - c. PSAT/NMSQT scores: EBRW 460+; no combined score required.

**Course: English IV (12)****1 Credit**

**Description:** In English IV, students study novels, plays, and poetry from American, British, and world authors ranging from Elizabethan drama to the 21<sup>st</sup> century. Through close reading and critical analysis, students explore the methods authors use to convey meaning and

aesthetics. As reading, students consider a work's structure, style, and themes as well as various other elements such as the use of figurative language, imagery, symbolism, and tone. Each movement is examined in historical perspective, and a wide variety of examples are examined. Students write in a variety of styles to improve their composition and research skills progressively throughout the course.

**Prerequisite:** English III

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

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

If students choose to take the dual credit option, they will not be required to take the AP exam; however, they will be **required** to take the college final exam each semester. They may opt to take the AP exam in addition to the college exams. Dual credit allows students to earn 3 hours of college credit each semester, with the fall semester being ENGL 2322 Survey of British Literature: Anglo-Saxon through the 18th Century and the spring semester being ENGL 2323 Survey of British Literature: Romantic through the Present.

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

1. The final grade must average an 85 or higher in AP English III or must average a 90 or higher in English III. This average includes the final grades for both semesters.

**Dual Credit Option:** To be eligible for placement into Dual Credit English IV, students must meet the following requirements: (**NOTE:** this will be labeled as AP/DC English IV on schedules)

1. Must have taken ENGL 1301 and ENGL 1302 (AP/DC English III) and passed with a C or better.

**Course: Creative Writing (10, 11, 12) 1 Credit**

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

**Prerequisite:** Sophomore must be concurrently enrolled in or successfully completed English II.

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

**Description:** This full year elective course gives students the opportunity to explore high school speech and debate activities. Current events and a variety of debate formats are studied. Students will build the skills and self-confidence necessary to debate in local, state, and national venues. Students will also explore research methods and persuasive writing techniques. This class teaches students to analyze facts and bias, creating strong arguments to support their viewpoint. Attendance at debates will be explored.

**Course: The Works of C.S. Lewis (10, 11, 12)****0.5 Credit**

**Description:** This semester-long elective class begins with C.S. Lewis's great apologetics *The Screwtape Letters*, *Mere Christianity*, and *The Great Divorce*. Particular focus will be given to C.S. Lewis's own journey of Christian conversion and his close friendship with devout Catholic, J.R.R. Tolkien. Once versed in Lewis's personal theology, the instructor will lead the class in exploring that theology in all 7 *Chronicles of Narnia* novels read in publication, not chronological order. The three existing *Narnia* films will be incorporated in class as well, as clips from *Walking with C.S. Lewis and Tolkien*. The works of C.S. Lewis will naturally lend themselves to fruitful discussions on the nature of belief, the incarnation of Christ, sin and redemption, and eschatology.

**Prerequisite:** English I

**Offered:** May take fall or spring semester

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

**Description:** This is a year-long elective, level one yearbook course. Students will work as a team to create the yearbook. Students will develop real-world skills including time management, budgeting, design, editing, marketing, social media and working collaboratively while creating publications using industry standard software. As members of the yearbook staff, students in this course will be expected to cover after-school activities, as assigned, and participate in an advertising campaign that includes selling advertisements to students, student groups, parents and businesses in the community.

**Course: Advanced Publications - Yearbook II (10, 11, 12)****1 Credit**

**Description:** This is a year-long elective, level two yearbook course. Students will work as a team to create a yearbook. Students will further develop real-world skills including time management, budgeting, design, editing, marketing, social media and working collaboratively while creating publications using industry standard software. As members of the yearbook staff, students in this course will be expected to cover after-school activities, as assigned, and participate in an advertising campaign that includes selling advertisements to students, student groups, parents and businesses in the community.

**Prerequisite:** Yearbook I

**Course: Advanced Publications - Yearbook III (11, 12)**

**1 Credit**

**Description:** This is a year-long elective, level three yearbook class. Students will work as a team to create a yearbook. Students will refine real-world skills including time management, budgeting, design, editing, marketing, social media and working collaboratively while creating publications using industry standard software. Students will lead the staff as editors, section editors or senior staff members. As members of the yearbook staff, students in this course will be expected to cover after-school activities, as assigned, and participate in an advertising campaign that includes selling advertisements to students, student groups, parents and businesses in the community. This level is for yearbook editors. Editors will work collaboratively to plan deadlines, layout and design and content ideas as well as other responsibilities of producing the yearbook.

**Prerequisite:** Yearbook II

**Course: Advanced Publications - Yearbook IV (12)**

**1 Credit**

**Description:** This is a year-long elective, level four yearbook class. Students will work as a team to create a yearbook. Students will refine real-world skills including time management, budgeting, design, editing, marketing, social media and working collaboratively while creating publications using industry standard software. Students will lead the staff as editors, section editors or senior staff members. As members of the yearbook staff, students in this course will be expected to cover after-school activities, as assigned, and participate in an advertising campaign that includes selling advertisements to students, student groups, parents and businesses in the community. This level is for yearbook editors. Editors will work collaboratively to plan deadlines, layout and design and content ideas as well as other responsibilities of producing the yearbook.

**Prerequisite:** Yearbook III

# Fine and Performing Arts

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

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

**Description:** In this class, students will learn the fundamental elements and techniques of dance including ballet, modern & jazz. Students may also choreograph a short dance routine and perform their original compositions. The student will develop kinesthetic awareness, movement memory, creative abilities and aesthetic appreciation of various dance forms. Dance can count as one semester of fine arts OR one semester of PE. This course is open to students with all levels of prior dance experience.

**Offered:** May take fall or spring semester

**Course: Dance II: Creativity in Dance (10, 11, 12)** **0.5 Credit**

**Description:** In this class, students will dive deeper into the elements and techniques of ballet, modern & jazz as well as explore other dance genres. Students will take a greater exploration into the choreographic process of dance by both learning and composing a full length dance piece. Students will create a dance covering all elements from storyline, intentions, and expression. Students will develop a greater understanding of the body as it moves through space, connectivity with music, and how to express their creative side. Dance can count as one semester of fine arts OR one semester of PE.

**Prerequisites:** Dance I: Fundamentals of Dance

**Offered:** May take fall or spring semester

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

**Description:** This course is the study of the Elements and Principles of Art and how students express their individual thoughts and ideas creatively, with the knowledge of media and tools. Students will explore 2D with the knowledge learned of these different components of art and be able to create unique pieces of artwork. Students will explore the relationship of art and the artist's role in shaping history and or being shaped by history. Students will develop respect for the traditions and contributions of diverse cultures. This course may be taken both semesters for a full credit to satisfy the fine arts requirement.

**Offered:** May take fall semester

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

**Description:** This course is the continued study of the Elements and Principles of Art and how students express their individual thoughts and ideas, growing in knowledge of learned media and tools as well as exploring new media, tools, and methods found both in 2D and 3D art. Students will continue to explore the relationship of art and the artist's role in shaping history. Students will develop respect for the traditions and contributions of diverse cultures.

**Offered:** May take spring semester



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

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

**Offered:** May take fall or spring semester

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

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

**Prerequisite:** Fundamentals of Art I or II

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

**Description:** Fundamentals of Theatre is an introductory course for students new to theater and the arts. Students will study the history of theater through plays, monologues and viewing performances. Students will draw connections to historical moments that occurred simultaneously to plays that were written and produced. Skills such as proper terminology, developing stage presence and evoking expression will be a focus in this course. Students will work together to hone characters' essence and creatively put individual spin on traditional monologues. In addition to performance skills, technical theater skills will be explored and cultivated. Students will explore creating a full production of a play and work together to create an original concept. Students will complete this course with an overall knowledge of the fundamentals of theater.

**Offered:** May take fall or spring semester

**Course: Advanced Theater: Theater II (10, 11, 12)****0.5 Credit**

**Description:** This semester-long class is designed for students who have taken Fundamentals of Theater. Course content for advanced theater rotates by semester and is determined by the instructor at course placement. Students will dive into a wider range of terminology, honing in their stage performance skills, and achieve a greater range of emotional interpretation. Students will also learn principles of stage design and begin creating conceptual scenery. Students will design and adapt these designs for the plays read in consultation with a student director doing a full concept design. At the end of this course, students will have a greater understanding of theater production and confidence in their performing skills.

**Prerequisite:** Theater I: Fundamentals of Theatre

**Offered:** May take fall or spring semester

**Course: Band (9, 10, 11, 12)**

**1 Credit**

**Description:** This year-long course is for students. No previous musical training is required. Band provides a supportive, motivating setting which allows the student to develop the skills necessary to perform at the more advanced level of the St. Thomas Eagle Band. This class meets before school at St. Thomas High School and requires participation at events outside of the school day (ex. football games & competitions). This full year course may be repeated and counts towards the fine art and/or Physical Education requirements.

**Course: Choir (9, 10, 11, 12)**

**1 Credit**

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

# Leadership

IWA is proud to offer an innovative leadership curriculum to empower our students to develop as bold, authentic servant leaders. The curriculum consists of one required year-long freshman course, Leading with Character & Academics and four electives. Students who complete three leadership courses will earn the Concentration in Leadership Studies.

**Course:      Leading with Character & Academics (9)      1 Credit**

**Description:** The main objective of Leading with Character & Academics is to begin students on a journey of personal development, character formation, and academic excellence. These objectives are achieved through personal growth challenges, regular written and verbal reflections, personal strengths assessments, and a variety of projects, discussions, and activities around the character traits of integrity, responsibility, courage, adaptability, perseverance, and empathy. This is a required course for all freshmen.

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

**Description:** Leading with Service develops students' leadership skills in a project-based environment where students will complete a semester-long Social Change Project in small groups that requires them to develop and implement an extraordinary solution to a local problem. Throughout the project, students will learn about Catholic social teaching, research-based leadership practices, project management stages, and team development, and they will apply these concepts to their project planning and implementation.

**Offered:** May take fall or spring semester

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

**Description:** Leading with Business is a project-based introduction to entrepreneurship and business management where students will learn about business development, marketing, finances, operations, and human resources while running their own class business throughout the semester. Students will implement practices of effective leaders and business managers as they create and operate the business with their classmates.

**Prerequisites:** Leading with Service

**Offered:** May take fall or spring semester

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

**Description:** Leading with Personal Finance provides students with a solid foundation in understanding and managing their finances wisely. Students will learn about college and career planning, saving and investment, banking, credit and debt, insurance, taxes, and budgeting with a focus on their individual habits and goals. Students will complete projects that simulate real world financial decisions and help them prepare for their futures and reflect on their behaviors.

**Offered:** May take fall or spring semester

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

**Description:** AP Seminar is an interdisciplinary course focused on leadership themes that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students may receive college credit for the course, and it is the first step in students achieving an AP Capstone distinction. Students will be required to take the AP Seminar exam at the end of the year and to complete both an individual and group research project over the course of the year that will be included in their final AP score.

**Course:** AP Research (12) **1 Credit**

**Description:** AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**Prerequisites:** Successful completion of AP Seminar with teacher recommendation.

# Mathematics

The mathematics department curriculum is a four-year program, starting with Algebra 1, Honors Algebra 1, and/or Honors Geometry in 9<sup>th</sup> grade. All four years prepare students for college work through a variety of problems that focus on building analytical thinking skills. Placement testing is required for all incoming freshmen.

**Course: Algebraic Applications (9)****1 Credit**

**Description:** Algebraic Applications is an elective intended for students who need to strengthen a basic understanding of how to perform Algebra operations. This course will benefit current Algebra I students who need to know how to perform basic Algebra operations which involve simplifying, factoring, or solving equations in the form of inequalities, fractions, exponents and word problems. Math study-skills and practice will be emphasized. This course does not count towards the STEM endorsement nor does it fulfill the required four courses in math.

**Prerequisite:** by recommendation only; student must be enrolled concurrently in Algebra I

**Course: Algebra I (9)****1 Credit**

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

**Course: Honors Algebra I (9)****1 Credit**

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

**Prerequisite:** For incoming 9th graders, Academic Advisors use middle school grades, entrance test scores, teacher recommendation, and the IWA Math placement exam for enrollment in this course.

**Course: Geometric Applications (10)****1 Credit**

**Description:** Geometric Applications is an elective intended for students who need to strengthen a basic understanding of geometric concepts and proofs. This course will benefit current Geometry students who need to know how geometric relationships are related, solve for missing information in diagrams, construct proofs, calculate area, perimeter and volume of figures. Math study-skills and practice will be emphasized. This course does not count towards the STEM endorsement nor does it fulfill the required four courses in math.

**Prerequisite:** by recommendation only; student must be enrolled concurrently in Geometry

**Course: Geometry (10)****1 Credit**

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

**Prerequisite:** Algebra I

**Course: Honors Geometry (9, 10)****1 Credit**

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

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

1. Rising sophomores grade must average 85 or higher in Honors Algebra 1 or must average 90 or higher in Algebra 1. This average includes all four quarters as well the midterm and final exams for both semesters.
2. For incoming 9th graders, Academic Advisors use middle school grades, entrance test scores, teacher recommendation, and the IWA Math placement exam for enrollment in this course.

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

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

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

**Prerequisites:** Algebra I and Geometry

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

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

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

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



**Course: Algebra and Trigonometry (12)** **1 Credit**

**Description:** This course includes acquiring a solid foundation in algebra and trigonometry, preparing the girls for future courses. Topics include families of functions, exponential, logarithmic and trigonometric functions and their graphs, systems of equations, and matrices.

**Prerequisites:** To be eligible for placement into Algebra and Trigonometry, students must successfully complete Algebra II.

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

**Description:** This course applies and reviews the topics learned in Geometry and Algebra II. Topics include families of functions, matrices and analytic geometry. Solving polynomial, rational, exponential, and logarithmic functions. Select Trigonometry topics are covered such as: graphing Sine and Cosine, solving Sine and Cosine equations, proving trigonometric identities.

**Prerequisites:** Algebra II

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

**Description:** This course content is organized into units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. Students should develop and apply the described skills and content on a regular basis over the span of the course. Associated skills are: Procedural and Symbolic Fluency, Multiple Representations, and Communication and Reasoning. Content units of study include: Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Trigonometric and Polar Functions.

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

1. The final grade must average 85 or higher in Honors Algebra II or a 90 or higher in Algebra II. This average includes all four quarters as well the midterm and final exams for both semesters.
2. Sophomore students taking two math courses must meet the grade requirements listed above for **both** courses.

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

**Description:** AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. Sitting for the AP Exam is a course requirement.

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

1. The final grade must average 90 in Pre-Calculus. This average includes all four quarters as well the midterm and final exams for both semesters.
2. OR have completed AP Pre-Calculus.

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

**Description:** AP Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Sitting for the AP Exam is a course requirement.

If students choose to take the dual credit option, they will not be required to take the AP exam; however, they will be **required** to take the college final exam each semester. They may opt to take the AP exam in addition to the college exams. Dual credit allows students to earn 4 hours of college credit each semester, with the fall semester being MATH 2413 Calculus I and the spring semester being MATH 2414 Calculus II.

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

1. The final grade must average an 85 in AP Pre-Calculus. This average includes all four quarters as well the midterm and final exams for both semesters.

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

**Description:** The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Sitting for the AP Exam is a course requirement.

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

1. Rising seniors must average 80 or higher in Algebra II. This average includes all four quarters as well the midterm and final exams for both semesters.
2. OR have completed Pre-Calculus.
3. Students cannot be concurrently enrolled in Pre-Calculus.

# Physical Education

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

**Course: Physical Education - Team Sports (9, 10, 11, 12)**

**0.5/1.0 Credit**

**Description:** Instruction and skill development are offered in a variety of team sports. This instruction is planned to meet the needs of individual students. The emphasis will be for students to develop and demonstrate physical skills, stamina and an interest in physical activity and overall wellness. The unit activities will consist of basketball, volleyball, tennis, pickleball, badminton, and handball. This curriculum framework will allow every student to become a physically educated person. This course may be taken both semesters for a full credit to satisfy the physical education requirement.

**Offered:** May take fall or spring semester

**Course: Physical Education - Individual Sports (9, 10, 11, 12)**

**0.5/1.0 Credit**

**Description:** Instruction and skill development are offered in a variety of individual, dual and leisure sports. This instruction is planned to meet the needs of the individual students. The emphasis will be for the students to develop and demonstrate physical skills, stamina, and an interest in physical activity and overall wellness. The unit activities will consist of yoga, weight training, core workouts, agility workouts, and bowling. This curriculum framework will allow every student to become a physically educated person. This course may be taken both semesters for a full credit to satisfy the physical education requirement.

**Offered:** May take fall or spring semester

**Course: Weight Training I (10, 11, 12)**

**0.5/1.0 Credit**

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

**Offered:** May take fall or spring semester

**Course: Weight Training II (10, 11, 12)**

**0.5/1.0 Credit**

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

**Offered:** May take fall or spring semester

# Science

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

**Course: Biology (9)****1 Credit**

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

**Course: Honors Biology (9)****1 Credit**

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

**Prerequisites:** For incoming 9th graders, Academic Advisors use middle school grades, entrance test scores, teacher recommendation, and admissions essay for placement into this course.

**Course: Chemistry (10)****1 Credit**

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

**Prerequisites:** Biology and Algebra I

**Course: Honors Chemistry (10)****1 Credit**

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

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

1. The final grade must average an 85 or higher in Honors Biology or must average a 90 or higher in Biology. This average includes the final grades for both semesters.
2. The final grade must average an 85 or higher in their most recent honors math class or must average a 90 or higher in their most recent on-level math class. This average includes the final grades for both semesters.

**Course: Health and Wellness (9, 10, 11, 12)****0.5 Credit**

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

**Offered:** May take fall or spring semester

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

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

**Prerequisites:** Biology and Chemistry

**Course: Forensic Science (11, 12)****1 Credit**

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

**Prerequisites:** Biology and Chemistry

**Course: Physics (12)**

**1 Credit**

**Description:** This course is an inquiry-based program that combines conceptual and mathematical descriptions of physical phenomena to construct a framework for understanding broader physics topics. Each new concept is introduced through connections to real world applications in the form of lab activities, calculations, and reading in the text. Critical thinking skills are emphasized in labs and problem sets as students build their ability to analyze different physical situations. Students in this course will use a combination of mathematical analysis and critical thinking to interrogate phenomena observed in nature while building data interpretation skills. A TI-84 calculator is required.

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

**Course: Honors Physics (11, 12)**

**1 Credit**

**Description:** This course is an inquiry-based program that combines conceptual and mathematical descriptions of physical phenomena to construct a framework for understanding broader physics topics. Each new concept is introduced through connections to real world applications in the form of lab activities, calculations, and reading in the text. In honors physics, students are held to a more rigorous set of academic expectations (more difficult concepts and problems in class, on homework, and on tests; more detail required for lab write-ups; formula sheets and constants must be on a 3" x 5" index card for tests) compared to the regular physics course. Critical thinking skills are emphasized in labs and problem sets as students build their ability to analyze different physical situations using a common set of skills. A TI-84 graphing calculator is required.

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

1. The final grade must average an 85 or higher in their previous honors or AP science course or must average a 90 or higher in their previous on level science course. This average includes the final grades for both semesters.
2. The final grade must average an 85 or higher in their most recent honors math class or must average a 90 or higher in their most recent on-level math class. This average includes the final grades for both semesters.
3. Have completed Algebra II.

**Course: Robotics (9, 10, 11, 12)**

**1 Credit**

**Description:** Robotics Engineering and Design fosters students' creativity and innovation. A variety of media are used to present opportunities to study, design, and implement meaningful robotic systems. Students collaborate to solve problems and challenges through the designing and programming of robots. Students apply the engineering design process as they learn about technical drawings, C-sketching, CAD, basic programming, and building robots. Working in teams, they create a prototype of their robot, design, or invention and develop a marketing plan and materials to promote their design. Students gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts. Students work independently and collaboratively to develop problem solving and logical reasoning skills and will develop new skills which embrace an engineer's habits of mind.



**Honors Credit:** Students may earn Honors credit by joining and actively participating on the IWA FTC Robotics team. This will be determined by the sponsor and Dean of Academics.

**Course: Honors Engineering Applications of Computer Science (10, 11, 12) 1 Credit**

**Description:** Developed by the University of Texas faculty, NASA engineers, and teachers, Engineering Applications of Computer Science is an year-long honors engineering course that engages students in programming and computation thinking to solve human-centered, technically challenging projects at the intersection of engineering and computer science. The goal is to engage students in meaningful versions of the practices of professional engineers and computer scientists while sparking a passion for engineering, computational thinking, and problem-solving that will serve all students. Students will explore a series of design challenges that illustrate how engineers improve people’s lives and health, conserve resources, and enable creativity in the arts. You will work in teams to program and create a Warhol-style picture, reverse engineer existing code, model user needs, and develop project plans for each challenge. Students will develop a webcam system that provides real-time feedback to physical therapy patients, build and program a variety of assistive devices using Tinkercad and/or a Raspberry Pi, develop a robotic wheelchair prototype that drives according to user head movements detected by a chair mounted camera, and build and launch a water rocket. Students will experience and use the engineering design steps, become project managers, gain valuable Python programming and engineering experience, while having fun and earning honors credit at the same time.

**Prerequisites:** To be eligible for placement into Honors Engineering Applications of Computer Science, students must meet the following requirements:

1. The final grade must average an 80 or higher in their previous honors or AP science course or must average a 85 or higher in their previous on level science course. This average includes the final grades for both semesters.
2. The final grade must average an 80 or higher in their most recent honors math class or must average a 85 or higher in their most recent on-level math class. This average includes the final grades for both semesters.
3. Must have completed Geometry or Honors Geometry.
4. Student must take Chemistry or Honors Chemistry if they will be a sophomore.
5. It is an advantage if the student has had at least one semester or one year of a computer science class with a grade of 85 or higher, although this is not required.

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

**Description:** Developed by the University of Texas faculty, NASA engineers, and teachers, Engineering Design and Problem Solving is an innovative student-centered course that engages learners in authentic engineering experiences and inspires them to embrace an engineer’s habits of mind. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process to investigate, design, plan, create, and evaluate solutions. Students will work in teams to build a camera obscura, reverse engineer a flashlight and propose a redesigned flashlight to a panel of “Shark Tank” judges, design and build earthquake resistant buildings, program an electronic instrument to play a simple song, and create and launch an automated aerial imaging system for targeting disaster and relief efforts. This course fosters awareness of the social and ethical implications of technological development and has a **dual enrollment option**, where students may earn one semester of

college science or engineering credit. Build problem solving and logical reasoning skills and learn how to be a project manager and work collaboratively as a team, while earning honors engineering credit!

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

1. The final grade must average an 85 or higher in their previous honors or AP science course or must average a 90 or higher in their previous on level science course. This average includes the final grades for both semesters.
2. The final grade must average an 85 or higher in their most recent honors math class or must average a 90 or higher in their most recent on-level math class. This average includes the final grades for both semesters.
3. Must have completed Geometry or Honors Geometry and either Chemistry or Honors Chemistry.

**Course: AP Biology (11, 12)**

**1 Credit**

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

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

1. The final grade must average an 85 or higher in their previous honors or AP science course or must average a 90 or higher in their previous on level science course. This average includes the final grades for both semesters.
2. The final grade must average an 85 or higher in their most recent honors math class or must average a 90 or higher in their most recent on-level math class. This average includes the final grades for both semesters.
3. Must be enrolled in Algebra II or higher level math class.
4. If a student is enrolled in two science courses, she must meet the prerequisite criteria in both courses in order to qualify for an AP Course.

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

**1 Credit**

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

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

1. The final grade must average an 85 or higher in their previous Honors Chemistry course. This average includes the final grades for both semesters.
2. The final grade must average an 85 or higher in Honors Algebra II or must average a 90 or higher in Algebra II. This average includes the final grades for both semesters.
3. If a student is enrolled in two science courses, she must meet the prerequisite criteria in both courses in order to qualify for an AP Course.

# Social Studies

The social studies department aims to inspire student curiosity towards human development, culture and ideas. Freshmen take World Geography which focuses on the relationships between people, places and the environment. Sophomores focus on the social, political, economic, and cultural development of nations in World History. As juniors and seniors, students will focus on American history, government, and economics in their journey towards becoming active citizens. Beginning sophomore year, students may qualify for AP instruction in AP World: Modern, and continue with AP US History junior year, and AP US Government and Politics senior year. These AP classes are rigorous, have high expectations in analysis, synthesis, and evaluation in order to best prepare all students for the AP exam in May. In addition, the department offers students numerous one semester elective classes to enhance the IWA graduate's analytical skills and knowledge of the world around them.

**Course: World Geography (9)****1 Credit**

**Description:** In this course, students analyze the relationships between people, places, and environments. Students use problem-solving and decision-making skills to ask and answer geographic questions. A significant portion of the course will center around physical processes, places, and regions, the environment, the political, economic and social processes that shape cultural patterns, human systems such as population distribution and urbanization patterns, and the economic conditions which have led to and reinforced the developed and developing world. The goal of this course is to provide a general understanding of geographic factors and human motivations, which drive cultural development. Students will develop basic research and document analysis skills, short essay writing, note taking, and study skills.

**Course: AP Human Geography (9)****1 Credit**

**Description:** AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications, as well as physical processes, places, and regions, the environment, the political, economic and social processes that shape cultural patterns, human systems, such as population distribution and urbanization patterns, and the economic conditions which have led to and reinforced the developed and developing world. The curriculum reflects the goals of the National Geography Standards (2012). Additionally students learn document based query analysis, introduction to college level essay writing, and fundamentals of research and analysis. Students will practice document analysis skills, advanced essay writing, and note taking from lecture skills. This course will develop students' reading, writing, and analytical skills in preparation for advancement to Advanced Placement World History in their sophomore year and provides a foundation for Advanced Placement courses in social studies. The course is equivalent to an introductory college-level course in human geography.

**Prerequisites:** For incoming 9th graders, Academic Advisors use middle school grades, entrance test

**Course: World History (10)****1 Credit**

**Description:** "History is indeed the witness of the times, the light of truth"—Cicero. This class is a survey World History class investigating major historical eras from roughly 10,000 BCE to the 21st century. Students will study the development of civilizations, world nations, and cultures during this time, including major events, political structures, religions, cultural movements, wars, and intellectual developments. Students will also be able to analyze how geographical features and population impact history. This course prepares students with research and analytical skills, and helps them contextualize the modern world.

**Prerequisite:** World Geography

**Course: AP World History: Modern (10)****1 Credit**

**Description:** In AP World History students will work to develop their understanding of global history by investigating significant events, individuals, developments, and processes. The course will focus on historical events from 1500 C.E to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. This course

helps to prepare students not only for the Advanced Placement World History exam, but for Advanced Placement U.S. History in junior year. Students will be exposed to challenging historical concepts, critical analysis of primary and secondary sources, and complex essay writing. Sitting for the AP Exam is a course requirement.

**Prerequisites:** To be eligible for placement into Honors World History students must meet the following requirements:

1. The final grade must average an 85 or higher in Honors World or must average a 90 or higher in World. This average includes the final grades for both semesters.

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

**1 Credit**

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

**Prerequisite:** World History

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

**1 Credit**

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

If students choose to take the dual credit option, they will not be required to take the AP exam; however, they will be **required** to take the college final exam each semester. They may opt to take the AP exam in addition to the college exams. Dual credit allows students to earn 3 hours of college credit each semester, with the fall semester being HIST 1301 U.S. History to 1877 and the spring semester being HIST 1302 U.S. History since 1877.

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

1. The final grade must average an 85 or higher in AP World History Modern or must average a 90 or higher in World History. This average includes the final grades for both semesters.

**Dual Credit Option:** To be eligible for placement into Dual Credit U.S. History, students must meet the following requirements: (**NOTE:** this will be labeled as AP/DC U.S. History on schedules)

4. The final grade must average an 85 or higher in AP World History Modern or must average a 90 or higher in World History. This average includes the final grades for both semesters.
5. Student must complete the Texas Success Initiative Assessment (TSIA2) English, Language Arts and Reading Test and score:
  - a. 945-990 on the ELAR test AND 5-8 on the essay (OR)
  - b. 910-944 on the ELAR test AND 5-6 on the diagnostics test AND 5-8 on the essay.
6. Students may be exempted from taking the TSIA2 if they meet ONE of the following reading and writing requirements:
  - a. ACT scores: English 19+ and Composite 23+
  - b. SAT scores: EBRW 480+; no composite required.
  - c. PSAT/NMSQT scores: EBRW 460+; no combined score required.

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

**0.5 Credit**

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

**Prerequisite:** U.S. History

**Offered:** May take fall semester only

**Course: Honors Macroeconomics – First Semester (12)**

**0.5 Credit**

**Description:** “Economy is the method by which we prepare today to afford the improvements of tomorrow”-- Calvin Coolidge.

Honors Macroeconomics is a one semester course within the high school environment. Topics covered in this course include basic economic concepts, measurement of economic performance, national income and price determination, economic growth, and international finance. Students will be challenged by the college reading load, faster pace, and the analytical nature of the course. The class will also relate economic principles to Catholic social teaching with the understanding that the study of economics should not be separated from ethical concerns.

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

1. The final grade must average an 85 or higher in AP U.S. History or must average a 90 or higher in U.S. History. This average includes the final grades for both semesters.
2. Suggested but not required: Proficiency in math skills

**Offered:** May take fall semester only

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

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

**Prerequisite:** U.S. History

**Offered:** May take spring semester only

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

**Description:** “Man is by nature a political animal” --Aristotle. AP U.S. Government and Politics is a one-semester, college level class. The course will begin with an in-depth analysis of the documents and philosophies underpinning American democracy. Then students will learn about various forms of political participation, and how the media, elections, and political parties shape civil society. Students will analyze the powers and limits of the three branches of government and how they interact. Finally, students will examine the development of civil rights and liberties in our nation, with a focus on applying the precedents of Supreme Court cases. Students will develop their critical thinking skills by applying the course content to real life scenarios and current events. Students will also practice essay writing and engage in a mock Congress. Students are required to take the AP exam in May.

**Prerequisites:** To be eligible for placement into AP U.S. Government & Politics students must meet the following requirements:

1. The final grade must average an 85 or higher in AP U.S. History or must average a 90 or higher in U.S. History. This average includes the final grades for both semesters.

**Offered:** May take spring semester only

**Course: Introduction to Broadcast Journalism (10, 11, 12)** **0.5 Credit**

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

**Offered:** May take fall or spring semester

**Course: Advanced Broadcast Journalism (11, 12)** **0.5 Credit**

**Description:** This course builds upon the broadcasting skills learned in Broadcast Journalism. In addition to expanding their knowledge and abilities in broadcast journalism, students will take on more of a leadership role. Students will continue to refine their analytical reading, expository



writing, and oral communication skills, building a solid communication foundation. Students prepare and present news packages and enterprise reports (original stories not from a press release). Topics covered include reporting, writing news copy, sound, and digital video editing, and presentation design. In addition, students will study the historical and contemporary practices of broadcast journalism in society, with emphasis on methods, writing, announcing and ethics. The importance of researching information and fact-finding are stressed throughout the course. Much of the course is project-based, as students apply their knowledge producing regular news segments to be shared with the school community.

**Prerequisite:** Introduction to Broadcast Journalism

**Offered:** May take fall or spring semester

**Course: Special Topics in Social Studies (10, 11, 12)**

**0.5 Credit**

**Description:** In Special Topics in Social Studies students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. **Students may take this course with different course content a maximum of two times equalling 1 full credit.**

**Offered:** May take spring semester only. Choose from the following topics:

- **Ancient Greek and Roman Culture:** students will be immersed in the study of literature, art, culture, history via analysis of classical texts, language, art, and mythology throughout the various time periods of the Ancient Civilizations. Emphasis will be placed on making real world connections to Ancient Greek and Roman cultures, evaluating its influence on modern western civilization today.
- **War and Society in the Era of Total War, 1914-1945:** This course focuses on the Era of Total War, 1914-1945, with a particular focus on the interaction between war and society. While some major military encounters will be covered, this course is not a military history. Instead, it delves into how the wars affected day-to-day lives across the globe. It starts by interrogating the causes of World War I and proceeds chronologically and thematically to understand how both wars reshaped political geographies and every aspect of life. Themes of the course will include empire, political ideologies, economic developments, race, gender, society, technology, and ethics. This course will be conducted in seminar style. We will read and analyze a wide range of primary and secondary sources, grapple with historiographical debates, and engage in daily class discussions.

**Course: Current Events (10, 11, 12)**

**0.5 Credit**

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

Media literacy and critical analysis of the news and news bias will be taught at the beginning and reinforced throughout the semester. Students will complete a culminating project focused on a current event issue that interests them.

**Offered:** May take fall semester

**Course: Intro to Psychology (10, 11, 12)**

**0.5 Credit**

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

**Offered:** May take fall or spring semester

**Course: AP Psychology (10, 11, 12)**

**0.5 Credit**

**Description:** The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first year of college. Students will take the AP exam in May.

**Offered:** May take spring semester only

**Course: Sociology (10, 11, 12)**

**0.5**

**Credit**

**Description:** “The function of sociology, as of every science, is to reveal that which is hidden”--Pierre Bourdieu. Sociology is the study of social life, social change, and the social causes and consequences of human behavior. This elective course is a one semester introduction to sociology as a way to understanding the world, and will introduce students to the sociological perspective in examining our lives and social experiences, as well as many issues facing society today. Students will be introduced to different ways of seeing the world, provided with tools for understanding their own social position, and investigate how to obtain a just, equal, more peaceful and diverse society. In this course, students will learn the basics of sociology through a variety of readings and film clips, as well as test theories and recognize the social construction we all experience.

**Offered:** May take fall or spring semester

# Theology

The discipline of Theology permeates all facets of our lives and provides the lens through which students can understand and relate to other areas of study. Additionally, the Theology curriculum supports the mission of Incarnate Word Academy by helping students to “grow in their relationship with Jesus, the Incarnate Word, and live according to His values.” Each course builds upon the previous one as the students discover more about the Catholic faith tradition and the impact of their relationship with God in their lives both now and in the future. Course titles and descriptions reflect the doctrinal elements of the United States Conference of Catholic Bishops Curriculum Framework for High School Theology and are aligned with the Archdiocese of Galveston-Houston’s High School Curriculum Guide.

**Course: Theology I: The Revelation of Jesus Christ in Scripture and Who is Jesus Christ (9) 1 Credit**

**Description:** The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures and introduce students to the mystery of Jesus Christ, the Living Word of God, and the Second Person of the Blessed Trinity. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ and understand that He is the ultimate Revelation to us from God. In this course they will learn about the Bible, authored by God through inspiration, and its value to people throughout the world. They will learn how to read the bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally by learning about who He is and who He calls them to be. This course also includes an introduction to Saint John Paul II's teaching of Theology of the Body.

**Course: Theology II: The Mission of Jesus Christ and Its Continuation in the Church(10) 1 Credit**

**Description:** The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ, and that in and through the Church they encounter the Living Jesus Christ. Through this course of study, students will learn that for all eternity God has planned for us to share eternal happiness with him, which is accomplished through the Redemption Christ won for us. Students will approach salvation history from the perspective of story in order to understand how God has laid out His plans through the Old Testament, leading up to the life, ministry, death, and resurrection of Jesus. Students will learn that they share in this Redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails in their pursuit of the universal call to holiness. Students will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both Divine and human elements. In this course, students will learn not so much about events in the life of the Church, but about the sacred nature of the Church.

**Prerequisite:** Theology I

**Course: Theology III: Sacraments as Privileged Encounters and Life in Jesus Christ(11) 1 Credit**

**Description:** The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist and to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life and to learn the moral concepts and precepts that govern the lives of Christ's disciples. Additionally, this course examines the scriptural and historical roots of the sacraments and develops growth in critical reading and analysis through the writings of the Church Fathers, conciliar documents, and papal encyclicals. This course includes further exploration into St John Paul II's Theology of the Body as well as a closer look at various Church documents pertaining to important moral issues facing the modern world.

**Prerequisite:** Theology II

**Course: Theology IV: Living as a Disciple of Christ & Ecumenical & Interreligious Issues (12) 1 Credit**

**Description:** The purpose of this course is to introduce students to the social doctrine of the Catholic Church (also known as “Catholic social teaching”) and to help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. In this course, students are to learn how Christ’s concern for others, especially the poor and needy, is present today in the Church’s social teaching and mission. Catholic social teaching articulates a vision of true human flourishing in solidarity with the whole human family. It identifies the social ills which obstruct that flourishing, both for individual human persons, and for whole communities of people. Most importantly, it critiques inhumane structures and behaviors, and offers alternative forms of communal life and moral reasoning that build up “a culture of life” and “a civilization of love.” Additionally, building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God’s Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith.

**Prerequisite:** Theology III

**Course: Intro to Philosophy (11, 12) 0.5 Credit**

**Description:** This course will introduce students to the fundamental topics and concepts of the history of philosophy. Students explore such concepts as the nature of the world and how we have access to knowledge of the world; moral behavior and the nature of good and evil; the relationship between minds and bodies; the relationship between our thoughts and the external world; and how we should employ logical analysis and empirical observations to evaluate arguments. Throughout this semester long course, students will learn the basic skills of philosophical research, apply concepts to their own lives and develop critical thinking skills.

**Offered:** May take fall or spring semester

# World Languages

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

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

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

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

**Description:** French II is designed to introduce students to new grammatical concepts and more advanced vocabulary. Cultural activities expose students to new cultures. Improving written and oral communication is emphasized. All students will take the National French Exam in the spring.

**Prerequisite:** French I or placement exam for incoming 9<sup>th</sup> graders

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

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

**Prerequisite:** French II

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

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

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

1. The final grade must average a 90 or higher in French II. This average includes the final grades for both semesters.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.

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

**Description:** This course is designed as an invitation to further explore the francophone world. This class is conducted mostly in French. Students will refine their French skills while adding new vocabulary pertinent to a variety of subjects. They will also explore a variety of cultural material from the francophone world. All students will take the National French Exam in the spring.

**Prerequisites:** French III

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

**Description:** The AP French Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in French language and culture. This course is designed as an invitation to further explore the francophone world. This class is conducted mostly in French. Students will refine their French skills while adding new vocabulary pertinent to a variety of subjects. They will also explore a variety of cultural material from the francophone world. This class is designed to prepare students for the AP French Language and Culture Test. Sitting for the AP Exam is a course requirement.

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

1. The final grade must average a 85 or higher in Honors French III or must average a 90 or higher in French III. This average includes the final grades for both semesters.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.

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

**Description:** This course is designed to introduce students to the Spanish language and the Spanish-speaking world. Students will develop and improve the four language skills: listening, speaking, reading, and writing through thematic chapters and a variety of cultural lessons. The use of technology in the classroom will help to integrate all the skills in a context of immersion. Students learn to appreciate the history, culture, and customs of the Spanish speaking countries. All students will take the National Spanish Exam in the spring.

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

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

**Prerequisite:** Spanish I or placement exam for incoming 9<sup>th</sup> graders

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

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



**Prerequisite:** Spanish II

**Course: Honors Spanish III (10, 11, 12)**

**1 Credit**

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

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

1. The final grade must average a 90 or higher in Spanish II. This average includes the final grades for both semesters.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.

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

**1 Credit**

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

**Prerequisite:** Spanish III

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

**1 Credit**

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

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

1. The final grade must average a 85 or higher in Honors Spanish III or must average a 90 or higher in Spanish III. This average includes the final grades for both semesters.
2. The student's current World Languages teacher will determine the quality of the student's participation in her current World Languages class.

# Additional Elective Options

**Course: Study Hall** **(11, 12)**

**Description:** Study Hall provides a time for students to work individually and quietly to complete homework, study, research, complete college applications, or to read quietly. Students may register for one semester of study hall per year and a total of two semesters prior to graduation. This is a Pass/Fail option that does not earn GPA points.

**Offered:** May take fall or spring semester - limited to two semesters total

**Course: IMPACT Dance Team, Cheer, and Athletics Teams** **(9, 10, 11, 12)**

**Description:** Students who participate in IMPACT Dance Team, Cheer, and/or Athletics Teams may earn physical education credit to meet the graduation requirements. Students may register for one to two semesters per year, depending on the team(s). Students should see the Dean of Academics or the Counselor to discuss their options. This is a Pass/Fail option that does not earn GPA points.

**Offered:** May take fall and/or spring semester