



# **The Saint Paul's School**

*A Lasallian Catholic School in Covington, Louisiana*

## **Student Course Catalog**

**2022-2023**

**Saint Paul's School**  
**Course Catalog**

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## **BUSINESS**

The mission of the Saint Paul's Business Department is to provide a holistic approach to business education that prepares students to engage in the local, regional, and international business communities. The progressive track of courses is meant to promote a deeper understanding of the various career opportunities within the business world and to give students hands-on experience and practical knowledge of business activities through project-based learning.

### **Course Descriptions**

#### **Business I: Introduction to Business** (Grades 9, 10)

is the curriculum's foundational course. This class provides students with opportunities to learn and experience a variety of topics in the field of business. Students are exposed to basic economic concepts, principles of free enterprise, financial literacy, job skills, and career development through a series of direct instruction and hands-on activities.

#### **Business Communications** (0.5 Credit; Grades 10, 11, 12)

engages students in the various forms of effective business communication. Topics covered range from presentation skills and business writing to interpersonal communication and professionalism. Business strategies such as marketing, public relations, and brand management are also emphasized. Business Communications is taught in tandem with Business Law.

#### **Business Law** (0.5 Credit; Grades 10, 11, 12)

is designed for students to analyze various aspects of the legal environment of business including ethics, the court system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and intellectual property. Business Law is taught in tandem with Business Communications.

#### **Accounting I** (Grades 10, 11, 12)

teaches the basic accounting practices and procedures for operating a business. Concepts taught will include journalizing and posting transactions, preparation of financial statements, petty cash, and payroll.

#### **Entrepreneurship** (Grades 11, 12)

introduces students to the opportunities and challenges associated with owning and managing a small business. Through the practical experience of operating the on-campus PJ's Coffee shop, students will explore the foundational elements for small business operations: management strategies, entrepreneurial economics, marketing and advertising, financial accounting, legal issues, ethics and social responsibility, product and service development, and the use of technology.

**Economics** (Grades 10, 11, 12)

will teach students to analyze and interpret data to understand basic microeconomic and macroeconomic principles. This course will provide opportunities to explore today's economy by examining the world of business, money, banking, and finance. Students will also explore the government's role in establishing economic stability in the American Free Enterprise System as well as understanding the global impact of the United States economy.

**Sports Management** (Grades 10, 11, 12)

introduces students to the business side of the sports and entertainment industry with an emphasis on event and facility management, marketing, merchandising, budgeting and fundraising, sports law, and public relations. The role of sports in society will also be examined at the youth, recreational, interscholastic, and professional levels. In addition to academic coursework, students will gain hands-on experience through the Saint Paul's athletic department.

**Advanced Placement Microeconomics** (Grades 10, 11, 12)

is an introductory college-level microeconomics course offered during the odd-numbered school years. AP Microeconomics cultivates students' understanding of the principles that apply to the functions of individual economic decision-makers. Students will explore concepts such as scarcity and markets; costs, benefits, and marginal analysis; production choices and behaviors; and market inefficiency and public policy. Students learn to apply competing economic philosophies, models, graphs, charts and data sets.

**The AP exam for this course is required. There is a cost associated with this exam.**

**Advanced Placement Macroeconomics** (Grades 10, 11, 12)

is an introductory college-level microeconomics course offered during the odd-numbered school years. AP Macroeconomics introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**The AP exam for this course is required. There is a cost associated with this exam.**

**Accounting II** (Grades 11, 12)

goes beyond the basics of Accounting I and explores how businesses formulate and interpret financial information for use in management decision making. Topics include an introduction to accounting information systems; time value of money; and accounting for merchandising firms, sales and receivables, debt and equity, and fixed assets.

## ENGINEERING

The PLTW Pathway To Engineering (PTE) program is a sequence of courses which follows a proven hands-on, real-world problem-solving approach to learning. Throughout PTE, students learn and apply the design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. They discover the answers to questions such as: “How are things made?” and “What processes go into creating these products?” Students use the same industry-leading 3D design software used by Intel and Lockheed Martin. Students apply biological and engineering concepts related to biomechanics – they think robotics. They design, test, and actually construct circuits and devices including smart phones, and tablets. They work collaboratively on a culminating capstone project. This is STEM education, and it is at the heart of today’s high-tech, high-skill global economy. PTE courses complement traditional mathematics and science courses. The program is designed to prepare students to pursue a post-secondary education and careers in STEM-related fields.

### Course Descriptions

#### **Introduction to Engineering Design (IED)** (Grades 9, 10)

focuses on the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

#### **Principles of Engineering (POE)** (Grades 10, 11)

is a survey course that exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

**PREREQUISITE:** successful completion of IED

#### **Civil Engineering and Architecture (CEA)** (Grades 11, 12)

teaches students about various aspects of civil engineering and architecture and applies their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.

**PREREQUISITE:** successful completion of POE

### **Digital Electronics (DE)** (Grades 11, 12)

is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation.

**PREREQUISITE:** successful completion of POE

### **Engineering Development and Design (EDD)** (Grade 12)

is a capstone course, in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

**PREREQUISITE:** successful completion of three (3) Engineering and/or Computer Science courses.

### **Petroleum Engineering** (Grades 11, 12)

provides fundamental knowledge of our offshore Gulf of Mexico petroleum environment (shelf and deepwater) and encompasses the following: geology, exploration, development, and production (from processing to the consumer's use). The course also delves into project economics and project management. Marine technology is integrated into the curriculum as students create and compete with remotely operated, underwater vehicles.

## **COMPUTER SCIENCES**

At a time when computer science affects how we work and live, PLTW Computer Science empowers students in grades 9-12 to become creators, instead of merely customers, of the technology all around them. The program's interdisciplinary courses engage in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking – not just how to code – and become better thinkers and communicators. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

### **Course Descriptions**

#### **Computer Science Essentials (CSE)** (Grades 9, 10)

allows students to use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites as well as learn how to make computers work together to put their design into practice. They'll apply

computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

**Advanced Placement Computer Science Principles (AP-CSP)** (Grades 10, 11)

uses Python as a primary tool and incorporates multiple platforms and languages for computation, aiming to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include video game and mobile app development, website development, database creation and management, cyber security, and model simulations. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP Computer Science Principles which affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

**The AP exam for this course is required. There is a cost associated with this exam.**

**PREREQUISITE:** successful completion of CSE

**Advanced Placement Computer Science A (AP-CSA)** (Grades 11, 12)

is equivalent to an introductory college-level computer science course, in which eleventh and twelfth grade students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures in the Java language. In addition to precision of expression, Java supports important elements of problem solving, including object-orientation, abstraction, and encapsulation. The use of Java also allows students to test potential solutions to problems by running programs. Because the Java programming language is extensive with far more features than could be covered in a single introductory course, AP Computer Science A covers a subset of Java.

**The AP exam for this course is required. There is a cost associated with this exam.**

**PREREQUISITE:** successful completion of AP-CSP

## **ENGLISH**

Saint Paul's English courses are designed to prepare students for the kind of research and writing they will be expected to complete in college. All English courses work to develop common threads over the course of a student's Saint Paul's career. Every year, students will study fiction, nonfiction, poetry, and drama; the functions of grammar and punctuation; the structure of single and multi-paragraph essays; MLA format and how to embed research into an organized piece of writing; vocabulary and its function in reading comprehension and writing style; and strategies that will prepare them for the ACT English and Reading sections. All courses are aligned with Louisiana GLEs and CCSS. The Five Core Lasallian Principles are also an important, ever-present guiding force in all English courses.

### **Course Descriptions**

#### **English 8**

is an introduction to and study of classical mythology and its presence as symbolism in modern society and literature. Students will review the function of the sentence and its parts while producing clear and syntactically-correct sentences. The course will teach the learners to begin mastering the sentence, the paragraph, and the five-paragraph essay. Laying a foundation for all future Shakespearean works, students will study the life and times of William Shakespeare. In addition to classical mythology and Shakespeare, the course will also examine a number of works of contemporary fiction. Research projects, presentations, orations, and the study of vocabulary will also be integral parts of the curriculum.

#### **English 8 Honors**

adheres to the same description as English 8 listed above with some additions. The course is designed to prepare students for future high school-level honors and Advanced Placement courses taken at Saint Paul's. As such, extensive reading and writing assignments of an analytical nature are required. Students will focus on the mastery of single and multi-paragraph essays that incorporate MLA cited research. The course will also include a review of applied grammar and mechanics that will focus on advancing sentence structure and writing style as well as preparing students for the ACT.

#### **English I**

focuses on the development of literary analysis, drawing from a wide range of literary genres. Students will study and analyze the short story, the novel, science fiction, and different forms of poetry. Students will also study rhetorical devices and how they function in literature. The students will learn how to research using technology and credible online databases. As stated in the English Department's mission statement, the enhancement of vocabulary skills and ACT preparation are consistent throughout the year. One essay is written per quarter, with an emphasis on using detail to develop ideas and arguments better.



**English I Honors**

is designed to prepare students for honors and Advanced Placement courses taken at Saint Paul's while building an important base for college. Studying the same forms of literature as the English I class, honors students will also be required to think critically about literature as an extension of the human experience. Extensive reading and writing assignments of an analytical nature are required. ACT preparation and vocabulary enhancement will be practiced weekly. While the standard and amount of work are greater than in regular college preparatory English, the benefits to be gained are also greater.

**English II**

is a continued study of the function of the sentence. Students will have a wide review of grammar and punctuation as it leads to success on the ACT test. The course focuses on the mastery of paragraph writing against the backdrop of the 4 and 5-paragraph essays. A consistent production of quality paragraph writing will lead to success in future English courses. One slideshow presentation per semester will be required, and students will give a sophomore oration at year's end. Lastly, students will read, discuss, and analyze the various forms of literature: fiction, non-fiction, poetry, and drama.

**English II Honors**

adheres to the same description as English II listed above with the following additions: the class introduces students to the comprehensive elements necessary for the study of world literature. Students will cover a wide variety of literature and its relation to world history. The chronological study of literature will assist students in making real world connections with historical events while comparing literatures across cultures. Extensive reading and writing assignments of an analytical nature are required. Lastly, PSAT prep will also prepare students for the National Merit competition the following year.

**English III**

is a college-preparatory class. The course acts as a survey of American literature consistent with the proponents of cultural literacy, a wealth of current journalism, and cinema that mirrors the themes of American literary symbolism. Students will write rhetorical essays consistent with those written at the college level with emphasis on persuasive and argumentative essays. A short MLA research paper will be completed in the spring; in addition, students will write papers of example, comparison-contrast, and literary analysis. Creative writing is part of English III as students will write memoirs, interviews, and personal responses. Students will practice public speaking in the form of classroom discussions and presentations on assigned passages of literature.

### **English III Honors**

is a college-preparatory class. Studying the same forms of literature as the English III class, honors students will also be required to think critically about American literary symbolism and its relation to United States history. Extensive reading and writing assignments of an analytical nature are required. Students will focus on topics consistent with those written at the college level with emphasis on persuasive and argumentative essays. Students at the honors level will complete both fall and spring MLA research papers. Students will also compose initial drafts of college admissions essays and an academic resume. Finally, the course will include a review of reading comprehension skills as well as the grammar and mechanics components that are commonly found in the Reading and English sections of the ACT.

### **English IV**

is designed to give students a solid foundation in basic writing skills and an appreciation for British literature. The writing instruction will focus on essays that will prepare students for the kind of writing they will be expected to produce at the college level. Students will write one substantial essay each quarter. Students will also write one MLA research paper during the year. The overall goal of English IV is to help students make the sometimes difficult transition to college.

### **English IV Honors**

is a dual-enrollment course for college credit through University of Louisiana Monroe. The course is an advanced survey of British literature with emphasis on critical and persuasive writing. Students will read and analyze various literary genres as well as improve research and writing skills by completing selective projects. The student will experience a variety of literary forms such as fiction, nonfiction, poetry, drama, and cinema. The writing element of the course involves both formal and informal writing.

**PREREQUISITE:** the recommendation of English III teacher

### **Advanced Placement English Language and Composition**

is a year-long college level literature course for the high school upperclassman wishing to attempt the AP exam for college credit. This comprehensive course covers primarily American literature organized both thematically and as a social/ historical survey. The student experiences a variety of literary forms such as fiction, nonfiction, poetry, drama, and cinema— all with an eye to moving from simple comprehension to critical analysis to a deeper appreciation of the relevance of literature in contemporary times. While the major work of the course involves nightly assigned readings, an equal amount of attention is devoted to learning and improving the writing skills necessary for success both in college and on the AP exam itself. The writing element of the course involves both formal and informal writing as well as timed essay responses. These assignments are designed to teach the student to communicate effectively and persuasively in his writing, as well as develop and strengthen basic writing skills from vocabulary to sentence structure to choice of examples and strict attention to detail.

**The AP exam for this course is required. There is a cost associated with this exam.**

### **Advanced Placement English Literature and Composition**

is a year-long college level literature course for the high school upperclassman wishing to attempt the AP exam for college credit. This comprehensive course covers primarily British Literature organized both theoretically and as a social/ historical survey. The course introduces the student to complex themes that represent the evolution of thought from ancient times to the present. The student experiences a variety of literary forms such as fiction, nonfiction, poetry, drama, and cinema – all with an eye to moving from simple comprehension to critical analysis to a deeper appreciation of the relevance of literature in contemporary times. While the major work of the course involves nightly assigned readings, an equal amount of attention is devoted to learning and improving the writing skills necessary for success both in college and on the AP exam itself. The writing element of the course involves both formal and informal writing as well as timed essay responses. These assignments are designed to teach the student to communicate effectively and persuasively in his writing, as well as develop and strengthen basic writing skills from vocabulary to sentence structure to choice of examples and strict attention to detail.

**The AP exam for this course is required. There is a cost associated with this exam.**

### **Yearbook** (Grades 10, 11, 12)

includes photography, layout, design, and computer presentation of copy fundamentals.

**Out of class time is required.**

**Permission of instructor is required for enrollment.**

### **Classical Literature Honors** (Grades 11, 12)

is an elective offered by the English Department, designed for students who enjoy mythology and epic stories of heroes, battles, quests, and the origin and survival of nations. Students seeking admission to this course need to be committed to daily reading assignments and to helpful participation in class discussions.

**Permission of instructor is required for enrollment.**

**PREREQUISITE:** the consistent maintenance of A's and B's in past English courses

### **Creative Writing** (Grades 10, 11, 12)

is an elective designed for students who enjoy the art of writing. Students will concentrate on the study of many different genres of writing and build on the skills developed in the English core curriculum. Students will take part in a collaborative effort to help one another improve writing skills. Students will both write and collect pieces of writing from other students to be placed in a student-produced literary magazine.

### **Journalism** (Grades 10, 11, 12)

is a "hands-on" course giving the student a detailed experience in the production of school publications such as the school newspaper and other school related programs. Emphasis is on the responsible news writing and reporting necessary to produce a digital, online newspaper. The class includes extensive use of publication software and writing organization as dictated by specific publication genres.

## **FINE ARTS**

The Saint Paul's Fine Arts Department offers many avenues for our students to explore their creative outlets. One (1) Carnegie unit is required for high school graduation; students can begin taking Fine Arts electives in the ninth grade and can take courses through their senior year. The course offerings within the Fine Arts Department align with all state and national standards. The courses are designed to prepare students for the collegiate level. For all fine art students, we offer experiential learning that enriches their overall education. The art curriculum offers a wide variety of classes that foster creation and appreciation of all arts. Students will discover and transfer knowledge, experience opportunities to make lasting contributions to a global society, and implement critical thinking skills against the backdrop of the LaSallian Five Core Principles.

### **Course Descriptions**

#### **Studio Art I (Grades 9, 10, 11, 12)**

seeks to teach students to appreciate, interpret, and accurately render objects while exploring a variety of traditional drawing media techniques. The emphasis is placed on the elements of design, elements of art, and exploration in 2D and 3D design with the development of creative problem solving. Students will utilize art history and the compositional study of objects to enhance their skills as an emerging artist.

**Students purchase some personal art supplies.**

#### **Studio Art II (Grades 10, 11, 12)**

builds upon the foundation from Studio Art I as students continue to explore the elements of design and art by expanding into color theory and ceramics. The course will introduce students to a variety of painting and ceramic techniques and art history. Both 2D and 3D art will be taught with an emphasis on a personal narrative and an expression of the student's own concepts. Ceramics will focus on coil, slab, and hand building techniques and the manipulation of clay within the 3D vein of the Studio Art II class.

**Students purchase some personal art supplies.**

**PREREQUISITE:** successful completion of Studio Art I

#### **Studio Art III Honors (Grades 11, 12)**

explores college-level pictorial strategies through painting and printmaking. Students will learn how to construct all aspects of painting along with relief printmaking techniques with various substrates. Students conduct research on contemporary and historical artists whose work resides in a domain similar to their own.

**Students purchase some personal art supplies.**

**Permission of instructor is required for enrollment.**

**PREREQUISITE:** successful completion of Studio Art I and Studio Art II

**Art IV Honors** (Grades 11, 12)

explores college level concepts in 2D and 3D strategies focusing on conceptual and contemporary approaches to their own art work. Students focus on an area of specialization based on techniques and media from previous years in the art program. Students will be focused on creating their own artwork in various media. Casting plaster and Intaglio are also introduced along with philosophical aesthetics pertaining to art.

**Students purchase some personal art supplies.**

**Permission of instructor is required for enrollment.**

**PREREQUISITE:** successful completion of Art I, Art II, and Art III

**Advanced Placement Art History** (Grades 10, 11, 12)

presents students with a college-level introduction to Art History, utilizing slides and lectures to teach about the relevant cultures that impacted the art throughout history from prehistoric to modern times. The course focuses on aesthetics, concepts, and criticisms along with philosophical ideas that were relevant during these times. Students should be able to conduct research online and draft papers as assigned by the instructor to supplement the teaching from the slides and text.

**The AP exam for this course is required. There is a cost associated with this exam.**

**Band** (Grades 8, 9, 10, 11, 12)

*meets after school and is considered an 8<sup>th</sup> period on the student's schedule.* Students concentrate on music as it applies to the concert bands and solos. This course offers individualized instruction for those who wish to become more proficient on an instrument. Perfecting reading music, ear training, conducting, music theory, drill work, and computer aided instruction are all part of the curriculum. Students are also required to audition for District Honor Band.

**Membership in the marching band is required.**

**Band members are expected to supply most instruments.**

**Guitar** (Grades 10, 11, 12)

teaches students the basic fundamental skills needed for learning to play guitar. Students will work on beginner music theory, finger mechanics, rhythm, melody, chords, and building their ears to excel in music. Students will learn songs through the use of method books and sheet music.

**Students are expected to supply their own acoustic guitar.**

**Percussion I, II** (Grades 9, 10, 11, 12)

offers individual instruction in playing drums. Starting with 1700's historical military drumming and moving through the 1960's, the course uses a historical approach to teaching snare drum.. The course is based around the Percussive Arts Society International standards of rudimental Drumming.

**Students are expected to supply their own practice pad and drum sticks**

### **Percussion III, IV (restricted to Saint Paul's Marching Wolves Drumline)**

#### **Music Appreciation (Fine Arts Survey) (Grades 9, 10, 11, 12)**

will cover music from ancient Greece to present day. The course will not only cover classical music but also a general but in-depth survey of the major styles, periods, and influence-streams that make up the extremely large and varied category of "rock" music. The text covers many styles, but the focus is on English-language mainstream popular music, produced between circa 1930-2000s. Other important sub-genres will also be explored including Motown, progressive rock, folk-rock, funk, reggae, and disco. By the end of the course, students will have a greater understanding of where this music came from (historically), what it is doing (musically), and how it was created (technologically). This class also will be a survey of classical, popular, and folk music traditions from around the world. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored. The goal of this course is not only to expand a student's skills as a listener, but also redefine what he considers music to be, in the process stimulating a fresh approach to his own diverse musical traditions.

#### **Electronic Music Production/ Music Theory I (Grades 10, 11, 12)**

is open to experienced instrumental musicians and vocal musicians. Students will receive instructions and practical experience with powerful computer-based recording and audio workstations. The course will also introduce principles and theories in recording and also sequencing techniques. This course will use a historical approach to teaching music theory. Students will be expected to read full orchestral scores, compose original music that will be performed, analyze aural examples of varied repertoire of music ear training. We will also discuss musical phrasing and form in music and is designed to enhance the overall reading and playing skills of the musician. The curriculum will include both music theory and music history classifying music by its genre or style by historical period. Each student is assigned a laptop with all technology needed for class.

**Permission of instructor is required for enrollment.**

#### **Media Production I (Grades 10, 11, 12)**

will teach students the execution of media production such as newscasts, short films, short documentaries, and commercials. Students will learn how to shoot efficiently for post-production, edit shot material into a coherent production, apply practical effects in post-production, perform and create as journalists and reporters in order to produce student news, set up the lighting and green screen in order to create a usable background for post-production effects, appreciate the value of excellent sound by having an acceptable understanding of how to capture the on-set sound, etc.

**Permission of instructor is required for enrollment.**

### **Media Production II** (Grades 11, 12)

is a class for students who want to move forward in the area of film production. The class will work as a project-based class where students can create a bigger project each semester. The goal will be to create a short film (documentary and fiction) within each semester. Students will also assist with training the Media Production I class and Guerilla Wolves members. The class will be during the same period as Media production I; therefore, MPII students are small in number and must be invited to register for the class.

**Permission of instructor is required for enrollment.**

**PREREQUISITE:** successful completion of Media Production I

### **Film Studies** (Grades 10, 11, 12)

serves as an introduction to several major directors and their works, discussing the varied uses of theme, camera work, set design, and style of each. Students will review films from several genres, including dramas, tragedies, comedies, documentaries, and musicals, and discuss the structure of each. Throughout the course, students will watch and review several films throughout history; and, through the use of open class discussions and essays, students will evaluate each film's place and reflection of its time period and ties to the cultural and historical events of their times. The course will also take an in-depth look at the process of making a film and the various roles that crew and cast all have in its creation.

### **Theater I** (Grades 9, 10, 11)

serves as an introduction to multiple aspects of Theater: Greek theater, Shakespeare, and several modern playwrights and their styles; the basics of play structure and types of shows; basic stage terms; and the basics of scene, costume, light, and sound designs. Throughout the course, acting exercises will include an introduction to scene work and improvisation skills through improv games. Students will work to develop skills in order to analyze a script and a character, and begin to work on objectives, actions, and obstacles. Students will also have opportunities to enact the skills covered in class by becoming involved (as a cast or crew member) in large productions (including the performance of a large-scale drama and musical each year) along with other performances throughout the year. (Most production rehearsals and shows will occur outside of class time.)

### **Theater II** (Grades 10, 11, 12)

includes acting work that features a more detailed approach to more complex scene work and monolog work. Building upon Theater I, this course applies continued use of acting and improv exercises through improv games as well as more advanced script analysis. Additionally, the curriculum includes a focused look at the acting technique of Stanislavsky; development of voice and movement skills and their application to scene work; audition techniques for stage and film, along with basic film acting techniques; and continued work on set design, including some minor set building, work on lighting, and sound design. The year will end with a culminating performance of instructor-assigned, one-act plays. Students will also have opportunities to enact the skills covered in class by becoming involved (as a cast or crew

member) in large productions (including the performance of a large-scale drama and musical each year) along with other performances throughout the year. (Most production rehearsals and shows will occur outside of class time.)

**PREREQUISITE:** successful completion of Theater I

### **Theater III** (Grades 11, 12)

focuses on more advanced acting studies. The focus is on the technique of Stella Adler, implemented in advanced level scene work and monologues. Building upon Theater I and II, this course applies continued use of acting and improv exercises through improv games. Additionally, students will practice film and audition techniques, learn and apply directing techniques in scenes with their peers, and continue to work on set design (including some minor set building), lighting, and sound design. The year will end with a culminating performance of instructor-assigned, one-act plays. Students will also have opportunities to enact the skills covered in class by becoming involved (as a cast or crew member) in large productions (including the performance of a large-scale drama and musical each year) along with other performances throughout the year. (Most production rehearsals and shows will occur outside of class time.)

**PREREQUISITE:** successful completion of Theater II



## FOREIGN LANGUAGES

The mission of the Foreign Languages Department is based on the belief that the purpose of learning another language is to be able to communicate effectively with the people who speak it and to understand their cultures. Our program is designed to help our students achieve that goal by getting them to communicate orally beginning in Spanish I. We use the national standards set forth by the American Council of Teaching Foreign Language (ACTFL) to provide the important and necessary framework to guide the teaching and learning of a second language. By using various methodologies in the classroom, we as teachers are able to include the goals of *Communication, Cultures, Connections, Comparisons, and Communities* in our daily lessons to help students develop the competencies delineated in the *Standards for Foreign Language Learning*.

### Course Descriptions

#### Spanish I

introduces students to various topics of vocabulary, grammar, and cultural aspects of the language for the purpose of meaningful communication. The students use a variety of materials to help them achieve a level of competency expected of the first-year student. Students are required to use the tools of application, comprehension, and critical thinking to create language in conversation and written context.

#### Spanish II

continues enhancing vocabulary, grammar, and cultural aspects of the language for the purpose of meaningful communication at the intermediate level. The students are expected to understand directions and information in Spanish by initiating and maintaining conversations through asking and responding to simple questions. Music and discussions of Hispanic culture are part of the curriculum to instill a sense of empathy toward others. They also use a variety of materials to help them attain a level of ability expected of second-year students. Using higher-level thinking skills is required to create language in conversation and written context.

#### Spanish III Honors

puts into practice what students have learned the previous years and to discover how much language they already know and can produce. The course reinforces the use of universal basic grammar by using it in oral communication activities. The materials used in class are taken from contemporary sources such as video soap operas, video songs, intercultural videos, short internet articles, grammar handouts, etc. By the end of the year, students are expected to understand the majority of the language used by native Spanish speakers. They should also be able to request information about known and unknown events as well as provide information about those events. Finally, they should be able to do research and present a topic of interest using their cultural and linguistic background.

### **Spanish IV Honors**

develops and improves the student's oral and written communication skills through the study of the language and culture of Spain and Latin America. The course continues to develop the use of basic grammar while also teaching an advanced grammar to develop a higher language proficiency level. Through the classroom materials of Hispanic soap operas, Spanish literature, teacher given presentations on cultural issues and history, and Hispanic songs, the students develop an awareness and understanding of the Spanish speaking world and language. By the end of the course the students are expected to communicate effectively in Spanish conversations of known and unknown material and situations, as well as to create and maintain a well- developed presentation on a cultural topic using ethnic and linguistic knowledge they learned throughout the year.

### **Spanish V Honors**

exposes the students to a variety of ways in which native speakers use their language (oral, written and body language) in order to express more complex ideas and to use the new language to increase the confidence of the students as speakers of Spanish as a second language. The materials used in class are taken from different contemporary sources such as video soap operas, video songs, intercultural videos, academic and non academic videos on different topics, technical internet articles, grammar handouts, etc. By the end of the course, students are expected to feel comfortable interacting with any Spanish speaker, and to be able to use their current background to do research about any topic in their second language.

### **Introduction to American Sign Language (Grades 10, 11, 12)**

is an elective course that covers the beginning fundamentals of American Sign Language (ASL) and the key aspects of culture in the Deaf and hard of hearing communities. Because of the rising necessity for sign language in the fields of medicine, law, law enforcement, and education, the overall objective for the course is to provide students with a rudimentary knowledge of correct hand structures, use of facial expressions, and vocabulary that will develop the foundation necessary for basic signed conversation.

**Permission of instructor is required for enrollment.**

## **MATH**

The mission of the Saint Paul's Math Department is to engage and challenge students to utilize reasoning, problem-solving, and critical thinking skills that will enable them to succeed throughout their high school, college, and future careers.

### **Course Descriptions**

#### **Math 8**

stresses the fundamental skills necessary for success in future Algebra courses. The operations of addition, subtraction, multiplication, and division of signed decimals, fractions, and integers are mastered. Algebraic concepts introduced are exponents and monomials, the distributive property with algebraic expressions, and solving linear equations. Other topics include the introductory concepts of geometry, including area, perimeter and volume.

#### **Algebra I**

provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. Students will be given a thorough introduction to functions. They will learn how to solve all linear equations and inequalities as well as write and graph linear equations. Other topics include polynomials, factoring, and systems of equations.

#### **Algebra I Honors**

covers the same topics as Algebra I, but with more emphasis on problem solving. Additional topics of quadratic functions and absolute value equations are taught in this course.

#### **Geometry**

investigates the basic concepts of Euclidean geometry, emphasizing the study of the properties and applications of common geometric figures in two dimensions and three dimensions. It includes topics of right triangle trigonometry, congruent and similar triangles, parallel and perpendicular lines, quadrilaterals, transformations, circles, area, and volume.

#### **Geometry Honors**

covers the same topics as Geometry, but with more emphasis on inductive and deductive reasoning. The concepts of formal proofs and problem solving are highlighted.

#### **Algebra II**

is designed to build on the algebraic and geometric concepts of Algebra I and Geometry. Students will develop advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and all types of functions.

### **Algebra II Honors**

covers the same topics as Algebra II, but with additional topics of conic sections, Fundamental Theorem of Algebra, and logarithmic and exponential equations. Students will be able to solve critical thinking problems relating to the concepts being taught.

### **Advanced Math I**

continues to build on all previous math courses. The first semester is taught in association with Southeastern Louisiana University through their Dual Enrollment program. Students in this course can earn college credit in College Algebra. The second semester focuses on the trigonometric concepts of right triangle trig, unit circle trig, trig equations, trig identities, and applications.

### **Advanced Math I Honors**

continues to build on all previous math courses. The first semester focuses on pre-Calculus, which emphasizes the algebraic and geometric concepts presented in previous courses with emphasis on topics necessary for success in Calculus. The second semester focuses on the trigonometric concepts of right triangle trig, unit circle trig, trig equations, trig identities, applications, and vectors.

### **Advanced Math II**

is also taught through Southeastern Louisiana University's Dual Enrollment program. Students in this course can also earn college credit in College Algebra and College Trigonometry. This course prepares non-honors seniors for their college math courses.

**PREREQUISITE:** successful completion of Advanced Math I

### **Probability and Statistics**

prepares students to understand raw data and descriptive and inferential statistical concepts. Emphasis is on single variable analyses which will facilitate decision-making and critical reasoning, including some multiple variable topics.

### **Calculus**

is an introduction to the concepts that students will encounter in college. Topics include limits, differential, and integral calculus. Applications covered in this course are mostly business applications such as maximum profit, maximum revenue, minimum cost, marginal profit, marginal cost and marginal revenue.

### **Calculus Honors**

is a first year Calculus course. Students in this course are introduced to limits, differential, and integral calculus. The Calculus of trigonometric functions is also included in this course.

### **Advanced Placement Calculus AB**

is also a first year Calculus course. With a goal of gaining college credit for this course through the College Board's Advanced Placement test, students are taught limits, and differential and integral Calculus. Students will understand all concepts graphically, analytically and numerically. They will be able to solve problems and verbally justify all solutions.

**The AP exam for this course is required. There is a cost associated with this exam.**

### **Advanced Placement Calculus BC**

covers the concepts of a second-semester college calculus course: limits, derivatives, integrals, and their applications. Students are expected to retain mastery of concepts covered in AP Calculus AB as they extend these concepts in AP Calculus BC.

**The AP exam for this course is required. There is a cost associated with this exam.**

**PREREQUISITE:** successful completion of Algebra I, Algebra II, and Geometry

### **Advanced Placement Statistics (Grades 11, 12)**

Students will discover concepts of statistics while working through "laboratory" experiences. The traditional lectures will be supplemented by a program that requires active participation of the students. These activities are organized around several major topics: exploring data, relating data collection, and analysis to the solving of real problems, randomness, sampling distribution, estimation and hypothesis testing, sampling error, confidence interval and modeling the relationship between 2 variables especially through the use of least-squares regression.

**The AP exam for this course is required. There is a cost associated with this exam.**

**PREREQUISITE:** successful completion of Algebra I, Algebra II, and Geometry

## **PHYSICAL EDUCATION**

Two (2) years of Physical Education are required for high school graduation. One year must be Health and PE.

### **Course Description**

#### **Health and PE I, II, III, IV, V (Grades 8, 9, 10, 11, 12)**

is divided into one semester of health education and one semester of physical education. Health education will consist of a variety of topics focusing on the health triangle which consists of physical health, mental/emotional health, and social health. Topics consist of the following: decision-making skills; goal setting; tobacco, alcohol, and drug education; muscular and skeletal systems, as well as other major body systems; physical activity; and nutrition. Physical education will take a more detailed look at the five components of physical fitness. A major emphasis will be placed on improving and maintaining a student's overall health and learning skills in physical fitness and nutrition that can be used for a lifetime. Team sports may be played at the teacher's discretion and will focus on rules and team building activities.

#### **Athletic PE (Grades 9, 10, 11, 12)**

is strictly for Saint Paul's School athletic team members. It is designed to have athletes complete their in-season and off- season training programs. These programs consist of flexibility, speed training, weight training, resistance training, team building activities, and health and wellness.

**Signature of the athlete's faculty coach is required for enrollment.**

***PREREQUISITE:*** successful completion of Health and PE I

## RELIGION

The religious instruction at Saint Paul's is *Lasallian* Catholic. The doctrines are articulated in a positive, encouraging, and ecumenical manner. Dialogue and respect are key elements of the classroom and chapel environments. Our department is orthodox. Our department is also attempting to meet the students where they are on their faith journey. Faith is encouraged but not forced on the students. Questions are not to be silenced but to be discussed in a respectful manner. We do our best to show the beauty of the Catholic faith while understanding and honoring the diversity of other faith traditions on our campus.

### Course Descriptions

#### Religion 8

includes an introduction to the life and times of St. John Baptist de La Salle and Lasallian education as well as an overview of scripture in both the Old Testament (Hebrew Scriptures) and the New Testament. This course is also meant to inculcate first year students into the culture of Saint Paul's school and help them feel included. Throughout the year students will also strengthen their personal relationship with God.

#### Religion I

gives students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through inspiration, and its value to people throughout the world. If they have not been taught this earlier, 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.

#### Religion II

seeks to develop mastery of sections four and five of the framework's core curriculum, which are ecclesiology and sacraments, respectively, in accordance with USCCB High School Curriculum Framework. In the study of the Church (ecclesiology), it is the goal that the hearts of those entrusted to our care are transformed by the beauty of the Church's wonderful story of salvation. This section, rooted in sharing the truth of the Church, presents the Church as an institution of the past, present, and future that is forever building God's kingdom. The section of the course seeks to develop trust in the truths of the Church through thorough examination of Church teaching and through study of the Church at work in the world throughout time. In the study of the sacramental life of the Church (sacraments), it is the goal of this section of the course that those entrusted to our care see their unique and necessary role in the life of the Church through the sacraments. In the study of the Sacraments of Initiation, this segment forms

an understanding of the necessity for active participation in the life of the Church. When studying Sacraments of Healing, this section seeks to develop a comfortability towards vulnerability with the understanding that we are loved by an ever-forgiving God who seeks relationship with us. When studying the sacraments of service, this section also actively promotes a culture of vocation by providing space to understand the role of a young man in the life of the Church and the opportunity to discern God's call in his life.

### **Religion III**

gives students the realization that our personal and collective morality are based on the truth that we are made in the very image and likeness of a loving God. This truth requires each of us to respond with love and respect first to God and then to ourselves and one another. Once this principle has been established, students will analyze and discuss various moral issues, including abortion, the death penalty, euthanasia, racism, discrimination, and chastity. The class will be taught utilizing the Bible, USCCB endorsed textbooks, film, and articles.

### **Religion IV**

is by nature the final course in the Saint Paul's religion program. The class will be taught seminar-style in a collaborative learning experience. In this course, we seek to explore important religious and spiritual questions in such a way as to assist seniors to begin to answer questions about their beliefs for themselves (i.e. to allow them to take ownership of their beliefs in preparation for their departure from high school into the wider world). In the first semester, we will look at the fundamental question of the existence of God, integrating science and philosophy; we will examine some different worldviews, and ask students to compare their perspectives on life to those worldviews. In the second quarter, we take a couple weeks coinciding with the Lasallian Days of Peace to look at some of the ways violence persists in the world at large. In the third quarter, we explore some of the different ways other cultures and systems of belief answer the question of the existence of God. In the fourth quarter, we turn to a forward-looking approach on vocations and morality that concerns students' life in college and beyond, primarily through the lens of the primary vocation, the universal call to holiness.



## SCIENCE

Saint Paul's School Science Department's mission is to impart all students with a quality science education that includes hands-on laboratory experiments, problem-solving, critical thinking, oral and written communication skills, and collaborative skills. Also, the department utilizes innovative technology incorporated into instruction to prepare students to be scientifically literate. All of the science courses will incorporate the Louisiana Content Standards for Science and provide preparation for the ACT test.

### Course Descriptions

#### Gateway to Technology

introduces pre-freshmen students to a variety of concepts in science, math, engineering and technology as preparation for further development throughout high school. Students use design software and robotics to solve real-world problems as well as develop communication and collaboration skills. Topics in biology, chemistry and physics are covered through problem-based learning about diseases, the human body, atoms, and electricity.

#### Physical Science

is the study of natural science and the science of non-living systems. Included in this course are topics from both physics and chemistry. The physics topics include subjects such as work, force, motion, and energy, while the chemistry topics include subjects such as atomic structure, chemical reactions, matter, and nuclear chemistry.

**PREREQUISITE:** successful completion of Gateway to Technology

#### Physical Science Honors

is designed for students who excel in Gateway to Technology and mathematics. It consists of an introduction to physics and chemistry devoting approximately one semester to each. The course emphasizes mathematical calculations in all concepts taught and requires a high degree of participation and understanding. Science fair projects are required of all students along with other assigned projects and reports. The physics part of the course consists of motion, forces, work and energy, heat and temperature, waves, sound and light, and electricity. The chemistry part of the course consists of matter, atomic structure, periodic table, chemical reactions, acids, bases, salts, and nuclear reactions.

**PREREQUISITE:** (1) concurrent enrollment in [Algebra I Honors](#); (2) the recommendation of Gateway to Technology teacher and (3) written recommendation of Departmental Chair

#### Biology I

presents the facts of biology by providing an overview of living matter. The diversity of Earth's living organisms, major biological principles, and scientific problem solving are the major themes of the course. Some other areas of instruction are science and society, ecology, evolution, and energy relationships in nature.

**PREREQUISITE:** successful completion of Physical Science

### **Biology I Honors**

focuses on natural science concerned with the study of life and living organisms including their structure, function, growth, origin, evolution, distribution, and taxonomy. Biology is a vast subject containing many subdivisions, topics, and disciplines. Among the most important topics are five unifying principles that can be said to be the fundamental axioms of modern biology: cells, evolution, genes and heredity, homeostasis, and energy. Honors students are required to participate in the school science fair.

**PREREQUISITE:** (1) successful completion of Physical Science Honors OR the recommendation of Physical Science teacher and (2) written recommendation of Departmental Chair

### **Biology II (Grades 11, 12)**

is a lecture-laboratory course providing an introduction to human anatomy and physiology. Topics in the first semester include cells, tissues, organs, and the integumentary, skeletal, muscular, and nervous systems. The second semester will cover the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems. Labs will include the use of microscopes to understand the microscopic anatomy of the body and dissections to understand macroscopic anatomy. The dissections are an important component of the course and will be required of anyone who registers for the course. This course can be taken as an elective or in place of Physics (grade 12 only).

**PREREQUISITE:** successful completion of Biology I

### **Biology II Honors (Grades 11, 12)**

is a lecture-laboratory course providing an in-depth introduction to human anatomy and physiology. Topics in the first semester include cells, tissues, organs, and the integumentary, skeletal, muscular, and nervous systems. The second semester will cover the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems. Labs will include the use of microscopes to understand the microscopic anatomy of the body and dissections to understand macroscopic anatomy. The dissections are an important component of the course and will be required of anyone who registers for the course. This course can be taken as an elective or in place of Physics (grade 12 only).

**PREREQUISITE:** (1) successful completion of Biology I Honors OR the recommendation of Biology I teacher and (2) written recommendation of Departmental Chair

### **Advanced Placement Biology (Grades 11, 12)**

is a year-long elective course that provides students with an opportunity to develop a conceptual framework for modern biology, emphasizing applications of biological knowledge and critical thinking to everyday life. This is a college level course, so it is expected that the students come to class prepared and motivated to work in a fast-paced environment in order to exhibit a thorough understanding of science and biology.

**The AP exam for this course is required. There is a cost associated with this exam.**

**PREREQUISITE:** (1) successful completion of Biology I Honors OR the recommendation of Biology I teacher and (2) written recommendation of Departmental Chair

## **Chemistry I**

is the study of matter, the changes in matter, and the laws that describe these changes. Included in this course are such topics as atomic theory, behavior of gasses, mole relationships, acids and bases, scientific measurement, formation of compounds and the pH concept. Laboratory work is included.

**PREREQUISITE:** successful completion of Biology I

## **Chemistry I Honors**

provides a strong background for college chemistry, especially for those students who plan to major in sciences or a related area. The course includes an in-depth study of the following topics: matter, classification and description; math concepts applicable to chemistry, atomic theory and structure; quantum theory; periodic relationships of the elements; chemical formulas and nomenclature; equation balancing; stoichiometry, gasses, thermochemistry; equilibrium; acids and bases; and nuclear chemistry. Lab work applicable to these concepts is stressed.

**PREREQUISITE:** (1) successful completion of Biology I Honors OR the recommendation of Biology I teacher and (2) written recommendation of Departmental Chair

## **Chemistry II / Chemistry II H (Grade 12)**

is designed to expand and enrich some of the topics covered in first year chemistry while introducing new concepts. Topics for Chemistry II include organic, nuclear, thermodynamics, kinetics, reaction rates, equilibrium, solutions, and electrochemistry. This course can be taken as an elective or in place of Physics. Chemistry II Honors follows the same general outline as Chemistry II but the pace is faster and the topics are covered in greater detail.

**PREREQUISITE:** successful completion of Chemistry I

## **Physics**

offers a conceptual foundation and a mathematically based (non-calculus) presentation of physics with emphasis on problem solving techniques and development of critical thinking skills. Fundamentals of mechanics, periodic motion, energy, waves, light, optics, electricity and magnetism are covered.

**PREREQUISITE:** successful completion of Chemistry I

## **Physics Honors**

also offers a conceptual foundation and a mathematically based (non-calculus) presentation of physics with emphasis on problem solving techniques, but with further development of higher level and more rigorous critical thinking skills. Fundamentals of mechanics, periodic motion, universal gravitation, fluid mechanics, energy, waves, light, optics, electricity and magnetism are covered. Honors students are required to participate in the school science fair. Honors students will be held to higher standards in areas such as knowledge of basic scientific nomenclature; skills in mathematics and written composition; problem solving and conceptual understanding; performance and individual presentations; and research.

**PREREQUISITE:** concurrent enrollment in [Calculus](#); either (1) successful completion of Chemistry I Honors OR (2) recommendation of Chemistry I teacher; and written recommendation of Departmental Chair

**Agriscience I** (Grades 9, 10, 11, 12)

provides students with basic knowledge of agriculture and its history and the science applications in agriculture. This course includes units in animal science, soil science, plant science, agricultural mechanics, basic carpentry, food science technology, and agricultural leadership.

**Agriscience II** (Grades 10, 11, 12)

builds on the knowledge and experience of Agriscience I to provide students with the opportunity to have a supervised agricultural experience while also cultivating a deeper understanding of the relationship between agriculture and the community. Course activities include maintaining a garden and chicken coop with an eye toward donating to the local food bank.

**Biomedical Sciences (Project Lead The Way)** (Grades 9, 10, 11, 12)**BioMd I: Principles of Biomedical Sciences** (first in PLTW series)

allows students to investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia and infectious diseases in this full-year course. They determine the factors that led to the death of a fictional person and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Biomedical Sciences Program and lay the scientific foundations for subsequent courses.

**BioMd II: Human Body Systems** (second in PLTW series)

allows students to examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases, and often play the role of biomedical professionals to solve medical mysteries.

**PREREQUISITE:** successful completion of BioMd I

**BioMd III Honors: Medical Interventions** (third in PLTW series)

allows students to investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "how-to" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in

human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**PREREQUISITE:** successful completion of BioMd II

#### **BioMd IV Honors: Biomedical Innovations**

allows students to apply their knowledge and skills to answer questions or solve problems related to biomedical sciences. Students design innovative solutions for the health challenges of the 21<sup>st</sup> century.

**PREREQUISITE:** successful completion of at least two (2) of the previous BioMd courses

#### **Environmental Science** (Grades 10, 11, 12)

will begin with a study of fundamental concepts of ecology (how natural systems work and how they change over time). This will be coupled with a survey of the earth's major biomes. The nature of the relationships of various human cultures with the natural world will be examined. The class will monitor environmental quality of the Northshore. Other topics include human impact on the earth in the areas of population, resource use and management, and pollution. The concept of a responsible stewardship of the earth will place emphasis on the role of the individual in the development of new attitudes and technologies as we make the transition to a more enlightened relationship with the natural world.

#### **Introduction to Athletic Training** (Grades 11, 12)

is a lecture-laboratory course available to students. The course will require field experience work in addition to classroom work. The first semester course will emphasize the basic fundamentals used by an athletic trainer. Major emphasis will be given to prevention and immediate care of athletic injuries dealing with anatomy, injury systems, and specific tests to help make preliminary evaluation of injuries. The second semester course will emphasize secondary evaluation and rehabilitation of athletic injuries by the athletic trainer. Major emphasis will be given to knowledge of numerous modalities and therapeutic techniques used to successfully rehabilitate an injured athlete. This course would be beneficial to any student thinking about pursuing any allied health profession.

**Permission of instructor is required for enrollment.**

**PREREQUISITE:** successful completion of Biology I

## **SOCIAL STUDIES**

The social studies department is committed to fulfilling the core principles and mission of Saint Paul's School, including providing a quality education that prepares for students to be successful both in their academic pursuits and as responsible citizens. A rich core curriculum is offered, including geography, world history, United States history, government and politics, in addition to a diverse selection of electives. Students are challenged to think critically about the world and to formulate and substantiate their own perspectives on a variety of complex issues relating to our community, our nation and the world. Students learn to demonstrate their thinking through research, writing and speaking, and they develop and expand these skills as they progress through the curriculum. Ultimately, the social studies department at Saint Paul's school strives to prepare students for life beyond high school and to actively participate in civic life.

### **Course Descriptions**

#### **World Geography**

examines the impact geography has on history, culture, economics and politics. By analyzing the influence of the Earth's physical features on human behavior, students will come to appreciate how access to resources can lead to conflict and tension. The course is designed to introduce skills required for success in their higher-level social studies courses. To that end, they will spend time conducting research and analyzing source material to enhance their critical thinking and problem-solving skills with the goal of being positioned for academic success and becoming responsible and knowledgeable citizens.

#### **World History**

is an intensive and comprehensive study of major events, cultural movements, and themes in history. The class begins with the study of ancient cultures, continues through the medieval period, and concludes with revolutions and wars of modern history. Students will build on their historical thinking and critical thinking skills by engaging in research, document analysis, and analytical writing.

#### **World History Honors**

adheres to the same description as World History listed above. Studying the same topics as the World History class, honors students will also be required to think more critically, connecting the events of the past and their effects on the modern world. Additionally, extensive writing assignments of an analytical nature are required. Honors students are also required to present a capstone project at the end of the course.

### **Advanced Placement World History**

is a year-long college level history course for the high school student wishing to attempt the AP exam for college credit. Students in AP World History study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. The course prepares students to apply skills in evaluating primary and secondary sources; analyzing the claims, evidence, and reasoning found in sources; putting historical developments in context and making connections between them; and coming up with a claim or thesis and explaining and supporting it in writing.

**The AP exam for this course is required. There is a cost associated with this exam.**

### **United States History**

examines the social, political and economic history of the United States. They will use a variety of learning methods, including lectures, primary and secondary source readings, discussions, and research projects. Students will practice synthesizing and analyzing content to enhance research and writing skills. By examining the founding documents, pivotal events, and cultural movements that have shaped our nation, students will develop a better appreciation for our history and become more informed citizens.

### **United States History Honors**

adheres to the same description as United States History listed above. Additionally, students on the honors level are required to put their historical thinking skills to work by participating in the *National History Day* competition.

### **Advanced Placement United States History**

is a year-long college level history course for the high school upperclassman wishing to attempt the AP exam for college credit. APUSH students study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. The course prepares students to apply skills in evaluating primary and secondary sources; analyzing the claims, evidence, and reasoning they find in sources; putting historical developments in context and making connections between them; and coming up with a claim or thesis and explaining and supporting it in writing.

**The AP exam for this course is required. There is a cost associated with this exam.**

### **Civics**

focuses on preparing students to be thoughtful, responsible citizens by creating a framework of the historical, cultural and philosophical foundations of the United States government. Students will study the United States Constitution and examine its impact on state and local government as well as on the rule of law. They will analyze the importance of the Bill of Rights and amendments from both historical and present day perspectives. Students will read, participate in discussions, and develop their argumentative writing skills.

### **Civics Honors**

adheres to the same description as Civics listed above. Additionally, the course places more emphasis on the evaluation of primary and secondary sources. More extensive reading and writing assignments of an analytical nature are required for students on the honors level.

### **Advanced Placement United States Government and Politics**

is a year-long college level history course for the high school upperclassman wishing to attempt the AP exam for college credit. The curriculum focuses on the study of the key concepts and institutions of the political system and culture of the United States. Students read, analyze, and discuss the United States Constitution and other documents as well as complete a research or applied civics project. The course prepares students to apply skills in connecting political concepts to real-life situations; analyzing data to find patterns and trends and draw conclusions; developing a claim or thesis and supporting it in an essay; explaining the impact and implications of certain United States Supreme Court decisions; and reading and analyzing text and visual sources

**The AP exam for this course is required. There is a cost associated with this exam.**

### **Advanced Placement Human Geography (Grades 9, 10)**

is a year-long introductory college-level human geography course. The class is intensive so the commitment level is high. Students cultivate their understanding of human geography through data and geographic analyses. Topics covered include, but are not limited to the following:

- Patterns and spatial organization
- Human impacts and interactions with their environment
- Population studies
- Spatial processes and societal changes
- Cultures
- Governance

**The AP exam for this course is required. There is a cost associated with this exam.**

### **Advanced Placement Psychology (Grades 10, 11, 12)**

is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

**The AP exam for this course is required. There is a cost associated with this exam.**

### **Advanced Placement Seminar (Grades 10, 11, 12)**

engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

**The AP exam for this course is required. There is a cost associated with this exam.**



## **Debate/Speech** (Grades 9, 10, 11, 12)

The debate component of the class will give the students the opportunity to develop and display their research and analytical skills along with their ability to deliver a persuasive argument.

Debate categories include:

- Lincoln-Douglas (LD) Debate
  - One-on-one format where students debate (PRO vs CON) a resolution. Topics range from individual freedom versus the collective good to economic development versus environmental protection. An LD debate consists of constructive speeches, where students present the evidence in support of their argument; rebuttals, where students respond to the arguments of their opponents; and cross-examination, where the participants directly question each other.
  - Recent LD resolutions include:
    - States ought to ban lethal autonomous weapons.
    - In a democracy, voting ought to be compulsory.
    - In the United States, colleges and universities ought not consider standardized tests in undergraduate admissions decisions.
- Public Forum (PF) Debate
  - Two-on-two format where students debate (PRO vs. CON) a topic concerning a current event. Students present cases, engage in rebuttal and refutation, and also participate in a “crossfire” (similar to a cross examination) with the opportunity to question the opposing team.
  - Recent PF topics include:
    - The National Security Agency should end its surveillance of U.S. citizens and lawful permanent residents.
    - On balance, charter schools are beneficial to the quality of education in the United States.
    - On balance, the benefits of urbanization in West Africa outweigh the harms.

The speech component of the class, will give students the opportunity to practice, improve, and display their performance skills. The speech portion of the class will focus on the following categories:

- Dramatic Interpretation
  - Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length.
- Duo Interpretation
  - Two students team up to deliver a ten-minute performance of a published play or story. Using off-stage focus, students convey emotion and environment through a variety of performance techniques focusing on the relationships and interactions between the characters.

- Humorous Interpretation
  - Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. Humorous Interpretation is designed to test a student's comedic skills through script analysis, delivery, timing, and character development.
- Original Oratory
  - Students deliver a self-written, ten-minute speech on a topic of their choosing. Limited in their ability to quote words directly, students craft an argument using evidence, logic, and emotional appeals. Topics range widely, and can be informative or persuasive in nature. The speech is delivered from memory.

### **Law Studies I** (Grades 10, 11, 12)

introduces students to a variety of topics in the field of law. The first semester course is an introduction to the United States criminal and civil court systems, juvenile law, and landmark decisions of the United States Supreme Court. The second semester course focuses on such personal law topics as contracts, insurances, checking accounts, income tax preparations, marriage and divorce laws, and wills.

### **Philosophy** (Grades 11, 12)

will provide the student with a general survey of philosophical thought, including basic epistemology, anthropology, metaphysics, and ethics. The big questions of life will be examined: Why is there something rather than nothing? Why do I exist? How do I determine right from wrong? How do I know that I know? Students will examine what it means to be human and how to achieve the goal and purpose of human life: happiness. The style of this class will be heavily concentrated on reading and discussion.

## **CORE PACK**

### **CORE Pack Mentorship** (Grades 11, 12)

is a “hands-on” elective course giving students the opportunity to actively participate in Saint Paul’s Lasallian mission. Students seeking admission to this course need to be committed to the giving of themselves through spending quality time and service to aid in CORE students’ success throughout all aspects of campus life.

**Permission of instructor is required for enrollment.**

## **ONLINE COURSES**

Students may enroll in various online courses not offered at Saint Paul’s as substitutes for offered electives. Permission of the counselor and Academic Assistant Principal are required. **Fees usually apply for these online courses.**