

# FRASSATI CATHOLIC HIGH SCHOOL

## Curriculum Guide



2018 – 2019

FRASSATI CATHOLIC HIGH SCHOOL  
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## INTRODUCTION

This Curriculum Guide will assist you in planning your course of study for the coming year. It includes course descriptions as well as other information that you will need. Your teacher recommendations and previous grades and test scores are used to place you appropriately in some courses. As you consider course options, familiarize yourself with the graduation requirements. Use the *Student High School Course Inventory Checklist* on the last page of this *Guide* for your planning so as to ensure that you will fulfill course prerequisites and graduation requirements. You will be able to take eight courses per semester. Be sure to discuss your options with your parents/guardians.

## COURSE SELECTIONS IN THE 2018-2019 SCHOOL YEAR

Frassati Catholic High School course descriptions are listed by academic department. The course descriptions follow an explanation of the mission and philosophy of that particular department. Each course description includes the course number and name, prerequisites, and credit earned. Full year courses earn one credit and one semester courses (half year) earn 0.5 credit. All courses are college preparatory. Those courses which are Advance Placement (AP) or honors level are indicated as such in the title.

Both students and their parents will be involved in the course selection process, and every effort will be made to accommodate each student's particular academic interests.

## COURSE SCHEDULING DATES

### *Returning Students*

|                         |  |
|-------------------------|--|
| February 1, 2018        | Course Scheduling Presentation to Juniors                  |
| February 5 and 8, 2018  | Course Scheduling Presentations to Freshmen and Sophomores |
| February 20, 2018       | Students receive Course Scheduling Forms                   |
| Thursday, March 8, 2018 | Course Scheduling Form due                                 |

### *New Students*

|                      |   |
|----------------------|---|
| Tuesday, May 1, 2018 | Welcome Night – receive Course Scheduling Forms & placements  |
| May 7 - 10, 2018     | Mathematics Placement Challenge Test & World Language Re-test |

## **GRADUATION REQUIREMENTS**

A minimum of 28 credits are required for graduation; students may complete up to 32 credits. A full credit is awarded for successful completion of a full year course and 0.5 credit is awarded for successful completion of a one-semester course. Required courses and the number of credit hours for graduation are as follows:

|             |                           |
|-------------|---------------------------|
| 4 credits   | <b>RELIGION</b>           |
| 2 credits   | <b>ETHICS and CULTURE</b> |
| 4 credits   | <b>ENGLISH</b>            |
| 4 credits   | <b>MATHEMATICS</b>        |
| 4 credits   | <b>SCIENCE</b>            |
| 4 credits   | <b>HISTORY</b>            |
| 2 credits   | <b>WORLD LANGUAGE</b>     |
| 1.5 credits | <b>FINE ARTS</b>          |
| 1.5 credits | <b>PHYSICAL EDUCATION</b> |
| 1 credit    | <b>ELECTIVE(S)</b>        |
| <hr/>       |                           |
| 28 credits  |                           |

## **BLOCK SCHEDULE**

Frassati Catholic High School operates on an A/B block schedule that permits students to take up to eight classes with four classes meeting each day.

## **ACADEMIC COURSE LEVELS**

Many required courses are also offered at honors levels. Students are placed in the level within each subject area according to demonstrated aptitude and performance. While each level of the course has similar goals and objectives, the application of instruction varies by methodology, degree of difficulty, and amount of information presented. Principles and concepts are explored in greater depth and more independent work is required of the student. The honors course is designed to prepare the student for AP courses in which the course content, homework load, and pace are college level. Thus, those students who can excel with a challenging college preparatory curriculum, who are highly motivated, and who have a high level of responsibility, aptitude and achievement are eligible. Grades earned in honors and AP courses are weighted. (For example, on a 4 point scale, an A in an AP course is 5.0 points, in an honors course it is 4.5 points and in a college prep course it is 4.0.)

## **COURSE CHANGE POLICY**

Each student is expected to remain in the courses scheduled. For justifiable and serious reasons a semester course or full year course may be changed during the first two weeks of the course. Full year courses may not be changed mid-year. During the second semester, elective semester courses may be changed during the first two weeks of the course, only if the schedule permits.

Students are not permitted to change courses in order to change teachers or to raise grades. There is a \$60.00 fee for each course change. Changes in course level require an Add/Drop form and must be approved by the teacher, parents/guardians, department chair, and dean of academics.

## **ADVANCED PLACEMENT (AP) COURSE POLICY**

Advanced Placement courses are designed to meet the needs of students who want an advanced college preparatory curriculum and have a high level of responsibility, interest, aptitude and achievement. Course content and concepts are explored in greater depth, and more independent work is expected of the student. At Frassati Catholic High School, registration for Advanced Placement involves several steps. The student must (1) meet the prerequisite requirements, (2) be recommended for the AP course by the department faculty, and (3) read and agree to the Frassati Catholic High School AP Policy (below).

It is important that students make careful decisions about course selection as it will impact the overall academic schedule, teacher assignments and hiring. Once a student is enrolled in an AP course, it may be impossible to drop the class due to scheduling conflicts. Requested withdrawal from a class may be contingent on enrollment and is not guaranteed.

The Frassati Catholic High School AP Policy consists of the following conditions, on which the student must agree before registering for any AP course:

1. AP courses require considerably more homework and studying than an honors course. AP courses are college level courses. Work will be assigned and will be graded accordingly.
2. No student will be registered for an AP course unless he or she meets all prerequisites and has obtained both department faculty recommendation and AP teacher approval.
3. Parents will not be able to request an override of an AP teachers' decision or teacher recommendation regarding AP courses.

4. Once a student is enrolled in an AP course, he or she will need to remain in the course until the completion of the course. Requested withdrawal from a class may be contingent on enrollment and is not guaranteed. In addition, if a student requests to withdraw from an AP course, the students and the student's parents/guardians, must schedule a meeting with the teacher and dean of academics before any decision is made.
5. Dropping an AP course will result in a withdrawal pass (W/P) or withdrawal fail (W/F) on the student's transcript.
6. Students requesting more than two AP classes in the same year must submit a "Request for Exception to AP Course Policy" form and must meet the stringent requirements outlined on the form.
7. Students enrolled in any AP class will take the AP exam in the spring. Exams cost approximately \$94 and should be paid in full by March 1. The school does not cover the cost of exams. Students who need financial assistance when registering for the AP exam should speak with the dean of academics.

### **HONORS COURSE POLICY**

Honors courses are designed to meet the needs of students who want an advanced college preparatory curriculum, have an innate interest in learning, and possess a high level of responsibility, aptitude and achievement. Course content and concepts are explored in greater depth compared to college prep level courses, and more independent work is expected of the student. At Frassati Catholic High School, registration for honors courses involves several steps. The student must (1) meet the prerequisite requirements, (2) be recommended for the honors course by the department faculty, and (3) read and agree to the Honors Policy listed below.

It is important that students make careful decisions about course selection as it will impact the overall academic master schedule. Once a student is enrolled in an honors course, he or she may not drop the class after the usual two week Course Change Policy.

The Frassati Catholic High School Honors Policy consists of the following conditions, on which the student must agree before registering for any honors course:

1. Honors courses require considerably more homework and studying than a college prep course. Work will be assigned and will be graded accordingly.
2. No student will be registered for an honors course unless he or she meets all prerequisites and has obtained both department faculty recommendation and teacher approval. Honors course recommendations are final.
3. Each honors class has a limited number of students. Actual honors course offerings will depend on student interest and qualifications.
4. Once a student is enrolled in an honors course, he or she may not drop the class after the usual two week Course Change Policy.

## RELIGION DEPARTMENT PHILOSOPHY AND MISSION

The Frassati Catholic High School Religion Curriculum comes directly from the High School Religion Curriculum for the Archdiocese of Galveston-Houston, which, in turn, is based on the curricular framework of the United States Conference of Catholic Bishops. The two freshmen courses focus on Sacred Scripture and Christology. Sophomores continue their study of Christology and also study the role of the Church (Ecclesiology). Juniors concentrate on the Sacraments in the first course and then on Morality in the second. Seniors may choose from various electives. Through coursework, participation in the Liturgy, and a program of service, students are encouraged to learn and live the teachings of the Catholic Church.

Because the opportunity to grow in faith is integral to Frassati Catholic High School, the Religion Curriculum guides the entire school curriculum by helping students to see that faith is not hostile to reason. Rather, faith and reason together provide the surest path to truth, to Truth Himself—Jesus Christ. With this in mind, students are encouraged to shape the culture of the school and to transform society at large. In this way, they will be answering the Church’s call for the New Evangelization, by which the Gospel is proclaimed in a way that modern culture can truly hear and receive. The Frassati Catholic High School Religion Curriculum is designed to equip students to answer this call with lives rooted in prayer, humility, and courage in the face of the Cross.

*The mission of Frassati Catholic High School’s Religion Department is to give knowledge of Jesus Christ through the doctrines of the Roman Catholic Church so that students can grow in friendship with Him; to provide opportunities to develop a rich prayer life, especially in the Sacraments of Reconciliation and the Eucharist; and to articulate the faith in truth and charity.*

The Frassati Catholic High School Religion Department offers Pier Giorgio Frassati to students as an example of holiness and happiness. His “spontaneous and profound love for God, his total immersion in the Catholic faith, his unfailing dedication to prayer”<sup>1</sup> make him a fitting patron for the school community. The Frassati Catholic student who imitates this avid mountain climber sees life as a joy-filled climb to eternal life with God. Pope John Paul II called Pier Giorgio *Man of the Beatitudes*. Thus, the Beatitudes are the student’s compass and guide for the journey, encouraging an “untiring commitment to active Christian love”<sup>2</sup> through devotion to family, authentic friendships, and dedicated service to those in need.

### Required Courses:

The Revelation of Jesus Christ in Scripture / Who is Jesus Christ? (Grade 9)

The Mission of Jesus Christ / Jesus Christ’s Mission Continues in the Church (Grade 10)

Sacraments as Privileged Encounters with Christ / Life in Jesus Christ (Grade 11)

Living as a Disciple of Jesus Christ in Society / Responding to the Call of Jesus Christ (Grade 12)

### Elective Courses:

History of the Catholic Church

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<sup>1</sup> Taken from the Preface of Bishop J. Peter Sartain, now Archbishop of Seattle, to *Pier Giorgio Frassati: Letters to His Friends and Family*.

<sup>2</sup> Ibid.

*Frassati Catholic follows the High School Religion Curriculum required by the Archdiocese of Galveston-Houston which is in accord with the United States Catholic Bishops' Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age*

### **1101 The Revelation of Jesus Christ in Scripture**

Grade 9 0.5 credit

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scripture. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In this course, they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. They will learn how to read the Bible and will become familiar with the major sections of the Bible and books included in each section. Attention is given to salvation history and the prophets which foretold the birth of Christ, His Passion and death and His mission of salvation. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

### **1102 Who is Jesus Christ?**

Grade 9 0.5 credit

The purpose of this course is to introduce students to the Mystery of Jesus Christ, the Living Word of God, and the second person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate revelation to us from God. In learning about who he is, the students will also learn who he calls them to be.

### **2101 The Mission of Jesus Christ**

Grade 10 0.5 credit

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that from the first moment of creation, God has planned for us to share in Divine life as children of God the Father, sisters and brothers of the Son, united in the Holy Spirit. This is accomplished through the Redemption Christ has won for us. Students will learn how we share in this redemption through Christ and will also be introduced to what it means to be a disciple of Jesus Christ, responding to his call in our lives.

### **2102 The Mission of Jesus Christ Continues in the Church**

Grade 10 0.5 credit

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

### **3101 Sacraments as Privileged Encounters with Christ**

Grade 11 0.5 credit

The purpose of this course is to help students understand that they encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.



**3102 Life in Jesus Christ**

Grade 11

0.5 credit

The purpose of this course is to help students understand that it is only through Jesus Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.

**4104 Living as a Disciple of Jesus Christ in Society**

Grade 12

0.5 credit

The purpose of this course is to introduce students to the Church's social teaching. In this course, students are to learn how Christ's concern for others, especially the poor and needy, is present in Church's social teaching and mission

**4102 Responding to the Call of Jesus Christ**

Grade 12

0.5 credit

The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. In this course, students should learn how all vocations are similar and how they differ. The course should be structured around married life, single life, priestly life, and consecrated life. Students should learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

**4103/4604 History of the Catholic Church**

Grade 12

0.5 credit

This elective course is designed to supplement the sophomore catechesis on the Church. It will supply students with a general knowledge of the Church's history from Apostolic times to the present, noting for them both the Divine and human elements of the living Body of Christ throughout its 2000 years of history.

## ETHICS AND CULTURE DEPARTMENT PHILOSOPHY AND MISSION

The Ethics and Culture Department is an aspect of Frassati Catholic High School's response to the call for the New Evangelization:<sup>3</sup> that is, the Church's call to find new ways to transmit the faith in the midst of cultures that are steeped in secularism and relativism. Fundamentally flawed ideas about the human person are embodied in modern culture, and this has fostered a kind of spiritual blindness and deafness. So simply shouting the message louder will not help people hear the truth and find the path of true happiness. The New Evangelization calls for us to consider new ways to open up minds and hearts so as to receive the true freedom and happiness for which they were created. The Ethics and Culture curriculum is one of these new ways to contribute to the New Evangelization. In order to understand how, it is necessary first to define the terms *Ethics and Culture*:

*Ethics* is the science that studies human acts in order to determine whether they are good or evil. "The science of ethics starts with this self-evident truth that we should do what we are designed to do: pursue happiness. From this first principle, the science of ethics proceeds to draw conclusions about what specific acts we should and should not do if we are going to achieve the happiness we so naturally desire."<sup>4</sup>

*Culture* is a broad term that refers to the values, beliefs, and ideals of a particular people that manifest themselves in such things as social customs, art, music, and film. "Culture is like an ocean, surrounding us as water a fish; an environment that seems natural, especially if it is the only one we know; a lens, something we see through without realizing that it is not the only way of seeing."<sup>5</sup>

Our ideas about the human person take shape in our culture, and then over time, our culture shapes the way we think about the human person. Uniting the study of ethics and culture into one department gives students the tools to apply right reason to each academic discipline as well as to all aspects of the culture that surround them. Concepts taught in Ethics and Culture courses are integrated and reinforced in other areas of study, enabling students to see that truth is not compartmentalized. This philosophical approach imparts a deep sense of the inter-relatedness and meaningfulness of all reality. Students learn to recognize the messages that are embodied around them in culture so as not to be passive receptors of whatever is placed before their minds and hearts, but rather to be active agents who analyze their culture with discerning eyes.

*The mission of the Ethics and Culture Department is to enable students to:*

- *see the inherent dignity bestowed on each human person;*
- *acquire logical habits of thinking in accord with right reason so as to discern what will bring true fulfillment to our human nature;*
- *understand the complementary relationship between faith and reason;*
- *understand the role of culture in forming and shaping the way we see ourselves, others, the world, and God.*

Freshmen begin this coursework with an in-depth philosophical study of the human person and then are introduced in their sophomore year to the principles of ethics. This study imparts an understanding that judgments about good and evil acts are not arbitrary, that is, not based merely on a personal view; rather, they are based on an objective standard that all reasonable people should be able to acknowledge. Once this

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<sup>3</sup> Reading the signs of the times, Pope Saint John Paul II called for a "New Evangelization," and in 2010, Pope Benedict XVI continued this call by establishing the *Pontifical Council for Promoting the New Evangelization*.

See *Ubicumque et Semper*, the apostolic letter establishing the *Pontifical Council for the New Evangelization*.

<sup>4</sup> From Sr. Terese Auer, O.P.'s textbook *Called to Happiness: Guiding Ethical Principles*, 2009.

<sup>5</sup> From Michael Paul Gallagher's *Clashing of Symbols: An Introduction to Faith and Culture*, 2003.

foundation has been laid, the students are ready in their junior year to delve into the current issues themselves, first in bioethics and then in other areas according to their interest, such as science or technology or the arts. Throughout each course, the students consider aspects of culture, discerning the underlying beliefs about God, man, and the cosmos.

The Ethics and Culture Department is timely for our modern culture and is fitting for a high school with Pier Giorgio Frassati as its patron. While still a student, Pier Giorgio Frassati was passionately involved in the political, ethical, and cultural issues of his time, serving as an exemplar of the intelligent integration of faith and reason in daily life. Pier Giorgio was a master of what Pope Benedict XVI calls “the art of living,”<sup>6</sup> and even in the midst of trials and suffering, achieved the happiness and fulfillment that all desire.

**Required Courses:**

The Human Person (Grade 9)  
Principles of Ethics (Grade 10)  
Bioethics (Grade 11)  
Ethics & Culture Leadership Seminar (Grade 12)

**Elective Courses:**

Social Dance  
Introduction to Dance  
History of Media

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<sup>6</sup> From the “Address to Catechists and Religion Teachers on the Jubilee of Catechists,” given by Joseph Cardinal Ratzinger on 12 December 2000.

### **1201 The Human Person**

Grade 9

0.5 credit

This course studies what it means to say that human beings are persons, *i.e.*, beings endowed with freedom and an inner life capable of knowing and loving. Topics include: the union of body and soul; the powers of the rational soul and its immortality; human passions and temperaments, the complementarity of the sexes, and the theology of the body. From this study, the student will come to appreciate the profound dignity of every human person.

### **2201 Principles of Ethics**

Grade 10

0.5 credit

*Prerequisite: The Human Person*

Based on reasoning derived from experience, this course introduces students to the study of voluntary human acts which lead to true human flourishing. St. Thomas Aquinas is used as a guide to investigate the purpose of human life, the nature of human action, the determination of good and evil acts, and the role of moral law, conscience, and virtue in achieving genuine human fulfillment. Students will also be introduced to more specific ethical principles which apply to health care.

### **3201 Bioethics**

Grade 11

0.5 credit

*Prerequisite: Principles of Ethics*

In seeking to apply ethical principles learned in *Principles of Ethics* to contemporary bioethical issues, this course focuses primarily on issues that concern human life from its earliest to its final stages. Using the dignity of human life and its inviolability as its starting point, this course studies such beginning of life topics as: fertility care, abnormal pregnancies, assisted reproductive technologies, contraception, sterilization, abortion, vaccines from abortions, embryo adoption, scientific experimentation on human persons, stem cell research and genetic manipulation. Understanding the human person to be a unified totality with a supernatural end, this course also addresses such end of life topics as: the mystery of human death and eternal life, redemptive suffering, brain death, organ transplantation, suicide, assisted suicide, euthanasia, proportionate and disproportionate means, artificial nutrition and hydration, and terminal care.

### **4201 Ethics & Culture Leadership Seminar**

Grade 12

0.5 credit

*Prerequisite: Bioethics*

During World War II, why did the Nazis imprison people in Poland who were caught participating in Polish theater? And why did certain Poles risk their lives by forming an underground theater/cultural resistance movement? This class will explore questions such as these, discussing the relationship between philosophy and culture in order to understand what is at stake in the cultural battle for the mind and imagination. Students will analyze aspects of culture—including both the arts and sciences—in order to discern what philosophical beliefs about the human person are embodied therein and understand how culture then plays a pivotal role in shaping the way we see the world and each other. In dialogue with some of the great minds of Western Civilization, students seek to recognize cultures that are in keeping with the dignity of the human person and are poised to make their own contribution to a culture of life. Class readings include Stratford Caldecott's *Beauty for Truth's Sake*, George Weigel's *Letters to a Young Catholic*, Pope St. John Paul II's *The Jeweler's Shop* and *Love and Responsibility*, Gerald Vann's *Modern Culture and Christian Renewal*, and selections from C.S. Lewis, G.K. Chesterton, Aristotle, Albert Einstein, and Flannery O' Connor.

**2202/2602/2001 History of Media**

Grades 10, 11, 12 0.5 credit

*Prerequisite:* Keyboarding

Students will acquire understanding of the origins and development of mass communication in the United States beginning with the dawn of writing and extending through modern day mass media in America to include print, electronic and social media. Students will develop critical thinking skills by examining the impact of mass media and social communication on American society, education, culture, politics, and values.

**0202/0802/0901 Social Dance**

Grades 9-12 0.5 credit

This course provides instruction in the basic techniques, concepts, skills, and step patterns of social dances of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will learn both solo and partner steps as well as techniques for leading and following in line, swing, square, contra, and ballroom dancing. Though the focus of the class will be studio practice, students will also examine the socio-historical significance of social dance. Attendance at performances and rehearsals is mandatory.

**0203/0810/1907 Introduction to Dance**

Grades 9-12 0.5 credit

This course provides beginning instruction in classical ballet, modern and jazz. Proper alignment, anatomy, musicality, expression, aesthetic, dance history, choreography and technical proficiency will be emphasized in all genres as students develop kinesthetic versatility and awareness. Attendance at rehearsals and performances is mandatory.

## ENGLISH DEPARTMENT PHILOSOPHY AND MISSION

*"...A selfless desire for a commitment to calling, a sense that honor is far more valuable than life—these are aspects of the soul that must be awakened by a vision of the high and the noble. And herein lies one of the great values of studying the classics: our poetic heritage gives imperishable form to the heroic aspiration."*

*-Dr. Louise Cowan<sup>7</sup>*

By placing before us examples of the high and noble, the classic works of literature ignite in us the desire to reach such heights of greatness as well. While distinct from philosophy and science, literature as an academic discipline is comparable to both in its breadth and depth of imparting knowledge. Moreover, as the ancient Greek writer Cicero pointed out, "nothing is sweeter and more useful than the study of literature" because of its power to illuminate the beauty of the truth about the human person. For these reasons, the English program approaches literature as a vehicle of truth that imparts wisdom.

Thus, the English curriculum seeks to cultivate the students' ability to understand, appreciate, and respond to the great works of our literary tradition. Students search out the wisdom of the poets and refine their judgment by taking part in seminar discussions focused on the chief works of major authors. Students are encouraged to learn what the best of the writers understand about human nature and the human experience throughout the ages. In doing so, they also follow in the footsteps of Blessed Pier Giorgio Frassati, who so loved Dante's great epic *The Divine Comedy* that he committed large passages to memory and would spontaneously recite them for his friends.

Throughout the English course of study, students develop their ability to read and think critically, and then to express themselves orally and in written form. Special emphasis is placed on mastery of the written word through an intensive writing program that is carefully woven into each course.

The course sequence parallels the Ethics and Culture department courses. The freshmen English course is organized thematically around the question of the human person's search for identity, thus dovetailing with the Ethics and Culture course, *The Human Person*. In the sophomore English course, the literature explores the question of man's search for happiness, complementing the Ethics and Culture course, *Principles of Ethics: The Search for Happiness*. The study of logic, rhetoric, and analytical writing in the junior and senior courses also helps students as they address the more complex issues in Bioethics and in their senior writing project.

*The mission of Frassati Catholic High School's English Department is twofold: 1) for students to achieve excellence in writing, interpretive, and critical language skills and 2) for students to achieve a certain excellence of soul, by learning to integrate the knowledge to be gained from great literature not only into their other courses but into their own lives.*

### **Required Courses:**

English I or English I Honors (Grade 9)

English II or English II Honors (Grade 10)

British Literature or AP English Literature and Composition (Grade 11)

World Literature or AP English Language and Composition (Grade 12)

### **Elective Courses:**

Special Topics in Literature

Yearbook/Desktop Publishing

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<sup>7</sup> from the article entitled "The Necessity of the Classics," published in the *Intercollegiate Review* Fall 2001

**1311 English I**

Grade 9

1 credit

English I encompasses all the major strands of English composition and literature—grammar, usage, mechanics, composition, speech, and the various literary genres—and is thereby designed to give freshman a strong foundation in analytical reading and writing. The literature selections are organized thematically around the question of the human person’s search for identity, thus dovetailing with the freshman Ethics and Culture course, *The Human Person*. Learning how to approach different types of literature such as poetry, short story, novel, non-fiction, and drama, students are encouraged to consider the unique wisdom that imaginative literature imparts. The writing program, which uses as its core the required literary selections, emphasizes effective sentence structures and paragraph development as preliminary to excellence in writing essays. Basic techniques of research are also introduced, and the course culminates with a researched-based essay.

**1321 English I Honors**

Grade 9

1 credit

*Prerequisites:* A in eighth grade English and recommendation of the department based on previous academic record including standardized test scores

This honors level course follows the same general course of study as English I, but it includes a more intensive study of each literary work as well as more extensive essay writing assignments. This course is designed for those freshmen who demonstrate an advanced proficiency in reading and writing.

**2311 English II**

Grade 10

1 credit

*Prerequisite:* English I

This course builds on the foundation laid in English I. Students continue to study all the major strands of English composition and literature: grammar and usage, vocabulary, composition, and major literary genres. Paralleling the ethics course, the literature of this course is organized thematically around man’s quest for happiness and fulfillment as he struggles with the problem of both external and internal evil. The literature selections also consider the relationship of justice, mercy, and grace—proposing that a proper understanding of these things plays a powerful role in our personal happiness. By the conclusion of this course, students will be proficient in writing literary analysis essays.

**2321 English II Honors**

Grade 10

1 credit

*Prerequisites:* A in English I Honors or A in English I and recommendation of the department based on previous academic record including standardized test scores

This honors level class follows the same general course of study as English II, but it includes a more in-depth study of these works. Students will be required to read additional pieces of literature and to analyze these at a more sophisticated level. Writing expectations are higher, both quantitatively and qualitatively. This course is designed to direct students toward AP Literature and Composition in their junior year.

### **3311 British Literature**

Grade 11 1 credit

*Prerequisite:* English II or English II Honors

This course provides a historical survey of English language and literature from the 5<sup>th</sup> Century through the 21<sup>st</sup> Century. Emphasis is placed on literature as a mode of knowledge which embodies both the particular ideals of a historical period as well as universal truths that transcend time. Since students' ability to read analytically will be best evidenced in extensive writing assignments, the study of writing is interwoven throughout the literary study. Writing assignments will include expository, compare and contrast, literary analysis, and persuasive essays. A formal research paper will be the culmination of practice in close reading, note taking, paraphrasing, and outlining.

### **3331 AP English Literature and Composition**

Grade 11 1 credit

*Prerequisites:* A in English II Honors and permission of the department based on a high level of performance in previous English courses and on standardized test scores, and based on evidence of a strong work ethic

This course follows the same general course of study as English III, but it includes a more extensive and intensive study of British literature and writing. The college-level course is designed to engage students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Writing is an integral part of this course, with an emphasis on writing about literature. The goal of these writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. All students take the Advanced Placement exam in May.

### **4311 World Literature**

Grade 12 1 credit

*Prerequisite:* British Literature or AP Literature and Composition

Effective writing and comprehensive reading are the keynotes for this college preparatory English course. This course features a selection of the great literary works of the world, ranging from the Greek tragedians of the 5<sup>th</sup> Century B.C. to the great Russian novelists of the 20<sup>th</sup> Century. Pride of place is given to Dante's unparalleled Italian epic, *The Divine Comedy*. Students are introduced to literary theory and criticism in fiction, poetry, and drama. In addition to writing literary analysis essays, students also learn how to use rhetorical strategies to achieve a specific effect in their writing.

### **4331 AP English Language and Composition**

Grade 12 1 credit

*Prerequisites:* A in AP English Literature and Composition or A in British Literature and permission of the department based on a high level of performance in previous English courses and on standardized test scores, and based on evidence of a strong work ethic

AP Language and Composition is a course devoted to teaching students the craft of writing. To increase their understanding of rhetoric and its significance, students read, analyze, and write about the form, content, rhetorical strategies, and effects of prose written in a variety of time periods, disciplines, contexts, and genres, including essays, letters, speeches, images, short stories, novels, non-fiction books, poems, and dramatic plays. Students are expected to analyze and understand writing strategies in the essays they read and to effectively



employ those same strategies in their own compositions. Over the course of the two semesters, students write analytical, argumentative, reflective, persuasive and narrative essays; they give at least one speech and write at least one five- to seven-page researched argument. By the conclusion of the course, students will be proficient in analyzing how a writer uses rhetorical strategies to achieve a specific effect and capable of using those same techniques in their own writing. All students take the Advanced Placement exam in May.

### **3301 Yearbook/3003 Desktop Publishing**

Grades 11, 12                                      1 credit

*Prerequisites:* B or above in English II or English II Honors

May be repeated for a maximum of 2 credits

Students in this class will be writing copy and designing layouts for the Frassati Catholic High School yearbook. They incorporate writing skills developed in the core curriculum of the English department and learn design techniques assisted by computer technology. Students work independently as well as in teams on the various sections of the yearbook. Yearbook students may be considered for the role of yearbook editors. Students interested in a leadership role may be asked to participate in a summer workshop.

### **3303 Special Topics in Literature**

Grades 11, 12                                      0.5 credit

This course provides the opportunity for a detailed study of a particular author, theme, or genre, including film. Varying in content from semester to semester, course topics include a study of novels by Dostoevsky, short stories by Flannery O'Connor, the Christian epics by Dante, Milton, and Tolkien and Shakespeare's sonnets.

## MATHEMATICS DEPARTMENT PHILOSOPHY AND MISSION

The Frassati Catholic High School Math Curriculum will provide each student with the essential knowledge and thinking skills not only foundational for future math courses but also useful throughout life. The program provides a rigorous framework to gain understanding of concepts more deeply and more completely with every course. It allows opportunity to practice and apply these concepts to confirm understanding and as a springboard for even greater clarity. Integration between math and science courses played a key factor in the development of the curricula of each of these departments.

The reasoning required for mathematics is a higher level of abstraction in which the student must learn to leave behind all the concrete particulars of a situation and focus on quantity. The student must represent a situation symbolically, manipulate the symbols, and then relate the symbols back to the specific situation. This kind of thinking reveals the order inherent in creation as part of God's design. It also opens the student up to consider those questions that are at the very core of being—about worth, purpose, cause, truth, beauty, goodness, and God.

*The mission of the Frassati Catholic High School Math Department is to equip students with those essential skills and knowledge required for further study and also to help students mature into logical, clear thinkers. Not only will they learn to properly use mathematical thinking in everyday situations in their own lives, but also to recognize the inherent order of creation as part of God's design.*

The ability to reason logically and abstractly as developed in studying mathematics certainly crosses over to other coursework. In particular, the Ethics and Culture classes employ the same thinking skills. Moreover, they make explicit some of the philosophical explanations for how the human person thinks, especially about the abstract qualities mentioned above of worth, purpose, cause, truth, beauty, goodness, and God.

### Required Courses:

Algebra I or Algebra I Honors  
Geometry or Geometry Honors  
Algebra II or Algebra II Honors  
*Electives to complete 4 credits*

### Elective Courses:

*to complete 4 credits in mathematics*  
College Algebra I (one semester)  
College Algebra II (one semester) [dual credit course]  
Pre-Calculus or Pre-Calculus Honors  
Introduction to Calculus (one semester)  
Statistics (one semester)  
AP Calculus AB  
AP Calculus BC  
AP Statistics

*Shaded courses are not offered for the 2018-2019 year.*

*See the following page for possible mathematics course sequences.*

**Mathematics Course Sequence** (4 credits required)

| GRADE 9          |   | GRADE 10          |   | GRADE 11            |   | GRADE 12  |
|------------------|---|-------------------|---|---------------------|---|---|
| Algebra I        | → | Geometry          | → | Algebra II          | → | College Algebra I (sem.) / Statistics (sem.) <b>OR</b><br>College Algebra I (sem.) / College Algebra II* (sem.)                         |
| Algebra I Honors | → | Geometry Honors** | → | Algebra II Honors   | → | Pre-Calculus Honors <b>OR</b><br>Pre-Calculus <b>OR</b><br>College Algebra I(sem.)/College Algebra II*(sem.) <b>OR</b><br>AP Statistics |
| Geometry Honors  | → | Algebra II Honors | → | Pre-Calculus Honors | → | Statistics (sem.) / Introduction to Calculus (sem.) <b>OR</b><br>AP Calculus AB/BC <b>OR</b><br>AP Statistics                           |

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\*\*Students may take Algebra II Honors concurrently with Geometry Honors

\*Dual credit course taught on campus and endorsed by Lone Star College

### **1411 Algebra I**

Grade 9

1 credit

The foundation course in a college preparatory mathematics sequence, Algebra I defines variables and provides the basis for working with real numbers to solve problems, from the data collection stage to the definition of a viable solution. Students are guided in the problem solving process, and they learn to use a graphing calculator. Students gain practice in simplifying numerical and variable expressions, solving one-variable equations, working with inequalities and systems, and graphing linear and quadratic equations. The concept of a function is introduced, with an emphasis on applications involving linear and quadratic relationships to prepare students for future work in mathematics. Concepts are integrated with the curriculum of the freshman science course, physics.

### **1421 Algebra I Honors**

Grade 9

1 credit

*Prerequisites:* Recommendation of the department based on math placement evaluation and previous academic record including standardized test scores

Students are selected for this course in place of Algebra I based on their previous coursework and standardized test scores. In addition to the topics covered in Algebra I, this class considers more abstract problems in the same areas. Additional topics covered will be linear programming, piece-wise functions, and polynomial division.

### **2411 Geometry**

Grade 10

1 credit

*Prerequisites:* Algebra I or Algebra I Honors

This course in Euclidean geometry emphasizes and integrates logical reasoning and spatial visualization skills. Students use both inductive and deductive reasoning to solve a variety of geometric problems. Major topics of study include two-column proofs, right triangle trigonometry, constructions, solid geometry, coordinate geometry, and probability.

### **2421 Geometry Honors**

Grades 9, 10

1 credit

*Prerequisites:* A in Algebra I or B or above in Algebra I Honors and recommendation of the department based on previous academic record including standardized test scores and math placement evaluation

The honors section of geometry covers the same topics as Geometry, but pursues these in greater depth. The emphasis in the honors section is on proofs, application, and problem solving, developing a solid conceptual foundation for the higher level courses of Pre-Calculus and AP Calculus. Trigonometric concepts are approached using the integration of geometry and algebra. The graphing calculator is used.

### **3411 Algebra II**

Grades 10, 11

1 credit

*Prerequisite:* Geometry or Geometry Honors

This second year of algebra emphasizes the connection between algebra and geometry by applying algebraic tools to solve geometric problems. New classes of functions are introduced, including polynomial, rational, radical, exponential, and logarithmic, and are included in the students' problem-solving experiences. Students will connect functions to their inverses in both mathematical and real world situations. The students' knowledge of number systems is extended to include complex numbers and rational exponents.

### **3421 Algebra II Honors**

Grades 10, 11 1 credit

*Pre- or corequisites:* A in Geometry or B or above in Geometry Honors and recommendation of the department based on previous academic record including standardized test scores

The honors section of Algebra II covers the same topics as Algebra II, but pursues these in greater depth. The emphasis in the honors section is on problem solving and developing a solid conceptual foundation for higher level mathematics courses.

### **3413 Pre-Calculus**

Grades 11, 12 1 credit

*Prerequisites:* A in Algebra II or B or above in Algebra II Honors

After a firm foundation in algebra and geometry, this course extends the study of functions. Students compare the key characteristics of each major class of functions: polynomial, rational, exponential, logarithmic, and trigonometric. Technology is used to explore the representations of each of these classes of functions numerically, algebraically, and graphically. Additional topics include series and sequences, polar and parametric equations, and conic sections.

### **3422 Pre-Calculus Honors**

Grades 11, 12 1 credit

*Prerequisites:* A in Algebra II or B or above in Algebra II Honors and recommendation of the department based on previous academic record including standardized test scores

The honors section of Pre-Calculus covers the same topics as Pre-Calculus but pursues these in greater depth. The emphasis in the honors section is on problem solving and developing a solid conceptual foundation for the higher level mathematics course of calculus.

### **3412 Statistics**

Grades 11, 12 0.5 credit

*Prerequisites:* Algebra II or Algebra II Honors

Statistics is a collection of methods for planning experiments, obtaining data, and then organizing and analyzing the information to draw conclusions. This one semester course is appropriate for students interested in pursuing majors drawing from a wide variety of disciplines ranging from the social sciences of psychology and sociology to areas such as education, the allied health fields, business, economics, engineering, the humanities, the physical sciences, journalism, communications, and the liberal arts. The course introduces students to statistics topics such as data collection, sample variation, basic probability, confidence intervals, hypothesis testing, analysis of variance, contingency tables, correlation, and regression. The statistical capabilities of the graphing calculator and other computer programs will be used.

### **3431 AP Statistics**

Grades 11, 12 1 credit

*Prerequisites:* A in Algebra II or B or above in Algebra II Honors and permission of the department based on a high level of performance in previous mathematics courses and on standardized test scores, and based on evidence of a strong work ethic

This college level statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will design, administer, and tabulate results from surveys and experiments. Students interpret univariate data and explore bivariate data, probability theory, the normal

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curve, hypothesis testing, confidence intervals, and tests of significance. In addition to the curriculum outlined by the College Board, this course includes a study of the Poisson distribution, Geometric distribution, and various inferential methods. The statistical capabilities of the graphing calculator and other computer programs will be used. Students take the Advanced Placement exam in May.

#### **4411 College Algebra I**

Grade 12 0.5 credit

*Prerequisites:* Algebra II or Algebra II Honors

Following three years of formal mathematical study, this course reinforces the student's background in fundamental algebra and the mathematical manipulations required for a further study of mathematics. Functions will be explored through multiple representations, with emphasis on linear and quadratic relationships. Students will use a variety of methods to solve linear and quadratic equations involving rational expressions, radical expressions, complex numbers, and absolute value.

#### **4414 College Algebra II\***

Grade 12 0.5 credit

*Prerequisites:* Algebra II or Algebra II Honors

Following three years of formal mathematical study, this course integrates the study of algebra and geometry to expand understanding of mathematical concepts and the correlation of concepts in numerical, algebraic, and graphical forms. Polynomial, rational, exponential, and logarithmic functions are studied in greater depth. Students explore a variety of real life applications. Work with graphing calculators supports the concepts presented.

\*This is a dual credit course taught on campus endorsed by Lone Star College

#### **4413 Introduction to Calculus**

Grade 12 0.5 credit

*Prerequisites:* Pre-Calculus or Pre-Calculus Honors

This course introduces students to topics developed in entrance level courses in many college mathematics programs. The concepts of limits, derivatives, and integrals are explored from a conceptual level using polynomial, rational, exponential, and logarithmic functions.

#### **4431 AP Calculus AB**

Grade 12 1 credit

*Prerequisites:* B or above in Pre-Calculus Honors and permission of the department based on a high level of performance in previous mathematics courses and on standardized test scores, and based on evidence of a strong work ethic

A culminating course in the study of mathematics in high school, this course develops the three fundamental concepts of calculus in detail: limits, derivatives, and integrals. It meets all the topical requirements for students to be successful on the AP Calculus Exam. Emphasis is placed on conceptual understanding as well as proficiency in problem solving. Use of the graphing calculator is essential to this course. Students take the Advanced Placement exam in May.

#### **4432 AP Calculus BC**

Grade 12

1 credit

*Prerequisites:* B or above in Pre-Calculus Honors and permission of the department based on a high level of performance in previous mathematics courses and on standardized test scores, and based on evidence of a strong work ethic

The BC section of AP Calculus covers the topics of AP Calculus AB in greater depth. Additional topics covered in the BC section include parametric curves, sequences, and series. Students take the Advanced Placement exam in May.

## SCIENCE DEPARTMENT PHILOSOPHY AND MISSION

The purpose of the Frassati Catholic High School Science Curriculum is twofold. First, it seeks to provide each student with the essential knowledge and thinking skills foundational for future courses. The course sequence that starts with *Physics* will begin this process in a particularly effective way for freshmen. Second, it seeks to impart a philosophy of science which is scientific rather than scientific. A scientific philosophy recognizes that science studies the material world while, at the same time, acknowledges that transcendent reality beyond what is perceived by the senses. It regards reason and faith as complementary. In contrast, a scientific philosophy accepts only what is empirical and quantifiable as having value. It denies any reality beyond what can be measured.

The Frassati Catholic High School Science curriculum gives each student a rigorous foundation in scientific practice and concepts. Students gain knowledge in the same manner as practicing scientists—through reading and listening, through discovering and analyzing, through critiquing and concluding. Courses therefore include a significant laboratory component, through which student scientists collaborate in experiments to gain understanding through the scientific method. Throughout this process of learning, students develop the ability to reason logically from evidence. They will see that the study of science is limited to the created world of matter but that such study respects, acknowledges, and validates a higher order of reality beyond the methods of science. This approach is a scientific approach rather than a scientific one.

*The mission of the Frassati Catholic High School Science Department is to provide each student with the foundational knowledge and thinking skills essential for future academic endeavors and for life in general.*

The Ethics and Culture Department and the Religion Department both reinforce this purpose of the Science Department. For example, freshmen taking the Ethics and Culture course *The Human Person* course put into practice what they learn about how the human person acquires knowledge. They use philosophical terms to help describe physics concepts beyond mathematical expression. As juniors, the students have acquired the maturity to address the issues in *Bioethics*. Since *Biology* is taken in the same year, discussions can easily extend into this course.

### Required Courses:

Physics or Physics Honors (Grade 9)  
Chemistry or Chemistry Honors (Grade 10)  
Biology or Biology Honors (Grade 11)  
*One additional year of Science elective*

### Elective Courses:

*to complete 8 semesters of Science*  
Anatomy and Physiology I (one semester)  
Anatomy and Physiology II (one semester)  
Environmental Science  
AP Physics 1  
AP Biology  
AP Chemistry

*Shaded courses are not offered for the 2018-2019 year.*



### **1511 Physics**

Grade 9

1 credit

Physics introduces the student to the skills necessary in the study of science. This is accomplished through an experiment-oriented program that focuses on the appropriate physical laws and science concepts. Students learn the scientific method by investigating as scientists Newton's laws of motion, forces, projectile motion, momentum, energy, light and sound waves, electricity and magnetism. Students become adept at designing experiments to test hypotheses, developing models to explain physical behavior graphically and algebraically, evaluating results based on expected findings, solving problems, and communicating effectively. Overall, they learn to think and communicate scientifically. It will introduce the student to an authentically scientific rather than scientific approach to science by applying those relevant philosophical concepts from the freshmen Ethics and Culture course *The Human Person*. Math concepts applied in this course will correlate with those studied in Algebra I.

### **1521 Physics Honors**

Grade 9

1 credit

*Corequisite:* Geometry Honors

The general topics covered in this course are identical to Physics. However, the mathematical operations necessary for this course material require that the student has a firm foundation in Algebra I before starting this course. Students will be expected to use higher level analytical and evaluative skills. The course is designed with a depth and pace appropriate for students considering AP science level courses as later science electives.

### **2511 Chemistry**

Grade 10

1 credit

*Prerequisites:* Physics, Algebra I

This course familiarizes the student with the basic concepts of chemistry. The topics include: measurement, classification of matter, chemical nomenclature, the mole concept, atomic structure, the periodic table, chemical bonding, states of matter, the gas laws, solution chemistry, acids and bases, oxidation and reduction reactions and nuclear chemistry. Students learn to write chemical formulas and reactions, with an emphasis on organic molecules in preparation for the study of biology. They determine and describe chemical behavior from laboratory-derived data. The course continues the goals of practicing authentic science over scientism from *Physics* by applying the philosophical understanding of change and cause to the field of chemistry. Those scientific thinking and communication skills introduced in *Physics* are further refined.

### **2521 Chemistry Honors**

Grade 10

1 credit

*Prerequisites:* A in Physics, or B or above in Physics Honors, B or above in Algebra I Honors or Geometry Honors, recommendation of the department.

Students in Chemistry Honors will study the same topics as in *Chemistry*, plus some added material. Overall, it is a more rigorous and mathematical introduction to the subject of chemistry. The depth and pace of this course demand successful completion of Algebra I Honors and a strong mathematical maturity. Students will be required to read on a more advanced level and apply higher analytical and evaluative skills. Laboratory work and application problems at the honors level require more intuitive reasoning on the part of the students.

### **3511 Biology**

Grade 11

1 credit

*Prerequisite:* Chemistry

In Biology, students are introduced to the basic life processes that unify living organisms. The fields of cell biology, classification, plant and animal physiology, genetics, evolution and ecology are included in the course. The relationship of science, philosophy and faith is further developed with a particular focus on moral considerations that augment or complement what the student learns in *Bioethics*. The laboratory component informs class discussion in a way that research mirrors the discussion of a team of biologists. Students will engage in reading and analyzing actual biological publications.

### **3521 Biology Honors**

Grade 11

1 credit

*Prerequisites:* A in Chemistry or B or above in Chemistry Honors and recommendation of the department

In Biology Honors, students study the basic life processes that unify living organisms. Topics include: biochemistry and metabolism, genetics, cell biology, evolution, multicellular life and ecology. Concepts are illustrated through the study of selected human body systems and homeostasis. The relationship of science, philosophy, and faith is further developed with a particular focus on moral considerations that augment or compliment what the student learns in *Bioethics*. The laboratory component informs class discussion in a way that research mirrors the discussion of a team of biologists. Students will gain practice in searching biological literature and engage in reading and analyzing biological publications. Self-motivation and personal responsibility are essential qualities of the honors student at this level.

### **4501 Environmental Science**

Grade 12

1 credit

*Prerequisite:* Biology

Environmental Science provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of environmental systems, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science embraces a wide variety of topics--energy as the basis of ecological systems, biotic and abiotic factors in habitats, ecosystems and biomes, human interactions with interconnected life processes, social and cultural aspects of environmental problems, and the need to develop sustainable systems. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

### **4502 Anatomy & Physiology I**

Grade 12

0.5 credit

*Prerequisite:* Biology

This course studies human anatomy and physiology. It begins with less complex organisms and ends with an exploration of the structure and function of the human body. Comparisons between species are made with an emphasis on evolutionary relationships. The first semester of this course includes a study of the integumentary, muscular, skeletal, nervous and endocrine systems. Each semester can be taken as an individual semester course. Both semesters of this course include various required lab dissections. In addition, a foundational knowledge of biochemistry, cell structure and function and the basics of physiology from *Biology* are presumed.

### **4503 Anatomy & Physiology II**

Grade 12 0.5 credit

*Prerequisite:* Biology

This second semester course includes a study of the pulmonary, cardiac, digestive, urinary and reproductive systems. Each semester can be taken as an individual semester course. Both semesters of this course include various required lab dissections. In addition, a foundational knowledge of biochemistry, cell structure and function and the basics of physiology from biology are presumed.

### **4531 AP Chemistry**

Grade 12 2 credits

*Prerequisites:* A in Biology or B or above in Biology Honors and permission of the department based on a high level of performance in previous science courses and on standardized test scores, and based on evidence of a strong work ethic

*Corequisite:* Designated study hall for labs 2-3 times a week

This course is designed as the equivalent of a college-level freshman general chemistry course. Students attain a depth of understanding of the fundamentals of chemistry and competence in dealing with chemical problems. It is a rigorous course that is qualitatively different from the high school chemistry sequence in topics covered and the mathematical applications and laboratory work that is required. Quantitative differences appear in the number of topics treated and the time required by students outside of class for successful work in the course. The nature and variety of experiments done in the laboratory require a high level of analytical and evaluative skills. This course is based on the AP Chemistry syllabus as outlined by The College Board. All students take the Advanced Placement exam in May.

### **4532 AP Physics 1**

Grade 12 2 credits

*Prerequisite:* A in Biology and Algebra II or B or above in Biology Honors and Algebra II Honors, permission of the department based on a high level of performance in previous science and math courses and on standardized test scores, and based on evidence of a strong work ethic

*Corequisite:* Designated study hall for labs 2-3 times a week

This course is designed to be the equivalent of a first semester algebra based college physics course. The syllabus of this course is appropriate preparation for the College Board Subject Test. It emphasizes the development of in depth conceptual understanding and problem-solving ability by applying knowledge through inquiry labs. Topics include a study of classical Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves, and electric circuits. Students also develop the philosophical foundations of the basic principles of physics that were introduced in their freshmen course. The course includes a laboratory component integral to the course content. Students take the Advanced Placement exam in May.

### **4533 AP Biology**

Grade 12 2 credits

*Prerequisites:* A in Biology or B or above in Biology Honors and permission of the department based on a high level of performance in previous science courses and on standardized test scores, and based on evidence of a strong work ethic

*Corequisite:* Designated study hall for labs 2-3 times a week

The equivalent of a college-level introductory biology course, the content of Advanced Placement Biology is divided among three general areas: molecules and cells, heredity and evolution, organism and populations. Students are assisted in developing a conceptual framework for modern biology and in appreciating science as a process. Students must be able to recognize unifying themes that integrate the major topics of biology. In addition they will be required to apply biological knowledge and critical thinking skills to environmental and social concerns. Advanced Placement Biology is a rigorous course that differs from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered and the time and effort required by the students. The laboratory component follows the design of the Advanced Placement Biology syllabus as outlined by the College Board. All students take the Advanced Placement exam in May.

## HISTORY DEPARTMENT PHILOSOPHY AND MISSION

Livy claimed in his *Early History of Rome* that “in history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find yourself and your country both examples and warnings; fine things to take as models, base things rotten through and through, to avoid.” In the spirit of this tradition, the purpose of the Frassati Catholic High School History Curriculum is to encourage students to learn from the past and so acquire the wisdom necessary to live as responsible citizens and, if necessary, as heroic citizens. Through the integrated study of history, cultures, and geography, students acquire a deep understanding of the world around them—both past and present—so that they may walk intelligently into the future.

*The mission of the Frassati Catholic High School’s History Department is that through an analytical reading of and critical thinking about the past, students will be able to weigh historical evidence and interpretations in order to arrive at sound conclusions about historical figures, epochs, governments, and cultures. The ultimate aim of such historical analysis is for students to gain practical wisdom, and by lives of virtue and valor, they may write a new page of greatness in the history of mankind.*

After a solid historical foundation has been established in the coursework of the freshman and sophomore years, the overall emphasis then shifts to a deeper consideration of current political, economic and cultural issues both national and international. Since ideas and socio-political ideologies that move history often manifest themselves concretely in culture and art, the history courses give special attention to the cultural expression of the arts evolving during the epoch studies. In coordination with the Fine Arts Department and the Ethics and Culture Department, students study the history of art and culture in order to deepen their understanding of the key elements of a given historical period. Moreover, such study not only teaches students to read cultures of the past but also of the present. This prepares them to recognize the underlying ideas and beliefs about the human person that are made manifest in their own culture, and judge their veracity.

Here again, Blessed Pier Giorgio Frassati serves as an exemplar for our students. During the turbulent times of the post-World War I era when the Fascists took control of the Italian government, Pier Giorgio was actively engaged in fulfilling his civic duty. After careful study of the issues, he became involved in a Catholic political organization at the university which sought just laws to protect the dignity of every human person. He was a frequent speaker and leader in peaceful political demonstrations.

### **Required Courses:**

Western Civilization & Geography I (Grade 9)  
Western Civilization & Geography II (Grade 10)  
U.S. History or AP U.S. History (Grade 11)  
U.S. Government or AP U.S. Gov. and Politics – semester (Grade 12)  
Economics – semester (Grade 12)

### **Elective Courses:**

History of Media  
Modern Global Issues  
History of Japan  
History of the Catholic Church

### **1601 Western Civilization & Geography I**

Grade 9

1 credit

This course is designed to immerse students in the serious study of history. As such, it comprises an investigation of the people, ideas, events, and ways of life that have had a substantial impact on the course of human affairs. The first semester will commence with an examination of civilizations in the ancient East and conclude with a look at Alexander the Great and his vast empire. The second semester will pick up the inquiry with the founding of the city of Rome and close with an introduction to the civilization of Europe during the early Renaissance. Students also study the history of art, broadening their understanding of the various civilizations and of the fine arts in general. The cultivation of the student's understanding of history will take place with a view to furthering his grasp of human nature and character. Instruction will foster careful reading, attentive listening, clear and coherent writing, reflective and orderly thinking, and thoughtful, articulate speaking.

### **2601 Western Civilization & Geography II**

Grade 10

1 credit

*Prerequisite:* Western Civilization & Geography I

Beginning with Niccolo Machiavelli's *The Prince*, students will engage a movement in thought across time simply called The Modern. From this first High Renaissance challenge to the Western tradition regarding virtue, prudence, and knowledge, rival ideas concerning freedom and the human will emerge. Tracing the ideas and events that attended this conflict, this course is oriented both chronologically and thematically. Rounding out their survey, students will study the development of culture, as well as of politics and economics, in many nations and physical regions across the world by formally viewing, listening to, and reporting on the literary, visual and musical arts of the 16th through the 20th centuries. Reflective writing, formal research papers and individual presentations will allow students ample opportunity to express themselves and their discoveries across the course of the year.

### **3611 U.S. History**

Grade 11

1 credit

*Prerequisite:* Western Civilization & Geography I and II

This survey course examines the development of the American nation from the colonial period to the present. The course will engage students with conflicts, beliefs, and ideas that have shaped US culture and society over time using and analyzing primary sources in order to create a sense of the lived experience of the past. Ultimately, students will examine whether this republic, created by and for the people, has shown itself to be, as Lincoln boldly claimed, "the last best hope of Earth," exemplar to the world. In addition, students will develop the ability to think critically, articulate themes, and write succinctly. Historians and historiography are studied to acquaint students with differing interpretations of past events.

### **3631 AP U.S. History**

Grade 11

1 credit

*Prerequisite:* A in Western Civilization & Geography II and permission of the department based on a high level of performance in previous History courses and on standardized test scores, and based on evidence of a strong work ethic

Entertaining serious questions about one of the greatest adventures in human history, students in this course will: a) ponder whether the United States has risen above the injustices attending its founding and growth and, through its moral purpose and political activity over the years, atoned for them; b) assess the mixture of

altruism and self-interested ambition that has shaped the nation, considering how each force at times swelled or diminished in the quest for building the perfect human community; c) examine whether this republic, created by and for the people, has shown itself to be, as Lincoln boldly claimed, “the last best hope of Earth,” exemplar to the world. To achieve this, students perform a careful chronological survey of the United States’ past, reading a considerable selection of original sources from within that history, and writing weekly response papers to the ideas espoused therein. They also engage in a careful study of social and cultural expressions emanating from the American people over time, concentrating mainly on visual and musical media to get a sense of a lived experience of the past. Most importantly, daily classroom conversation demands student preparedness of thought and firmness of purpose in asserting his “reading” of the past. Excellent reading and writing skills are required. More independent work is required of the students. All students take the Advanced Placement exam in May.

#### **4601 Economics**

Grade 12 0.5 credit

*Prerequisite:* U.S. History or AP U.S. History

This course is an introduction to the science of economics. Topics of study include the laws of supply and demand, basic market structures, various business organizations, and the common causes and measures of economic growth. Students also study the principles of different kinds of economic systems, including an examination of the fundamental beliefs which support those systems. In addition, they look at the basic principles of investment, followed by a simulated exercise in which they make their own investment decisions. Finally, students consider the pros and cons of using credit and borrowing money.

#### **4611 U.S. Government**

Grade 12 0.5 credit

*Prerequisite:* U.S. History or AP U.S. History

This course is designed to deal with the civic and political culture of the United States. Students will become familiar with the three branches of the federal government as well as with the state and local government. Students will study the fundamental principles and values underlying our Constitution, laws and legal system and apply them to current issues, especially as they relate to ethics and bioethics.

#### **4631 AP U.S. Government and Politics**

Grade 12 0.5 credit

*Prerequisites:* A in U.S. History or AP U.S. History and permission of the department based on a high level of performance in previous history courses and on standardized test scores, and based on evidence of a strong work ethic

This class is chiefly concerned with developing the students’ understanding of the principles on which the government of the United States is founded. As such, students in this course engage in a thorough study of documents generally considered to be of seminal importance for the formation of its political institutions and way of life. The course commences with a substantial interface with the political philosophers whose writings either directly shaped the thinking of our Founding Fathers and the creation of the US Constitution, followed by an examination of the functioning of the US Government in all of its branches, as well as the elements that influence the development of policy. All students take the Advanced Placement exam in May.

**2602/2201/2001 History of Media**

Grades 10, 11, 12 0.5 credit

*Prerequisite:* Keyboarding

Students will acquire understanding of the origins and development of mass communication in the United States beginning with the dawn of writing and extending through modern day mass media in America to include print, electronic and social media. Students will develop critical thinking skills by examining the impact of mass media and social communication on American society, education, culture, politics, and values.

**3602 Modern Global Issues**

Grades 11, 12 0.5 credit

This course examines current world events from geographical, political, economic, social, and cultural perspectives. Class discussion, independent reading, and course readings will examine major global issues and trends. Special emphasis is given to geo-political interaction, human-environment relationships, and socio-economic development. Possible topics to include: global warming, international oil crisis, terrorism, and genocide. The course makes use of prominent journals and periodicals, as well as a textbook.

**3603 History of Japan (1150-1870)**

Grades 11, 12 0.5 credit

This course examines the history of Japan from feudal times through the Edo Period. Students will be exposed to the cultural, political, and economic developments of Japan during this period with special emphasis on the shogun influence and the effect of Christian missionary work in the country through the efforts of St. Francis Xavier. In addition, students will develop the ability to think critically, articulate themes, and write succinctly about an Eastern Civilization allowing for an analytical comparison to their studies of Western Civilization.

**4604/4103 History of the Catholic Church**

Grade 12 0.5 credit

This elective course is designed to supplement the sophomore catechesis on the Church. It will supply students with a general knowledge of the Church's history from Apostolic times to the present, noting for them both the Divine and human elements of the living Body of Christ throughout its 2000 years of history.



## WORLD LANGUAGE DEPARTMENT PHILOSOPHY AND MISSION

The goal of the World Language Department is for each student to develop proficiency in reading, writing, and speaking in a modern (French or Spanish) language. The students have an opportunity to take four years of language at the high school level, even if they have placed out of the initial level course in their chosen language based on their experience in their pre-high school coursework. AP courses are offered to eligible students.

Advanced language courses are intended for students who want to continue in their chosen language beyond the required two years, but may not want to pursue this at the AP level. These advanced level language courses are for students who enjoy the study of the world language, have demonstrated a strong academic performance in their previous language classes, and have a strong work ethic. The difficulty level of the AP exam is such that it is important for students to have an intensive preparation before the year that the AP level course is taken.

The AP courses may be taken by students who are juniors or seniors, after having completed 3 or 4 levels of their language courses. They are intended for highly motivated students, and are comparable in content and difficulty to a language course at the third-year college level.

*Frassati Catholic High School World Language Department's mission is that by learning another language and its cultural context, students will grow both in appreciation of the rich diversity of cultural expression as well as in their understanding of how different cultures manifest the same universal aspects of our common human nature.*

### Courses:

*Students complete 2 credits in the same language*

|                               |                                  |            |
|-------------------------------|----------------------------------|------------|
| Spanish I                     | Spanish for Heritage Speakers I  | French I   |
| Spanish II                    | Spanish for Heritage Speakers II | French II  |
| Spanish III                   |                                  | French III |
| Spanish IV                    |                                  | French IV  |
| AP Spanish Language & Culture |                                  |            |

*Shaded courses are not offered for the 2018-2019 year.*

**1711 French I**

Grades 9, 10, 11

1 credit

This is an introductory course in the basic understanding of the French language and culture. Vocabulary and grammar presented in this course enable students to communicate and discuss everyday topics such as greetings, academic life, daily activities, family relations and pets, places and activities, sports, leisure activities and weather conditions. In addition to basic grammar structures, students focus on the present tense of commonly used regular and irregular verbs. Culture is presented as an integral part of the course. Students are expected to develop the five essential components in language acquisition: speaking, reading, listening, writing and cultural awareness.

**2711 French II**

Grades 9-12

1 credit

*Prerequisites:* French I and, for freshmen, recommendation of the department by placement evaluation and previous academic record including standardized test scores

This course continues the study of the French language and culture. Vocabulary and grammar structures are presented through thematic units covering housing and chores, food and dining, personal routines, health and fitness, travel, computers and electronics, driving and directions, errands, professions, office etiquette, environment and the arts. Students study the *passé composé*, *imparfait*, *passé récent*, *conditionnel*, and the *futur simple* tenses in addition to more advanced grammar structures. French is spoken in the class to develop speaking and listening skills. Grammar and language structures are discussed in English to ease understanding and mastery of these concepts.

**3711 French III**

Grades 10, 11, 12

1 credit

*Prerequisites:* B or above in French II

This advanced course is conducted in French and students are expected to have the necessary speaking, listening and writing skills to be active participants in this course. Students must have previous knowledge of the uses of the *present*, *passé composé*, and *imparfait*. Level III focus is in understanding the differences between the *passé composé* vs. *imparfait*, transitive vs. intransitive verbs, *subjunctive*, *conditionnel*, *plus-que-parfait* and the *future* in addition to more complex grammar structures. Themes in this course include city life, media and technology, relationships, family issues, social issues, inventions and science.

**4711 French IV**

Grades 11, 12

1 credit

*Prerequisites:* B or above in French III

This an advanced course is for students who are interested in an immersion course. Students must have necessary speaking, listening, reading and writing skills to participate in this class. This course emphasizes the study of geography, history of the French speaking world and advanced grammar concepts of the French language. Students are expected to use analytical and synthesis skills to be successful in this course. The emphasis is in developing accuracy in all aspects of communication in the French language.

**1713 Spanish I**

Grades 9, 10, 11

1 credit

This is an introductory course in the basic understanding of the Spanish language and culture. Vocabulary and grammar presented in this course enable students to communicate and discuss everyday topics such as time,

dates, weather, family relations, celebrations, school, extracurricular activities, foods, sports and entertainment. Students focus on the present tense throughout the year and are introduced to the preterit tense the second semester in addition to other basic grammar concepts. Culture is presented as an integral part of the course. Students are expected to develop the five essential components in language acquisition: speaking, reading, listening, writing and cultural awareness.

### **1714 Spanish for Heritage Speakers I**

Grades 9, 10, 11 1 credit

*Prerequisites:* Restricted for native/heritage speakers of Spanish who already have some oral proficiency, but little or no formal training in the language. Recommendation of the department by placement evaluation.

Students will expand their knowledge of the grammatical, mechanics and spelling of the Spanish language. Increase vocabulary and learn to properly express themselves both written and orally in formal settings. The course offers an introduction to Spanish and Latin American literature and explores linguistic differences between Spanish and English.

### **2713 Spanish II**

Grades 9 - 12 1 credit

*Prerequisites:* Spanish I or, for freshmen, recommendation of the department by placement evaluation and previous academic record including standardized test scores

This course continues the study of the Spanish language and culture. Vocabulary and grammar structures are presented through thematic chapters covering personal routines, health and fitness, travel, cuisine, city life vs. country life and traditional festivals throughout the Hispanic world. Students review the present tense and have a more detailed study of the preterit. The imperfect, progressive and perfect tenses are introduced and studied as well as more advanced grammar structures. Spanish is spoken in the class to develop speaking and listening skills. Grammar and language structures are discussed in English to ease understanding and mastery of these concepts.

### **2714 Spanish for Heritage Speakers II**

Grades 10, 11, 12 1 credit

*Prerequisites:* B or above in Spanish for Heritage Speakers I, recommendation of the department by placement evaluation.

The course focuses on the development of Spanish communicative competence in reading, writing, speaking and listening, as well as understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Spanish language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically read and evaluate various Hispanic literary works.

### **3713 Spanish III**

Grades 9 - 12 1 credit

*Prerequisites:* B or above in Spanish II, B or above in Spanish for Heritage Speakers I, recommendation of the department by placement evaluation

This course is for more advanced students. This course is conducted in Spanish and students are expected to have the necessary speaking, listening and writing skills to be active participants in this course. Students must

have previous knowledge of the uses of the present, preterit, imperfect and understand the differences between the imperfect vs. preterit tenses. The main focus of level III studies are the command forms, the subjunctive and the perfect tenses. Thematic units include food preparations and the kitchen, health and medicine, stages of life and rituals associated with them, shopping and errands, manners and customs, travel and excursions, art and literature.

#### **4713 Spanish IV**

Grades 10, 11, 12                      1 credit

*Prerequisites:* B or above in Spanish III; B or above in Spanish for Heritage Speakers II

This is an advanced course for students who are interested in an immersion course. Students must have necessary speaking, listening, reading and writing skills to participate in this class. This course emphasizes the study of geography, history of the Hispanic world and complex grammar concepts of the Spanish language. Students are expected to use analytical and synthesis skills to be successful in this course. The emphasis is in developing accuracy in all aspects of communication in the target language.

#### **4733 AP Spanish Language and Culture**

Grades 11, 12                      1 credit

*Prerequisites:* A in Spanish IV or A in Spanish for Heritage Speakers II and permission of the department based on a high level of performance in previous Spanish courses and on standardized test scores, and based on evidence of a strong work ethic

Proficiency and understanding of all components of language are expected at the outset of this course. The course advances comprehension in formal and informal Spanish, through the reading of current events presented in multimedia resources, such as magazines, newspapers, informative reports and literature. Accuracy in auditory skills are sharpened by listening to audio excerpts from a variety of native speakers. Oratory skills are further developed through presentations, speeches and formal and informal conversation opportunities. Students are required to take the AP Spanish Language and Culture exam in May.

## FINE ARTS DEPARTMENT PHILOSOPHY AND MISSION

The fine arts enhance the human experience and enrich the human person. The Fine Arts Curriculum at Frassati Catholic High School provides opportunities for students to explore the arts and to acquire historical and cultural knowledge while developing creative skills across various fine arts. The study of the fine arts guides students' creativity towards an informed and authentic expression, in service of beauty and truth.

As educators in the arts, and sensitive to the integral union of body and soul, the Frassati Catholic Fine Arts faculty work towards awakening in their students an appreciation for the beauty of truth: "Wherever there is truth, beauty must be born, wherever human beings are fulfilled in a correct and good way, they express themselves in beauty. The relationship between truth and beauty is inseparable and therefore we need beauty."<sup>8</sup>

*The Frassati Catholic High School Fine Arts Department's mission is to radiate the true, good and beautiful in the world, expressing the life of beatitude through artistic media that probes and contributes to modern culture.*

This mission particularly complements and supports those of the Ethics and Culture Department, the History Department, and the Digital Communications and Media Arts Department. The culture of a society is manifested and promulgated in its art. Thus, art is a barometer to discern the values of the culture as well as a means to influence those values. A work of art provides a visual historical record on which history discussions can be based, giving both context and perspective. Today, artistic form may find technological expression as in Graphic Design, which is therefore cross listed as a Digital Communications and Media Arts course.

### **Required Courses:**

Speech  
*one credit of electives*

### **Elective Courses:**

*to complete one credit of electives*  
Instrumental Ensemble  
Music Appreciation  
Beginning Chorus  
Advanced Chorus  
Introduction to Theater  
Musical Theater Performance  
Visual Arts Survey  
Studio Art 1  
Studio Art 2  
Social Dance  
Introduction to Dance  
Graphic Design  
AP Art History  
AP Music Theory

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<sup>8</sup> Pope Benedict XVI, 6 November 2010.

**2802 Speech**

Grade 10

0.5 credit

Speech uniquely fits into the Fine Arts Department as it can draw its eloquence and strength from visual, auditory, and theatrical fine arts. In this performance-based course, students learn effective speaking and listening skills for giving and appreciating various kinds of speeches, including oratory, extemporaneous, improvisational, among others. Students also learn the skills needed to debate for and against a position and for and against a policy, as in policy debate. The course is designed to improve the students' knowledge of communication skills as well as develop their self-confidence in speaking and debating before an audience. By studying actual debates and speeches, students evaluate the influence of media in shaping popular opinion.

**0802 Instrumental Ensemble**

Grades 9-12

0.5 credit

*Prerequisites:* Demonstrated level of proficiency as determined in advance by instructor

May be repeated for a maximum of 2 credits

Students will play musical styles and genres that are tailored to the particular combination of abilities and instrumentation. Ensemble music demands that each individual engage in a close musical dialogue with the other performers. Their collective musical instinct, experience, knowledge and talent guide the process of interpreting, rehearsing, and performing. Attendance at performances and rehearsals is mandatory.

**0811 Beginning Chorus**

Grades 9-12

0.5 credit

May be repeated for a maximum of 1 credit

This course offers instruction on methods and techniques for developing one's voice, including good vocal health habits, applying correct breathing habits to improve one's vocal flexibility and tone quality, using good diction, achieving excellent blend and balance within the ensemble, and utilizing proper phrasing and dynamics. A variety of musical styles from different music periods will be studied and performed. Attendance at performances and rehearsals is mandatory.

**0812 Advanced Chorus**

Grades 9-12

1.0 credit

*Prerequisites:* Beginning Chorus or audition/interview with the instructor

May be repeated for a maximum of 4 credits

This course continues to offer instruction in the methods and techniques of developing one's voice. In addition to refining performance techniques, students will learn music theory, history, and sight reading. A wide variety of music from different genres in two, three, and four parts will be performed. Students will perform at least three times a semester and have the opportunity to participate in various competitions, clinics, and events.

**0813 Music Appreciation**

Grades 9-12

0.5 credit

Students will trace the development of Western classical music from the medieval period to its influence in American popular music (jazz, rock, country, folk). Students will be exposed to compositions by renowned composers and will explore the interplay of society and politics in determining the compositions success. No musical background is assumed or required.

**0814 Introduction to Theater**

Grades 9-12 0.5 credit

Students will study the background, framework and vocabulary for the appreciation of major areas of production (directing, acting, design, etc.) and the various historical, textual and performance elements that inform theatrical practice, focusing especially on those elements that influenced the culture of the time. This course is an introductory level survey course intended, through the study of plays and production techniques as well as play attendance, to provide students with a broad base of knowledge about the theatre in its ability to influence culture and society. This is designed to acquaint students with all aspects of the art of theater; especially the influence theater has in our society. Attendance at performances and rehearsals is mandatory.

**2804 Musical Theater Performance**

Grades 10-12 0.5 credit

*Prerequisite:* Introduction to Theater

This class is designed to introduce students to the performance requirements of musical theater through individual and collective class work on songs and scenes. Through the study of acting, singing and dancing, students will explore the repertoire from the Golden Age and traditional musical theater genres. In addition, students will study industry professionals, theaters and theater companies to develop an understanding of the field today. Attendance at performances and rehearsals is mandatory.

**0808/0202/1905 Social Dance**

Grades 9-12 0.5 credit

This course provides instruction in the basic techniques, concepts, skills, and step patterns of social dances of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will learn both solo and partner steps as well as techniques for leading and following in line, swing, square, contra, and ballroom dancing. Though the focus of the class will be studio practice, students will also examine the socio-historical significance of social dance. Attendance at performances and rehearsals is mandatory.

**0809 Visual Arts Survey**

Grades 9-12 0.5 credit

The purpose of the Visual Arts Survey Course is to introduce students to a variety of artistic methods. Students will explore how the elements and principles of art are affected by varying techniques and materials. Using charcoal, aqua media (water color, gouache, and tempera), oil and acrylic paints, pastels, inks, textiles, clay and glazes, students will create original prints, sculpture, and mixed media. In addition, students will develop standards by which to judge a work of art, critically evaluating how the artist stirs emotions, creates a mood, and demonstrates virtuosity.

**2803 Studio Art I**

Grades 10, 11, 12 1 credit

*Prerequisite:* Visual Arts Survey

This course continues to build upon the elements and principles of art as they apply to 2D and 3D mediums. Students will explore a wide range of materials and techniques including charcoal, acrylic paint, prisma color, hand building, paper mache and calligraphy. The student will participate in critiques and learn to evaluate his/her work. The student will have the opportunity to participate in the Houston Livestock Show and Rodeo Art Contest.

### **3801 Studio Art II**

Grades 11, 12 1 credit

*Prerequisite:* Studio Art 1 or permission from the instructor.

This course focuses on portfolio building and competition. A variety of concepts and mediums will be explored that will challenge the student to think critically about his/her work. Artwork will include experiences in drawing, printmaking, oil on canvas, portrait/figure drawing, and coil and modeling with clay. Students will participate in competitions at the local and national level.

### **0810/0203/1907 Introduction to Dance**

Grades 9-12 0.5 credit

This course provides beginning instruction in classical ballet, modern and jazz. Proper alignment, anatomy, musicality, expression, aesthetic, dance history, choreography and technical proficiency will be emphasized in all genres as students develop kinesthetic versatility and awareness. Attendance at rehearsals and performances is mandatory.

### **2801/3001 Graphic Design**

Grades 10, 11, 12 0.5 credit

*Prerequisite:* Keyboarding

Students study professional graphic design techniques to produce their own creative work. Principles of graphic design will be critiqued, including layout, typefaces, image choice, formatting, and color schemes. Students apply their knowledge of design elements as they develop individual pieces such as logo creation, posters, event programs, and album or book covers. Students use industry-standard technology to create their work, gaining experience with Adobe Photoshop, InDesign, and Illustrator.

### **3832 AP Art History**

Grades 11, 12 1 credit

*Prerequisites:* Permission of the department based on academic performance in English and history courses and evidence of a strong work ethic

This course offers a chronological survey of Western art from the dawn of civilization to the present time, including the most modern trends and ideas in the ever changing world of art. Although there is an effort to involve students with images and ideas that lie outside the Western tradition, the larger context in which these images are discussed is Western. The first semester introduces the topic of art history, and covers art through the northern renaissance. The second semester includes the Italian renaissance through the present. The seven basic course objectives follow the objectives for the AP Art History course defined by the College Board. All students take the Advanced Placement exam in May.

### **3833 AP Music Theory**

Grades 11, 12 1 credit

*Prerequisite:* Permission of the instructor

This course seeks to develop a student's ability to recognize, understand and describe basic materials and processes of music that are heard or presented in a score. In addition to the rudiments of musical literacy (intervals, scales, rhythms, etc...), students will learn elementary music composition, analytical skills, history and style through the study of the classical music canon. This course seeks to integrate melody, harmony, texture, and form through sight singing, dictation, and elementary keyboard skills. All students take the Advanced Placement exam in May.



## PHYSICAL EDUCATION DEPARTMENT PHILOSOPHY AND MISSION

Physical Education forms an important and necessary part of the Frassati Catholic High School Curriculum. Each student is encouraged to perform on the level of his or her own capability within the framework of teams and in the pursuit of a common goal.

*The mission of the Frassati Catholic High School Physical Education Department is to teach the knowledge, skills, and experience of overall health, fitness, and recreation. Moreover, the mission holds up Pier Giorgio Frassati as the model of a true athlete who can lead his companions to the heights of virtue, friendship, sportsmanship, and holiness.*

In the spirit of the school patron, each student learns to be a source of encouragement and enthusiasm on the field of competition. In short, each student should strive to be a source of hope and joy in an athletic environment. Pier Giorgio Frassati was an avid mountain climber, and he found sports and recreation as a vehicle for deepening friendship, virtue, and prayer. He was a gifted athlete who led his friends in scaling both the Italian Alps as well as the inner heights of virtue and valor. He took as a personal motto the phrase *Verso l'alto*: "To the heights!" The Physical Education Department offers this motto to each student.

### Required Courses:

Physical Education 1/Health

### Elective Courses

*students take one credit*

Lifetime Sports and Fitness I

Lifetime Sports and Fitness II

Social Dance

Introduction to Dance

Strength Training and Conditioning

**1907 Physical Education 1/Health**

Grade 9 0.5 credit

Physical Education 1 gives students a basic understanding of the principles of individual and team sports. Health education helps students develop an awareness of and appreciation for the total human person, body and soul. This goal is accomplished through a syllabus that includes the topics of study skills, relationships, nutrition, substance abuse, physiology, and first aid.

**1903 Lifetime Sports and Fitness I**

Grades 10, 11, 12 0.5 credit

The purpose of this course is to equip students with the knowledge and motivation to pursue a life of physical activity. Students will learn that they can live a physically active and healthy lifestyle even if they do not participate in competitive sports. This course will teach a wide range of individual and team sports as well as other types of physical activity.

**1904 Lifetime Sports and Fitness II**

Grades 11, 12 0.5 credit

This course will expand on the activities taught and practiced in Lifetime Sports and Fitness I, introduce new individual and team sports, and introduce other types of physical activity.

**1905/0808/0202 Social Dance**

Grades 9-12 0.5 credit

This course provides instruction in the basic techniques, concepts, skills, and step patterns of social dances of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will learn both solo and partner steps as well as techniques for leading and following in line, swing, square, contra, and ballroom dancing. Though the focus of the class will be studio practice, students will also examine the socio-historical significance of social dance. Attendance at performances and rehearsals is mandatory.

**1906 Strength Training and Conditioning**

Grades 10, 11, 12 0.5 credit

This course is designed to improve the overall physical fitness level of the student-athlete. Students will learn and practice training techniques that will help to improve their strength, agility, and conditioning. The class will cover different types of fitness training such as: weightlifting, plyometrics, aerobics, and agility training. Any student can choose to take this elective, but the class will be especially geared toward students participating in school athletics. Students will learn some "sport specific" training that will help to improve their ability to compete in different sports.

**1907/0810/0203 Introduction to Dance**

Grades 9-12 0.5 credit

This course provides beginning instruction in classical ballet, modern and jazz. Proper alignment, anatomy, musicality, expression, aesthetic, dance history, choreography and technical proficiency will be emphasized in all genres as students develop kinesthetic versatility and awareness. Attendance at rehearsals and performances is mandatory.

## **DIGITAL COMMUNICATIONS AND MEDIA ARTS DEPARTMENT PHILOSOPHY AND MISSION**

*The mission of the Frassati Catholic High School Digital Communications and Media Arts Department is to empower students to use all forms of technology and media for the promotion of what is true, good and beautiful.*

Although simply stated, this mission requires careful examination to unpack its significance. First, students will have a current working knowledge of technology so that it can enhance learning and communication. The courses, therefore, provide students with a disciplined understanding of modern media trends, technologies and skills.

Second, students will develop the ability to assess various ways of communicating and acquiring information so that they can choose the most appropriate for a particular circumstance. Students will become adept in this decision making by asking themselves questions such as: Does it promote what is authentically true, good and beautiful? How will the message be received? What impression will the message leave?

Third, Frassati Catholic High School students will learn how to identify those aspects of our culture which can be transformed effectively through technology and media. They will recognize the impact media can have on society and the individual. Although Pier Giorgio Frassati did not have access to digital technology, he understood the power of effective communication. He made good use of modes available to him—letters, speeches, posters, newspapers--to influence political opinion, student groups, and the lives of his friends. Through the courses offered in the Digital Communications and Media Arts Department, students will be given the opportunity to actively use technology and media to lift our culture up to what is true, good and beautiful. The project focused hands-on training of these courses forms students into knowledgeable, responsible and effective communicators.

The mission of the Digital Communications and Media Arts Department will support those of the other Frassati Catholic High School departments. Its mission is deliberately integrative since communication through effective use of technology is crucial to all educational endeavors. It particularly promotes the mission of the Ethics and Culture Department--fostering an intelligent and discriminating use of technology and media to communicate truth and create a culture of communication that upholds the dignity of the human person.

### **Elective Courses:**

Computer Applications

Graphic Design

History of Media

Desktop Publishing/Yearbook

Web Page Design

Introduction to Programming

AP Computer Science Principles

### **1001 Computer Applications**

Grades 9,10 0.5 credit

*Prerequisite or Corequisite:* Keyboarding

During this introductory course, students learn to effectively use the Internet. They will gain skill and practice at word processing applications, presentation preparations, and spreadsheet based analysis. They will also consider the impact of technology on society and on the individual. Classwork culminates in a project that not only demonstrates the technical skill of the student but also the ability of technology to transform modern culture.

### **3001/2801 Graphic Design**

Grades 10, 11, 12 0.5 credit

*Prerequisite:* Keyboarding

Students study professional graphic design techniques to produce their own creative work. Principles of graphic design will be critiqued, including layout, typefaces, image choice, formatting, and color schemes. Students apply their knowledge of design elements as they develop individual pieces such as logo creation, posters, event programs, and album or book covers. Students use industry-standard technology to create their work, gaining experience with Adobe Photoshop, InDesign, and Illustrator.

### **2001/2201/2602 History of Media**

Grades 10, 11, 12 0.5 credit

*Prerequisite:* Keyboarding

Students will acquire understanding of the origins and development of mass communication in the United States beginning with the dawn of writing and extending through modern day mass media in America to include print, electronic and social media. Students will develop critical thinking skills by examining the impact of mass media and social communication on American society, education, culture, politics, and values.

### **3002 Introduction to Programming**

Grades 11, 12 0.5 credit

*Prerequisite:* Keyboarding

In this introductory course, students will learn basic computer programming concepts. Topics include problem solving, programming language syntax, data types, logic control structures, and debugging. Students will also explore ethical issues related to computer science.

### **3003 Desktop Publishing/3301 Yearbook**

Grades 11, 12 1 credit

*Prerequisites:* Keyboarding; B or above in English II or English II Honors

May be repeated for a maximum of 2 credits

Students in this class will be writing copy and designing layouts for the Frassati Catholic High School yearbook. They incorporate writing skills developed in the core curriculum of the English department and learn design techniques assisted by computer technology. Students work independently as well as in teams on the various sections of the yearbook. Yearbook students may be considered for the role of yearbook editors. Students interested in a leadership role may be asked to participate in a summer workshop.

### **3004 Web Page Design**

Grades 11, 12

0.5 credit

*Prerequisite:* Keyboarding

This is an introductory class in the essentials of web development and design. The class will include terminology, copyright laws, evaluation of existing websites and introduction to HTML programming. Students will develop and build websites using Adobe Dreamweaver web design software and Adobe Photoshop graphics design software.

### **3031 AP Computer Science Principles**

Grade 11, 12

1 credit

*Prerequisites:* Keyboarding, Algebra 1, and Introduction to Programming or permission from the Instructor

This course will teach the principles of computation using a creative and collaborative approach. Topics include computational thinking, algorithms, programming, and the global impact of computing. Students will take the written AP Exam in May and complete performance tasks (a computer program, a written response about a computing innovation, and a related digital artifact).

## STUDENT HIGH SCHOOL COURSE INVENTORY CHECKLIST

Use this table to plan your courses.

| DEPARTMENT<br>(credits required)                 | FRESHMAN COURSES<br>(credits)   | SOPHOMORE COURSES<br>(credits)   | JUNIOR COURSES<br>(credits)   | SENIOR COURSES<br>(credits)   |
|--|---|--|---|---|
| <b>RELIGION (4)</b>                              | The Revelation of Jesus Christ in Scripture (0.5)<br>Who is Jesus Christ? (0.5) | The Mission of Jesus Christ (0.5)<br>Jesus Christ's Mission Continues... (0.5) | Sacraments as Privileged Encounters with Christ (0.5)<br>Life in Jesus Christ (0.5) | Living as a Disciple of Jesus Christ in Society (0.5)<br>Responding to the Call of Jesus Christ (0.5) |
| <b>ETHICS &amp; CULTURE (2)</b>                  | The Human Person (0.5)  | Principles of Ethics (0.5)   | Bioethics (0.5)   | Ethics & Culture Leadership Seminar(0.5)  |
| <b>ENGLISH (4)</b>                               |   |  |   |   |
| <b>MATHEMATICS (4)</b>                           |   |  |   |   |
| <b>SCIENCE (4)</b>                               |   |  |   |   |
| <b>HISTORY (4)</b>                               | Western Civilization & Geography I (1)  | Western Civilization & Geography II (1)  |   |   |
| <b>WORLD LANGUAGE (2)</b>                        |   |  |   |   |
| <b>FINE ARTS (1.5)</b><br>Including Speech (0.5) |   | Speech (0.5)   |   |   |
| <b>PHYSICAL EDUCATION (1.5)</b>                  | Physical Education 1/Health (0.5)   |  |   |   |
| <b>ELECTIVES (1)</b>                             |   |  |   |   |
| Sum of credits each year:                        |   |  |   |   |
| <b>TOTAL CREDITS</b><br>28 required              |   |  |   |   |