

# Xavier High School Course Catalog with Course Descriptions

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## Business & Information Technology

### **B14 - Computer Applications**

Grades 9, 10, 11, 12

½ credit

Students will learn Microsoft (MS) Office Suite components - Word, Excel, Publisher and PowerPoint. Today an understanding of word processing, spreadsheets, and presentation programs is a necessity for both students and workers. Thus, students will learn features of MS Office that will prepare them to work more effectively in their future activities, both in the classroom and in the workforce. Additionally, students will complete tasks in a Google Drive unit of learning. Students will become comfortable using Google Drive applications for classroom, personal and workforce use.

Text: Microsoft Office 2007 Introductory. Pasewark & Pasewark, Course Technology/Cengage, 2008.

### **B17 - Web Tools 2.0**

Grades 9, 10, 11, 12

½ credit

Web Tools 2.0 - Web 2.0? Wiki? Blog? Social Bookmarking? Screencast? Social networks? Some people might think you are speaking a different language with all of these new digital technology terms! Come learn what "Web 2.0" is all about! Designed to introduce you to

emerging 21st century digital technologies, you will learn to navigate and use the Read/Write Web (Web 2.0) to its fullest potential as both a consumer and producer of information. You will explore, analyze, and reflect upon applications for online bookmarking, blogging, podcasting, digital storytelling, wikis, tele/video conferencing, Google tools, screencasts, RSS feeds, and much more. Be prepared to "think outside the box" and to add to your "technology toolbox" that you'll be able to use in all of your other classes!

### **B23 - Introduction to Business**

Grades 9, 10, 11

½ credit

This course is a basic introduction to business designed to create excitement for the students in the area of business and to give a brief overview of all aspects of business. Students will get a taste of accounting, marketing, economics, investing, entrepreneurship, business organization and career planning. Students will learn to compete in the world labor market. Using a computerized simulation by Junior Achievement, JA Titan, students will apply their knowledge in investing and business planning. Students will also learn workplace readiness skills through the JA Career Success program and finish the term with a mock interview with a community business individual.

Text: Principles of Business. South-Western, Cengage Learning 2012 (Online Textbook)

### **B24 - Entrepreneurship**

Grades 10, 11, 12

½ credit

Prerequisite: Introduction to Business

This class is designed to help students develop an understanding of how business is researched, organized, operated and finally liquidated. In collaboration with the Junior Achievement (JA) Company Program, students will be given a job description, as either the President of the company or as a specific role in the Human Resource, Finance, Marketing, Public Relations, or Production Department. Each department will work together to form a complex business plan. The plan will then be carried out, and after the completion of the business, an annual report will be printed and given to stockholders of the business.

Text: Entrepreneurship: Building a Business. The McGraw-Hill Companies, Inc., 2011 (Online Textbook)

### **B25 - Web Page Design 1**

Grades 10, 11, 12

½ credit

Prerequisite: Web Tools 2.0

Web Page Design I: Web Page Design will give students an understanding of web page layout & design elements, web site/page evaluation, basic HTML, and creating websites using

WYSIWYG (What You See Is What You Get) editors like Google Sites, Weebly, and many others. Students will design and create a personal website as well as examine business and/or school websites to provide recommendations for updates.

### **B31 - Accounting 1**

Grades 10, 11, 12

1 credit

Prerequisites: "C" or above average in Math.

Accounting is a course that should be taken by students who will be majoring in business in college. The aim of this course is to develop in the student the ability to keep and interpret business records and to develop an interest in, and a foundation for, the future study of accounting. Accounting enables the student to intelligently handle his/her personal and business financial affairs as a citizen, consumer, manager, owner and/or investor. Students will learn manual and automated accounting systems.

Text: Century 21 Accounting. Seventh Edition. Automated Business Simulations. Ross, Hanson, Gilbertson, Lehman and Swanson, Lehman, Swanson, South-Western Publishing Co. 2003.

### **B32 - Accounting 2**

Grade 11, 12

1/2 credit

Prerequisite: "B" or above in Accounting I.

Accounting II emphasizes corporate accounting and integrates accounting practices and related computer skills to prepare advanced students for future employment.

Text: Century 21 Accounting, Advanced Course. Seventh Edition. Automated Business Simulations. Ross, Hanson, Gilbertson, Lehman, Swanson, South-Western Publishing Co. 2003.

### **B33 - Personal/Business Law**

Grades 11, 12

½ credit

Prerequisite: Intro to Business

In this course, students will get an understanding of the fundamental principles of the laws that affect their personal and business lives.

Text: Law for Business and Personal Use. Sixteenth Edition. Adamson, Thomson/South-Western Publishing Co. 2004.

### **B36 - Personal Finance**

Grades 11, 12

½ credit

This required course is designed to help students develop an understanding of money management techniques, finances, risk and diversity of investments, and educate students to become better consumers and achieve personal lifestyle objectives. Topics may include: budgeting, banking services, investing, credit, consumer rights and responsibilities, identity theft, taxes, insurance and housing. This course is taught in a blended learning environment, a combination of online and face-to-face instruction. Blackboard is used as the instructional tool to deliver the on-line course material.

Resource: NEFE High School Financial Planning Program.

#### **B41 - Marketing**

Grades 10, 11, 12

½ credit

Prerequisite: Intro to Business

This course is designed to make students aware of the marketing efforts that companies use to get consumers and businesses to buy their product. Students will analyze efforts of companies that do marketing, and also do their own marketing of different products. The students will be conducting market research, deciding on product features and benefits, planning distribution, determining price and carrying out many different types of promotion.

Text: Marketing Essentials. The McGraw-Hill Companies, Inc., 2012. (Online Textbook)

#### **B42 - Sports and Entertainment Marketing**

Grades 11, 12

½ credit

Prerequisite: Marketing

This course will provide an understanding of and expand on the key functions of marketing, but applied in the world of sports, hospitality and entertainment. Students will create and promote their own sports team.

Text: Sports and Entertainment Marketing. Second Edition. Kaser and Oelkers, South-Western Publishing Co., 2005.

#### **B43 - Business Management & Leadership**

Grades 11, 12

½ credit

Prerequisite: Intro to Business

Students will learn about the major functions of management and leadership and the skills that lead to managerial success. Students will learn about the benefits of teamwork, the values of ethics and social responsibility, and identify their own leadership style in business relationships.

#### **B50 - College Credit Business**

Grades 11, 12

½ credit

Prerequisite : Entrepreneurship, Accounting I, and/or Teacher approval

As part of the Cooperative Academic Partnership Program (CAPP) this university level course is offered for one term in order to potentially earn 3 college credits in the Business Department at UW-Oshkosh or as an elective. Students will be responsible for CAPP tuition through UW-O.

This course will provide students with an introduction to the management of businesses and prepare students for additional college courses in business. Topics to be covered are economic theory, competitive strategies, business ownership, organizational design, professional development, operations management, cost accounting, financial accounting, human resources, and marketing. In addition to the course material, an important element will be a Business Plan Project. The class format will be structured and typically include lecture, discussion, and group cooperative learning.

Text: Business Essentials. Ebert/Griffin, Pearson Education, publishing as Prentice Hall, 2013.

### **B51 - College Credit Personal Finance**

Grades 11, 12

½ credit

Prerequisite: Teacher approval. As part of the Cooperative Academic Partnership Program (CAPP) this university level course is offered for one term in order to potentially earn 3 college credits in the Business Department at UW-Oshkosh or as an elective. Students will be responsible for CAPP tuition through UW-O.

This course offers a study of the major financial decisions encountered by individuals. Subjects covered are: budgeting, use of credit, automobile and consumer durables, insurance, the housing decision, taxes, retirement planning, estate transfer and investments. Each subject is analyzed with the context of a comprehensive framework of personal financial planning. **This course fulfills the Personal Finance graduation requirement.**

Text: TBD

## **Computer Science**

### **\*S106 - Computer Science and Software Engineering (CSE) PLTW**

Grade 10,11,12

1 credit

Prerequisite: Completion of Algebra 1

Open doors in any career with computer science! In CSE, students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Using Python as a primary tool, students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world. This course aligns with the AP Computer Science Principles course. Students have the potential to earn college credit.

## English

### **E09 - ELL English I**

Grade 9, 10, 11

½ credit

This is a comprehensive literacy course for all incoming international students. The object of this course is to bring students' reading, writing, listening and speaking skills up to a proficient level for full participation in the Xavier curriculum. The class will be differentiated based on incoming reading level, and instruction will focus on the practice and application of reading skills, vocabulary and idioms. Students will also learn editing strategies for common ELL grammar errors, including mechanics, usage, vocabulary, and sentence/paragraph structure. The course will have two major projects: the ELL Portfolio, where students will demonstrate their ability to apply skills practiced in ELL English across the curriculum, and the research paper, where students will demonstrate their ability to use all the steps in the Writing Process, read academic articles, avoid plagiarism and create a cohesive writing product. American, Catholic and Xavier culture will also be explored through class readings and discussion.

Text: The Essentials of English: A Writer's Handbook. Ann Hogue. Pearson Education, Inc. 2003. Resource materials

Exercises to Accompany the Essentials of English

A Writer's Handbook. Lida Baker. Pearson Education, Inc. 2003.

Vocabulary Power: Practicing Essential Words and Vocabulary 2. Pearson Longman. 2008

### **E12 - Honors English 9**

Grade 9

1 credit

This freshman English course focuses on the study of literature, the introduction and reinforcement of grammar concepts, and the development of composition skills. In literature, students are introduced to and encouraged to enjoy short stories, poetry, drama, novel, and non-fiction selections to which they can relate. Challenging reading from mythology is included. The study of the writing process continues with review lessons in parts of speech and parts of the sentence and mini lessons in phrases and clauses.

In composition, students learn how to write a structured 5-paragraph essay through the use of thesis statement and topic sentences and deliver an informative speech. English usage, punctuation, sentence fluency, logical sequencing, and vocabulary are included in the writing curriculum. This course is intended for students with high reading ability.

Text: Holt McDougal Literature: Holt,McDougal, 2012, Warriner's Handbook,Third Course. Holt, Rinehart and Winston, 2008 Mythology. Edith Hamilton. To Kill a Mockingbird. Harper Lee.

### **E15 - English 9**

Grade 9

1 credit

In this freshman course types of literature will be studied, including poetry, short stories, plays, essays, and a novel. The emphasis in writing is on basic sentence and paragraph structure, and using exact and appropriate words. Grammar --parts of speech, phrases and clauses, and sentence structure-- is introduced, practiced and reviewed in conjunction with writing. Students will prepare and deliver an informative speech, and will work toward writing strong paragraphs with topic sentences, and well supported and explained ideas. Units in independent reading, vocabulary, and spelling are included in this course.

Text: Holt McDougal Literature: Holt,McDougal, 2012, Warriner's Handbook,Third Course. Holt, Rinehart and Winston, 2008 To Kill a Mockingbird. Harper Lee.

### **E19 - Composition**

Grades 9, 10, 11

½ credit

The goal of Composition study is to provide students with a writing skill set that they can rely on to complete academic writing on all of their core courses. Through repeated practice of the Writing Process and various lessons in formatting, essay structure, revision, and editing, students will develop the knowledge and skills to meet the writing demands of high school and the confidence to meet those of college.

Types of writing studied include (but not limited to) express and reflect, inform and explain, evaluate and judge, inquire and explore, analyze and interpret, and problem/solution. Essay topics are chosen by the student. Students will learn how to properly organize their writing so that they can clearly and logically communicate their ideas, feelings and research results. They will practice the entire Writing Process multiple times throughout the term. Students will also practice editing strategies for common high school grammar errors (comma splices, run on sentences, fragments, etc.) and learn how to create professional-sounding complex sentences.

### **\* E22 - Honors English 10**

Grade 10

1 credit

Prerequisite: Teacher approval.

This course is designed for students who have the aptitude and interest to continue on the advanced track in English. Beyond the emphases (described in E25) on reading comprehension, summarizing, note taking, writing skills, and a survey of literary genres, this course expects students to read at a faster pace, discuss on a more sophisticated level, and write with a greater depth of analysis. Literature selections inside and outside the text are more challenging. Oral communication is stressed through class discussion, and presentations. Grammar is reviewed. The five-paragraph essay is practiced throughout the year with the addition of a research component so students may practice proper MLA formatting and follow guidelines for in-text and end citations.

Text: Holt McDougal Literature: Holt,McDougal, 2012, Purdue Online Writer's Lab, Julius Caesar, Cry the Beloved Country, Arthurian Legend, Antigone, and an independent novel.

### **E25 - English 10**

Grade 10

1 credit

This course centers on a survey of drama, short stories, poetry, legend and the novel through the use of reading comprehension, summarizing and note taking, and writing skills. Students will write strong paragraphs with topic sentences. The thesis statement and the five-paragraph essay are introduced and practiced throughout the year. Oral communication exercises include a variety of speaking experiences such as choral reading, journal sharing, class discussion and presentations. Grammar and sentence structure are reviewed throughout the year. Reading and analyzing literature is incorporated into the course.

Text: Holt McDougal Literature: Holt,McDougal, 2012, Night, Lord of the Flies, and Antigone, Julius Caesar, Writer's Inc.

### **E26 - Speech**

Grades 9, 10, 11, 12

½ credit

This elective aims to develop the students' skills for effective communication. Students will gain a better understanding of their speaking strengths. In addition they will learn how to minimize their speaking weaknesses. Besides learning to be more effective listeners, students will develop skills needed for one-to-one and group communication. Students will prepare and deliver several kinds of speeches. Oral interpretation and communication in the electronic media (radio/tv) will be included.

Text: Basic Speech Experiences, 10th Edition, Clark Publishing. Writer's Inc.



## **E27 - Structured Reading**

Grades 9, 10, 11

½ credit

This course emphasizes the reading component of literacy: reading, writing, speaking, listening, viewing, and creating. Strategies that increase reading comprehension and speed will be taught: vocabulary, word relationships and analogies, pre-reading technique, skimming, scanning note taking, patterns of text organization, main idea, inference, and drawing conclusions. Speed reading and practice are included to prepare students for timed, standardized reading tests, such as the PLAN, ACT/SAT and MAP testing. Background literacy is developed through the study of selected Greek mythology / classics and informational readings. Reading skills will be practiced on reading selections that match the current level of student ability as determined by a pre-test the first day of class. The course goal is at least a two-year improvement in reading and vocabulary and a 50-100% improvement in reading speed. A reader's journal will be kept of personal reading and there will be a final project on an approved book of the student's choice. Print, electronic, video, and audio resources will be utilized, covering all aspects of literacy.

Text: Be a Better Reader. Nila Banton Smith. Globe Fearon Educ. Pub. 6th & 7th Ed. 1989 & 1998. Resource materials. Vocabulary Workshop. Jerome Shostak. Sadlier-Oxford, 2005. Ready To Read Now- A Skills-Based Reader. Karen Blanchard & Christine Root. Longman (Pearson Educ, Inc. ), 2005. Odyssey. Resource materials.

## **E28 - Creative Writing**

Grades 10, 11, 12

½ credit

This course is designed for students who are interested in writing poetry and short fiction and want to gain personal satisfaction from developing their writing skills. The instruction in the course will be based on the writing process, but with many interesting additions as well. For example, while spending time revising and polishing their work and participating in peer group activities, students will also run "experiments" on their drafts to see how the addition of new literary devices affects the piece. Students are expected to practice writing every day, and writing models and practical advice from established writers stimulates, instructs, and reinforces the this learning process. By the end of the term, most students will have drafted, revised and polished over 20 pages of original poetry and fiction.

## **E29 - Journalism**

Grades 9, 10, 11, 12

1 or ½ credit

Students enrolled in this course will produce the online school newspaper, Xavier News Network (XNN). They will plan issues, write and edit stories, take photographs and layout the newspaper.

Students will write news, feature, sports, editorial, and in-depth stories. They will study ethics and standards, copy editing, headline writing, and interview techniques. The course will be limited or expanded to meet the needs of the students and the requirements for a good school newspaper.

Text: TBA

### **\* E32 - Honors English 11**

Grade 11

1 credit

Prerequisite: Approval of the English Department.

This course is designed for the serious English student who possesses strong writing skills combined with critical reading and thinking skills. The course emphasizes analytical reasoning and the writing skills necessary to formulate various critical essays and research papers. The major writing piece for the first part of the course is an in-depth literary analysis of a student-selected novel; for the second part of the course, students will select a topic of interest and prepare a formal research paper. Along with this focus on writing, students will study the development of American literature from the viewpoint of selected statesmen, poets, playwrights and authors of the 1600's through approximately the mid-twentieth century. The students will also present oral reports, study advanced grammar tools and prepare for the SAT and ACT college admission tests. The acquisitions of these skills will enable the students to qualify for the Honors English program offered during their senior year.

Text: Holt McDougal Literature: Holt,McDougal, 2012, The Adventures of Huckleberry Finn, The Great Gatsby, The Crucible and A Raisin in the Sun.

### **E35 - American Literature & Composition**

Grade 11

1 credit

This course is designed to give the student an understanding and appreciation of literature in the American tradition. The students, while studying American history in their junior year, will gain an awareness of the effect of historical events on the literature of the time. The course traces the development of American literature from the 1600s to the present. With the literature as a base, students learn to write according to a process. While some grammar and usage skills are reviewed, more emphasis is given to composition skills, including the writer's attention to purpose, audience, tone, organization, details, word choice, and sentence structure. In addition to narrative and literary analysis essays, the student will learn the necessary steps and aspects for writing a major research paper. Students will also prepare for college admission essays and deliver oral presentations.

Text: Holt McDougal Literature: Holt,McDougal, 2012, The Crucible, The Great Gatsby, Of Mice and Men, A Raisin in the Sun and an independent novel.

### **\* E40 - College Credit English Comp & Lit**

Grade 12

1½ credits/8 college credits

Prerequisite: minimum 3.0 GPA, A or AB average in English and a qualifying examination administered through St. Norbert College and its College Credit Program. Upon acceptance the student must pay the St. Norbert course fee of \$360.

The first of the two four-credit courses (En 101, Composition ) is a literature-based writing course. Students read and study in depth, five literary tragedies (ancient to modern), various theories of tragedy, and scholarly criticism. After close reading and discussion of these works, students write thesis-driven essays of literary analysis. Through the instructor's methodology and students' cooperation, the plays, theory, and criticism come alive, providing students something worthwhile to write about. Though the lessons can make learning fun, the course remains a regimen of writing instruction. Students write a fully documented research paper about one of the plays. The second four-credit course (En 150, Introduction to Literature) is a class in literary criticism. It delves into the ways we human beings view our lives. Students look at life doubly exposed through classic pieces of literature in various genres and prisms. The genres are poetry, short story, and novel. The prisms used for analysis and interpretation are romanticism, existentialism, and Christian humanism. Students continue to write papers and take exams.

Text: Compact Bedford Introduction to Literature. Fifth Edition. Bedford/St. Martin's, Michael Meyer, 2000. This text contains Oedipus Rex, A Doll's House, The Glass Menagerie, Death of a Salesman, Hamlet, poetry and several classic and contemporary short stories. The Things They Carried.

### **E45 - British Literature & Composition**

Grade 12

1 credit

This college-preparatory English course emphasizes not only the development of critical thinking skills and expository writing skills, but an appreciation and enjoyment of the relevance of classic literature. In this survey of British literature, students will read *Beowulf*, *The Canterbury Tales* and *Hamlet* in Part 1 of the course and selected works of post-1600s British literature in Part 2. Along with the extensive reading, students will continue their commitment to acquiring writing skills by writing essays in both Part 1 and Part 2 of the course. The major essay of Part 1 asks students to write a persuasive essay regarding an educational issue, and for Part 2 of the course, the major essay is an extensive, properly documented literary research paper based on a self-selected novel. In order to help students in completing these writing tasks, students will receive further lessons on various language arts topics such as punctuation, word choice, active reading, and sentence combining.

Text: Holt McDougal Literature: Holt,McDougal, 2012, *Hamlet*.

### **E48 Yearbook**

Grade 9, 10, 11, 12

1/2 or 1 credit

Students will use Josten's YearTech Online program to create and produce the Xavue, Xavier's yearbook. Students will be responsible for developing the theme, taking pictures, completing book and page layout and presenting the high school year in a fun and creative manner.

Students are responsible for designing and completing assigned pages by a designated due date. The graphic design program is an online program allowing for schedule flexibility. Class meets once a week, Mondays from 7:30-8:15 am. In addition, students are expected to work on their page assignments outside of class time, including gathering information, taking pictures and designing their pages.

## **Family and Consumer Science**

### **G32 - Child Development**

Grades 10, 11, 12

½ credit

This course introduces basic health, nutrition and safety management practices for children throughout their development. It covers healthy relationships, pre and post-natal care and effective childcare and parenting. It is designed to increase understanding of the basic concepts of child development and the developmental characteristics (including social, physical, emotional and intellectual growth) of children from birth through adolescence. This course is an ideal selection for anyone planning on working with children or considering having a family one day.

### **P15 - Introduction to Foods**

Grades 9, 10, 11, 12

½ credit

This course is a basic introduction to different types of food and learning how to cook, measure, read a recipe, understand cooking terms, and the names and use of utensils used in food preparation. The students will enrich their eating experiences by sharing and trying new recipes, preparing the food, evaluating the product, looking at the season for foods, and figuring cost. The relationship between food, time, and planning are worked on the labs. There is also a unit on cake decorating.

### **P25 - Advanced Foods**

Grades 10, 11, 12

½ credit

Prerequisite: P15 Introduction to Foods

Take this fun course to cook irresistible recipes from around the world. Learn why different countries cook the foods they do. Menu planning, computer search, and cooking and eating are all part of this class. A unit on canning and freezing foods will also be taught.

## **Fine Arts**

### **F10 - Introduction to Art**

Grades 9, 10, 11, 12

1 credit

This course is designed to present fundamental art principles and theory. Areas to be covered are art history, composition and design, perspective, basic drawing and shading techniques, color mixing and application, ceramics, printing, and sculpture. This course is a requirement for students wishing to take any upper level art classes.

### **F18 - Photoshop & InDesign**

Grades 10, 11, 12

½ credit

Prerequisite: F10 Intro to Art (first semester).

Students will learn the software programs of Photoshop and InDesign to manipulate photos and desktop publishing layout and design. The emphasis is on image editing. This course is recommended for journalism.

### **F19 - Arts and Crafts**

Grades 9, 10, 11, 12

½ credit

This semester course is designed for students without any previous art background. Basic art principles and techniques are taught with a multicultural emphasis. Arts from North and South America, Africa, Europe and Asia are combined with geographical and historical cultural information.

### **F21 - Jewelry**

Grades 10, 11, 12

½ credit

Prerequisite: F10 Intro to Art and either F25 Two-Dimensional Design or F26 Three-Dimensional Design (or consent of instructor plus Intro to Art).

This course will begin with a Native American beading project. The course emphasis is the creation of both fabricated and cast sterling silver jewelry. In at least one project the students will set a semi-precious stone. Several supplemental objects of personal adornment may be created using leather, ceramic and wood as well as a primitive pewter casting assignment. This course will be taught in alternate years (even graduation years).

### **F25 - Two-Dimensional Design**

Grades 10, 11, 12

½ credit

Prerequisite: F10 Intro to Art.

This course will expose students to working with flat surfaces using a variety of media. This course builds on design principles taught in Introduction to Art. If you are interested in drawing, painting, commercial art, or architecture this course is for you.

### **F26 - Three-Dimensional Design**

Grades 10, 11, 12

½ credit

Prerequisite: F10 Intro to Art - Recommended: F25 Two-Dimensional Design.

Students will explore the use of space, volume and works of art that are free standing objects which can be viewed from different angles. Students will fabricate, carve, model and cast art objects. If you are interested in architecture this course is recommended.

### **F29 - Advanced Computer Graphics & Design**

Grades 10, 11, 12

½ credit

Prerequisite: F18 Photoshop & InDesign.

This class builds on F18 - Photoshop and InDesign with students continuing to explore the depth of Photoshop and InDesign software becoming more confident with their tools. The taking and editing of personal photographs will be a large component of this course. Students are expected to create a portfolio that displays a series of images that reflects their unique vision.

### **F35 - Drawing**

Grades 11, 12

½ credit

Prerequisite: F10 Intro to Art and either F25 Two-Dimensional Design or F26 Three-Dimensional Design or consent of instructor.

Drawing is an in-depth study of composition, contour drawing, value studies, memory drawings, landscape, figure drawings and portraits. Students will study drawings of the master artists in Western Art History.

### **F36 - Painting**

Grades 11, 12

½ credit

Prerequisite: F10 Intro to Art and either F25 Two-Dimensional Design or F26 Three-Dimensional Design or consent of instructor.

Painting is an intermediate course that will include the study of watercolor, acrylics and oil painting. Building one's own frame and stretcher and stretching canvas and watercolor paper will be taught. Different master artists and their styles and periods in history will be studied to learn their influence on art today.

**F37 - Ceramics**

Grades 11, 12

½ credit

Prerequisite: F10 Intro to Art and either F25 Two-Dimensional Design or F26 Three-Dimensional Design or consent of instructor.

This is an introduction to ceramic production which includes hand-building wheel-thrown pottery, and ceramic sculpturing. The course is self-paced with 8 required projects.

**F40 - Honors Art**

Grade 12

1 credit

Prerequisite: F10 Intro to Art, F25 Two-Dimensional Design and either F26 Three-Dimensional Design, F35 Drawing, F36 Painting, or by teacher approval.

This course is designed for the advanced student who is confident and capable of working independently on a daily basis during their assigned period. Students will be given the opportunity to work in greater depth in a concentrated area of art of their choice with the teacher's guidance. This class will create a mural for the school. Student works may be submitted for possible advanced placement in college. Students may need to purchase some art supplies.

**F50 - HawkSwing**

Grades 10, 11, 12

½ credit

HawkSwing is a vocal ensemble of 16-24 students from grades 10-12, chosen by audition. HawkSwing members sing and perform repertoire from the musical theatre, vocal jazz, and pop genres. Performances include school concerts, community events, KABOOM, Christmas caroling tour, and Xavier school tour. Rehearsals occur before school two mornings each week, with the possibility of extra rehearsals being added closer to performances. Auditions for this ensemble occur in the spring of each academic year and students are expected to be dedicated to the group for the entire academic year. Students in HawkSwing are also required to be in Concert Choir concurrently. HawkSwing singers are expected to make this ensemble a priority in their schedules.

**F51 - Chorale**

Grades 9, 10, 11, 12

1 credit



The Chorale, open to 9th-12th grade students, is a preparatory group and has a primary focus on the development of important musical skills. The only prerequisite for membership in the Chorale is the ability to "match pitch." The course explores solfege-based sight reading, ear training, music theory concepts, proper vocal technique/tone production, music vocabulary, quality choral literature, and professional performance practices. Students also attend group voice lessons with the director during the school day approximately three times each term.

Chorale performances include:

- Fall Choir Concert (October)
- Christmas Choir Concert (December)
- St. Francis Xavier Fine Arts Night (February)
- District Solo & Ensemble Festival (March) - optional event
- WSMA Large Group Festival (May)
- The Spring Choir Concert (May)
- Performance trips and vocal festivals at the discretion of the director

Membership in the Chorale for at least one academic year is a prerequisite for membership in the Concert Choir and HawkSwing. This course meets four days/week and students are expected to program for the entire academic year.

## **F52 - Concert Choir**

Grades 10, 11, 12

1 credit

Prerequisite: By audition only. Recommended: F51 Chorale.

The Concert Choir is the advanced choral ensemble at Xavier High School and is limited to 60 10th – 12th grade voices. The Concert Choir focuses on SATB repertoire from the Renaissance to the Twentieth Century, with a particular emphasis on choral masterworks and/or music of great European and American composers. Healthy and proper vocal techniques, as well as the mastery of a rich and mature choral tone, are stressed during rehearsals and performances.

This auditioned ensemble maintains an active schedule with performances at festivals, liturgical settings, school concerts, and other venues and often works with guest conductors and clinicians. Mandatory Concert Choir performances include:

- Fall Choir Concert (October)
- Christmas Choir Concert (December)
- St. Francis Xavier Fine Arts Night (February)
- District Solo & Ensemble Festival (March) - optional event
- WSMA Large Group Festival (May)

- Spring Choir Concert (May)
- Performance trips and vocal festivals at the discretion of the director

Concurrent membership in the Concert Choir is a requirement for membership in HawkSwing. This course meets four days/week and students are expected to program for the entire academic year.

### **F54 - Introduction to Music Theory**

Grades 9, 10, 11, 12

½ credit

This course is designed to teach music literacy and to increase students' knowledge of music beyond performance. Students will develop the ability to recognize, understand, describe, and/or notate the basic concepts and processes of music that are heard or presented in a music score. In order to allow students to achieve a well-rounded understanding of musical structure, this course will address the basic elements of music (melody, harmony, rhythm, form, etc.), as well as compositional, analytical, and aural skills. Course concepts will be primarily based in Western music. However, attempts will be made to cross-relate certain musical ideas in order to increase appreciation of all musical traditions. This class is suggested for any student interested in learning more about music and is the prerequisite for F55. This course will be especially useful for students who plan to pursue music in a post-secondary environment.

### **F55 - Advanced Music Theory**

Grades 10, 11, 12

½ credit

Prerequisite: F54 Intro to Music Theory, or approval by instructor.

This course follows the Advanced Placement Music Theory curricular model and will continue the study of the fundamentals of western music theory learned in F54, a prerequisite. The course will further the study of part writing, composition analysis, ear training, chords and scales. This course will use technology to improve composition skills as well as address specific music theory such as jazz theory. This course is a prerequisite for F56 and will be taught in alternate years (odd graduation years).

### **F56 - Compositional Techniques**

Grades 11, 12

½ credit

Prerequisite: F55 Advanced Music Theory.

This course will use the skills developed in the previous two courses to write various types of music. Through the analysis of great compositions and the evaluation of the techniques used by the composer, the student will then be able to craft their own pieces of music in various styles. The class may be limited in size so that the necessary one-on-one attention needed for this type of course can be maintained. This course is will be taught in alternate years (odd graduation years) along with F55.

### **F60 - Concert Band**

Grades 9, 10, 11, 12

1 credit

This class is open to any student with prior instrumental training. This group works on developing each student's musical ability through performance and analysis. Students enrolled in Concert Band will receive small group lessons in approximately six cycles throughout each semester. In each lesson we work on a combination of the following: our music, assigned scales, rhythms, and etudes. As part of the grade for class, students are required to attend the following events (all of which are posted on the band calendar which is accessible via the band Haiku page):

- Homecoming, Christmas and Memorial Day Parades
- Homecoming Half-time and Band Night Shows
- All public concert performances
- Participation in the District Solo and Ensemble Festival
- Home football games (typically around 3)
- Girls' and boys' varsity home basketball games (freshmen should attend 5 and we are flexible with winter sport conflicts)

### **F61 - Wind Ensemble**

Grades 10, 11, 12

1 credit

Prerequisite: Audition and approval by band director.

An audition with the director is required for participation in this class. The audition should consist of a prepared selection equal to the ability of the performer, as well as a demonstrated knowledge of basic scales played to the practical range of the instrument. The group's primary focus is the performance of advanced pieces of wind band literature. The group works on developing the students' musical ability through performance and the analysis of the music under study in addition to one or two small projects in music composition/arranging which are related to the characteristics of the music studied in class. Students enrolled in Wind Ensemble will receive small group lessons in approximately six cycles throughout each semester. Each lesson we work on a combination of the following: our music, assigned scales, rhythms, and etudes. As part of the grade for class, students are required to attend the following events (all of which are posted on the band calendar which is accessible via the band Haiku page):

- Homecoming, Christmas and Memorial Day Parades
- Homecoming Halftime Show and Band Night Shows
- All public concert performances and a minimum of 10 pep band performances

- Participation in the District Solo and Ensemble Festival
- Home football games (typically around 3)
- Girls' and boys' varsity home basketball games (students should attend 10 and we are flexible with winter sport conflicts)

### **F63 - Jazz Ensemble I**

Grades 10, 11, 12

½ credit

Prerequisite: Audition only.

Jazz Ensemble I meets on Tuesday and Thursday mornings from 7:00am to 7:48am.

Participants are excused from homeroom on those days. The class will focus on the study and performance of the new and classic music for jazz ensemble as well as the theory and practice of improvisation on their instrument. Performances include but are not limited to various festivals, Big Band Christmas Dance, the spring guest artist concert and Solo and Ensemble.

Jazz Ensemble I has regular requests for performance at local churches and community events and every effort is made to give members advance notification that we might be able to represent Xavier at these public events.

### **F64 - Jazz Ensemble II**

Grades 9, 10, 11, 12

No Credit

Jazz II is a jazz ensemble offered to any band student who would like to learn more about jazz and/or start to learn a jazz instrument. Students do not need any prior experience playing jazz.

Jazz II meets for an hour once a week starting at 6pm on Tuesdays (and sometimes at 5:30 depending upon pep band commitments) after the musical ends. The calendar of rehearsals and events for Jazz II is provided online on the teacher's wiki which can be accessed through the teacher webpages. No credit is awarded for this co-curricular ensemble. Jazz II may perform at the UW Stevens Point Jazz Festival, Kaboom and in the Jazz Solo/Ensemble Festival. Any student interested in joining may do so by speaking with the band director.

### **F71 - Acting I**

Grades 9, 10, 11, 12

½ credit

This course is for students interested in stage performance in musicals, non-musicals, and Children's Theatre. The course covers performance techniques, body language, character development, ensemble work, improvisational skills and vocal inflection, for actors and speakers. Work on public speaking skills in a creative way. Study the history of theatre/acting, styles of theatre, and working vocabulary for the state. Students work in small group scenes, pairs and monologues and those with some acting experience will be challenged to expand their

repertoire. Preparation for auditions will be part of the curriculum. Students will be expected to participate in an end of term presentation of a monologue, duet or small group scene. No prior experience necessary - this is a place to learn and grow.

### **F72 Advanced Theatre Production**

Grades 10, 11, 12

½ credit

Theatre students (both acting and technical crew) who take Children's Theatre Production more than once will register for Advanced Theatre Production after their first term. The expectation is that as students become more knowledgeable and skilled through experience, they will take on more responsibility with each new production. Over time students can work their way into design positions, stage management, choreographer or student director.

Students have the potential to work on 4-8 different Children's Theatre productions over the course of their high school career providing them with new theatre problems to solve, characters to develop and skills to learn each time.

### **F73 - Children's Theatre Production**

Grades 9, 10, 11, 12

½ credit

Prerequisite: F71 Acting I or F74 Technical Theatre Production or teacher approval.

Become a part of an exciting tradition and apply what you know! Students in this class will produce a show for a young audience (PreK - 5th grades) with performances held at the end of term one or two during the block class. Technicians (lights, sounds, crew) and actors may participate. Each show is followed by a "talk back" in which our students become the teachers and talk to the audience about the show. All students will work on production tasks including set building, lighting, sound, costume construction, and publicity. Ninety percent of rehearsals are during class hours. Some production hours and rehearsals/performances outside of class are required. It is possible for students to participate in the mainstage musical and/or spring play while taking this class as performances are not at the same time. All experience and ability levels accepted. May be taken multiple times for a student to build a repertoire of characters and theatre experience. (see Advanced Theatre Production).

### **F74 - Technical Theatre Production**

Grades 9, 10, 11, 12

½ credit

Students who like hands-on learning will enjoy this class! We cover information on light, sound, make-up, costumes and scenery construction. Learn about and work with a variety of tools and paint implements. The focus of the class will be creative problem solving, critical thinking and teamwork with theatre as the main medium. The final project will be in the area of scenic design. The class works on the fall musical, Christmas Stars, and at least one other production. Students who excel and demonstrate good judgement, respect and responsibility may be asked to work on a particular show crew or as part of a team handling events and rentals in the

theatre. After school hours are required for this class. Schedules will be provided at the start of the term.

### **F75B - Improv/Acting Troupe**

Grades 10, 11, 12

1/2 Credit

Prerequisite: F71 Acting I and/or audition.

Students will learn basic, intermediate, and advanced improvisational skills through use of respected improvisation education techniques such as Viola Spolin's Theatre Games, sketch writing practice, and continued practice of presentation and acting skills using voice and body language. Skills learned will be put into practice by delivering "social action" content to elementary and middle school students. This troupe will also be "on call" for events in which a group of actions is requested and will seek other creative ways to be of service using the art of theatre.

### **F81 - Media Basics**

Grades 9, 10, 11, 12

½ credit

Students will study mass communications with an emphasis on concepts and ethics of producing electronic media in the forms of video and audio projects. Skills will be developed in the areas of pre-production planning using storyboards and scripts; production techniques such as interviewing, on-air presence, camera angles etc.; and post-production techniques using both online and computer-based editing software. Software used includes i-Movie, FinalCut, Garage Band, and SoundTrack Pro.

### **F82 - Media Production**

Grades 10, 11, 12

½ credit

Prerequisite: F81 Media Basics and/or teacher approval

Students will build upon skills learned in Media Basics to produce a variety of videos for their own portfolio, community groups, and schools. Participants will work with i-Movie, Premiere and FinalCut digital editing software for mixing and editing.

### **F93 - Orchestra**

Grades 9, 10, 11, 12

1 credit

The group's main focus will be to build ensemble techniques through performance. The repertoire used in the course is drawn from Baroque through 20th Century music. Students meet for approximately six private lessons per term to work on basic technique through scales, etudes and concert music. Students have the opportunity to perform solos and small ensembles at WSMA Festivals as well as a required class performance at this event. As part of the student's grade for orchestra, students are required to participate in the following events:

- Marquette University String Festival (November)

- Christmas Concert (November)
- St. Francis Xavier Fine Arts Night (February)
- Winter concert (February)
- WSMA District Solo & Ensemble Festival (March)
- WSMA State Solo & Ensemble Festival (April)
- Spring Concert (May)
- Performance trips and festivals at the discretion of the director

## Health/Physical Education

### **G16 - Physical Education**

Grades 9, 10, 11, 12

½ credit

Physical Education provides students with the knowledge-base and skill-set to live longer, happier, and more productive lives. One and a half credits are required for graduation (3 terms). During each term, specific but diverse units will be covered. Students are therefore encouraged to choose their PE courses for a mixture of terms; resulting in more variety in units.

Considering the conditioning, weight-lifting and time spent in athletic practices, a student may earn a half-credit of Physical Education by participating in at least six seasons of WIAA-sanctioned sports, Dance & Drill Team, Cheerleading, or Powerlifting and the athlete must participate in at least two seasons in each of at least three different years (it can be any combination of sports). At least three of the six seasons must be in WIAA-sanctioned sports. The student must be a full participant and finish the season in each sport and submit a form, signed by the athletic director verifying this information upon completion of this participation, to the Guidance Department. A student may only earn one half credit for Physical Education by this alternative method. The grade given will be a "P" for Pass on the transcript.

### **G22 - Health Education**

Grade 9

½ credit

Health Education provides our students with a knowledge-base and skill-set to live longer, happier, and more productive lives. With a focus on mental health, social health, spiritual health, nutrition, substance abuse and preventive disease, our students are truly prepared to positively manage their lives.

Text: Health. Prentice Hall. 2007.

## Mathematics

Important Notes:

1. Three credits of Math are required. University of Minnesota requires four credits of math for admission.
2. Trigonometry and Pre-Calculus are prerequisites for College Credit/AP Calculus. Students taking this course may opt for college credit through St. Norbert's College or by taking the AP Calculus Test in early May. The course is designed to meet both the St. Norbert's curriculum and the AP Calculus AB curriculum.

### **M10 - Honors Algebra 1**

Grade 9



1 credit

Prerequisite: Recommendation of previous instructor along with results of MAP test or "B" or lower in Algebra taken prior to 9th grade.

This course contains the standard topics of Algebra 1 such as the structure of real numbers; solving, graphing and analyzing linear equalities and inequalities; and solving, graphing and exploring polynomial equations. The course also integrates introductory geometry and statistics/probability. These topics will be covered in greater depth with more challenging problems and a greater emphasis on problem solving than M15-Algebra.

Text: Algebra 1. First Edition. McDougal Littell, 2007.

### **M15 - Algebra 1**

Grades 9, 10

1 credit

Prerequisite: Recommendation of previous instructor along with results of MAP Test.

This course contains the standard topics of Algebra 1 such as the structure of real numbers; solving, graphing and analyzing linear equalities and inequalities; and solving, graphing and exploring polynomial equations. The course also integrates introductory geometry and statistics/probability.

Text: Algebra 1. First Edition. McDougal Littell, 2007.

### **M19 - Algebra 1/2**

Grade 9

1/2 credit

Prerequisite: Recommendation of previous instructor along with results of MAP Test.

This course serves as a transition from middle school math to Algebra 1 (M15). Emphasis will be on pre-algebra concepts to build a foundation for success in Algebra 1. This course will be taught as a block class during 1st term, so that students who successfully complete this course are able to move in to Algebra 1, 2nd term. Students need to sign up for M15A and M15B to complete Algebra 1.

Text: Multiple Resources including Odyssey.

### **M20 - Honors Geometry**

Grades 9, 10

1 credit

Prerequisite: "AB" or better in M15 Algebra I or "B" or better in M10 Honors Algebra 1, results of MAP test and recommendation of previous instructor.

This course covers the essential topics in geometry, concepts such as congruence; similarity; perpendicular and parallel lines; quadrilaterals; right triangle trigonometry; circle relationships; polygons; surface area and volume of three-dimensional solids; as well as coordinate and transformational geometry. Fundamentals of deductive and inductive logic are presented using

mathematical proofs, geometric proofs and real-world problem solving as tools. This course will include all topics covered in M25, but the topics will be covered in greater depth with more challenging problems and a greater emphasis on problem solving.

Text: Geometry. Second Edition. McDougal Littell, 2012.

### **M25 - Geometry**

Grades 10, 11

1 credit

Prerequisite: Passing grade in M15 Algebra 1.

This course covers the essential topics in geometry, concepts such as congruence; similarity; perpendicular and parallel lines; quadrilaterals; right triangle trigonometry; circle relationships; polygons; surface area and volume of three-dimensional solids; as well as coordinate and transformational geometry. Fundamentals of deductive and inductive logic are presented using mathematical proofs, geometric proofs and real-world problem solving as tools.

Text: Geometry. First Edition. McDougal Littell, 2007.

### **M29 - Intermediate Algebra**

Grades 11, 12

1 credit

Prerequisite: Passing grade in M25 Geometry

This course extends the topics learned in Algebra 1 including solving equations and inequalities, graphing and solving linear equations, introductory statistics and graphing and exploring polynomial functions. Uses of mathematics in real world situations will be stressed. Successful completion of this one-credit course will prepare students to take Algebra 2. Students will need to complete Algebra 2 and Trigonometry to be prepared for college.

Text: Intermediate Algebra. Sixth Edition. Houghton Mifflin, 2004.

### **M30 - Honors Algebra 2**

Grades 9, 10, 11, 12

1 credit

Prerequisite: "AB" or better in M25 Geometry and teacher recommendation or "B" or better in M20 Honors Geometry and results of MAP tests.

This course extends the topics of Algebra, including analyzing linear equalities and inequalities, exploring various functions (such as quadratic, polynomial, exponential and logarithmic functions), introducing analytic geometry through the study of conic sections, and examining discrete mathematics. As an honors course, the topics will be covered in greater depth with a greater emphasis on problem-solving in order to prepare student for more advanced mathematics.

Text: Algebra 2. First Edition. McDougal Littell, 2007.

**M35 - Algebra 2**

Grades 10, 11, 12

1 credit

Prerequisite: "C" or better in M15 Algebra 1 and M25 Geometry along with consideration of MAP scores.

This course extends the topics of Algebra, including analyzing of linear equalities and inequalities, exploring various functions (such as quadratic, polynomial, exponential and logarithmic functions), and introducing analytic geometry through the study of conic sections. Emphasis will be on the quadratic formula and its application.

Text: Algebra 2. First Edition. McDougal Littell, 2007.

All courses listed below are considered upper level math electives and contain rigorous mathematical content.

**M36 - Trigonometry**

Grades 10, 11, 12

½ credit

Prerequisite: "BC" or better in M35 Algebra 2.

This rigorous one-term course completes the topics of right triangle trigonometry, unit circle trigonometry, vectors, and trigonometric identities. Trigonometry will be explored as a tool for solving problems and as a precursor to more advanced mathematics.

Text: Trigonometry. Fifth Edition. Brooks/Cole, 2004.

**M38 - Pre-Calculus**

Grades 10, 11, 12

½ credit

Prerequisite: "AB" or better in Algebra 2, "B" or better in Honors Algebra 2.

This one-term course is designed to be a rigorous course for students preparing to take Calculus or College Credit/AP Calculus. It will cover in greater detail the topics of advanced algebra, function notation; graphing polynomial functions, rational functions, logarithmic and exponential functions and it will begin to explore the concepts of limits.

Text: Pre-Calculus. Fifth Edition. Brooks/Cole, 2009.

**M40 - Calculus**

Grades 11, 12

1 credit

Prerequisite: "BC" or better in M38 Pre-Calculus and M36 Trigonometry.

This course is to be taken by students who are not interested or do not meet the requirements for College Credit/AP Calculus, yet are still interested in preparing for fields in college where calculus may be a requirement. This course will not be sufficient to meet the requirements of a college level calculus course but will give excellent background for any student wishing to take such a course. Topics include limits, the derivative and some of its applications, and the integral and some of its applications.

Text: Calculus: First Edition. Thompson-Brooks/Cole, 2007.

**M43A - College Credit/AP Calculus**

Grades 11, 12

1 credit/4 college credits

Prerequisite: "AB" or better in M38 Pre-Calculus and M36 Trigonometry along with teacher approval.

The course will cover the topics of limits and continuity, the derivative, tangent lines to a curve, applications of the derivative, definite integrals, indefinite integrals, transcendental functions, integration techniques and applications of the integral including area under a curve, the integral as a net change and volumes of solids of revolution..

This is a college level course. College credit may be obtained in one of the following ways:

St. Norbert College: Course is taught to the standards of St. Norbert College Math 131. Upon acceptance, the student must pay \$180 to cover the St. Norbert course. College credit is awarded through St. Norbert and these credits may be transferred to other colleges and or universities.

AP Exam: Those students not opting to take this course for St. Norbert credit may take the AP test in May and possibly qualify for college credit.

Text: Calculus: Graphical, Numerical, Algebraic. Prentice Hall, 2003.

### **M48 - Advanced Algebra/Trig**

Grade 11, 12

1 credit

Prerequisite: M35 Algebra 2

This course prepares students for college level Algebra. Emphasis will also be placed on preparing students for the ACT Test. It is designed for those students wanting or needing a fourth-year math course but do not need/want Pre-Calculus or Calculus. Topics include set and number theory, more advanced equation solving, an extensive study of the concept of functions including polynomial, rational, logarithmic and exponential functions as well trigonometry concepts reviewing solving triangles, converting degrees and radians, and exploring trigonometry identities. This course is an extension of Algebra beyond Algebra 2.

Text: College Algebra. Fourth Edition. Thompson-Brooks/Cole, 2004

### **M51 - Statistics and Probability**

Grades 11, 12

½ credit

Prerequisite: M30 Honors Algebra 2 or M35 Algebra 2.

This course prepares students for many different disciplines and occupations, particularly areas that manipulate a lot of data and statistics such as medicine, business, law, actuarial science (insurance industry) and many others. In this course, students will be able to recognize and use the terminology of statistics. They will collect, interpret and present numerical data, will use computer software to perform statistical calculations and analyses, and apply statistical concepts as a basis for rational decision-making. Statistical concepts covered are graphs, measures of central tendency, correlations, least squares regressions, random samples, designing experiments, probability, central limit theorem and inference.

Text: The Basic Practice of Statistics. Second Edition. Moore, W. H. Freeman, 2000.

## **M71 - AP Statistics**

Grade 11, 12

1 credit

AP Statistics is an introductory non-calculus blended-based college course in statistics. The course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will be exposed to four broad conceptual themes: Analyzing Data - looking for patterns and departures; Producing Data - surveys, observational studies and experiments; Probability and Random Variables - foundations of inference; and Inference - conclusions with confidence.

Text: The Practice of Statistics. 5th Edition. Starnes, et al. W.H.Freeman, 2015

## **Non-Departmental Offerings**

### **D11 - Study Skills**

Grades 9, 10

½ credit

This course teaches students how to study and learn more effectively and efficiently, emphasizing organizational skills and the development of a positive attitude and successful mindset. Techniques taught to students: goal-setting, time management, learning styles, listening skills, note taking, studying and test taking skills for both objective and essay tests, memory skills, reading strategies, term paper time-savers, public speaking, interpersonal communication, stress management. This class is highly recommended for students with poor study habits and organizational/planning skills, and/or poor test taking performance.

Text: HM Learning and Study Skills Program Level II. Marshak, Rowman & Littlefield Education. 2005. Learning Power: Strategies for Student Success . David Ellis & Peter Lenn. 2nd ed. Learning Technologies, 1995. The 7 Habits of Highly Effective Teens . Sean Covey. Fireside (Simon & Schuster NY, 1998.

Other study skill courses offered through departments:

- S09 - Critical Thinking in Science
- E19 Composition
- E27 - Structured Reading

## **Project Lead the Way (PLTW)**

### **\*S101 - Principles of Engineering (POE) PLTW**

Grades 10, 11, 12

1 credit

Prerequisite: Geometry

This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work, and communicate solutions. POE will be taught during the school day. Students have the potential to earn college credit.

### **S102 - Introduction to Engineering Design (IED) PLTW**

Grades 9, 10, 11, 12

1 credit

The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. This course will integrate the concepts taught in previous courses of Basic Drafting and Computer Assisted Drafting. IED will be taught during the school day. Students have the potential to earn college credit.

### **S103 - Aerospace Engineering (AE) PLTW**

Grades 10, 11, 12

1 credit

This PLTW course explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals. This course will be taught during the school day. Students have the potential to earn college credit.

### **\*S104 - Civil Engineering and Architecture (CEA) PLTW**

Grades 11, 12

1 credit

Prerequisite: IED

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. This 1 credit course replaces P14, P41 and P42. Students have the potential to earn college credit.

### **S105 - Environmental Sustainability (ES) PLTW**

Grades 10,11,12

1 credit

In ES, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students will research and design potential solutions to these true-to-life challenges. Tentative offering 2017 - 2018 SY. Students have the potential to earn college credit.

### **\*S106 - Computer Science and Software Engineering (CSE) PLTW**

Grades 10,11,12

1 credit

Prerequisite: Completion of Algebra 1

Open doors in any career with computer science! In CSE, students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world. This course aligns with the AP Computer Science Principles course. Students have the potential to earn college credit.

## **PLTW - Biomedical Track**

### **\*S201 - Principles of the Biomedical Sciences (PBS) PLTW**

Grades 10, 11, 12

1 credit

Prerequisite: Biology

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. Students have the potential to earn college credit. This course will be taught during the school day.

## **Theology**

### **R09 - Basic Christianity**

Only open to International Students

1 credit

This course is designed to introduce international students, with no religious background, to the basics of Catholic Christianity. Emphasis will be placed on the fundamental pillars of the Catholic Christian faith including the Bible, the sacraments, and the Church. Students will



receive an overview of the Roman Catholic faith and will acquire an understanding of Catholicism in the world and in daily life at Xavier. The goal of the class is to prepare and equip international students with the foundations necessary to be successful in studying the other St. Francis Xavier High School theology classes.

Text: "Our Catholic Faith: Living What we Believe", Michael Pennock, Ave Maria Press

### **R13 - Freshman Theology**

"The Bible" and "Jesus Christ"

Grade 9

1 credit

This course will explore God's redemptive work in history through the establishment of a Covenantal relationship with the Chosen People of Israel. The unfolding of the Israelites' understanding of monotheism and how they saw God active in their lives will be examined. Students will develop an appreciation for the Hebrew Scriptures as a precursor for the New Testament Covenant through Jesus. The topics that will be covered include: development, structure and use of the Bible; creation and the spread of sin; the patriarchs (covenant); the Exodus, desert wanderings and covenant at Sinai; the entry into Canaan; establishment of the monarchy and the split of the Kingdom; and the role of the prophets. Throughout these periods students will examine how God acts through history to repair the damage done by sin and how this work is fulfilled in the person of Jesus Christ. Students will learn 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.

Text: The Bible: The Living Word of God by Robert Rabe 2011 and Jesus Christ: God's Love Made Visible by Carrie Schroeder 2011.

### **R21 - Sophomore Theology**

"The Mission of Jesus Christ [The Paschal Mystery]" and "Jesus Christ's Mission Continues in the Church"

Grade 10

1 credit

The purpose of this course is to help students understand what God has done for us through His Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with Him, which is made possible through the redemption Christ won for us. The course will also cover a study of the Church, particularly, looking at history, operation and worship. Students will also be introduced to what it truly means to be a disciple of Christ and what life as a disciple entails.

Text: New American Bible, The Mystery of Redemption (the Didache Series), The Church. (the Didache Series).

### **R31 - Junior Theology**

“Life in Jesus Christ” and “Sacraments as Privileged Encounters with Jesus Christ”

Grade 11

1 credit

Starting with a foundation of Catholic Moral Teaching, 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 vulnerable, is reflected today in the Church's social teaching and mission. Students will also learn they can encounter Christ today in a full and real way through the sacraments. Each of the sacraments will be examined in detail so the students learn how they may encounter Christ throughout his/her life.

Text: Our Moral Life in Christ (Didache Series) by Peter V. Armenio 2013, The Sacraments (Didache Series) by James Socias 2013

### **R47 - Senior Theology**

“Ecumenical and Interreligious Issues” and “History of the Catholic Church”

Grade 12

1 credit

“Ecumenical and Interreligious Issues”: The first part of the year is focused on what the intent of Jesus was in installing the Catholic Church. The next part goes through Ecumenism focusing on the Church’s relationship with Orthodox Churches as well as Ecclesial Communities.

Following this the class examines the relationship of the Church to the Jewish Faith and the special bond she shares. Finally the first part of the Senior year concludes with the Church’s relationship to Islam, Hinduism, and Buddhism.

“History of the Catholic Church”: This course will examine the theological, social, cultural, political and institutional factors that have impacted the development of the Church throughout history. This class is geared to the student who enjoys history and/or is more comfortable with objective information.

Texts: Ecumenism and Interreligious Dialogue (Didache Series) by Eric Sammons 2015 The History of the Church (Didache Series) by Peter V. Armenio 2013.

## Science

### **S09 - Critical Thinking in Science**

Grade 9

½ credit

This course is offered for freshmen to prepare them for success in Lab Science if math, writing, and reasoning skills need further development. Students prepare for the type of abstract, higher-order, critical thinking skills that are necessary for the rigors of lab courses by practicing analyzing scientific data, setting up data tables, measuring, and interpreting data. Students practice scientific writing, answering application-type test questions; writing analyses and conclusions; and supporting opinions and hypotheses with experimental results. They review math skills essential to conducting lab experiments, are introduced to significant figures, and learn how to set up a science lab book.

Students taking Pre-Algebra are highly encouraged to enroll in Critical Thinking in Science (CTIS). Students enrolled in CTIS will take Lab Science and Intro to Physics sophomore year, Biology junior year, Intro to Chemistry or Chemistry senior year to satisfy the three credit requirement for graduation.

### **S11 - Laboratory Science Foundations**

Grades 9, 10

½ credit

This course is activity-centered, stressing laboratory skills and problem solving techniques. Course material will include measurement, computer data collection, data analysis and graphing, and writing scientific reports. Core concepts from biology, chemistry and physics will be taught through laboratory work to prepare students to be successful in laboratory exercises in future science courses (i. e. laboratory skills, microscope skills, calculator computations, computer spreadsheets for group data collection). Use of a wide range of laboratory equipment, computational skills on the calculator, clear and well reasoned analysis and conclusions will be expected of each student upon completion of this course. Proper format for lab reports will be taught. The course will close with a competency exam. The exam, course grade, and teacher recommendation will be required for a placement in an honors course for sophomore year. Skills taught in Laboratory Science will be used in all the upper level courses, consequently students will be held accountable for these skills upon entering the upper level classes.

### **\*S12 - Intro to Chemistry**

Grades 9, 10, 11, 12

½ credit

Prerequisite: "C" or better in S11 - Laboratory Science Foundations.

This course will be laboratory intensive focusing on the fundamentals of chemistry. Topics covered will include the Periodic Table, physical and chemical changes, atoms and bonding,

and chemical reactions. Students considering AP Biology and/or Honors Chemistry are required to take this class as a prerequisite.

Text: Conceptual Physical Science Explorations. Hewitt, Suchocki, Hewitt, 2003.

### **\*S13 - Intro to Physics**

Grades 9, 10, 11, 12

½ credit

Prerequisite: S11 Laboratory Science Foundations.

This course is designed to discover the theories behind the physics of nature by experimentation, research and student-directed discussion. Topics to be discussed in detail are 1 Dimensional motion, Newton's Laws of motion and fluids. Focus of this course is to discover how things work.

Text: Conceptual Physical Science Explorations. Hewitt, Suchocki, Hewitt, 2003.

### **\*S25 - Biology**

Grades 9, 10, 11

1 credit

Prerequisite: S11 Lab Science Foundations

This course takes a balanced approach to the areas of cell biology, genetics, evolution, and the anatomy and physiology of protists, plants, and animals. Through lab, lecture and discussion, all of the modern biological theories are examined. By emphasizing investigation and inquiry, the student will gain a better understanding of the way science works in the real world. An emphasis on the ethics involved in each area attempts to improve the overall respect for life and the environment in which the student lives.

This course is open to freshmen who have taken lab science and are pursuing the PLTW Biomedical track as sophomores.

Text: Biology. Miller/Levine, 2006.

### **\*S30 - Honors Chemistry**

Grades 10, 11, 12

1 credit

Prerequisites: "A" in S11 Laboratory Science Foundations and S12 Intro to Chemistry, or a recommendation from a science teacher. Concurrently enrolled in or completed Algebra 2. This is an accelerated course for those who will pursue careers in a science-related field. In addition to the topics covered in Chemistry (S35), solution chemistry will be introduced and chemical reactions will be studied in depth.

Text: Introductory Chemistry. Zundahl, D. C. Heath.

**\*S31 - Advanced Chemistry**

Grades 10, 11, 12

½ credit

Prerequisites: "BC" or better in S30 Honors Chemistry or "A" in S35 Chemistry with a science teacher recommendation.

This course is a continuation of Honors Chemistry with a greater emphasis on laboratory techniques. Content will include a more in-depth investigation into solutions, solubility, titration, reaction kinetics, chemical equilibrium, and Redox equations.

Text: Introductory Chemistry. Zundahl, D. C. Heath.

**\*S35 - Chemistry**

Grades 11, 12

1 credit

Chemistry consists of two half-credit courses where the first course focuses more on chemical equations and requires less mathematics than the second half, which emphasizes application. Students are encouraged to complete both courses in order to be adequately prepared for college chemistry.

**\* S35 - A Chemistry (A)**

Prerequisites: S11, S13 and S25

The course is designed to enable students to learn chemistry through experimentation, observation, and problem solving. The basic tools of chemistry - equations, dimensional analysis, the periodic table, and the mole concept - are introduced and reinforced throughout the course.

Text: World of Chemistry. Zumdahl, Zumdahl, De Coste; McDougal Littell, 2002.

**\*S35 - B Chemistry (B)**

Prerequisites: Chemistry A

The second half of the course builds on the first by introducing stoichiometry, gas stoichiometry and gas laws, atomic structure and bonding, ionization levels, quantum mechanics, and molecular shapes.

Text: World of Chemistry. Zumdahl, Zumdahl, De Coste; McDougal Littell, 2002.

**\*S38 - Environmental Science**

Grades 10, 11, 12

1/2 credit

Prerequisite : S12 for sophomores and either S12, S30 or S35A for juniors and seniors.

Environmental issues affect every part of our lives. This course is an interdisciplinary study of how the earth works, how we interact with the earth, and how we can deal with the environmental problems we face. The course time will be dedicated to laboratory and field

experiences, citizen science projects and provides students with key hands-on learning opportunities. Through this course, students will gain an understanding of environmental sustainability and their personal role in the complexity of environmental issues facing society today.

Text: To be determined.

### **\*S41 - Human Anatomy and Physiology**

Grades 11, 12

1 credit

Prerequisite: Biology & Chemistry and teacher approval.

This laboratory course is designed to give students knowledge of the fundamentals of human body structure and function. It will serve as a strong background for students pursuing nursing, physical education, medical technology, and other health-related professions. Students will be encouraged to use both intuitive and deductive reasoning to arrive at their conclusions.

Text: The Human Body: Concepts of Anatomy and Physiology. Wingerd, Harcourt Publishing.

### **\*S42 - Advanced Placement Biology**

Grades 11, 12

1 ½ credits

Prerequisite: Chemistry and teacher approval.

This course is designed to be the equivalent of a college introductory biology course. It aims to provide students with a conceptual framework and analytical skills necessary to deal critically with the rapidly changing field of biology. Through lecture, extensive laboratory work and reviewing scientific journals students will study the topics of biochemistry, evolution, cell biology, cell communication and energy conversion, cell control, and ecology. The primary goal in Advance Placement Biology is to develop the understanding of themes and concepts that will be applied in a variety of living systems from cellular through the ecosystem level. Taking the AP Biology test is optional. This is a college board certified course curriculum.

### **\*S43 - Genetics**

Grades 11, 12

½ credit

Prerequisite: Biology and Chemistry with teacher approval.

Based on the understanding of the Watson and Crick's model of the molecular structure of DNA, the course will look at the mechanics of replication, transcription and translation, gene expression and control, the cause of mutations, genetic engineering and the role of viruses, the mobility of genes, DNA sequencing and its applications, and finally genetically based diseases their cause and effect. This is a lab-based course taught after AP Biology that will employ the course work covered in AP Biology.

### **\*S45 - Physics**

Grades 11, 12

1 credit

Prerequisite: Algebra 2

This course is intended to provide a thorough understanding of the laws of physics by utilizing a hands-on approach. The first half of the class will concentrate on mechanics (motion, forces and energy). The second half of the class will concentrate on waves, sound, light and optics..

Discovery labs will be used to develop critical thinking skills. Projects will be used to relate the concepts to real life. Algebra will be used in problem solving situations. Throughout the course, understanding is stressed and memorization is not.

### **\*S47 - AP Physics 1**

Grades 11, 12

1 credit

Prerequisite: Completion of Trigonometry (M36).

AP Physics upon approval from the AP College Board will be instituted for the 2015 - 16 school year.

The AP (Advanced Placement) Physics 1 course has been designed by the College Board as a course equivalent to an algebra-based college-level physics class. The course will prepare students to take the AP Physics 1 Exam given in mid-May, which will test their knowledge of both the concepts taught in the classroom and their use of the correct formulas.

Heavy emphasis is given on problem analysis and hands on activities. In many instances the concepts are developed or verified using laboratory experiences. The central goal of the class is to develop critical thinking skills, experimental design and analysis of data using graphical and mathematical methods in order to achieve a clear conceptual understanding of the laws of physics and their applications to real-life situations.

Being able to apply Algebra and Trigonometry to problem solving will be expected throughout the course. The first half of the course will concentrate on mechanics while the second half will concentrate on waves, sound, light, electricity, and magnetism.

Text: College Physics. Seventh Edition. Serway, Raymond, Cengage Learning.

### **\*S52 - Marine Biology - An Exploration of the Blue Planet**

Grades 10, 11, 12

½ credit

Prerequisite: Minimum of a 2.0 GPA and approval of one of the course instructors

The beauty and mystery of the oceans fascinates us and we are often stunned by the immense power of the sea. This half-credit course will focus on the interaction of humans with the ocean environment. Students will investigate marine ecosystems by integrating the study of organisms that live in the sea with the study of the challenges imposed by the surrounding environment, especially human impacts. We will take a global perspective by emphasizing marine life in an integrated system and focusing on a one world ocean that influences all our lives.

The course will culminate in a marine expedition to a Marine Lab Education Center in a tropical environment. The course will be organized around evening classes from during third and fourth term, February through April. This course will be offered in odd graduation years.

## **Social Studies**

### **T15 - Intro to Western Studies**

Grade 9

½ credit

This course focuses on the ancient civilizations of Greece, Rome, Byzantium the Middle Ages and the Renaissance. The second focus of the course is to improve the writing, research, reading and critical thinking skills of the students.

Text: World History-Patterns of Interaction. Holt McDougal, 2012.

### **\*T22 - Honors World History**

Grade 10

1 credit

Prerequisite: MAP Scores, "A" average in Intro to Western Studies and English and/or Teacher Approval.

This course presents a global view of world history. It will trace the beginnings of Western thought from the Greeks to modern times. The course includes units on Pre-Renaissance, Age of Revolutions, World Wars and the Cold War. The course will also discuss the role of the Catholic Church throughout events in world history.

The course is taught at an honors level and will incorporate primary and secondary readings, in addition to critical analysis of these documents. The course content is covered through written assignments, experiential exercises, videos and discussions. Students who are interested in taking the AP World History exam are encouraged to take this course.

Text: World Civilizations The Global Experience. Stearns Peters. 2007.

### **T25 - World History**

Grade 10

1 credit

This course presents a global view of world history. It will trace the post-Renaissance world to modern times. The course includes units on Post-Renaissance, Age of Revolutions, World Wars and the Cold War. The course will also discuss the role of the Catholic Church throughout events in world history. The course content is covered through written assignments, experiential exercises, videos and discussions.



Text: World History- Patterns of Interaction. Holt-McDougal-Littell, electronic textbook.  
Copyright Houghton Mifflin Harcourt Publishing Company.

### **T26 - Geography**

Grades 9, 10, 11, 12

½ credit

This course is designed to have the students explore various regions of the world. The course is intended to provide students a global perspective of the world by not only studying the geographic makeup of the earth, but also learning about the cultural, economic, and historical interdependence of regions and nations.

### **T27 - Cultural Diversity**

Grades 10, 11, 12

½ credit

This course is designed to help students increase their awareness of the social concerns of special populations. Designed for students who have an interest in psychology or any human relations field, this course will involve a heavy concentration of field experiences. The students will be expected to immerse him/herself into situations and/or different cultures to really get a feel for the life experiences of the poor, mentally ill, developmentally disabled, American Indian, Hmong, Hispanic and African American, among other special populations. The students will bring these experiences back into the classroom for discussions and personal reflection which will help the student better understand the situations unique to people of special populations. A major goal of this course is to provide students with a larger world view and thus better equip them to experience diverse situations with a more Christian attitude.

### **\*T28 - Mock Trial**

Grades 9, 10, 11, 12

½ credit

Prerequisite: 9th graders enrolled in Honors English or instructor approval

Mock Trial is an applied look at the American legal system. It is designed to stimulate and to encourage a deeper understanding of legal decisions and practices. Students will be provided the opportunity to participate actively in the judicial process. Simulations and legal debate will be applied to the mechanics of court procedures and mock trials. Taking the roles of prosecution, defense, judge and jury will provide a "hands on" approach to the legal system. The purpose of the course is to provide students the opportunity to develop effective communication skills, related Latin skills, knowledge of court procedures, and understanding of case law and landmark Supreme Court decisions.

Auditions for the competitive Mock Trial Teams are held in November. These are independent of this class.

### **T35 - U. S. History**

Grade 11

1 credit

This course is a highly integrated program that provides students with a practical and motivational approach to U. S. History. Students will sharpen their skills as critical and reflective thinkers. The course will expose the students to a variety of teaching strategies including cooperative learning, lecture, film and research. First semester begins at the end of the 19th Century and ends with the Cold War. Second semester begins with the election of 1960 and ends in the early 2000s.

Text: The Americans: Reconstruction to the 21st Century. Danzer, Klor de Alva, Wilson, Woloch. Holt McDougal 2012.

### **\*T40 - College Credit Macro Economics**

Grades 10, 11, 12

½ credit

Prerequisite: Passing grade on UW-Fox Valley placement tests in math and English.

The emphasis of this course is on macro analysis and covers areas such as national income, commercial banking, business fluctuations, monetary and fiscal policies, and economic growth.

Students are responsible for UW-Fox Valley tuition for these three college credits.

### **T41 - Government**

Grade 12

½ credit

The objective of this class is to offer a survey of American government content as well as prepare students for community, state and federal citizenship. American government is a one-term course designed to introduce fundamental concepts and stimulate critical thinking, decision-making and experiential-learning applications through simulation and debate. Students will be exposed to communication skills necessary in active citizenship. Decision-making frameworks will be used to form viewpoints on historical and present day issues. Students will participate in oral discussion and debate.

### **T44 - Psychology**

Grades 10, 11, 12

½ credit

The central focus of this class is to give an introduction to the field of Psychology. Students will explore various facets of the human mind in search of a greater understanding of themselves and others. Some topics included in this course are personality, brain functions, conditioning/learning, abnormal behavior, and gender differences. Active participation in class discussions, experiments, team projects, daily reading assignments and presentations are essential for success in this course.

Text: Understanding Psychology, Kasschau, Richard A, New York: Glencoe, 2001.

**\*T60 - AP Psychology**

Grades 11, 12

1 credit

Prerequisite: Juniors who earned AB or above in the following courses: Biology or Honors Chemistry as well as World History are eligible. All seniors are eligible upon counselor/teacher's approval.

This advance placement psychology course will prepare students for the College Board AP exam in the spring. AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes. The course will cover a broad range of topics from brain physiology to social behavior. The aim of this course is to provide a learning experience equivalent to an introductory college psychology course.

Text: Psychology. Eighth Edition. Myers, David, Worth Publishing, 2007.

**\*T70 - AP U. S. History**

Grades 11, 12

1 credit

Prerequisite: Teacher approval, 90% average or above in both English and World History.

This advanced U.S. History course follows a chronological framework from Colonial America through the Cold War and into modern America. A thematic analysis will be incorporated throughout by studying documents, essays and specialized works of famous historians. The course will employ a well-balanced and challenging collection of materials including the textbook, organized assignments, primary documents and a book of "readings" of individual interpretive articles. Class format will be structured and typically include lecture, discussion and group cooperative learning. Substantial independent research work will be required. This is a writing intensive class.

Text: Give My Liberty!: An American History. Third Edition. Foner, Eric. WW Norton & Company: New York., 2015.

**\*T73- College Credit or Honors American Government**

Grades 12

1 credit

Prerequisite: Teacher approval

Students will analyze the decision-making structure and processes of the American national government, including the role of political parties and interest groups, and the value preferences within American society which affect the formation of public policy. Each branch of the federal

government will be analyzed in addition to incorporating current events into weekly discussion. The class format will be structured and will typically include lecture, discussion and group cooperative learning.

As part of the Cooperative Academic Partnership Program (CAPP) at UW-O, this course is offered for two terms in order to potentially earn three college credits in Political Science.

Students will be responsible for additional college tuition through UW-Oshkosh.

Text: The Challenge of Democracy: Government in America. Eleventh Edition. Janda, Kenneth. Cengage Learning, 2012.

### **\* T99 College Credit Introduction to Sociology**

Grades 11, 12

Three UW-FV credits

Introduction to Sociology is a social science course designed to introduce students to the basic concepts of the intercultural discipline of sociology. Emphasis is given to the following special areas: culture, socialization, social stratification and the five institutions, including family, politics, economics, religion and education. Examples of other topics include: demography, deviance, technology, environment social issues, social change and social organization. Offered by UW-FV. Students are responsible for college tuition.

## **World Languages**

### **L15 - Chinese 1**

Grades 9, 10, 11, 12

1 credit

This first level of Chinese provides students with materials that encourage and require spontaneous language use in the classroom. Pinyin, basic dialogue, exercise, and grammar explanations in each unit all contribute to a systematic presentation of the structure of the language. The contents of each lesson are taken from everyday life that represents the mainstream of contemporary Chinese culture and civilization. The course emphasizes basic skills of listening comprehension, reading, speaking and writing.

Text: Ni Hao 1, Shumang Fredlein and Paul Fredlein.

### **L17 - German 1**

Grades 9, 10, 11

1 credit

This course is designed for students with no previous knowledge of a foreign language. At this level, the students learn the basics of language learning, how to pronounce the language, recognize and use common phrases and understand beginning level vocabulary in its written

and spoken form. Various materials have been developed along with video presentations that work in conjunction with the book. The course will also increase student awareness of the culture, traditions, history and geography of German speaking countries.

Text: Komm mit!, Level 1. Holt Rinehart. Der verlorene Koffer. EMC Publishing.

### **L18 - Spanish 1**

Grades 9, 10, 11, 12

1 credit

Spanish 1 is a course for students with little or no knowledge of Spanish. It aims to develop the four basic language skills of listening, speaking, reading and writing. Students will be able to understand and discuss topics related to school, home, family life, daily activities, sports and other teenage forms of entertainment. Students will learn to communicate using the present and present progressive tenses, nouns, adjectives, and pronouns. This course is also an introduction to the culture of Spanish-speaking countries.

### **\*L25 - Chinese 2**

Grades 9, 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 1 to continue study of the language or teacher approval.

Chinese 2 aims to develop listening, speaking, reading and writing skills beyond the beginning level. Students will review previously learned pinyin system, grammatical structures and increase their ability to communicate. The course consists of repetition through partner drills and oral drills so that students attain a feeling for the various sentence and grammatical structures of the language. Students will be exposed to the cultural differences between USA and China.

Text: Integrated Chinese, Level I, Part I, Yuehua Lin and Tao-Chung Yao.

Text: Ni Hao 1, Shumang Fredlein and Paul Fredlein.

### **\*L27 - German 2**

Grades 9, 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 1 to continue the study of the language.

This course will expand upon and reinforce the vocabulary and grammar learned in German 1. Units will be taken mostly from the text, Komm mit!, Level 2, from which Chapters 1-10 will be followed chronologically. In addition to the text, students will read a supplementary reader during

the course of the year. Students are exposed to more listening and reading skills than in the first level. Role playing, where the students write skits based on the unit vocabulary, is used to encourage the students to use the spoken word in real-life situations.

### **\*L35 - Chinese 3**

Grades 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 2 to continue study of the language or teacher approval.

Chinese 3 aims to develop listening, speaking, reading and writing skills beyond the beginning levels. This course will review previously learned characters, phrases, expressions, sentences, pinyin system, grammatical structures and increase students ability to communicate. Specific new grammar taught will include using words to indicate the past tense and future tense. Comparing cultural differences and practice in Chinese brush writing are part of the activities. This course consists of repetition through partner drills and oral drills so that students will attain a feeling for the various sentence and grammatical structures of the Chinese language.

Text: Integrated Chinese, Level 1, Part I, Yuehua Lin and Tao-Chung Yao. Some handouts from Ni Hao III, Shumang Fredlein and Paul Fredlein.

### **\*L38 - Spanish 3**

Grades 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 2 to continue the study of the language.

Spanish 3 aims to develop listening, speaking, reading and writing skills beyond the beginning level, to review previously learned grammatical structures, and to increase students' ability to communicate on a variety of topics. Specific new grammar learned in the third year includes the future and conditional tenses as well as forms and uses of the present subjunctive. Students will express themselves at a more sophisticated level and will read, analyze and discuss simple literary prose and short cultural readings. Class is conducted primarily in Spanish.

Text: ¡Avancemos! 3. Holt McDougal, 2013. Situaciones. Valette and Valette. Heath, 1993. Selected readings and videos from various sources.

### **\*L45 - Chinese 4**

Grade 11, 12

1 credit

Prerequisite: Student needs a minimum of a "B" average in Level 3 to continue study of the language or teacher approval.

Chinese 4 emphasizes conversation, composition, reading and listening comprehension. This class further explores the Chinese language, culture, history and literature. The course focuses on verbal skills, both listening and speaking, as well as written Chinese. Course requirements include two major speeches and two research projects. Classes are conducted in Chinese.

Text: Integrated Chinese, Level 1, Part II, Yuehua Lin and Tao-Chung Yao. Some handouts from Ni Hao IV, Shumang Fredlein and Paul Fredlein.

#### **\*L48 - Spanish 4**

Grades 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 3 to continue the study of the language.

Spanish 4 emphasizes conversation, composition, reading and listening comprehension. It includes a systematic review of previously learned Spanish grammar, as well as the introduction of the past subjunctive, sequence of tenses, and if-clauses within a cultural context.

Comparisons are made between Hispanic and North American cultures, specifically in the areas of family, education, sports, customs and traditions, the arts, and social and economic issues.

Class is conducted primarily in Spanish.

Text: ¡Continuemos! Seventh Edition. Jarvis, Lebrede & Mena-Ayllón, Houghton Mifflin (2003).

#### **\*L55 Chinese 5**

Grade 12

1 credit

Prerequisite: Student needs a minimum of a "B" average in Level 4 to continue study of the language or teacher approval.

Chinese 5 aims to enhance the conversations, provide and obtain information, express feelings and emotions beyond the intermediate levels. This course will review previously learned characters, phrases, expressions, sentences, grammatical structures and increase student's ability to communicate. Comparing culture differences and practice Chinese brush writing are part of the activities. This course consists of recitation of poem, paragraph from text book, storytelling, story writing, repetition through partner drills and oral drills so the students will attain the confidence of the Chinese language.

Text: Integrated Chinese, Level 1, Part II, Yuehua Lin and Tao-Chung Yao.

#### **L16 - French 1**

Grades 9, 10, 11, 12

1 credit

French 1 is a beginning French course that uses a communicative approach to develop listening, speaking, reading and writing skills. Students will learn the vocabulary and language needed to communicate in French on everyday topics including home and family, daily activities, school, shopping, sports and favorite leisure-time activities. Students will also expand their understanding of culture by studying various aspects of French-speaking countries and regions.

Text: Discovering FRENCH Bleu 1, Valette-Valette, 2007.

**\*L26 - French 2**

Grades 9, 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 1 to continue the study of the language.

This second level of French reviews and reinforces the basic skills and builds new vocabulary through dialogues and exercises in reading, speaking and writing. French phonetic elements are stressed for clear and correct pronunciation. Grammar continues the coverage of nouns, pronouns, adjectives, adverbs, articles and verbs. The past tense, "passé composé," will be introduced.

Text: Discovering FRENCH Blanc 2, Valette-Valette, 2004. "La premier travail de Damien," by Laura Stade.

**\*L36 - French 3**

Grades 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 2 to continue the study of the language.

In French 3, students will use cultural themes to build new vocabulary by means of activities in speaking, listening, reading and writing. Communication skills will be emphasized. Grammar presented in French 1 and 2 will be reviewed. The imperfect, future and conditional tenses will be introduced. Technology, including the on-line textbook, will have an important role.

Text: Discovering FRENCH Blanc 2. Valette-Valette, 2004. Presque mort, by Lisa Turner. Le Vol de la Joconde, Zahler, Amsco, 1987.

**\*L46 - French 4**

Grades 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 3 to continue the study of the language.



The fourth level of French further explores the language, culture, history and literature of France. It includes a general review of all grammar structures. Specific new grammar includes the forms and uses of the present subjunctive. This course focuses on application of the language through writing, reading and speaking. Classes are conducted in French.

Text: Discovering FRENCH Rouge 2, Valette-Valette, 2004, "Le Fantome de l'Opera" by Gaston Leroux

### **\*L56 - French 5**

Grade 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 4 to continue the study of the language, or teacher approval.

In the fifth level of French, students will continue a comprehensive review of advanced grammar and verb tenses. The course focuses on verbal skills, both listening and speaking, as well as written French. Classes are conducted in French.

Text: Le Petit Prince. Antoine de Saint-Exupery. Harcourt Brace, Jovanich, 1971. Discovering FRENCH Rouge 2. Valette-Valette.

### **L17 - German 1**

Grades 9, 10, 11

1 credit

This course is designed for students with no previous knowledge of a foreign language. At this level, the students learn the basics of language learning, how to pronounce the language, recognize and use common phrases and understand beginning level vocabulary in its written and spoken form. Various overhead materials have been developed along with video presentations that work in conjunction with the book. The course will also increase student awareness of the culture, traditions, history and geography of German speaking countries.

Text: Komm mit!, Level 1. Holt Rinehart. Der verlorene Koffer. EMC Publishing.

### **\*L27 - German 2**

Grades 9, 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 1 to continue the study of the language.

This course will expand upon and reinforce the vocabulary and grammar learned in German 1. Units will be taken mostly from the text, Komm mit!, Level 2, from which Chapters 1-10 will be followed chronologically. In addition to the text, students will read two supplementary readers in the course of the year. Students are exposed to more listening and reading skills than in the first level. Role playing, where the students write skits based on the unit vocabulary, is used to encourage the students to use the spoken word in real-life situations.

Text: Komm mit!, Level 2. Publisher: Holt, Rinehart. Das Raetzel vom Waldsee. Publisher: EMC Publishing. Im anderen Deutschland. Publisher: EMC Publishing

### **\*L37 - German 3**

Grades 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 2 to continue the study of the language.

This course will expand upon and reinforce the vocabulary and grammar learned in German 1. Units will be taken mostly from the text, Komm mit!, Level 3, from which Chap. 1-8 will be followed chronologically. In addition to the text, students will read a supplementary reader during the course of the year. Students are exposed to more listening and reading skills than in the first level. Role playing, where the students write skits based on the unit vocabulary, is used to encourage the students to use the spoken word in real life situations.

Text: Komm mit!, Level 3. Publisher: Holt, Rinehart. Das Mysteriose Konzert. Publisher: EMC Publishing. Die Spur fuhr nach Bayern. Publisher: EMC Publishing. Geheime Mission. Publisher: EMC Publishing. Keine Panik. Publisher: Langenscheidt. Emil und die Detektive. Publisher: Carnelsen.

### **\*L46 - French 4**

Grades 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 3 to continue the study of the language.

The fourth level of French further explores the language, culture, history and literature of France. It includes a general review of all grammar structures. Specific new grammar includes the forms and uses of the present subjunctive. This course focuses on application of the language through the four pillars of both listening and speaking, reading and writing in French. Classes are conducted in French. Classic literature and film is highlighted.

Text: Discovering FRENCH Rouge 2, Valette-Valette, 2004, "Le Fantome de l'Opera" by Gaston Leroux

### **\*L47 - German 4**

Grades 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 3 to continue the study of the language.

This course is taught entirely in German. Paperback books, German videos, articles from German magazines and CDs are used to encourage the students to speak only German in the classroom. Some of the themes discussed in the course include teenage problems of peer pressure, teenage love relationships, and other contemporary issues.

Text: Yildiz heisst Stern by Isolde Heyne. Olli aus Ossiland by Alan Posener. Kaleidoscope, Literatur und Grammatik, 8th Edition, Houghton-Mifflin 2010.

### **\*L56 - French 5**

Grade 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 4 to continue the study of the language, or teacher approval.

In the fifth level of French, students will continue to explore the culture, history and literature of France with a comprehensive review of advanced grammar and verb tenses. The course continues to focus on application of the language through the four pillars of both listening and speaking, reading and writing in French. Classic literature and film is highlighted.

Text: Le Petit Prince. Antoine de Saint-Exupery. Harcourt Brace, Jovanich, 1971. Discovering FRENCH Rouge 2. Valette-Valette.

### **\*L57 College Credit or Honors German 5**

Grades 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 4 to continue the study of the language, or teacher approval. Students should have earned a minimum of a "B" average in Level 4 and an overall GPA of 3.25 or consent of instructor to enroll for college credit.

College Credit or Honors German 5 refines the speaking, writing and listening skills learned the previous year. This course deals with social issues in German society such as the treatment of foreign German literature through a selection of short stories and plays. The course culminates with the division of East and West Germany and the collapse of Communism in the 90's.

Students also choose classroom discussion topics which are conducted in a seminar type atmosphere. The course is held exclusively in German.

Students may choose to earn college credit through UW Oshkosh (CAPP 248). A grade of "B" or better on the UW-O grade scale also earns retroactive credits for previous high school work.

Text: Damals war es Friedrich by Hans Peter Richter. Drei Manner im Schnee by Erich Kastner. Kaleidoscope, Literatur und Grammatik, 8th Edition, Houghton-Mifflin 2010.

**L18 - Spanish 1**

Grades 9, 10, 11, 12

1 credit

Spanish 1 is a course for students with little or no knowledge of Spanish. It aims to develop the four basic language skills of listening, speaking, reading and writing. Students will be able to understand and discuss topics related to school, home, family life, daily activities, sports and other teenage forms of entertainment. Students will learn to communicate using the present and present progressive tenses, nouns, adjectives, and pronouns. This course is also an introduction to the culture of Spanish-speaking countries, emphasizing geography and contributions of Hispanics in the U. S.

Text: ¡Avancemos! 1. Holt McDougal, 2013.

**\*L28 - Spanish 2**

Grades 9, 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 1 to continue the study of the language.

Spanish 2 begins with a brief review of the grammar and vocabulary of Spanish 1 and continues with further development of listening, speaking, reading and writing skills. Topics included in Spanish 2 are feelings, likes and dislikes, hobbies and pastimes, daily routines and household chores, shopping and telling stories. The past tenses—the preterite and imperfect—will be used in writing and conversation. This class is conducted in Spanish and English.

Text: ¡Avancemos! 2. Holt McDougal, 2013.

**\*L38 - Spanish 3**

Grades 10, 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 2 to continue the study of the language.

Spanish 3 aims to develop listening, speaking, reading and writing skills beyond the beginning level, to review previously learned grammatical structures, and to increase students' ability to communicate especially regarding foods, clothing, travel, art and music. Specific new grammar learned in the third year includes the future and conditional tenses as well as forms and uses of the present subjunctive. Students will express themselves at a more sophisticated level and will read, analyze and discuss simple literary prose and short cultural readings. Class is conducted primarily in Spanish.

Text: ¡Avancemos! 3. Holt McDougal, 2013. Situaciones. Valette and Valette. Heath, 1993.  
Selected readings from various sources.

**\*L48 - Spanish 4**

Grades 11, 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 3 to continue the study of the language.

Spanish 4 emphasizes conversation, composition, reading and listening comprehension. It includes a systematic review of previously learned Spanish grammar, as well as the introduction of the past subjunctive, sequence of tenses, and if-clauses; all presented within a cultural context. Comparisons are made between Hispanic and North American cultures, specifically in the areas of family, education, sports, customs and traditions, the arts, and social and economic issues. Class is conducted primarily in Spanish.

Text: ¡Continuemos! Seventh Edition. Jarvis, Lebrede & Mena-Ayllón, Houghton Mifflin (2003).

**\*L48- - College Credit Spanish 4**

Grades 12

1 credit

Prerequisite: Student needs a minimum of a "B" average in Level 3 and an overall GPA of 3.25 or consent of instructor to enroll for college credit.

See Spanish 4 for a complete description. Seniors registering for college credit are expected to attain a more in-depth understanding of grammar concepts, which they will use to achieve a higher level of proficiency in understanding, speaking, reading and writing Spanish. This will be achieved through additional and/or differentiated assignments (both guided and independent) and special focus on aural and oral skills.

Only the seniors in this course may choose to earn college credit through UW Oshkosh (CAPP 248). A grade of "B" or better on the UWO grade scale also earns retroactive credits for previous high school work.

Text: ¡Continuemos! Seventh Edition. Jarvis, Lebrede & Mena-Ayllón, Houghton Mifflin (2003).  
Don Quijote de la Mancha by Miguel de Cervantes.

**\*L58 - College Credit or Honors Spanish 5**

Grade 12

1 credit

Prerequisite: Student needs a minimum of a "C" average in Level 4 to continue the study of the language, or teacher approval. Students should have earned a minimum of a "B" average in Level 4 and an overall GPA of 3.25 or consent of instructor to enroll for college credit.

College Credit or Honors Spanish 5 is an Advanced Spanish Grammar course designed to provide a deeper understanding of the what, why and how of Spanish sentence structure as well as a guided review of the grammatical structures that are often difficult for non-native speakers. In Col Cr or Hon Spanish 5 students will also refine their listening, speaking, reading and writing skills through large and small group discussion, various writing assignments, and the analysis of short stories, a play and a novel.

Students may choose to earn college credit through UW Oshkosh (CAPP 312). A grade of "B" or better on the UW-O grade scale also earns retroactive credits for previous high school work.

Text: Conversación y repaso. Seventh Edition. Copeland, Kite & Sandstedt, Holt (2001).

Civilización y cultura. Fifth Edition. Copeland, Kite & Sandstedt, Holt (1993). Literatura y arte.

Fifth and Sixth Edition. Copeland, Kite and Sandstedt, Holt (1993 and 1997). Don Juan Tenorio by José Zorrilla. Retorno a la libertad by Carlos Villanes Cairo.