

MATH

ALGEBRA I	<p>Text: <i>Algebra</i> Glencoe (McGraw Hill).</p> <p>Algebra I provides students the basic tools necessary to progress in the academic sequence of high school mathematics: simplifying expressions, solving equations, solving algebraic word problems, polynomials and factoring, solving quadratic equations, systems of equations, rational expressions, and simplifying radicals.</p>
GEOMETRY	<p>Text: <i>Geometry</i> Holt McDougal.</p> <p>Geometry provides students with an understanding of spatial relationships with regard to shape and measurement and it is a first introduction to mathematical proof and logic. Areas covered include: geometric definitions and postulates; lines and planes; angle relationships; triangle congruence and similarity; right triangle trig; circles; proofs relating to the preceding topics; basic constructions; area; perimeter, surface area, and volume of figures and solids.</p>
HONORS ALGEBRA II	<p>Text: <i>Algebra 2: Integration, Applications, Connections</i> Glencoe (McGraw Hill).</p> <p>Algebra 2 reviews the skills relating to equation solving, graphing of lines, and systems of equations; and expands to include use of matrices, polynomial and radical expressions, quadratic functions (including conic sections), and exponential and Logarithmic functions.</p>
PRE-CALCULUS	<p>Text: Demana, Waits, Foley, Kennedy <i>Precalculus: Graphical, Numerical, Algebraic</i>, Scott Foresman.</p> <p>Broad categories covered include: an extensive study of Trig functions, applications, and identities; a review of functions - linear, quadratic, polynomial, exponential, and logarithmic; and topics from discrete mathematics, including combinatorics and probability. The course is taught as an advanced level course, aiming for a higher level of proficiency and understanding.</p>
STATISTICS (AP)	<p>Text: Yates, Moore, and Starnes <i>The Practice of Statistics, 5th ed.</i> W.H. Freeman & Co.</p> <p>AP Statistics is offered to juniors or seniors who have completed PreCalculus. Main themes include organizing data and relationships, producing data, probability, and inference. At year's end, students may take the AP Stats exam for college credit.</p>
HONORS CALCULUS	<p>Text: Finney, Demana, Waits, Kennedy, Bressoud <i>Calculus: Graphical, Numerical, Algebraic</i>, 5th Edition, Pearson.</p> <p>Honor Calculus covers the same topics as AP Calculus, but at slightly less depth and at a slower pace.</p>
CALCULUS AB (AP)	<p>Text: Finney, Demana, Waits, Kennedy, Bressoud <i>Calculus: Graphical, Numerical, Algebraic</i>, Pearson, 5th Edition.</p> <p>Advanced Placement Calculus is taught as a full year Calculus course, covering the topics that are necessary to take the Calculus AB exam. These include: limits and continuity; derivatives; applications of derivatives; the definite integral; differential equations and mathematical modeling; and applications of definite integrals. Taking the AP exam is not required, but highly encouraged.</p>
CALCULUS BC (AP)	<p>Text: Finney, Demana, Waits, Kennedy, Bressoud <i>Calculus: Graphical, Numerical, Algebraic</i>, Pearson, 5th Edition. Garner <i>The AP Calculus Problem Book</i>.</p> <p>AP Calculus BC is a full year course that adds depth to the concepts taught in Calculus AB, and extends techniques of integration, infinite integrals, sequences and series and tests for convergence, as well as the calculus of parametric, polar, and vector functions. Students are expected to take the AP Calculus BC exam at the end of the year. This course completes the Calculus I/II sequence.</p>

SCIENCE

<p>HONORS BIOLOGY</p>	<p>Text: <i>Biology</i>, Kenneth Miller and Joseph Levine, Prentice Hall, 2017.</p> <p>Biology is the study of the characteristics of living organisms. Students gain a basic understanding of the major principles of biology including basic biochemistry, cell structure and function, heredity, evolution and ecology. The scientific method is used to solve problems and complete lab assignments.</p>
<p>ANATOMY AND PHYSIOLOGY</p>	<p>Text: Hole's <i>Essentials of Anatomy & Physiology</i>, Twelfth Edition, by Shier, Butler, and Lewis, McGraw-Hill 2015.</p> <p>Students will study the structure and function of organ systems in the human body. Course themes will include the relationship between structure and function, change in structure and function through time, homeostatic mechanisms operating in each system and processes occurring at all levels of organization, especially biochemical and cellular, that affect the whole body for each system. Students will complete laboratory exercises including the study of models, microscope slides and dissections.</p>
<p>HONORS CHEMISTRY</p>	<p>Text: <i>Modern Chemistry</i>, Davis, Frey, Sarquis, and Sarquis. Holt Rinehart Winston, 2006.</p> <p>Chemistry is a study of the relationship between the structure and properties of matter and also investigates energy changes that accompany changes in matter. It is a quantitative science with an emphasis on problem solving. The laboratory activities supplement the textbook and emphasize measurement, observations, and analysis of data. Laboratory safety procedures are emphasized.</p>
<p>ADVANCED CHEMISTRY (AP)</p>	<p>Text: <i>Chemistry: The Central Science</i>, 13th Edition, AP Edition. Brown, LeMay, Bursten, Murphy, Woodward, and Stoltzfus. Pearson, 2015.</p> <p>This course is equivalent to a college-level general chemistry course and is designed to prepare students for the AP Chemistry examination. Major topics include matter and measurement; atoms, molecules, and ions; chemical reactions and stoichiometry; periodicity; bonding & molecular geometry; solids, liquids and gases; solutions; kinetics; equilibrium; acids & bases; thermodynamics; and electrochemistry. Emphasis is placed on laboratory techniques and safety, as well as on inquiry, analysis, and oral and written communication.</p>
<p>CONCEPTUAL PHYSICS</p>	<p>Text: <i>Conceptual Physics</i>, tenth edition, by Paul G. Hewitt, Pearson Addison Wesley, 2006.</p> <p>This course is taught as a survey of the various branches of physics including mechanics, properties of matter, heat, electricity and magnetism, sound and light. A solid conceptual approach emphasizes an understanding of the basic laws of nature. Some problem solving using algebra is used, together with laboratory investigations and demonstrations to develop a good understanding of the concepts. The conceptual physics laboratory puts experiencing phenomena before trying to quantify them.</p>
<p>HONORS PHYSICS</p>	<p>Text: <i>Physics Physics</i>, first edition, by James S. Walker, Pearson 2014.</p> <p>The course aims to create a strong and symbiotic relationship between conceptual understanding and problem solving. Algebra, trigonometry, laboratory investigations and demonstrations are used to develop an understanding of elements of classical mechanics, thermodynamics, oscillations and waves, optics, electricity and magnetism, and relativity.</p>
<p>ADVANCED PHYSICS C MECHANICS (AP)</p>	<p>Text: <i>Fundamentals of Physics</i>, 9th edition, by David Halliday, Robert Resnik and Jearl Walker, John Wiley & Sons, Inc., 2011.</p> <p>The course is equivalent to the pre-engineering introductory physics course for the university students. Topics in the mechanics part: Kinematics, Laws of Motion, Work and Energy, Momentum, Oscillatory Motion, and the Law of Gravity. Topics in the E&M part: Electric Charge and Electric Fields, Capacitance, Electric Circuits, Magnetic Fields, Induction and Inductance, Electromagnetic Oscillations and alternating Current, and Maxwell's Equations. Opportunities for collaborative learning are provided primarily in the lab setting where a variety of methods are being applied (Vernier technology, inquiry-based investigations, virtual experiments). Communication of the students' analysis and conclusions are given through written reports and/or class presentation.</p>

LITERATURE

<p>ANCIENT AND MEDIEVAL LITERATURE</p>	<p>Text: <i>Vocabulary Workshop</i> Level E, Sadlier-Oxford. Warriner's <i>Grammar and Composition</i>.</p> <p>This course introduces students to the rich heritage of ancient Greek and medieval literature so that they may better appreciate the roots and achievements of the Western tradition. Course readings serve as a springboard for both discussion and thoughtful response in the writing of a variety of compositions. The primary goals for students are to develop greater skills in the art of reading critically and writing cogently. A research paper is written in conjunction with the freshman History class.</p> <p>Reading List: <i>The Iliad</i>, Homer; <i>The Odyssey</i>, Homer; <i>Beowulf</i>; <i>The Canterbury Tales</i>, Chaucer; <i>Macbeth</i>, Shakespeare.</p>
<p>AMERICAN LITERATURE</p>	<p>Text: <i>The American Experience</i> Prentice Hall. <i>Vocabulary Workshop</i> Level F, Sadlier-Oxford.</p> <p>The aim of this course is to familiarize the student with writers who have sought to articulate the American dream and experience. Daily reading assignments serve as the seed for both discussion and reflective/critical writing.</p> <p>Reading List: <i>The Scarlet Letter</i>, Nathaniel Hawthorne; <i>Huckleberry Finn</i>, Mark Twain; <i>The Great Gatsby</i>, F. Scott Fitzgerald; <i>The Crucible</i>, Miller; <i>The Glass Menagerie</i>, Williams. Additionally, this course familiarizes students with essayists such as Franklin, Emerson, Thoreau, and E.B. White; poets such as Longfellow, Dickinson, Whitman, Cummings and Frost; short story writers such as Poe, Bierce, London, Hemingway, Steinbeck, Faulkner, Welty, and O'Connor.</p>
<p>BRITISH LITERATURE</p>	<p>Text: <i>Vocabulary Workshop</i> Level G, Sadlier-Oxford. <i>Norton Anthology of English Literature</i>, Vol. II.</p> <p>This course focuses on the works of writers who either emanated from or resided in England, Scotland, Wales and Ireland during the 19th and 20th centuries. Study includes poets such as Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Browning, Tennyson, Hopkins, Housman, Yeats and Eliot; playwrights such as Shaw and Wilde; short story writers such as Kipling, Joyce, Lawrence and Mansfield; essayists such as Chesterton and Orwell; and novelists such as Austen, Dickens and Conrad. The course examines the literary movements of Romanticism, Victorianism, and Modernism.</p> <p>Reading List: Novels: <i>Pride and Prejudice</i>, Austen; <i>A Tale of Two Cities</i>, Dickens; <i>The Secret Sharer/The Heart of Darkness</i>, Conrad; <i>The Importance of Being Earnest</i>, Wilde; <i>Major Barbara</i>, Shaw.</p>
<p>WORLD LITERATURE HONORS (AP)</p>	<p>Text: <i>Elements of Style</i>, Strunk and White; <i>Norton Anthology of World Masterpieces</i>, Vols. 1, 2; <i>The Story and Its Writer: an Introduction to Short Stories</i>, Charters, 7th Ed.</p> <p>The purpose of the course is to expose students to the enduring literature of cultures and countries beyond the familiar confines of the United States and Great Britain, with notable exceptions by William Shakespeare and Flannery O'Connor. The student reads expansively and critically responds through class discussion and essays. Moreover, the student improves writing skills by utilizing <i>Elements of Style</i> as a handbook and expands vocabulary via lists generated from readings.</p> <p>Reading List: <i>Oedipus Rex</i>, Sophocles; <i>The Divine Comedy (The Inferno)</i>, Dante; <i>Tartuffe</i>, Moliere; <i>Don Quixote</i> selections, Cervantes; <i>Hamlet, or King Lear</i>, Shakespeare; <i>Candide</i>, Voltaire; <i>Faust</i>, Goethe; <i>Cyrano de Bergerac</i>, Rostand; <i>Crime and Punishment</i>, Dostoevsky; <i>Hedda Gabler</i>, Ibsen; <i>The Death of Ivan Ilyich</i>, Tolstoy; <i>The Metamorphoses</i>, Kafka; <i>Cry, the Beloved Country</i>, Paton; and a variety of short stories.</p>

HISTORY

<p>WESTERN CIVILIZATION I</p>	<p>Text: <i>The West Transformed: A History of Western Civilization: Volume A, To 1500</i> Harcourt Brace. <i>Sources of the Western Tradition: Volume I from Ancient Times to the Enlightenment</i> Wadsworth.</p> <p>This course is a survey of Western civilization from Ancient Greece through the Renaissance. While the course is a survey, “the great conversation” that has characterized Western culture is continued in this class. The ideas of justice, virtue, church/state relations, etc. have played major role in the development of our civilization. Extensive use of primary sources helps the students gain a more direct contact with the past, rather than through the historian’s sometimes distorted lens. Reading, class discussion, and the writing of papers and essays make up the bulk of the course work.</p>
<p>WESTERN CIVILIZATION II</p>	<p>Text: <i>The History of the Modern World</i> McGraw Hill. <i>Sources of the Western Tradition: Volume II from Renaissance to the Present</i> Fifth Edition, Houghton Mifflin.</p> <p>Western Civilization II builds upon the freshman year course beginning with the Renaissance and Reformation. The student explores the tumultuous change and upheaval with the breakdown of Christendom and the medieval order. It is the popular opinion of many modern historians including the authors of the AP course text that the Renaissance (and the Enlightenment) brought about a re-birth of culture and civilization to a continent long stumbling through the dark ages following the fall of Rome. It is imperative to understand both the relationship between Europe and the Church and the underpinning European philosophies of order and history at war with the Church in modern times for a student to understand both the continuity and truth of Western Civilization.</p>
<p>UNITED STATES HISTORY (AP)</p>	<p>Text: <i>Inventing America</i>, W.W. Norton & Company.</p> <p>This course is a survey of United States History from the Age of European Exploration to the present. In order to gain a proper understanding of who we are as Americans, it is important to examine how we have arrived at this point in history. Therefore, the main goal of the course is to give the student knowledge and an appreciation of US History, thus enabling the students to know themselves more fully. The secondary goal for the course is to provide the students who choose to take the AP test the opportunity to do well.</p>
<p>MODERN EUROPEAN HISTORY (AP)</p>	<p>Text: Joel Colton & R. R. Palmer, <i>A History of the Modern World</i> New York: McGraw Hill, 1992.</p> <p>Modern European History continues the investigation of Europe and the world following the French Revolution especially the primary effects of the rise of nationalism and liberalism that have shaped the modern western democracies. This course contrasts the heritage of the West rooted in the Greco-Roman world and Judeo-Christianity to the Europe emerging in the last 150 years. Students look at the devastating effects of the secularization of Europe through the lens of two world wars and the twentieth century rise of fascism, totalitarianism, nazism, and finally communism. This course explores the Cold War and the global impact of both secular democracy and atheistic communism, and concludes with the Fall of Communism in the 1989 revolutions and the post-Cold War Europe. Students who wish to take the AP exam will be prepared for this exam.</p>
<p>AMERICAN GOVERNMENT</p>	<p>Text: <i>American Government</i> by James Q. Wilson and John DeJulio.</p> <p>Aristotle held that man was not only a social animal, but also a political animal. The political life therefore is part of the nature of the human person. We are made to be in community with others necessitating a political realm. AP American Government is an advanced course examining the roots of our political nature, philosophy of government, the foundations of the American political system, and the role of the Constitution in our lives as American citizens. The course challenges the student to critically examine the American project, our “brand” of democracy, and the current political scene. Such is one benefit of freedom of speech! Do not be afraid to contribute and listen openly to others.</p>

LATIN

<p>LATIN I</p>	<p>Text: <i>Latin: An Intensive Course</i>, by Floyd L. Moreland and Rita M. Fleischer, University of California Press.</p> <p>The principal aim of the Latin I course is to begin to give the students the skills and knowledge needed to read Classical literature in the original Latin. To this end, the students are expected to master the Latin vocabulary and morphology presented throughout this course. Such forms include: the present and perfect systems (active and passive) of 1st and 2nd conjugation verbs; the 1st, 2nd, and 3rd declensions of nouns. In addition, students are expected through the reading and composing of Latin sentences to understand the various points of syntax presented in this course; points, which are indispensable for the reading of Latin literature. Such syntactical topics include: direct questions; conditional sentences; the ablative of means; the ablative of personal agency.</p>
<p>LATIN II</p>	<p>Text: <i>Latin: An Intensive Course</i>, by Floyd L. Moreland and Rita M. Fleischer, University of California Press.</p> <p>The principal aim of the Latin II course is to continue to give the students the skills and knowledge needed to read Classical literature in the original Latin. To this end, the students are expected to master the Latin vocabulary and morphology presented throughout this course. Such forms include: 3rd declension i-stem nouns; 3rd declension adjectives; demonstrative adjectives; the present and perfect systems (active and passive) of 3rd, and 4th conjugation verbs. In addition, students are expected through the reading and composing of Latin sentences to understand the various points of syntax presented in this course; points, which are indispensable for the reading of Latin literature. Such syntactical topics include: Latin relative clauses; reflexivity; the ablative of manner; the ablative of separation.</p>
<p>LATIN III</p>	<p>Text: <i>Latin: An Intensive Course</i>, by Floyd L. Moreland and Rita M. Fleischer, University of California Press.</p> <p>The principal aim of the Latin III course is to continue to give the students the skills and knowledge needed to read Classical literature in the original Latin. To this end, the students are expected to master the Latin vocabulary and morphology presented throughout this course. Such forms include: the 4th, and 5th declensions of nouns; the comparison of adjectives and adverbs; the imperative mood; infinitives. In addition, students are expected through the reading and composing of Latin sentences to understand the various points of syntax presented in this course; points, which are indispensable for the reading of Latin literature. Such syntactical topics include: purpose clauses; indirect statement; the double dative construction; the ablative of comparison; the ablative of degree of difference.</p>
<p>LATIN IV</p>	<p>Text: <i>Latin: An Intensive Course</i>, by Floyd L. Moreland and Rita M. Fleischer, University of California Press.</p> <p>The principal aim of the Latin IV course is to continue to give the students the skills and knowledge needed to read Classical literature in the original Latin. To this end, the students are expected to master the Latin vocabulary and morphology presented throughout this course. Such forms include: deponent and semi-deponent verbs; the irregular verbs <i>ferō</i>, <i>volō</i>, <i>nolō</i>, and <i>malō</i>; the indefinite pronouns <i>aliquis</i>, <i>quis</i>, <i>quisquam</i>, <i>quisque</i>. In addition, students are expected through the reading and composing of Latin sentences to understand the various points of syntax presented in this course; points, which are indispensable for the reading of Latin literature. Such syntactical topics include: independent uses of the subjunctive; indirect questions; <i>cum</i> clauses; result clauses; ablative absolute.</p>

LATIN

<p>LATIN V READING</p>	<p>Text: <i>Caesar selections from his Commentarii De Bello Gallico</i>, by Hans-Friedrich Mueller, Bolchazy-Carducci Publishers. <i>Ovid Amores, Metamorphoses</i>, by Charbra Adams Jestin and Phyllis B. Katz, Bolchazy-Carducci Publishers. <i>Scipio Africanus The Conqueror of Hannibal: Selections from Livy Books XXVI-XXX</i>, by T. A. Buckney Bolchazy-Carducci Publishers. <i>Catullus: Expanded Edition</i>, by Henry V. Bender and Phyllis Forsyth, Bolchazy-Carducci Publishers. <i>A Horace Reader for Advanced Placement</i>, by Henry V. Bender Hackett Publishing Company.</p> <p>Latin V is an introductory reading course in Classical Latin literature. Students are guided through a close reading of continuous passages of either Ancient prose or Ancient verse selected from the works of any one of the following authors: Caesar, Ovid, Livy, Catullus, or Horace. Moreover, as a literature course—in addition to syntax, morphology, and vocabulary—close attention is paid to both rhetorical style, as well as to the themes and ideas that not only give shape to the literary work, but also often reverberate from Antiquity up to the present day.</p>
<p>LATIN READING (AP)</p>	<p>Text: <i>Vergil's Aeneid</i>, by Barbara Weiden Boyd Bolchazy-Carducci Publishers. <i>Caesar selections from his Commentarii De Bello Gallico</i>, by Hans-Friedrich Mueller, Bolchazy-Carducci Publishers.</p> <p>The AP Latin course reads large sections of both Vergil's <i>Aeneid</i> books 1, 2, 4, and 6; as well as of Caesar's <i>Commentarii De Bello Gallico</i> books 1, 4, 5, and 6 as stipulated by The College Board in preparation for the Advanced Placement exam given in the spring semester.</p>

FRENCH

<p>FRENCH I</p>	<p>Text and workbook: <i>T'es branché? 1</i> EMC Publishing.</p> <p>This is an introductory course that emphasizes the four essential language skills: listening, speaking, reading, and writing. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. Students interpret written and spoken language on a variety of topics. Cultural information is incorporated into the curriculum throughout the year.</p>
<p>FRENCH II</p>	<p>Text and workbook: <i>Bon Voyage- Glencoe French 2</i> Glencoe/McGraw Hill.</p> <p>This is an intermediate course that expands upon the themes and grammatical concepts learned in French I. Students progress from communicating in the present tense to communicating in the future and past tenses. Strong emphasis is placed on the development of the students' listening, speaking, reading, and writing skills. Through the study of culturally oriented readings, music, and pictures, students gain knowledge and understanding of Francophone cultures and communities around the world.</p>
<p>FRENCH III</p>	<p>Text and workbook: <i>Bon Voyage- Glencoe French 3</i> Glencoe/McGraw Hill.</p> <p>This course expands upon the themes and grammatical concepts acquired in French II. Students learn to communicate as accurately as possible in situations they are most likely to encounter in a French speaking country or with French speakers in the United States. Students express their thoughts and opinions in the verb tenses previously learned and become proficient in additional verb tenses. Students continue to develop their understanding of Francophone cultures and communities through the study of culturally oriented readings, music, and pictures.</p>
<p>FRENCH IV</p>	<p>Text and workbook: <i>Bon Voyage-Glencoe French 4</i> Glencoe/McGraw Hill.</p> <p>French IV focuses on further refining the students' proficiency in the four essential language skills: speaking, reading, writing, and listening. Students will exchange and support opinions on a variety of topics which require an extensive knowledge of vocabulary and grammatical concepts. French is used to access information in other subject areas and to compare and contrast cultural and linguistic elements of Francophone cultures with their own. □</p>

SPANISH

<p>SPANISH I</p>	<p>Text and Workbook: <i>¡Qué Chévere! 1</i> -EMC Publishing. This is an introductory course that emphasizes the four essential language skills: listening, speaking, reading, and writing. Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions. Students interpret written and spoken language on a variety of topics. Cultural information is incorporated into the curriculum throughout the year.</p>
<p>SPANISH II</p>	<p>Text and Workbook: <i>¡Así se dice!</i> – Glencoe Spanish 2 Glencoe/McGraw Hill. This is an intermediate course that expands upon the themes and grammatical concepts learned in Spanish I. Students progress from communicating in the present tense to communicating in the future and past tenses. Strong emphasis is placed on the development of the students’ listening, speaking, reading, and writing skills. Through the study of culturally oriented readings, music, and pictures, students gain knowledge and understanding of Hispanohablante cultures and communities around the world.</p>
<p>SPANISH III</p>	<p>Text and Workbook: <i>¡Así se dice!</i> – Glencoe Spanish 3 Glencoe/McGraw Hill. This course continues to reinforce the four essential language skills: listening, speaking, reading, and writing. There is a communicative approach in which students learn to function as accurately as possible in situations they are most likely to encounter either in a Spanish speaking country or with Spanish speakers in the United States. Students express their ideas in the verb tenses previously introduced and become proficient in new verb tenses. Cultural information is incorporated into the curriculum throughout the year.</p>
<p>SPANISH IV</p>	<p>Text and Workbook: <i>Así se dice</i> – Glencoe Spanish 4. Spanish IV focuses on further refining the students’ proficiency in the four essential language skills: speaking, reading, writing, and listening. Students will exchange and support opinions on a variety of topics which require an extensive knowledge of vocabulary and grammatical concepts. Spanish is used to access information in other subject areas and to compare and contrast cultural and linguistic elements of Spanish speaking cultures with their own.</p>

ART

<p>ART</p>	<p>The goals for the High School Art course are: to develop age appropriate exercise so students gain experience in the use of different, more advanced artistic techniques; to familiarize students with the successive art history periods, including art history terminology and symbolism in art works; to provide the opportunity for the students to focus on their artistic skill of preference; and to push their creative boundaries and problem solving skills.</p>
<p>MIXED MEDIA</p>	<p>The Mixed Media class offers an advanced Art class for Juniors and Seniors that are interested and excited about Art. Projects may include more advanced forms of oil painting, photorealistic drawing, multi-color relief printmaking and a student designed project plus many more options. Special attention is given to the design process and creative choices made during the art making process. This class is an option for students considering a career in the Art industry or for the student that thoroughly enjoys the process of making art.</p>

PHILOSOPHY – ELECTIVES

<p>PHILOSOPHY OF THE HUMAN PERSON AND OF GOD</p>	<p>Text: Works of various philosophers provided by the instructor.</p> <p>Within the context of the Catholic understanding of the relationship between Faith and Reason as articulated by Pope John Paul II in <i>Fides et Ratio</i>, this course provides an introduction to the philosophy of the human person and of God. The students read several of the dialogues of Plato, sections of Aristotle’s <i>Ethics</i> and <i>Metaphysics</i>, Boethius’ <i>The Consolation of Philosophy</i>, and selections from the writings of St. Thomas Aquinas, focusing on key issues such as the nature of the human person and the good life, the nature of God, divine foreknowledge and free will, and the problem of evil. In light of this, several topics in bioethics are then examined and John Paul’s Theology of the Body is introduced. The course ends with a brief exploration of aesthetics.</p>
<p>PERENNIAL PROBLEMS IN PHILOSOPHY</p>	<p>Text: Selected readings provided by the instructor.</p> <p>The goal of this course is to provide the student with an introduction to the nature of the enterprise of philosophy. In particular, this course aims to make the student aware of the features that distinguish philosophy from other disciplines. To this end, therefore, a series of <i>perennial problems</i>—that is, those that have surfaced again and again throughout the history of philosophy (e.g. Is consciousness reducible to a material process? What are the limits of science? Are all things in flux and, therefore, mutable? Does being admit of a hierarchy? Are beauty and goodness identical to that which pleases me? Can I know anything?)—are presented for the purpose of identifying the particular nature of the type of investigation that alone is philosophy.</p>
<p>ANCIENT GREEK</p>	<p>Text: <i>Greek: An Intensive Course</i>, by Hardy Hansen and Gerald M. Quinn, Fordham University Press.</p> <p>The principal aim of the Ancient Greek course is to begin to give the students the skills and knowledge needed to read Classical literature in the original Greek. To this end, the students are expected to master the Greek vocabulary and morphology presented throughout this course. Such forms include: the 1st, 2nd, and 3rd declensions of nouns; the indicative, imperative, subjunctive, and optative moods; the active, passive, and middle voices; the participial system. In addition, students are expected through the reading and composing of Greek sentences to understand the various points of syntax presented in this course; points, which are indispensable for the reading of Greek literature. Such syntactical topics include: conditional sentences; purpose clauses; the articular infinitive; the independent optative; the dative of means, the circumstantial use of the participle.</p>
<p>WEB DESIGN</p>	<p>Text: <i>Learning Web Design</i>, O’Reilly 4th Edition, Jennifer Nierderst Robbins in conjunction with the latest online resources.</p> <p>Students learn how to develop a basic functioning web site. Initially, the students become proficient in hand coding with latest versions of HTML, CSS, and java scripting, editing photos and optimizing graphic files. Students are then taught good web design practices, file transfer, and how to use commercially available web design software tools for the creation of a web site.</p>
<p>INTRO TO PROGRAMMING</p>	<p>The purpose of this course is to introduce students to basic programming object oriented language using java technology. The focus is on understanding classes and objects, variables, control statements, Boolean expressions, loops, and user designed methods. Code style is introduced so the student can engineer reusable java.</p>
<p>JOURNALISM</p>	<p>The purpose of this two-day elective is to publish the school newspaper, <i>The Dumb Ox</i>, at least once per quarter. Students learn the fundamentals of writing news stories, features, and editorials as well as elements of newspaper design and layout.</p>

RELIGION

<p>RELIGION 9</p>	<p>Christ, the Eternal Word: New Testament and Christology</p> <p>Texts: <i>Understanding the Scriptures</i>, Dr. Scott Hahn; Didache Series, Midwest Theological Forum. <i>The Bible</i> (Revised Standard Version, Catholic Edition). <i>Catechism of the Catholic Church</i> (sections pertaining to the person and work of Jesus Christ).</p> <p>The freshman year in Religion is a study of the New Testament and the Church's Christological doctrines. After an introduction to the Bible and its overall character as an inspired and inerrant text, students get an overview of the New Testament world and the major New Testament documents. This overview, with the aid of the textbook, serves as preparation for an extended, in-depth study of the New Testament documents themselves, particularly the Gospels. The goal for this year is for students to gain literacy with the New Testament texts. Students also learn what is unique to the Catholic understanding of Scripture and the Church's method of proving the inspiration of Scripture. They learn that reading Scripture through the eyes of the Church opens up the riches of the written Word of God as the Father's loving Word to His children. The students' study of the natures and Divine Personhood of Christ help them see that every word and action of Christ in the pages of the New Testament are his conscious gifts to us personally, even though we are reading about them over 2000 years after their occurrence in history. Through reading and praying with the Scriptures, the students mature in their relationship with the Father, Son, and Spirit and grow in their devotion to Scripture and in the practice of reading Scripture with the heart and mind of the Church.</p> <p>Materials informing the instructor's teaching content come largely from the <i>Ignatius Study Bible</i>, by Prof. Scott Hahn of Franciscan University (Ignatius Press) and commentaries on Scripture provided in the <i>Navarre Bible</i> series.</p>
<p>RELIGION 10</p>	<p>Old Testament, Topics in Church History</p> <p>Texts: <i>Understanding the Scriptures</i>, Dr. Scott Hahn; Didache Series, Midwest Theological Forum. <i>The Holy Bible</i>, RSV-CE. <i>The Resilient Church</i>, Mike Aquilina, The Word Among Us Press, Ijamsville, MD.</p> <p>Students in sophomore religion spend more than half the year studying the Old Testament. Introductory material includes a study of the nature of the Bible as the inspired and inerrant Word of God, the relationship of Scripture and Tradition, and the Bible's literal and spiritual senses, with attention to the basic guidelines that the Church has given us for the study of Scripture, namely to be especially attentive to the content and unity of the whole Scripture, to read Scripture within the living Tradition of the whole Church, and to be attentive to the analogy of faith (CCC 112-114). The Old Testament is presented as the story of salvation history seen from the point of view of a series of covenants between God and man, beginning with the covenant of creation, and moving through the covenants mediated by Noah, Abraham, Moses, and David, all of which prepare the way for the new and everlasting covenant in Jesus Christ. The liturgical and nuptial orientations of the Bible are traced throughout, while types (i.e., pre-figurations) and their New Testament fulfillment are emphasized. The second part of the course covers topics in Church history, such as martyrdom, heresies and councils, monasticism, the crusades, the medieval synthesis of faith and reason, the Inquisition, the rise of Protestantism, Catholicism in America, and the Church in the 20th century. The text, <i>The Resilient Church</i>, provides the underlying theme of the Church's resilience in the face of both external threats and internal corruption throughout the centuries. Additional readings are assigned to supplement the text.</p>
<p>RELIGION 11</p>	<p>The Church, Sacraments, Morality</p> <p>Texts: <i>Introduction to Catholicism: A Complete Course</i>, The Didache Series. <i>The Catechism of the Catholic Church</i>. Second Semester: <i>Our Moral Life in Christ</i>, The Didache Series</p> <p>The year starts with a nine week study of the Church (Ecclesiology). Students will explore the nature, mission and founding of the Roman Catholic Church. Topics such as the Four Marks of the Church, images of the Church, the authority and infallibility of the Magisterium, the necessity of the Church for salvation, and the papacy will be studied. The remainder of the semester and into the third quarter students will study the seven Sacraments of the Catholic Church,. Topics such as the necessity of the sacraments, grace, and sacramental characters will be covered in depth. The rest of the second semester of this course develops the fundamentals of catholic morality. The following topics are studied: objective and subjective morality, the nature of law, conscience and its function and formation, freedom, and moral analysis, as well as the Ten Commandments and their requirements.</p>

RELIGION 12

The Church's Social Teaching, Marriage & Holy Orders, Theology of the Body, Apologetics Review

Texts: *The Catechism of the Catholic Church* (sections on social teaching, Matrimony and Holy Orders) *Society and Sanity* by Frank Sheed (republished by Ignatius Press); Papal Encyclicals: Leo XIII, *Rerum Novarum* (1891, "On The Condition of Labor"); Pius XI, *Quadragesimo Anno* (1931, "On Reconstructing the Social Order", selections); St. John Paul II, *Centesimus Annus* (1991, "On the Hundredth Anniversary of *Rerum Novarum*", selections); Venerable Paul VI *Humanae Vitae* (On Birth Control).

Supporting Texts: *Citizens of the Heavenly City: A Catechism of Catholic Social Teaching* (Dr. Arthur Hippler); selections from *Freedom Under God* by Fulton J. Sheen.

Text Informing the Instructor: *The Compendium of the Social Doctrine of the Church* (published by the Pontifical Council for Justice and Peace)

Students spend half the year studying the Church's social doctrine. The major themes of this course are: 1) Life and Dignity of the Human Person; 2) The Social Nature of the Human Person; 3) The Common Good; 4) The Universal Destination of Goods; 5) Subsidiarity; 6) Solidarity; 7) Stewardship of Creation. Specific questions within these topics include: What is man? What is his purpose? What do those two questions have to do with the proper ordering of society? What is the proper relation between rights and duties? (Which come first?) What does the Church teach with regard to the right to own land/property? Is private ownership written into nature, or is it a convention? Is the right to private ownership an absolute right or does it come with conditions? If so, what conditions? When is 'eminent domain' a reasonable course of action by a government? What are the virtues of entrepreneurship? What does the phrase 'the universal destination of goods' refer to? What is socialism/communism and why does it necessarily fail? What is totalitarianism? Is there a connection between moral relativism and totalitarianism? How does the right to property promote a free society? What is 'consumerism'? What is the Church's critique of 'liberal/laissez-fair capitalism'? What is 'liberalism'/'libertarianism', and what elements of it are compatible with the Catholic Faith? What is the proper relation between Labor and Capital? What is the principle of 'subsidiarity'? What are 'intermediate institutions'? Why are they crucial for a free society? (How is Aquinas Academy an example of one?) What elements in an ordered society shield its citizens from encroachment of governmental power? What is the 'common good'? What are 'common goods'? What does the Church teach about the role of the State/Government in promoting the common good? What is the family's relation to the common good? What is the relation between marriage and a properly ordered society? What is the origin of authority in society? What are the social implications for each of the Ten Commandments (e.g., the Eighth Commandment's prohibition of giving false witness and the issue of freedom of speech in society)?

Material covered this year helps students connect their studies in religion to the world of business. Students see that the Church can guide them with individual moral principles connected to a larger social vision of human relations. With such guidance, they are better equipped to build and support a thriving, ethical business economy in a free market that promotes the common good. They also have greater insight into the political visions that tend either to promote or to undermine the Church's social vision.

The second half of the year focuses more directly upon the Church's teaching on marriage and family, and the nature of Matrimony and Holy Orders as sacraments at the service of communion and the mission of the Church. A good proportion of our time is devoted to helping the students articulate a defense of marriage from the point of view of faith and reason. We also take up questions centered around the Church's teaching on contraception and sterilization. Why is contraception morally wrong? What is the difference between contraception and methods the Church approves for spacing and regulating the birth of children? What is the social fall-out from contraception? The personal and social fall-out from viewing pornography? These and other issues related to chastity and dating/courting are discussed.

Finally, the end of the senior year takes up and reviews important apologetical topics (proofs for God's existence; proofs for Christ's divinity; the distinctiveness of Christian faith in relation to other religions, proofs for the Catholic Church as the one Church Christ founded and continues to guide, a defense of miracles and the Resurrection, etc.).

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