



SAINT JOHN'S PREPARATORY SCHOOL

Your World Awaits

## CATALOGUE OF COURSES 2009-2010 ACADEMIC YEAR

Saint John's Preparatory School's academic year is divided into spring and fall semesters; however, many of the courses listed are one year in length. Therefore, with exceptions made for serious circumstances, students will not be permitted to drop a year-long course at the end of the first semester. Furthermore, not all of the courses listed in the catalogue are offered each year; an official listing of course offerings is distributed at the beginning of registration. The administration reserves the right to cancel or add courses as necessary

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## COLLEGE CAREER PORTFOLIO

### College Career Portfolio

In preparing students for the college/career search process, students will participate in several useful steps over the course of their Upper School years including: researching careers and colleges, developing a list of colleges, visiting colleges, job shadowing, taking an ACT or SAT practice test, scholarship search, preparing an activity resume and community service. (*Beginning with the class of 2013; .50 credits earned by the student's senior year.*)

## ENGLISH DEPARTMENT

### American Literature

This year-long course is required of sophomores, and available to international students. Students will study classical rhetoric and modern composition. Essays will be in the traditional modes of persuasion, classification, narration, and exposition. Students will also keep an academic journal to explore the themes and ideas of the course. Great American literature will be the central focus of this class, and students will be introduced to units on poetry, American drama, and the short story in the first semester. After Christmas, we will move towards research writing, and also read novels by William Faulkner, Ernest Hemingway, F. Scott Fitzgerald, Louis Erdrich, Toni Morrison, and Mark Twain.

### Advance Placement English Literature and Composition

This course provides a select group of seniors a rigorous experience with rhetoric, composition, and great literature of the western Canon. As we challenge ourselves with the expectations of the American College Board, we will write numerous essays in all possible modes, and maintain an academic journal. Though the concern of this course is literature, we will also learn to think as rhetoricians, philosophers, historians, and literary critics. Students can expect traditional units on the Greeks and Romans, Dante, and Shakespeare in the first semester; in the second we will confront seminal novels from the 20<sup>th</sup> century. AP English calls students to be readers and participants in a devoted academic discourse community that strives for seminar style discussions about literature, and its meaning in our lives. College credit is earned through St. John's University, and additional credit may be earned through adequate performance on the AP English exams offered in May.

### British Literature: Anglo-Saxon through Restoration

This one-semester course focuses on great literature from the beginnings of the English language through the 1700's. Major works include *Beowulf*, *Macbeth*, selections from *The Canterbury Tales*, and *A Man for All Seasons*, a contemporary play set during the Renaissance. British history and culture will be studied in relationship to the literature. In addition, students will compose several expository, reflective, and analytical pieces of writing.

### British Literature: Romantic through Contemporary

This one-semester course focuses on great literature from the Romantic Age through the Contemporary Period. Major works include *The Rime of the Ancient Mariner*, *Pygmalion*, *1984*, and *Rosencrantz & Guildenstern Are Dead*. One or two additional plays—*Hamlet* in particular—will be included in the course despite being from the Renaissance Period. British history and culture will be studied in relationship to the literature. In addition, students will compose several expository, reflective, and analytical pieces of writing.

### English 9

This year-long required first-year course focuses on literature, composition, and language skills. The literature includes various genres with an emphasis on major works such as *Of Mice and Men*, *Fahrenheit 451*, *Romeo and Juliet*, *To Kill a Mockingbird*, and *Peace Like a River*. Students have frequent writing assignments, both expository and creative, and frequently share their writing with peers. Language skills are taught in digestible doses throughout the course. In addition, presentations, speeches, and skits will emphasize both oral and non-verbal communication.

### **English Language and Composition**

This semester-long class focuses on the development of academic composition patterns. Based in non-fiction, students of this course will become familiar with the structures of analysis, description, and persuasion and will write various papers to those ends. Special attention will be paid to the refinement of Standard American English syntax and word choice appropriate to audience and registry.

### **Project Logos: Creative Writing I and II**

These semester-long creative writing courses are offered to juniors and seniors with the option of .5 credits applied toward English. Students will read and write in a variety of genres, including creative non-fiction, fiction, drama, screenwriting, and poetry. The course will involve an interdisciplinary approach to understanding and expressing a variety of subjects ranging from the cultural and environmental to the scientific and spiritual. In addition to the regular writing, reading and discussion of literary works, each course will incorporate various technologies, multimedia assignments, and an emphasis on entering writing contests and publishing. Towards this end, each Logos student will receive the use of a laptop for each semester enrolled in the course. Finally, it is the additional aim of the Project Logos program to invite writers to campus and into classrooms for workshops, lectures and readings at least once per semester. The courses offer different writing exercises and readings assignments in the fall and spring. (Scheduling priority will be for seniors; then juniors based on the number of registrants. Only one semester of a Project Logos: Creative Writing course may earn credit for an English elective, but both semesters will count toward graduation.)

### **World Literature: The Classic World**

This semester-long course refines critical reading and writing skills through the exercise of literary theory, the close reading of classical texts, and Socratic-style seminar methods. Ancient literary genres representing diverse cultures are interpreted and evaluated through small and large group discussions as well as individual verbal and written assignments.

### **World Literature: The Modern World**

This semester-long course refines critical reading and writing skills through the exercise of literary theory, the close reading of classical texts, and Socratic-style seminar methods. Modern literary genres representing today's world and cultures — including contemporary poetry and creative nonfiction — are interpreted and evaluated through small and large group discussions as well as individual verbal and written assignments.

### **Independent Study**

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES DEPARTMENT (ESOL) (Formerly ESL - ENGLISH AS A SECOND LANGUAGE DEPARTMENT)**

### **English for Speakers of Other Languages I: Language Use**

#### **English for Speakers of Other Languages I: Literacy**

This is a one and a half credit course designed to help international students develop basic writing, reading, listening, and speaking skills in English. Students will improve their writing by focusing on sentence level structure and increased fluency. Students will also build oral communication skills that will help them understand lectures, work in small groups to complete academic tasks, and participate in classroom discussions. Students will read a variety of texts including short articles, poetry and novels in order to improve reading comprehension, expand their vocabulary and practice literary analysis. Students normally progress to ESOL II upon successful completion of this course.

### **English for Speakers of Other Languages II**

This is an accelerated course designed to advance the fundamental listening, speaking, reading and writing skills necessary for academic use of English and the TOEFL exam. Students will have the opportunity to improve their writing by focusing on advanced structures, paragraph development, and increased fluency. Students will build oral communication skills necessary for academic success, including oral presentation, participation in class discussion, leading small-group discussion, and note-taking. Students will read a variety of texts, including short articles, poetry and novels. Students normally progress to ESOL III upon completion of this course.

### **English for Speakers of Other Languages III**

This is an accelerated course designed to transition students efficiently from Levels I and II to standard English classes. In this course, students use diverse, authentic texts from a variety of genres to develop their reading, writing, speaking and critical thinking abilities. It will include opportunities for formal and informal writing in narrative, expository and argumentative modes, as well as practice in the development of academic vocabulary. Various themes, generally one per quarter, will be centered on topics relevant to students' personal and academic lives, allowing them to explore their roles as global citizens and learners. Activities will promote the interpretation, application, analysis, synthesis and evaluation of information.

### **English for Speakers of Other Languages Introduction to Christianity**

This one semester course offers non-Christian students an introduction to the ideas and beliefs that shape the Christian faith, particularly as related to mainstream American culture. Studies will focus on the development of Christianity, through the Old and New Testaments, and how the faith is practiced around the world. Inquiry-based projects will help students understand the role that this religion plays in the daily life of the school and the culture of the United States. Themes will be centered on the Liturgical calendar, paying special attention to holidays and feasts.

### **English for Speakers of Other Languages United States History**

This course is designed to provide students with an overview of United States history from colonial American through present time. Students will study major themes in order to explain how important events, people, and trends have shaped the United States. In addition to the textbooks, students will use a variety of primary sources including music, literature, documents, speeches, and photographs to develop critical thinking and historical analysis skills. Two major themes explored in this course are understanding the role of an individual to affect change and the idea of examining multiple perspectives to understand an event. Students will also have the opportunity to investigate topics and themes further through a variety of projects. Students will develop skills necessary to effectively present and express a position and actively participate in classroom discourse.

### **English for Speakers of Other Languages Social Studies Concepts**

This course provides an overview of social studies concepts and learning expectations within Western educational settings. Students will study thematic topics and develop content-specific skills in the areas of geography, economics, government, and historical inquiry in order to prepare them for future SJP and college social studies classes. Additionally, students will improve their reading, presentation, and note-taking language skills.

## **FINE ARTS DEPARTMENT: Art, Drama, Music**

### **Art**

#### **Acrylic Painting**

Work with thick, bold colors on canvas and paper through a traditionally loved painting medium. Acrylic paint offers a less messy alternative to oil-painting. Explore the use of wash and impasto to create different textural feelings to your work. Learn to prime paper, canvas or masonite and stretch your own canvas on a frame. Aspects of color theory and practical application of color will be introduced. We will take a look at the work of others and develop a language for talking about art through class discussion and critique.

#### **Advanced Applied Design/Portfolio Development**

This course is designed for the student who is interested in exploring art as a career or a lifelong hobby. We will take a more in-depth approach to exploring applied design and creative thinking. You will be able to work on more open-ended problems using various mediums of your preference. In addition, you will have the opportunity to engage in discussions with others who are also interested in art and visit a few art galleries to experience the art of others. Many art-related careers will be explored and a portfolio suitable for display, scholarship or college admission will be the culminating result of the semester. Permission of instructor required for admittance.

## **Ceramics I**

This class involves studio work that introduces the student to hand-building techniques in clay along with wheel thrown pottery items. Students will gain basic skills in throwing functional items such as cups, bowls and flatware. A variety of decorative techniques will be explored including glazing, under glazing, relief work and adding hand-made embellishments to wheel thrown work. Students will learn the process of caring for and reconditioning clay as well.

## **Ceramics II**

The student will further develop throwing skills of cups, bowls and flatware as well as exploring new forms. Learn to make teapots, lidded ware such as honey pots, and larger ware. We will develop a place setting with style and explore the process of altering forms into shapes that are not round. Take a more in-depth look at glazes and decorative techniques, and begin to develop your own style. All students will be responsible for studio upkeep and clay reconditioning. Prerequisite: Ceramics I or equivalent.

## **Ceramics III**

Continue your clay exploration by exploring taller and wider forms as well as developing new decorative techniques. Third semester students will create such items as candlestick holders, casserole dishes and teapots. Learn to mix glazes, load and unload the kiln and more. You will be working alongside ceramics I and II students. Prerequisite: Ceramics I and II or approval of the instructor is required.

## **Design/Illustration**

Design is a critical piece today in all fields of work. Designers are responsible for creating things that are functional as well as looking good. A designer is one who combines problem solving and creativity. In this class, you will learn about some basic processes that designers use to help create interesting and unique products. We will discuss theories and use of color as well as the use of semiotic devices (visual cues) that designers use to make things appealing to others. In addition, we will explore the illustration process for book, editorial and advertising design.

## **Drawing I**

This course will start from the basics of technique and exploration of the elements of drawing and the principles of design. The course will progress into the advanced use of techniques, elements and principles to focus on compositions. We will draw landscapes, still life, human forms and portraits. Some gallery visits will be included.

## **Drawing II/Printmaking**

Refine your drawing skills while exploring new applications of media and creating new, original pieces of artwork. Further explore still-life, landscape and figure drawing as well and discover how drawing can go hand in hand with printmaking. Techniques in monoprinting, block printing, and etching will be explored, among others. Prerequisite: Drawing I

## **Mixed Media**

This course is designed for those who would like to work with several media at one time. Combinations of paint and colored pencil or pastel, marker and ink, collage and other original applications will be explored. Students will have the opportunity to work in a non-objective or abstract way as well as through traditional and representational techniques. Mixed media is a natural extension for those who have explored drawing and painting as well as being appropriate for beginners.

## **Painting**

Live out your love of color through painting! You will begin to develop technical painting skills, self-expressions and personal style in acrylic and watercolor and tempera paint, along with the theory and practical application of color. We will take a look at the work of others and develop a language for talking about art through class discussion and critique.

## **Photography I**

Learn the use of a 35-MM camera. Process your own black and white film and print negatives in the darkroom. Emphasis will be placed on the basic techniques needed to produce quality prints. Students work with a high degree of self-motivation toward refinement of craft and self-expression through the media. Some exploration of photographic composition through the use of other media, such as digital cameras, computers and collage will also be explored. Students are responsible for darkroom chemicals and upkeep. Students must have access to a manual 35-MM camera.

## **Photography II**

Continue to develop your skills in photography with more advanced knowledge of the camera as well as delving further into the world of digital photography. Students in the class will work in the darkroom as well as on the computer, doing straight photography as well as learning more about the power of Adobe Photoshop to edit their pictures and create original works of art. Gain a better knowledge of darkroom chemicals and learn what it takes to maintain a darkroom. Prerequisite: Photography I. Students must have access to a manual 35 MM camera as well as a digital camera with a minimum of 5 mega pixels.

## **Sculpture**

For the student with a preference for three-dimensional art, this will be a course that takes the elements and principles of art and applies them to the sculpted form. There will be a variety of materials to experience and new tools to learn how to use. The units will range from additive (or formative as in ceramic) to subtractive (as in carving). There will be gallery visits, a survey of history, discussions of aesthetics and the role of sculpture in our community.

## **Watercolor Painting**

Demystify the art of watercolor painting. This course, especially designed for beginners but appropriate for all levels, will help you get over your fear or bad experiences with watercolor painting. Enjoy working with bold and fluid color and learn to control the media. You will learn traditional techniques as well as trying your hand at resist, splash painting, saturated wet and crinkle techniques. Enjoy working on a variety of papers from the traditional watercolor to illustration board, masa paper, and other natural fibers. Aspects of color theory and practical application of color will be introduced. We will take a look at the work of others and develop a language for talking about art through class discussion and critique.

## **Western Art History**

This semester long survey course will explore the major "isms" of art in western society beginning with the Renaissance period and running through modern times. We will address aesthetics, style and subject matter of art as well as how cultural and religious influences have affected artists through the ages.

## **Independent Study**

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## **Drama**

### **Acting I**

Project and Performance based course designed to develop the actor's imagination, observation and concentration through sense awareness, relaxation, and pantomime and theater games. Techniques will be introduced with the purpose of bringing the actor's body, voice and mind together in rehearsal and onstage to fully communicate performance choices through strong psychological and physical action. Included is an introduction to building the foundation of a good voice involving training in breathing, sound production, diction and articulation. Course may coincide with a Prep production, offering an additional forum for actors to rehearse.

### **Acting II**

Continuation of Acting I with more advanced levels of theory and performance. This course includes intensive scene and monologue work, with emphasis on text analysis and rehearsal techniques. Advanced work on the voice including the development of tone, resonance, range, power, articulation and projection. Acting methods and theatre genres will be explored. Fundamentals of basic makeup and character makeup will also be taught. Course may coincide with a Prep production, offering an addition forum for actors to rehearse. Prerequisite: Acting I or consent of instructor.

### **Tech Production I**

Orientation and beginning theory and practice of set concept, design and construction. Introduction to the theories and equipment used in theater lighting and sound. Introduction to costuming as well as stage management. Students will gain experience by observing/participating in technical aspects of plays, concerts, or other events at Prep or other venues.

## **Tech Production II**

A continuation of Technical Production I. Students will begin to design and help create their own sound, lighting, set and costume design for a Prep Theatre Production. Prerequisite: Instructor's approval or technical experience in previous Prep productions.

## **The Theater Experience**

This course is a Fine Arts course where a student need not have any history in the performing arts, construction, painting, or other theatrical assignments. It is a project and performance based course designed to develop the actor's imagination, observation, and concentration through sense awareness, relaxation, pantomime, and theater games. Techniques will be introduced with the purpose of bringing the actor's body, voice and mind together in rehearsal and onstage to fully communicate performance choices through strong psychological and physical action. This course includes intensive scene and monologue work, with emphasis on text analysis and rehearsal techniques. This course may coincide with a Prep production or event, offering an additional forum for extra-curricular participants to rehearse. The Theater Experience offers orientation and beginning theory and practice of set concept, design and construction. In addition, students will be introduced to the theories and equipment used in theater lighting and sound, costuming, and stage management. Students will gain experience by observing/participating in technical aspects of plays, concerts, or other events at Prep or other venues. During the course, students will discover a preference for a technical element and head up an independent project based on what they have learned in the large group. Exemplary student work will be showcased in the public productions. As you will find in many highly-esteemed colleges and universities globally, students pursuing a career in the performing arts or simply fulfilling a Fine Arts credit at a liberal arts institution must participate in diverse roles within theater—making this truly a college preparatory course.

## **Independent Study**

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## **Music**

### **Alternative Strings**

This ensemble will explore and perform contemporary music styles such as swing, blues, rock and others. Students will also explore opportunities to experience the spontaneity of improvisation and the creative process of composition. The number of members in the ensemble will be determined by the successful level of musicianship of its members. Independent practice for all selected music is required. Students will learn basic improvisational and Jazz interpretation skills. Essential listening to selected Jazz, Rock and Folk artists and music will be required. The instructor will provide these listening materials to student members.

Membership is open to advanced string students who are members of at least one of the Saint John's Preparatory School large performing ensembles (Band, Choir or String Orchestra). Admittance is by Instructor permission only and an audition may be required for membership to Alternative Strings.

This group meets at least one morning per week (before school) for rehearsal. A prospective student member must make a prior commitment to being able to secure transportation to the before school rehearsal schedule. The Alternative Strings will play for various school and community functions, attend string competitions and play in concert performances.

### **Concert Band**

The concert band gives two to four concerts per year in cooperation with the other musical groups in the school. The band also plays as a pep band at a number of athletic events throughout the year. Solo and ensemble opportunities are available to all students. All members have lessons with music faculty to receive academic credit for band. The program seeks to develop an awareness of musical style by performing music from a variety of musical periods and by a variety of composers. Students must remain in this course for the full year.

### **Chamber Ensemble**

Chamber Ensemble is a mixed vocal ensemble that sings primarily a cappella music written for smaller ensembles. This select group will perform at a variety of events through the year. The ensemble enrolment is limited to no more than 13 members. Rehearsals will be before school. Students wishing to participate must be a current member of a major music ensemble (band, choir, strings) and receive permission from the instructor by audition. Students remain in the course for the full year. *(Students will earn .25 credits per semester enrolled in this course, but does not fulfill the Fine Arts requirement.)*

### **Concert Choir**

The choir is an ensemble for mixed voices performing primarily a cappella music. The program seeks to develop good singing habits and the ability to sing together as a well-blended group. Music from a variety of musical periods and by a variety of composers is used to develop an awareness of musical style. All members receive vocal lessons from faculty to achieve academic credit. Solo and small group opportunities are provided. The choir frequently performs in the same concerts as the band. Students must remain in this course for the full year.

### **Jazz Ensemble**

This is one of the most visible and active ensembles in the music program. The number of members in the ensemble will be determined by the successful level of musicianship of its members. This usually means that the Jazz Ensemble is more of a combo in size (10-12 members). The ensemble performs a wide variety of selections from Swing to contemporary Jazz. Independent practice for all selected music is required. Students will learn basic improvisational and Jazz interpretation skills. Essential listening to selected Jazz artists and music will be required. The instructor will provide these listening materials to student members.

Membership is open to advanced wind/percussion students who are members of at least one of the Saint John's Preparatory School large ensembles (Band, Choir or String Orchestra). Admittance is by Instructor permission only and an audition may be required for membership to the Jazz Ensemble.

This group meets at least one morning per week (before school) for rehearsal. A prospective student member must make a prior commitment to being able to secure transportation to the before school rehearsal schedule. The Jazz Ensemble plays for various school and community functions, attends jazz band competitions, plays in concert performances and the annual "A Night Of Jazz".

### **String Orchestra**

Membership is open to all Freshman - Senior string players. This course is comprised of rehearsal and performance of string/orchestral works from the Eighteenth to Twentieth centuries and can range from traditional classic literature to symphonic movie scores. The String Orchestra at Saint John's Preparatory School provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral stringed instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, cooperative group rehearsal skills and responsible individual and rehearsal habits.

Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces. The String Orchestra performs at least two major public performances each year. In addition, the Orchestra will perform at various school and community functions that include, but are not limited to Large Group Contest, Solo/Ensemble Contest and performances. In addition to the daily rehearsal schedule, students in the String Orchestra will participate in individual, group and/or sectional rehearsals each grading period.

### **Independent Study**

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## HEALTH & WELLNESS DEPARTMENT

### Health

This one-semester class is designed to develop health literacy. The student will be able to obtain, interpret, and understand basic health information. In addition, each student will demonstrate the ability to use such information in ways that will enhance their health. (

### Health and Physical Education 9

The health portion of this class is designed to develop health literacy. The student will be able to obtain, interpret, and understand basic health information. In addition, each student will demonstrate the ability to use such information in ways that will enhance their health. The topics include: wellness, nutrition, fitness, stress, mental and emotional health, STD's and AIDS; substance abuse; reproduction, and issues in relationships. CPR and emergency first aid are also included. The Physical Education portion of this class will emphasize sports and activities that develop cardiovascular and over-all fitness as well as team sports and activities. Activities may include volleyball, basketball, floor hockey, soccer, football, team handball, lacrosse and softball. The class will meet every day for one semester. (*Offered fall & spring semesters, every day course, gender based*)

### Physical Education 10

The course provides students the opportunity to participate in lifelong fitness activities by better understanding the components of fitness as it relates to overall health. The variety of activities chosen allow each student the opportunity to develop an appreciation, enjoyment, and success of physical fitness. Activities might include but are not limited to the following: aerobics, indoor and outdoor recreational games, golf, volleyball, softball, bowling, hiking, rock climbing, and Frisbee games. (*Offered fall & spring, every other day course, gender based*)

### Physical Education

Eleventh and twelfth graders are required to participate in at least one physical activity (sport or intramurals) each year.

Juniors: Participation in at least 1 physical activity (a sport or intramurals).

Seniors: Participation in at least 1 physical activity (a sport or intramurals).

### Independent Study

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## INTERNATIONAL LANGUAGES: Chinese, German, Spanish

### Chinese

#### Chinese I

In this course students learn to understand, speak, read and write Mandarin Chinese by way of communication/functional tasks (along with a solid foundation in grammar). Students will learn to read and write in Chinese Pinyin and character. They will learn to express themselves and communicate with others on topics closely related to their own experiences and daily life. Students will explore culture through current events, songs, idioms, TV programs and movies. By the end of the year students will be able to demonstrate the mastery of pronunciation, tones, spelling of Chinese syllables, basic Chinese characters and grammar structures. Students should be able to hold brief conversations about their families; friends; hobbies; dates, time and weather; school life; and transportation. Students may choose to learn simplified Chinese characters. Students read and write 350 characters by the end of the year. Upon successful completion of this course, students will go to Chinese II.

## **Chinese II**

This course in elementary Chinese designed for students who have completed Chinese I or its equivalent. Students will learn to talk about when, where, what, how things are happening, have happened and will happen. They will learn to give more complex description and commands, and begin to support arguments. Students will learn how to compare and contrast, to get familiar with different types of language discourse forms. Students will explore culture through current events, songs, idioms, TV programs and movies. By the end of the one-year course, students are expected to demonstrate the following abilities: understand and use the basic vocabulary, sentence patterns, and usage introduced in the textbook Integrated Chinese Level 1, Part 2. Read simple texts written in Chinese characters. Write by hand and word-process from memory approximately 600 Chinese characters. Speak in Chinese on simple topics of everyday life. Upon successful completion of this course, students will go to Chinese III.

## **Chinese III**

This course in intermediate Chinese designed for students who have completed Chinese II or its equivalent. The course will help students to raise proficiency, to develop reading, speaking, listening and writing skills and the awareness of cultural aspects through a range of texts and materials. By the end of the one-year course, students are expected to demonstrate the following abilities: understand and use the intermediate vocabulary, sentence patterns, and usage introduced in Chinese I and II and expanded upon in the textbook Integrated Chinese Level 2. Read progressively more difficult texts written in Chinese characters (approximately 1100). Write by hand and word-process from memory approximately 900 Chinese characters. Speak in Chinese on topics of interest to college-preparatory students: campus and family life, social issues, aspects of Chinese culture. Recognize and understand the more formal written-style expressions which are used in news broadcasts and formal speeches. Upon successful completion of this course, students will go to Chinese IV.

## **Chinese IV**

A rigorous course in intermediate Chinese designed for students who have completed Chinese III or its equivalent. Students will learn to express themselves using complicated grammar structures in the sentences, paragraphs and essays. They will learn to give more complex description and commands, and begin to support arguments. Students will get familiar with different types of language discourse forms. Students will explore culture through current events, songs, idioms, TV programs and movies. By the end of the one-year course, students are expected to demonstrate the following abilities: understand and use the intermediate vocabulary, sentence patterns, and usage introduced in Chinese I, II and III in the Integrated Chinese textbooks Level 1 and 2; read progressively more difficult texts written in Chinese characters (approximately 1400); write by hand and word-process from memory approximately 1200 Chinese characters; speak in Chinese on topics of interest to college-preparatory students: campus and family life, social issues, aspects of Chinese culture; recognize and understand the more formal written-style expressions which are used in news broadcasts and formal speeches. Although the course is not designated AP, by the end of the year students will have covered enough tasks and functions that they are eligible to take the College Board AP Chinese Language exam if they so desire.

## **Chinese V**

Chinese Language and Culture V is open to students who have successfully completed Chinese IV. They will develop reading, speaking, listening and writing skills and the awareness of cultural aspects through a range of texts and materials. The students will be able to have sound knowledge of the whole picture of Chinese grammar. They will develop familiarity with more discourse forms. The students will be exposed to and learn 600-900 new characters. The students will be able to initiate and sustain conversations covered by texts and materials. They will be able to express themselves using complicated grammar structures in the sentences, paragraphs and short essays.

## **Independent Study**

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## German

### German I

The first year in German stresses the spoken language as well as listening comprehension. Reading and writing of simple material is included with an introduction to the fundamentals of grammar. Since course materials are centered on the lives of a group of German-speaking teenagers and their families, many aspects of traditional culture and everyday life are also explored.

### Accelerated German I/II

Accelerated German is offered for those students who exhibit the motivation and language skills necessary to learn German at an accelerated pace. The emphasis in the first semester is on pronunciation, the development of oral-audio skills and first year German grammar topics. As the course progresses, emphasis shifts to reading and writing skills and the grammar material covered in second year. Students must be prepared to work independently.

### German II

In the second year of German, the student continues to build on skills acquired in the first year. More emphasis is given to oral skills, reading, and writing. Grammatical analysis is continued in greater depth and the student continues to foster an appreciation for Germanic culture and civilization

### German III

The third year in German attempts to review and refine grammar learned in the first two years. Greater emphasis is given to reading and writing skills, and some German literature is studied. Conversational skills are stressed: the student learns to converse using more than just one-sentence type answers. The student begins to study in depth the history and culture of the Germanic countries.

### German III/IV Melk

This combination advanced grammar/composition course is for participants on the yearlong exchange program in Melk, Austria. In addition to goals and topics stated for German III and German IV, the course is designed to take full advantage of the Austrian community of Melk and the extensive travel within Europe. Student projects and discussions will center on their daily contact and experience with European culture. Students completing this course must complete German III to fulfill the three credits of foreign language requirement for graduation.

### German IV

German IV has studied all of the basics of the language. Previously learned material is integrated and reviewed, and communication skills are expanded. A heavy emphasis is placed upon reading and writing. A considerable amount of time is devoted to the study of a variety of German literary forms. The student, in addition to advanced grammar and literature, continues to study the history and culture of German speaking countries.

### Advanced Placement German/German V

The Advanced Placement course in German literature attempts to sensitize the highly qualified students to the beauties and complexities of German literary works. To promote the development of this awareness, a great deal of attention is given to refining all four of the students' basic communication skills: reading, writing, listening and speaking.

### German VI

This course offers a wide range of literary works of various genre (classical to modern), demands extensive writing with topics related, expands the communicational ability by analyzing literary texts, discusses current topics of importance and interest, adds more complex grammatical structures to the writing and encompasses cultural aspects related to the literature.

### Independent Study

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## Spanish

### Spanish I

An introduction to the basic elements of Spanish. Practice in understanding, speaking (including work with pronunciation), reading and writing, grammar and culture. Students will develop a vocabulary in basic conversational Spanish, which serves as a foundation for further study.

### Accelerated Spanish I/II

Accelerated Spanish is offered, by invitation of the Language Department only, to those students who demonstrate high aptitude, motivation, and responsibility in language to learn Spanish at an accelerated pace. The text used is a college-level beginning text. It is highly recommended that a student complete at least one full year of world language study with a 3.0 or above to ensure that they are familiar with grammatical terms and structures used in explaining a non-native language. Students will be expected to work independently outside of class on aspects normally drilled during class time. Students completing this course must complete Spanish III to fulfill the three credits of foreign language requirement for graduation

### Spanish II

Review and continued study of grammar and vocabulary, together with additional training in understanding, speaking, reading and writing. Refinement of grammar skills and vocabulary to the intermediate level. Practice in carrying on meaningful conversation in realistic situations.

### Spanish III

This course builds on the basic knowledge of vocabulary and grammar and is intended to further the development of listening, speaking, reading and writing skills that the students already possess. Students will begin an acquaintance of Spanish and Latin American authors and their works. The grammar learned in the first two years is refined and reviewed. Great emphasis is placed on conversational skills and the use of Spanish in the classroom. Students continue to foster an appreciation for the culture and civilization of the Spanish speaking people.

### Spanish IV

Fourth year attempts to integrate, reinforce and expand previously learned communication skills in Spanish. Students will learn about the Americas as well as Spain while surveying contemporary literature in forms of short stories, poems, novels, newspapers, and magazine articles. Students will also study music, art and movies from the various Spanish-speaking countries. Increased awareness about political, historical, literary, and other cultural issues and newly formed opinions will be reflected in frequent small group discussions and reaction papers.

### Advanced Placement Spanish/Spanish V

This course is a continuation of Spanish IV, and it focuses on developing reading/writing skills, grammar structures and auditory comprehension at an advanced level. The grammar topics are developed to the level necessary for success on the AP exam, and students use a text for reading and listening comprehension that uses the format of the AP exam.

### Spanish VI - Introduction to Spanish and Latin American Literature

This course examines a range of writing that is broad in genre (fiction, poetry, theater and essay), time (Medieval to 21<sup>st</sup> century) and geography (Spain and several Latin American nations) by significant female and male authors. The course will focus on such must-know authors as Jorge Luis Borges, Pablo Neruda, Federico García Lorca and Ana María Matute, but other intriguing writers will make an appearance as well.

Students will learn to analyze texts through use of such standard literary terminology as metaphor, metonymy and synecdoche. Students will write several small analyses of literature, with a final project that will be several pages long and involve the analysis of a theme evident in several works.

### Independent Study

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## MATHEMATICS DEPARTMENT

*(Mathematics rotation: Algebra I, Algebra II, Geometry, Functions/Stats/Trig, Pre-Calculus)*

### **Algebra I**

The student is introduced to the basic structure of algebra and develops problem solving techniques. The topics are: basic properties of real numbers; linear equalities and inequalities; an introduction to functions, relations, and graphs; systems of linear equalities and inequalities; polynomials and rational expressions; irrational numbers and radicals; quadratic equations and functions. Students must have successfully completed (received a grade of C- or better) a Pre-Algebra course.

### **Algebra II**

The student rigorously studies second year algebra and a substantial amount of trigonometry. The topics are: review of elementary algebraic concepts; variations & graphs; linear relations; matrices; systems; parabolas & quadratic equations; functions; powers & roots; exponents & logarithms; trigonometry; polynomials; quadratic relations; series, combinations & statistics; and dimensions & space. Students must have successfully completed (received a grade of C- or better) an Algebra I course or receive an instructor's approval.

### **Geometry**

The course is a balance of geometric theory and application. The students practice problem solving and writing proofs. Topics treated are: points, lines, planes, and angles; definitions and logic (if-then statements, direct and indirect reasoning); triangle congruence; polygons; similarity; coordinate geometry; trigonometry; vectors; reflections, transformations and congruence; measurement formulas; three-dimensional figures; surface areas and volumes; applications of the properties of circles; fractal geometry; and non-Euclidean geometries. Students must have successfully completed (received a grade of C- or better) an Algebra II course.

### **Functions, Statistics and Trigonometry**

The student reviews algebraic concepts, furthers their understanding of trigonometry, and is introduced to probability and statistic concepts. Function notation is used extensively throughout the course. Calculators and computers will be used for plotting functions, analyzing data, and simulating experiments. Course topics include: data analysis; functions & models; transformations of functions & data; power, exponential & logarithmic functions; trigonometric functions; graphs of circular functions; probability & simulation; sequences, series & combinations; polynomial functions; binomial & normal distributions; matrices & trigonometry; and quadratic relations. Students must have successfully completed (received a grade of C- or better) an Algebra II course and receive an instructor's approval.

### **Pre-Calculus, Discrete Mathematics**

The student studies pre-calculus and discrete mathematics. Pre-calculus mathematics deals mainly with infinite and continuous processes. Topics include most functions, coordinate systems, trigonometry, limits, and an introduction to the basic components of calculus: derivatives and integrals. Discrete mathematics deals with finite and iterative processes. Topics include certain functions, logic, properties of integers, sequences, algorithms, recursion and induction and combinatorics. This course may be taken for college credit. The determination is made at the beginning of the second semester. Students must have successfully completed (received a grade of C- or better) an Algebra II and/or Functions, Statistics and Trigonometry course and receive an instructor's approval.

### **Independent Study**

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## SCIENCE DEPARTMENT

### Advanced Biology

Advanced Biology is a yearlong course. During the first semester there is an emphasis on biochemistry and genetics. The second semester begins with evolution, a study of the three domains and phylogenetic trees. We finish the year with a study of human anatomy and physiology. A college level textbook is used and successfully completing 10<sup>th</sup> grade Chemistry is a prerequisite. Instructional techniques will include a combination of lecture, laboratory work, research projects and computer simulations. Instructor's approval for course enrollment.

### Advanced Chemistry

This course will deal primarily with organic chemistry, physical chemistry and biochemistry. The physical and chemical properties of organic compounds, the synthesis of such compounds, organic reaction, and the naming and formulas of the various major types of organic and biochemical compounds are the main topics of this course. It also deals with metabolism and the body's use of organic chemicals. The physical chemistry portion of the course will include the study of equilibrium, acids and bases, oxidation and reduction, and reaction kinetics. Instructor's approval for course enrollment.

### Biology

The goal of the course is to introduce characteristics of each of the five kingdoms of living organisms. The first quarter is concentrated on the plant kingdom where much of the lab work can occur outside. The second quarter focuses on cell biology and genetics with lab concentration on microscope. The third quarter introduces Invertebrates and vertebrate zoology, while the fourth quarter deals with human biology and ecology. (Not offered during the 2009-2010 academic year.)

### Chemistry

This course is designed to give the student a working knowledge of chemistry by emphasizing chemistry-related technology issues now confronting our society and the world community. This course is also designed to give the student a working knowledge of many major topics of chemistry. Emphasis in the course is on learning and relating chemical principles with each other and then using mathematics in chemical problem solving. The main areas of study are: Atomic structure, Periodic law, Formula writing and equations, Mole concept and stoichiometry, Gas laws, Acids and bases, Equilibrium, Nuclear chemistry, Kinetics, and Electrochemistry. Another major emphasis is on laboratory work and the proper use of the scientific method.

### Conceptual Physics

Physics is the most basic and the oldest of all the sciences. It is about the nature of basic concepts such as motion, force, energy, matter, heat, sound, light, and electricity. Conceptual Physics is a laboratory based classical physics course, which emphasizes the concepts of physics and places very little emphasis on the mathematical models. The topics range from light and Einstein's Theory of Relativity to a study of carbon dating. This course is designed to be very useful to all Saint John's Prep School students. Demonstrations are used extensively to illustrate the concepts. Conceptual Physics can serve as an introductory physics course which can be followed by more rigorous high school physics and/or college physics course or serve as an exit course in physics. Text for this course is Conceptual Physics by Paul Hewitt, an instructor at San Francisco Junior College. A prerequisite for this course is satisfactory completion of Algebra I. Usually this course is taken after or concurrently with Chemistry. *(2009-2010 will be the last year Conceptual Physics will be offered.)*

### Earth Science: Geosciences

This is a one-semester course designed to introduce students to the study of the Earth, including an in-depth look at its three main parts: the solid earth, water mass, and atmosphere. Students will acquire an understanding of "global change" over varying time scales, and learn to see the Earth as a dynamic system with a complex history. The course will include the use of the Internet, labs, videos, lecture and projects to involve students as active learners. Preferential scheduling will be given to students who are enrolled in Earth Science: Astronomy as well.

**Earth Science: Astronomy**

Astronomy is a one-semester course in which students will investigate the heavens from both an historical and modern approach. Through class lectures, videos, computer simulations, demonstrations, research and class discussions, students will learn about the wondrous universe in which we live. Topics such as the solar system, the birth and death of stars, telescope observing, and modern ideas concerning black holes, quasars, and supernovae will be researched and discussed. Preferential scheduling will be given to students who are enrolled in Earth Science: Geosciences as well.

**Engineering Physics**

This physics course is mainly algebra and trigonometry based (calculus of limits etc. will be taught as needed). The intent of the course is to prepare students for college level science and physics. Topics studied include mechanics, thermodynamics, wave motion, electricity and magnetism, and modern physics. In this course many demonstrations are employed to enhance the understanding of the physics involved. The prerequisites for this course include the satisfactory completion of Algebra II/Trigonometry or its equivalent. The text for this course is Physics: Principles with Applications by Douglas C. Giancoli. Instructor's approval for course enrollment.

**Environmental Science**

One goal of this course is for students to learn scientific principles and methodologies necessary to understand the interrelationships in the natural world identify and analyze environmental problems and explore various solutions for resolving or preventing environmental problems. A second goal is to provide opportunities for students to engage in real life sustainability projects on campus and in the local community. Instructional techniques will include a combination of lecture, laboratory/field work, research projects and computer simulations. Students also participate in the Envirothon.

**Physics**

Physics serves as an introductory course to the formal study of science and is an exploration of physics, the most basic and the oldest of the sciences. Students will develop basic concepts of the nature of motion, force, energy, matter, heat, sound, light, and electricity. Students will learn to analyze the results of laboratory experiments and will build a laboratory portfolio which includes results of each of the major investigations throughout the year. The skills of experimental design, data collection and graphical analysis will be emphasized. This course will serve as an introductory physics course, and will provide the prerequisite knowledge needed for the study of chemistry, biology and advanced studies in physics. The text for this course is Conceptual Physics by Paul Hewitt, a professor emeritus at San Francisco Junior College. The prerequisite for this course is current enrollment in or satisfactory completion of Algebra II.

**Independent Study**

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

**SOCIAL STUDIES DEPARTMENT****Advanced Topics in History: European History**

Students will learn about the major events and trends in European History from approximately 1450 to the present. This demanding course is an elective for students who wish to read, discuss and write extensively on various themes in European History. In addition to providing a basic narrative of events and movements, the goals of the AT program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students may, but are not required to take the AP exam in May, with the possibility of earning college placement and/or college credits.

### **Advanced Topics: Non-Western History**

This history course surveys the major cultural, economic, social and political forces that led to the development of the non-western contemporary world. Lessons and study will examine in fairly broad strokes, the history of the world, particularly the emergence of non-western cultures and the encounter between the West and the rest. The regions of Africa, Asia, North and South America as well as, Oceania will be studied through the reading and discussion of course materials, films, visit to relevant websites, and other media. Individual and group presentations and projects will be a significant component of the course.

### **Advanced Topics in History: United States History**

This two-semester advanced-pace course covers major social, political, and topical themes in the history of the United States. Students will follow a rigorous schedule of readings, discussions, and writing assignments designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials, to weigh the evidence and interpretations presented in historical scholarship, and to add to historical scholarship as historians in their own right. Students will have the opportunity to take the Advanced Placement Exam in May. (Juniors and returning study-abroad students with the approval of the instructor and a GPA of 3.0 or above in the Social Sciences.)

### **Advanced Topics in History: History and the Humanities**

This course is open to sophomores, juniors, and seniors who wish not only to learn about history but to experience history, this course will be project oriented and topically structured linking history with art, literature, music, and field experiences. The goal of the course is to introduce students to *living* history and have the opportunity to apply kinesthetic and artistic interests in the study of History. The student will be able to, through projects and experiment, make connections between history and our current society. Topics will be examined through a historical approach and may include: Origins of Writing, Archaeology, Architecture, Impressionism, Historical Writing, and Music of the World. Assessment will include portfolio, testing, and performance.

### **Introduction to Economics**

This one-semester advanced course is an introductory exploration of microeconomics. Students learn the basic fundamentals of economic theory through analysis of the ways that individuals, households, and firms make decisions to allocate scarce resources. Students are expected to complete an advanced-level program of readings, research, writing assignments, and performance assessments. Topics examined include supply and demand, business organization, investing and the stock market, and personal finance.

### **United States Government**

This one-semester advanced course is an investigation and survey of the basic principles of the United States system of government. Students will dissect U.S. democracy, encountering the fundamental philosophy and values that have shaped the way our government works. Students apply their knowledge of the ideals and workings of U.S. government by examining current legal and governmental issues – terrorism, capital punishment, immigration, etc. – through the lens of law, justice, and popular opinion.

### **United States History**

This two-semester course is a topical survey of the history of the United States. The program consists of historical analysis of various themes important to the development of our nation. Students examine each of these themes and connect the present with the past through a variety of performance assessments, writings, and original contributions to historical scholarship.

### **World Affairs I: Political Institutions and Current Events**

Social studies skills such as analysis, historical research, critical thinking and writing will be reinforced as students explore the current events, political ideologies and political institutions that affect the world as we experience it today. This class is usually followed up with World Affairs II.

### **World Affairs II: Introduction to Today's World**

Regional Issues and Conflicts with their historical backgrounds will be explored by students through current events, research, discussion, debate, and presentations. This class is taken in conjunction with World Affairs I.

### **World History I: The Ancient World**

In this one-year course, students will learn about many of the great ancient civilizations of the world and how these civilizations have contributed to our current era. The class will be structured on a Thematic /Chronological system from the earliest years of human history to the European Renaissance. Attention will be given to developing basic and advanced geography and social studies skills.

### **World History II: The Modern World**

World History II is a year-long course, which will focus broadly on the history of the peoples of the world from the European Renaissance to the present including political, cultural and social concerns. The goal of the course is for the student to gain a comprehensive yet loose structural framework from which to view the world. Social Studies skills will be reinforced and further developed in continuation of basic and advanced geography and social studies skills introduced and developed in World History I.

### **Independent Study**

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.

## **THEOLOGY DEPARTMENT**

### **Christian Lifestyles**

This course challenges students to live a life that represents the ideals of the Christian-Benedictine tradition. Topics of study include: the problem of pain, prayer, Christian thought and writings, scripture, responsibility, morality.

### **Christian Social Justice**

This course examines the role of a Christian lifestyle in society. Special attention is focused on the relationship between faith, morality and the Christian call for people to actively serve in the community. The theology of social action is studied through the Second Vatican's call to action, scripture, philosophers, prophets and through hands-on experiences.

### **Church History**

This study of Church history examines what has transpired in the last 2000 years in the unfolding and continuing story of Christ's presence in the world. Specific areas of study include: The Apostolic tradition, The Spread into Rome, The Church Fathers, Councils, The Middle Ages, Renaissance, The Reformation, The Enlightenment, Vatican Councils and modern movements and ideas in the Church.

### **Intro to the Christian Tradition**

This course provides a comprehensive overview to the discipline of theology as studied in a college prep setting. Areas of study include: scripture, sacraments, morality, history and spirituality. This course is designed for students who want a broader background in theology. This course will increase their understanding of theology for future classes.

### **Music for Worship**

This year-long course supports the prayer and liturgical services at Saint John's Prep. Students will research, rehearse and perform music for use in Prep Community liturgies, prayer services and special events.

### **New Testament**

This course offers students an introduction to the text traditions of the New Testament, particularly as expressed in the gospels. Studies will encompass various methods of studying scripture in the Catholic intellectual tradition, including: historical criticism, narrative criticism and liturgical readings of the texts. Primary studies will focus on building an historical context of the gospels and their subsequent expressions of Jesus Christ.

**Old Testament**

This course studies the theology of the Hebrew Scriptures. Specific studies will focus on the development of the Jewish faith, the Pentateuch, the history of Israel, the Prophets and the Psalms. Students will be familiarized with the great themes of scripture, including: God's covenant, the journey of faith, the role of the Temple and development of communal worship, justice for the oppressed and Messianic Expectation

**Peer Ministry**

This course is designed to give students a direct role of leadership within and service to the Saint John's Prep community. Specifically, students will be responsible for planning and leading weekly prayer services, liturgies, retreats, charitable efforts and service work. These responsibilities will be determined by the Director of Campus Ministry, who serves as instructor, mentor and collaborator with the course participants. It is expected that students will have a genuine interest in supporting the Mission and Identity of the school.

**Philosophy of Religion**

This course is designed to introduce students to the great themes and thinkers in Western philosophy as related to religion. A particular aim of the course is to enable students to understand how to approach ideas with clarity and depth of understanding. Studies are broken into four major units; Truth, Beauty, Goodness and Commitment. Students will engage original texts and commentary related to these topics from various philosophers from ancient to modern times

**Saint Paul and the Early Church**

This course studies the origins of Christian Scripture and the meanings of the teachings of Jesus as expressed in the early Jewish and Gentile communities that eventually formed the great Eastern and Western churches. Special attention will be focused on the letters of Saint Paul, the formation of the Gospels, Apocryphal texts, non-canonical literature, creeds and liturgical celebrations of the earliest Christians. Prerequisite: New Testament

**The Benedictine Tradition**

This course studies the origins of monasticism and its influence on the development of Christianity. Special attention is given to the life and work of Saint Benedict as well as the history of the monasteries of Saint John's and Saint Benedict's.

**World Religions**

This course examines the history, teachings, writings and spiritual exercises of the major religions of the world. Studies will focus on the distinct traits of each faith and how they may be comparatively understood in historical and contemporary ways.

**Worship and Sacraments**

This course focuses on the origin, development and practices of Christian worship rooted in symbols, myths and rituals. Special emphasis is given to the celebration of Jesus Christ in both word and sacrament, expressed in the practice of Sunday worship, feasts and celebrations and a seasonal church calendar.

**Independent Study**

The student designs a course to address a deficiency or to study in depth a field of special interest. Approval must be received from a sponsoring teacher and the Academic Dean.