

**VILLANOVA PREPARATORY SCHOOL
INTERNATIONAL BACCALAUREATE WORLD
SCHOOL**



**Course Catalog
2016-2017**

MISSION AND VISION

The Mission of Villanova Preparatory School

In the Augustinian tradition, the Mission of Villanova Preparatory School is to graduate mature young adults of diverse backgrounds who reflect the qualities of truth, unity, and love. The school does this by providing a challenging college preparatory curriculum and Catholic environment that promote the development of mind, heart and body. These young adults will think, judge, and act in ways that are sound and in keeping with the teachings of Jesus Christ.

The Vision of Villanova Preparatory School

Building on nearly a century of experience, Villanova will be a leader among Catholic secondary schools by providing high quality education for young men and women in the Augustinian tradition. We will offer a breadth of opportunities to foster the intellectual achievement, personal and physical development, artistic and creative talents, and service-leadership of our students.

Our programs and community will exemplify Gospel and Augustinian values of Truth (Veritas), Unity (Unitas), and Love (Caritas).

We will be the first choice of students and families who seek excellence in college preparatory and Catholic education.

Specifically, we will be characterized by:

1. Education that is distinctively Catholic in its philosophy, instruction, culture and practices that prepares young men and women for a happy and fruitful life in this world and the next.
2. Academic Excellence with students at the center.
3. An Outstanding Faculty and Staff, grounded in Augustinian values and with a love for learning, fully dedicated to the mission of the School.
4. A Diverse School Community that welcomes students from a wide range of backgrounds. The unique presence of international resident students offers opportunity for global citizenship, mutual understanding, and lifelong friendships.
5. A Small, Supportive, and Safe School Community, situated in a beautiful natural environment. Villanova is committed to enhance learning through vibrant campus life.
6. A Distinguished Program for Young Women in the study of mathematics and the sciences.



THE VILLANOVA EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRS):

The Villanova Preparatory School Community prepares young men and women to live in both the City of God and the City of Man. It is intent upon developing the mind, body, and heart of young men and women. A Villanova graduate is ideally:

I. A person educated in Christian values who

- shows love of God, self, and others through commitment to family and community
- has a strong sense of self-worth and conducts her/himself within a truthful, moral code
- gives service to the Villanova and extended community
- understands and acknowledges the teachings of Jesus Christ while being respectful of other religions and cultures
- promotes justice for all
- seeks to grow in prayer and spirituality.

II. A critical and conceptual thinker who

- demonstrates a mastery of Villanova's core curriculum
- thinks logically and makes sound choices while remaining open to new challenges and change
- can read, comprehend, analyze and evaluate increasingly complex material

- can access, evaluate, and use information and is innovative and confident in solving problems
- can effectively apply and synthesize material and skills developed across the curriculum
- can efficiently use and adapt to changing technology
- can apply knowledge and skills in an innovative manner.

III. An effective communicator who

- reads, writes, listens and speaks effectively
- clearly expresses ideas and thoughts supported by rationale, while remaining open to other points of view
- organizes material for presentation to various diverse audiences.

IV. A self-directed learner who

- has developed effective time management skills
- has a sense of intellectual curiosity and a love of learning
- is able to set priorities and achieve goals
- has the necessary skills needed to continue learning
- is able to adapt effectively to changing conditions and situations
- is aware of the importance of a healthy lifestyle.

V. A team player and/or leader who

- exemplifies Villanova's core values of charity, community, and truth
- is able to set goals, provide positive direction, and build consensus as a member of a group or team
- demonstrates teamwork and cooperation
- can accept and give compliments and constructive criticism with grace.

VI. A socially and globally aware person who

- understands and lives gospel values
- values and appreciates diversity in his/her society and other cultures
- is a good citizen who is committed to social justice and community
- takes personal responsibility for the good of all
- understands and values the democratic process
- understands and participates in the political process.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities (CAS Guide, 2015).

General Information

Each student must take seven courses each semester. In selecting courses students are cautioned against “overloading” themselves. This can happen by taking too many honors or International Baccalaureate classes, which will demand more time of the student, while at the same time participating in a variety of extracurricular activities and activities outside of school. Students are encouraged to be realistic about the demands that academics, sports and other activities place on them, and are urged to find a balance between a challenging course load and allowing time for other activities in which they choose to participate. Because of scheduling conflicts, it is sometimes necessary to change the courses requested by a student.

International Baccalaureate Programme

In 2015 Villanova Preparatory School was authorized as an International Baccalaureate (IB) World School. The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate for students in their junior and senior years completing high school.

Students may choose to take individual courses in depth or challenge themselves to go for the full diploma. Students graduating with the full diploma are able to study at universities all over the world, often with advanced credit. These college courses in the Diploma Programme will enable our students to be more successful in the university setting through research, writing, critical thinking, time management, Learner Profile, and a sense of self confidence. More importantly, these skills are usually life-long in giving the IB graduates an understanding and respect for other people, cultures, and ecological issues and their responsibilities to them.

The Diploma Programme requires students to study six subjects (three at the standard level and three at the higher level) over two years and complete three additional core requirements: theory of knowledge(TOK), the extended essay (EE), and creativity, activity and service (CAS) hours outside of class. Additionally, students must earn a minimum of 24 points out of a possible 45 points on final assessments which are externally marked, in order to receive an IB diploma.

There is a registration fee of \$168.00 paid to the International Baccalaureate Organization and \$116.00 per external exam.

Summer School: Students wishing to fulfill a graduation requirement during a summer session must obtain approval of that course in writing from the Assistant Headmaster for Academics prior to enrollment, if the course is to be counted toward graduation requirements. This policy is to ensure that a student taking a course during summer school is taking a course equal to the content and challenge of a Villanova course. The

student must have the off-campus institution send an official transcript with a grade for the class to Villanova when the course has been completed.

D's & F's in Core Courses: A student who receives a D or F in a core course (one required for graduation) at the end of a semester must make up that grade by repeating the course. A student who receives a "D" in any course is encouraged to repeat the course as required by colleges and universities. When a course is made up both grades will appear on the transcript and will be computed into the cumulative GPA.

AP Classes: Advanced Placement classes require a strong commitment from the student to meet the challenges of a college level class. AP courses are designed for those students prepared to handle intellectual challenges beyond those offered in a regular Villanova course. AP classes demand a commitment of study time greater than a regular or honors Villanova class. Each Villanova AP course has pre-approval enrollment requirements specific to that course. Students enrolled in AP classes are required to take the AP exam for that class. A separate AP Agreement must be submitted by the student. It is not recommended that any student take more than three AP courses in a year. Appeals to this guideline must be made to the Assistant Headmaster.

Honors Classes: Like Advanced Placement classes, honors classes require a strong commitment from the student to meet the demands of a course that is more challenging than a regular Villanova course. Students in honors classes are expected to make the commitment of additional time required to complete the course curriculum. The current class teacher makes recommendation for all honors courses. Placement is subject to the approval of the Assistant Headmaster for Academics.

Weighted Grades: Advanced Placement, International Baccalaureate, and Honors Courses are weighted. One point is added to each grade when calculating the GPA: therefore an "A" is 5 points rather than 4, and a "B" is 4 points rather than 3. However, a grade of "D" is not weighted and receives 1 point. Please note that not all colleges will accept honors classes for the additional point.

Schedule Changes: All schedule changes are processed through the Assistant Headmaster for Academics and should take place within the first week of the new semester. As the schedule is set in June, not all schedule requests may be granted. Seniors must also have the approval of the College Counselor for all schedule changes.

Villanova Graduation Requirements

SUBJECT	REQUIREMENT
English	4 years
Mathematics	3 years (4 recommended)
History/Social Science	3 years
Science	3 years (2 one-year lab sciences)
Foreign Language	3 years (all in same language)
Religion	4 years
Electives	3 courses of 2 semesters each
Introduction to Writing	1 semester
Speech	1 semester
Fine Arts	2 semesters of UC approved Visual & Performing Arts (both in same discipline)
Physical Education/Health	1 year (one semester of each)
Community Service	Meet yearly requirements

**Entrance Requirements for the University of California
& California State University Systems**

SUBJECT	REQUIREMENT
<p>A. History/Social Science World History, Cultures or Geography (1 year); and US History (1 year) or US History (1/2 year) and Civics/American Government (1/2 year).</p>	2 years
<p>B. English</p>	4 years
<p>C. Mathematics Geometry must appear on the transcript or have been taken in middle school</p>	3 years (4 recommended)
<p>D. Laboratory Science One life science and one physical science</p>	2 years (3 recommended)
<p>E. Language other than English 2 years of the same language</p>	2 years (3 recommended)
<p>F. Visual and Performing Arts</p>	1 year
<p>G. College Preparatory Elective Courses Must be chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, social science, and language other than English.</p>	1 year
<p style="text-align: center;">Of the 15 units (30 semesters) required for admission, at least seven must have been taken in the junior and senior years.</p>	

The CSU requires a 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each course you use to meet the subject requirement.

AREA	SUBJECT	YEARS
a.	History and Social Science (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government and 1 year of social science)	2
b.	English (4 years of college preparatory English composition and literature)	4
c.	Math (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	3
d.	Laboratory Science (including 1 biological science and 1 physical science)	2
e.	Language - other than English (2 years of the same language; American Sign Language is applicable)	2
f.	Visual and Performing Arts (dance, drama or theater, music, or visual art)	1
g.	College Preparatory Elective (One more year of any college preparatory subject)	1
Total Required Subject		15

(http://www.csumentor.edu/planning/high_school/subjects.asp)

ENGLISH DEPARTMENT

STUDENTS MUST COMPLETE EIGHT SEMESTERS OF ENGLISH, PLUS ONE SEMESTER OF SPEECH AND ONE SEMESTER OF INTRODUCTION TO WRITING, IN ORDER TO RECEIVE A VILLANOVA DIPLOMA *

*Transferring and International students may, in some circumstances, and with permission of the Assistant Headmaster for Academics, have the Communications and/or Speech requirement waived.

English 9: The students will refine previously acquired language arts skills while mastering new skills. The students will understand and use new vocabulary effectively by applying etymological and morphological knowledge to new words. The students will read classical and contemporary literature, encompassing various literary genres, including the short story, novel, memoir, essay, rhetoric, poetry, and drama. The students will analyze and critique works of literature, as well as identify relevant structural features, such as characterization, time and sequence, theme, literary elements, and voice. The students will extend their writing skills, with focus on development and support of a strong, coherent thesis. The students will learn to integrate quotations and citations, and to utilize MLA-style conventions. The students will also research and analyse grammar and mechanics.

Semesters: 2 Grade Level: 9 Required for Graduation: Yes

Communications: The students will learn the fundamental skills of expository writing (including informational prose, persuasive prose, reflective prose, compare/contrast, analysis/synthesis), effective speaking, sound research, encoding and decoding nonverbal communication, digital literacy, public speaking, extemporaneous speaking, multi-media presentation, and visual literacy. (*This course replaces the Villanova freshmen sequence: Introduction to Writing.*) **Semesters: 1 Grade Level: 9 Required for Graduation: Yes**

Speech: This course is designed to help students improve their public speaking skills. The class is taught in conjunction with Communications, supporting learning in effective speaking, sound research, digital literacy, public speaking, extemporaneous speaking, multi-media presentation, and visual literacy. Students practice and present a variety of speech styles and work on researching, organizing and preparing for a speech. Students will practice leading a group meeting and interviewing with the use of technology. **Semesters: 1 Grade Level: 9 Required for Graduation: Yes**

English 10: This course is designed to build upon the English skills students developed as freshmen. Students will practice reading closely, interpreting and analyzing texts, and thinking critically about literature while discussing and writing about works of fiction, poetry, and nonfiction. Students are encouraged to develop a sensitivity to and an awareness of literary concepts and writers' techniques. Students will also develop awareness of other cultures by reading classic and contemporary pieces of world literature. Through reading and close analysis of literature, students will develop the critical thinking skills necessary to understand complex texts across the curriculum. Students will improve composition skills through review and further study of components such as thesis statements, effective paragraph and essay structure, and using quotations as support. When students write their research papers in the second semester, they will learn about research methods, using evidence from outside sources, and MLA (Modern Language Association) style and citations. Students will also study grammar, mechanics, and vocabulary. In every unit, students will share their work, thought processes, and interpretations with each other in order to help them think critically and articulate strong arguments. **Semesters: 2 Grade Level: 10**
Prerequisite: Successful completion of English 9 **Required for graduation:** Yes (or Honors English 10)

Honors English 10: This course offers an advanced and challenging English curriculum. The course will move at an accelerated pace and require students to cover an expanded and enriched reading list. The course provides rigorous practice in reading, analyzing, and writing about literature. Students will be encouraged to develop a sensitivity to and awareness of literary concepts and writers' techniques, thereby enabling them to respond more fully to literature and to learn how to write in a more sophisticated, versatile way. Students will also develop awareness of other cultures by reading pieces of classic and contemporary world literature. The course requires students to deepen the critical reading and thinking skills necessary for analyzing increasingly complex literature and academic texts. Students will improve composition skills through review and further study of components such as thesis statements, effective paragraph and essay structure, and using quotations as support. When students write their research papers in the second semester, they will learn about research methods, using evidence from outside sources, and MLA (Modern Language Association) style and citations. Students will also study grammar, mechanics, and vocabulary. As Honors English 10 students delve into the expanded curriculum, they will craft rich, nuanced arguments about the texts they read. They will share their work, thought processes, and interpretations with each other in order to help them think critically and articulate strong arguments. **Semesters: 2 Grade Level: 10 Prerequisite:**

a minimum of 90% in English 9 and teacher recommendation **Required for Graduation:** Yes (English 10 or Honors English 10)

English 11: English 11 is a course in American Literature. Students will be exposed to a broad range of American literature from pre-exploration to the present. Major literary movements such as Romanticism, Realism, Transcendentalism, Gothic, and Modernism will be defined and explored. This course focuses on the significance of each author to American history and the American literary experience. English 11 is designed to make students successful readers, writers, speakers and thinkers, building upon the skills developed in English 10. Upon completing English 11, students, as readers, should be able to respond personally, aesthetically and critically to diverse texts; collect facts and ideas, discover relationships and make inferences; make critical judgments, analyze, evaluate and draw conclusions. As writers and thinkers, students should be able to express ideas in a variety of modes; communicate information, ideas and beliefs; express their ideas critically and analytically; express their ideas persuasively and provide support for those ideas. As speakers and listeners, students should be able to express themselves orally and evaluate ideas according to personal and/or affective criteria.

Semesters: 2 **Grade Level:** 11 **Prerequisite:** Successful completion of English 10 or Honors English 10 **Required for Graduation:** Yes (or IB English Year One)

IB English Year One - Language (Higher Level/Standard Level offered): The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres, and media. IB English is part of the integrated technology program at Villanova. In year one of the IB language and literature course, students begin to track the development of the English language and how it has been central to the development of culture, in its specific iterations, around the world. Year one works thematically, looking at language through various lenses (language and power, language and race, language and media). **Semesters:** 2 **Grade**

Level: 11 **Prerequisite:** a minimum of 88% over two years of English, or no less than 88% in Honors English 10 and teacher recommendation **Fees:** IB registration \$168.00 + \$116.00 exam fee **Required for Graduation:** Yes (or English 11)

English 12 British Literature: In English Twelve students build upon the knowledge and skills they have learned so far in high school. The students engage specifically with British literature as they develop reading, writing, speaking, and listening skills. The reading list spans various British literary movements from the Anglo-Saxon period through postmodernism. Students practice reading closely, interpreting and analyzing texts, and thinking critically about literature while they practice discussing and writing about works of fiction, poetry, and nonfiction. The course develops composition skills through review and further study of components such as thesis statements, effective paragraph and essay structure, using quotations and evidence from outside sources, research methods, MLA citations, vocabulary, English grammar and mechanics, and literary devices and techniques. **Semesters:** 2 **Grade Level:** 12 **Prerequisite:** Successful Completion of English 11 **Required for Graduation:** Yes

IB English Year Two - Literature (Higher Level/Standard Level offered): Year two of IB Language and Literature at Villanova focuses on literature. Part four (Literature — Critical Study) follows part three (Literature — Texts and Contexts). Students practice close reading skills as they engage deeply with texts from around the world and from throughout time. The first part of the year focuses on close literary analysis as students explore the craft of writing and how specific literary features affect the reader or audience. The second part of the year examines the impact of historical, social, and cultural context on a work of literature's meaning. Students study the ways in which language, culture, and context help create and influence a text's meaning, focusing on the circumstances of a text's creation and its reception, including at the level of the individual reader. The course builds on skills from IB year one through examining ways in which language, audience, and purpose interact. Students also spend time practicing and refining their abilities to articulate ideas and arguments about a literary text verbally and in writing while considering multiple perspectives and various meanings of the same text. In addition to specific IB requirements, students also improve composition skills through review and further study of components such as thesis statements, effective paragraph and essay structure, using quotations and evidence from outside sources, MLA citations, vocabulary, English grammar and mechanics, and literary devices and techniques. **Semesters:** 2 **Grade Level:** 12 **Prerequisite:** a minimum of 88% over two years of English, or no less than 88% in Honors English 10 and teacher

recommendation **Fees:** IB registration \$168.00 + \$116.00 exam fee **Required for Graduation:** Yes (or English 12)

Advanced Composition 11: Advanced Composition is designed for students who have been recommended for admission into a course that stresses the writing process, and emphasis on the discursive modes of written English. In Advanced Composition, the students will also have the opportunity to review and expand upon the course material from English 11. The students will receive direct instruction in the writing process; guided exercises in generating writing topics, sentences, paragraphs and themes ; group work, peer editing, and workshops evaluating student generated writing samples ; language study and a review of the fundamentals of English grammar and syntax ; additional review of course concepts and topics in English 11 and structured support in completing assignments for English 11. The students will gain an understanding of the research process, by producing works of independent critical literary research. Students will be given additional structured support working toward mastery of writing in critical and analytical modes through regularly assigned interpretive writing assignments. The students will also be given additional utilization of current informational technology in the study of, and writing about, literature. **Prerequisite:** None **Required for Graduation:** No

Advanced Literature 12: Advanced Literature is designed for students who have been recommended for continuing instruction into a course that stresses the writing process, and emphasis on the discursive modes of written English. In Advanced Literature, the students will also have the opportunity to review and expand upon the course material from English 12. The students will receive direct instruction in the writing process; guided exercises in generating writing topics, sentences, paragraphs and themes ; group work, peer editing, and workshops evaluating student generated writing samples ; language study and a review of the fundamentals of English grammar and syntax ; additional review of course concepts and topics in English 12 and structured support in completing assignments for English 12. The students will gain an understanding of the research process, by producing works of independent critical literary research. Students will be given additional structured support working toward mastery of writing in critical and analytical modes through regularly assigned interpretive writing assignments. The students will also be given additional utilization of current informational technology in the study of, and writing about, literature. **Prerequisite:** None **Required for Graduation:** No

HISTORY/SOCIAL SCIENCE DEPARTMENT

United States History: The objective of this course is to acquaint the student with a comprehensive working knowledge of U.S. history beginning in the first semester with Pre-Columbian civilization, a review of Exploration to the Civil War, then a more in-depth study of the Civil War, and covering in the second semester the Gilded Age to the post-Cold War era of the 1990's. The course will prepare the student for successful test, project, and activity results. Learning strategies include student note taking, class lecture and discussion, examination of primary and secondary documents, essay writing, book and movie reviews, cooperative learning activities, and research methods. **Semesters: 2 Grade Level: 11 Required for Graduation: Yes**

IB - History of the Americas (Year #1) - Higher Level: A student of history is an open-minded, reflective, thinker who understands that history is not the study of facts, but of perspectives. For this reason, students will be exposed to various historical interpretations so that they can begin to formulate their own understanding. It is important that students understand history as a discipline, as well as what historians actually do. Students will be encouraged to keep an open mind and attempt to be critical about various historical interpretations, so that they acquire the ability to develop sharper inquiry and communication skills. In the process, students will find that this history course will serve to enhance their intellectual and academic growth. Throughout the two year course of study, students will be encouraged to voice their questions, and communicate their perspectives while being respectful towards their classmates' opinions. Students will be expected to demonstrate the aforementioned IB learner attributes on a regular basis in class discussions, as well as in written form.

In this course, students will be encouraged to re-think their views of American history. History of the Americas (year 1 in the IB History sequence/ HL option) is not a survey course in the history of the United States. Instead it is a course that will explore the history of North and South America through a global lens and focus on:

Section 8: United States Civil War: causes, course and effects (1840-1877)

Section 13: The Second World War and the Americas (1933-1945)

Section 16: Cold War and the Americas (1945-1981)

Semesters: 2 Grade Level: 11 Required for Graduation: Yes (Diploma Program)

IB - 20th Century World History (Year #2) - Higher Level/Standard Level: A student of history is an open- minded, reflective, thinker who understands that history is not the study of facts, but of perspectives. For this reason, students will be exposed to various historical interpretations so that they can begin to formulate their own understanding. It is important that students understand history as a discipline, as well as what historians actually do. Students will be encouraged to keep an open mind and attempt to be critical about various historical interpretations, so that they acquire the ability to develop sharper inquiry and communication skills. In the process, students will find that this history course will serve to enhance their intellectual and academic growth. Throughout the two year course of study, students will be encouraged to voice their questions, and communicate their perspectives while being respectful towards their classmates' opinions. Students will be expected to demonstrate the aforementioned IB learner attributes on a regular basis in class discussions, as well as in written form. In this course, students will be encouraged to re-think their views of World history. A requirement of the course will be the Internal Assessment (IA), which is a historical investigation that makes up 20% of a student's IB grade.

20th Century IB History (year 2 in the IB History sequence) is not a survey course in World history. Instead it is a course that will explore the history of specific 20th Century topics in a global lens. The focus will be:

Prescribed Subject 4: Rights and Protests

Case study one: Civil Rights movements in the United States (1954-1965)

Case study two: Apartheid in South Africa (1948-1964)

World History Topic 11: Causes and effects of 20th Century Wars

World History Topic 12: The Cold War – Superpower Tensions and Rivalries in the 20th Century

Semesters: 2 **Grade Level:** 12 **Required for Graduation:** Yes (Diploma Program)

Fees: External exam \$116.00

Civics: This class is a required one-semester course for all twelfth grade students. The course is an introduction to the study of the American government and its institutions. Major emphasis is given to the federal level of government and understanding the Constitution of the United States, its foundations, interpretation, and application during the present time. A study is made of the American electoral process and voter behavior.

Political decision making is analyzed through study of the executive, legislative, and judicial branches of government, along with political parties, federal bureaucracy, interest groups, and the media. **Semesters: 1 Grade Level: 12 Required for Graduation: Yes**

Economics: This class is a required one-semester course for all twelfth grade students. It is designed to introduce students to fundamental economic principles and concepts. The major focus of the course is on the modern American economic system and its relationship to the global economy. Other economic systems are studied for their comparison with the American market economy. The course examines personal economic decision-making, and ultimately should prepare the student for successful study of economics at the college level. **Semesters: 1 Grade Level: 12 Required for Graduation: Yes**

AP American Government and Politics: This course is designed to give students an analytical perspective on government and politics in the United States. It includes the study of facts, general concepts and theories used to interpret U.S. government and politics. Students will become acquainted with a variety of theoretical perspectives and the patterns of political processes and behavior. They will analyze and interpret basic data relevant to the U. S. government and politics and learn to critically analyze relevant theories and concepts. Topics will include The Constitutional Underpinnings of the U.S. Government, Political Parties and Interest groups, Institutions of National Government, Public policy, Civil Rights and Liberties. **Prerequisite:** Students must have an 88% grade in US History and the recommendation of their teacher. This is a one semester course which may be taken in place of grade 12 Civics. UC Approved. **Semesters: 1 Grade Level: 10 -12 Fee: \$89.00 AP exam fee Required for graduation: Yes (or Civics)**

IB Psychology (Higher Level and Standard Level):

The IB psychology course (s) provides students with a framework for analyzing human behavior and mental processes that enable them to better understand society and themselves. This course requires no previous knowledge of psychology. As the field of psychology represents a fusion of the natural and social sciences, students will be equipped to analyze psychological phenomena on three distinct level: the biological level, the cognitive level, and the socio-cultural level. These core perspectives provide the lens through which students examine psychology, thus providing them with a more nuanced, holistic and balanced perspective.

IB psychology students should be open-minded and reflective inquirers that can appreciate and delve into the differences of perspective. The socio-cultural focus is aligned with the IB program's emphasis on global awareness and appreciation of cultural diversity. The ethics of psychological research methods and implications of studies is a key component of the curriculum, and students will apply their critical thinking skills to evaluate the ethics and bias in psychological research. Ultimately, students should become aware of how the psychological research could be applied to improve individual lives.

Semesters: 2-4 **Grade Level:** 11, 12

Fees: \$116.00 External exam.

MATHEMATICS DEPARTMENT

A graduation requirement of all Villanova students is the completion of three years of mathematics at Villanova. It is highly recommended that all students at Villanova complete four years of math. **Students new to Villanova are asked to take the Math Department Placement Test.** The results of the placement test and teacher recommendations are used to determine the appropriate math course for all new Villanova students.

Honors, International Baccalaureate and Advanced Placement mathematics courses are fast paced and designed to be academically rigorous and challenging in both depth and breadth.

Algebra I: Algebra I is a comprehensive course that incorporates both lecture and problem-solving methods essential to enhance the student's knowledge of the subject matter, and to ensure success at the next level. This course includes: recognizing and defining properties of the real number system, solving equations, inequalities, word problems, radical expressions, and linear equations in two variables by various systems; factoring and solving polynomials and quadratic equations; and the introduction and understanding of the basic concepts of geometry.

Semesters: 2

Geometry: Geometry is a comprehensive course that incorporates both lecture and problem solving methods essential to enhancing the student's knowledge of the subject matter to ensure success at the next level. This course's focus is on logical and critical thinking in the form of two-column proofs dealing with segments and angles, congruent /

similar triangles, parallel and perpendicular lines, special quadrilaterals and triangles, introduction to trigonometry along with coordinate geometry and properties of circles. The course includes recognizing the advanced techniques in solving systems equations two variables, and simplifying rational and irrational numbers.

Semesters: 2

Prerequisite: 70% or better in Algebra I

Algebra II: Algebra II is a comprehensive course that is designed to expand the student's knowledge of algebraic systems and geometry. Exponential, logarithmic and trigonometric functions are explored. The course begins with a review of the real number system and the algebraic methods that manipulate these numbers, included in solving linear equations, inequalities, absolute value, polynomial, rational and radical equations and nonlinear inequalities. The complex number system will be introduced to handle those situations not covered by the real number system. Students will learn how to define functions, state their domain and range, find inverses, define degree and radian measure of angles, and learn the six trigonometric ratios and how to graph them. Exponents, both integer and rational, along with logarithms will be introduced. Upon completion of this course, the student will be ready to apply these concepts in advanced math courses.

Semesters: 2

Prerequisite: 70% or better in Geometry

Honors Algebra II: Honors Algebra II is a comprehensive course designed to prepare a student for a course in Honors Pre-Calculus. This course expands on the concepts covered in Algebra II (see Algebra II Course Description). Advanced methods and theorems will be used to study functions and transformations in detail. The degree and radian measure of angles, trigonometric functions and identities, and exponential and logarithmic functions will be introduced. Graphing of various functions will be expected. The Honors course will include a study of the binomial theorem, sequences and series, and probability theory and statistics. This course receives honors points in GPA calculations.

Semesters: 2

Prerequisite: 92% or better in Geometry, and a strong teacher's recommendation

Pre-Calculus: Pre-Calculus is designed to provide a deeper understanding of the principles of Algebra II as a foundation for higher mathematics. Emphasis will be placed on expanding the student's knowledge of functions and the corresponding inverse functions. Analytic and graphical methods will be used to solve applications involving both algebraic and transcendental functions. The last segment of the course will include

advanced applications of trigonometry, powers and roots of complex numbers, polar coordinates and polar equations, the binomial theorem, and the basic elements of probability theory. If time permits, the students will be introduced to matrix theory, sequences and series.

Semesters: 2

Prerequisite: 70% or better in Algebra II or Honors Algebra II

Honors Pre-Calculus: Honors Pre-Calculus expands on concepts taught in Pre-Calculus (see Pre-Calculus course description). Students upon completion of Honors Pre-Calculus should be prepared for AP Calculus AB. This course receives honors points in GPA calculations. **Semesters:** 2

Prerequisite: 92% or better in Algebra II or 85% or better in Honors Algebra II, and a strong teacher's recommendation

International Baccalaureate Mathematics Standard Level 1 : Offered only to the 11th grader. IB SL 1 goes in-depth into the core topics of algebra, functions and equations and trigonometry. This course is similar to an honors pre-calculus course in both rigor and content. Students upon completion of IB SL 1 should be prepared for IB SL 2. This course receives honors point in GPA calculations.

Semesters: 2

Prerequisite: 92% or better in Algebra II or 85% or better in Honors Algebra II, and a strong teacher's recommendation

International Baccalaureate Mathematics Standard Level 2 : Offered only to the 12th grader. IB SL 2 expands on concepts taught in IB SL 1. The topics include vectors, both differential and integral calculus, as well as the core topics from statistics and probability. A math exploration/internal assessment is also part of the curriculum. Students upon completion of IB SL 2 should be prepared the exam. This course receives honors point in GPA calculations.

Semesters: 2

Prerequisite: 85% or better in IB SL 1

Fee: \$116.00 IB Math SL exam fee

International Baccalaureate Mathematics Higher Level 1 : Offered only to the most mathematically-inclined 11th grader. IB HL 1 goes in-depth into the core topics of algebra, functions and equations and trigonometry. This course is similar to an honors pre-calculus course in both rigor and content. Students upon completion of IB HL 1 should be prepared for IB HL 2. This course receives honors point in GPA calculations.

Semesters: 2

Prerequisite: 92% or better in Algebra II or 85% or better in Honors Algebra II, and a strong teacher's recommendation

International Baccalaureate Mathematics Higher Level 2 : Offered only to the most mathematically inclined 12th grader. IB HL 2 expands on concepts taught in IB HL 1. The topics include vectors, both differential and integral calculus, as well as the core topics from statistics and probability. This class has selected "calculus" as its "options" section of further study. A math exploration/internal assessment is also part of the curriculum. Students upon completion of IB SL 2 should be prepared the exam. This course receives honors point in GPA calculations.

Semesters: 2

Prerequisite: 85% or better in IB HL 1

Fee: \$116.00 IB Math SL exam fee

Calculus AB: This course is an introduction to Calculus and begins with a review of material from Pre-calculus which includes function theory, polynomials, rational expressions, trigonometric functions, and logarithmic and exponential functions. The student will then begin exploring the concept of a limit and how it forms the basis of both differential and integral calculus. In differential calculus, the student will extend his/her knowledge of slope, or average rate of change, to the slope of the tangent line at a point, or instantaneous rate of change. The student will realize this is the first derivative of a function. Focus will be placed on applications of the derivative in physics, business, and the life sciences through the study of related rate and optimization problems. In integral calculus, the student will learn to approximate the area under the curve by summing the area of rectangles. The student will then see how the limit process turns this approximation into the actual area and how this can be interpreted as the definite integral, the antiderivative or the inverse process of differentiation. As in differential calculus focus will be placed on the application of the integral in the sciences and other fields. After completing this class the student should leave with an appreciation for the power of calculus and an ability to recognize when it is being utilized. The student should also be able to apply techniques learned in this class to solve multi-level problems found in business and the sciences.

Semesters: 2

Prerequisite: 70% or better in Precalculus or Honors Pre-Calculus.

Advanced Placement Calculus AB: AP Calculus AB is an intensive course that covers the material presented at the college and university level. It is expected that students signing up for AP Calculus AB will take the AP exam and seek college credit. The course begins with a review of material from Algebra II and Precalculus, which

includes polynomial, rational radical and the classic transcendental functions as well as their inverses. The student will learn the concept of a “limit” and how this concept forms the basis of both differential and integral calculus. In differential calculus, the student will extend his/her knowledge of slope to the “slope of the tangent line to the graph of a nonlinear function at a point” or the first derivative of the function. The second and higher-order derivatives will be defined. In integral calculus, the student will learn how the area under a curve can be approximated by a sum of “many” rectangles and how this area can be interpreted as the definite integral, the antiderivative or the inverse process of differentiation. Rotating a curve about some axis can generate a solid of revolution. The student will learn how to find the surface area and volume of this solid of revolution, using the methods of integral calculus. Students should be prepared by early May to take the AP Calculus AB exam administered by the College Board. This course receives honors points in GPA calculations.

Semesters: 2

Prerequisite: 92% or better in Precalculus or 85% or better in Honors Pre-Calculus, and a strong teacher’s recommendation

Fee: \$92.00 AP exam fee

Advanced Placement Calculus BC: AP Calculus BC is a year course that is comparable to calculus courses taught in colleges and universities. Students enrolled in this class are expected to take the AP Exam and seek college credit and/or college placement. The course begins with a review of basic principles learned in AP Calculus AB. Emphasis will be on the theory of sequences, infinite series, power series, Taylor series, Taylor polynomials, parametric equations, polar functions, improper integrals, indeterminate forms, and Euler’s theorem. Advanced topics will include multi-variable calculus and tensors. Students will study advanced methods for evaluating integrals, integration by parts, trigonometric substitutions, and techniques for integrating the powers of trigonometric functions. Students will learn how to evaluate improper integrals and be exposed to advance methods for evaluating limits the approach an indeterminate form. Polar coordinates will be introduced and double integrals will be evaluated. Students should be adequately prepared to take the Advanced Placement Exam in May.. This course receives honors points in GPA calculations.

Semesters: 2

Prerequisite: Passing AP Calculus AB test with a score of 3 or better.

Fee: \$92.00 AP exam fee

Advanced Placement Statistics: The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from

data. This study would include patterns and departures from patterns, sampling, hypotheses, conducting studies, exploring random phenomena using probability and simulation, and statistical inference. This course receives honors points in GPA calculations.

Semesters: 2

Prerequisite: 92% or better in Precalculus or 85% or better in Honors Pre-Calculus, a writing placement test, and a strong teacher recommendation **Fee:** \$92.00 AP exam fee

SCIENCE DEPARTMENT

THREE FULL YEARS OF SCIENCE ARE REQUIRED TO RECEIVE A VILLANOVA DIPLOMA. THESE CREDITS MUST INCLUDE TWO SEMESTERS OF CONCEPTUAL PHYSICS, TWO SEMESTERS OF BIOLOGY AND TWO SEMESTERS OF CHEMISTRY.

Conceptual Physics: This is an introductory course which incorporates both lecture and lab work to enhance the student's knowledge in physics. The course will include a basic overview of measurement, scientific methods and experimental design, unit conversions, graphing data, scientific notation, and laboratory reports. The curriculum will include the properties of solids, liquids, and gases, mechanics (Newtonian physics), momentum, work, power, energy, simple machines, sound and light. There will be two major projects. The first semester project will involve building a boat and predicting and testing the stability and amount of mass the boat can hold using buoyancy principles. The second semester project will be the creation of a light and sound show. STEM concepts will be incorporated throughout the year. Labs will be performed a minimum of once per week. **Semesters:** 2. **Grade Level:** 9.

Required for Graduation: Yes.

Biology: Biology is an introductory course that incorporates diverse modes of instruction and assessment, and provides an overview of the vast field of biology. Emphasis is placed on laboratory investigations based on the scientific method, and hands on activities that support concepts, with a cooperative teamwork approach. Current technology is utilized by both the student and the teacher. Instruction is centered on the overarching themes of biology, also known as the 'Big Ideas', which emphasize the relationships between evolution, genetics, living systems, and the environment. First semester focuses on scientific method, biochemistry, cellular structure and function, and genetics. Second semester includes biotechnology, evolution, ecology, and biological systems. Students experience the current techniques in biotechnology, utilizing the AMGEN program, as well as animal dissections. Students will be required to do 1-2 research papers, group presentations of lab results, and

outside scientific readings. **Semesters: 2. Grade Level: 10 or 11. Requirement for Graduation: Yes (or Honors Biology).**

Honors Biology: This is a fast paced, rigorous course designed to prepare the student for AP Biology. It utilizes an introductory college biology book, selected to match the advanced English skills of the Honors level student. Students must have excellent motivation and study skills to be successful in honors biology. This course covers similar material to the biology course, but in greater depth, and with higher order assessments. Each assessment will include free response questions, to better prepare the student for the format of the AP biology course and exam. Topics covered the first semester include biochemistry, cellular structure and function, and genetics. Second semester includes biotechnology, evolution, ecology, and biological systems. Students experience the current techniques in biotechnology, utilizing the AMGEN program, as well as animal dissections. Students will be required to do 1-2 research papers, group presentations of lab results, and outside scientific readings. **Semesters: 2. Grade Level: 10 or 11. Prerequisite:** A minimum high B (88%) in Chemistry or Conceptual Physics and a high B (88%) in English. **Requirement for Graduation: Yes (or Biology).**

Chemistry: Chemistry is an introductory course that will offer students an opportunity to explore the nature and fundamental properties of matter. Incorporating the study of scientific and technological issues that concern us in today's world, students will come to better understand chemical principles. Topics covered in this class include: atomic structure, the periodic table, chemical reactions and energy, bonding, gases and solution chemistry, and a brief introduction to nuclear and organic chemistry. In addition to laboratory investigations, students will be challenged to form meaningful questions and design many of their own experiments. Scientific writing will be required in formal lab reports, reflective papers and research papers. **Semesters: 2. Grade Level: 10 or 11. Prerequisite:** Conceptual Physics. **Required for Graduation:** Yes (or Honors Chemistry).

Honors Chemistry: Honors Chemistry is an advanced introductory course that offers students an opportunity to explore the nature and fundamental properties of matter at an accelerated pace. Through the study of scientific and technological issues that concern us in today's world, students will come to better understand and apply chemical principles. In addition to weekly laboratory investigations, students will be challenged to form meaningful questions and design many of their own experiments in search of answers. Scientific writing will be required in formal lab reports. Scientific problem-solving is the basis of the course, and solid fundamental Algebra skills and

reasoning are required. Note: This course receives honors points as part of the GPA calculations. **Semesters:** 2 **Grade Level:** 10 or 11. **Prerequisite:** a minimum high B (88%) in Biology or Honors Biology or Conceptual Physics and a high B (88%) in Algebra II/ Trigonometry or Honors Algebra II/ Trigonometry. **Required for Graduation:** Yes (or Chemistry).

Physics: Physics is a one-year laboratory-based course. This course is structured to help students gain a thorough knowledge of both empirical and conceptual physics. Students will have an opportunity to do many hands-on experiments throughout the year in order to elucidate the more challenging concepts and to do actual physics. The course will cover kinematics; Newton's Laws of Motion; momentum; energy & work; waves & optics; nuclear & atomic physics; special relativity; electricity & magnetism; fluid dynamics; and thermal physics.

Semesters: 2. **Grade Level:** 11 and 12 **Prerequisite:** Algebra II/Trigonometry.

Required for Graduation: No

AP Physics C: This course is designed to prepare the student for the AP Physics C exam. The Physics C course includes topics in classical mechanics. Knowledge of Algebra and Trigonometry is required for the course; the basic ideas of calculus will be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are major goals of the course. Consequently, the course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. Physics C provides instruction in each of the following content areas: Newtonian kinematics and mechanics and universal gravitation, the conservation of energy and momentum, the work-energy theorem, and rotational dynamics. Acceptance to the course will depend upon recommendations from math and science teachers. UC Approved. **Semesters:** 2 **Grade Level:** 12 **Prerequisite:** Concurrent enrollment in Calculus AB **Fee:** \$92.00 AP exam fee **Required for Graduation:** No

Astronomy: Astronomy is an elective, one year science course which will explore current models and discoveries in the field of Astronomy and Cosmology. Topics will include: our solar system, stellar birth and death, formation of the elements, extrasolar planet formation, galaxies, nebulae, origins of matter, energy and life, cosmology and models of our universe. In addition, students will learn how to use a telescope and take measurements of and identify objects in the night sky. At least one night lab will be required per quarter. **Semesters:** 2 **Grade Level:** 11 or 12. **Prerequisites:** None. **Required for Graduation:** No.

Marine Science: This course is an introduction to the scientific study of marine science and is intended for students who are motivated to learn more about the oceans of the world and organisms that live in them. The course integrates the sciences, covering content from biology, chemistry, earth science, physics, and history. The main topics covered are oceans of the world, research tools, plate tectonics, ocean chemistry, weather, currents, waves, tides, coastal oceans, marine life, ecology, biodiversity, and human impacts on the ocean.

Semesters: 2. **Grade level:** 11 or 12. **Prerequisite:** None. **Required for graduation:** No.

IB Diploma Programme Biology Higher Level: This course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. In addition, the course is designed to provide a body of knowledge, methods and techniques that characterize science and technology, enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology, develop an ability to analyze, evaluate and synthesize scientific information, engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities, develop experimental and investigative scientific skills, develop and apply the students' information and communication technology skills in the study of science, raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology, develop an appreciation of the possibilities and limitations associated with science and scientists, and encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method. Students will complete a Group 4 Research Project, an Individual Research Report, and Papers 1, 2, and 3 (IB exams) as required by IB. This course receives honors points as part of the GPA calculations.

Semesters: 4. **Grade level:** 11 and 12. **Prerequisite:** Recommendations from science, math and English teachers. **Required for graduation:** IB Biology or IB Chemistry are a requirement for an IB Diploma. **Fee:** \$116.00 external exam.

IB Diploma Programme Chemistry Higher Level: A student of chemistry is inquisitive, open-minded and reflective, and is ready to exercise healthy skepticism as well as

curiosity in their exploration of the nature of science and specifically matter. The IB Chemistry course is a two-year program that combines academic study with the acquisition of practical and investigational skills. Students learn the chemical principles that underpin both the physical environment and biological systems. Through directed and independent investigations students will employ critical thinking skills to solve problems that affect both environment and society within a global context. Students will be exposed to the historical nature of theories and models and how they develop over time, changing as new knowledge is gathered. The course is designed to raise awareness of the implications of using science and technology, and to explore the possibilities and obligations of scientific thought and research. Throughout the two-year program, students will be encouraged to think outside the box and communicate their ideas effectively. Students will complete a Group 4 Research Project, an Individual Research Report, and Papers 1, 2, and 3 (IB exams) as required by IB. This course receives honors points as part of the GPA calculations.

Semesters: 4. **Grade level:** 11 and 12. **Prerequisite:** Recommendations from science, math and English teachers. **Required for graduation:** IB Biology or IB Chemistry are a requirement for the IB Diploma. **Fee:** \$116.00 external exam.

RELIGION DEPARTMENT

TO RECEIVE A VILLANOVA DIPLOMA, EACH STUDENT MUST COMPLETE EIGHT SEMESTERS OF DESIGNATED RELIGION COURSES

The Villanova Religion Department seeks to provide for Roman Catholic students instruction that can serve as a foundation upon which to develop and deepen their understanding and commitment to Jesus Christ and their Roman Catholic faith. At the same time, students who do not share our Roman Catholic faith are directly encouraged to develop a deeper understanding of their own religious heritage and to present their faith perspectives and positions in the classroom. Throughout the process, the department recognizes the need to respect the individual's conscience. The courses and content correspond to the [Doctrinal Elements of a Curriculum Framework](#) for Catholic high schools as required by the United States Conference of Catholic Bishops. Our course titles differ, however, in order to assist every student to better understand the course content and focus.

Religion 9: The Revelation of Jesus Christ in Sacred Scripture

The purpose of this course is to give students from diverse religious backgrounds a general knowledge and appreciation of the Sacred Scriptures with a central focus on the life and teachings of Jesus Christ. All students will learn how to read and interpret the Bible and understand why Christians believe it is the inspired Word of God. This course will review the key moments of Salvation History leading up to the suffering, death, and Resurrection of Jesus Christ. major sections of the Bible, the unity of the Old and New Testaments, and the books included in each section.

This course asks such essential questions as: How do we know if God exists? Is the Bible just another piece of literature? How was the Bible formed? Is the Bible literally true? Do Catholics revere the Bible as much as other Christian religions? How can the Bible be relevant to today's issues? Do the Bible and science contradict each other? How do Catholics justify beliefs and practices not found in the Bible?

Semester: Fall **Grade Level:** 9 **Required for Graduation:** Yes

Religion 9: Christology: Who is Jesus Christ?

The purpose of this course is to introduce students to a deeper treatment of Jesus Christ as presented in the Gospels, Acts of the Apostles, Epistles of St. Paul, and other books of the New Testament. The underlying goal of this course is to allow students to grow in an understanding that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be. Catholics and other Christians share a common scriptural heritage and belief that Jesus Christ is the Living Word of God, the Second Person of the Blessed Trinity, and the ultimate revelation to us from God.

This course asks such essential questions as: Who do I say Jesus Christ is? What kind of God does Jesus Christ say exists? What is my image of God? What are the characteristics of a grown-up mature faith? What is the significance of Mary in Catholic teaching and tradition? What significance does the story of Jesus Christ have for the human journey and the path each of us must walk? What do I believe about death and afterlife? How do society, culture, family, friends, and school support or threaten my personal faith?

Semester: Spring **Grade Level:** 9 **Required for Graduation:** Yes

Christian Service Requirement: 10 hours

Religion 10: The Paschal Mystery and Ecclesiology

The purpose of this course is to help Catholic and other Christian students understand what God has done for us through the Son, Jesus Christ. All students will learn that God's intention for all human beings, even before we were born, has been for us to live

a life of eternal goodness and happiness despite human weakness and failure. Catholics and other Christians will deepen their understanding of Jesus Christ as the loving presence and compassion of God whom they follow as disciples, entering into his mission, ministry, dying, rising, and life of the Spirit. Catholics call this dynamic of call, loving service, meaningful suffering, self-sacrifice, death and resurrection in union with Christ “the Paschal Mystery”. This course will help students understand that in and through the Church they encounter the Living Jesus Christ in solidarity with other believers. All spiritual seekers will benefit from an introduction to Roman Catholic ecclesiology, or theology of church, explaining its sacred mission and foundation as well as its institutional and human elements. They will learn about the sacred nature of the Catholic Church, founded by Jesus Christ and sustained through the Holy Spirit.

This course asks such essential questions as: Why must humans suffer? How does one deal with suffering that is a natural part of life? What must we do in the face of unnecessary suffering? Are human beings naturally good or basically evil? What value is there in being identified with any religious tradition/ church? Why do I have to be a Christian? Aren't all religions as good as another? Who needs organized religion? Isn't it better to worship God in my own way, when and how I want?

Semester: Spring **Grade Level:** 10 **Required for Graduation:** Yes

Christian Service Requirement: 10 hours

Religion 10: Encountering Jesus Christ Through the Sacraments

The purpose of this course is to help all students understand the human need for meaning and its expression in sacred words and stories, rituals, worship, signs, and symbols that transcend one's own time, history, and culture. Students will learn how rituals function to unite people to one another as well as to a power greater than themselves. Catholics and other Christians will gain a deeper understanding of their own worship and sacraments, especially the Rites of Christian Initiation—Baptism, Confirmation, and Eucharist. Other Christians and students of other religious traditions will have the opportunity to share their own worship experiences and rituals as Catholic students explore in more depth the Sacraments of Healing (Penance/Reconciliation, Anointing of the Sick) and Sacraments at the Service of Communion (Holy Orders, Marriage). The course is based on traditional Catholic spirituality of the sacraments as a means of encountering Christ in a full and real way in church so that one may live as a member of the body of Christ at home and in the world.

The course asks such essential questions as: What traditions can I share from family, school, civic community, culture, and nation? What new ways have youth and people today found to express joy, friendship, forgiveness, pride, success, victory and defeat? What kinds of customs and rituals do people observe at the time of a birth,

anniversaries, graduations, weddings, sickness, death or any other life passage? What is prayer? How necessary is it to be part of a faith community to pray and worship? Where are sacraments found in the Bible? Are sacramental rites magic? What is it about Christian sacraments that make them more than a rite of passage? Is there any difference between receiving Holy Communion in a Catholic Church and going to communion in a Protestant worship service? Are there any sacraments I would like to celebrate to deepen my relationship with Christ?

Semester: Spring **Grade Level:** 10 **Required for Graduation:** Yes

Co-Requisite: Visit to Cathedral of Our Lady of the Angels

Christian Service Requirement: 10 hours

Religion 11: Life in Jesus Christ: Ethics and Morality

The purpose of this course is to introduce all students to an understanding of the principles and foundations of an ethical and moral life, whether a student is a Roman Catholic, other Christian, another world religion, or with no religious affiliation whatever. All students will benefit from learning about the virtues and a process of moral decision making that is thorough and critical. Students will explore the biblical principles from the Judeo-Christian tradition which provides much of the spiritual and legal foundation of western civilization's attention to human dignity, civil liberties, and laws respecting individuals, the integrity of the family and the responsibilities of citizens. Catholic students and other Christians will discern the right thing to do based also on their baptismal commitment to Christ as his disciples. All students will study the moral concepts, precepts, saints and exemplars of a virtuous life. Topics will include: the Ten Commandments, the Beatitudes, the virtues, the works of mercy, development of a moral conscience, and relevant church teachings on particular issues.

The course asks such essential questions as: How do I make small and large decisions? Is there any difference? How well do I think through a course of action before I make it? At what level of moral development am I? What motivates me to do the right thing? How does one learn to do what is right? What is a conscience? What purpose do rules, laws, moral teachings have? What mistakes have I made making big decisions? What good and bad habits do I have that help or hinder me in making good decisions? Do I seek spiritual support in prayer and/or advice from those wiser than I? To what degree am I willing to live with integrity as a disciple of Jesus Christ? Who are my models and heroes who have led a virtuous life?

Semester: Fall **Grade Level:** 11 **Required for Graduation:** Yes

Christian Service Requirement: 10 hours

Religion 11: Catholic Social Teaching

The purpose of this course is to introduce all students to the social teachings of the Roman Catholic Church. Students will examine the rich tradition of the Gospels and the Church's teachings and apply them to selected justice issues that exist in today's world. Topics for research and discussion include the following: the principles of Catholic Social Teaching; the virtue of justice; justice in our world; the fundamental right to life; peacemaking; poverty; discrimination; the rights of workers and the dignity of work; and the care and stewardship of creation. Social justice issues and an ethical framework to address the pressing global concerns of our times will benefit students--Roman Catholic, other Christians, other world religion, or with no religious affiliation.

This course asks such essential questions as: How informed am I about social justice issues whether in my own country or abroad? What are the roots of social injustice? What is so difficult about making any kind of change in large institutions, societies, and cultures? What is possible for myself and other individuals to do to make a difference? What social issue would I like to explore as my special project? Is there anything that I could do as a career that might also improve lives and make a better world?

Semester: Spring **Grade Level:** 11

Co-Requisite: A class visit to the Museum of Tolerance

Required for Graduation: Yes

Christian Service Requirement: 10 hours

Religion 12: Vocations - Responding to the Call of Jesus Christ

The purpose of this course is to help students to reflect on the developmental tasks of adolescence in their transition to adulthood as a means of assisting students to discover their own personal call and vocation in life. Catholic and other Christian students will consider how Christ calls them to live, whether in the single life, married life, or in ordained ministry. Catholic students will give special attention to the priestly life and consecrated life. All students will benefit from learning what it means to live life for the sake of others and the value of considering a vocation in service of community locally and globally.

This course asks such essential questions as: What is the difference between a job or career and a call or vocation? What gifts and talents do I have that make me feel alive and happy? How do I measure success? If I had to, could I summarize in 2-3 pages my personal philosophy of life? What wise sayings or quotes would I use to express the core values of unity, truth, and love as a foundation for my own core beliefs or "wisdom"? No matter my personal call in life, how do I understand how men and women should relate to each other? What are the biblical, theological, spiritual, and psychological foundations of knowing who I am, where I came from, and what my destiny is as a human being? What does my family, culture, and religious tradition

expect of me as a mature young adult taking my place in the community? What positive experiences have I had of persons in priesthood/ordained ministry and of consecrated religious life? What questions do I have about their vocation? What is the difference between a civil marriage and the sacrament of Christian Marriage?

Semester: Fall **Grade Level:** 12 **Required for Graduation:** Yes
Christian Service Requirement: 10 hours

Religion 12: World Religions

The purpose of this course is to help all students understand the manner in which the Catholic Church relates to other Christians as well as to other religions of the world. Catholics believe “the fullness of God’s Revelation” has been entrusted to the church by Jesus Christ. He is the church’s foundational truth. The course is intended to help students to recognize the ways in which important spiritual truths can also be found in other Christian churches and ecclesial communities as well as in other world religions. It is also intended to help students recognize the ways in which other systems of belief and practice differ from the Catholic faith.

The course asks such essential questions as: Is one faith or religion just as good as another? What is meant by calling Jesus Christ the Savior of the world? How does each of the world religions explain: the human condition, spiritual perfection, what is ethical, how we transcend the human condition, how we attain salvation, our destiny, the nature of the world, how ultimate reality is revealed? What is the religious history, sacred stories, doctrines, ethics, rituals, social organization, sacred places of each?

Semester: Spring **Grade Level:** 12 **Required for Graduation:** Yes
Christian Service Requirement: 10 hours

IB Theory of Knowledge

The essence of the IB Theory of Knowledge course is to investigate knowledge claims and reflect on the nature of knowledge. It is a course that begs the question “how do we know?” and delves into a deeper investigation of what we already know.

One of our goals is to look at the world that we know with keen awareness of different perspectives and our own biases. We will critically reflect on the ways of knowing and the areas of knowledge. Because it is a student-centered course, every student is expected to positively contribute to discussions on a regular basis.

The IB Theory of Knowledge course is required for full IB Diploma candidates. Students will be expected to successfully complete a 1,600 word essay and a presentation during the second semester.

Semesters: 2 **Required for Graduation:** No

FOREIGN LANGUAGE DEPARTMENT

A VILLANOVA STUDENT MUST COMPLETE SIX SEMESTERS OF A FOREIGN LANGUAGE. ALL OF THESE MUST BE IN THE SAME LANGUAGE.

Latin I: One objective of the course is to help students think in Latin through a Latin only reading, and writing immersion. Students will attain an understanding of word forms, rules of grammar, syntax, and style through direct experience with the language. Finally, students will gain a better understanding of the roots of our very own English words, leading to a better understanding of what our English words are signifying.

Semesters: 2 **Grade Level:** 9, 10, 11, 12 **Required for Graduation:** Yes

Latin II: Latin II's major objectives are 1) To teach comprehension of the Latin language through practice in reading it, and 2) To develop, through these readings, the students' understanding of the social and political history of the Romans, especially during the first century A.D. The course does not present the Latin language as an abstract linguistic system or merely as an exercise for developing mental discipline. The students will improve their Latin vocabulary through stage readings and instruction, understanding of word forms, and rules of grammar, syntax, and style. In so doing they will continue learning about Roman culture, classical civilization, and the classical heritage. **Semesters:** 2 **Grade Level:** 10, 11, 12 **Required for Graduation:** Yes

Prerequisite: Satisfactory completion of Latin I

IB Latin SL: IB Latin SL's major objectives are 1) to finish off a command of all Latin grammar and syntax, primarily through focused review of previously learned topics, as well as introduction of a few finer points of Latin grammar, 2) to practice reading "real" Latin--that is, Latin as it was written by actual Roman authors, rather than by speakers of modern languages who are writing in Latin, and 3) to learn the nuances of the history of the end of the Republic and beginning of Imperial Rome. These three objectives, when accomplished, will prepare students for the more focused IB work in the following

year, in which we will be primarily reading primary texts and learning the fine points of textual exegesis. Authors in IB Latin SL include Eutropius, Cicero, Catullus and Ovid.
Semesters: 2 Grade Level: 11, 12. Required for Graduation: Yes

Spanish I: Spanish I is an introductory course designed to develop the skills of understanding and speaking Spanish, which will be further strengthened by reading and writing. The goal is that by the end of the first year course, students should be able to understand and produce simple questions, answers, descriptions, and statements on topics such as family and friends, school, and daily activities that would be understood by a native speaker. The student's language will include the use of basic grammar forms and vocabulary appropriate to the topics studied. **Semesters: 2 Grade Level: 9, 10, 11, 12 Required for Graduation: Yes**

Spanish II: This is a second-year Spanish course which stresses all four skills of listening, speaking, reading, and writing. Each unit is culture-based, with vocabulary and expressions typical of the country which is featured. Students will learn new vocabulary, expressions, and grammatical structures needed to express the big ideas of the unit. Communication is practiced in pairs, and through oral presentations of dialogues based on the big ideas of the unit. **Semesters: 2 Grade Level: 10, 11, 12 Prerequisite: Satisfactory completion of Spanish I Required for Graduation: Yes**

Spanish ab initio (SL) is a language acquisition two year course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

Semesters: 4 Grade Level 11, 12 Required for Graduation: Yes Fee: \$116.00
External exam.

Spanish III: This is an intermediate course which provides the student with greater opportunities to fine-tune the communication skills acquired in Spanish 1 and 2. Thematic and lexical topics are an extension of those of the first two levels of Spanish study. The sphere of concentration, however, is broadened to include aspects of the social, political, scientific, and cultural life of the countries where Spanish is spoken.
Semesters: 2 Grade Level: 11, 12 Prerequisite: Satisfactory completion of Spanish II Required for Graduation: Yes

IB SPANISH B is a language acquisition course developed at two levels - standard level (SL) one year and higher level (HL) a two year course - for students with some background in the target language. While acquiring the language, students will explore the culture(s) connected to it. The focus of this course is language acquisition and intercultural understanding. SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria. The language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned.

Grade Level: 11, 12

Required for Graduation: Yes

Prerequisite: Spanish II with a minimum grade of high B, placement test, and recommendation of teacher and Department Chair

Fee: \$116.00 External exam

Spanish IV: Spanish IV is an advanced course designed to provide activities for students to develop proficiency in all communication skills. This course includes opportunities for reading novels, short stories, plays and periodicals in Spanish. Students will write compositions, summaries, critiques and resumes. Students will also present oral reports in Spanish expressing a point of view.

Semesters: 2 **Grade Level:** 11, 12 **Prerequisite:** Spanish III with a minimum grade of B **Required for Graduation:** No

Period 8 Courses

Japanese I: Japanese I is an introductory course designed to provide students with basic communication skills in Japanese through the textbook, audio-visual aids, computer software, and practical lessons. During the course, students learn about geography of Japan, Japanese culture and people. This course emphasizes practical communication, the development of all four language skills (listening, speaking, reading, and writing), student interaction, and cultural awareness. Students learn to be able to read and write Hiragana, to recognize Katakana, and 20 Kanji characters. Field trips may be required. **Semesters:** 2 **Grade Level:** 9, 10, 11, 12 **Required for Graduation:** No

Japanese II: Japanese II is a beginning–intermediate course designed to provide students with communication skills in Japanese through the textbook, audio-visual aids, computer software, and practical lessons. Students expand vocabulary and learn

grammatical concepts as they acquire greater listening, speaking, reading and writing skills in Japanese. Students learn to be able to read and write Katakana, and 60 additional Kanji characters. Field trips may be required. **Semesters: 2 Grade Level: 10, 11, 12 Prerequisite:** Satisfactory completion of Japanese I **Required for Graduation:** No

FINE ARTS DEPARTMENT

A VILLANOVA STUDENT MUST COMPLETE AT LEAST TWO CONTINUOUS SEMESTERS OF THE SAME FINE ART IN ORDER TO RECEIVE A VILLANOVA DIPLOMA.

The Art of Western Culture: This course combines both the fundamentals of studio art and digital art with a survey course of art in western culture. This course emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, and historical and cultural context(s). The practice of art making and learning art fundamentals is the core of this course. The art elements and principles of design serve as a foundation for each unit covered. Students will develop both a studio and digital portfolio of current art projects throughout the semester.

Semesters: 2 Grade Level: 10,11, 12 Fee: \$50.00 for consumables materials
Required for Graduation: No

Computer Graphic Design—Course Description: In Computer Graphic Design class students will discover the world of design from the history of design to present day real world design concepts including: the introduction of influential designers throughout history, history of typography, history of advertising and the study of the principles of good design. Students will participate in developing design concepts, implementing the design, problem solving, presenting the project to various audiences and critiquing their design and fellow student's design projects primarily using the software Adobe Photoshop CC. Material will cover the fundamentals: the work environment and help resources, tools, making selections, blending images, using layers and masks, retouching and color correcting, using smart objects, selected effects like hand coloring, color-management issues, and creating images for print or the Web. Semester 2: Continuation of Semester 1 incorporating the fundamentals learned and applying knowledge to increasingly complicated projects including: creating tessellations, fractals, line art drawings and animation. This course assumes no prior knowledge, and

beginners as well as advanced will benefit from material and projects presented.

Semesters: 2 Grade Level: 11, 12 Required for Graduation: No

IB Visual Arts-Course Description: IB Visual Arts HL course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas, and the ability to relate to all form of art in their many social and historical contexts. Students will be given the tools necessary to help them understand their own visual surroundings and to develop an international perspective of the arts through their research of contemporary trends in the arts and their exposure to the importance and function of the arts in other cultures. They will explore different ways of expressing themselves and communicating with others. Our varied student body will discuss standards for judging art and how those standards change within countries, cultures or art forms.

The IB Visual Arts is a course for students who are seriously interested in the Visual Arts. The course has specific criteria set for both Studio Work and the Process Portfolio that are clearly defined by the IBO. Over the two years of the course, the students will be working in a variety of techniques and media to develop their skills and understanding of the elements of the visual arts in both two and three-dimensional formats. They will develop and maintain a close relationship between investigation and their creative process in studio work. Students will produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness while developing a personal style. In the second year of the course, students will develop their own themes and will have the opportunity to choose media preferences.

All of the efforts of the student lead up to the final IB examination at the end of the two year course. There are two parts to the final examination- one Internal and one External. The Visual Arts Teacher will do the Internal examination of the student's final Exhibition of artworks. The External examination will look at the CS (Comparative Study) and the PP (Process Portfolio) will be carried out by the IBO. **Semesters: 4 Grade Levels: 11, 12 Recommended Prerequisite: Art in Western Culture. Fee: \$116.00 External exam.**

Art of the Theatre: This course is designed as a comprehensive introduction to the theatre. Throughout the year many aspects of the theatre will be explored. Through discussions, theatre games, acting exercises, character study, scene work, and vocal/body work, the student will gain an understanding of the actor's experience and the creative process. In addition to encouraging creativity and imagination, the course will also examine the making of a production, the role of the playwright and director, key points in theatre history, musical theatre, stagecraft, and the technical aspects of theatre. The course objective is to help students come to a personal appreciation of the theatre and discover how it may apply to their daily lives and future goals. **Semesters: 2**

Grade Level: 10, 11, 12 **Prerequisite:** Willingness to participate in group activities and maintain a positive and enthusiastic attitude **Required for Graduation:** No

Choral and Instrumental Ensemble: Chorus is designed for students who have little to no experience singing in an ensemble. The purpose of this course is to introduce the students to various forms of choral music and the fundamental elements of ensemble singing. This course encourages students to find and improve their own singing voice and contributing that voice into a larger musical expression. This course provides an introduction to music theory, sight singing, the study of the vocal apparatus, group voice lessons (vocal projection, tone and articulation), listening, identifying and analyzing various choral works, and basic choral ensemble work. Students may be required to perform at various liturgies, or school events based on their progress and development. Students will also have the opportunity to participate in an ukulele ensemble. Students will learn how to strum, pick and read TAB charts. **Semesters:** 2 **Grade Level:** 10,11,12 **Required for Graduation:** No

Music Theory and World Music: This course introduces students to the basic elements of music theory including reading music in multiple clefs, identifying modes, analyzing basic triads and seventh chords and charting out song forms. Students also learn how to successfully read and interpret orchestral scores. In addition to music theory concepts, students engage with musics from a variety of cultures including, but not limited to Indonesian gamelan, African drumming, Latin music, Mexican music, music of Asian cultures and music indigenous to India and the Middle East. Students will develop their ears to be able to identify specific instruments and to relate them to their unique cultures. **Semesters:** 2 **Grade Level:** 10, 11, 12

IB Music SL: This course builds upon the foundation of theory and ear training learned in Music Theory and World Music, with students applying their knowledge to fully analyze and identify musics from cultures around the world. There are three equal components to IB Music SL: History of Western Music, Music Technology and World Music. Students will engage with both secondary and primary sources in exploration of the history of Western classical music, they will become proficient in creating and arranging music with Logic Pro X, and their continued study of World music includes participating in an African drumming ensemble. **Semesters:** 2 **Grade Level:** 11 and 12 **Prerequisites:** Successful completion of Music Theory and World Music and Teacher Recommendation

Digital Photography: This course is an introductory class about the history, the technology, and the artistry of photography. Students learn about famous photographers, how to take a great photograph, how to edit a photograph, and even make their own pinhole camera! The class has class cameras to check in and out for use on class photo activities and projects. Students can use their own personal digital cameras (DSLRs) as well. There will need to be some time outside of class spent taking pictures for projects.

Semesters: 2

Grade Level: 10, 11, 12 **Prerequisite:** None **Required for Graduation:** No

Publications: The objective of this elective course is to produce the school's yearbook. The class also publishes a literary journal in the second semester. Students will learn basic elements of journalism and yearbook production. The class requires writing and several hours of after school field work on a regular basis. Students must commit to two semesters of work on publications. **Semesters:** 2

Grade Level: 10, 11, 12 **Prerequisite:** Teacher recommendation **Required for Graduation:** No

HEALTH AND FITNESS

STUDENTS MUST COMPLETE ONE SEMESTER OF FITNESS FOR LIFE AND ONE SEMESTER OF HEALTH TO RECEIVE A VILLANOVA DIPLOMA.

Health: This course is designed to help students explore current health issues, evaluate personal attitudes towards health-related matters, and make informed decisions towards health-enhancing behaviors. **Semesters:** 1 **Grade Level:** 9 **Fee:** \$10.00 book rental **Required for Graduation:** Yes

Fitness for Life: This course is designed to improve physical fitness through movement training, cardiovascular exercises, sport-specific skills, and games to promote a lifetime of healthy physical habits. Students will explore the concepts of fitness and nutrition while striving to achieve or maintain a healthy lifestyle. **Semesters:** 1 **Grade Level:** 9 **Required for Graduation:** Yes

Seal of the Order of St. Augustine



The **flaming heart** is the human heart. It symbolizes Augustine's love of God and his fellow brothers and sisters. The Augustinian Heart is passionately alive, with the desire to know God and experience divine love in our lives.

The **open book** represents St. Augustine's own conversion to Christianity and the Scriptures. It also symbolizes Christ, the Word of God, source of light and truth, and the quest for wisdom.

The **arrow** which pierces the heart represents the Spirit of God piercing our hearts, calling us to continued growth in faith, hope and love. This is the basis of that great restlessness, so typical of St Augustine, which led him to seek God in all things and above all things.