

# MATH

<b>ALGEBRA I</b>	<p>Text: <i>Algebra</i> Addison-Wesley.</p> <p>Algebra I provides students the basic tools necessary to progress in the academic sequence of high school mathematics: simplifying expressions, solving equations, solving algebraic word problems, polynomials and factoring, and systems of equations and rational expressions.</p>
<b>GEOMETRY</b>	<p>Text: <i>Geometry</i> Holt McDougal.</p> <p>Geometry provides students with essential information determining spatial relationships with regard to shape and measurement. It also is a first introduction to mathematical proof and logic. Broad categories to be covered include: basic geometric definitions and postulates; lines and planes; angle relationships; triangle congruence and similarity; right triangle trig; circles; proofs relating to the preceding topics; basic constructions; area; perimeter, surface area, and volume of figures and solids.</p>
<b>HONORS ALGEBRA II</b>	<p>Text: <i>Algebra 2: Integration, Applications, Connections</i> Glencoe (McGraw Hill).</p> <p>Algebra 2 completes the basic algebraic skills that were acquired in Algebra I. There is a review of the basic skills relating to equation solving, graphing of lines, and systems of equations. These basics are then expanded to include use of matrices, polynomial and radical expressions, quadratic functions (including conic sections), and exponential and Logarithmic functions. The students also become very familiar with the use of the graphing calculator, which is an important tool at this level of mathematics.</p>
<b>PRE-CALCULUS</b>	<p>Text: Demana, Waits, Foley, Kennedy <i>Precalculus: Graphical, Numerical, Algebraic</i>, Scott Foresman.</p> <p>Pre-Calculus provides the remainder of the skills needed to round out the high school math curriculum prior to calculus. Broad categories covered include: an extensive study of Trig functions, applications, and identities; a review of functions - linear, quadratic, polynomial, exponential, and logarithmic; and topics from discrete mathematics, including combinatorics and probability. The course is taught with the expectations of an advanced level course, aiming for a higher level of proficiency and understanding.</p>
<b>CALCULUS AB (AP)</b>	<p>Text: Finney, Demana, Waits, Kennedy <i>Calculus: Graphical, Numerical, Algebraic</i>, Scott Foresman, 3<sup>rd</sup> Edition.</p> <p>Advanced Placement Calculus is taught as a full year Calculus course, covering the topics that are necessary to take the Calculus AB exam. These include: limits and continuity; derivatives; applications of derivatives; the definite integral; differential equations and mathematical modeling; and applications of definite integrals. Taking the AP exam is not required, but highly encouraged.</p>
<b>HONORS CALCULUS</b>	<p>Text: Finney, Demana, Waits, Kennedy <i>Calculus: Graphical, Numerical, Algebraic</i>, Scott Foresman, 2<sup>nd</sup> Edition.</p> <p>Honor Calculus covers the same topics as AP Calculus, but at slightly less depth and at a slower pace.</p>
<b>AP STATISTICS</b>	<p>Text: Yates, Moore, and Starnes <i>The Practice of Statistics</i>, 2<sup>nd</sup> ed. W.H. Freeman &amp; Co.</p> <p>AP Statistics is offered to juniors or seniors who have completed PreCalculus. Main themes include organizing data and relationships, producing data, probability, and inference. At year's end, students may take the AP Stats exam for college credit.</p>

# SCIENCE

<p><b>HONORS BIOLOGY</b></p>	<p>Text: <i>Biology</i>, Kenneth Miller and Joseph Levine, Prentice Hall, 2008. <i>Biology: Laboratory Manual</i> Prentice Hall. <i>Biology: Study Guide</i> Prentice Hall, 2008.</p> <p>Biology is the study of the characteristics of living organisms. Students will gain a basic understanding of the major principles of biology including basic biochemistry, cell structure and function, heredity, evolution and ecology. The scientific method will be used to solve problems and complete lab assignments.</p>
<p><b>ANATOMY AND PHYSIOLOGY</b></p>	<p>Text: Hole's <i>Essentials of Anatomy &amp; Physiology</i>, Twelfth Edition, by Shier, Butler, and Lewis, McGraw-Hill 2015.</p> <p>Students will study the structure and function of organ systems in the human body. Course themes will include the relationship between structure and function, change in structure and function through time, homeostatic mechanisms operating in each system and processes occurring at all levels of organization, especially biochemical and cellular, that affect the whole body for each system. Students will complete laboratory exercises including the study of models, microscope slides and dissections.</p>
<p><b>HONORS CHEMISTRY</b></p>	<p>Text: <i>Modern Chemistry</i> Holt Rinehart Winston.</p> <p>Chemistry is a study of the relationship between the structure and properties of matter and also investigates energy changes that accompany changes in matter. It is a quantitative science and there is an emphasis on problem solving. The laboratory activities supplement the textbook and emphasize measurement, observations, and analysis of data. Laboratory safety procedures are emphasized.</p>
<p><b>CONCEPTUAL PHYSICS</b></p>	<p>Text: <i>Conceptual Physics</i> Pearson Addison Wesley.</p> <p>This course is taught as a survey of the various branches of physics including motion, matter, thermodynamics, electricity, sound and light. Problem solving using algebra is emphasized. In addition, a solid conceptual approach emphasizes an understanding of the basic laws of nature.</p>
<p><b>HONORS PHYSICS</b></p>	<p>Text: <i>Physics</i>, Cutnell and Johnson, John Wiley &amp; Sons 2004.</p> <p>This course is taught as a survey of the various branches of physics. Problem solving using algebra and trigonometry are emphasized. In addition, a solid conceptual approach emphasizes an understanding of the basic laws of nature. Laboratory skills and analysis of experiments is an important component of the physics class.</p>
<p><b>ADVANCED PHYSICS C MECHANICS (AP)</b></p>	<p>Text: <i>Physics for Scientists and Engineers</i> Saunders College Publishing (Harcourt College Publishers).</p> <p>This course provides an opportunity to prepare for the AP examination in Physics C Mechanics. This course is equivalent to the pre-engineering introductory physics course for the university students. The goal is to provide an excellent first-year college-level calculus based physics experience. The major topics include Kinematics, Laws of Motion, Work and Energy, Momentum, Oscillatory Motion, and the Law of Gravity. Use of calculus in problem solving and in derivations is expected to increase as the course progresses. Opportunities for collaborative learning are provided primarily in the lab setting. Communication of the students' analysis and conclusions are given through written reports and/or class presentation.</p>

# LITERATURE

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

# HISTORY

<p><b>WESTERN CIVILIZATION I</b></p>	<p>Text: <i>Western Civilization: Volume I To 1715</i> Wadsworth (Thomson Learning).  <i>Sources of the Western Tradition: Volume I from Ancient Times to the Enlightenment</i> Houghton Mifflin</p> <p>This course is a survey of Western civilization from Ancient Greece through the Renaissance. While the course is a survey, “the great conversation” that has characterized Western culture is continued in this class. The ideas of justice, virtue, church/state relations, etc. have played major role in the development of our civilization. These ideas will be explored in relation to the Church’s teachings. Extensive use of primary sources helps the students gain a more direct contact with the past, rather than through the historian’s sometimes distorted lens. Reading, class discussion, and the writing of papers and essays make up the bulk of the course work.</p>
<p><b>WESTERN CIVILIZATION II</b></p>	<p>Text: <i>The History of the Modern World</i> McGraw Hill. <i>Sources of the Western Tradition: Volume II from Renaissance to the Present</i> Fifth Edition, Houghton Mifflin</p> <p>Western Civilization II builds upon the freshman year course beginning with the Renaissance and Reformation. The student explores the tumultuous change and upheaval with the breakdown of Christendom and the medieval order. It is the popular opinion of many modern historians including the authors of the AP course text that the Renaissance (and the Enlightenment) brought about a re-birth of culture and civilization to a continent long stumbling through the dark ages following the fall of Rome. It is imperative to understand both the relationship between Europe and the Church and the underpinning European philosophies of order and history at war with the Church in modern times for a student to understand both the continuity and truth of Western Civilization.</p>
<p><b>UNITED STATES HISTORY (AP)</b></p>	<p>Text: <i>Inventing America</i>, W.W. Norton &amp; Company.</p> <p>This course is a survey of United States History from the Age of European Exploration to the present. In order to gain a proper understanding of who we are as Americans, it is important to examine how we have arrived at this point in history. Therefore, the main goal of the course is to give the student knowledge and an appreciation of US History, thus enabling the students to know themselves more fully. The secondary goal for the course is to provide the students who choose to take the AP test the opportunity to do well.</p>
<p><b>AP MODERN EUROPEAN HISTORY</b></p>	<p>Text: Joel Colton &amp; R. R. Palmer, <i>A History of the Modern World</i> New York: McGraw Hill, 1992.</p> <p>Modern European History continues the investigation of Europe and the world following the French Revolution especially the primary effects of the rise of nationalism and liberalism that have shaped the modern western democracies. This course contrasts the heritage of the West rooted in the Greco-Roman world and Judeo-Christianity to the Europe emerging in the last 150 years. Students look at the devastating effects of the secularization of Europe through the lens of two world wars and the twentieth century rise of fascism, totalitarianism, nazism, and finally communism. This course explores the Cold War and the global impact of both secular democracy and atheistic communism, and concludes with the Fall of Communism in the 1989 revolutions and the post-Cold War Europe. Students who wish to take the AP exam will be prepared for this exam.</p>

# LATIN

<p><b>LATIN I</b></p>	<p>Text: <i>Cambridge Latin Course: Unit II</i>, Cambridge Press</p> <p>The principal aim of the Latin I course is to begin to give the students the skills and knowledge needed to read classical literature in the original Latin. To this end, the students are expected to master the Latin vocabulary and morphology presented throughout this course. Such forms include: the present and perfect systems (active and passive) of 1<sup>st</sup> conjugation verbs; the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> declensions of nouns. In addition, students are expected through the reading and composing of Latin sentences to understand the various points of syntax presented in this course; points which are indispensable for the reading of Latin literature. Such syntactical topics include: direct questions; the imperative mood; the ablative of means; the ablative of personal agency.</p>
<p><b>LATIN II</b></p>	<p>Text: <i>Cambridge Latin Course: Unit III</i>, Cambridge Press</p> <p>The principal aim of the Latin II course is to continue to give the students the skills and knowledge needed to read classical literature in the original Latin. To this end, the students are expected to master the Latin vocabulary and morphology presented throughout this course. Such forms include: 3<sup>rd</sup> declension i-stem nouns; 3<sup>rd</sup> declension adjectives; demonstrative adjectives; the present and perfect systems (active and passive) of 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> conjugation verbs. In addition, students are expected through the reading and composing of Latin sentences to understand the various points of syntax presented in this course; points which are indispensable for the reading of Latin literature. Such syntactical topics include: Latin relative clauses; reflexivity; the ablative of manner; the ablative of separation.</p>
<p><b>LATIN III</b></p>	<p>Text: <i>Latin: An Intensive Course</i> University of California Press</p> <p>The principal aim of the Latin III course is to continue to give the students the skills and knowledge needed to read classical literature in the original Latin. To this end, the students are expected to master the Latin vocabulary and morphology presented throughout this course. Such forms include: 4<sup>th</sup>, 5<sup>th</sup> declensions of nouns; the comparison of adjectives and adverbs; the subjunctive and imperative moods; infinitives. In addition, students are expected through the reading and composing of Latin sentences to understand the various points of syntax presented in this course; points which are indispensable for the reading of Latin literature. Such syntactical topics include: conditional sentences; purpose clauses; indirect statement; the ablative of comparison; the ablative of degree of difference.</p>
<p><b>LATIN IV</b></p>	<p>Text: <i>Latin: An Intensive Course</i> University of California Press</p> <p>The principal aim of the Latin IV course is to continue to give the students the skills and knowledge needed to read classical literature in the original Latin. To this end, the students are expected to master the Latin vocabulary and morphology presented throughout this course. Such forms include: deponent and semi-deponent verbs; the irregular verbs <i>ferō</i>, <i>volō</i>, <i>nolō</i>, and <i>malō</i>; the indefinite pronouns <i>aliquis</i>, <i>quis</i>, <i>quisquam</i>, <i>quisque</i>. In addition, students are expected through the reading and composing of Latin sentences to understand the various points of syntax presented in this course; points which are indispensable for the reading of Latin literature. Such syntactical topics include: independent uses of the subjunctive; indirect questions; <i>cum</i> clauses; result clauses; ablative absolute.</p>
<p><b>LATIN (AP)</b></p>	<p>Text: <i>Vergil's Aeneid</i> Bolchazy-Carducci</p> <p>AP Latin is a <i>reading</i> course in classical Latin verse; in particular the classical verse of Vergil's Aeneid. Large sections of books 1, 2, 4, 6, 10, and 12 of the poem are read in preparation for the Advanced Placement exam given in the spring semester.</p>

# FRENCH

<b>FRENCH I</b>	<p>Text and workbook: <i>Bon Voyage- Glencoe French 1</i> Glencoe/McGraw Hill</p> <p>This is an introductory course that emphasizes the four essential language skills: listening, speaking, reading, and writing. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. Students interpret written and spoken language on a variety of topics. Cultural information is incorporated into the curriculum throughout the year.</p>
<b>FRENCH II</b>	<p>Text and workbook: <i>Bon Voyage- Glencoe French 2</i> Glencoe/McGraw Hill</p> <p>This is an intermediate course that expands upon the themes and grammatical concepts learned in French I. Students progress from communicating in the present tense to communicating in the future and past tenses. Strong emphasis is placed on the development of the students' listening, speaking, reading, and writing skills. Through the study of culturally oriented readings, music, and pictures, students gain knowledge and understanding of Francophone cultures and communities around the world.</p>
<b>FRENCH III</b>	<p>Text and workbook: <i>Bon Voyage- Glencoe French 3</i> Glencoe/McGraw Hill</p> <p>This course expands upon the themes and grammatical concepts acquired in French II. Students learn to communicate as accurately as possible in situations they are most likely to encounter in a French speaking country or with French speakers in the United States. Students express their thoughts and opinions in the verb tenses previously learned and become proficient in additional verb tenses. Students continue to develop their understanding of Francophone cultures and communities through the study of culturally oriented readings, music, and pictures.</p>
<b>FRENCH IV</b>	<p>Text and workbook: <i>Bon Voyage-Glencoe French 4</i> Glencoe/McGraw Hill</p> <p>French IV focuses on further refining the students' proficiency in the four essential language skills: speaking, reading, writing, and listening. Students will exchange and support opinions on a variety of topics which require an extensive knowledge of vocabulary and grammatical concepts. French is used to access information in other subject areas and to compare and contrast cultural and linguistic elements of Francophone cultures with their own.</p>

# SPANISH

<p><b>SPANISH I</b></p>	<p>Text and Workbook: <i>¡Asi se dice!</i> – Glencoe Spanish 1 Glencoe/McGraw Hill          This is an introductory course that emphasizes the four essential language skills: listening, speaking, reading, and writing. Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions. Students interpret written and spoken language on a variety of topics. Cultural information is incorporated into the curriculum throughout the year.</p>
<p><b>SPANISH II</b></p>	<p>Text and Workbook: <i>¡Asi se dice!</i> – Glencoe Spanish 2 Glencoe/McGraw Hill          During this second level course there is an emphasis on listening, speaking, reading, and writing. Students move from communicating in the present to communicating in the past. In addition to the reinforcement of concepts and vocabulary from Spanish I new vocabulary and concepts will be added. Cultural information is incorporated into the curriculum throughout the year. Students are required to complete challenging audio activities as they develop their listening skills.</p>
<p><b>SPANISH III</b></p>	<p>Text and Workbook: <i>¡Asi se dice!</i> – Glencoe Spanish 3 Glencoe/McGraw Hill          This course continues to reinforce the four essential language skills: listening, speaking, reading, and writing. There is a communicative approach in which students learn to function as accurately as possible in situations they are most likely to encounter either in a Spanish speaking country or with Spanish speakers in the United States. Students express their ideas in the verb tenses previously introduced and become proficient in new verb tenses. Cultural information is incorporated into the curriculum throughout the year.</p>
<p><b>SPANISH IV</b></p>	<p>Text and Workbook: <i>Así se dice</i> – Glencoe Spanish 4.          In this course students communicate at an advanced level. The students read authentic materials written by and for native speakers. This course continues to build speaking and writing skills which requires extensive vocabulary and grammatical proficiency. Everyone is expected to communicate in a wide range of situations. A goal of the class is to gain the tools and confidence needed for a lifetime of language learning.</p>

# ART

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

# PHILOSOPHY – ELECTIVES

<p><b>PHILOSOPHY OF THE HUMAN PERSON AND OF GOD</b></p>	<p>Text: Works of various philosophers provided by the instructor</p> <p>This course provides an introduction to the philosophy of the human person, focusing on key issues such as what a human person is, why I exist and who I am. As rational persons, we explore the nature of human knowledge (epistemology), the relationship between Faith and Reason, why we ought to freely choose good, and what it means to be moral (ethics). The second half of the course studies the philosophy of God (metaphysics), including treatment of the problems of Divine Foreknowledge and free will and the problem of evil.</p>
<p><b>PERENNIAL PROBLEMS IN PHILOSOPHY</b></p>	<p>Text: Selected readings provided by the instructor</p> <p>The goal of this course is to provide the student with an introduction to the nature of the enterprise of philosophy. In particular, this course aims to make the student aware of the features that distinguish philosophy from other disciplines. Therefore, perennial problems – that is, those that have surfaced continually throughout the history of philosophy (e.g. what is metaphysics? What is consciousness? What is science? What is apriori knowledge? What is philosophy?) – are presented for the purpose of identifying the peculiar nature of this type of investigation.</p>
<p><b>ANCIENT GREEK</b></p>	<p>Text: Greek, <i>An Intensive Course</i> Fordham University Press</p> <p>The principal aim of the Ancient Greek course is to begin to give the students the skills and knowledge needed to read classical literature in the original Greek. To this end, the students are expected to master the Greek vocabulary and morphology presented throughout this course. Such forms include: 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> declensions of nouns; the indicative, imperative, subjunctive, and optative moods; the active, passive, and middle voices; the participial system. In addition, students are expected through the reading and composing of Greek sentences to understand the various points of syntax presented in this course; points which are indispensable for the reading of Greek literature. Such syntactical topics include: conditional sentences; purpose clauses; the articular infinitive; the circumstantial use of the participle.</p>
<p><b>WEB DESIGN</b></p>	<p>Text: <i>Learning Web Design</i>, O’Reilly 4<sup>th</sup> Edition, Jennifer Nierderst Robbins in conjunction with the latest online resources.</p> <p>Students learn how to develop a basic functioning web site. Initially, the students become proficient in hand coding with latest versions of HTML, CSS, and java scripting, editing photos and optimizing graphic files. Students are then taught good web design practices, file transfer, and how to use commercially available web design software tools for the creation of a web site.</p>
<p><b>INTRO TO PROGRAMMING</b></p>	<p>The purpose of this course is to introduce students to basic programming object oriented language using java technology. The focus is on understanding classes and objects, variables, control statements, Boolean expressions, loops, and user designed methods. Code style is introduced so the student can engineer reusable java.</p>
<p><b>JOURNALISM</b></p>	<p>The purpose of this two-day elective is to publish the school newspaper, <i>The Dumb Ox</i>, at least once per quarter. Students learn the fundamentals of writing news stories, features, and editorials as well as elements of newspaper design and layout.</p>

# RELIGION

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

## RELIGION 12

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

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

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

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

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

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

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

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

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