



Course Information

2008 ~ 2009

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LOYOLA SACRED HEART

CARITAS CHRISTI URGET NOS

Mission Statement

Loyola Sacred Heart Catholic High School pledges to teach, model and promote Gospel values rooted in Catholic principles and traditions in an environment of academic excellence.

Strategies for Success in our Mission

To achieve the Mission of Loyola Sacred Heart, the school is committed to:

- *Providing a learning environment where faculty, staff, and students are treated with dignity, respect, and honor*
- *Applying the highest standards of excellence in all courses, programs, and activities that foster continual growth and development*
- *Encouraging enthusiastic participation by all students, parents, faculty, and staff in the full range of activities offered within the Missoula Catholic School Community*
- *Insisting upon forthrightness, honesty, and accountability of everyone in maintaining and enhancing the common good of the community*

Academic Principles

The aim of the educational program at LSH is to develop students, who are compassionate and curious learners, intent upon assuming increasing responsibility for direction of their own intellectual, spiritual, social, emotional, and physical development. Emphasis is placed on teaching students to be self-directed learners, people who make meaningful and deliberate choices about how to best profit from their educational opportunities.

The Curriculum

The Program of Studies at Loyola Sacred Heart is intended to provide an education that is both Christian and humanistic. It is assumed that all Loyola students will continue their education on the college level. Emphasis is, therefore, placed on developing those skills and strengths that will be necessary for the successful completion of a college program.

Philosophy of Education

LSH emphasizes not only the subject matter but also the process by which one “comes to know”. The process of learning is the central focus and rather than passively receiving information and predefined explanations, students actively engage in finding out what they want and need to understand. It is the art of teaching students “how to learn” that motivates our education.

Students are the center of learning at LSH and are the principal agents of our education. Content, methodology, faculty, families, and students all combine and interact to contribute toward leading students to make connections between what they learn in the various dimensions of the school curriculum. In the planning of instruction, material is selected whenever possible, to allow for connection with other academic areas, content, and life applications.

In the Ignatian philosophy of education, teaching student to learn to learn remains the challenge and purpose of our school. Students come to understand that there is an invariable structure in the knowing and learning process. It is a system of movement from experience through understanding and judgment to action. According to St. Ignatius Loyola, it is through the process of reflecting on one’s experience that a person arrives at decisions and ultimately are compelled to act in accordance with those decisions.

At LSH, we provide a scholastic environment, rooted in Catholic tradition, realizing the call to social justice, and preparing young Christian adults where the process of learning is paramount to the integration of academics and whose resolute goal is to develop learning that culminates in socially just and responsible action.

Profile of an LSH Graduate

The goals and objectives for all graduates of Loyola Sacred Heart is that each student has mastered an intellectual competency, experienced religious and spiritual development, and is open to life-long learning and growth.

Academic Life

<p style="text-align: center;">Freshman</p> <p>(CORE SUBJECTS)</p> <p>Recommended Course of Study</p> <ul style="list-style-type: none"> • <i>Collegio {Collegio is an inter-disciplinary class that includes Englis, & Social Studies}</i> • <i>Theology</i> • <i>Mathematics</i> • <i>Biology</i> • <i>World Language</i> • <i>Practical Arts</i> • <i>Fine Arts</i> • <i>Technology</i> 	<p style="text-align: center;">Sophomore</p> <p>(CORE SUBJECTS)</p> <p>Recommended Course of Study</p> <ul style="list-style-type: none"> • <i>Theology</i> • <i>Communication Arts - English</i> • <i>Mathematics</i> • <i>Health Enhancement / Exercise Science</i> • <i>Chemistry</i> • <i>Foreign Language</i> • <i>Practical Arts</i> • <i>Fine Arts</i> • <i>Technology</i>
<p style="text-align: center;">Junior</p> <p>(CORE SUBJECTS)</p> <p>Recommended Course of Study</p> <ul style="list-style-type: none"> • <i>Theology</i> • <i>Communication Arts - English</i> • <i>Mathematics</i> • <i>Health Enhancement/Exercise Science</i> • <i>Foreign Language</i> • <i>Environmental Science, Advanced Chemistry or Advanced Biology</i> • <i>US History</i> 	<p style="text-align: center;">Senior</p> <p>(CORE SUBJECTS)</p> <p>Recommended Course of Study</p> <ul style="list-style-type: none"> • <i>Theology</i> • <i>Communication Arts - English</i> • <i>Mathematics</i> • <i>Modern History</i> • <i>Physics</i> • <i>Humanities</i> • <i>Political Science</i>

Credits Required for Graduation

CLASS	TITLE	GRADUATION CREDITS REQUIRED
Class of 2007	Seniors	26.5 Credits
Class of 2008	Juniors	26.5 Credits
Class of 2009	Sophomores	26.5 Credits
Class of 2010	Freshmen	26.5 Credits

VISION (Volunteer In Service In Our Neighborhood) Hours Required for Diploma

CLASS	ANNUAL HOURS REQUIRED	HOURS REQUIRED FOR DIPLOMA
Class of 2007	40 HOURS	100
Class of 2008	30 HOURS	100
Class of 2009	20 HOURS	100
Class of 2010	10 HOURS	100

GRADUATION REQUIREMENTS

2007 - 2008

COURSE	CREDIT	NOTES
Theology	4.0	All students are required to take Theology classes, regardless of religious affiliation
Communication Arts - English	4.0	Includes all English classes
Social Studies	4.0	World History, US History, Modern History, Humanities, and Political Science required
Laboratory Sciences	3.0	Includes all Biology, Chemistry, and Environmental Science classes
Mathematics	3.0	Includes all Math classes
World Languages	2.0	Two consecutive year of the same language is required
Health Enhancement & Exercise Science	2.0	Freshmen and Sophomores take HE&ES classes
Fine Arts	1.0	Includes all Music, Art, and Drama classes
Career & Vocational Technical Arts	1.0	Traffic Education (Drivers' Ed) qualifies under this requirement
Technology	1.0	Includes Computer Applications, Technology and Programming classes

Theology

Profile of a Graduate

The LSH graduate of Theology will have mastered an intellectual competency and be scholastically prepared for higher forms of education. The graduate will have accomplished the academic requirements, the general skills and attitudes, and the substantive knowledge in English and Communication Arts.

Academic Requirements

Students will:

- *have successfully completed four years of Theology coursework.*
- *know the call to action and responsibility of a Christian in today's world.*

General Skills and Attitudes

Students will:

- *appreciate the major developments and key persons in Catholic Church History.*
- *develop a foundational knowledge of the scriptures.*
- *understand the Incarnation as the foundation of all Sacramental Theology.*
- *respectfully acknowledge or participate in the sacramental life of the Church.*

Substantive Knowledge

Students will:

- *know the teachings of the Church on marriage and family lifestyles.*
- *know the instrumental persons in Christianity by learning the “who, when, where, what, and why” of the people who were influential in the growth of the Catholic Church.*
- *know the historical development of the faith as reflected in the Hebrew and Christian scriptures and seen in the tradition of the Church.*

The LSH graduate of Theology will have experienced religious and spiritual development and be prepared for life in a complex society. The graduate will appreciate the different lifestyles, vocations, and ministries, for which people are called, understand the significance of living a fulfilling sacramental life, develop an understanding of the complexities of moral decision making, and realize the value of cultivating a personal relationship with God in prayer.

Appreciate the different lifestyles, vocations, and ministries for which people are called

Students will:

- *understand the institution of marriage, single, and religious life as vocations.*
- *develop an appreciation for the commitment toward a vocation.*

Understand the significance of living a fulfilling sacramental life

Students will:

- *appreciate the significance of ritual in approaching the mysteries of life.*
- *understand God's use of sign and symbol in conferring grace.*
- *respectively acknowledging or participating in the sacramental life of the Church.*

Develop an Understanding of the Complexities of Moral Decision Making

Students will:

- *understand the process of conscience of formation.*
- *be involved in the process of moral development.*
- *understand the radical responsibility of human freedom.*

Realize the Value of Cultivating a Personal Relationship with God in Prayer

Students will:

- *explore various forms of prayer.*
- *grow in the recognition of God's presence and discover a unique spirituality.*
- *recognize the nature of prayer as leading community.*

The LSH graduate of Theology will be prepared and open to life-long learning and growth. The graduate will use what they have learned to build loving relationships, learn historical foundations of the Catholic Church, know that Jesus Christ gave humanity a guideline for living life on our earth, and create a lifestyle that embraces Gospel values and an active involvement in the global community.

Use What They Have Learned to Build Loving Relationships

Students will:

- *build relationships based on tolerance and respect.*
- *Cultivate fidelity to commitment.*
- *practice the sustained posture of encouragement and support with family and society.*

Learn Historical Foundations of the Catholic Church

Students will:

- *understand the concrete revelation as it is developed in Hebrew history.*
- *understand the growth of the Christian community through Apostolic preaching.*
- *recognize the historical Jesus as portrayed in the New Testament.*
- *understand the role that Christianity played in history since the life, death, and resurrection of Jesus.*

Know That Jesus Christ Gave Humanity a Guideline for Living Life on Our Earth

Students will:

- *recognize Jesus Christ as a role model for living.*
- *develop a sense of sacrificial living.*
- *respect the life and the dignity of each individual.*

Create a Lifestyle That Embraces Gospel Values and an Active Involvement in the Global Community

Students will:

- *develop critical thinking skills when approaching contemporary culture.*
- *incorporate sensitivity to the issues of social justice.*
- *appreciate a sense of responsibility for those less fortunate.*

Theology I

Course Description

Theology I is designed to introduce freshman students to the nature of Catholic Christian faith, the story of God's chosen people, and the spiritual growth of humanity. The students will understand the context of mature moral decision-making and its application in the modern world.

Course Objective

Theology I will expose the students to a Catholic understanding of Christianity's history, Divine revelation, and continued development. This revelation demands a decision and therefore, the objective of this course to bring students to a deeper self-understanding and personal commitment to the God, Jesus Christ, and the Catholic Christian faith.

Learning Activities

Theology I instruction will include various methods geared towards a classroom environment which assists the students in learning historical foundations of the Catholic Church and how young adults could use the Church that Jesus Christ gave us as a guideline for living our life on earth. Those activities include lectures, group activities, class discussions, videos, assigned questions, assigned individual and group reports, quiet reflection and meditation time, journaling, prayer experiences, quizzes, tests, and cumulative exams.

Course Texts

Catholics Believe

Brown-ROA

1997

Growing In Christian Morality

St. Mary's Press

1995

New American Bible

World Catholic Press

1987

Supplemental/Instructional Materials

Videos:

The Book of Luke: Genesis Project 1997

How Jesus Died: The Final 18 Hours Trinity 1994

Alive

Dead Man Walking

Reference Books:

Catechism of the Catholic Church

Understanding Catholic Community – St. Mary's Press

Believing – Brown ROA

Morality – St. Mary's Press

Theology II

Course Description

Theology II covers the history of the Catholic Church from its inception at Pentecost through the present day. Students also learn about the gifts given to the Church from God, the Seven Sacraments.

Course Objective

In this course the students learn and appreciate the major developments and the main people in Catholic Church history. The major developments are divided into three main historical eras: the ancient Church up to Pope Gregory the Great, the Church in the middle ages, and the Church from the Protestant revolt to the modern times. Theology II is geared toward key people in those eras who were influential in the growth and spread of the Catholic Church.

Students also learn about the Seven Sacraments of the Catholic Church (Baptism, Confirmation, Eucharist, Penance, Anointing of the Sick, Holy Orders, and Matrimony) and how to celebrate those Sacraments as part of their faith lives.

Learning Activities

Theology II instruction methods geared are towards a classroom environment which assists the students in learning historical foundations of the Catholic Church and how young adults could use the Church that Jesus Christ gave us as a guideline for living their life of faith on earth. Those activities include lectures, group activities, class discussions, videos, assigned questions, assigned historical reports on people influential in the growth of the Church, quiet reflection time, journal writing on their faith life, quizzes, tests, and cumulative exams.

Course Text

The Catholic Church

Saint Mary's Press
1994

New American Bible

World Catholic Press
1987

Celebrating Sacraments

Saint Mary's Press
1993

Catechism of the Catholic Church

Liberia Editrice Vaticana
1994

Supplemental/Instructional Materials

Videos:

Christianity: The First Thousand Years
St. Patrick
In This House of Brede
Hildegard of Bingen
St. Francis of Assisi

St. John of the Cross
The Mission
The Scarlet and the Black
Fishers of Men
Romero

Reference Books:

Did Adam and Eve Have Belly Buttons?
Ascension Press

1998

Theology III

Course Description

This course is designed to introduce the students to an overview of the Bible. Beginning with the Genesis accounts of creation, we will survey the Jewish scriptures as God reveals Himself in a unique way to and through history. We will also survey the New Testament as revealed through the person of Jesus Christ and His followers.

Course Objective

This survey of sacred history is intended to lead students to a deeper understanding of their faith in God. It is intended to place the scriptural witness of our faith within the modern world. It is the objective of this course to make faith credible within the context of contemporary thinking.

Learning Activities

Theology II instruction will include various methods geared towards a classroom environment which assists the students in learning historical foundations of the Catholic Church and how young adults could use the Church that Jesus Christ gave us as a guideline for living our life on earth. Those activities include lectures, group activities, class discussions, videos, assigned questions, assigned historical reports on people influential in the growth of the Church, quiet reflection time, journal writing on their faith life, quizzes, tests, and cumulative exams.

Course Text

New American Bible
World Catholic Press
1987

Supplemental/Instructional Materials

Videos:

The Dead Sea Scrolls: Digital 1999
Revelation: The Second Coming: Eternal Word 1995
The Passover: Gospel Films 1995

Reference Books:

Jerome Biblical Commentary – 1967
Jesus of history, Christ of faith – St. Mary's Press 1995
Christology/New Testament – Harcourt – 1995
Documents of the Vatican II – 1967
Catechism of the Catholic Church

Theology IV

Course Description

This course presents the beliefs, insights and guidelines of Catholic teaching about loving, vocational lifestyle choices, and community service. It explains the meaning and merits of Church teaching in an effective manner and encourages respect for and understanding of Catholic teaching. It presents an overview of the vocations of marriage, ordained ministry, religious life, and the single life as being viable vocational choices. For many of the students, this will be their last formal exposure to any religious education in the areas covered in this course. However, the background they are given in this course can influence the remainder of their lives. It is, therefore, imperative that certain topics be included in this course which might otherwise be more appropriately addressed one to several years from now: choosing a marriage partner, married love parenting and other practical concerns, choosing the consecrated religious life, ordained ministry or the single life.

Course Objective

Catholic Christian Vocational Lifestyles Choices will help students prepare for whatever vocational choice they make in the future, as well as show what loving involves through community service. Also, it is critical that students learn the importance of continuing education and critical thinking to aid in their life-long learning.

Learning Activities

Students will meet learning goals through lecture/discussion, small group activities and hands on community service.

Course Text

Creating a Christian Lifestyle
St Mary's Press 1996

The New American Bible

Supplemental/Instructional Materials

Videos

The Pistol
Brian's Song
Marriage
Bravery: A story of courage
Too Much

Communication Arts - English

Profile of a Graduate

The LSH graduate of English and the Communication Arts will have mastered an intellectual competency and be scholastically prepared for higher forms of education. The graduate will have accomplished the academic requirements, the general skills and attitudes, and the substantive knowledge in English and Communication Arts.

Academic Requirements

Students will:

- *write a coherent, grammatically correct essay.*
- *read and analyze a variety of literary works.*
- *write creatively in many genres: poetry, short stories, essay, and drama.*
- *organize information through research and writing.*
- *understand and critique a variety of media: art, film, advertising, plays.*

General Skills and Attitudes

Students will:

- *articulate concisely abstract ideas.*
- *speak formally and informally.*
- *use listening skills to learn and understand new material.*

Substantive Knowledge

Students will:

- *draw connections between literature, history, and contemporary life.*
- *apply what they read and write and learn to his or her personal and cultural experiences.*
- *use skills learned and apply them to other disciplines.*

The LSH graduate of English / Communication Arts will have experienced religious and spiritual development and be prepared for life in a complex society. The graduate will understand moral issues in literature and be adept at writing to express religious and spiritual matters.

Understanding Moral Issues in Literature

Students will:

- *discuss how stories from a variety of cultures show us how to live in a socially just society.*
- *research contemporary social issues associated with the literature.*
- *apply an understanding of the moral dilemmas to their lives.*

Writing to Express Religious and Spiritual Matters

Students will:

- *write journals to discuss the moral issues in literature.*
- *develop an original Senior Thesis which involves spiritual / moral issues in literature.*
- *write original poems, stories, plays, exploring spiritual matters.*

The LSH graduate of English / Communication Arts will be prepared and open to life-long learning and growth. The graduate will read for pleasure and to obtain information, write for personal expression and to communicate with others, and have developed speaking and listening skills.

Read for Pleasure and to Obtain Information

Students will:

- *read a variety of styles and genres.*
- *read journals, magazines, newspapers, and zines.*
- *read literature outside the core curriculum.*

Write for Personal Expression and to Communicate with Others

Students will:

- *write letters, diaries, and email.*
- *write speeches.*
- *practice and appreciate creative writing.*

Develop Speaking and Listening Skills

Students will:

- *practice discussion skills.*
- *memorize and present information.*
- *integrate multi-media in oral presentations.*

English I / Collegio

Course Description

In English I the students are introduced to all literary genres: short story, poetry, novel, essay, and drama. Students study literature using small and large group discussions, write in a variety of genres with an emphasis on revision strategies, and incorporate relevant world history issues into their reading and writing studies. Students also learn and review the grammatical structure of our language, write interesting and varied sentences, improve their spelling and vocabulary, and become acquainted with the library.

Course Objectives

Students will learn plot structure and comprehend relationship of subplots of the primary plot, comprehend and apply narrative techniques. Students will be able to identify setting and analyze its relationship to thematic ideas, to identify conflicts and apply them to characterization, analyze characters, identify themes, and relate them to their own lives and identify symbolism. Using the Collegio setting, students will be able to identify historical contexts of literature and meaningfully connect them to broader themes and ideas. Students will be able to use the four of the six writing traits (conventions, word choice, organization, ideas and content) and write in multiple genres.

Learning Activities

- *Read literature*
- *Memorize lines*
- *Discuss and evaluate impact of setting on themes*
- *Present and discuss types of conflicts*
- *Discuss themes in large and small groups using pertinent passages*
- *Present and discuss novels' themes in relation to contemporary issues*
- *Present and discuss terminology — foreshadowing, imagery, and point of view*
- *Role play passages and characters from novels*
- *Show, review, and discuss films*

Course Text

World Traditions in the Humanities

Supplemental/Instructional Materials

Literature:

Merchant of Venice

Romeo and Juliet

Edith Hamilton's Mythology

The Chosen

The Odyssey

Inherit the Wind

Sir Gawain and the Green Knight

Animal Farm

Films:

Romeo and Juliet

Merchant of Venice – BBC Production

Inherit the Wind

Sir Gawain and the Green Knight

The Chosen People

Other:

Taped Fresh Air interview with Chaim Potok

English II

Course Description

The English program for sophomores emphasizes three basic areas: composition, literature and fundamentals of grammar. Application of skills and techniques learned in freshman year is expected and students are challenged to become more sophisticated in their writing skills ability, learn basic research skills.

Course Objective

Develop competence in the written and oral use of the language through the study of language and literature. Students will strengthen writing skills by mastering the fundamentals of sentence and paragraph construction, as well as analyze / appreciate language, literature, and literary points of view. English II students will develop critical thinking faculties, learn basic research techniques, and enhance their vocabulary and public speaking skills.

Learning Activities

- *Reading quizzes*
- *Small group work on directed topic*
- *Student presentation*
- *Seminar discussion on literary topic*
- *Cumulative exams on material*
- *Expository writing – Essays*
- *Creative writing*
- *Peer Editing*

Course Text

Literature: Timeless Voices, Timeless Themes
Prentice Hall
2002

Grammar and Composition

Supplemental/Instructional Materials

Literature:

Othello
Taming of the Shrew
A Separate Peace
Lord of the Flies
A Connecticut Yankee in King Arthur's Court
Jurassic Park
The Human Comedy
Hound of the Baskervilles
To Kill A Mockingbird
Old Man and the Sea
And Then There Were None
The Secret Life of Bees
The Island of Dr. Moreau
Of Mice and Men

Films

Othello
Taming of the Shrew
Kiss Me Petruchio
To Kill a Mockingbird

English II - Honors

Course Description

The English program for sophomores selected for honors emphasizes three basic areas: composition, literature and grammar. Mastery of skills and techniques learned in freshman year is expected. With Honors English II, students are challenged to become more sophisticated in their writing ability, learn research skills and think critically.

Course Objective

Honors English II students will develop a high level of competence in the written and oral use of English through the study of language and literature. They will strengthen their writing skills by mastering the fundamentals of sentence and paragraph construction. A focus of this course is to analyze and appreciate language and literature, develop critical thinking faculties, learn research techniques, and improve vocabulary enhancement and public speaking.

Learning Activities

- *Reading quizzes*
- *Small group work on directed topic*
- *Student presentation*
- *Seminar discussion on literary topic*
- *Cumulative exams on material*
- *Expository writing – Essays*
- *Creative writing*
- *Peer Editing*
- *Research techniques and correct citations*

Course Text

Literature: Timeless Voices, Timeless Themes
Prentice Hall
2002

Grammar and Composition

Supplemental/Instructional Materials

Literature:

Othello
Taming of the Shrew
A Separate Peace
Lord of the Flies
Jurassic Park
Hound of the Baskervilles
To Kill A Mockingbird
Dracula

Lord of the Rings
Selections of Short Story, Poetry, Essay
Rebecca
Frankenstein
Old Man and the Sea
Wuthering Heights
And Then There Were None

Films

Othello
Taming of the Shrew
Selections from Lord of the Rings
Search for William Shakespeare

English III

Course Description

English III concentrates on American Literature through authors such as Twain, Thoreau, Hawthorne, and Hemingway. A chronological format presents American Literature to students, emphasizing literary philosophy of different time periods and the diversity of literature in the American culture. Students are expected to expand their composition, grammar and literature skills and knowledge in preparation for college.

An American literature research paper is required.

Course Objective

Students will understand effects of colonialism, revolutionary war, civil war, industrial revolution, WWI, The Depression, WWII and modern political influences upon literature, be introduced to the characteristics of Transcendentalism, Romanticism, Modernism and Post Modernism, further their understanding of the genres of literature to include short stories, poetry, novels, non-fiction, and drama, and enrich their understanding of literary techniques.

Learning Activities

- *Reading of literature, both assigned and individually chosen*
- *Analytical and creative writing*
- *Seminar discussions of literature*
- *Student presentations of individual research on literature*
- *Small group work on specific topics in literature*
- *Presentations of seminar papers for peer editing and discussion*
- *Peer editing of research papers and other writing*
- *Quizzes over the reading*
- *Exams over material*
- *Viewing and discussion of visual representations of literature*
- *Memorization of poetry*

Course Text

American Literature: The Language and Literature
MacDougal, Little
2002

Grammar and Composition

Supplemental/Instructional Materials

Literature:

The Great Gatsby
I Know Why the Caged Bird Sings
The Crucible
Indian Country
The Scarlet Letter
Hemmingway's Short Stories
Black Voices

The Big Sky
Selections from The Lone Ranger & Tonto
The Adventures of Huckleberry Finn
Fool's Crow
A Raisin in the Sun
Macbeth
Midsummer Night's Dream

Films:

Midsummer Night's Dream
The Crucible
The Great Gatsby
United States of Poetry
Smoke Signals

A Man Called Horse
Caldmon Collection of Poets (CD Rom)

English III - Honors

Course Description

The Junior English (Honors) concentration is on American Literature through authors such as Twain, Thoreau, Hawthorne, Hansberry, Baldwin, Hemingway, Welch, Angelou and many others. A chronological format presents American Literature to students, emphasizing literary philosophies of different time periods and the diversity of literature in American culture. Two Shakespeare plays are also studied in order to continue developing the Shakespeare curriculum. Students are expected to expand their composition, grammar and literature skills in preparation for college.

A literary analysis paper on a 20th or 21st century American writer is required.

Course Objective

English III – Honors students will be exposed to a survey of American Literature from colonial times to the present and increase their awareness of the relationship between American History and American Literature, as well as increase their understanding of literature as a reflection of morals, values, and existing societal issues at the time of an author’s life. They will also increase their recognition of areas of thought and philosophy prevalent in American Literature. Students will develop grammatical terminology and concepts, using grammatical skills in composition. Students will expand their creative writing skills in short stories and poetry. They will also expand their research and writing skills with the submission of an analytical thesis paper. Students will review and increase their understanding of language artistry of Shakespeare, as well as intensify their understanding and appreciation of universal themes and timelines of Shakespeare. They will also relate issues of power, masculinity, and femininity in Shakespeare to the works of Hemingway.

Learning Activities

- *Seminar discussions on literary topics*
- *Student presentations of individual research on literature*
- *Small group work on specific topics in literature*
- *Presentations of seminar papers for peer editing and discussion*
- *Peer editing of research papers*
- *Writing of literary analysis*
- *Quizzes over the reading*
- *Exams over material*

Course Text

American Literature: The Language and Literature
MacDougal, Little 2002

Supplemental/Instructional Materials

Literature:

The Grapes of Wrath

Selections from Nickel and Dimed

The Scarlet Letter

The Adventures of Huckleberry Finn

Fools Crow

The Great Gatsby

The Sun Also Rises

Death of a Salesman

Black Voices

Macbeth

The Crucible

The Big Sky

Indian Country

Hemingway Short Stories

As I Lay Dying

A Raisin in the Sun

I Know Why the Caged Bird Sings

Midsummer Night’s Dream

A Streetcar Named Desire

Moby Dick

Videos

Macbeth

American Authors Biography

Born to Trouble: Adventures of Huckleberry Finn

Smoke Signals

The Jazz Age

American Art Videos

United States of Poetry

Caedmon Collection of Poets (CD Rom)

English IV

Course Description

This English program for seniors focuses on preparation for college level writing, literary analysis and public speaking. Various types of papers are written, culminating in the writing of a major thesis - driven research paper which is required for graduation. This year long project represents the culmination of skills attained in high school and prepares students for college level expectations. Students are challenged to become more sophisticated in their writing and thinking about literature. Studies include British and World Literature with emphasis placed on the elements of tragedy and fate in literature.

Course Objective

Students in English IV develop a high level of competence in the written and oral use of English through the study of language and literature. They will strengthen their writing skills through writing, rewriting, analyzing, and appreciating language and literature. They will develop critical thinking faculties, learn advanced research techniques, vocabulary and practice public speaking. Students will understand literary points of view by analyzing and characterization and tone in the literature they are assigned to read.

Learning Activities

- *Reading quizzes*
- *Small group work on directed topic*
- *Student presentation*
- *Seminar discussion on literary topic*
- *Cumulative exams on material*
- *Expository writing – Essays*
- *Creative writing*
- *Peer Editing*

Course Text

Literature and Its Writers

Bedford / St. Martin's Press
2001

Grammar and Composition

Supplemental/Instructional Materials

Literature:

Oedipus Rex

Hamlet

The Tempest

Points of View

Beowulf

Jane Eyre

Day in the Life of Ivan Denisovich

Canterbury Tales

Things Fall Apart

Catcher in the Rye

All Quiet on the Western Front

A Tale of Two Cities

Sometimes a Great Notion

Things Fall Apart

English IV

Advanced Placement

Course Description

The Senior Advanced Placement English course emphasizes writing and speaking in interpreting literature in preparation for college. Various types of papers are written, culminating in the writing of a required major research thesis paper. Literature covered includes English literature from Beowulf through the 20th century, as well as world literature. Public speaking is practiced throughout the year. Emphasis is on preparation for the Advanced Placement Examination in Literature. A score of 3, 4, or 5 presented to a college may carry credit and generally results in the student being placed at the sophomore level in college English.

Course Objective

The objectives of AP English IV include:

- *Enhance understanding of literary points of view*
- *Analyze effect of point of view upon tone, characterization and theme*
- *Enhance analytical thinking and writing skills dealing with a wide variety of Literature*
- *Evaluate characteristics of tragedy as part of an existential search for meaning*
- *Understand and apply various forms of literary criticisms*
- *Understand history of English Literature*
- *Analyze poetry for technique, theme, imagery and symbolism*
- *Analyze technique of stream of consciousness*
- *Identify and analyze epiphany in character development*
- *Analyze cultural influences on various World Literatures*
- *Analyze universal themes of tragedy, fate and oppression in literature*
- *Integrate research in secondary critical analysis with primary works of literature*
- *Improve organizational skills in compiling research*

Learning Activities

Learning Activities in AP English IV include:

- *Seminar discussions on literary topics*
- *Student presentation of individual research on literature*
- *Small group work on specific topics in literature*
- *Presentations of seminar papers for peer editing and discussion*
- *Peer Editing of research papers*
- *Writing of literary analysis*
- *Quizzes over the reading*
- *Exams over material*

Course Text

Literature and Its Writers
Bedford / St. Martin's Press
2001

Thinking and Writing About Literature
Prentice-Hall
1984

English IV

Advanced Placement

Supplemental/Instructional Materials

Literature:

Oedipus Rex

Antigone

Hamlet

King Lear

The Tempest

Jane Eyre

Les Misérables

A Tale of Two Cities

Turn of the Screw

Metamorphosis

The Stranger

Tess of the D'Urbervilles

A Room of One's Own

Once and Future King

Things Fall Apart

Cry, the Beloved Country

Catcher in the Rye

Beloved

Portrait of an Artist as a Young Man

Points of View (Anthology of short stories)

Beowulf

Handouts:

Canterbury Tales

Le Morte d'Arthur

Idylls of the King

A Rose for Emily

Hamlet: The Search for Meaning

Films/Videos:

Les Misérables in Concert

Hamlet (Kenneth Branagh)

Extra Credit, Films, & Suggested Reading:

The Innocents

Shakespeare in Love

Elizabeth

Remains of the Day

Camelot

Danton

Creative Writing

Course Description

The Creative Writing elective is a study and practice of a variety forms. Students examine examples of poetry, short stories, non-fiction, memoir, monologues, dialogues, screen plays, plays, critiques of various art forms, and essays. In an atmosphere of trust, the students are encouraged to try each type of writing and submit their work to various small presses, websites, and local contests for publication. Students share work of and biographical information about their favorite authors. Any student who wishes to pursue work on a novel or screenplay may petition for an individual study plan.

Course Objectives

Presenting a survey of national and international authors as writing models. Increasing confidence in a gradual manner. Finding one's voice as a writer. Providing support and constructive criticism to fellow writers. Expanding creative writing skills. Exploring the connections between form and content. Extending oneself to the larger world of publishing. Discovering and sharing new authors with a group.

Learning Activities

- *Craft lectures.*
- *Visiting authors.*
- *Writing workshop for poems and short stories.*
- *Journaling.*
- *Student led discussions.*
- *Daily writing exercises and visualizations*
- *Essay and critique writing*
- *Field trip to Missoula Museum of the Arts*
- *Field Trip to Clark Fork River*
- *Individualized contract for grading purposes*

Course Text

The Writer's Craft

Blau, Elbow, and Killgallon, IL:
McDougal, Littell & Co., 1992

Supplemental/Instructional Materials

Points of View (short story anthology)

A Poetry Handbook by Mary Oliver,
NY: Harbrace & Co., 1994

The Triggering Town by Richard Hugo,
NY: WW Norton & Co., 1979

Revising Prose by Richard Lanham,
NY: Charles Scribner's Sons, 1979

The Pocket Dictionary of Art Terms ed. by Mervyn Levy,
CT: New York Graphic Society, 1961

Literature, The Human Experience ed. by Abcarian & Klotz,
NY: St. Martin's Press, 1980

The Writer's Craft ed. by John Hersey,
NY: Alfred A, Knopf, 1975

The Poet's Work ed. by Reginald Gibbons, Boston:
Houghton Mifflin Co., 1979

Social Studies

Profile of a Graduate

The LSH graduate will be adequately prepared for advanced forms of education in the Social Sciences, if he or she chooses to pursue this avenue. The graduate will be accomplished in the academic requirements, the general skills and attitudes, and the substantive knowledge in the Social Sciences.

Academic Requirements

Students will:

- *achieve a collegiate preparation in critical thinking skills*
- *demonstrate proficiency in essay writing and reading skills*
- *demonstrate a proficiency in contemporary social science issues*
- *develop a sense of academic accomplishment and goal mastery*

General Skills and Attitudes

Students will:

- *develop an awareness of the world around them*
- *develop a sense of their role in society*
- *develop a sense of responsible citizenship*
- *enhance their natural curiosity to explore social ideas and issues*

Substantive Knowledge

Students will:

- *develop an increased appreciation of his/her American heritage*
- *develop a solid knowledge base necessary for success at the collegiate level*
- *develop analytical skills essential for interpretation of global events*
- *develop an understanding of the American political experience*

The LSH graduate of the Social Sciences will have experienced religious and spiritual development and be prepared for life in a complex society. The graduate will understand moral issues that affect his/her history, present, and future. The graduate will also be adept at communicating religious and spiritual matters that affect their lives in context of the global community.

Understanding moral issues that affect his/her history, present, and future

Students will:

- *develop a sense of compassion for those less fortunate in their localities, as well as on an international scope*
- *look for opportunities to explore contemporary political events and make value judgments based on the morals and teachings of Christianity*
- *appreciate the natural connections to social justice issues – tying religion to curriculum – that provides them with opportunities to investigate and address issues based on the Catholic faith*

Communicating religious and spiritual matters that affect their lives in context of the global community

Students will:

- *develop a stronger sense of tolerance for the world's diversity*
- *foster a broad understanding of the historical significance of world religions and their impact on world history*
- *recognize the need for healing and reconciliation among nations, peoples, and cultures*

The LSH graduate of the Social Sciences will be prepared and open to life-long learning and growth. Students will understand and appreciate a sense of civic responsibility and integrity, as well as awareness to mankind's social obligation to his/her community.

Students will understand and appreciate a sense of civic responsibility and integrity

Students will:

- *understand the importance of an adult life that is lived in a civically responsible manner.*
- *appreciate the value of integrity, as it applies to citizenship.*
- *be motivated toward active adult participation in citizenship on local, state, and national levels.*

Students will have an awareness to mankind's social obligation to community

Students will:

- *develop an awareness of the obligation citizens have toward society.*
- *be motivated toward active adult participation as community members toward building a better society.*

The American Presidency

Course Description

The course is an elective Social Studies course for interested LSH students. The nature of the Office of the US President and an in-depth examination of the inhabitants of that institution are analyzed. Although available for students of all grade levels, it is recommended that sophomores take The American Presidency, as it provides a solid US History background for their Junior US History Course. For prospective Advanced Placement United States History students, this course is strongly recommended.

Course Objective

- *The students will understand the powers and the limitations of power on the President.*
- *The students will explore the actions of the Great and not so great Presidents.*
- *The students will understand the election process.*
- *The students will be able to formulate an opinion.*
- *The students will be able to defend an opinion in a logical manner.*
- *The students will become familiar with a focus on a collegiate academic approach.*

Learning Activities

A number of strategies will be employed throughout the course. Some of these are: Lecture, Interactive listening, Current Events, Small Groups, Review, and films where appropriate.

Course Text

There is no textbook in this class, however materials such as editorials from weekly news publications are used extensively (Time, US News and World Report, The Wall Street Journal, etc.). A number of handouts from seminars attended on the Presidency at Valley Forge and the JFK Library are used during the course, as well as many citations from reference books on the Presidency.

Modern European History

Course Description

This course is a survey study covering European history from the middle of the 19th century to the present day. Also known as the drive toward European unity, Modern European History surveys the historical actions of Europe of the 17th – 21st Century, with detailed analysis of the major events.

Course Objective

- *The students will obtain a comprehensive understanding of European and world events.*
- *The students will be able to formulate an educated opinion after researching appropriate information from written sources.*
- *The students will be able to defend these informed opinions in a logical and concise manner.*
- *The students will develop a useful approach to mastering collegiate level work in the humanities and social studies.*

Learning Activities

A number of strategies will be employed throughout the course including:

- *Lecture*
- *Interactive listening*
- *Essay writing*
- *Review*
- *Small group discussion*
- *Research and opinion work.*

Course Text

No Text is assigned in this course.

Supplemental/Instructional Materials

- *Assorted college texts and specialty sources are cited*
- *US News and World Report*
- *The Missoulian*
- *Time*
- *The Wall Street Journal*

Middle Eastern History I

Course Description

This course is intended as an introduction to Middle Eastern history. The course will begin with an overview of the Islamic Religion as it applies to the history and politics of the regions to be studied. We will then begin a study of the Ottoman Empire, its rise and fall, and lasting impact on this region. The course will explore the World War Era through an examination of the following countries: Egypt, Turkey, Israel, Palestine, and Jordan. We will explore the rise of Nationalism and Western influence in the region and relate these developments to relevant current events. We will end the course with an in-depth look at the origins and evolution of the Arab-Israeli conflict and its continued role in the Middle East.

Course Objectives

Upon completion of this course, students will:

- Have an increased understanding of the complexities of the Islamic religion and its role in the politics and culture of the Middle East.
- Be able to describe the geography of the region and have a better understanding of how that geography has impacted the history and politics of the region.
- Increase their awareness of the impact of the history of this region on current events.
- Develop an ability to think critically and explore multiple view points.

Learning Activities

- Lecture
- Small group projects
- Library Research
- Class discussion
- Current Event connections

Course Text

None

Supplemental/Instructional Materials

References:

A Concise History of the Middle East
Westview Press, 1996

The Ottoman Centuries
Morrow Quill Paperbacks, 1977

A Concise History of the Arab-Israeli Conflict
Prentice Hall, 2002

Media:

PBS: *The 50 Years War* (1999)

Middle Eastern History II

Course Description

This course is a continuation of Middle Eastern History I, but can be taken without completion of the first course. This is an introductory course in Middle Eastern History which will focus primarily on the countries of Iran, Iraq, Syria and Lebanon. In this course we will study the evolution of Persia through the Iranian Revolution, the rise of the Ba'ath Party in Syria and Iraq, and the resulting conflicts between these three countries. Throughout the course we will examine the relationship between historic events and current events, as well as the impact of Western policies in this region.

Course Objectives

Upon completion of this course, students will:

- Have an increased understanding of the complexities of the Islamic religion and its role in the politics and culture of the Middle East.
- Be able to describe the geography of the region and have a better understanding of how that geography has impacted the history and politics of the region.
- Increase their awareness of the impact of the history of this region on current events.
- Develop an ability to think critically and explore multiple view points.

Learning Activities

- Lecture
- Small group projects
- Library Research
- Class discussion
- Current Event connections

Course Text

None

Supplemental/Instructional Materials

References:

A Concise History of the Middle East
Westview Press, 1996

The Iranians: Persia, Islam and the Soul of a Nation
Plume, 1996

A History of Iraq
Cambridge University Press, 2001

Classic Civilizations

Course Description

Classic Civilizations focuses on the Roman, French, (and occasionally Spanish) peoples. This course is designed to direct students as they discover how these peoples believed, their codes of conduct, methods of writing, eating celebrating, and relating to one another. The course moves chronologically through out the year beginning in 100 B.C. and ending in May with current cultural events.

Course Objective

Through this course and their own research and reports, the students will examine the cultural similarities, differences, and universalities between these people and themselves.

Students will develop a deeper understanding of these cultures and time periods, knowing not only dates, but also what clothes were being worn, what food was being eaten, and how the people lived their daily lives. The students will value their own culture and beliefs and have a greater understanding of the ways in which the past has given birth to the present.

Learning Activities

- Lecture material
- Class participation and discussion
- Essay responses
- Culinary sessions
- Library research
- Quarterly presentations and research papers

Course Text

None

Supplemental /Instructional Materials

References:

Livy	Marie de France	Du Bellay
Ovid	Christine de Pisan	Madame de Lafayette
Homer	Marguerite de Navarre	Chateaubriand
Virgil	Machiavelli	Maupassant
Caesar	Madame de Graffigny	
Cicero	Louise Labé	

The Private Life of the Romans

Johnston, 1973

Classical Mythology

Harris & Platzner, 2001

Rome: The Biography of a City

Hibbert, 1985

Women's Life in Greece & Rome

Lefkowitz & Fant, 1992

Life in Ancient Rome

Adkins & Adkins, 1994

The Western Experience

Chambers, Hanawalt, Rabb, Woloch, & Grew, 1999

Roman Art

D'Ambra, 1998

The Penguin Historical Atlas of Ancient Rome

Scarre, 1995

Theater of Acculturation

Stow, 2001

La Civilisation française en évolution I

Steele, St. Onge, & St. Onge, 1996

La Civilisation française en évolution II

Steele, St. Onge, & St. Onge, 1997

Anthologie de la Littérature Française

Leggewie, 1990

Current Issues

Course Overview:

This is a year long elective course in which students will explore current issues and events within a broad category of topics. Time will be spent investigating current issues in **International Relations**, the **Environment**, **Energy**, **Economics**, **Politics**, **Government**, **Transportation**, and **Medicine**. Further, issues of *Law* and *Technology* will be explored throughout the given categories. Throughout the course we will examine topics from State, National, and World perspectives. Within each broad category, we will focus on important subtopics. For example, within the broad topic of Transportation we may investigate the current state of the airline industry, the evolution of hybrid cars, and advancements in space travel. Each broad category has many subtopics which we may expand upon as a group. This format is meant to give students some flexibility to investigate topics of interest to them within a structured framework.

Course Objectives:

The aim of this course is to use issues of current relevance as a vehicle for developing:

- A generally increased base of current knowledge
- Critical reasoning skills
- An appreciation for differing perspectives on important issues
- Analytical and Persuasive written and oral communication skills

Learning Activities

- Lecture
- Class discussion
- Structured Internet searches
- Analytical writing
- Group projects and Presentations

Course Text

None

Supplemental/Instructional Materials

- Multiple Internet News Sources
- Newsweek, US News, Time, and other magazines
- History Channel, 60 Minutes, CNN and PBS documentary clips.

Montana History

Course Description

This course is designed to study and learn about Montana and. This course allows students to gain better understanding of our unique history and geography. This course is a study of Montana's history and contemporary (as well as controversial) issues that affect Montana, including important people, places and events that shaped the state. A framework of this course relies on the scholastic lists joining the effects of eleven participating teachers in a Montana Issues seminar at the University of Montana, spring 1999.

Course Objective

The objective of Montana History is to give an overview of many topics and concerns of Montanans. The students will gain an awareness of the issues that make Montana unique including the impact of the first trappers, traders and missionaries in Montana. Students will understand the gold rush period, gain an awareness of the Native Americans in the Montana Territory, understand the first cowboys and farmers of Montana gain a better understanding of mining in Montana and develop an appreciation for the state's unique geography. Students will learn about different facets of Montana's development from Lewis and Clark passing through to current events that continue to form our society. Student research will include writing about contemporary issues significant to the region and state.

Learning Activities

Students will be exposed to a variety of instructional styles including lecture, small group presentations, research, classroom discussion, and examination of historical / contemporary maps of Montana. Each student will have his/her own copy of a Montana road map, which is used for finding towns, mountain ranges and rivers, to following the Lewis and Clark Expedition's route. Guest(s) include the "Mountain Men", supervised by Dr. David Gray and representatives from the UM Geology Department. The Mountain Men include gentlemen who come fully attired in authentic mountain man clothing, skins, furs and bring artifacts collected, purchased and hand made to authenticate their demonstration about the life of the mountain man. Slide presentations using the library computers are given to demonstrate the diverse land formations found in Montana. Field trips depend on the size of the class and the availability of transportation, as well as the weather. In the fall this class attempts to visit Deer Lodge, MT for a tour of the old Montana Prison and the Grant-Kohr Ranch as well as a visit to the Rocky Mountain Elk Foundation. Spring semester includes a trip to Garnet Ghost Town and Butte, MT for a historic view of the copper industry, including Berkeley Pit, the mining museum, and historic Butte.

Course Text

No Text Assigned.

Supplemental/Instructional Materials

Dr. Harry Fritz, UM Professor –
History Dept.

Montana: A History of Two
Centuries

Malone, Roeder, Lang
University of Washington Press
Seattle & London, 1976

Undaunted Courage

Stephen E. Ambrose
Simon & Schuster, NY 1996

The Last Best Place (A Montana
Anthology)

Films/Videos:

Jeremiah Johnson
Black Cowboys
Pauper's Dream

Kittredge & Smith – Montana
Historical Society
Helena, 1998

Montana: An Uncommon Land

K. Ross Toole – University of
Oklahoma Press
Norman & London

Speaking Ill of the Dead – Jerks
in Montana History

Walter, Falcon Publishing, 2000

Journals of Lewis and Clark
DeVoto, Houghton Mifflin,
1997

Photographing Montana 1894-
1928

Conrad, 1994

The Butte Irish – Class &
Ethnicity in an American

Mining Town, 1875 – 1925

Emmons, University of Illinois
Chicago, 1990

Windwalker
Lewis & Clark
Nobody's Girls

Psychology

Course Description

Psychology is an introductory course for juniors and seniors only. The course provides an overview of the history of psychology and its various aspects. It covers the physiology of the nervous system, the endocrine system, sensation and perception, consciousness, learning and cognition, child and adolescent development, motivation and emotion, theories of personality, psychological disorders, methods of therapy, and social psychology.

Course Objective

Students will understand the basic history of psychology, the differences in various theories of psychology, and learn theories of personality. They will also apply psychological theory to social contexts.

Learning Activities

- *Student research on specific topics*
- *Student presentations on research*
- *Discussions of material in texts and research*
- *Small group work on specific topics*
- *Speakers from the community in Psychology fields*
- *Journal writing*
- *Case Studies*
- *Terminology quizzes*
- *Unit Tests*

Course Text

Psychology: Principles in Practice

Holt, Rinehart & Winston

1998

Supplemental/Instructional Materials

Films:

David and Lisa
A Beautiful Mind
As Good As It Gets

Handouts:

Worksheets
Articles from Psychology Today
Articles from the Missoulian

Guest Speakers:

Terry Hiro, MA
Claire Starnes, PhD
Mike Scolatti, PhD
Brad Boylan

Senior Humanities

Course Description

This class is open to seniors only. Humanities explores inter-related topics from history, literature, music, philosophy, art, and architecture. The course centers on philosophies and time periods from a variety of cultures. A wide spectrum is covered from Aristotle to Shovinsky, from Dante to Ginsberg. This course is designed to encourage seniors to explore new ideas and horizons.

Course Objective

- *Introduce students of historical, artistic literary, and cultural aspects of Ancient Greece*
- *Understand the influence of Greek culture upon the western experience*
- *Familiarize students with concept of Renaissance Humanism*
- *Appreciate the complexity and relevance of *The Prince* by Machiavelli*
- *Appreciate the contributions of Renaissance artists*
- *Examine various aspects of Western Culture using Montana as a microcosm*
- *Appreciate the culture of Native Americans in the Western experience*
- *Examine various aspects of the 1960's culture, particularly in America*
- *Analyze the material in connection with Greek and Renaissance philosophers*
- *Understand the diversity of Asian and African cultures*
- *Understand the complexity of the convergence of traditional and modern modes of thought and experience*

Learning Activities

Students will be exposed to a variety of instructional methods and learning activities including:

- *Lecture*
- *Small group discussion*
- *Large group discussion*
- *Guest Speakers*
- *Research*
- *Field trips to Fort Missoula and Art Museum*
- *Student research projects and presentations*
- *Student-led discussions on the literature*
- *Student Journals*

Course Text

The Prince: Norton Critical Edition
W.W. Norton
1977

The Iliad
Anchor Books
1989

Selections from a variety of texts on world mythology and literature

Supplemental/Instructional Materials

Handouts:

Charts of architectural form

United States History

Course Description

US History emphasizes participation, citizenship, and application skills; giving emphasis toward analyzing, researching, comparing, & evaluating US History; its political process; its historical & geopolitical relationships; its contributions of different cultures & regions; its different values, traditions, & religious beliefs; as well as its social, psychological, & economic forces; in the focus of the global perspective. From the early colonization to the present, students are exposed to in-depth studies of a developing nation that continues the greatest political experiment in the history of civilization.

Course Objective

All students will enhance their understanding of the United States, in terms of its history, geography, economics, and political / social institutions. Through this understanding, the students will also gain an awareness of civic responsibility, active civic participation, and the rights & responsibilities of the US citizen. Students will gain an understanding and a sense of the American tradition through examination of the major events in American history through the twentieth century.

Learning Activities

Students will read, interpret and identify significant points from the assigned text and assigned readings, learn vocabulary, definitions, participate in class discussions on relevant issues; take notes from daily lectures, research various topics, view appropriate videos if available, discuss current events and participate in group discussions and presentations.

Course Text

America: Past & Present (Brief Third Edition)
Divine, et.al. Harper Collins, NY, 1994

Ordinary Americans – US History Through the Eyes of Ordinary People
Monk, Close Up Publishing, 1994

Supplemental/Instructional Materials

References:

American History (A Survey) 7th Edition
Current, Williams, Friedel, Brinkley
Alfred A. Knopf, Inc., 1959, NY

World History: A Dictionary of Important People, Places & Events From Ancient Times to the Present
Bruce Wetterau - A Henry Holt Reference Book
Henry Holt & Co., NY 1994

History of the United States
DiBacco, Mason, Appy
Houghton Mifflin Co., Boston, 1993

American Past and Present: 4th Edition
Divine, Breen, Fredrickson, Williams
Harper Collins College Publishers, NY 1995

United States History: In the Course of Human Events
Downey, Giese, Metcalf
West Publishing Co., St. Paul, 1997

Videos:

Vikings in America
Salem Witch Trials
Glory

Far and Away
The Shadow of Hate

United States History

Advanced Placement

Course Description

This course is designed to help the student prepare for the study of history on the collegiate level. Through an exhaustive examination and comprehensive study of United States History, students will prepare for the Advanced Placement US History exam, offered each spring.

Course Objective

AP US History's main objective is to prepare students to successfully complete the Advanced Placement United States History exam. These students will be challenged to rise above previous academic expectations that are normally required on the high school level.

Learning Activities

Students of Advanced US History will participate in a variety of learning activities from beginning to end of the academic year. Note taking from a lecture and text is expected, as well as alternative resources, including the periodical subscription and research materials. Alternative research sources such as the UM Mansfield Library and the Internet are considered helpful in completing the research assignments. Significant writing and independent study will be expected throughout the academic school year and shall be an important component in grade evaluation. Classroom participation in the form of open discussions and participation in the Monday evening review sessions (through the months of March and April) will also factor into the course expectations. Students will be expected to read, comprehend, and evaluate the text, original historical documents, and alternative resources for quizzes, tests, and project.

Course Text

American History

Richard Current

Supplemental/Instructional Materials

As supplied by the instructor throughout the course of the academic year

Economics

Course Description

This course is designed to assist student comprehension of the basic principles of economics. This course looks at world economics, the stock markets, businesses, marketing and family budgets.

Course Objective

Students will understand the basic principles of world economies, understand supply and demand, learn strategies in buying, selling and trading in the stock market, learn to create a product and marketing strategies, develop family budgets, and create and develop a small business.

Learning Activities

- *Lecture material and memorization*
- *Small group presentations*
- *Simulation stock market game*
- *Library research*
- *Class participation and discussion*

Course Text

None

Supplemental/Instructional Materials

References:

Development of Economic Life
Heilbroner 1978

Wall Street Journal
Dow Jones Market

Film:

Stock Market
Rolling Stocks
Money and Banking
World Economies

Political Science

Course Description

Political Science outlines the US Government, its history, organization, and parameters, as described in the US Constitution. This course is designed to assist students understand how the US Government works and explain its actions affect everyday life. As well as the US government, this course examines the values, customs, institutions, and political systems that compromise and surround the legal entity called government throughout the contemporary world.

Course Objective

The student will comprehend and apply the US Bill of Rights and Constitution, the current US government, the committee that make up the government, and its interlocking relationships with the US citizenry. Included in the course will be a detailed examination of the US Supreme Court and the precedent setting cases that define the American rights and responsibilities. Students will actively participate in politics, through role playing, mock trials, and mock legislatures.

Learning Activities

- *Lecture material and memorization.*
- *Small group presentations*
- *Analyze current issues in politics*
- *Library research*
- *Class participation and discussion*

Course Text

None

Supplemental/Instructional Materials

References:

Dynamics of Democracy

Brown & Benchmark, 1996

American Government Eighth Edition

Wilson and Dilulio

Houghton Mifflin, 2001

West's American Government

West Publishing Company

1994

Film:

Limits of Justice

Inside the FBI

Violence in America

CNN – Korea

CNN – Cuba

CNN – Vietnam

CNN – Flashing on the Sixties

World Geography

Course Description

This course is designed to study and learn about world geography and the important people, places and events that shaped our world. This course allows students to gain better understanding of the spread of civilization and the unique people, customs, traditions and geography of countries throughout the world today.

Course Objective

Students will understand the relationships between people and land, understand land forms that form our physical environment, gain a better appreciation for oceans and living creatures within, gain an awareness of the unique societies, gain a better awareness of the major rain forests, and understand environment issues that face the world today.

Learning Activities

Lecture material and memorization

Small group presentations

Library research

Class participation and discussion

Course Text

None

Supplemental/Instructional Materials

References:

World Geography Today

Israel, Johnson, Wood, 1976

Videos:

Understanding Oceans

The Amazon

Gift of the Nile

Rain Forests

Forest Wars

Natural Disasters

Introduction to Law

Course Description

Law as taught at LSH emphasizes a practical knowledge and experience with the legal world. The course will accentuate participation, citizenship, and application skills; giving emphasis toward analyzing, researching, comparing, & evaluating the legal processes in the US. Court/ trial process, criminal law, family law, current events, and practical experiences will be utilized. There will be numerous guest speakers from all aspects of the legal professions. Preparation of legal documents will be included in the practical applications of Law, as well as interviews with law professionals, field trips, and mock trials.

Course Objective

All students will enhance their understanding of the legal system with an emphasis in criminal, juvenile, civil, consumer, family, and housing law. Through this understanding, the students will also gain an awareness of civic responsibility, active civic participation, and a perspective of their life in relationship to the rights and responsibilities they have as an American citizen.

Learning Activities

Students of Law will participate in a variety of learning activities from beginning to end of the academic year. Note taking from a lecture and text is expected, as well as alternative resources available to all students, including the current periodical subscription in the LSH Library. Classroom participation in the form of open discussions and simulations will also factor into the course expectations. An open and continual awareness of current events will be accentuated. Homework, weekly quizzes, tests, and research projects are assigned with a consistent basis. Students will be expected to read, comprehend, and evaluate the text and alternative resources for quizzes, tests, and project work including several extensive research/writing assignments throughout the academic calendar.

Course Text

None

Supplemental/Instructional Materials

References:

Street Law ~ A Course in Practical Law
Fourth Edition
West Publishing Company
1991

World History - Collegio

Course Description

The social studies component of Collegio will comprise of World History themes. The origins of man are examined; along with early civilizations, Ancient Egypt, Fertile Crescent, Hammurabi's Code, Ancient Greece, Roots of Democracy and Ancient Rome. Current events are presented and examined as well.

Course Objectives

The first semester will be comprised of Origins of Man and Ancient Civilizations. The second semester will contain Ancient Greece and Democracy, Ancient Rome and the history of world religions. Students will also learn the themes of geography including: environment, climate, cultural features, natural features, and surface features.

Units Include:

- *The origins of man*
- *The development of early civilizations*
- *Recognizing the significance of the Scopes Trial Domain vs. Creation*
- *Hammurabi's Code and its influence*
- *The story of the Jewish people, from human origins through the Holocaust of WWII*
- *The history of Democracy*
- *Greek leaders and philosophers*
- *Roman leaders and events*

Learning Activities

- *Lectures*
- *Class discussions*
- *Small group activities*
- *Project work and presentations*

Course Text

None

Supplemental/Instructional Materials

References:

World History: Perspective on the Past

Kreiger, Weill, and Reynolds

DC Heath, 1997

A History of the World

Perry

Houghton Mifflin, 1998

World History: the Human Experience

Farah, Karlas

Glencoe 1999

World History: Connections to Today

Ellis, Esler

Prentice Hall, 1997

World Geography

Gross

Allyn & Bacon Inc., 1999

Fine Arts

Profile of a Graduate

The LSH graduate will be adequately prepared for advanced forms of education in the Fine Arts, if he or she chooses to pursue this area of study. The graduate will have accomplished academic requirements, general skills and attitudes, and substantive knowledge in the Fine Arts.

Academic Requirements

Students will:

- *successfully accomplish skill development in the fundamentals of Fine Arts production and performance as well as its history and criticism.*
- *successfully complete one year of Fine Arts for credit, as prescribed for graduation.*

General Skills and Attitudes

Students will:

- *develop skills in problem solving and individual expression.*
- *develop an appreciation for historical and contemporary Fine Arts.*
- *understand the importance of Fine Arts in cultural development.*

Substantive Knowledge

Students will:

- *understand the place of Fine Arts in the development of humanity, its history, and culture.*
- *understand the relevance of Fine Arts to their own experiences.*
- *have developed an appreciation and life-long skills for the continued study and application of the Fine Arts.*

The LSH graduate of Fine Arts will have experienced religious and spiritual development in preparation for life in a complex society. The graduate will understand the importance of Christian excellence through research, reflection, and creative action in ways supported by the teachings of Jesus.

Understanding the importance of Christian excellence

Students will:

- *be exposed to the element and understand the excellence of spiritual and religious arts through history.*
- *be exposed to the development of humanity and culture through the Fine Arts.*
- *be exposed to the value of individual expression as it relates to a life in concert with the teachings of Jesus Christ.*

The LSH graduate of the Social Sciences will be prepared and open to life-long learning and growth through an appreciation of the arts, and through the basic skills developed for participation in the Fine Arts.

Appreciate the Fine Arts as an adult, in the continuation of life-long learning

Students will:

- *understand the importance of the Fine Arts produced throughout history in all hemispheres.*
- *have a compilation and be able to recognize the varied styles of Fine Arts and cultures.*

Basic skill for participation in the Fine Arts as adults

Students will:

- *learn a variety of techniques for participating in the Fine Arts.*
- *be motivated to producing their own Fine Art as an extension of their ability for self expression.*

Band

Course Description

Band is one of the instrumental organizations at Loyola Sacred Heart open to all students in 9th through 12th grades. It is offered as a full year course and requires occasional meetings outside the normal school day (Christmas Concert, Spring Concert, and Music Festival Days). A full Fine Arts credit toward graduation is granted upon the successful completion of a year in Band. Although no previous Band experience is required for enrollment, it is suggested that students have at least an introduction to the Band environment prior to enrolling. Acquisition of band instruments is the responsibility of the individual students and/or his/her family.

Course Objective

Students perform music from a wide variety of styles, cultures, genres, and historical periods in a multi-instrumental group. They perform during concerts, school masses, sporting events, tours, and festivals. Emphasis is on their becoming more competent and confident musicians, which will enable them to continue participation in band organizations after graduation and through their lives.

Learning Activities

Band meets as a regular class with an established class time during the course of the school year. The learning activities used during this period include listening, reading, and playing music, as part of band, small groups, and possibly soloists, if selected. Repetition and practice of music pieces regulates the majority of the Band learning activities.

Course Text

Various music arrangements will be utilized. Concert band, pep band and jazz band literature will be emphasized.

Supplemental/Instructional Materials

CDs and Tapes

Various appropriate student music selections.

Choir I ~ Loyola Chorale

Course Description

Choir is a three or four part choral ensemble that is open to all students in 9th through 12th grades. It is offered as a full year course and requires occasional meetings outside the normal school day (Christmas Concert, Spring Concert, and Music Festival Days). A full Fine Arts credit toward graduation is granted upon the successful completion of a year in Choir. No previous choral experience is required for enrollment.

Course Objective

Students learn the basics of singing and performing music from a wide variety of styles, cultures, genres, and historical periods in a multi-part group. Students will understand the fundamentals of music theory and history as well as performance practices. Performances include concerts, school masses, tours, and festivals. Emphasis is on students becoming more competent and confident singers, enabling all students to continue singing in choral organizations after graduation and throughout their lives.

Learning Activities

Choir meets as a regular class with an established class time during the course of the school year. The learning activities used during this period include listening, reading, and singing music in vocal harmony, as part of a large choir, small ensembles, and possibly soloists, if selected. Repetition and practice of choral pieces regulates the majority of the Choir learning.

Supplemental/Instructional Materials

Various CD's and music films appropriate to the curriculum

Choir II ~ Ensemble

Course Description

Choir II- Ensemble is a select four part choral ensemble that is open to all students in 10h through 12th grades. It is offered as a full year course and requires occasional meetings outside the normal school day (Christmas Concert, Spring Concert, and Music Festival Days). A full Fine Arts credit toward graduation is granted upon the successful completion of a year in Choir. Enrollment is subject to approval with the instructor.

Course Objective

Students in Choir II learn the more complex methods of singing and performing music from a wide variety of styles, cultures, genres, and historical periods in a multi-part group. Students will understand the fundamentals of music theory and history as well as performance practices. Performances include concerts, school masses, tours, and festivals. Emphasis is on students becoming competent and confident singers, enabling all students to continue singing in post secondary choral organizations and beyond.

Learning Activities

Choir II meets as a regular class with an established class time during the course of the school year. The learning activities used during this period include listening, reading, and singing music in vocal harmony, as part of a large choir, small ensembles, and possibly soloists, if selected. Repetition and practice of choral pieces regulates the majority of the learning experience.

Supplemental/Instructional Materials

Various CD's and music films appropriate to the curriculum

Orchestra

Course Description

Orchestra is one of the main instrumental organizations at Loyola Sacred Heart. It is a full year class open to all students in 9th through 12th grades with a full fine arts credit toward graduation will be granted upon the successful completion of the course. Due to the nature of Orchestra, previous experience strongly encouraged. Acquisition of orchestra instruments is the responsibility of the individual students and/or his/her family. Enrollment is contingent upon the approval of the director.

Course Objective

Students play and perform music from a wide variety of styles, cultures, genres, and historical periods in a multi-instrument group. As a member of the LSH Orchestra, students will perform during concerts, school masses, tours, and festivals. Emphasis is on their becoming more competent and confident musicians, which will enable them to continue participation in orchestral organizations after graduation and throughout their lives.

Learning Activities

Orchestra meets as a regular class with an established class time during the course of the school year. The learning activities used during this period include listening, reading, and playing music in as part of a small ensemble and possibly as a soloist, if selected. Repetition and practice of orchestra pieces regulates the majority of the learning activities.

Supplemental/Instructional Materials

CDs and TAPES

Various appropriate student music selections.

Art I

Course Description

The Fundamentals of Art give students a basis in the production of art, art aesthetics, art history and art criticism. Students are introduced to basic methods of drawing, painting, printmaking, sculpture, graphic design and architecture. This fundamental course is required as a prerequisite to upper level art classes.

Course Objective

Students are encouraged to understand and implement the basic elements of design – i.e., line, form, space, texture, value, and color and to be familiar with artists both from the past and the present. Students in Fundamentals will improve their art skills and develop an individual expression to the best of one's ability.

Learning Activities

Students will cut-paper design assignments, geometric problem solving, printmaking design, calligraphy, drawing and design with one and two-point perspectives, pencil, pen and ink drawing, clay sculpture, color components and mixing, acrylic and watercolor painting, computer design and advertising layouts. Local community resources will be used including art exhibitions and local artists.

Course Text

None

Supplemental/Instructional Materials

Basic art supplies

Art Museum of Missoula/University of Montana, Fine Arts Department

Local artists/Studios

Scholastic Art periodicals

Art II & III

Course Description

Art II and Art III explore a variety of media and design techniques in the three disciplines. Required syllabus work is on an individual basis and a portfolio presentation is required.

Classes for the first semester include

- Drawing and Painting – using a variety of media with a variety of subject matter both realistic and abstract
- Clay Vessel Building – vessels are required in both hand built and thrown technique
- Hand built Sculptures- three dimensional and relief objects are required in imaginative, realistic, and abstract
- Exploring Images in Historical Art – through drawing, painting, and sculpture, students reinterpret images

Classes for the second semester include

- Drawing and Painting – using a variety of media with a variety of subject matter both realistic and abstract
- Clay Vessel Building – vessels are required in both hand built and thrown technique
- Graphic Design – explore advertising and product development
- Architecture – incorporates the process from thumbnail designs to architectural model
- Exploring Images in Historical Art – through drawing, painting, and sculpture, students reinterpret images

Course Objective

Students are encouraged to explore in depth the courses as listed for each semester, to problem solve, increase their skill level, and develop and individual expression.

Learning Activities

Students will be exposed to and apply figure drawing, abstract exploration of line, constructing vessels that can contain water, centering on the wheel, collaborative work, computerized graphic design, and relief and constructed objects.

Course Text

None

Supplemental/Instructional Materials

Basic art supplies

Art Museum of Missoula/University of Montana, Fine Arts Department

Local artists/Studios

Scholastic Art periodicals

Art IV

Course Description

Art IV (Portfolio Presentation) is a class for Seniors who have completed three years of Art classes and wish to prepare a portfolio for post-secondary use and scholarship. The course is two semesters and follows quarter themes developed on an individual basis between student and teacher.

Course Objective

Students are encouraged to explore in-depth four areas of concentration (drawing, painting, printmaking, and sculpture) along themes developed by the student and teacher.

Learning Activities

Individualized concentration in each of the four objective areas with photographic slides presented of the finished product.

Course Text

None

Supplemental/Instructional Materials

Basic art supplies

Cameras

Art Museum of Missoula/University of Montana, Fine Arts Department

Local artists/Studios

Scholastic Art periodicals

Art News

Drama

Course Description

Drama is a combination of academic approach to theater and active participation in mini drama productions each semester. This course is designed to provide students with an understanding and appreciation of the basic skills and creative, collaborative effort involved in the art of drama and theatre productions. Students will study stagecraft, acting, and play analysis and may possibly attend plays at the University of Montana as part of their required course work.

Course Objective

The objective of Drama is to give the students an appreciation of the tradition, work and artistry involved in theater and production. Students will understand the concepts of theater, the components of acting, and the realities of production, providing the basis of theater production and acting for further post secondary study.

Learning Activities

Students will present a short play to an audience of peers and parents each semester. This involves stage and production work as well as acting. The Drama class watches films on theater and students are urged to see as many live performances presented in the Missoula area as possible. A tour of the Montana Theater will be available to the LSH students.

Course Text

None

Supplemental/Instructional Materials

History of Theater - Brockets
Shakespearean films - Michael Cain on acting
Viola Spolins - Theater Activities
Various Plays

Science

Profile of a Graduate

The LSH graduate of Science will have mastered an intellectual competency and be scholastically prepared for higher forms of education. The graduate will have accomplished the academic requirements, the general skills and attitudes, and the substantive knowledge in Science.

Academic Requirements

Students will:

- *have successfully completed three years of Laboratory Sciences.*
- *create a framework of language and ideas upon which they can build a foundation of science knowledge.*
- *demonstrate the educational, learning benefits of conducting scientific research projects cooperatively and collaboratively.*

General Skills and Attitudes

Students will:

- *develop an understanding of the general methods of science on which all scientists' knowledge is built*
- *experience the safe and common use of scientific equipment.*

Substantive Knowledge

Students will:

- *evaluate scientific observations and write problem statements on which they will base hypothesis and experimental designs.*

The LSH graduate of Science will have experienced religious and spiritual development and be prepared for life in a complex society. The graduate will gain an appreciation for the natural world and God's place in their lives.

Gain an Appreciation for the Natural World

Students will:

- *understand the importance of life's interrelationships in the environment.*
- *appreciate the biological and chemical factors that impact the ecosystem.*
- *understand how human behavior affects the world's ecosystem.*

Gain an Appreciation for God's Place in the Student's Life

Students will:

- *realize that common themes in science give evidence of God as creator.*
- *explore and understand that the basis of scientific knowledge and divine knowledge are not mutually exclusive.*

The LSH graduate of Science will be prepared and open to life-long learning and growth. The graduate will incorporate the scientific method of learning and discovery to solve problems in everyday life, as well as become active and involved in their own community, seeking scientific solutions where applicable.

Incorporate the scientific method of learning and discovery to solve problems in everyday life

Students will:

- *demonstrate a thorough knowledge of scientific methodology.*
- *apply the scientific method in a variety of real-life situations.*

Become active and involved, seeking scientific solutions

Students will:

- *apply their knowledge of the ecological relationships to their everyday situations.*
- *be aware of and understand local, regional, national, and international environmental issues.*
- *understand the responsibility all people have toward responsible stewardship of our world.*

Biology I

Course Description

In this course students will learn the basic principles of Biology. Topics include the scientific method, taxonomy, each of the five kingdoms, ecology, and cells.

Course Objective

Biology I is a life science course that provides students with an opportunity to study biology as a way of making sense out of the natural world.

Learning Activities

- Lectures
- Laboratory
- Field Activities
- Group Discussions
- Study Sheets
- Laboratory Write-ups
- Exams
- Individual and Team Projects

Course Text

Biology – The Dynamics of Life
Merrill Pub, 1991

Supplemental/Instructional Materials

Biology Today
Holt, Rinehart, and Winston, 1991

Biology
Glencoe/McGraw Hill, 1995

Essentials of Biology
Wm. C. Brown, Pub. 1986

Biosphere
Scott, Foresman and Co., 1988

Biology I - Honors

Course Description

An academically demanding class, surpassing the academic rigor of Biology I, this course studies through more in-depth laboratory investigation cells, biochemistry and multi-cellular organisms. Students will perform dissections in this class.

Course Objective

Students develop an understanding of concepts by applying them to real earth systems, societal issues, and technology, with special attention given to local and regional topics and issues. Student learning is facilitated in a setting of inquiry and hands-on based activities. Students are asked to use knowledge gained from laboratory and field research to propose solutions to community environmental problems.

Learning Activities

- Written laboratory reports
- Student Worksheets
- Lectures
- Lab Work
- Tests
- Quizzes

Course Text

Modern Biology

Albert Towle

Holt, Rinehart & Winston Inc.

Supplemental/Instructional Materials

Various Videos/Slides/Filmstrips

Biology – The Dynamics of Life

Merrill, 1991

Biology Today

Glencoe / McGraw Hill, 1995

Essentials of Biology

William C. Brown, 1986

Biosphere

Scott, Foresman & Co, 1988

Biology II Honors

Course Description

This course provides students with an advanced study in biological concepts. Topics will include biochemistry, microbiology, genetics, evolution, and population biology. It is highly recommended that students in Honors Biology II have successfully completed Honors Biology I before enrolling in this course.

Course Objective

Honors Biology II will provide students with an opportunity to study Biology at an advanced level to prepare for related college courses. These students will be prepared for study of the life sciences in higher education with comprehensive knowledge of the many components that make up the field of Biology. Higher order thinking and application skills are the foundation to this course, as well as a thorough appreciation of laboratory protocol.

Learning Activities

- Lectures
- Laboratory
- Field Activities
- Group Discussions
- Study Sheets
- Laboratory Write-ups
- Exams
- Individual and Team Projects

Course Text

Biology – 5th Edition

Benjamin Cummings Pub.
1999

Chemistry I

Course Description

In this course, students will study the basic principles of chemistry. Topics include the scientific method, periodic table and atomic theory, nomenclature, balancing equations, stoichiometry, acids and bases, and applied chemistry. Proper and safe use of chemicals, glass, Bunsen burners, and chemical mixtures will be included in the Chemistry I lab classroom.

Course Objective

Chemistry I will provide students with an opportunity to study chemistry as a way of understanding many of the natural processes they encounter. Knowledge of the periodic table of elements, atomic theory, and nomenclature will be the foundation of scholastic formation in Chemistry I. Students will also learn and practice safe Chemistry lab protocol, including handling of chemicals, acids, and glass.

Learning Activities

- Lectures
- Laboratory
- Field Activities
- Group Discussions
- Study Sheets
- Laboratory Write-ups
- Exams

Course Text

Chemistry – The Study of Matter
CEBCO/Allyn and Bacon Co.,
1987

Chemistry I - Honors

Course Description

An honors level science course that introduces foundation principles of chemistry including: methods of investigation, measurement, chemical models, separation of compounds, nomenclature, reaction studies, stoichiometry, solution chemistry, atomic theory, bonding and acid/base theory. Lecture topics are supported laboratory experiments and classroom demonstrations. Classroom participation, completion of daily assignments and focused lab work are required for students' success in this course.

Course Objective

The study of chemistry deals with the composition of matter and the changes in both matter and energy throughout chemical reactions. Since atoms and molecules are too small to be observed directly, an understanding of this realm must be derived through macroscopic observation, followed by interpretation of these observations into theories and models of the microscopic (atomic) world. Because this process is central to the study of chemistry, the development of atomic and molecular models serves as a central thread throughout the course, and students are engaged in multiple exposures to this process. Students will spend time regularly in the lab applying concepts learned in lecture and collecting data to be later interpreted.

Students will learn methods of measurement and observation, using simple chemical processes; use various laboratory techniques incorporating relevant lab equipment; develop skills in describing chemical reactions using chemical nomenclature and equations; apply mole theory to solving quantitative problems; interpret data to generate increasingly detailed atomic models (in the process, discussing the historical development of modern atomic theory); incorporate modern concepts of bonding into a model of chemical reactivity; apply concepts of solution chemistry and bonding to explain the behavior of acids and bases; and integrated mathematics into the study of chemistry.

Learning Activities

- Lectures
- Laboratory Activities
- Class Discussions
- Worksheets
- Problem Solving Sessions
- Weekly Quizzes
- Cumulative Exams

Course Text

Chemistry – 3rd Edition

Addison Wesley

1993

Chemistry II Honors

Course Description

An honors level science course that builds on the foundation principles of chemistry developed in honors chemistry I. A thorough review of fundamental chemistry leads to concepts in mole theory, bonding, nuclear theory, thermodynamics, kinetics and equilibrium, and advanced acid/base theory. Experiments and classroom demonstrations support lecture topics. Classroom participation, completion of daily assignments and completion of all laboratory work is required for student success.

Course Objective

Students will review and apply concepts learned last year, continuing to refine models and theories. Students will employ laboratory equipment to measure energy changes, then apply these data in developing skills for solving problems in thermodynamics demonstrate an understanding of modern atomic and bonding theories; use nuclear theory to explain fission, fusion and to discuss controversies arising from the nuclear age; interpret lab data towards the development of a model for chemical reactions and the mechanisms of chemical reaction; apply concepts of chemical equilibrium to understanding daily phenomenon; apply all of the above towards development of a comprehensive view of Lewis acid/base theory.

Learning Activities

- Lectures
- Laboratory
- Special Projects
- Class Discussions
- Daily Worksheets
- Problem Solving Sessions
- Weekly Quizzes
- Cumulative Exams

Course Text

Chemistry; The Central Science – 8th Edition

Brown, Lemay and Bursten

Prentice Hall

2000

Environmental Science

Course Description

Considered the core science course for the third year of scientific study, this class will focus on a comprehensive study of the environment. Topics will include: the history of environmental studies, the earth as a physically and biologically integrated system, humans and our societies, environmental issue analysis training, and selected specific environmental issues concerning the Western Montana region.

Course Objective

Environmental Science will provide students with the knowledge and skills necessary to understand and make decisions regarding environmental issues. Students will be exposed to both sides many environmental issues and learn to make informed decisions based on research and application.

Learning Activities

- Lectures
- Laboratory
- Special Projects
- Class Discussions
- Daily Worksheets
- Problem Solving Sessions
- Weekly Quizzes
- Cumulative Exams

Course Text

Not selected at this time.

Geology

Course Description

The Geology course is interdisciplinary overview of the planet Earth, including the origin and evolution of its physical features, the role of modern technology in refining plate tectonic theory, and a look toward Earth's future. As an introductory course, Geology will cover physical geology with emphasis on the origin of Earth, geological materials (minerals and rocks), geological process and events (mountain building, erosion, earthquakes, volcanic activity) and geological features (oceans, landforms). It will also introduce environmental geology with emphasis on natural, mining, and industry-related environmental hazards, including interactions of water, rock, and air, and the attempts of humanity to remedy these.

Course Objective

Students will observe and discover geological models of the physical environment involving geological study, interpret the observations in Western Montana, examine rocks, minerals, and photographs, collect and examine geological specimen, and provide analytical reports of geology in their immediate environment (Western Montana) and in the global setting. Working in the field collecting and observing data is an important component of this course.

Learning Activities

- Lectures
- Laboratory work
- Written laboratory reports
- Daily Assignments
- Written quizzes
- Written tests
- Fieldwork participation

Course Text

No Textbook

Supplemental/Instructional Materials

Laboratory equipment and rocks and minerals
Selected educational geology based films

River Ecology

Course Description

Students are introduced to the complex and varied interactions of organisms with one another and their environment. River Ecology uses basic principles of ecology to encourage students to more closely examine the local and regional environment. Students will be exposed to local, regional, and worldwide ecological and conservation issues.

Course Objective

Students will observe models of the physical environment of riparian ecosystems and interpret the observations, examine the interactions of organisms in a variety of ecosystems, collect data on physical and biological parameters of a riparian ecosystem, extrapolate graphed data of interspecies interactions, hypothesize on the effects of selected environmental disturbances, summarize differences in cultural interpretations of humans place in nature, practice fly tying as imitation of aquatic insects, and practice basic fly fishing techniques.

Students will be able to explain how the physical parameters of an ecosystem determine possibilities for life, diagram the flow of energy through an ecosystem, categorize organisms into trophic level and give examples of how life history and behavior contribute to ecosystem function, describe the effects of population and interspecies interaction in ecological balance, explain and give examples of co evolution, justify the importance of biodiversity in ecosystem communities, compare and contrast cultural differences in ecological perspective, diagram the basic food web of the Clark Fork river in Missoula, identify aquatic insects from the Clark Fork river, list features of physical, chemical, and biological components of riparian ecosystems, and describe fly rod set-up and the mechanics of basic artificial fly casting.

Learning Activities

- Lectures
- Laboratory work
- Written laboratory reports
- Daily Assignments
- Written quizzes
- Written tests
- Fieldwork participation

Course Text

No Textbook

Supplemental/Instructional Materials

Laboratory equipment; stream table, fly tying materials and water sample kits
Selected stream ecology and fly fishing videos.

Astronomy/Flight

Course Description

Astronomy/Flight promotes an understanding of the scale of the universe and the earth's position in it.

Students will examine the daytime sky and make observations of the path of the sun, summarize the history, and important scientists, of astronomy, explain fundamental principles of telescoping, interpret stellar currents and winds, calculate star distances and brightness, study star formation and stellar evolution, outline the major events in the origin of the universe and solar system, list the basic features of the planets and elements of the solar system, and observe important features of the night sky

Course Objective

With study of the astronomy, students will gain knowledge of the objects observed in the universe and how they are related to each other, as well as understand the tools used by astronomers and how knowledge of the cosmos are gained from those tools. Students of Astronomy/Flight will gain an appreciation of the night sky.

Learning Activities

- Lectures
- Laboratory activities
- Written laboratory reports
- Reading
- Daily assignments
- Memorization of biological terminology
- Observation reports
- Written quizzes

Course Text

No Textbook

Supplemental/Instructional Materials

Films:

The Cosmos – Carl Sagan

Slides:

Selected astronomical features

Physics

Course Description

In this course students learn about the basic laws of Physics as a science of matter and energy along with their applications to the real world. Topics include motion, forces, momentum, energy, heat, waves, sound, light, optics, and basic electricity. Exploratory labs are closely related to class work and there is greater emphasis on independent study of the material.

Course Objectives

The study of the physical universe is called physical science. Chemistry is a physical science that deals with the composition of matter and reactions among various forms of matter. Physics is also a physical science, yet it is concerned with the relationship between matter and energy. The ultimate goal of physics is to explain the physical universe in terms of basic interactions and simple particles. The distinguishing consideration in the study of physics is always the idea of energy: what it is, how it affects matter, how matter affects it, and how it can be changed from one form to another. The study of physics can be subdivided in a number of ways. The sequence of topics the students will follow is one that has been used for many years because of its logical progression and because it leads from concepts developed many years ago to those at the very frontiers of physics. The material studied in physical falls into four major categories: mechanics and heat, waves, electricity and magnetism, and nuclear physics.

The curriculum study of physics will begin with an overview of the structure of physics and how it relates to the world around us. The student then examines methods in describing measurement and problem solving, which are essential to the entire subject of physics. The remaining part of the first semester is geared towards an intensive study of mechanics. Which includes the study of the concepts and relationships entailed in linear and circular motion (displacement, velocity, and acceleration), forces (resolution and composition), work, power, and energy as well as the ways in which those topics involve the transfer of energy.

The second semester begins with the study of certain aspects of the relationship between heat and energy. The students will then begin an encompassing study of waves. Sound energy and light energy are transmitted as waves. The nature of waves as a mechanism for energy transfer and the characteristics of sound and light comprise the subject matter of this category. Towards the end of the second semester the students will briefly be introduced to electricity and magnetism as forms of energy that are increasingly important to our way of life.

Learning Activities

This course will use various activities geared towards a classroom environment, which assists the students in learning advanced scientific concepts in physics, the theories behind those concepts, and their applications. Those activities include lectures, laboratory activities, class discussions, problem review using overhead and teacher based graphing calculator and/or computer based software, assigned questions and problems, assigned laboratory write-ups, quizzes, tests, and cumulative exams.

Course Text

Modern Physics

Holt Rinehart Winston

1990

Supplemental/Instructional Materials

Physics Laboratory Equipment and Handouts

Scientific Research

Course Description

This independent study course provides motivated students to opportunity to design, implement, and present their findings of an independent research project. The topic selected for study may be in any area of science, math, or technology of special interest to the student. In doing this project, the student learns the general processes involved in making any scientific investigation and how to evaluate results. Lab techniques and statistical analysis of data will also be studied. The final products for each student will include a professional paper a poster display, and material for an oral presentation. The successful completion of an independent project is strongly weighted by highly competitive universities in granting students entrance and in providing scholarships.

Course Objective

- Student will select a topic for individual study.
- Student will collect background information concerning his/her topic.
- Student will generate hypotheses concerning the possible outcome of the proposed investigation.
- Student will design and plan experimentation to include the identification and control of variable factors.
- Students will have the opportunity to use special lab techniques and equipment not commonly used in traditional science courses.
- Student will make detailed observations and collect data from their individual investigation.
- Student will analyze data collected.
- Student will prepare a scientific research paper of his/her findings.
- Student will subject research paper to a professional evaluation.
- Student will prepare a poster to professional evaluation.
- Student will subject poster to professional evaluation.
- Student will prepare for oral presentation of his/her research.

Learning Activities

Students in Independent Science Research will have assistance, tutoring, and mentoring provided by the Science Department Faculty but the majority of the learning activities will result in the student's ability to be self-directed, in a "learning by discovery" academic philosophy.

Course Text

None

Supplemental/Instructional Materials

The handbook for Independent Science Research students is made available for each student enrolled in the class, along with a variety of other hand-outs and resources that are made available.

World Languages

Profile of a Graduate

The LSH graduate of World Languages will have mastered an intellectual competency and be scholastically prepared for higher forms of education in a world language. The graduate will have accomplished the academic requirements, the general skills and attitudes, and the substantive knowledge for continued study and applicability.

Academic Requirements

Students will:

- *Have successfully completed two consecutive years of one World Language*
- *Connect knowledge of other academic disciplines through World Language study*

General Skills and Attitudes

Students will:

- *Develop an understanding of a foreign culture*
- *Be an active participant in wider communities of language and culture*

Substantive Knowledge

Students will:

- *Communicate in a foreign language*
- *Compare a foreign language and culture with his/her own language and culture*

The LSH graduate of World Languages will have experienced religious and spiritual development and be prepared for life in a complex society. The graduate will be introduced and come to appreciate the moral issues in literature in the specific World Language and be exposed to cultural and religious differences in the contemporary world society.

Appreciate the moral issues in literature in the specific World Language Students will:

Students will:

- *Understand moral issues through language specific novels, essays, and poems*
- *Understand through advanced literature in target language that moral issues are universal and reaffirming the Catholic perspective of the moral issues*

Cultural and religious differences in the contemporary world society Students will:

Students will:

- *Write essays on the cultural aspects of other countries relating to religion and/or spiritual component*
- *Observe, review, and evaluate different media that contain cultural aspects of other countries that have a religious and/or spiritual component.*
- *The LSH graduate of World Languages will be prepared and open to life-long learning and growth.*

French I

Course Description

French is a sequential course working toward developing the student's proficiency in reading, writing, listening and speaking French. The courses begin with basic language concepts, structures, and vocabulary.

Course Objective

First year students will be introduced to approximately 1000 words and some basic grammar. They will be able to understand, write, read and speak with a limited vocabulary.

Learning Activities

Vocabulary recitation, recitation, and drill and practice are the foundation of the learning activities for French I students. Quizzes, tests, and homework are consistent, thorough, and mandate daily study in school and at home.

Course Text

La Famille Dupont

Louis Marchand

French II

Course Description

French is a sequential course working toward developing the student's proficiency in reading, writing, listening and speaking French. The course continues to build on language concepts, structures, and vocabulary.

Course Objective

The course objective is to build on the good foundation that the student learned in French I. The grammar and the vocabulary will become more complex and the students will attain more vocabulary to work with and this means that their writing, reading, understanding and speaking skills will become more fluent.

Learning Activities

Vocabulary recitation, recitation, and drill and practice continue the learning activities for French II students. Quizzes, tests, and homework are consistent, thorough, and mandate daily study in school and at home.

Course Text

La Famille Dupont

Louis Marchand

Supplemental/Instructional Materials

Handouts supporting the French Text

French III

Course Description

French is a sequential course working toward developing the student's proficiency in reading, writing, listening and speaking French. The course begins with a review of the first and second year's vocabulary and grammar and continues to build on language concepts, structures, and vocabulary.

Course Objective

Students will complete the text book "La Famille Dupont" lessons 60 – 70. The readings are more complicated, and will be given supplement text to read individually and as a group in class.

Learning Activities

- Vocabulary
- Dictation
- Written work
- Quizzes

Course Text

La Famille Dupont

Louis Marchand

Supplemental/Instructional Materials

Literature:

Les Miserables

Phantom of the Opera

The Little Prince by Saint Exupery

Videos/Movies/Plays

Les Miserables

Phantom of the Opera

The Little Prince by Saint Exupery

After the texts have been read and written matter has been turned in, students watch the videos or movies as listed. Efforts are made for French III classes to view a French production if it is in the close vicinity (i.e., Missoula, Spokane or Seattle).

French IV

Course Description

The students taking French IV have mastered and have at their command a vocabulary of some three thousand words. They have seen all grammar required to read simple French novels, and they could with the aid of a dictionary work their way through some articles in *Le Monde* or *Le Figaro*, French newspapers.

Course Objective

The students work with the workbooks for the Advanced Placement Test, which is a review of the learned grammar. Videos are used in French IV to perfect student comprehension, by listening to and watching native French speakers.

Learning Activities

Advanced Placement study
Review grammar

Course Text

None

Supplemental/Instructional Materials

French Novels:

Alexandra Dumas "Au Service de la Reine"

Stendahl "le Rouge et le Noir"

Balzac's "Eugenie Grandet"

Victor Hugo's "Fantine"

Voltaire's "Candide"

Moliere's "Le Bourgeois Gentilhomme", "Le Malade Imaginaire"

Spanish I

Course Description

Students will begin to acquire skills in reading, writing, listening and speaking Spanish and be exposed to taped material in order to improve their listening comprehension skills. Beginning Spanish students will begin to read at increasing levels of difficulty in order to perfect command of vocabulary and grammar. Students will begin to write simple compositions on various subjects depending on the unit studied and will focus on the areas of communication, cultural appreciation and behavior as they pertain to language learning within the context of a Catholic education.

Spanish I will introduce the areas of communication, cultural appreciation, and behavior as they relate to language learning in the scheme of a Catholic education. Culturally, students will develop an appreciation for the vast influence of Spanish and Hispanic heritage on the United States. The course will enhance their awareness of the importance of different cultures in their lives and careers. Behaviorally, students will learn to respect each other's opinions, diversity and contributions

Course Objective

The objective of Spanish I is to present the areas of communication, cultural appreciation and behavior through activities such as videos, readings, or projects, students will continue learning about Latin American and Spanish cultures, their people, customs and beliefs. Students will also develop a basic knowledge of Latin America and Spain.

Learning Activities

- Tapes exercises
- Group Dialogues
- Videos
- Music
- Writing compositions
- Research Projects
- Question/Answer
- Creative conversation
- Spanish games
- Timed exercises

Course Text

Voces Y Vistas

Scott, Foresman and Co.
1992

Supplemental/Instructional Materials

Audio Tapes

Listening Comprehension tapes based on each unit of the textbook.

Videos

Animales de Sur America
Historia sin Fin
Castels in Spain
ET

Galapagos del Ecuador
The Maya
The Incas
The Aztecs

Music:

Canciones

Spanish II

Course Description

Spanish II will expose students to more advanced Spanish vocabulary, grammar, sentence structure, and pronunciation in order to continue building a solid language base along with four skills; reading, writing, listening and speaking. Students will be able to expand the language base created in Spanish I to continue building fluency and knowledge. Through activities such as videos, readings, or projects, students will continue learning about Latin American and Spanish cultures, their people, customs and beliefs. Students will also develop a more specific knowledge base on particular Spanish speaking countries.

Spanish II will focus on the areas of communication, cultural appreciation, and behavior as they relate to language learning in the scheme of a Catholic education. Students will be able to write compositions using present and past tenses, as well as communicate orally past and present tenses to describe daily life situations. Students will also be able to listen and participate in-group discussions. Culturally, students will develop an appreciation for the vast influence of Spanish and Hispanic heritage on the United States. The course will enhance their awareness of the importance of different cultures in their lives and careers. Behaviorally, students will learn to respect each other's opinions, diversity and contributions

Course Objective

The objective of Spanish II is to define areas of communication, cultural appreciation and behavior through activities such as videos, readings, or projects. Students will continue learning about Latin American and Spanish cultures, their people, customs and beliefs. Students will also develop a more specific knowledge base on particular Spanish speaking countries of their choice.

Learning Activities

- Tape exercises
- Group Dialogues
- Videos
- Music
- Writing compositions
- Research Projects
- Question/Answer
- Creative conversation
- Spanish games
- Timed exercises

Course Text

Pasos & Puentes y Voces y Vistas

Scott, Foresman and Co.

1992

Supplemental/Instructional Materials

Chapter tapes and worksheets

Communicative Activities

Songs in Spanish

Videos:

Aladdin

Hormiguitaz

La Sirenita

El Cuento del Juguete

Spanish III

Course Description

Spanish III students will be exposed to high-level written and spoken material in order to improve their listening and reading comprehension skills. They will read at increasing levels of difficulty to increase students' ability to control advanced grammar and vocabulary and improve skills in expository writing through formal and informal essays and compositions. The Students will increase oral fluency of the spoken language by means of narrating stories based on drawings or readings, and through guided conversations on a variety of subject.

Spanish III will continue the focus of communication, cultural appreciation, and behavior as they relate to language learning in the scheme of a Catholic education. Student mastery in writing compositions using present and past tenses, as well as communicating orally past and present tenses to describe daily life situations is expected. Students will listen and participate in-group discussions. Culturally, students will continue their appreciation of the Spanish and Hispanic heritage on the United States. The course will enhance their awareness of the importance of different cultures in their lives and careers. Behaviorally, students will learn to respect each other's opinions, diversity and contributions

Course Objective

The objective of Spanish III is to focus on the areas of communication, cultural appreciation and behavior through activities such as videos, readings, or projects, students will continue learning about Latin American and Spanish cultures, their people, customs and beliefs. Students will also develop a more specific knowledge base on particular Spanish speaking countries of their choice, different than the one they chose to explore in Spanish II.

Learning Activities

Tape exercises
Group Dialogues
Videos
Music
Writing compositions
Research Projects
Question/Answer
Creative conversation
Spanish games

Course Text

Pasos y Puentes

Scott Foresman and Co. 1989

Supplemental/Instructional Materials

El Cid
Lazarillo de Tormes

Videos:

“El Cid”, “Carmen”, “The Buried Mirror IV & V”, “Costa Rica”, “Lazarillo de Tormes”

Music:

Canciones contemporaneas, Ravel's Bolero

Field Trip:

Lunch at Casa Pablos for the Cinco de Mayo holiday on that date.

Spanish IV

Course Description

Spanish IV / AP will expose students to high level (native speaker) material in the four skills of reading, writing, listening, and speaking, in order to perfect students' abilities in these areas. As an advanced secondary course of study, students will be exposed to a high level taped material in order to improve their listening comprehension skills, read at increasing levels of difficulty in order to control problems of advanced grammar and vocabulary, and perfect their skills in expository writing by means of timed, in-class compositions. Students will practice narrating spontaneous stories based on drawings, and come to respond naturally and instinctively to conversations on a wide variety of subjects. Spanish IV / AP students focus on the areas of communication, cultural appreciation, and behavior as they relate to language learning in the scheme of a Catholic education with a Jesuit foundation.

Course Objective

The objective of Spanish IV / AP is to refine the areas of communication, cultural appreciation and behavior through activities such as videos, readings, or projects. These students will have a full comprehension of the Latin American and Spanish cultures, their people, customs and beliefs. Spanish IV / AP students will be fluent masters of the Spanish language as well as retain specific knowledge of Spanish speaking countries throughout the world.

Learning Activities

- Tapes exercises
- Group Dialogues
- Videos
- Music
- Writing compositions
- Research Projects
- Question/Answer
- Creative conversation
- Spanish games
- Timed exercises

Course Text

Ven Conmigo

Holt, Rinehart and Winston, Inc.
1996

Supplemental/Instructional Materials

AP Spanish: Preparing for the Language Examination
Fuenteovejuna

Videos:

Ay Carmela, Cartas del Parque

Music:

By Violeta Para

Field Trip:

Lunch at Casa Pablos for the "Cinco de Mayo" holiday

Latin I

Course Description

This course introduces students to elementary Latin grammar and vocabulary. Elements of Roman history and classical mythology will also be treated.

Course Objective

Latin I students will accomplish the course goals through study of the topics presented in the text and confirm that accomplishment through standardized and externally evaluated examination (National Latin Exam).

Goals:

- Develop competence in the study of Latin
- Read, understand, appreciate and make personal response to some of the literature in Latin
- Acquire some understanding of the civilization within which Latin literature was produced.
- Develop a sensitive and analytical approach to language by seeing English in relation to a language of very different structure and by observing the influence of the Latin language on our own
- To develop the ability to observe, abstract and analyze information, paying due regard to evidence, and to develop a sympathetic awareness of others' motives and attitudes

Learning Activities

- Daily written quizzes
- 4th Quarter Paper/presentation
- Quarter, Semester, Final Exams

Course Text

Latin For Americans

First Book, Ullman

1997

Latin II

Course Description

This course introduces students to intermediate Latin grammar and vocabulary. Elements of Roman history and classical mythology will also be treated.

Course Objective

To accomplish the course goals through study of the topics presented in the text and confirm that accomplishment through standardized and externally evaluated examination (National Latin Exam).

Goals:

- Develop competence in the study of Latin
- Read, understand, appreciate and make personal response to some of the literature in Latin
- Acquire some understanding of the civilization within which Latin literature was produced.
- Develop a sensitive and analytical approach to language by seeing English in relation to a language of very different structure and by observing the influence of the Latin language on our own
- To develop the ability to observe, abstract and analyze information, paying due regard to evidence, and to develop a sympathetic awareness of others' motives and attitudes

Learning Activities

- Daily written quizzes
- Quarter Paper/presentation
- Quarter, Semester, Final Exams

Course Text

Latin For Americans
Second Book, Ullman
1997

AP Latin (Vergil)

Course Description

This course prepares students for the AP Latin Examination on Vergil's Aeneid.

Course Objective

To accomplish the course goals and verify student achievement of those goals through standardized and externally evaluated examination.

Goals:

- Develop competence in reading the Aeneid in Latin
- Understand, appreciate and make personal response to this literature
- Acquire some understanding of the civilization within which Vergil lived and wrote
- Demonstrate the ability to observe, abstract, and analyze information presented by the author, paying due regard to evidence, and develop a sympathetic awareness of the author's motives and attitudes

Learning Activities

- Daily written quizzes
- 4th Quarter Paper/presentation
- Quarter, Semester, Final Exams

Course Text

Vergil's Aeneid, Books I-VI
Pharr, 1998

The Aeneid of Virgil
Mandelbaum, 1981

Vergil's Aeneid, 10 & 12
Boyd, 1998
(*issued second semester)

The Art of the Aeneid
Anderson, 1989*

AP Latin (Literature)

Course Description

This course prepares students for the AP Latin Examination on Latin Literature.

Course Objective

To accomplish the course goals and verify student achievement of those goals through standardized and externally evaluated examination. Students will accomplish the goals, verified by student achievement of the goals through standardized, externally evaluated examination.

Goals:

- Develop competence in reading the works of Catullus and Ovid in Latin
- Understand, appreciate and make personal response to this literature
- Acquire some understanding of the civilization within which Catullus and Ovid lived and wrote
- Demonstrate the ability to observe, abstract, and analyze information presented by the author, paying due regard to evidence, and develop a sympathetic awareness of the author's motives and attitudes

Learning Activities

- Weekly take-home essays as quizzes
- Quarter Paper/presentation
- Quarter, Semester, Final Exams

Course Texts

*Jenney, Charles Jr, Scudder, Rogers V., Baade, Eric C., & Coffin, David D. *Jenney's Second Year Latin*. Boston: Allyn and Bacon Inc, 1984.

*Dettmer, Helena & Osburn, LeaAnn A. *A Catullus Workbook*. Wauconda, IL: Bolchazy-Carducci, 2006.

Japanese I

Course Description

This course will begin by introducing the Japanese writing system and basic conversation. Gradually, all areas of language training will be developed including: reading, writing, speaking, and listening.

Course Objective

The objective of Japanese I is to provide basic training in all elementary language skills mentioned above, as well as cross-cultural understanding. The latter will include a general introduction to Japan's culture, history, society, and geography.

Learning Activities

- Vocabulary practice, conversation practice, recitation, and listening drills
- Skit presentations, written quizzes, tests, oral quizzes, and homework
- Participation in class discussion
- Videos, music, listening tapes

Course Text

Elementary Functional Japanese: Intercultural Communication

ALC Press

1998

Easy Kana Workbook

Supplemental/Instructional Materials

Literature:

Selected short stories by Japanese authors

Listening tapes:

Based on text chapters

Videos

Sen to Chihiro (Spirited Away)

Other informational videos

Field Trips:

Sushi Hana Restaurant

University of Montana Japan Club Sushi Party/Springtime International Festival

Japanese II

Course Description

This course will continue to build on the knowledge attained through Japanese I and further the students' abilities in the areas of listening, speaking, reading and writing Japanese.

Course Objective

The objective of Japanese II is to continue basic training in all elementary language skills mentioned above so that the students are able to enter the intermediate level of Japanese when entering college. The course will also teach about Japan's unique culture, literature, history, society and geography.

Learning Activities

- Vocabulary practice, conversation practice, recitation, and listening drills
- Skit presentations, written quizzes, tests, oral quizzes, and homework
- Participation in class discussion and cultural activities
- Videos, music, listening tapes

Course Text

Elementary Functional Japanese: Intercultural Communication

ALC Press

1998

Supplemental/Instructional Materials

Handouts:

A Guide to Writing Kanji & Kana

Tuttle Language Library

1991

Japanese for College Students: Vols. 1, 2 & 3

ICU

1996

Literature:

The Elephant Vanishes, MURAKAMI Haruki

Vintage Press

1993

Other selected short stories by Japanese authors

Listening tapes:

Based on text chapters

Videos

The Last Samurai

Other informational videos

Field Trips:

University of Montana Japan Club Functions at the International House

University of Montana Springtime International Festival

University of Montana Foreign Language Day

Japanese III

Course Description

Japanese III will introduce more intermediate level of the Japanese language in the areas of reading, writing and conversing. The course will also introduce students to the Japanese culture and their customs and practices.

Course Objective

Japanese III will build on basic Japanese reading, writing and conversational skills learned during the first two years of instruction and transition into a more intermediate level use of the language.

Learning Activities

- Vocabulary practice, conversation practice, recitation and listening drills
- Skit presentation, written quizzes, tests, oral quizzes and homework
- Participation in class discussion and cultural activities
- Videos, music, listening tapes

Course Text

Japanese for College Students, Basic, vol.2, International Christian University

Supplemental/Instructional Materials

Kanji practice:

A Guide to Writing Kanji and Kana, Tuttle Language Library

Literature:

The Elephant Vanishes, MURAKAMI Haruki, Vintage Press

Other selected short stories by Japanese authors.

Listening Tapes/CDs:

Based on text chapters

Videos:

Castle in the Sky: Rapyuta

Howl's Moving Castle

The Returner

Casshern

Recordings of Japanese television programs

Other informational videos

Filed Trips:

University of Montana Japan Club Functions on Campus

University of Montana Springtime International Festival

University of Montana Foreign Language Day

Mathematics

Profile of a Graduate

LSH graduates of mathematics will have mastered a level of competency and be academically prepared for education beyond the secondary level. They will have attained certain academic requirements, general skills, knowledge, and attitude in the mathematical sciences.

Academic Requirements

Students will:

- *successfully complete at least three years of mathematics as outlined in the LSH mathematics curriculum*

General Skills and Knowledge

Students will:

- *correctly manipulate and interpret mathematical symbols, graphs, and other mathematical representations.*
- *use technology to assist in developing an understanding of mathematical concepts and solving real-world problems.*
- *effectively apply problem-solving techniques.*
- *discern mathematical patterns and connections*
- *communicate mathematical ideas and arguments in a cohesive and organized manner.*
- *gain insight into the systemic nature of mathematics*

Attitudes

Students will:

- *recognize the importance of mathematics in everyday life*
- *confidently make accurate and reasonable mathematical predictions and decisions.*
- *appreciate the systemic nature of mathematics*
- *recognize mathematics as the language of science and its power as a problem solving tool*

The LSH graduate will have experienced religious and spiritual development and be prepared for life in a complex society. Students will develop insight in the proper mathematical practices within the guidelines set forth by the Catholic faith.

Mathematical reasoning and the ability to use mathematics to model the world around us is what separates man from God's other creatures. Students will come to appreciate the ability to develop and use mathematics to promote social justice and moral teachings of an active Catholic Christian adult.

Practices

Students will:

- *understand and appreciate the ethical use of mathematical and statistical procedures*
- *gain the ability to argue the reality of mathematics versus the reality of Catholic values.*

Appreciation

Students will:

- *gain an appreciation for the God-given gift to reason, the very essence of mathematics.*
- *appreciate the beauty of the system man has developed to help him better describe and understand the world God has created.*
- *through cooperative problem-solving, come to realize the importance of each of God's beings and to value them and their ideas.*

The LSH graduate of mathematics will be prepared and open to life-long learning and growth. Students will have been exposed to many experiences to promote curiosity and innovative thinking about mathematics. These experiences will help the graduate to see mathematics as a view of the world around them. The graduate will have been encouraged to question and investigate the world in which they live through the use of mathematics. Additionally, students will see the value and practicality of mathematics as a tool for in their everyday lives

The Vision of Mathematics

Students will:

- *see the mathematics in the world around them.*
- *seek out the mathematical connections in everyday phenomena*
- *view mathematics as a powerful and useful tool rather than an intimidating and mysterious subject.*

The Tool of Mathematics

Students will:

- *use the mathematical skills obtained as building blocks to gain better and more effective methods for solving their everyday problems.*
- *have adequate mathematical skills for future education and career opportunities.*
- *use logic and organizational skills effectively to successfully argue and communicate using mathematical ideas.*
- *use mathematics to understand, interpret, and analyze information presented in various media.*

Math I

Course Description

Math I is an entry-level course for incoming freshman designed to teach the student high school algebra, with an introduction to geometry, probability, statistics, and data analysis concepts. Emphasis will be placed on linear algebraic relationships, proportional relationships, and basic algebra variable manipulation. The student will be introduced to and use a graphing calculator as well as spreadsheet software and geometry drawing utility. Topics include: algebraic mathematical and inverse operations, linear equations, solving algebraic equations, graphing on number lines and coordinate planes, basic geometrical concepts and equations, basic transformations, theoretical and experimental probability, sets of numbers, and modeling linear data.

Course Objective

Math I takes an integrated approach to learning math. The students will be studying topics from algebra, geometry, probability, statistics, data analysis and combining them with modern technology and real life applications to make mathematics enjoyable and interesting.

Learning Activities

- *Homework*
- *Quizzes*
- *Tests*
- *Cumulative Exams*
- *Study Guides*
- *Individual and Group Participation*

Course Text

Algebra: UCSMP, Addison-Wesley, 1998

Integrated Mathematics: A Modeling Approach Using Technology: Level I, MCTM, 1995

Supplemental/Instructional Materials

- *Graphing Calculator Required*
- *Spreadsheet Software*
- *Geometry Drawing Utility*

Math I - Honors

Course Description

Honors Math I is an entry-level course for incoming freshman designed for students going into mathematically based fields of study. The students will take topics from algebra, geometry, probability, statistics, trigonometry, and data analysis and combine them with modern technology and real life applications. The student will be introduced to and use a graphing calculator and its functions, spreadsheet software, and a geometry drawing utility. Topics include: graphs, linear relations, matrices, systems, quadratic equations, functions, powers and roots, exponents and logarithms, and polynomials.

Course Objective

Math I Honors will use an integrated approach to learning math. It will be an intensive theoretical and applicative study of mathematical topics in algebra, geometry, trigonometry, probability, statistics, and data analysis. Students will use technological tools to assist and enhance their learning.

Learning Activities

- *Homework*
- *Quizzes*
- *Tests*
- *Cumulative Exams*
- *Individual and Group Participation*

Course Text

Advanced Algebra: UCSMP, SFAW, 1998

Geometry: UCSMP, SFAW, 1998

Supplemental/Instructional Materials

Graphing Calculator Required

Geometry Drawing Utility

Spreadsheet Software

Math II

Course Description

In this course, students continue their study of mathematical concepts in algebra, geometry (solid and transformational), probability, statistics and trigonometry. Students will continue improving their use of the technology listed in Math I. Topics include: solving systems of equations, multiplying binomials, factoring trinomials, sequences, congruence theorems, similarity, transformations, Pythagorean theorem, perimeter and area of polygons, logical statements, measures of variability, linear functions, and exponential functions.

Course Objective

Math II will use an integrated approach to learning math. It will be an applicative study of mathematical topics in algebra, geometry, trigonometry, probability, statistics, and data analysis. Students will use technological tools to assist and enhance their learning.

Learning Activities

- *Homework*
- *Quizzes*
- *Tests*
- *Cumulative Exams*
- *Projects*
- *Individual and Group Participation*

Course Text

Geometry: UCSMP, SFAW, 1998

Supplemental/Instructional Materials

Graphing Calculator Required

Geometry Drawing Utility

Spreadsheet Software

Math II – Honors

Course Description

This course is designed for college-bound students to continue their mathematical study of concepts in geometry, advanced algebra, advanced geometry (including analytic geometry), trigonometry, probability, statistics, logic, and discrete math. Topics include: functions and relations, linear modeling, linear equations and inequalities, matrices, quadratic functions and complex numbers, exponential and logarithmic functions, rational and irrational functions, sequences and series, probability, and trigonometric and circular functions.

Course Objective

Honors Math II will use an integrated approach to learning math. It will be an intensive theoretical and applicative study of mathematical topics in advanced algebra, advanced geometry, trigonometry, probability, statistics, data analysis, discrete math, and functions. Students will use technological tools to assist and enhance their learning.

Learning Activities

- *Homework*
- *Quizzes*
- *Tests*
- *Cumulative Exams*
- *Individual and Group Participation*

Course Text

Algebra and Trigonometry, Foerster, Addison-Wesley, 1994

Supplemental/Instructional Materials

Graphing Calculator Required

Math III

Course Description

In this course, students continue their study of mathematical concepts in algebra, geometry, probability, statistics, and trigonometry. Students will continue improving their use of the technology listed in Math II. Topics include: permutations and combinations, combinations of functions, solving systems of inequalities, multiplying and factoring polynomials, sequences, summations, trigonometric ratios, and quadratic functions.

Course Objective

Math III will use an integrated approach to learning math. It will be an applicative study of mathematical topics in algebra, geometry, trigonometry, probability, statistics, and data analysis. Students will use technological tools to assist and enhance their learning.

Learning Activities

- *Homework*
- *Quizzes*
- *Tests*
- *Cumulative Exams*
- *Projects*
- *Individual and Group Participation*

Course Text

Advanced Algebra: UCSMP, SFAW, 1998

Supplemental/Instructional Materials

Graphing Calculator Required

Geometry Drawing Utility

Discrete Math / Statistics

Course Description

In this course, students will continue their study of mathematical concepts in algebra, geometry, probability, statistics, and geometry. Students will continue improving their use of the technology listed in Math III. Topics include: compositions of functions, polynomial functions, logarithmic functions, trigonometric functions, rational functions, parametric relationships, complex number system, normal distributions, random variables, expected values, three dimensional graphing, volume of pyramids and prisms, infinite series and sequences.

Students in Probability and Statistics will study the advanced concepts of probability and statistics as they apply to quantitative research applications. Topics will include probability distributions and the relationship between sampling models and populations, the central limit theorem, and parametric and non-parametric statistical tests.

Course Objective

Math IV will use an integrated approach to learning math. It will be an applicative study of mathematical topics in algebra, geometry, trigonometry, probability, statistics, and data analysis. Students will use technological tools to assist and enhance their learning.

This course provides the knowledge base for students to apply research techniques, sampling, data collection and analyzing data that will prepare students for college level research.

Learning Activities

- *Homework*
- *Quizzes*
- *Tests*
- *Cumulative Exams*
- *Projects*
- *Individual and Group Participation*

Course Text

Functions, Statistics, and Trigonometry: UCSMP, SFAW, 1998
Elementary Statistics, Triola, AWL, 2001

Supplemental/Instructional Materials

Graphing Calculator Required

Pre-Calculus

Course Description

Students in pre-calculus will gain a deepened knowledge of functions and the analysis of functions as well as advanced trigonometry that will allow them to successfully study the mathematics of calculus. The students will study in-depth topics related to functions and trigonometry, including: functions and their graphs, solving equations, advanced function analysis, polynomial functions, exponential functions, logarithmic functions, rational functions, trigonometric functions, analytic trigonometry, applications of trigonometry, theoretical parametric equations, conics, polar equations, systems of equations and inequalities, and discrete algebra.

Course Objective

Pre-calculus will use an integrated approach to learning math. The students will study pre-calculus using algebraic methods, numerical methods, graphical analysis, and verbal methods of representing problems. Students will use technological tools to assist and enhance their learning.

Learning Activities

- *Homework*
- *Quizzes*
- *Tests*
- *Cumulative Exams*
- *Individual and Group Participation*

Course Text

PreCalculus: Graphical, Numerical, Algebraic, AWL, 2001

Supplemental/Instructional Materials

Graphing Calculator Required (Note: TI-89 if planning on taking calculus)

Calculus

Course Description

In this course students will study collegiate level calculus concepts. The theoretical and applicative concepts of derivative and integral calculus will include the topics of sequences, finite differences, finite difference equations in dynamical systems, limits, continuity, derivatives, definite integrals, fundamental theorem of calculus, differential equations, systems of difference equations, optimization, distributions, probability density, cumulative distribution functions, linear algebra through eigenvalue problems.

Course Objective

Students will study calculus using algebraic methods, numerical methods, graphical analysis, verbal methods of representing problems, and written methods to communicate the calculus concepts. Students will use application based problems, mathematical modeling, problem solving techniques, and technological tools, including an intensive use of symbolic manipulator, to assist and enhance their learning.

Learning Activities

- *WeBWorK Online Homework Assignments*
- *Quizzes*
- *Tests*
- *Cumulative Exams*
- *Intensive Projects*
- *Individual and Group Participation*

Course Text

Calculus: Single Variable, Wiley, 2005

Mathematical Models with Discrete Dynamic Systems, McGraw-Hill, 2002

Supplemental/Instructional Materials

Graphing Calculator – Symbolic Version – Required (TI-89, Voyage 200)

Spreadsheet Software

MathWorks: MatLab Software Program

Presentation Software

Health Enhancement / Exercise Science

Profile of a Graduate

LSH graduates of Health and Exercise Science will have an understanding of the importance of exercise for overall health and be able to demonstrate appropriate exercise routine in a training environment. The graduate will be accomplished in the academic requirements, the general skills and attitudes, and the substantive knowledge in Health and Exercise Science.

Academic Requirements

Students will:

- *be exposed to and understand didactic content including but not limited to nutrition, exercise science, health, training, and related sciences.*
- *successfully complete at least two years of Health and Exercise Science, as outlined in the LSH curriculum*
- *read, analyze, and synthesize new concepts in relation to exercise science*

General Skills and Attitudes

Students will:

- *understand the causal relationship between their actions and the consequent success in the Health and Exercise Science classroom.*
- *demonstrate the ability to work together with others.*
- *set goals, work toward these goals, and learn to associate the subsequent success and/or failures associated with applying the goal setting process at a high level.*

Substantive Knowledge

Students will:

- *apply learned didactic concepts in everyday life experiences and other disciplines.*

The LSH graduate will have experienced religious and spiritual development and be prepared for life in a complex society.

What religious experiences will the graduate have in H&ES?

Students will:

-

What spiritual development will the graduate have in H&ES?

Students will:

-

The LSH graduate of mathematics will be prepared and open to life-long learning and growth.

What will the graduate in H&ES have in response to the learning to learn philosophy?

Students will:

-

Health Enhancement I

Applied Exercise Physiology

Course Description

Health Enhancement I covers general health, nutrition, the integumentary, muscular, and skeletal systems. These concepts are then applied to a physical education environment to aid students in applying these concepts to their everyday lives.

Course Objective

Health Enhancement is designed on the premise for students to learn how they learn and to provide students with a basic plan to success health. Health Enhancement materials are presented using affective, cognitive, auditory, visual, and psychomotor pathways. Students must show the ability to apply movement and special awareness in an everyday setting. .

Learning Activities

In the health classroom, students will be expected to read, take notes from lecture, outline given literature, and participate in the “bell game”. In the physical education classroom, we use several different activities to increase fitness, hand-eye coordination, movement, and cooperative learning. Activities used over the course of the year: ultimate disc, soccer, hockey, table tennis, volleyball, softball, and bowling.

Course Text

Health, A Guide to Wellness
Glencoe, 1996

Supplemental/Instructional Materials

Clothes for Physical Education

Health Enhancement II

Exercise Science

Course Description

Health Enhancement II covers stress, relationships with others, tobacco, alcohol, and illegal drugs. These concepts are then applied to a physical education environment to aid students in applying these concepts to their everyday lives.

Course Objective

Health Enhancement II is designed on the premise for students to learn how they learn and to provide students with a basic plan to successful health. The course materials are presented using affective, cognitive, auditory, visual, and psychomotor pathways. Students must show the ability to apply movement and special awareness in an everyday setting.

Learning Activities

In the health classroom, students will be expected to read, take notes from lecture, outline given literature, and participate in the “bell game”. In the physical education classroom, we use several different activities to increase fitness, hand-eye coordination, movement, and cooperative learning. Activities used over the course of the year: ultimate disc, soccer, hockey, table tennis, volleyball, softball, and bowling.

Course Text

Health, A Guide to Wellness
Glencoe, 1996

Supplemental/Instructional Materials

Clothes for Physical Education

Introduction to Athletic Training

Course Description

This course is designed to include the basic concepts of anatomy, mechanism of injury, and administration of athletic training. Students should be able to demonstrate a basic mastery of how athletic injuries occur, how they are treated, and can be prevented. Students should also display knowledge of the National Athletic Trainers' Association Code of Ethics and Standards of Practice for Athletic Trainers.

Course Objectives

1. Know the principles of lifetime health.
2. Understand the basic anatomy and physiology of the human body.
3. Develop a working knowledge of basic first aid and the treatment of athletic injuries, diseases, and conditions.
4. Understand the basic assessment procedures used by the athletic trainer.
5. Demonstrate knowledge of nutrition and weight control.
6. Know the basic techniques of taping and bandaging for athletic participation.
7. Demonstrate knowledge of the principles of athletic conditioning.
8. Understand life-threatening conditions and shock.
9. Understand the use of rehabilitation and reconditioning techniques.
10. Understand basic sport psychology.

Instructional Methods

Instructional methods include independent reading, projects, discussion, presentation, small-group work, video, one-on-one work, practice sessions, and lectures.

Course text

Cartwright, L., and W. Pitney. 2005. *Fundamentals of Athletic Training*, 2nd ed. Champaign, IL: Human Kinetics.

Career & Vocational Technical Arts

Profile of a Graduate

The LSH graduate will be adequately prepared for advanced forms of education in the Career & Vocational Technical Arts, if he or she chooses to pursue this avenue. The graduate will be accomplished in academic requirements, general skills and attitudes, and substantive knowledge.

Academic Requirements

Accounting: Students will be expected to complete practical examples using accounting working papers. They will be expected to explain and work through exercises that require decision making such concepts as a) the fundamental accounting equation and accounting cycle; b) classifying items as assets, liabilities, or owner's equity; c) journalizing; d) financial statements.

Career Planning/Personal Finance: Students will learn appropriate, available resources for projecting career opportunities and trends, be able to identify the changing roles of men and women in the workplace and the family, explain the importance of maintaining professionalism in work relationships and describe techniques for developing and maintaining positive and flexible behaviors and attitudes.

Introduction to Computers: Students will demonstrate those skills necessary to acquire an entry-level position in industry. Competencies in Microsoft Word include designing letterhead for business correspondence, proper formatting of business correspondence, researching and writing a term paper with footnotes and bibliography. Basic Excel and Power Point competences will be demonstrated.

General Skills and Attitudes

Accounting: Students will understand that they are future workers, small business owners and entrepreneurs, and as such, will use their accounting skills to more knowledgeably manage their company's financial resources.

Career Planning/Personal Finance: Students will understand their individual, positive characteristics, their personal likes and dislikes. They will develop their individual talents, values and interests.

Introduction to Computers: Skills developed and implemented will be used throughout the individual's education and carry through to adulthood.

Substantive Knowledge

Accounting: Evaluate transactions to proper category(ies) for journalizing; create spreadsheets, posting to ledgers, make end of fiscal period adjustments and closing.

Career Planning/Personal Finance: Students will match their personal strengths to their selected/anticipated career options. They will apply their decision-making process to various types of decisions at different stages of life.

Introduction to Computers: Students demonstrate competencies in composition of business correspondence, correct placement of document on paper, proper formatting, grammar and punctuation.

Religious and Spiritual Development

Accounting: Students will understand that accounting involves scrupulous, ethical methods used in accounting affects many lives and livelihoods.

Career Planning/Personal Finance: Students will understand that this area of development involves a person's total lifestyle: education, occupation, social responsibility and leisure activities.

Introduction to Computers: Students will understand the ethics and responsibilities attached to Internet research and reporting insofar as plagiarism is concerned. They will understand the consequences of plagiarism and its connection to theft. Students will also understand the social and ethical responsibility of appropriate use of the Internet insofar as pornography is applied.

Open to Life-Long Learning and Growth

Anticipations for Loyola-Sacred Heart High School students are designed to prepare our young people to make decisions based on ethics and practical examples offered in their vocational class work. All of these young adults should be literate in a society rich and diverse in business and economics. Examples include

- Accounting: Students may one day manage their own company or find themselves in the position of managing the financial resources for others. As citizens, potential investors and perhaps parents, these students will be better prepared to make the economic decisions that will impact their communities.
- Career Development: Students understand that their skills and resources, strengths and weaknesses may change and they, the students, may find themselves walking a path other than what they anticipated. Enhance identified strengths related to career options and apply their decision-making skills to different stages of the life cycle.
- Technology (Introduction to Computers): Students will put into practice their ethics and competencies with technological equipment. They will anticipate positive change and embrace it.

Accounting

Course Description

Accounting provides an overview of basic accounting principles, giving the potential manager/owner information to assist him/her in making sound business decisions. Lessons take the student from learning what constitutes an asset, a liability and owner equity in a service business, to a partnership in a retail business.

Course Objective

Accounting will provide a realistic view of the accounting profession and demonstrate to the student where various career objectives are available when he/she has the accounting knowledge and skills necessary for beginning and accounting career and related business fields. To illustrate that not only can people use accounting as a means of earning a living, but that all persons can use accounting information and skills useful in everyday life as well.

Learning Activities

Demonstrated for the students are step-by-step procedures necessary to accomplish accounting principles. Sometimes this is done on an individual basis, depending on the ability of the student, with new material covered using the overhead for everyone to view.

Course Text

Century 21 Accounting Text and Accounting Workbook

Swanson, Ross & Hanson

5th Edition, 1st Year Course

South Western Publishing Co

Cincinnati, 1992

Personal Finance/Career Planning

Course Description

Reinforcement of writing skills, interviewing techniques, resume writing, job applications and cover letters. They will explore job and job training opportunities and develop self-assessment skills. Students will use Internet search tools, community resource people, and hands-on activities that demonstrate budgeting, shopping for credit, searching for colleges of their choice and employment opportunities.

Course Objective

Since each person is expected to become a contributing, responsible citizen in our society, students must have skills that include writing, speaking, technology, personal assessment, and an awareness of vocational and educational opportunities. The purpose of this course is to give students the tools with which to secure a satisfying and meaningful career (and perhaps a little savvy about life in general). Students work for an imaginary company where the pay and benefits are poor, and the work unrewarding and unchallenging. To achieve their objective of change is to learn how to complete a job application, write a cover letter, design a resume and endure a job interview.

Learning Activities

Students are given a variety of simulations involving budgeting, grocery shopping, car and insurance either by guests visiting our class to talk about their professions or by field trips.

Course Text

Decisions: Making Personal and Economic Choices, 2nd Edition

Brenneke & Hamill

EMC Corporation

St. Paul, 1992

Supplemental/Instructional Materials

- Various media contributions (magazine and newspaper articles pertaining to current trends).
- Newspaper classified sections for job, apartment and used car hunting.
- Personal Checkbook:
- Each student has his own checkbook with which he enters deposits for paychecks and payment of monthly expenses and bills.
- Field Trips:
- Field trips are based on availability of transportation, of course, and whether or not the person we want to see can come to the classroom instead. (i.e., Used Car Lot, Insurance Company, Mall, Rental Units)
- Guests:
- People from different occupations/professions visit this class, depending on their schedule. (i.e., Surgical Technician, A Montana Highway Patrol Officer, Missoula County Youth Probation Officer, a Pyrotechnic Expert, A Court Reporter, and a Private Investigator, etc.)

Videos:

Master Your Finance (Mastercard)

Marketing

Course Description

This course examines the components of developing a marketing strategy and the elements of planning and implementing a marketing plan. There is an emphasis on the identification and selection of targeted markets, advertising and promotions. The students diagnose marketing problems, identify opportunities and develop a marketing plan for Missoula Catholic Schools or areas within the Schools which they choose to enhance.

Course Objective

Students will become familiar with wide range of marketing strategies and develop skills in organizing and implementing a market plan. Students will be able to identify immediate and long term goals, sustainable marketing, competitive advantages, and how to allocate resources. Students will become active participants by planning a variety of marketing strategies that they will use to promote Missoula Catholic Schools.

Learning Activities

Group discussions on marketing ideas and alternatives

Research other successful peer organizations

Analyze and evaluate current marketing strategies

Group presentations

Participation in implementing strategies

Course Text

None

Supplemental/Instructional Materials

None

Publications

Course Description

The Publications Class concentrates on a variety of print, photographic and video skills. Students produce a number of different publications using digital cameras, analog, still and video cameras. Students use a variety of computer software including, desktop publishing and photo and digital editing.

Course Objectives

The course objectives of Publications include:

- Publishing the LSH Yearbook
- Maintaining photo archives
- Learning design skills
- Selling advertising in student publications
- Learning to manage deadlines
- Developing leadership skills

Learning Activities

The Publications Course uses a variety of learning activities, including:

- Instruction for using computer software
- Visiting authors/publishers/photographers from the Missoulian and the UM School of Journalism
- Basic journalism tenets and responsibilities including copyright, freedom of speech/censorship, and plagiarism
- Informal critique of previous LSH publications
- Editing written photo layouts
- Planning and execution of a ladder for the Yearbook
- Fundraising activities, selling advertisements
- Headline, captions, and news story writing
- Visiting lecture on photography and dark room procedures
- Individualized contract for grading purposes

Course Text

None

Careers in Health Sciences

Course Description

This course explores career opportunities in the modern health care system, safety issues, and ethical concerns. Individual exploration of potential careers suited to the student's life goals is facilitated.

Course Objective

Students will understand the wide range of career opportunities related to modern health care and they will have general knowledge of the education and skills required of numerous health care occupations. Students will have the opportunity to actively participate in various job shadows and interact with health care professionals in the community.

Learning Activities

Guest speakers and presentations

Hands-on job shadowing

Class participation and discussion

Analysis and discussion of various medical ethics issues

Self-reflection of speakers, lab experiences, and class discussions

Course Text

None

Supplemental/Instructional Materials

- Guest speakers
- Lab experiences at local health care facilities

Traffic Safety and Education

Course Description

This course prepares students for their driver's license examination. It includes both academic instruction and practical driving experience.

Students must pay an additional fee for this course.

Course Objective

The objective of Traffic Education is for all students to successfully complete their driving examination and earn a Montana Driver's License. Through academic preparation and driving practice, the students in this course will understand the automobile and its safe operation.

Learning Activities

- Lecture
- Quizzes
- Tests
- Practical driving applications

Supplemental Instructional Materials

Guest Speakers from local law enforcement agencies and the UM Law School.

Study Skills

Course Description

Students are introduced to time management skills while learning to start and organize the study process. Refined critical thinking skills, along with better listening skills and effective note taking will enable the student to study more effectively. Emphasis will be placed on the individual needs of the students.

Course Objective

Students will learn the value of previewing, taking notes, reviewing and developing memory recall techniques when reading. They will understand the value of organization, develop a productive and efficient homework habit and learn basic time management strategies.

Learning Activities

- Organize and use a date book
- Review daily, weekly, and monthly assignments
- Use individual tutoring time for assignments
- Show subject area films as requested by classroom teachers
- Do assigned work from classroom texts

Course Text

Reader's Handbook: A Student Guide for Reading and Learning

Publisher

Date

Supplemental Instructional Materials

As assigned by classroom teachers

School Operations Aide

Course Description

A School Operations Aide is for the independent and responsible student who has an available class period to assist the school in a variety of matters. This may include an aide to the school office, the school administration, the school library and/or the school counseling department. Students who request taking Operations Aide for credit are accountable to their sponsoring teacher / administrator and will support their role as an Aide for the benefit of school operations. Students who request this class must have a 3.0 GPA or higher, have parental permission and are limited to a maximum of 1.0 credits for the course during their tenure as an LSH student.

Course Objective

The objective of School Operations Aide is for students to become acquainted with and assist in the daily operations of a school environment, while supporting the mission of the school. Operations Aides will experience a variety of work-related environments. Students will build relationships of trust and responsibility, grow in their knowledge and appreciation of school operations, and perform tasks in association with the mission of the school.

Learning Activities

All School Operations Aides will be responsible to operate in a supporting role of the school. Activities will include data entry, telephone communications, collecting, organizing, and/or distributing documents, and monitor school activities / operations. At the end of each semester, the School Operations Aides will submit a paper describing and evaluating their Aide Assignment.

Course Text

None

Technology

Profile of a Graduate

The LSH graduate will be adequately prepared for advanced forms of education in Technology if he or she chooses to pursue this avenue. The graduate will be accomplished in academic requirements, general skills and attitudes, and substantive knowledge in technology.

Academic Requirements

Students will:

Use a variety to software programs to enhance productivity

- Microsoft word / Excel / PowerPoint / Visual Basic
- Macromedia Dreamweaver / Flash
- Pinnacle movie software
- Use technology to enhance understanding and communication
 - Internet research
 - E-mail
- Show proficiency in utilizing computer applications

General Skills and Attitudes

Students will:

Attain a basic level of understanding regarding technology

- How a computer operates
- What components make up a computer
- How to build a computer

Substantive Knowledge

Students will:

Select appropriate software to complete various problems

Utilize technology to complete assigned tasks

Religious and Spiritual Development

Students will:

Work together with other Parishes in and around the Missoula area to develop and maintain their websites.

Understand the dangers involved with the internet that include but are not limited to pornography, worms, viruses, chat rooms & other cyber crimes.

Open to Life-Long Learning and Growth

Students will:

Understand the impact of technology on today's society

Analyze what technologies have advance with technology

Identify uses of technology in the home, society, and workplace

Word Processing

Course Description

Computer Applications will give students an overview of personal computing. Using Microsoft Office®, students will develop working knowledge of word-processing application (MS Word) spreadsheet application (MS Excel) and presentation software (MS Power Point). Students will maintain and enhance keyboarding skills through daily work and drills.

Course Objective

Computer Applications will teach students to use application tools in the Microsoft Office Suite on an IBM compatible computer (Word, Excel, and PowerPoint). Students will demonstrate the ability to manipulate information throughout all four applications and will learn to integrate applications from one tool into another.

Learning Activities

Students will meet learning goals through lecture/discussion and daily exercises.

Course Text

Learning Microsoft® Office
DDC Publishing 1996

Computer Applications

Course Description

Computer Applications will introduce students to the general field of Computer Science. Topics will include but are not limited to: Operating Systems, Programming through the use of Microsoft Visual BASIC, Web Page Development, Robotics, computer hardware and software. The present knowledge and the interests of the students may drive the course to some extent.

Course Objective

The Advanced Computer Applications course is intended as a survey course in computer science. Through research by students and presentations by guest speakers, the students will be introduced to a broad spectrum of computer science.

Learning Activities

Students will complete projects, presentations, and hands-on work with the software and hardware of the personal computer. This course will also have homework, quizzes, and tests as learning activities.

Course Text

Technology I

Course Description

This course is designed to introduce students to the personal computer. Students will study the history of the PC, uses of computers, computer hardware & software, computer assembly techniques, how computers function, and basic trouble-shooting techniques when problems arise. In addition advanced computer applications will be taught in Excel and PowerPoint. Finally, students will gain experience in basic movie making and web development.

Course Objective

Throughout this course students will understand how the computer originated and what changes have occurred over the time. Students will also gain knowledge of how a computer works, what components are necessary to build one and how to find the parts using the internet. Students will then continue with computer software to construct a web site, make a movie and use basic Microsoft software to enhance presentations and reports. Students will be active participants in this class and will be required to participate in class discussions and present materials to fellow classmates.

Learning Activities

- Interactive computer jeopardy games
- Lecture material
- Presentations
- Internet research
- Hands on lab sessions
- Class participation
- Independent and group activities

Course Text

None

Supplemental/Instructional Materials

Films:

Triumph of the Nerds
PBS Video by Bob Cringely

The Journey Inside
Intel Corporation Educational Video

Reference:

Upgrading & Repairing PCs
Scott Mueller

Macromedia Dreamweaver MX
Prentice Hall

Computer Technology II

Course Description

This one semester course is an independent study course by invitation only for a limited number of students. The students will be involved directly with the school System Administrator in maintaining the school computer infrastructure. The students will set up new computers, trouble shoot hardware and software problems, maintain labs, and assist staff as required to operate their computers.

Course Objective

Students are introduced to the practical side of computer science, i.e. maintenance of hardware, software and of the network. Students will be introduced to the Active Directory, Group Policy Management, and the methods of monitoring a network.

Prerequisites

Computer Technology 1

Computer Applications

Extensive independent computer experience

Ability to work independently with minimal supervision

Computer Programming

Course Description

This course is designed to introduce students to computer programming using Microsoft Visual Basic. Students will gain an understanding of planning using flowcharts, pseudo code and hierarchy charts. After detailed planning students will generate different programs which will produce desired outcomes. In addition students will experiment with game programming by producing programs such as minesweeper.

Course Objective

Students will gain an understanding of how programs are written and the planning steps necessary in writing a program. This course also teaches how to pay attention to strict details because programming code will only work if done properly. In addition students will construct programs that can be used to solve everyday problems and understand when to use them. Finally, student will construct their own programs and demonstrate how they work to the rest of the class to work on public speaking skills.

Learning Activities

- Lecture material
- Individual presentations
- Group assignments
- Proof reading
- Class participation / discussions
- Handwriting code
- Writing code on the computer
- Internet research

Course Texts

- An Introduction to programming using Visual Basic 6.0 (4th Edition)
- by David I. Schneider
- Programming games with Visual Basic 6.0
- by Catherine Dwyer & Jeanine Meyer

Supplemental/Instructional Materials

None