

## 2009 Course Descriptions 11<sup>th</sup> Grade

### Required Courses:

#### MATH

#### **Course Title: Integrated Math I**

Prerequisite: Successful completion of Algebra I

Textbook: Glencoe - proposed

Grade: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Numerous consumer, career, technical and professional applications will be integrated into each topic throughout the course of study.

#### **Course Title: Geometry, Geometry Honors**

Grades: 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>

Prerequisite: Successful completion of Algebra I and instructor recommendation.

Textbook: Glencoe *Geometry*

This class is the study of two dimensional and three dimensional Euclidian geometry. Topics of study include planes, lines, polygons, 3-D solids, area, perimeter, volume, similarity, formal and informal proofs, and congruence. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Appropriate technology, from manipulatives to graphics software, will be integrated into instruction and assessment.

#### **Course Title: Algebra II, Algebra II Honors**

Grades: 10<sup>th</sup> and 11<sup>th</sup>

Prerequisite: Successful completion of Algebra I and Geometry and instructor recommendation.

Textbook: Glencoe *Algebra II*

Algebra II continues the students' study of advanced algebraic concepts including functions, polynomials, linear and quadratic equations, systems of equations, inequalities and matrices. Course will also include discussions of, and problems relating to, logarithms, complex numbers and trigonometric functions. Students will solve problems using algebraic, numeric, verbal and graphic means.

#### **Course Title: Pre-Calculus and Pre-Calculus Honors**

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Prerequisites: Successful completion of Algebra II

Text book: Under Review

Pre-Calculus provides students a study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course of study. Appropriate technology, to include calculators and application software, will be used regularly for instruction and assessment.

## SCIENCE

### **Course Title: Physical Science**

Grade: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>

Prerequisites: None

Text book: Under review

The physical science curriculum is designed to continue the investigation of the physical sciences begun in earlier grades. The physical science course will build a rich knowledge base to provide a foundation for the continued study of science. The investigations will be approached in a qualitative and quantitative manner in keeping with the developing mathematical skills of the students. The curriculum will integrate topics from both chemistry and physics.

### **Course Title: Chemistry, Chemistry Honors**

Grades: 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>

Prerequisite: Successful completion of Geometry and Biology

Textbook: Holt, Rinehart and Winston *Modern Chemistry*

The course focuses on basic chemical concepts and incorporates laboratory sessions to reinforce these concepts. Students will study the structure of atoms, properties and phases of matter, chemical reactions, conservation of energy and matter, as well as the interaction of energy and matter. Both algebraic and geometric concepts will be applied to understand the minute world of elements and compounds.

### **Course Title: Physics and Physics Honors**

Grade: 11<sup>th</sup> and 12<sup>th</sup>

Prerequisite: Successful completion of Chemistry

Text book: Under review

This course gives an introduction to the fundamental principles of natural phenomena. Topics include (i) mechanics, (ii) heat, (iii) electricity and magnetism, (iv) light and sound and, (v) nuclear decay. Knowledge of basic algebra and trigonometry is needed for this class. The class will include lectures and labs.

## ENGLISH

### **Course Title: English III and English III Honors**

Grade: 11

Prerequisite: Successful completion of English II

Students will master the writing process needed to produce a variety of well-developed compositions. Focus includes an in-depth analysis of literary types and the effective use of argumentation. Students will read, analyze, and respond in writing on topics related to theme, author's purpose, and literary techniques. Students will write essays such as narrative, compare/contrast, and literary analysis. Students will finish the year conducting research and writing a research paper that includes proper documentation, citation, and synthesis.

Novel selections may include:

<i>Catcher in the Rye</i>	J.D. Salinger
<i>Count of Monte Cristo</i>	Alexander Dumas
<i>Crucible, The</i>	Arthur Miller
<i>Cry the Beloved Country</i>	Alan Paton
<i>Cyrano de Bergerac</i>	Edmund Rostand
<i>Death of a Salesman</i>	Arthur Miller
<i>Grapes of Wrath, The</i>	John Steinbeck
<i>Great Gatsby, The</i>	F. Scott Fitzgerald
<i>Gulliver's Travels</i>	Jonathan Swift
<i>Medea</i>	Euripides
<i>Of Mice and Men</i>	John Steinbeck

**Course Title: Advanced Placement (AP) Language and Composition**

Grade: 11<sup>th</sup> and 12<sup>th</sup>

Prerequisite: Successful completion of English II and teacher recommendation. A writing sample may also be required.

This year-long course is designed to be the equivalent of the introductory year of a college composition course. Students write about a variety of subjects in both formal and informal contexts, such as journals, impromptus, narrative essays, expository essays, analytical essays, and argumentative essays. Students apply the writing process to improve their writing skills. Students will read and respond in writing to a variety of prose styles and genre, focusing on non-fiction. Students will analyze an author's use of rhetorical strategies and techniques. Students will apply research skills to evaluate, use, and cite primary and secondary sources in a research project presented to the class at the end of the school year.. Approximately 40% of class time will be spent preparing the students to take the AP Language and Composition exam. **Three summer reading requirements and a reading log will be required for admission to the AP program. Students should expect an average of 1.5 hours of homework per night for this class.**

Reading selections may include:

<i>I Have Lived a Thousand Years: Growing up in the Holocaust</i>	Livia Bitton-Jackson
<i>I Know Why the Caged Bird Sings</i>	Maya Angelou
<i>Into the Wild</i>	John Krakauer
<i>Nickle and Dimed: On (Not) Getting by in America</i>	Barbara Ehrenreich

## SOCIAL STUDIES

### **Course Title: World Geography for Life, World Geography for Life Honors**

Grade: 9<sup>th</sup> and 10<sup>th</sup> and 11th

Textbook: Glencoe *World Geography and Cultures*

Using a world regional approach, and following the National Geographic Society's curriculum standards, this course introduces students to the five themes of geography: location, place, interaction between the human and physical environment, the process and impact of the movement of ideas, people and things across space, and the differences and similarities that exist between and within major cultural regions of the world. Emphasis is placed on the development of critical thinking skills and the ability to reflect upon and articulate the complexity of past and current global challenges.

### **Course Title: World History, World History Honors**

Grades: 10<sup>th</sup> and 11th

Prerequisite: World Geography

Textbook: Glencoe *World History*

To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. *World History* uses the foundation acquired in *Geography and World Cultures* and gives the students knowledge which will be applied in the study of *United States History* and *Government and Economics*. A historical approach examining the broad themes such as: political systems, war as agent of change, international relations, and internal stability and strife, will be used.

### **Course Title: United States History and United States History Honors.**

Grade: 11th and 12th

Prerequisite: Successful completion of World History and World Geography

The study of United States History in the eleventh grade is designed as a survey course and a continuation of the humanities curriculum. After the study of World Geography and World History, this survey course begins with a brief introduction to pre-columbian America and moves quickly to colonization and expansion through modern America. Some overlap of time periods and material occurs with this class as material is examined chronologically and thematically.

The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. Thematic strands woven into the curriculum throughout the year include: Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity.

**Course Title: Advanced Placement United States History**

Grade: 11th or 12th

Prerequisite: Successful completion of World History and World Geography and teacher recommendation

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. **Students will have a summer reading requirement for this class. Students should expect an average of 1.5 hours of homework per night for this class.**

**FOREIGN LANGUAGE**

**Course Title: Spanish I**

Grade: 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup>

Prerequisites: No previous Spanish studies are required but some students may have a limited prior experience with the language.

Proposed Textbook: *Ven Conmigo* Level I by Holt, Rinehart, and Winston

In first year Spanish, the student is introduced to the basics of language. Emphasis is placed on learning general grammatical constructions, cultural aspects, conversing in simple phrases, building a wide vocabulary, and becoming familiar with two tenses of the indicative mood. This course is taught 50% in Spanish.

**Course Title: Spanish II, Spanish II Honors**

Grade, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup>

Prerequisites: Successful completion of Spanish I and approval of the instructor. (A placement test may be given to assure correct level placement).

Proposed Textbook: *Ven Conmigo* Level II by Holt, Rinehart, and Winston

At the beginning of Spanish II, the student is able to express him/herself in short grammatically correct sentences. Through the year he/she progresses to a more complex stage of communication encompassing everyday life situations. The emphasis throughout the course is on communication in the target language, to include, reading, writing, listening and speaking. Advanced verb study, grammar, vocabulary and idioms are acquired. The student continues his/her study of Hispanic cultures and traditions. This course is taught 75% in Spanish.

**Course Title: Spanish III**

Grade: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup>

Prerequisites: Successful completion of Spanish II and the approval of the instructor. (A placement test may be given to assure correct level placement)

Proposed Textbook: *Ven Conmigo*, Level III by Holt Rinehart and Winston

This course is designed to develop in the student a greater understanding of the Spanish language, by speaking, reading and writing Spanish, and continuing studies of Spanish grammar, while at the same time to deepen appreciation of the Hispanic world. In addition to continuing work done in Spanish II, reading is an important component of the course and provides the basis for writing. Conversation in the target language is emphasized.

**Course Title: Spanish III Honors**

Grade: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup>

Prerequisites: Successful completion of Spanish II and approval of the instructor. (A placement test may be given to assure correct level placement).

Textbook: *Ven Conmigo* Level III by Holt, Rinehart, and Winston

Spanish III-Honors is designed to develop in the student a greater understanding of speaking, reading, and writing and to deepen his/her understanding and appreciation of the Hispanic world. The primary goal of the course is to strengthen reading and writing skills along with more complex structure and vocabulary. In addition to the work done in Spanish II, reading is an important component of the course and provides the basis for proficiency in writing. In this course the student is also introduced to Spanish literature. An eclectic method incorporating elements of the audiovisual and the more traditional approaches includes:

1. Comprehensive review of the verbs, grammatical structures and idioms, plus reasonable study of advanced grammar and idioms.
2. Written and oral drills.
3. Emphasis on aural comprehension, self-expression in advanced Spanish, and facility in reading and writing of normal difficulty through the use of conversation, practice in directed and/or free compositions and auditory reading comprehension exercises in Spanish.
4. Study of the culture, history and geography of Spain and Spanish America.

**Course Title: Spanish IV**

Grade: 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>

Prerequisites: Successful completion of Spanish III and teacher recommendation

Textbook: *Ven Conmigo* Level III by Holt, Rinehart, and Winston

In Spanish IV, students will express and inquire about those topics covered in Spanish III, and continue to develop those contexts with new vocabulary and expanded applications. Listening, speaking, reading and writing skills will continue to be expanded. Cross curriculum areas include, culture, geography and grammar. Reading short literature selections in the target language and formal writing are introduced. Grammar topics include: reflexive verbs including reciprocal actions, the future tense, the conditional, that which (lo que), the passive voice, the formation of the present subjunctive (regular

verbs and ir, ser, dar, estar, saber), and the use of the subjunctive (present, imperfect, and present perfect)

Note: students having taken Spanish III Honors are not eligible to take this class

**Course Title: Spanish IV Honors**

Grade: 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>

Prerequisites: Spanish III Honors or teacher recommendation

Text book: Holt *Nuevas Vistas I*

In Spanish IV Honors, students will continue to develop and refine their reading, writing, listening and speaking skills and deepen their understanding of the language and culture of Spanish speaking people. This will be accomplished through thematic units centered on classic and contemporary Spanish language literature. Students will develop a portfolio of their work. **A summer reading assignment will be required for this course.**