

# IONA PREPARATORY SCHOOL Curriculum Guide



*Revised December 2017*

## Course Offerings

Department	9th	10th	11th	12th
<b>Religion</b>	Religion 1	Religion 2	Religion 3	Religion 4 Religion 4/ Leadership
<b>English</b>	STEP English 1 English 1H English 1 Research Writing (STEP)	STEP English 2 English 2H English 2	AP English (Lang.) English 3H English 3	AP English (Liter.) English 4H English 4
<b>Language</b>	Italian 1/2 Spanish 1/2 Mandarin 1 Intro to Latin (STEP)	Italian 2/3 Spanish 2/3 Latin 2 Mandarin 2	Italian 3/4 Spanish 3/4 AP Spanish Mandarin 3	Italian 4 Spanish 4 AP Spanish AP Italian Mandarin 4 AP German
<b>Mathematics</b>	Geometry H Algebra H Algebra	Algebra II/Trig H Geometry 2H Geometry 2	Pre-Calculus H Algebra II/Trig H Algebra II/Trig Math 3	AP Calculus AB AP Calculus BC Calculus H Intro to Calculus Math 4 AP Statistics
<b>Science</b>	Biology 1H Biology 1	Chemistry H Chemistry	AP Biology AP Chemistry AP Physics Physics H Physics 3	AP Biology AP Chemistry AP Physics 1 AP Psychology Anatomy & Physiology H Astronomy Criminalistics Electronics/Robotic Psychology Intro to Engineering
<b>Social Studies</b>	AP World History Global Studies 1H Global Studies 1	AP Euro History Global Studies 2H Global Studies 2	AP US History US History 3H US History 3	AP Government Economics/Gov H Economics/Gov Military History
<b>Other Offerings</b>	Comp/ Grammar MS Office	Health 2 Latin/Greek Elements of English	Art 3 Music 3	Accounting Art Projects Film AP Human Geo AP Computer Science Principles Creative Writing Music 4
	Freshman Service	Sophomore Service	Junior Service	Senior Service
	Physical Ed 9	Physical Ed 10	Physical Ed 11	Physical Ed 12

**H** refers to honors courses    **STEP** refers to advanced honors courses

# College Selection

# A Four-Year Plan

*“College is a match to be made, not a prize to be won.”*

Frank Sachs

— *Past President of National Association  
for College Admission Counseling*

## **GOAL**

Iona Prep will provide a process whereby students and families will be able to make suitable and appropriate choices for continuing the student’s education.

## **OBJECTIVES**

1. Parents and students will become thoroughly familiar with the process of college admissions.
2. The School Counseling Department, in conjunction with the college counselors, will design a series of experiences to ensure this familiarity and will provide support and encouragement to families in making their college selections.

## **ACTION PLAN**

Over the course of four years at Iona Prep, students and their families will be provided with educational experiences and services directed toward raising awareness regarding the demands of college selection. The College Counseling Office will provide information and counseling that will assist in making knowledgeable choices during the college selection process.

## **FRESHMAN YEAR**

**The primary developmental task to be accomplished in the first year is to instill a sense of belonging and adjustment to high school life. This is facilitated as school counselors assist students in their academic, personal and social development. Counselors will specifically introduce the value of a college education and its role will be presented through the following activities:**

- The role school counselors play in a student's high school experience
- The importance of time management and organizational skills
- How to read a transcript and understand the important role of this document in the college admissions process
- The critical components colleges identify in their selection process of high school students
- Techniques to improve high school grades via study skills and capitalizing on learning styles
- Mid-Term and final exam preparation skills, schedules and planning
- Freshmen will take a battery of educational tests in October. The results highlight areas of strength and weakness in the basic skills of reading and math and provide an opportunity to assess a student's placement.
- Freshmen will have the opportunity to speak to college reps visiting the campus.
- Freshmen will be introduced to the language unique to colleges and universities.
- Freshmen will be encouraged to select extra-curricular activities for enjoyment and enrichment.
- Freshmen will become familiar with the Common Application to understand the elements considered by colleges for admission.
- In peer counseling groups, freshmen will have the opportunity to learn first-hand the experiences of current juniors and seniors undergoing the college application process.
- Freshmen will be apprised of the appropriate SAT Subjects Tests.
- Freshmen will be encouraged to pursue summer activities that will expand their experiences and enhance their education.
- The school counseling staff will sponsor a College Readiness Night in the fall. Freshman parents will be encouraged to attend to learn about the process of early college planning.
- The school counseling department will write a quarterly letter to freshman parents regarding the freshman transition and school counseling issues.

## **SOPHOMORE YEAR**

**The focus in the second year is to develop an awareness of self and career interests while maintaining an emphasis on academic performance. In group guidance classes counselors will specifically introduce the value of a college education and its role will be presented through the following activities:**

- Students will utilize the Interest, Abilities and Values Surveys on the *Naviance Program*. The results of this survey will lead the students to explore possible careers and college majors.
- Students will conduct a career search to determine the kind of training necessary to accomplish their career goals. They will research college programs that are associated with their goals.
- Students will determine the requirements needed to attend the school that matches their career interests.
- Students will take the PSAT in October. Counselors will discuss areas of strength and concern with each student.
- Sophomores will have the opportunity to speak to college reps visiting the campus.
- Sophomores will have the opportunity to attend Alumni Career Night, sponsored every other year by the Iona Prep Alumni Office, to help focus their attention on prospective areas of work.
- Counselors will discuss the importance of involvement in extra-curricular activities, keeping abreast of grade requirements and creating a list of colleges of interest.
- The school counseling staff will present a College Night for sophomore parents to highlight the college process and key areas to work on: reading, major fields, location, cost and summer activities.
- Students will utilize the Internet in a college search and contact specified colleges electronically to determine eligibility requirements.
- Sophomores will be advised as to appropriate SAT Subject Tests.
- Sophomores will be encouraged to pursue their interests with summer activities that expand their educational experience.
- The school counseling staff will sponsor a College Readiness Night in the fall. Sophomore parents will be encouraged to attend workshops of their choosing related to the college process.

## **JUNIOR YEAR**

**Juniors will be engaged in an eighteen-month process which addresses the selection of colleges, matching interests, making the appropriate choices and applying to colleges.**

- The Guidance & Counseling Department will communicate elements of the selection process to students and families emphasizing that it is not a single event, but an ongoing enterprise that takes time and thought to accomplish.
- Students will complete survey questions to determine attitudes and interests about college.
- Counselors will introduce college terms for a clearer understanding of the process.
- Juniors will take the PSAT. The results of this test, as well as strategies for improvement, will be communicated to students and parents.
- The following categories of the selection process are introduced:
  - Major field of study
  - Selectivity level of the college
  - Location
  - Enrollment
  - Extra-curricular activities and special needs
  - Cost and financial aid
- Students will use the *Naviance Program* to generate a list of colleges for consideration.
- Juniors will have the opportunity to speak to college reps visiting the campus.
- Students will create autobiographies and resumes that highlight their abilities.
- Students will submit activity sheets which describe extracurricular activities.
- Counselors will profile colleges that fit the student's criteria.
- Counselors will explain the SAT and its significance in the application process. SAT preparation information will be available for students to enhance their scores.
- Juniors will take the ACT/SAT exam either in May or June.
- Juniors and their parents will meet with the college counselor to outline the initial list of schools and discuss the planning process. The college counselors are available during July and August for family meetings.
- The school counseling staff will sponsor a College Readiness Night in the fall. Junior parents will be encouraged to attend workshops of their choosing related to the college process.
- The school counseling staff will also sponsor a College Fair in the spring targeted for junior students and parents.
- Each junior will write a draft of his college essay. In addition, he will be encouraged to visit a college campus and take appropriate SAT Subject Tests.
- Juniors will pursue summer activities with the purpose of exploring career or educational activities.
- The School Counseling Department will publish a monthly letter to parents that outlines school counseling activities.

## **SENIOR YEAR**

**In senior year students will identify *reach, target and safety* schools for admission. Each student will apply to his primary choices and make decisions that match the student's and his family's needs.**

- The college counselors will meet with students and parents to help narrow the choices.
- The College Counseling Office will conduct essay writing boot camps in the summer prior to senior year.
- The College Counseling Office will present a College Night for senior parents.
- Iona Prep will provide opportunities for seniors to visit colleges to meet with representatives.
- Seniors will be instructed in the completion of applications and the various modes of communication available to them, i.e. electronic applications, Common Applications or paper filing.
- Seniors will have opportunities to practice for college interviews with the guidance staff and admission representatives.
- Seniors will be exposed to college admissions representatives during the school day.
- Seniors and their families will be made aware of scholarship opportunities through our monthly newsletter.
- Seniors and their families will be made aware of the procedures involved in obtaining financial aid. The College Counseling Office will host a Financial Aid Workshop for parents.
- The college counselors will assist the student and his family throughout the decision-making process to offer information, advice and assistance in meeting procedural tasks.

# ***Religious Studies***

## **GRADE 9**

**First Semester: The Revelation of Jesus Christ in Scripture**

**Second Semester: Who is Jesus?**

Religion 1 is the entry-level course for all freshman students. It is the first year of a Religion Curriculum for Grades 9-12 within the Archdiocese of NY that is based on the United States Catholic Conference of Bishops document: *“Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age”*. The overall goal of this Curriculum throughout the student’s high school years is to teach and reinforce the central teaching of the Christian Faith which is that **“Jesus Christ is the center of all we are and all we do”** (Archdiocese of NY Theology Curriculum for Secondary Schools).

The primary focus of the first semester is “The Revelation of Jesus Christ.” Students will learn through the study of Scripture and Tradition how God reveals Himself and why. This understanding of Divine Revelation culminates with the knowledge that Jesus Christ is God’s Complete Revelation. Students will become familiar with Sacred Scripture-both the Old and New Testaments through study, interpretation and reflection. The student’s prayer life will be enriched through the introduction of Scriptural based prayer practices such as Liturgy of the Hours and Lectio Divina.

During the course of the second semester, students will examine the concept of faith as our response to Divine Revelation. The qualities of faith and the relationship between faith and religion will be discussed. The Mystery of Jesus’ Humanity and Divinity will be explored during this second semester course. The Divinity of Jesus is analyzed through study of the Trinity, while Jesus’ humanity is explored by an examination of Jesus’ life as a First Century Palestinian Jew. The study of the life of Jesus allows students to gain a better understanding of what it means to be human. Through prayer, reflection and discussion of Scripture and Church documents, students will deepen and strengthen their relationship with Jesus. Throughout the semester there will be an ongoing discussion of what it means for Christians to be disciples of Jesus Christ in today’s world.

## **GRADE 10**

**First Semester: The Mission of Jesus Christ (The Paschal Mystery)**

**Second Semester: Jesus Christ’s Mission Continues in the Church**

Religion 2, the second year of the United States Catholic Conference of Bishops Curriculum framework, builds on concepts and prayer practices introduced in Religion 1. Throughout the year, students will be challenged to strengthen and deepen their faith through study, reflection and prayer on the “Living Word of God”.



The primary focus of the first semester is to help students gain a deeper appreciation for all that God has done for humanity through His Son, Jesus Christ. Study of the Paschal Mystery will help students reflect and make sense of suffering and evil in the world. A survey of Scripture will reveal how God promised to redeem His people from the very beginning of Salvation History and that the Gospels reveal Jesus Christ is the fulfillment of that promise. Students will see that the Death and Resurrection of Jesus accomplishes our redemption and how we are called to live life as disciples of Jesus Christ.

In the second semester students will see how Jesus' Mission lives on through the Catholic Church. The Church as the "Living Body of Christ" will be the focus of study. Critical reading of selected Scripture passages will help the students see how Christ instituted the Church and how the Holy Spirit inspires and guides throughout history. Students will come to understand the Church's role in the world today and how they contribute to the mission of the Church as disciples of Jesus Christ.

## **GRADE 11**

### **First Semester: Sacraments as Privileged Encounters with Jesus Christ**

### **Second Semester: Life in Jesus Christ**

Religion 3 is the third year of the United States Catholic Conference of Bishops Curriculum framework that involves the study of the Seven Sacraments and what it means to live life "as a Disciple of Jesus Christ". In the First Semester, students will see how Jesus Christ is encountered in a special way through the Sacraments. The Matter, Form and proper disposition of each Sacrament is studied. The Sacrament of the Eucharist will be studied in detail to show how it is the "source and summit" of a Catholic Christian life.

The knowledge of Jesus Christ's presence throughout our lives via Sacraments and Liturgy is the starting point for the second part of the course which deals with morality and the process of making moral decisions. Morality as a subject deals with the rightness and wrongness of actions. This course helps each student to better understand the decision making process, especially in terms of the root and motivation of his own choices. Timeless questions are addressed within a Catholic framework: *What is good? Why do I do what I do? What consequences do my actions have? What type of person do I want to be? How do I make informed decisions and choices? What can I do to live out my Christian calling?*

In discussing these questions, students are encouraged to speak freely and openly but in a constructive way so that intellectual growth and spiritual/ethical maturation are actively taking place.

Students will explore Catholic Church teachings based on their understanding of Jesus' teachings from previous years of study. Ultimately the students' study of what it means to "live a life in Jesus Christ" will lead to the understanding that true happiness and peace comes from following Jesus Christ and His plan for us.

## **GRADE 12**

### **Religion 4:**

**First Semester: Ecumenical and Interreligious issues**

**Second Semester: Living as a Disciple of Jesus Christ in Society**

Over the course of two semesters, students will be introduced to the major world religions and will study in greater depth several key themes of Catholic Social Teachings. During the first semester, the major world religions will be examined in the light of the Second Vatican Council's declaration that: *"the Catholic Church rejects nothing that is true and holy in these religions...and Christians should "acknowledge, preserve and encourage the spiritual and moral truths found among non-Christians, as well as their social life and culture."* (NA, 2).

In the second semester students will build on the basic concepts of Catholic Social Teaching taught in Religion 3. As part of this Second Semester course students will review the roots of Catholic Social Teaching along with Scriptural roots of Justice and the role of Catholic Social Teaching in the Modern World. Students will explore in greater detail what it really means for them as individuals and as members of a community to answer Christ's call to serve others, especially the poor.

### **Religion 4/Christian Leadership:**

**First Semester: Responding to the Call of Jesus Christ**

**Second Semester: Living as a Disciple of Jesus Christ in Society**

This is an adapted Religion 4 course to include lessons on Christian leadership, service and advocacy. In the first semester, students will be introduced to what it means to be a leader. They will learn about the qualities and characteristics of a good leader through a Christian lens. Topics covered include Leadership Theory, Dynamics of Leadership, Moral decision making, proper etiquette and resume writing. Students will gain practical leadership experience through the facilitation of underclassmen retreats and creating presentations to develop underclassmen leaders at Iona Preparatory School.

As a component of studying Leadership, students will explore in greater detail what it means for them as individuals and as members of a community to answer Christ's call to serve others, especially the poor. Students will come to understand that Catholic Social Teaching is not just a response to social problems but is rooted in the belief that we have a communal social nature and are made in the image of God which means we must all work to ensure all humans are treated with the dignity they deserve. During the first semester we will examine individual choices and societal choices that will best allow us to reflect/live Christ's love for others, especially the poor and needy. Coursework will involve discussions not only on ways to best serve others but also how students can advocate to eliminate the root causes of poverty as students and adults later on in life.

Enrolled students will have the option to be part of a mentorship program. In partnership with the Iona Prep Advancement Office, students will be placed with members of the extended Iona Prep Community (alumni, current parents, etc.) in areas that reflect students' interests giving them real-world experience.

In the second semester, students will learn how important it is, especially for leaders, to follow a vocation and live a life of service for all people. Students will come to understand that there exists a common vocation of Holiness for all as well as each person's personal vocation. There will be an examination of the four states of life that the Church recognizes as a way to live out a personal vocation. The importance of prayer, reflection and discernment will be introduced as the chief tools for recognizing and living out any particular vocation. Service is an important component of vocations and will be emphasized throughout the course.

# *English*

## **GRADE 9**

**English 1** - This introductory course focuses on world literature and emphasizes the structure found in works of various genres. Students express their understanding of what they read through classroom discussion of plot, characterization and themes and through writing properly constructed essays. Students study vocabulary and become acquainted with the requirements of the New York State curriculum. Authors studied may include Homer, Shakespeare, Rostand, and Coelho.

**English 1 Honors** - This course focuses on a variety of literature that offers viewpoints, ideologies, and teachings from around the world. To allow students a deeper understanding of the social structures that accompany various traditions, there will be an intense focus on both history and culture. Students study vocabulary and become acquainted with the requirements of the New York State curriculum. Authors studied may include Homer, Shakespeare, Rostand, and Coelho. Students will hone literary skills through writing a variety of analytical and structural essays, and through creative assignments and journal pieces that will be relative to the readings of the class.

**Composition and Grammar** - This is a separate half-year course at both the core and honors levels that focuses specifically on the writing process and grammar study.

**STEP 1** - This is the most advanced English course offered to freshmen. Students develop higher level reading, writing, critical thinking and interpretative skills through reading multicultural literature. Students work independently, in small groups, and as a class in the consideration of the material studied, thereby building individual as well as leadership skills. Students also learn the research process. Authors studied may include Shakespeare, Paton, Gandhi, Narayan.

**Introduction to Research and Writing** – This is a first semester half year course intended for talented and motivated students committed to serious learning and development of their research and writing skills. As such, it is required for students in “S.T.E.P.” The students will begin with a review of essential aspects of English grammar. They will practice these elements by frequent short, graded writing assignments. Students will also be introduced to the formal research process, following MLA Style. The course will culminate in the research and writing of a substantial research paper that will be due at the end of the semester and serve as the final exam. One-on-one conferencing with the teacher at various stages of the final research paper will play a significant role in the process.

## **GRADE 10**

**English 2** - This course follows the British tradition in literature from the Anglo-Saxon period through the Victorian period. Students will explore various genres, understand the ways in which the literature reflects British society and culture even as it addresses universal concerns, and formulate comparisons between the eras studied and our contemporary perspectives. In addition,

this course will continue the development of vocabulary, grammar, and oral and written communication skills begun in freshman year. Authors studied may include Chaucer, Shakespeare, Shelley, and Shaw.

**English 2 Honors** - This course follows the British tradition in literature from the Anglo-Saxon period through the Victorian period, and is conducted in a more in-depth and analytical way than is the core level. Students will explore various genres, understand the ways in which the literature reflects British society and culture even as it addresses universal concerns, and formulate comparisons between the eras studied and our contemporary perspectives. Students will continue to build vocabulary and oral communication skills. Emphasis is placed upon composing clear, sophisticated prose. In addition, this course will continue the development of vocabulary, grammar, and oral and written communication skills begun in freshman year. Authors studied may include Chaucer, Shakespeare, Shelley, and Shaw.

**Latin and Greek Elements of English** - This is a separate half-year course at both the core and honors levels. The central purpose of this course is to increase and enhance students' vocabulary by teaching the Latin and Greek roots of English words. The course will equip students with the necessary tools for decoding the meaning of unfamiliar words, a skill that will prove useful in preparation for the verbal portion of the SAT examination. In a more general way, the course will enable students to read with greater comprehension across the curriculum both in high school and ultimately at the college level. In addition, students will explore several tales of gods, goddesses, and heroes from classical mythology.

**STEP 2** - This is the most advanced English course offered to sophomores, both in terms of the sophistication of the material studied and in the nature of the essays and projects assigned. Students consider the thinking that has brought about societal change as they study literature in its historical context as well as from a philosophical standpoint. Emphasis is placed on writing sophisticated, analytical prose. Students will also conduct research in order to form their own responses to the works studied. Authors studied may include Plato, Chaucer, Shakespeare, Johnson, Shelley, and Gardner.

## **GRADE 11**

**English 3** - This course familiarizes students with the ways in which events in American history affect literature and culture in the United States. Emphasis is placed on an understanding of major American works and their authors and continued development of vocabulary, writing and oral communication skills with respect to the New York State curriculum. Authors studied may include Miller, Emerson, Fitzgerald, Frost, and Salinger.

**English 3 Honors** - This course familiarizes students with the ways in which events in American history affect literature and culture in the United States. It is conducted in a more in-depth and analytical way than is the core level. Emphasis is placed on an understanding of major American works and their authors, continued development of vocabulary and oral communication skills with respect to the New York State curriculum, and the composition of sophisticated, analytical prose. Authors studied may include Miller, Bradbury, Twain, Emerson, Fitzgerald, Frost, and Salinger.

**Advanced Placement English Language and Composition** – This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course follows the prescribed curriculum of the College Board and culminates with the AP exam. **Selected works:** *In Cold Blood, The Catcher in the Rye, The Great Gatsby*. Students also read numerous short nonfiction pieces in keeping with the requirements of the AP exam.

## **GRADE 12**

**English 4** - This course is designed to develop and refine the students' written and verbal expression. Through assignments in reading and writing, students continue to enhance their critical reading and writing skills, with an emphasis on organization and grammar. Students are responsible for both short and long term reading and writing assignments. Students also read several poems, plays, and novels throughout the year. Authors studied may include Sophocles, Shakespeare, Thurber, Frost, and Wilson.

**English 4 Honors** - This is a challenging course of study focusing on classic literature – drama, poetry, novels, and short stories. Students will refine their verbal expression through class discussion, develop their creative and critical thinking skills, and gain an appreciation of fine literature. Students will also be expected to demonstrate mastery of literary analysis via participation in a class-sponsored literary blog and through research-based power-point presentations. Authors studied may include Sophocles, Shakespeare, Thurber, Frost, and Wilson. Finally, students will demonstrate superior writing skills via an assortment of literary essays and a research paper.

**Advanced Placement English Literature and Composition** – This course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course follows the prescribed curriculum of the College Board and culminates with the AP exam. **Selected works:** *As I Lay Dying, Crime and Punishment, Oedipus Rex, All the Pretty Horses, Hamlet, A Portrait of the Artist as a Young Man, Waiting for Godot, numerous short stories and poems*.

**Creative Writing** - This course is designed for students who have a strong interest in, and aptitude for, English Language Arts, and wish to supplement their required senior English course. Students will learn to identify specific techniques used by the authors of effective fiction, poetry, and creative non-fiction, and then practice utilizing those techniques in composing their own original, creative works. Students will have the opportunity to present and publish their work throughout the year, thereby honing and refining their communication skills.

# ***Foreign Languages***

## **GRADE 9**

**Italian 1, Spanish 1, and Mandarin Chinese 1** - Basic introduction to the cultures, people, history, geography, and literatures of the target languages are examined. Basic constructions, greetings, numbers, personal pronouns, days of the week as well as more advanced grammar including present tense regular and irregular verbs, the reflexives, adjectives and pronouns are also studied. In addition, the study of Mandarin necessitates learning to create and recognize new characters as well as a different phonetic system.

**Introduction to Latin** - This is a second semester half-year course intended for talented and motivated students committed to serious learning of a foreign language. As such, it is required for students in "S.T.E.P." The students begin with the basics of Latin as well as English grammar and build an extensive foundation of vocabulary and English derivatives. They will also explore the fundamentals of Roman history, mythology, literature and civilization. Students are taught components of the Indicative Active and Passive Voice conjugations and the first two declensions as the foundation for beginning to read actual Latin texts in later study of Latin.

## **GRADE 9 or 10**

**Italian 2, Spanish 2, Mandarin Chinese 2, and Latin 2 (STEP only)** - The focus is on more in-depth investigation of the cultures with a greater emphasis on listening and speaking skills in the context of simple conversations, short readings, and short essays. There is an increased emphasis on complexity of expression, verb tense recognition, and real life usage. Future, imperfect and conditional tenses are explored along with past tenses. Latin 2 builds on the grammatical foundations of Latin 1 to expand students' understanding of all indicative tenses. The course explores the subjunctive mood and its uses to enable students to read Classical, Medieval, and Early Modern Latin texts. Mandarin will expand usage to about 300 more characters.

## **GRADE 10 or 11**

**Italian 3, Spanish 3 and Mandarin Chinese 3** - A deeper investigation of the elements of the language with a view toward understanding and engaging in live conversations is stressed. Students are taught to develop skills in more complex sentences structures in several tenses and writing and reading skills are developed. Subjunctive mood, complex expressions, and acquisition of vocabulary are emphasized. Mandarin continues to expand character recognition.

## **GRADE 11 or 12**

**Italian 4, Spanish 4 and Mandarin Chinese 4** - These courses offer an intensive review of all complex tenses and usage with a more profound exploration of the texts and cultures of the target literature. Emphasis is placed on a more active speaking and listening regime for greater practical proficiency. Extensive use of media is used to explore languages in the contemporary

context. Italian 4 and Spanish 4 are offered as a dual enrollment opportunity through St. John's University. Through advanced registration and the completion of extra projects, students can receive two semesters of college credit for this course.

## **GRADE 12**

**Advanced Placement Spanish-Advanced Placement Italian** – These courses emphasize communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The courses strive not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish and Italian. The courses engage students in an exploration of culture in both contemporary and historical contexts. The courses develop students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). These courses follow the prescribed curriculum of the College Board and culminate with the AP exam.

**Language Elective** - Mandarin Chinese1, Italian 1, and Spanish 1 elective pending availability.



# ***Mathematics***

## **GRADE 9**

**Algebra** - Algebra is a comprehensive course that provides the foundation upon which higher level math courses are built. Students are trained in the use of a graphing calculator, a technology tool that will be utilized throughout their four years of high school mathematics.

**Algebra Honors** - Algebra is a comprehensive course that provides the foundation upon which higher level math courses are built. Students are trained in the use of a graphing calculator, a technology tool that will be utilized throughout their four years of high school mathematics. Throughout this course, more time is spent using verbal, numeric, algebraic and graphic representations to represent and explain problem situations.

**MS Office** – This is a one semester course that instructs a student in the Microsoft Office Suite (Word, Excel and PowerPoint). Instruction also includes software programming (coding) using Khan Academy, creating and editing audio files using Audacity software and creating and editing video using both iMovie and Movie Maker software. MIT App Inventor is used to create applications for Android based devices.

## **GRADE 9 or 10**

**Geometry Honors** - Geometry is a comprehensive course that integrates Euclidean geometry, coordinate geometry, and algebra. At the completion of this course, students are equipped with the tools necessary to tackle higher level high school mathematics. As in the algebra course, the use of a graphing calculator for discovery and problem solving is stressed.

## **GRADE 10**

**Geometry** - Geometry is a comprehensive course that integrates Euclidean geometry, coordinate geometry, and algebra. At the completion of this course, students are equipped with the tools necessary to tackle higher level high school mathematics. As in the algebra course, the use of a graphing calculator for discovery and problem solving is stressed.

## **GRADE 10 or 11**

**Algebra 2/Trigonometry Honors** - Algebra 2 / Trigonometry is a comprehensive course that builds on the knowledge gained in algebra and geometry. Students revisit and fine tune concepts previously explored and are introduced to higher-level concepts such as exponential functions and trigonometric functions. An emphasis is placed on the use of a graphing calculator to explore and solve.

## **GRADE 11**

**Algebra 2/Trigonometry** - Algebra 2 / Trigonometry is a comprehensive course that builds on the knowledge gained in algebra and geometry. Students revisit and fine tune concepts previously explored and are introduced to higher level concepts such as exponential functions and trigonometric functions. An emphasis is placed on the use of a graphing calculator to explore and solve.

**Pre-Calculus** - Pre-Calculus is a course for those who have successfully completed Algebra, Geometry, and Algebra 2 / Trigonometry. The curriculum is designed to prepare students to handle the rigors of Advanced Placement Calculus.

**Math 3** - Time is spent building on the concepts learned in algebra and geometry while introducing trigonometry. At the completion, students will have gained all of the math knowledge needed to be successful in future math courses and on the math section of the SAT.

## **GRADE 12**

**Calculus** - The study of Calculus includes a comprehensive look at the two major concepts of calculus: differentiation and integration. Calculus is offered at three levels to seniors:

- **Calculus** - This course provides a strong foundation for any student taking first semester calculus at the college level. This course is offered as a dual-enrollment course with Iona College where students can earn college credit.
- **Intro to Calculus** - This course reviews concepts from the first three years of mathematics followed by a brief course of calculus.

**Advanced Placement Calculus AB** – This course is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This course follows the prescribed curriculum of the College Board and culminates with the AP exam.

**Advanced Placement Calculus BC** – This course is offered to those upperclassmen who have already taken Advanced Placement Calculus AB. This course consists of a strong review of concepts and topics learned in the AB course and introduces polar, parametric and vector-valued equations. Additional topics of integration by parts, partial fraction decomposition, improper integrals, and sequences and series are covered. This course is roughly equivalent to both first and second semester college calculus courses. This course follows the prescribed curriculum of the College Board and culminates with the AP exam.

**Advanced Placement Statistics** – This course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four

themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. This course is offered as an elective for qualified students. AP Statistics follows the prescribed curriculum of the College Board and culminates with the AP exam.

**Advanced Placement Computer Science Principles** – This is a new course that has been in development with the support of the National Science Foundation since 2008. As stated by the College Board, “AP Computer Science Principles introduces you to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, you will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. The major areas of study in the AP Computer Science Principles course are organized around seven big ideas--creativity, abstraction, data and information, algorithms, programming, the internet and global impact--which are essential to studying computer science.”

This course will follow the prescribed curriculum of the College Board. The College Board assessment consists of two performance tasks that students complete during the course in addition to culminating with the written AP exam.

**Math 4** - This curriculum is designed to review topics from the first three years of mathematics as well as to introduce business and financial applications.

**Accounting** - This course is offered as an elective to seniors and introduces the important concepts of basic financial accounting. There is a secondary focus on financial literacy.

# Science

## GRADE 9

**Biology** - Topics include: Inheritance of genetic information and the relationship to structure and function between parent and offspring, evolution of living things, reproduction and development as life sustaining processes, maintenance of a dynamic equilibrium in living things, interdependence of plants and animals with their physical environment, the impact of human decisions and activities on the physical and living environment. Laboratory experiences provide opportunities for students to develop scientific inquiry techniques and laboratory skills including collecting, analyzing, interpreting and presenting data using appropriate tools.

**Biology Honors** - Topics include: the science of biology, the chemistry of life, the biosphere, ecosystems and communities, populations, humans in the biosphere, cell structure and function, photosynthesis, cellular respiration, cell growth and division, introduction to genetics, DNA and RNA, genetic engineering, the human genome, Darwin's theory of evolution, evolution of populations, the history of life, classification, plant diversity, roots, stems and leaves, reproduction of seed plants, plant responses and adaptations, the nervous system, skeletal, muscular and integumentary systems, circulatory and respiratory systems, digestive and excretory systems, endocrine and reproductive systems, the immune system and disease. Labs are performed during each cycle in order to reinforce the topics learned in class. Laboratory experiences provide opportunities for students to work together and develop scientific inquiry skills including collecting, analyzing, interpreting and presenting data using appropriate tools, graphs and write-ups.

## GRADE 10

**Chemistry** - Topics include: Matter and change, atomic structure, structure and function of periodic table, chemical bonding, stoichiometry, properties and behavior of gases, flow of energy –heat and work, oxidation reduction reactions and electrochemistry, acid base theories, organic chemistry, nuclear chemistry. Laboratory experiences provide opportunities for students to develop scientific inquiry techniques and laboratory skills including collecting, analyzing, interpreting and presenting data using appropriate tools. Students develop a fundamental understanding of scientific concepts, integrating technology and analytical thinking to effectively communicate scientific ideas.

**Chemistry Honors** - Solving problems through concept learning is the focus of this class. A strong emphasis on models, real world application and visual learning help achieve this goal. Students are given the tools to become critical thinkers, to ask questions, to apply rules and models, and to evaluate the outcome. Students are instructed to think like a chemist so they can apply the process of problem solving to all aspects of their lives. Topics include: Matter and change, atomic structure, structure and function of periodic table, chemical bonding, stoichiometry; properties and behavior of gases, flow of energy –heat and work, oxidation reduction reactions and electrochemistry, acid base theories, organic chemistry, nuclear chemistry. Laboratory experiences provide opportunities for students to develop scientific

inquiry techniques and laboratory skills including collecting, analyzing, interpreting and presenting data using appropriate tools. Students develop a fundamental understanding of scientific concepts, integrating technology and analytical thinking to effectively communicate scientific ideas. The curriculum challenges students to understand both accurately and with depth the most important topics in chemistry preparing them to take the chemistry SAT II subject area test in June.

## **GRADE 11**

**Physics** - Topics include: Mechanics, kinematics, Newton's Laws, circular motion, power and energy, electricity and magnetism, waves, modern and nuclear physics. Laboratory experiences provide opportunities for students to develop scientific inquiry techniques and laboratory skills including collecting, analyzing, interpreting and presenting data using appropriate tools. Students develop a fundamental understanding of scientific concepts, integrating technology and analytical thinking to effectively communicate scientific ideas.

**Physics Honors** - The class focuses on developing an understanding of the qualitative and quantitative aspects of physical laws present in nature, matter and energy. Emphasis is placed on observation, interpretation and reasoning. Topics include: Mechanics, kinematics, Newton's Laws, circular motion, power and energy, electricity and magnetism, waves, modern and nuclear physics. Laboratory experiences provide opportunities for students to develop scientific inquiry techniques and laboratory skills including collecting, analyzing, interpreting and presenting data using appropriate tools. Students develop a fundamental understanding of scientific concepts, integrating technology and analytical thinking to effectively communicate scientific ideas.

## **GRADE 12**

### **Advanced Placement Offerings**

- **Advanced Placement Biology** – This is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course follows the prescribed curricula of the College Board and culminates with the AP exam.
- **Advanced Placement Chemistry** – This course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course follows the prescribed curricula of the College Board and culminates with the AP exam.
- **Advanced Placement Physics 1** – This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory,

simple circuits. This course follows the prescribed curricula of the College Board and culminates with the AP exam.

- **Advanced Placement Psychology** – This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. This course follows the prescribed curricula of the College Board and culminates with the AP exam.

**Elective Offerings** - Four years of science are required of all Iona Preparatory School students.

- **Anatomy and Physiology Honors** - This rigorous elective science course includes a detailed study of the human body. The course will focus on homeostatic balance, the relationship between structure and function, as well as the overall interdependence of the body systems on each other. This course is strongly recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. Laboratory activities will include analysis of tissue specimens, illustration of biochemical reactions, as well as dissections to accompany the content.
- **Electronic and Robotics** - This course involves the construction of electronic circuits, the programming of a microcontroller, and the construction of a robot controlled by the microcontroller. This course will explore the basics of electronics and electronic circuits with an emphasis on their application in sensing the environment and controlling the motion of a robot. Since much digital circuitry is controlled by software, the development and debugging of appropriate software will also be covered in as much detail as time permits. Each student must have a properly functioning laptop computer.
- **Psychology** - This course is designed to introduce students to the science of psychology and recent developments in clinical studies and therapies. In addition to covering the proceeding areas, students will be analyzing their own cognitive processes, emotional/psychological development dream analysis, and family systems. Therefore, this class will incorporate experiential and academic activities.
- **Introduction to Engineering** - This is a broad-based survey course to help students understand engineering and engineering technology. This course provides an overview of engineering and engineering design across all of the major engineering disciplines, including mechanical, civil, chemical, electrical, computer, and biomedical. Students will develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and

political consequences of technological change. Using this information, students will begin to understand some of the challenges faced in engineering and technology careers.

- **Criminalistics** – This course focuses on the recognition, collection, preservation, and analysis of the various types of physical evidence typically encountered at crime scenes. Students will be presented with the theories and principles relating to the primary techniques utilized in the analysis of physical evidence. Case studies and crime scenarios will help students understand the implications and complicated issues that are emerging as the science of forensics continues to develop. The course encourages critical thinking, use of the scientific method, integration of technology, and application of knowledge and skills learned in previous science courses.
- **Astronomy** – This is a tech-driven, inquiry-based course. Texts are used only as a supplement to PowerPoint presentations, online research and hands-on telescope observation. There are numerous astronomy websites providing demonstrations, simulations, diagrams, charts, and images, as well as traditional written information. Students will do group work researching various topics in Astronomy on a regular basis in class. CD ROM software programs are also used for a variety of computer planetarium programs. Students will be observing the sun using the latest, cutting-edge Hydrogen-alpha, Calcium II, and white light solar filters. Students will also be involved in imaging and digital video recording of the Sun. Twelve telescopes are available for regular use during class and occasional nights at school (attendance optional). Students can borrow certain telescopes for extra credit night observing at home.

# Social Studies

## GRADE 9

**Global Studies 1** - This is the first year of a two-year course, in World History and Geography. It provides the fundamentals needed for students to understand the culture and history of all areas in the world outside of the United States. The course highlights the contributions of Latin American, Middle Eastern, African, and Asian civilizations to world history. It is intended to provide knowledge of the cultures and peoples of the world, an awareness of these peoples' interactions with each other and their respective environments, and to develop basic analytical and interpretative skills.

**Global Studies 1 Honors** - This course begins the first year of a two-year, New York State mandated course in World History and Geography. It provides the opportunity to study non-western nations and their cultures within the framework designed to afford the student a *global perspective*. It covers *Human Origins* and the *Neolithic Revolution*, the *Middle East* and *Northern Africa*, *Sub-Saharan Africa*, *South Asia*, *East Asia*, and *Southeast Asia*. The approach aims to cultivate in our students the knowledge, skills and attitudes needed to function effectively in a world characterized by ethnic diversity, cultural pluralism, international turmoil and increased interdependence. Through technology, classroom activities and discussions, students will explore the shrinking world in which we live and discover their increasing roles in the growing *global village*. A significant amount of time will be spent on first person writing to better understand what it is like to live in another area of our world and in the process comprehend many similarities.

**STEP 1 Advanced Placement World History** – This course focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance - focusing on the environment, cultures, state-building, economic systems, and social structures - provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. This course follows the prescribed curriculum of the College Board and culminates with the AP exam.

## GRADE 10

**Global Studies 2** - This is the second year of a two-year course in World History and Geography. This course accents the contributions of western civilizations and is intended to provide both knowledge of the cultures and peoples of the world and their interactions with each other and their respective environments, as well as the development of basic analytical and interpretative skills.



**Global Studies 2 Honors** – This course continues the second year of a two-year in World History and Geography. This course accents the contributions of western civilizations, beginning with the *Classical Civilizations*, the *Middle Ages*, the *Renaissance* and *Reformation*, the *Age of Exploration*, the *Enlightenment*, the *French Revolution*, *Latin America*, *Imperialism*, the *Russian Revolution*, the *World at War*, the *Twentieth Century*, and contemporary European Society. It is intended to provide both knowledge of the cultures and peoples of the world and their interactions with each other and their respective environments, as well as the development of basic analytical and interpretative skills. In addition, emphasis will be given to the development of critical thinking skills through the consideration of the topics above, as well as current events.

**STEP 2 Advanced Placement European History** - This course focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual Society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. This course follows the prescribed curriculum of the College Board and culminates with the AP exam.

## **GRADE 11**

**United States History and Government** - The purpose of this course is to gain a better understanding of the United States, through knowledge of our celebrated history. Students will investigate the history of the United States and its government from colonial times to 1899 through a series of themes which include: the American Dream, American Government and the American Belief System, the Struggle for Equality, Forming a Republic, A Nation Divided and Reconstructed, Manifest Destiny and the Concept of Frontier, Boom and Bust, Making America a Better Place, and the United States and the World. These themes are intended to help students connect the concepts of American government and historical events with the present. Students will critically examine these themes and major concepts using open-ended essential questions.

**United States History and Government Honors** – This course in US History helps students gain a better understanding of the United States, through knowledge of our celebrated history. Students will investigate the history of the United States and its government from colonial times to 1899. Students in this honors-level course will connect the concepts of American government and historical events with the present.

**Advanced Placement United States History** - This course focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. This course follows the prescribed curriculum of the College Board and culminates with the AP exam.

## **GRADE 12**

### **United States Government and Economics of the Twentieth Century**

This full year course is designed to examine Twentieth Century United States history with an emphasis on how government and economics shaped the conditions, attitudes, and values of present-day America. Student will examine the legislative, executive and judicial branches of the federal government. Historical topics of the first semester include the Roaring Twenties, the Great Depression, the New Deal, World War II and the Cold War. Second semester will cover the Civil Rights Movement, the Vietnam War, the student protests, the counterculture movements of the 1960s, Watergate and the challenges of recent decades. There will be an economic component included within each decade of the Twentieth Century.

### **United States Government and Economics of the Twentieth Century Honors**

A full year course dedicated to the study of our federal system and its relevance to the historical and economic growth of America during the Twentieth Century. Students will begin by exploring the role and function of each branch of our federal government and assess where it fails and succeeds in meeting the changing needs of the American people. They will examine the resurgence of laissez-faire capitalism during the 1920s and how FDR's New Deal approach attempted to check our unregulated economic system. They will study World War II and how America emerged as the reigning superpower of the postwar world. The course will also offer a debate forum analyzing various topics such as civil rights; civil liberties; government regulation; government deregulation and the Devolution Revolution. Each historical unit will include an economic component. Upon completion of this course, students will have an understanding of marketing, management, finance, the tax system, labor, global economy and the stock market.

**Advanced Placement American Government** - This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course follows the prescribed curriculum of the College Board and culminates with the AP exam.

**Advanced Placement Human Geography** – This course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). This course follows the prescribed curriculum of the College Board and culminates with the AP exam.

**Military History** - This course is offered as an elective to seniors and presents a chronological survey of military history from the campaigns of Alexander the Great to the wars of the twentieth century with an emphasis on evolving strategies and leadership styles.

# *Humanities*

## GRADE 11

**Art 3** - This is a required half-year course for all juniors. This course is designed to give students a basic appreciation of art including its history, various artistic career paths, goals and aspirations of the artist, design and drawing skills, and critical aesthetic understanding. Hands-on training is paramount, as this allows students to study and practice drawing, shading, composition and concept implementation. Throughout the course students should demonstrate the ability to draw in pencil, the ability to depict three dimensional forms based on light and shade as applied to shape, the ability to draw 1 and 2 point perspective images, the ability to depict the human form, basic understanding of graphic design, basic film appreciation, understand color theory, and the ability to create a 2-D image that can be converted into a 3-D sculpture.

**Music 3** - This is a required half-year course for all juniors. The goal for the semester is for the students to create musical compositions. The class features the following: compositions using a computer program (Reason 4 Music Production Software), reading music, writing music, musical notation (tempo, Major/minor keys and scales, dynamics, chords, intervals, pitches), use of MIDI keyboards and a MIDI interface which allows students to record themselves.

## GRADE 12

**Art Projects** - This course follows the required “Art 3” course. It is offered as a full year elective to seniors. The course is designed for students who are serious about increasing their skills, possibly in preparation for the further study of art in college and as a career. Students are taught advanced techniques and skills in their studio projects. Throughout the course students should develop personal expression through experimentation with various media, including pencil, colored pencil, marker, acrylic, ink, paper, spray paint, and computer technology.

**Music 4** - This course follows the required “Music 3” course. It is offered as a full year elective to seniors featuring composition (via drum machines and keyboards), reading, writing, musical notation (tempo, scales, dynamics, chords, intervals, pitch), music analysis and listening, and a survey of the history of music from the Renaissance to the present day.

**Film Appreciation and Cinematography**- This course is offered as a full year elective to seniors. This course introduces students to descriptive, technical, and critical terms and concepts used by filmmakers to analyze film. Students will view a representative variety of American and foreign films. Students will watch full films and film clips inside class that will shed light on how cinema has been produced, what purposes it has served, and how filmmakers have created cinema. We will also look at how film has been read as an art style. This course is designed to develop a students’ fundamental college-level critical analysis of critiquing a film as well as identifying techniques associated with cinematography, lighting, framing, editing, production process, and sound.

# ***Physical Education***

## **GRADE 10**

**Health** - This course is designed for students to acquire knowledge that will promote a healthy lifestyle now and in the future. Topics include fitness, nutrition, first aid, drugs and alcohol, self-esteem and disease prevention.

## **GRADE 9, 10, 11 and 12**

**Physical Education** - Iona Prep is committed to developing the student's physical, mental, social and emotional experience in a Christian atmosphere. An emphasis is placed on respect, teamwork, fair play and sportsmanship. This is accomplished by challenging students to become interested in lifetime carry-over activities and fitness measures. In-class activities include, but are not limited to:

### **Fall**

Soccer  
Indoor Soccer  
Team handball  
Ultimate Frisbee  
Flag football

### **Winter**

Badminton  
Fitness test  
Floor hockey  
Volleyball  
Speedball

### **Spring**

Softball  
Tennis  
Wiffle ball  
Basketball  
Weight training