

Foreign Languages

SPANISH

Saint John Fisher Academy offers one modern language: Spanish. The Spanish language is pertinent to the study of the English language, to the study of European and American history, as well as to the study of Western literature. Spanish offers insights into the English vocabulary, Latinate vocabulary and structures, as well as European history and literature. Because Spanish was also the language of North American empires, the study of Spanish allows a greater understanding of the histories of Europe and colonial North America.

As with the study of Latin and English, the modern languages should be taught with the primary goal of grasping the technical, grammatical details of the languages. Translation and practice of the spoken language are to be taught with this primary goal in mind.

Required Texts:

- Azoulay, Abigail and Arie Vicente. *Spanish Grammar for Independent Learners*, 2nd ed. Melbourne: VIC Languages, 1998.
- Kendris, Christopher. *501 Spanish Verbs*, 5th ed. Hauppauge, NY: Barron's Educational Series, 2003.
- Prado, Marcial. *Advanced Spanish Grammar: A Self-Teaching Guide*, 2nd ed. Indianapolis, IN: John Wiley and Sons, 1997.

LATIN

During the ninth grade year, learning the basics is critical. Memorization of paradigms, vocabulary, and rudimentary applications of the rules of grammar and syntax, are emphasized over translation skills. Students who quickly master the memorization work may spend more time on translations skills, but all students must keep up with the grammar. In this way, students who are able to stay abreast of only the basic grammar and application can later develop translation skills because they have a strong enough foundation.

Class time is broken into three primary tasks: homework review, direct instruction, and practice. Of these, practice is the most important because it allows students to receive immediate feedback on their memorization work. Memorization practice proceeds from group recitation to individual recitation and written recitation. Many students need guidance in the mechanics of this work, and by observing their efforts directly; the teacher can readily identify and assist those who are struggling. Regular review weeks and exams help students re-assimilate information. With lighter memorization work, students are able to apply their knowledge in a more comprehensive manner.

Required texts:

- Henle, S.J., Rev. Fr. Robert. *Latin: First Year*. Loyola University Press; Chicago, Illinois: 1948.
- *Latin Grammar*. Loyola University Press; Chicago, Illinois: 1948.

Music and Art Overview

A classical education is rooted in the acquisition of languages. Not only should students be asked to master modern and ancient languages of speech and literature as well as the languages of science and mathematics, but they should also be taught the languages of music and art.

Throughout history, art and music have been instrumental in communicating the ideals of a culture as well as universal themes such as beauty, good and evil. As with other modes of expression, both art and music rely upon certain rules, conventions and vocabularies. Artists and composers use these in diverse ways to create unique philosophical statements. Therefore, the study of the fine arts allows each student the opportunity to discern the quality as well as the moral implications of the art and music he encounters and to develop the ability to create as well as critique. The art course should include method, media and art history. Similarly, the music course should include basic reading skills, introduction to composition, technique and music history. Both courses should lay the foundation for a lifetime of further study and participation in the fine arts.

At Saint John Fisher Academy, all freshmen and sophomores are required to take graded courses in both art and music.

Juniors and seniors are offered art and music courses as electives. A school choir is formed annually. By offering upper-level electives, students are encouraged to develop a more complex understanding of how ideas are expressed via these media, and in all grade levels, students are strongly encouraged to study in these fields apart from the formal setting provided by the Academy. The following resources are recommended.

MUSIC

- Autexier, Philippe A. *Beethoven: The Composer as Hero*. New York: Harry N. Abrams, 1992.
- Lomax, John A. and Alan Lomax. *American Ballads and Folk Songs*. Mineola, NY: Dover, 1994.
- McLeish, Kenneth and Valerie McLeish. *The Listener's Guide to Classical Music: An Introduction to the Great Classical Composers and Their Works*. New York: G. K. Hall, 1992.
- Prouty, Michel. *Mozart: From Child Prodigy to Tragic Hero*. New York: Harry N. Abrams, 1993.
- Sandburg, Carl. *The American Songbag*. Ft. Washington, PA: Harvest Books, 1990.
- Schnauber, Cornelius. *Placido Domingo*. Boston: Northeastern University Press, 1997.
- Traubner, Richard. *Operetta: A Theatrical History*. New York: Rutledge, 2003.
- Waugh, Alexander. *Classical Music: A New Way of Listening*. New York: MacMillan, 1995.
- *Opera: A New Way of Listening*. New York: Stewart, Tabori and Chang, 1996.

ART

- Beckett, Sister Wendy. *The Story of Painting: The Essential Guide to the History of Western Art*. New York: Dorling Kindersley, 1994.
- Mancinelli, Fabrizio. *The Sistine Chapel*. London: Scala Books, 1984.
- Strickland, Carol. *The Annotated Mona Lisa: A Crash Course in Art History From the Prehistoric to the Postmodern*. Kansas City, MO: Andrews McMeel Publishing, 1992.

Physical Education Overview

Physical education is an important component of this classical education. It complements the academic mission of the school, strives to enrich and develop sound character and contributes to the development of a strong body and mind.

Students in grades 9-10 are required to receive physical education instruction. Students in eleventh and twelfth grades may take P. E. as an elective. Students in grades 9-12 participate in two semesters of life-skill fitness-building activities, including sports fundamentals, fitness units (e.g. aerobics, strength training and flexibility) and outdoor recreational activities.

In addition to the School's physical education program, students in grades 9-12 can choose to participate in a variety of competitive sports. The athletic program strives to provide a variety of experiences to enhance the development of healthy habits and attitudes that will prepare students for adult life in a democratic society.

Students in ninth and tenth grades who participate in a sport are not required to take P. E. during their athletic season.

THE FOLLOWING RESOURCES FOR PHYSICAL EDUCATION ARE RECOMMENDED:

- Darst, Paul W. and Robert Pangrazi. *Dynamic Physical Education for Secondary School Students*, 4th ed. Boston: Allyn and Bacon, 2001.
- *Exemplary Physical Education Curriculum*. Lansing, MI: Michigan Fitness Foundation, 2000.
- Thompson, Alesha G., ed. *The Sports Rules Book: Human Kinetics with Thomas Hanlon*. Champaign, IL: Human Kinetics Publishers, 1998.

Theology Overview

The USCCB Committee on Catechesis has developed a national curriculum framework for High School Religious Education materials in the United States. The curriculum is built around eight (8) semesters of accredited instruction, within which there are six (6) core semesters and two (2) electives. The framework provides five (5) options for these two electives.

The six core semesters cover the following topics:

- The Revelation of Jesus Christ in Scripture
- Who is Jesus Christ?
- The Mission of Jesus Christ, (The Paschal Mystery)
- Jesus Christ's Mission Continues in the Church
- The Sacraments as Privileged Encounters with Jesus Christ
- Life in Jesus Christ

The electives include:

- Sacred Scripture
- The History of the Church
- Living as a Disciple of Jesus Christ in Society
- Responding to the Call of Jesus Christ, and
- Ecumenical and Interreligious Issues

Catechesis Grade 9

Core Texts:

Faith and Revelation: Knowing God through Sacred Scripture
The Blessed Trinity and Our Christian Vocation

Catechesis Grade 10

Core Texts:

The Mystery of Redemption and Christian Discipleship
The Church: The Mystical Body of Christ

Catechesis Grade 11

Core Texts:

The Sacraments: Source of Life in Christ
Moral Theology: Being like Christ

Catechesis Grade 12

Elective Texts:

Understanding the Scriptures
The History of the Church
Christian Leadership and Social Doctrine
Christian Vocation
(To Be Announced)

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Athletics and extracurricular activities at St. John Fisher are determined by student interest. The proposal team, and in particular Mr. Chris Lundin, who currently serves as Athletic Director for St. Anthony High School, are experienced in providing for leadership, training, facilities rental, uniform and equipment acquisition and maintenance, and transportation in the following sports:

- Boys and girls Cross-Country
- Boys and girls Soccer
- Boys and girls Basketball
- Football
- Volleyball
- Baseball
- Softball
- Cheerleading / Pom – Poms

Extracurricular activities, including student social, academic, and service clubs, will be erected based on demonstrated student interest and requests. Faculty are expected to moderate clubs in addition to their teaching duties, and parent involvement is invited and encouraged.