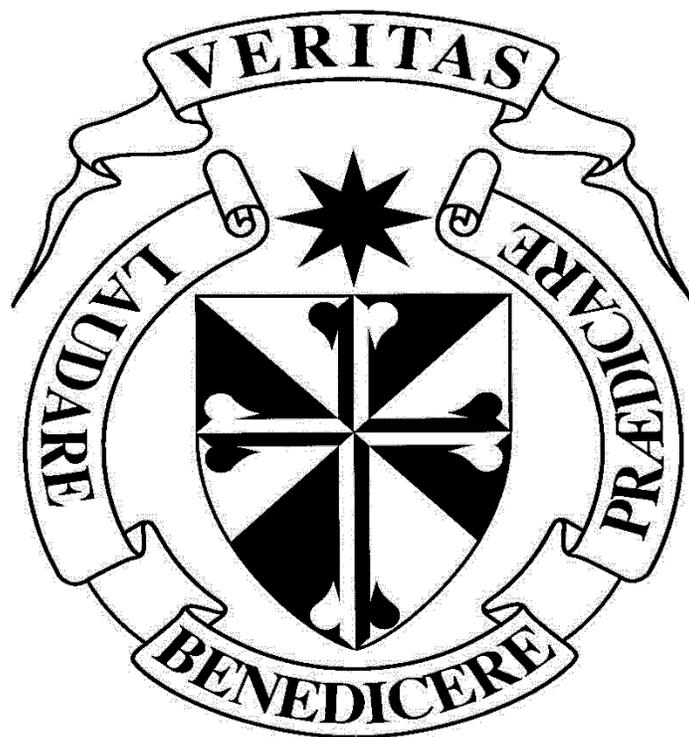


# ST. CATHERINE'S HIGH SCHOOL

1200 Park Avenue  
Racine, Wisconsin 53403-1895

(262) 632-2785  
[www.saintcats.org](http://www.saintcats.org)



2015-2016  
COURSE SELECTION GUIDE

(Revised: 01/02/2015)

# **ST. CATHERINE'S HIGH SCHOOL MISSION STATEMENT**

St. Catherine's High School educates in the  
Catholic, Dominican tradition  
to form socially responsible women and men  
committed to gospel living,  
lifelong learning and  
a life of leadership and service in society.

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## **MASTER SCHEDULE/PLANNING COURSE OF STUDIES**

**The Master Schedule is prepared based on the number of students who request each course.** Every effort is made to arrange the schedule so that students will be able to get the courses requested. Each student is asked to carefully choose the courses for the following year, including alternates for the electives. If a student chooses an unusual combination of courses, conflicts may occur and will be resolved by using the alternates. **Students are to consider the choices as final since most requests for changes are not able to be accommodated.**

For these reasons, students and parents are asked to study and discuss course selections before they are due. The Guidance Counselors are also available for assistance.

After the master schedule is finalized, students may have a schedule conflict or may have registered for a class which is dropped due to insufficient enrollment. These students will meet with either their counselor or the registrar to discuss alternate choices.

### **PLANNING YOUR COURSE OF STUDIES**

The following guidelines are given to assist you and your parents. Along with the help of your counselor and teachers, you should design an academic program which will satisfy graduation requirements as well as prepare you for your post high school plans.

1. Know which classes are required for graduation.
2. Know the number of credits required in each department.
3. Consider your goals:
  - a. Four year College?
  - b. Two year College?
  - c. Vocational Technical Institute?
  - d. Employment after graduation?
4. Gather information about the classes you should be taking to help you reach your goals. You should consider the number and types of courses needed to best prepare you for those goals. Your counselor can help you locate information on specific careers or give you a list of Web sites so you can do further research on your own. The librarian can also help in researching information about specific careers.
5. Consider your interests and strengths. Freshmen are given a career survey as part of the ***EXPLORE*** test, sophomores are given a career survey as part of the ***PLAN*** test and juniors are given the ***Strong Interest Inventory***. These instruments can help you focus on your areas of strengths and interests.
6. It is recommended that you register for 7 credits each year. (This is considered a full schedule. A total of twenty-four credits is required for graduation.)

In summary, **talk to your parents and check with your teachers or counselor** to see that your course selections are in line with your goals, interests, and abilities. Be sure to check prerequisites for courses.

- Draft a four year academic plan and check for:
  - required classes for graduation
  - total credits equal or exceed twenty-four
  - course selections correspond to future goals

## **COLLEGE ADMISSIONS REQUIREMENTS**

STUDENTS PLANNING TO ATTEND A FOUR YEAR COLLEGE PLEASE NOTE:

*Requirements for Admission to a University:*

Admission requirements at the colleges and universities vary by institution. **In general requirements are increasing.** As more universities utilize a wholistic, evaluative admissions process, it is recommended that students seriously consider the rigor of their courses. The core college preparatory credits listed below are minimum requirements for admission. Because of enrollment caps, many schools look for, and give priority to, students with the strongest configuration of core courses.

For example, this is true within the UNIVERSITY OF WISCONSIN system. In part it is due to the enrollment management policies at the various campuses.

In general most schools consider these basic criteria:

1. *Cumulative Grade Point Average.* (Class rank is considered when provided by the High School.) Please note that the GPA will include all grades for courses taken, freshman through senior years.
2. *Credits Taken in High School.* The following is offered as an example. It is from the latest general admissions policies for University of Wisconsin schools.

All UW system institutions require a *minimum* of 17 high school credits, distributed as follows:

<b>I. Core College Preparatory Credits</b>	<b>13 credits</b>
English.....	4 credits
Mathematics .....	3 credits
Social Science .....	3 credits
Natural Science .....	3 credits

**II. Elective Credits** **4 credits**

Chosen from the above core college preparatory areas, modern language, fine arts, computer science and other academic areas. Each institution is allowed to specify additional requirements for these 4 credits, e.g. 2 credits of a single modern language and to specify required content for all 17 credits.

**TOTAL: 17 credits**

3. *College Entrance Test Scores.* Most schools consider ACT or SAT scores when deciding on admissions. Be aware that some schools require the ACT plus Writing test.

4. Other significant factors include:
  - extracurricular involvements
  - leadership qualities
  - life experiences
  - volunteer services
  - unique talents
  - underrepresented populations with diverse backgrounds

We encourage students who are planning to go on to school to do their best, starting with their freshman year. They should take the credits that are listed above, and as many additional academic credits as they can handle. Check on the specific requirements of schools to which the student is interested in applying. The core credits must be in solid academic courses. Taking the “easy way out” may leave a student short on requirements because the “easy” courses may not meet the standards for admission at a given school.

## **MATRICULATION WITH GATEWAY TECHNICAL COLLEGE**

Some St. Catherine’s High School courses transfer to Gateway Technical College as part of a matriculation agreement. Students must earn a “B” (3.0) or better in the course to be eligible for advanced standing credit. Students interested in advanced standing in other courses should contact Gateway’s Advanced Standing specialist to see if they qualify to take the challenge examinations for specific courses.

## **COURSE CHANGES**

Class schedules for the new school year become available in the summer. Schedules should be looked at immediately to see if there are any errors. Any necessary changes should be made during the specified summer change dates. Options for changes become increasingly limited after these dates. Some points to watch for as you review your schedule are:

- Do all class periods have a class assigned?
- Did you fail any classes for which you expected to be reassigned?
- Are there multiple classes assigned to one class period?
- Do you have both semesters of a full-year course scheduled?

Courses dropped after the 15<sup>th</sup> school day of the semester will result in a final grade of “F”. Exceptions to this procedure must be approved by the Assistant Principal.

## **ENROLLMENT IN A PREVIOUSLY TAKEN COURSE**

Students following a sequence of courses in an academic area who receive less than a “C-” grade in a course and who want to improve their understanding of the subject matter, may take the course again. Credit will be issued only once. The new grade as well as the first grade will appear on the transcript.

If the student had passed the course (“D”) in the first attempt, the new grade point will replace the first one in the Grade Point Average. If the student failed in the first attempt, the new grade point will be figured into the Grade Point Average, but the effect of the grade point for the first attempt will not be changed.

## **TEACHER ASSISTANTS**

Requests for teacher assistant positions are reviewed and approved by the Assistant Principal. Only seniors may request a teacher assistant position. All teacher assistants will be graded on the Pass/Fail basis. If the student passes the assistant course, credit will be granted and the Grade Point Average will not be affected. The assistant course is to be considered part of the one credit permitted on the Pass/Fail basis for seniors. Any exception to this would have to be approved by the Administration.

## **COURSE REGISTRATION SCHEDULE**

### ***CURRENT STUDENTS***

#### **1) Course Selection - January**

During the first few weeks of January, the Guidance Department will meet with each of the current freshman, sophomore and junior classes and provide each student with a Course Selection Form. The Course Selection Guide booklet can be accessed on the school web site.

Following this meeting, the students will bring home the Course Selection Form to discuss with parents and **to obtain parental/guardian signature**. Any time prior to the due dates students and/or parents/guardians are welcome to schedule an appointment with the appropriate guidance counselor to discuss any questions or concerns they might have.

#### **2) Completed Registration – Due in Main Office per February deadline.**

Registration items due:

- Course Selection Form
- Items as required in the section entitled TUITUION PAYMENT AGREEMENT and REGISTRATION FEE

### ***INCOMING FRESHMEN***

#### **November - January**

Incoming freshmen who are interested in enrolling at St. Catherine's for the following year should submit an application. Application forms are available from the Admissions Office.

A placement test is given in late fall in preparation for the January course registration.

Test results from the late fall test will be distributed to parents during an evening meeting in January. At this time, too, registration materials will be distributed. Those parents who have applied but are not able to make it to the meeting will receive the registration materials by mail.

Course registration will take place at the end of January and the beginning of February. Please have a copy of a recent report card available at the time of registration. Families who, due to an emergency, are unable to attend a January/February course registration day should contact the Registrar at extension 418.

## ***TRANSFER STUDENTS***

Transfer students who are interested in enrolling at St. Catherine's High School should submit an application. Application forms are available from the Admissions Office. All transfer students are tested prior to admission and course selection.

## **OFF-CAMPUS CREDIT RECOVERY POLICY**

It is the responsibility of the student to keep a check on credits. Two credits earned outside St. Catherine's (summer school, correspondence, other off-campus sources) may count toward the overall requirement for graduation. These credits include any course taken to make up for a failed course taken during the school year at St. Catherine's. If a student must make up required courses, only 1.5 credits will be accepted from a source other than St. Catherine's. **The credit and grade for any course taken elsewhere are not included in the GPA or class rank.** Any course taken off-campus must receive prior approval of the counselor to be counted as satisfying a required course at SCHS.

All types of off-campus credit require approval of Guidance Counselor and the Assistant Principal. Types of off-campus educational experiences for which credit may be granted include:

- a) college or technical school courses;
- b) correspondence school courses;
- c) applied music;
- d) online or Internet-based courses;
- e) college level courses taken at accredited colleges/universities for which credit is granted;
- f) high school level courses taken at St. Catherine's while the student is in the eighth grade;
- g) high school make-up classes.

## **ACCELERATED COURSES TAKEN IN THE EIGHTH GRADE**

St. Catherine's will grant high school credit for a high school level course taken at St. Catherine's while the student is in the eighth grade. The credit does apply to fulfilling a requirement for graduation and may be considered one of two off-campus credits which may count for the total requirement for graduation. Grades for these courses are not figured into the GPA.

For students who take accelerated courses at other schools, placement in accelerated classes at St. Catherine's will be determined by the Placement Test. Credit will not be granted for accelerated courses taken at other schools.

*NOTE: St. Catherine's High School reserves the right to cancel any course listed in this Course Selection Guide.*

## **GRADUATION REQUIREMENTS**

Successfully completing the requirements listed on the Curriculum Overview entitles the student to a high school diploma; however, they do not necessarily suffice for admission to post high school education or for employment. The student, after consulting with parents and with the school, is ultimately responsible for choosing the courses which will enable him/her to meet his/her goals. Teachers and Guidance Counselors are available to assist and/or to discuss a schedule of classes relative to the student's ability, goals, and academic interest.

A student must be enrolled as a full-time student for four years (i.e. taking a minimum of six credits each year, in order to complete graduation requirements). There may be a rare exception to

this rule. A student, while in attendance at St. Catherine’s, must take all required courses at St. Catherine’s. All exceptions will be dealt with directly by the Assistant Principal; Guidance Counselor, the student, and his/her parents will be involved in discussing any possible adjustment. Request for this exception must be made in writing to the Assistant Principal.

A student transferring from a local public high school must attend St. Catherine’s a minimum of two consecutive semesters as a senior to be eligible to receive a diploma from St. Catherine’s. Minimum requirements are listed below:

Theology	3½ credits
Fine Arts	½ credit
English	4 credits
Mathematics	2 credits
Physical Education/Health	1½ credits
Science	2 credits
Social Studies	2½ credits
Electives	8 credits
<b>TOTAL</b>	<b>24 CREDITS</b>

<b>9<sup>th</sup> Grade</b>	Theology	Social Studies	English	Math	Science	Performing or Studio Arts	
	Theology	Social Studies	English	Math	Science	Phy Ed	
<b>10<sup>th</sup> Grade</b>	Health	Theology	English	Math	Science		
	Phy Ed	Theology	English	Math	Science		
<b>11<sup>th</sup> Grade</b>	Theology	Social Studies	English				
	Theology	Social Studies	English				
<b>12<sup>th</sup> Grade</b>	Theology	English	Social Studies				
	Theology	English					

## **Important Announcement for Incoming Freshman (Class of 2017 and Beyond)**

Beginning with the Class of 2017, SCHS will increase the overall graduation requirement to 27 credits and enhance certain core credit requirements in several academic areas.

Regarding the increase of core requirements, four credits of Theology are now needed to meet Archdiocesan standards and three credits of Social Studies are needed to meet Wisconsin state standards. Students who attend St. Catherine’s as part of the Parental Choice Program may exercise the option to not select Theology courses during the scheduling process; however, they will be expected to complete equivalent course work.

The increases in Math and Science, and newly codified requirements for Modern Language and Business Education reflect current institutional norms as virtually all students are already meeting these credit standards.

Beginning with Class of 2017, SCHS graduation requirements will be as follow:

Business Education	½ credit
English	4 credits
Fine Arts	½ credit
Mathematics	3 credits
Modern Language	2 credits
Physical Education	1½ credits
Science	3 credits
Social Studies	3 credits
Theology	4 credits
Electives	5½ credits
<b>TOTAL:</b>	<b>27 CREDITS</b>

Current juniors will continue under the former requirements. It is clear from our recent graduating classes, however, that the vast majority of our seniors have departed having earned 27 or more credits.

### **SERVICE REQUIREMENTS FOR GRADUATION**

- 6<sup>th</sup> grade..... 8 hours of service per school year \*
- 7<sup>th</sup> grade..... 10 hours of service per school year \*
- 8<sup>th</sup> grade..... 12 hours of service per school year \*
- 9<sup>th</sup> grade..... 8 hours of service per semester \*
- 10<sup>th</sup> grade..... 8 hours of service per semester \*
- 11<sup>th</sup> grade..... 10 hours of service per semester \*
- 12<sup>th</sup> grade..... 12 hours of service per semester \*

Explanation of required reflections, timesheets, and guidelines for acceptable hours and reporting methods can be found in the [Family Handbook](#).

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\* Additional items are required

# Business Education (212-252)

The Business Education Department believes that its program is designed to provide the necessary training to develop practical skills. These will enable students to qualify for a position upon graduation and will give a balance in the general education needed for successful living in today's world.

## **212 KEYBOARDING**

Prerequisite: None.

Credit	9	10	11	12
0.50	X	X	X	X

This course is designed for students who are interested in learning the proper techniques for keyboarding by touch. Limited basic keyboarding concepts will be introduced which are necessary for enrollment in other business education courses. It provides the student with the ability to use a typewriter or computer keyboard efficiently. Major concepts will include proper keyboarding techniques and general formatting principles required for preparing basic letter documents, memos, announcements, tables, and reports. A skill that will be mastered is keying at 30 wpm without looking at the keys. This is now a graded class based on several assessed areas.

*NOTE: A student may take a test prior to 9<sup>th</sup> grade to verify mastery of the keyboarding skills.*

## **225 COMPUTER APPLICATIONS**

Prerequisite: None.

Credit	9	10	11	12
0.50	X	X	X	X

This course is an application/project based exploration into Microsoft Word, Excel, Access, Publisher and Power Point. Using Microsoft Office 2010 the student will utilize applications in word processing, graphics, spreadsheets, and database management. This intro level course prepares students for entry-level employment or for college.

Cross references/comparisons to Pages, Keynote and Google Docs will be made to insure that students can transition to those programs as necessary.

## **226 INDESIGN WITH IPAD APPS**

Prerequisite: [Computer Applications](#) (Offered 2015-2016)

Credit	9	10	11	12
0.50		X	X	X

Presented will be options available for the three necessary components to desktop publishing; input, composition and output. Students will experience various business projects utilizing Adobe In-Design CS5.5 life examples representing page layout, scanning and printing. Graphic design concepts and typography topics will also be addressed.

Also presented in this course will be the basics of iPad App design utilizing Adobe Digital Publishing Suite (new in Adobe CS6 and not to be confused with Objective-C, Object oriented program language). Students will learn the basics of creating interactive documents, Animation, Website design in InDesign and Interactive forms. *Note: Not open to students who have taken Introduction to Desktop.*

**228 PHOTOSHOP WITH ANIMATION**Prerequisite: [Computer Applications](#) (Offered 2016-2017)

Credit	9	10	11	12
0.50		X	X	X

This course is designed to provide students with cutting edge technology for sophisticated digital editing. Photoshop gives students a solid foundation in working with photographs. Instruction includes how to edit and enhance digital images, work with text within this program as well as add a variety of enhancements to photos. Project based assignments will also be included.

Students will also learn the basics of creating basic animations and animated GIFS using Photoshop. These animations can be used on Web sites or in other software, as needed.

Emphasis will be on the complete process of working with photos as it related to business and graphic design. File formats and their compatibility with various software will be explained. *Note: Not open to students who have taken Advanced Desktop Publishing.*

**235 ADOBE ILLUSTRATOR**Prerequisite: [Computer Applications](#) (Offered 2016-2017)

Credit	9	10	11	12
0.50		X	X	X

Adobe Illustrator is a state of the art drawing program (creating clip art). This course examines the tools and features of Adobe Illustrator including how to create vector graphics and drawings for both print and the Web with fundamental design elements in mind. Key design concepts including working with text and mastering use of the pen tool are emphasized, as well as how to create vector artwork for virtually any project and across multiple media: print, websites, interactive projects, and video. Project based assignments (such as box designs) will be included. *Note: Not open to students who have taken Introduction to Desktop.*

**236 INTRODUCTION TO BUSINESS**

Prerequisite: None.

Credit	9	10	11	12
0.50		X	X	X

This one semester course is designed to serve as an introduction to students, who are interested in the business field. This course introduces students to a variety of business concepts: global economies, business organizations and management, business operations and technology.

**237 FINANCIAL PLANNING FOR THE HIGH SCHOOL STUDENT (A Practical Approach)**

Prerequisite: None.

Credit	9	10	11	12
0.50			X	X

This course is designed to educate high school students in financial literacy. Financial planning acquaints students with basic financial concepts and illustrates how these concepts apply to everyday life. Students study topics such as employment, college searches, resumes, budgeting, saving money, check writing, payroll, retirement, employee benefits, credit cards, mortgages, loans, taxes, stocks & mutual funds, and the importance of good credit history.

**242 WEB 2.0/MULTIMEDIA**

Prerequisite: [Computer Applications](#) (Offered 2015-2016)

Application required for entry into course.

Credit	9	10	11	12
0.50			X	X

Introduce students to the latest Web 2.0 applications and make complex Web technologies accessible to a beginning student. This course will discuss social and business uses of Web 2.0 applications. Topics will include student blogging (utilizing Word Press), Wikis, RSS feeds, sharing photos utilizing sites such as Flickr, Twitter, LinkedIn, and social bookmarking such as Delicious.

Students will also learn basic concepts of multimedia utilizing Adobe Premiere Elements and I-Movie. Project based assignment will be included.

# English (311-360)

Essential to the over-all program of studies, the English program emphasizes the development of the powers of comprehension, of critical thinking skills, and of coherence, cogency, and fluency in the expression and communication of ideas. It also provides experiences and activities that will help students become discriminating users of print and non-print media. Literary and media works, selected for both excellence in style/content and relevance to student interests, will promote responsible Christian attitudes, aesthetic appreciation, and appropriate leisure time activities.

To accomplish this, the English program provides comprehensive, sequenced courses for freshmen and sophomores, with a wide range of electives for juniors and seniors. Either [Speech \(336\)](#) or [Advanced Composition \(350\)](#) is required for graduation. In addition, composition and speech units in electives develop skills begun in freshman and sophomore courses. The English Department offers preparation for the Advanced Placement Test in Language and Composition and Literature and Composition.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Freshman English	Sophomore English	Creative Writing Speech Classics in World Literature Literature of Change Shakespeare English Lit: Middle Ages to 1800 English Lit: 1800 to Present Global Literature Advanced Composition	Creative Writing Speech Classics in World Literature Literature of Change Shakespeare English Lit: Middle Ages to 1800 English Lit: 1800 to Present Global Literature Advanced Composition AP English

**337 - FRESHMEN ENGLISH**  
**357 REQUIRED**

Credit	9	10	11	12
1.00	X			

All incoming freshmen are placed into Freshmen English. This is a year-long course where students will study the elements of the short story and novella, drama, poetry, biography, autobiography, and essay. Writing and mechanical skills begin with grammar, punctuation, and spelling, and move to improvement of sentence writing and paragraph structure. After the basics are reviewed and mastered, students will expand their writing skills into multi-paragraph essays and research papers. Library skills, introductory speech skills and collaborative discussion skills are also taught. Some major works include: *To Kill a Mockingbird*, *Of Mice and Men*, *Romeo and Juliet*, and books from *The Odyssey*.

**343 - SOPHOMORE ENGLISH**  
**353 REQUIRED**

Credit	9	10	11	12
1.00		X		

This is a yearlong course that studies American Literature from the 1400's to the 1900's. It includes a study of the lives and writings of representative authors and a study of the basic philosophies of American writing: Puritanism, Rationalism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism and Post Modernism. This is an in-depth study of the different genres of literature as introduced in freshman English. An understanding and analysis of basic elements of fiction, especially plot, character, theme, and setting are stressed, as well as figurative language, diction, style and voice. Multi-paragraph essays, especially literary analysis and research, are developed. Students will communicate reflective thought through various writings and oral presentations. The course will emphasize inferential reading and recognition of the past. Students will explore such questions as: What is an American? What is American literature? How do place and time shape an author's work and our understanding of the work? Some major works include: *The Scarlet Letter*, *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Grapes of Wrath*, and *A Raisin in the Sun*.

**333 CREATIVE WRITING**  
**ELECTIVE**

Credit	9	10	11	12
0.50			X	X

Creative Writing provides a workshop environment as an outlet for creative expression with an emphasis on standards that meet English department guidelines. The course is intended for students with above average interest and talent in writing. It requires writing in several genres with the focus on poetry, short stories, one-act plays, character sketch, narratives, and humor. Students will strengthen their grammatical and proofreading skills as they revise their own work and learn to critique writings. Submitting work for publication will be encouraged.

Students will learn to communicate effectively when writing for various audiences and purposes and will demonstrate the ability to analyze the structure and language content of technical reports.

**336 SPEECH**  
**REQUIRED (Alternate: [Advanced Composition](#))**

Credit	9	10	11	12
0.50			X	X

This course, by stressing the area of vocal communication, interpersonal and intrapersonal, intends to help the student assimilate the skills necessary for successful social and academic articulation. The emphasis will be on communicating ideas, assessing audience, and listening actively. Students will not be restricted to one type of oral presentation, but will be exposed to various methods, such as: speeches of information, demonstration, persuasion, debate, etc. Activities involve the development of logic, research, organization, and presentation.

**342 CLASSICS IN WORLD LITERATURE**  
ELECTIVE (Offered 2015-2016)

Credit	9	10	11	12
0.50			X	X

This course will examine a representative cross section of genuinely great literature spanning the centuries. Classic works of World Literature (excluding British literature which is offered in a separate class) will be read in relation to their cultural and historical context as well as their universality and relevance to present reality. Advanced reading and literary essay skills are required, as are discussion, critical listening, and note taking.

**344 LITERATURE OF CHANGE**  
ELECTIVE (Offered 2015-2016)

Credit	9	10	11	12
0.50			X	X

This course acknowledges and seeks to deal with the changes brought about by modern technology, especially electronic media and information processing. Materials with a speculative/predictive outlook, including written fiction and nonfiction as well as other media, will be analyzed and evaluated. A flexible and creative outlook is needed: students should be ready to cross traditional department lines and make real-world applications. Composition skills will emphasize credible projections into possible futures with support of opinions. Speech skills will emphasize propaganda techniques, critical listening/viewing, and speculative, yet responsible discussion.

**345 SHAKESPEARE**  
ELECTIVE (Offered 2016-2017)

Credit	9	10	11	12
0.50			X	X

This course uses Shakespearean drama as the basis for a consideration of universal themes, characterizations and situations that have made Shakespeare a major source and standard for subsequent literature in the English language. Two Comedies, two Tragedies, and a Tragicomedy will be read in relation to background material on the English Renaissance, theories of drama, and relevance to the present time. Students choosing this course should already possess some ability to read and comprehend Shakespeare's English, and be ready to enhance that comprehension so as to gain appreciation of the poetic, artistic and philosophical depth of Shakespeare's works. Speech skills may be developed in memorized or book-in-hand oral delivery of selected passages. If an appropriate opportunity is available, a field trip to a live performance may be required, with students paying a fee to cover cost of admission and bus.

**346 ENGLISH LITERATURE: MIDDLE AGES TO 1800**  
ELECTIVE (Offered 2016-2017)

Credit	9	10	11	12
0.50			X	X

This semester long course intensively examines the best of English literature from the Middle Ages to 1800. The Beowulf poet, Chaucer, and Milton will be read and studied in great detail. Works are read in relation to their cultural and historical context as well as their universality and relevance to present reality. Students will also study English poetry including such authors as Sir Thomas Wyatt, John Donne, and Lady Mary Wroth. Students should be ready to read and comprehend older and more formal English and gain some appreciation of the poetic, artistic, and philosophical depth of these works. Writing skills will emphasize literary analysis and some use of outside sources. Speaking and listening skills will stress collaborative discussion and oral interpretation of excerpted passages.

**348 ENGLISH LITERATURE: 1800 TO PRESENT**  
ELECTIVE (Offered 2015-2016)

Credit	9	10	11	12
0.50			X	X

This semester long course intensively examines the best of English literature from 1800 to the Present. Authors such as Jane Austen, Emily Bronte, Charles Dickens and others will be read and studied in great detail. Works are read in relation to their cultural and historical context as well as their universality and relevance to present reality. Students will also study English poetry including such authors as William Blake, Elizabeth Barrett Browning, Samuel Coleridge, A. E. Housman, and John Keats. Reading skills will emphasize close and active reading to determine theme, symbolism, point of view, and evidence/connections to the time in which the work was written. Writing skills will emphasize literary analysis and some use of outside sources. Speaking and listening skills will stress collaborative discussion and oral interpretation of excerpted passages.

**349 GLOBAL LITERATURE**  
ELECTIVE (Offered 2016-2017)

Credit	9	10	11	12
0.50			X	X

This is a semester long course for high school juniors and seniors. This course provides exposure to different cultures through art, religion, literature and film, which prepares the students for success in the globalized world. Students in Global Literature read literature in the forms of novels, poems, plays, and short stories from around the world. Authors will come from around the globe and include such authors as Chinua Achebe, Chris Cleave, Laura Esquivel, Alan Paton, and Terry Pratchett. The class will confront the following questions: What is the relationship between literature and history? What is the role of the individual in a world with different beliefs in God? What are the common themes that unite the literature? What are the biases that make us unable or less able to appreciate literature from a culture that is not our own? Reading skills will emphasize close and active reading for analysis of theme development, point of view and context. Writing skills will emphasize literary analysis and research of cultural experiences and indigenous traditions citing support from the texts as well as outside sources. Speaking skills will emphasize collaborative discussions and presentations in diverse media.

**350 ADVANCED COMPOSITION**

Note: This class is recommended to students who plan to take [AP English](#) senior year.

Credit	9	10	11	12
0.50			X	X

Composition is the course in which the student can develop the maturity in content, style, and form necessary for high-level scholastic achievement. It provides students the opportunity to develop critical thinking and research skills needed to understand and to construct the formal essay. Also, it develops library reference skills, the art of formal note taking, outlining, and various other required skills, that lead up to the formation of an individual research paper. The class requires that all formal writings be typed.

**359 - ADVANCED PLACEMENT ENGLISH**

**360** Prerequisite: Instructor Consent.

Credit	9	10	11	12
1.00				X

This course is intended to prepare students for the Advanced Placement Test in Literature and Composition. Any AP course should be a challenging and stimulating experience that requires more effort and gives greater opportunity for individual accomplishment than the regular high school courses. Students should be self-motivated enough to complete, and sometimes exceed, assignments without prodding or checking. AP English emphasizes a wide variety of reading, writing, editing, revising, and discussing tasks. These include both research topics assigned in advance and impromptu in-class timed writings, where students learn to condense the writing process so they can write a well-organized essay in a short time. Students will develop: a) a broad working vocabulary of literary terms; b) some knowledge of the evolution of English prose style since the Middle Ages; c) the critical perception to evaluate diction, syntax, tone, structure, purpose, and meaning; d) the facility to choose from a repertoire of writing styles and structures. These students will be able to convey information accurately, without distortion or ambiguity, and, as appropriate, will be able to influence the reader's feelings through diction, figures of speech, and sentence structure. All students enrolled in this course are required to take the AP Test in Literature and Composition.

# Fine Arts

One-half credit of fine arts, be it in studio arts or performing arts, is a graduation requirement of all students at St. Catherine’s High School. The “Three R’s” are important for living but it has been said that the arts are what makes living worthwhile.

## STUDIO ARTS (100-147)

St. Catherine’s Studio Art Department offers an opportunity for students to develop their creativity and provides an avenue for visual communication. Through our studio art classes, we encourage intellectual and spiritual growth and provide young people with life-long skills in problem solving and aesthetic decision making. We offer sequential experiences in two and three dimensional art, in a broad range of media, that incorporate art making, art knowledge, art appreciation, and critical analysis. The Art Foundations course will meet the graduation requirement for fine arts. It serves as the prerequisites for advanced courses.

### **100 ART FOUNDATIONS**

Credit	9	10	11	12
0.50	X	X	X	X

Art Foundations is a beginning course to learn all the fundamentals of different art mediums, master and contemporary artists, and art history. Through this the students get a wealth of knowledge in art and are given opportunities to put that knowledge into practice with a wide variety of projects. Students will be practicing using mediums such as pencil, charcoal, watercolor, sharpie, oil pastels, and photography, among others. They will also be studying artists from Monet to Jackson Pollock. Towards the end of the course, students will investigate art throughout certain eras of history including early Christianity, Ancient Greece, and Rome. Art Foundations is required before students can enroll into other art courses.

### **119 DRAWING AND PAINTING**

Prerequisite: [Art Foundations](#) and instructor consent.

Credit	9	10	11	12
0.50	X	X	X	X

Through this course, students will take their drawing and painting abilities further by studying more advanced criteria. They will practice multiple techniques after learning about master artists such as Caravaggio, Salvador Dali, and more. They will work with mediums like charcoal, gesso, pencil, acrylic paint, India ink, and chalk. Students will work in groups and individually to help improve themselves as student artists. They will also take a look into the drawings and paintings of the past from the Renaissance to modern day.

**123 PAINTING AND PRINTMAKING**Prerequisite: [Drawing & Painting](#). (Offered 2016-2017)

Credit	9	10	11	12
0.50		X	X	X

Painting and Printmaking is a concentrated study of liquid media and reproducible art. It adds breadth to the high school art experience and provides a new avenue for self - expression. Advanced techniques in painting (dry brush, washes, resist, ala prima, impasto, Indian Ink and sgraffito, etc.) are introduced as they relate to transparent and opaque media. Monoprinting, a process which incorporates both painting and graphic art skill, will bridge the transition to printmaking in the second half of the semester. Students will progress to woodblock, intaglio, serigraphy, and or lithographic printmaking. The period of art history from Impressionism to Modern Art, with an emphasis on printmaking, provides a spring-board for the study of style and visual communication. Vocabulary and critical analysis correlate with all activities.

**130 PHOTOGRAPHY I**Prerequisite: [Art Foundations](#).

Credit	9	10	11	12
0.50		X	X	X

In this course, students will capture the world around them as well as the world behind them. After studying the work of past and present photographers, students will take photos according to concepts they have learned. These concepts include surreal narrative, contrast lighting, symmetry, and form, among others. Students will also explore their unique vision through the lens by taking photos that are meaningful to them. Along with the learning of photographers and concepts, students will also be given knowledge on how to edit photos through the use of Photoshop. Students will also discuss each other's artwork through engaging critiques.

**131 PHOTOGRAPHY II**Prerequisite: [Photography I](#).

Credit	9	10	11	12
0.50		X	X	X

For Photography 2, students take the concepts learned from Photography 1 and enhance their photo taking abilities. Students are encouraged to explore advanced techniques such as high contrast, Sabattier, photomontage, and collage. Throughout this course, students develop their own personal style of photography and enhance their skills through practice. They also develop the skills to discuss other's work through constructive critiques.

**138 SCULPTURE AND CERAMICS**Prerequisite: [Art Foundations](#).

Credit	9	10	11	12
0.50	X	X	X	X

This course will give students the opportunity to work with 3D concepts. In sculpture the students will explore master sculpture artists and work with materials such as paper, wood, clay, green foam, glazes, and found objects. These materials will be used to create freestanding sculptures. Students will also be introduced to the concepts of cast, soldered, modeled, and carved sculpting. The other part of this course will involve the study of ceramics. This includes the introduction of wheel throwing. Through this, students will create a large variety of pottery and sculptures while investigating specific eras in history involving ceramic works of art and the artists that created them.

<b>142 JEWELRY /FIBER/STAINED GLASS</b>	Credit	9	10	11	12
Prerequisite: <a href="#">Sculpture &amp; Ceramics</a> . (Offered 2015-2016)	0.50		X	X	X

Principles of three-dimensional design are applied to the creation of jewelry, stained glass and decorative objects in this class. A series of assignments are given which challenge the student to incorporate multiple techniques and materials into the design of one object. Experiences may include embossing, metal forming, repousse and chasing, etching, soldering, stone setting, and weaving as it relates to metal. Hand-made beads may be formed from clay or glass and used to embellish. All elements of a work of art will be hand-made, including findings. Students are encouraged to experiment with non-traditional materials and to incorporate recycled or found objects into the design of their jewelry. They will research modern artists who work in jewelry or fiber as the art history portion of their study. Vocabulary and critical analysis correlate with all activities.

<b>146 - INDEPENDENT STUDY-ART</b>	Credit	9	10	11	12
<b>147</b> Prerequisite: Art Foundations, one 2D class, one 3D class and Instructor consent	0.50			X	X
<b>148 - ADVANCED PLACEMENT STUDIO</b>	Credit	9	10	11	12
<b>149</b> Prerequisite: Art Foundations, one 2D class, one 3D class and Instructor consent	1.00			X	X

**Independent Study** is open to career-oriented and high-interest students who have completed the majority of the classes offered in this curriculum. They should possess advanced knowledge of a variety of media and be highly skilled in technique as well as expression. Their grade point average in art should reflect this. Independent Study provides a great opportunity for students, who wish to create a portfolio for Advanced Placement credit or entry into a college art program. A body of work will consist of intense research and involvement in one area of art or media, and/or a multi-media approach revolving around a central theme. **AP Studio** is not based on a written examination; instead students submit their portfolios for evaluation at the end of their senior year. The student will assume personal responsibility for their learning and creative process and consistently produce challenging artistic images and quality art. The curriculum for this class should be discussed, agreed upon, and documented by the student, the student's guidance counselor and the instructor before the class begins.

## **PERFORMING ARTS (150-190)**

The Performing Arts Department offers all students the opportunity for a group learning and performing situation, regardless of past experience or individual ability. Courses are available in Music and Theater.

### **151 - STRING ORCHESTRA**

**152** Prerequisite: Ability to play a string instrument.

Credit	9	10	11	12
1.00	X	X	X	X

This course is for string players who have had at least one year of training on their individual instrument. It emphasizes the fundamentals of music as well as listening skills and the study of various styles of music along with sound production. Orchestra provides an opportunity for those students with instrumental music ability to play various types of music. Students develop individual and group performance skills, using various styles of string literature. Emphasis is placed on tone quality, intonation, bowing techniques, development of range, and music reading skills.

### **155 - CONCERT BAND**

**156** Prerequisite: Ability to play a string instrument.

Credit	9	10	11	12
1.00	X	X	X	X

Concert Band provides an outlet for those students with instrumental music ability by acquainting them with as many various types of concert and military band literature as possible. The band also provides formal and incidental music for school and school-sponsored functions.

**NOTE:** Because of the direct relationship between each member, and the overall performance of the entire group, **attendance at all assigned band/orchestra functions IS REQUIRED**. It is felt that no employer has the right to insist that a student miss school to work. Since band/orchestra functions are considered part of the requirement of the course, work will be **no** excuse for failure to attend a performance. In case of illness, a parent's written explanation will be expected. Regular attendance at in-school sectional rehearsals is also expected.

### **165 - CONCERT CHOIR**

**166** Prerequisite: None.

Credit	9	10	11	12
1.00	X	X	X	X

Emphasis is on vocal production and the fundamentals of singing, although music theory is incorporated into this course. A love for quality singing is stressed. Open to any freshman, sophomore, junior or senior boy or girl. Much emphasis will be given to proper vocal production. Performance is required.

### **190 THEATER ARTS**

Prerequisite: None.

Credit	9	10	11	12
0.50		X	X	X

Theater Arts is an academic and hands-on survey of technical and performance aspects of the theater. Students do exercises in acting, make-up, costuming, lighting, and stage vocabulary. The course is designed to make the student feel at home in the theater, on either side of the footlights. It presents the theatrical arts and crafts for the student's appreciation and use as a spectator, performer, or technician. The student will attend field trips.

# Mathematics (500-552)

The Mathematics Department offers a comprehensive selection of courses to accommodate students who have difficulty with math, average math students and advanced math students. We offer an [Advance Placement Calculus](#) course designed to prepare students for the AP exam for which they can earn college credits. Students at St. Catherine's have consistently scored above the National norm on the ACT/SAT. In addition, the programs we offer will prepare the student to effectively handle any mathematically related problem they may encounter in the future.

**The traditional sequence taken by those planning on attending a four year college is: [Algebra I, Geometry, Algebra II/Trigonometry and Pre-Calculus](#).** It is possible for someone coming to St. Catherine's who has taken Algebra in 8th grade to take Calculus in addition to the above mentioned sequence. At present most colleges are recommending that students complete at least the sequence through either [Algebra II](#) or [Algebra II/Trigonometry](#). They also encourage students to take math during the senior year of high school so that they will be well prepared for the college placement tests.

Recommended Sequence of Courses:

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Pre- Algebra	Algebra I	Geometry	Algebra II
			Algebra II with Trig
Algebra I	Geometry	Algebra II	Trig & College Prep
		Algebra II with Trig	Pre-Calculus
Geometry	Algebra II	Trig. & College Prep	Pre-Calculus
	Algebra II with Trig	Pre-Calculus	Calculus
			AP Calculus
Algebra II	Trig. & College Prep	Pre-Calculus	Calculus
			AP Calculus
Algebra II with Trig	Pre-Calculus	Intro to Calculus	AP Calculus / Statistics
		AP Calculus	Off Campus Calc II

**507 – PRE-ALGEBRA**

**508** Prerequisite: Freshman Placement Test.

Credit	9	10	11	12
1.00	X			

This course uses a gradual method of introduction to Algebra which builds on basic arithmetic skills and continues through the solving of algebraic equations.

**513 – ALGEBRA I****514** REQUIREDPrerequisite: Freshman Placement Test or passing grade in [Pre-Algebra](#).

Requirement: Graphing Calculator

Credit	9	10	11	12
1.00	X	X	X	

This course presents a study of the real numbers and their properties. These properties are then used to solve equations (both linear and non-linear) and inequalities. Problem solving is also stressed through which algebraic processes are used. Recommended: Ease in ability to add, subtract, multiply, and divide positive and negative whole numbers, decimals, and fractions.

**521 – GEOMETRY****522** Prerequisite: [Algebra I](#).

Requirement: Graphing Calculator

Credit	9	10	11	12
1.00	X	X	X	X

Geometry is the study of points, lines, surfaces, and solids. This course aims to meaningfully present the basic structure of geometry in a two dimensional space using the deductive method of proof.

**525 – ALGEBRA II WITH TRIGONOMETRY****526** Prerequisite: [Algebra I](#) (students with a **high level** of proficiency should elect this course).  
[Geometry](#) .

Requirement: Graphing Calculator

Credit	9	10	11	12
1.00	X	X	X	X

This course is a comprehensive review of previously studied algebraic concepts and skills. Building upon this foundation, new concepts are introduced, such as the concept of a function including linear, quadratic, exponential, logarithmic, and trigonometric functions. The same basic skills used to deal with rational numbers and solve equations are applied to the set of real numbers, the imaginary numbers, the complex numbers, and the trigonometric functions. This course is recommended for students who performed above average or excelled in [Algebra I](#).

**527 – ALGEBRA II****528** Prerequisite: [Algebra I](#) (students with a **lower level** of proficiency should elect this course).  
[Geometry](#) (or concurrent with instructor consent).

Requirement: Graphing Calculator

Credit	9	10	11	12
1.00	X	X	X	X

This course is a comprehensive review of previously studied algebraic concepts and skills. Building upon this foundation, new concepts are introduced, such as the concept of a function including linear, quadratic, exponential and logarithmic functions. The same basic skills used to deal with rational numbers are applied to the set of real numbers, imaginary numbers, and complex numbers. This course is recommended for students who struggled or performed adequately in [Algebra I](#).

**529 – TRIGONOMETRY AND COLLEGE PREPARATORY  
530 MATH**

Prerequisite: [Algebra II](#).  
Requirement: Graphing Calculator

Credit	9	10	11	12
1.00			X	X

This course begins with a review of essential algebraic concepts as an introduction to a comprehensive study of the trigonometric functions, their graphs, and applications. It will also cover probability and statistics, set theory and logic, matrices, imaginary and complex numbers, vectors, and real-world applications such as area, volume, and perimeter as time allows.

**538 STATISTICS**

Prerequisite: [Algebra I](#).  
Requirement: Graphing Calculator

Credit	9	10	11	12
0.50		X	X	X

This is an introduction to statistics for students who will be going into college courses that emphasize work with data and statistical ideas.

**541 – PRE-CALCULUS**

**542** Prerequisite: [Algebra II with Trig](#) or [Trig and College Prep Math](#).  
Requirement: Graphing Calculator

Credit	9	10	11	12
1.00			X	X

This course provides a rich preparation for courses in calculus, abstract algebra, and probability. It is designed primarily for the college-bound student, especially one entering the field of mathematics or science. Included in the course is a comprehensive treatment of analytical geometry and trigonometry, the concept of functions, and series and sequences.

**547 – INTRODUCTION TO CALCULUS**

**548** Prerequisite: A 2.0 average or better in [Pre-Calculus](#).  
Requirement: Graphing Calculator

Credit	9	10	11	12
1.00			X	X

Calculus is the mathematics of change and motion. This course will cover both differential and integral calculus. In differential calculus functions will be reviewed. Derivatives of polynomial, rational, and inverse functions will be studied, along with the applications of derivative in the curve plotting, finding the maxima and minima, and the mean value. In integral calculus the definite and indefinite integrals will be introduced as well as their application in finding area, volume, moments and center of mass, and centroid and center of gravity.

**551 – ADVANCED PLACEMENT CALCULUS**

**552** Prerequisite: A 4.0 average in [Pre-Calculus](#).  
Requirement: Graphing Calculator

Credit	9	10	11	12
1.00			X	X

The student who chooses AP Calculus will be expected to take the Calculus A-B AP exam in May. This course covers the same topics as those listed for [Introduction to Calculus](#), but on a more accelerated timetable and with an added emphasis on the more developed level of problem solving needed to successfully complete the AP exam.

# Modern Languages (401-458)

St. Catherine's has long been known for the quality of its modern language instruction. We encourage students to begin the study of a language in their freshman year. It is recommended, however, that freshmen who have difficulty or problems in reading postpone the study of a modern language for a year. Please know, however, that two (2) consecutive years of the same modern language is required for graduation.

Be advised: Many colleges and universities offer retroactive credits or they waive language requirements for students who have successfully completed high school modern language study at St. Catherine's.

<b>401 - CHINESE I</b>	Credit	9	10	11	12
<b>402</b> Prerequisite: None.	1.00	X	X	X	X

This course is an introduction to the Chinese language and culture. Students will learn basic communication skills in listening, speaking, reading, and writing. Since communication is the primary emphasis of the course, the student will engage in varied activities to develop the skills. The course provides a basis for a student to advance to the next level of study.

<b>403 - CHINESE II</b>	Credit	9	10	11	12
<b>404</b> Prerequisite: <a href="#">Chinese I.</a>	1.00	X	X	X	X

This course is a continuation further developing the skills begun in Chinese I.

<b>405 - CHINESE III</b>	Credit	9	10	11	12
<b>406</b> Prerequisite: <a href="#">Chinese II.</a>	1.00		X	X	X

In Chinese III the student will continue the study of the Chinese language and culture. Students will be exposed to more vocabulary, conversations, and reading assignments and will further develop the skills of listening, reading, speaking and writing. Chinese character writing will continue to be emphasized. Activities of the class will include short essays, English-Chinese translation exercises, and classroom discussions.

<b>407 - ADVANCED CHINESE</b>	Credit	9	10	11	12
<b>408</b> Prerequisite: <a href="#">Chinese III.</a>	1.00				X

After successful completion of [Chinese III](#), students may elect to continue the study of Chinese culture as well as spoken and written language. In-depth activities related to literature, translation exercises, and classroom discussion will be emphasized.

**451 - SPANISH I**  
**452** Prerequisite: None.

Credit	9	10	11	12
1.00	X	X	X	X

Spanish I is the introductory course to a student's study of the Spanish language and culture. Communication in the business of the classroom will be the primary emphasis. Classroom lessons will involve activities which develop the student's skills of speaking, writing, listening and reading about everyday situations in Spanish.

**453 - SPANISH II**  
**454** Prerequisite: None.

Credit	9	10	11	12
1.00	X	X	X	X

Spanish II is the development of the skills introduced in Spanish I and a building of more advanced communication skills in speaking, listening, reading and writing -- with more emphasis on seeking information, communicating personal needs and developing more advanced social interaction skills. The class is taught in Spanish, and students are expected to communicate almost all information and needs in Spanish.

**455 - SPANISH III**  
**456** Prerequisite: A 2.0 average or higher in [Spanish II](#).

Credit	9	10	11	12
1.00		X	X	X

Spanish III is a continued development of the speaking, listening, reading and writing skills of Spanish I and II. Spanish III encourages greater creative communication and relies on more authentic Spanish literature and current Spanish topics to expand the student's skills. Students will communicate in more extended discourse -- recount stories or events in a creative rather than rote manner. The class is taught in Spanish and students are expected to use the target language to communicate.

**457 - SPANISH IV**  
**458** Prerequisite: A 2.0 average or higher in [Spanish III](#).

Credit	9	10	11	12
1.00				X

Spanish IV is an advanced literature and language course with a primary goal of preparing students for upper level placement at the university level. Major authors from the Hispanic world are studied. There is also an emphasis on advanced Spanish grammar and authentic and current media sources. The course is taught in Spanish and the students on this level do all of their communicating in Spanish.

**459 - SPANISH V**  
**460** Prerequisite: A 2.0 average or higher in [Spanish IV](#).

Credit	9	10	11	12
1.00				X

Spanish V is an advanced literature and language course with a primary goal of preparing students for upper level placement at the university level beyond level IV. It is a natural progression of study in the Spanish language. The course is taught in Spanish and the students on this level do all of their communicating in Spanish.

# Physical Education & Health

## (615-655)

The goal of the Physical Education program is to promote the benefits of exercise and physical activity, while striving to positively impact the students' current levels of fitness. The ultimate goal is to have students develop the knowledge, skills, and motivation to engage in exercise and health promoting habits throughout their lives, and accomplishing this by providing a positive experience for all students in Physical Education and Health classes.

The Physical Education Department program provides each student the opportunities to develop skill and understanding in a variety of youth related activities in team and life-time sports and a weight training class that allows the student to develop muscular strength and power through a method of body building.

<b>615- PE 9</b>	Credit	9	10	11	12
<b>616</b> Prerequisite: None.	0.50	X			

This course is designed to introduce a wide range of sports and physical activities to promote the benefits of exercise. Freshman physical education will have an emphasis on skill development, sportsmanship, teamwork, and an understanding of personal fitness levels. There will be a number of different team, individual, and fitness activities that will be covered in this course.

<b>621- PE 10</b>	Credit	9	10	11	12
<b>625</b> Prerequisite: None.	0.50		X		

This course consists of a variety of physical activities and team sports which include flag football, floor hockey, speedball, lacrosse, basketball, badminton, volleyball, and softball. The focus will be on using proficient skills and strategies in the sports and fitness games.

<b>622 - ADVANCED PHYSICAL EDUCATION</b>	Credit	9	10	11	12
<b>626</b> Prerequisite: None.	0.50			X	X

This course is designed for the student who is interested in participating in team sports, individual activities, and lifetime activities. This class offers flag football, Frisbee golf, floor hockey, speedball, lacrosse, basketball, badminton, volleyball, and bowling. The goal of this course is to help promote and emphasize lifelong physical activity. Off campus activities such as bowling and Frisbee golf will require additional fees to be collected by the teacher during the unit.

**WEIGHT TRAINING**  
**631/632** SOPHOMORE/JUNIOR/SENIOR BOYS  
**633/634** SOPHOMORE/JUNIOR/SENIOR GIRLS

Credit	9	10	11	12
0.50		X	X	X
0.50		X	X	X

In this course the students will learn how to train properly and effectively to help increase their muscular strength, muscular endurance, flexibility, cardio respiratory endurance, and body composition. This will be accomplished by teaching students how to use proper lifting mechanics, create a personalized workout regimen, and understand which fitness activities best benefit them. Throughout the week they will spend about 3 days in the weight room, and two days doing fitness games and activities which include yoga, P90X, tae-bo, fitness bands etc.

**655 HEALTH**  
**REQUIRED**

Credit	9	10	11	12
0.50		X		

The prime objective of health education is to prepare the student with an understanding and ability to practice behaviors that promote health, prevent disease, and reduce health risks. The student will also demonstrate the ability to use goal setting and decision making skills to enhance health. Other objectives include the ability to analyze the impact of culture, media, technology, and other factors, and show the ability to advocate for personal, family, school, and community health.

# Reading and Study Skills

## (301 - 306)

Reading and study skills, including test taking, are an integral part of a student's ability to succeed at the secondary school level. St. Catherine's offers some limited course options for incoming freshman that need development in these areas.

### **301 - READING SKILLS**

**302** Prerequisite: Reading Test.

Credit	9	10	11	12
0.50	X			
1.00	X			

In Reading Skills emphasis is placed on reading more. Students are required to be reading every day and read numerous books from a variety of genres. Study skills and essential reading skills will be emphasized.

### **306 STUDY SKILLS – TEST TAKING**

Prerequisite: None.

Credit	9	10	11	12
0.50	X			

This course covers basic study skills: using an assignment notebook, organization, note-taking, test taking, and basic research. Students are expected to implement the various strategies, evaluate their effectiveness, and adjust the strategies to meet their needs. The course will also look at ways to improve standardized test scores.

# Science (712-768)

The objective of the Science Department at St. Catherine’s High School emphasizes development of students’ ability to use the scientific method in acquiring knowledge and the proper care and use of the equipment and materials necessary in laboratory work. These objectives support the school’s philosophy and its general objectives --love of God and neighbor and the building of a just society.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Physical Science Biology	Biology Chemistry	Physics Chemistry AP Biology Environmental Science Earth Science – Geology/Astronomy Earth Science – Oceanography Zoology Human Anatomy & Physiology	Physics Chemistry AP Biology Environmental Science Earth Science – Geology/Astronomy Earth Science – Oceanography Zoology Human Anatomy & Physiology Adv. Topics / Physical Science

**712 - PHYSICAL SCIENCE**  
**713**

Credit	9	10	11	12
1.00	X			

Physical science is a discipline that encompasses principles of basic chemistry, physics and mathematics. The goal of this course is to provide students with a solid background concerning basic topics in chemistry and physics. Using the text and lab activities, students will study general chemistry concepts including the structure of matter, the periodic table, chemical bonds, compounds and reactions, mixtures and solutions. Machines, motion, waves, heat, sound, light, and electrical energy encompass the physics. The students will gain a solid understanding of the scientific method and learn to write thorough and accurate lab write-ups. The goal of this course is to provide students with a solid background concerning basic topics in chemistry and physics and provide students with the basic foundation to continue further study in earth and space science, biology, chemistry and physics.

**721 - BIOLOGY**  
**722 REQUIRED**

Credit	9	10	11	12
1.00	X	X		

The student is introduced to basic concepts about living organisms. Major themes include cell structure and function; cellular chemistry and homeostasis; cell division and genetics, including DNA; evolution and natural selection; and energy capture and its transfer from plants to other organisms. In the second semester we examine the diversity of life forms, including bacteria, viruses, protists, fungi, plants and animals, including humans. Dissection of the fetal pig is usually included. Lab work is an important part of this course. A review of scientific methods will be incorporated into the initial unit of this course.

**725 EARTH SCIENCE-ASTRONOMY/GEOLOGY**  
**EMPHASIS**  
 ELECTIVE (Offered 2016-2017)

Credit	9	10	11	12
0.50			X	X

This semester course of Earth Science explores the realms of space and the dynamics of our ever changing earth. Students will engage themselves in understanding the beginnings of our universe and its impact on our daily lives. They will understand the immensity of what lies beyond our earth and that all of science plays an integral part in astronomical study. Students will also through class presentations and lab experimentation come to a greater understanding of the planet earth and its dynamic nature. They will see how the earth is in a state of continual flux as they are introduced to basic geologic concepts and laws.

**726 EARTH SCIENCE- OCEANOGRAPHY EMPHASIS**  
 ELECTIVE (Offered 2015-2016)

Credit	9	10	11	12
0.50			X	X

This is a study of the waters of the earth, hydrology. Students will be introduced to the 80% of the earth that is water and its impact on all of life. Through class presentation, student experimentation and research students will gain a greater understanding of the waters that cover our earth; oceans, lakes, glaciers, rivers and more. They will learn the topography, the chemistry, and the biodiversity which make it a unique study. Students will come to understand the interrelationships between ocean current, wind currents, storms and daily weather changes and how they impact all life. In this course students will acquire a greater working knowledge of the scientific concepts and processes of our earth.

**727 ENVIRONMENTAL SCIENCE**  
 ELECTIVE (Offered 2015-2016)

Credit	9	10	11	12
0.50			X	X

Environmental Science is the study of how living organisms interact with each other and with their environment. It deals with how energy is obtained and flows through ecosystems, and how earth materials are cycled within ecosystems. Population growth and our thirst for energy are seen as major factors that influence how we affect land, water, and air quality in the world around us. Environmental Science is designed to cover the major topics of ecosystems, energy, and resources.

**729 ZOOLOGY**  
ELECTIVE (Offered 2016-2017)

Credit	9	10	11	12
0.50			X	X

Zoology is a science that is devoted to the study of animal life. The course examines the anatomy and physiology of the world's animals and illustrates the developmental advances that more complex organisms have made over less complex organisms. Consequently, the shape and function of an animal's external and internal structure will take up a large portion of the course. Several species will be dissected to reinforce the similarities and differences between animal species. This course also will focus on how animals interact with each other and the environment and how humanity can affect their survival. Zoology is offered in alternating year sequence with Human Anatomy and Physiology.

**730 HUMAN ANATOMY PHYSIOLOGY**  
ELECTIVE (Offered 2015-2016)

Credit	9	10	11	12
0.50			X	X

Human Anatomy and Physiology is the study of the human body and the processes that occur within it. This course is devoted to exploring the parts that compose the human body from sub-cellular organelles to the complete interaction of human organ systems. It will examine the biological and chemical processes that allow the human body to survive and function normally as well as any illnesses and treatments that can affect a person's life. The class would be lab centered with observations of human processes and dissections of appropriate animal organs that are closely related to those of a human being.

**733 - CHEMISTRY**

**734** Prerequisite: Recommended concurrently with [Algebra II/Trig](#) or [Algebra II](#).

Credit	9	10	11	12
1.00		X	X	X

This course in Chemistry is intended to appeal to a wide range of student ability and interest in science through a problem-solving approach. The course includes a study of the nature and changes in matter. Concepts stressed are quantum mechanical model of the atom, the mole, periodicity of elements, bonding and structure of molecules, and mechanics of chemical reactions.

**743 - PHYSICS**

**744** Prerequisite: [Algebra II/Trig](#) or [Algebra II](#) and/or concurrent with [Trigonometry and College Math Prep](#).

Credit	9	10	11	12
1.00			X	X

The principles and relationships of matter and energy that are fundamental to science are explored. Major topics in the course include mechanics and heat, waves, electricity and magnetism, and modern physics. The exploration and application of the concepts of physics are addressed.

**750 - ADVANCED PLACEMENT IN BIOLOGY****751** Prerequisite: [Biology](#) and Application Process.

Credit	9	10	11	12
1.00			X	X

AP Biology is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The College Board redesigned the curriculum in 2013, and although the amount of material has been reduced, the emphasis on scientific thinking and analytical thinking has increased. The course will be structured differently this year due to the changes and to allow for more class time for labs and discussions. The new AP Biology curriculum encompasses 4 'big ideas', with Essential Knowledge and Process Skills that support each one. All students enrolled in AP Biology are expected to take the AP National Exam.

**767 - ADVANCED TOPICS IN PHYSICAL SCIENCE****768** Prerequisite: [Physics](#) or concurrently with [Physics](#).

Credit	9	10	11	12
1.00				X

The exploration and application of concepts in chemistry and physics is the focus of this course. Planned topics in chemistry include organic (chemistry of compounds containing carbon), qualitative analysis (identification of substances in solutions), and nuclear (study of particles in the atomic nucleus). In physics optics, electromagnetism, electronics, and modern (nuclear/particle physics, superconductivity, theory of relativity, astrophysics) are possible topics of exploration. Since the suggested subject matter is so broad, the course will be designed around the assessed needs and interests of the students participating.

# Social Studies (911-958)

The Social Studies Department strives to prepare concerned and active citizens who can function effectively in a multicultural, rapidly changing, and increasingly interdependent world. It is important that the student be guided by Christian values as he/she is exposed to open examination of controversial issues and conflicting views of history. The department has a mixture of required and elective courses to develop and broaden the basic social studies skills.

**911 - WORLD HISTORY I AND II**  
**912 REQUIRED**

Credit	9	10	11	12
1.00	X			

World History focuses on the development of world cultures, paying primary attention to Africa, Asia, and Latin America. The course also concentrates on regional geography, heritage, and a culture's transition to the world of the 21<sup>st</sup> Century.

**924 GOVERNMENT**  
**REQUIRED**

Credit	9	10	11	12
0.50			X	X

Government is the exercise of authority through a complex of political institutions, laws, and customs. The course includes an emphasis upon the rights and responsibilities of citizenship, theoretical and historical characteristics of American government, an overview of the purposes and structures of American government institutions, federalism, and opportunities for comparisons between the U.S. and other political systems.

**926 WORLD GEOGRAPHY**  
**ELECTIVE**

Credit	9	10	11	12
0.50		X	X	X

Geography is the study of our planet's surface and the processes that shape it. More than that, geography is an exploration of connections. Our study will be organized to cover the five themes of geography: location, human and physical characteristics, human/environment interaction, movement and region. We will explore why different places have different sounds, sights, smells and arrangements of features. We will learn the ways in which people interact with their environment and with each other. We will think on several scales from local to global so that students can relate distant places and cultures to their own lives.

**931 - UNITED STATES HISTORY I AND II**  
**932** REQUIRED ([AP US History](#) satisfies requirement).

Credit	9	10	11	12
1.00		X	X	

The first semester includes the founding of the English colonies in America, the struggle for independence, the founding of the federal government with the ratification of the Constitution, the spread of Jeffersonian principles, rising American nationalism along with growing sectionalism, the growth of Jacksonian democracy, increasing tensions that led to the Civil War, Reconstruction, westward and economic expansion, the Gilded Age, and the “aggressive” 1890’s. The second semester covers the emergence of the United States as a world power, its involvement in two world wars sandwiched around a terrible depression, its fights in Korea and Vietnam, its growing competition with the Soviet Union and the resulting complications, glasnost and the break-up of the former Soviet Empire, the rise of the Third World, and the increased importance of global interdependence. This course is intended for juniors and seniors. Exceptions for accelerated sophomores can be made. A sophomore must have received an “A” in World History.

**934 - ADVANCED PLACEMENT UNITED STATES**  
**935 HISTORY**  
 (Satisfies the [US History I & II](#) requirement).

Credit	9	10	11	12
1.00		X	X	

This course offers a collegiate level approach to the study of United States History from pre-colonial to contemporary times. The course is designed to develop a more intense understanding of individuals, institutions, and events that have shaped our nation’s history. Students will be expected to read extensively about historical scenarios and problems, do in-depth research, and submit several scholarly papers on various topics of American history. Emphasis will be placed on critical thinking skills and interpreting primary source historical documents. Significantly more outside reading, research and writing time is expected of students for this course. Class methods will include discussion, lecture, project work, and other related techniques. Students are expected to take the Advanced Placement Examination at the end of the year. This course is intended for juniors and accelerated sophomores (a sophomore must have received an ‘A’ in World History). This course satisfies the U.S. History requirement. Students may not take both the regular U.S. History course and the AP U.S. History course.

**940 PSYCHOLOGY**  
 ELECTIVE

Credit	9	10	11	12
0.50			X	X

Psychology is a class devoted to the study of the human person. It includes subjects related to the development of human traits such as personality, learning, memory, and the interaction between people. It covers the lifespan of an individual’s development as well as the biological functions that are needed to function normally in human society. The class examines also abnormal human behavior and the intricacies involved with social interactions.

**945 SOCIOLOGY**  
ELECTIVE

Credit	9	10	11	12
0.50			X	X

Sociology is the scientific study of human social activity. Students will study the self and others as members and observers of numerous groups at various levels throughout the world, will become familiar with sociological language and methods, and will examine how they influence society and are influenced by it.

**946 ECONOMICS**  
ELECTIVE (Offered 2015-2016)

Credit	9	10	11	12
0.50			X	X

The course will focus on the theoretical foundation of the American economy, along with a review of current economic trends. The interrelationship between economic and political/social institutions will be stressed. The roles played by market structures, price determination, and competition in a capitalistic system will be featured. The problems of economic growth, recession, and inflation are studied. The course also provides a comparative overview of other economic systems. The course promotes an understanding of economic theory, the development of the art of economic reasoning, and the application of theory to practice.

**951 INTERNATIONAL RELATIONS SEMINAR**  
Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50			X	X

The course will look at the evolution of U.S. foreign policy since World War II, focusing on the superpowers' competition and glasnost, the world economy, and the growing emphasis placed on interdependence of all nations, and the emergence of terrorism as a global issue. This course is designed as a college-prep course and requires an advanced degree of study.

**952/ ADVANCED PLACEMENT**  
**958 MICROECONOMICS/MACROECONOMICS**  
Prerequisite: Instructor consent

Credit	9	10	11	12
1.00			X	X

This course will be an intensive study of the fields of both microeconomic and macroeconomic theory. The microeconomic component will include in-depth analysis of such topics as the central economic problem of scarcity, supply and demand, the firm, factor markets and the role of government will be included as part of the course. The macroeconomic component will include in-depth analysis of such topics as economic instability, national income accounting, economic growth, money, and governmental monetary and fiscal policy. The course is meant to prepare students to take the Advanced Placement Tests in Microeconomics and Macroeconomics administered in May.

# Theology (804-850)

The Theology Department pursues the challenge of educational ministry as outlined in the Bishop’s documents DOCTRINAL ELEMENTS OF A CURRICULUM FRAMEWORK and TO TEACH AS JESUS DID.

- First:** To teach the message of Jesus and his Church, nurturing a faith that leads to good works;
- Second:** To develop a community of believers who know their self-worth and the value of all people;
- Third:** To promote a ministry of service to the family, school, parish, city, and global communities.

Our curriculum is rooted in scripture, developed through tradition and sacrament, and applied through Christian relationships and the basics of Catholic social teaching.

Our ministry to spiritual needs include: opportunities for prayer, the sacraments, counseling, service, and spiritual growth.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Theology I (1 <sup>st</sup> Semester)	Hebrew Scriptures (1 Semester Required)	Personal Morality (1 Semester Required)	Preaching Practicum (1 Semester Required)
Theology II (2 <sup>nd</sup> Semester)	New Testament (1 Semester Required)	Justice & Peace (1 Semester Required)	World Religions (1 Semester Required)

## 804 THEOLOGY I REQUIRED FOR FRESHMEN

Credit	9	10	11	12
0.50	X			

In Theology I, students will build a foundation for religious studies in the Catholic, Dominican tradition. This course will *offer* the opportunity for students to study Catholicism through tradition and the sacraments. Thus students from many backgrounds and degrees of knowledge of Catholicism can ‘get on the same page’ with regard to the basics of the faith early in their high school years. They will develop a common vocabulary for understanding their later religion courses, which over the four years will build on the material covered in a necessarily brief way in this course. Offering such an overview course does not imply an attempt to convert non-Catholics to Catholicism but rather an attempt to make clear to everyone in the school what Catholicism, and thus the school, is all about. In addition, students equipped with this basic knowledge of Catholicism will then be able to comprehend and enter into the non-academic faith aspects of life in the school community. These include sacramental celebrations, liturgical seasonal themes, moral priorities and justice-oriented commitments, prayer, retreats, the approach to the Scriptures evident in homilies or prayer services, and the significance of the institutional Church and its leadership. Course objectives will provide an overview of the Dominican order, and Catholicism’s sacramentality as well.

**805 THEOLOGY II**  
**REQUIRED FOR FRESHMEN**

Credit	9	10	11	12
0.50	X			

This course will help students to understand their relationship with God as a continuation of Theology I. Students will look at a variety of spiritual traditions and their development through the ages. They will study and discuss key Dominican figures as St. Dominic and St. Catherine of Siena. Students will examine the spirituality taught by each and discover the richness and depth of these spiritual traditions. Students will be expected to participate in Centering Prayer, Lectio Divino, Taize and various forms of meditation that are approved by the Catholic Church as ways to foster a deeper relationship with God. The focus of prayer will be both communal and individual and the importance of both in a faith life. In addition, students will survey the evolution of the Catholic Church from apostolic times to the present. Emphasis will be given to its internal development, its emergence from reformation, its contribution to civilization, and the challenges facing the church in the 21<sup>st</sup> century. Dulles’ Models of the church will be used.

**819 HEBREW SCRIPTURES**  
**REQUIRED FOR SOPHOMORES**

Credit	9	10	11	12
0.50		X		

Hebrew Scripture covers the Old Testament. Students will study Dei Verbum: Dogmatic Constitution on Divine Revelation and how that affects the study of scripture. Scripture is relational and Hebrew Scripture will emphasize the relationship between God and God’s people through a covenantal relationship. Students will know the criteria used in researching the scripture. They will also study the different authors and how they shaped scripture. Students will study the creation/fall stories, patriarchs and matriarchs, rise and fall of the monarchy, prophets and the exile. The Wisdom books will be discussed. Liturgy will be discussed in relationship to Hebrew Scriptures as will Jewish holidays and practices. Students will research passages in order to develop a deeper understanding of their content.

**820 NEW TESTAMENT**  
**REQUIRED FOR SOPHOMORES**

Credit	9	10	11	12
0.50		X		

New Testament will study the Gospels, Acts, Letters and Revelation through their historical relevance and Liturgical use. Students will study the historical content of the New Testament scripture. They will cover the life-death-resurrection, ministry, and message of Jesus from the Gospels; birth of the Church in Acts and the Letters. Students will also study the culmination of salvation history in the book of Revelation.

**823 JUSTICE AND PEACE**  
**REQUIRED FOR JUNIORS**

Credit	9	10	11	12
0.50			X	

Learning to become a moral person involves living out the commandment to “love God with all your heart, soul, strength, and mind and your neighbor as yourself” (Luke 10:27). This course will focus on Catholic teaching regarding social morality. Students will grow in their knowledge of Catholic social teaching and be able to use the Principles of Catholic Social Teaching to reflect critically on contemporary social problems. The specific topics covered in this course include: Human Dignity and Sexuality, Abortion, Poverty, War, Human Rights, Discrimination, Stewardship of the Environment, and Capital Punishment.

**824 PERSONAL MORALITY**  
**REQUIRED FOR JUNIORS**

Credit	9	10	11	12
0.50			X	

Students will have a working knowledge of choices and how they affect their relationship with God, self, and community. They explore the concept of virtues through the lens of St. Catherine. The development of the Nature of Conscience through the Christian tradition will be discussed as will the natural moral law. In addition, the moral decision process will help students explore the application of decisions that they make in their lives. The Pastoral Constitution of the Church in the Modern World and the Dogmatic Constitution on the Church will be discussed in conjunction with the call to be a Holy people. The course content includes the Ten Commandments, the Sermon on the Mount, especially the beatitudes, Matthew 25, the corporal and spiritual works of mercy, the cardinal and theological virtues, along with the tradition of the Church as the foundation to living the Christian life.

**849 PREACHING PRACTICUM**  
**REQUIRED FOR SENIORS**

Credit	9	10	11	12
0.50				X

In trying to follow as closely as possible the teaching, preaching, and service of Jesus Christ, this course will provide students with opportunities to be of service to their school, home parish, and community. Based on the presumption that theory needs praxis (action), the Preaching Practicum course will attempt to integrate the student’s previous classroom learning and current theological readings with their service experiences. A major component of the course will focus on the students sharing of their respective ministry experiences. These experiences will be shared in light of our Christian faith journey, scriptural texts (particularly the parables of Jesus), models of church and ministry, and particularly how the call to serve is fundamental in our sacramental life. The course aims to make connections between our concrete human experiences and our Catholic tradition and teachings. Following Christ in loving service is lived out by the choice of the single life, the religious life, the priesthood, or the married life. The basis of the course is a mature understanding of God’s unconditional love and of our need to imitate that love. The many options open to the single person in today’s society are looked at, with a special treatment of the Church ministries open to young people and how they live it out as Order of Preachers.

**846 WORLD RELIGIONS**  
**REQUIRED FOR SENIORS**

Credit	9	10	11	12
0.50				X

This course begins with a study of the origin and development of religious awareness. The Church’s teaching that God is revealed in many ways is made concrete through a comparative analysis of the world’s major religions. It is hoped that by introducing students to the religious foundations of other cultures as well as their own, they will be able to understand and appreciate the contribution of all people toward the quest for peace and the fulfillment of God’s plan for creation. This course may serve as a social studies unit for some colleges and universities.

# TEACHER ASSISTANTS

## QUALITIES OF AN ASSISTANT

1. Has senior standing.
2. Has working knowledge of the subject area.
3. Has a desire to improve himself/herself.
4. Is capable of communicating his/her knowledge to others.
5. Is interested in the individual as an active learner.
6. Has the maturity to cooperate with the teacher in setting the proper atmosphere for learning.
7. Has approval from the Assistant Principal for placement.

*NOTE: In general, students may only be a teacher assistant for one semester (1/2 credit); in some special circumstances a year-long placement may be made.*

### **020 LIBRARY MEDIA CENTER AIDE**

Prerequisite: One semester recommendation of Guidance counselor and Approval of Librarian.

Credit	9	10	11	12
0.50				X

Library assistants will maintain basic clerical library routines at the circulation desk. In addition they will develop expertise in other library responsibilities.

### **022 TECHNOLOGY ASSISTANT**

Prerequisite: Approval of the Librarian and Technology Director

Credit	9	10	11	12
0.50				X

This elective course will have the student assisting the Librarian with audiovisual tasks and assisting the Technology Director with computer related projects. Some examples of the required tasks include cleaning and performing minor repairs of audiovisual equipment (i.e., changing bulbs), assisting with the set-up and take down of audiovisual equipment, changing toner cartridges, and assisting with maintenance of the computer labs.

### **105 ART ASSISTANT**

Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50				X

Students assisting in art classes will help the instructor with tasks which involve preparing and storing materials, record keeping, instructional displays and matting and displaying student art work in various parts of the school. They will also assist the students in the course by clarifying information presented by the teacher, demonstrating and reinforcing skills, observing the safe and conservative use of tools, equipment, and supplies, and encouraging creative problem solving.

<b>196 THEATER ARTS ASSISTANT</b> Prerequisite: Instructor consent.	Credit	9	10	11	12
	0.50				X

<b>229 COMPUTER LAB ASSISTANT</b> Prerequisite: Student must have successfully completed course for which they would be an assistant. Instructor consent.	Credit	9	10	11	12
	0.50				X

Responsibilities will be to walk around after instructions have been given and assist students so that they are in the same place as the instructor. Help to keep students on track. Assist the instructor with classroom activities, including grading, recycling and miscellaneous computer projects. Credit will be equivalent to the course in which they are assistant.

<b>463 MODERN LANGUAGE ASSISTANT - SPANISH</b> Prerequisite: A 3.0 or better average and instructor consent.	Credit	9	10	11	12
	0.50				X

Modern Language assistants will work in the classroom to tutor small groups of students in accelerated or remedial settings, facilitate small group and classroom discussions, and help the classroom teacher with developing learning materials and record keeping.

<b>539 MATH ASSISTANT</b> Prerequisite: A 2.0 average or better in <a href="#">Alg.-Trig.</a> and approval of current math teacher.	Credit	9	10	11	12
	0.50				X

PRE-ALGEBRA class is based on a teacher guided individualized program. Assistance is necessary in order to adequately fulfill the needs of each student. The duties of an assistant are: (1) check and/or record assignments individually, or, when possible, in group situations, (2) help students with minor errors, (3) help students with their questions, (4) check and/or grade any evaluation materials, (5) inform the teacher of students who are having difficulty, (6) keep a record of progress of students, (7) file papers, (8) prepare quizzes, (9) give class presentation of material, (10) type various materials for class.

<b>638 - 639 PHYSICAL EDUCATION GYM ASSISTANT</b> Prerequisite: Instructor consent.	Credit	9	10	11	12
	0.50				X

Assistants act in a leadership role through officiating at games, helping with the class organization, and demonstrating skills.

<b>714 PHYSICAL SCIENCE ASSISTANT</b> Prerequisite: A year of <a href="#">Biology</a> and approval of teacher.	Credit	9	10	11	12
	0.50				X

**723 BIOLOGY ASSISTANT**  
 Prerequisite: A year of [Biology](#) and instructor consent.

Credit	9	10	11	12
0.50				X

**724 ZOOLOGY ASSISTANT**  
 Prerequisite: A year of [Biology](#) and instructor consent.

Credit	9	10	11	12
0.50				X

**732 OCEANOGRAPHY ASSISTANT**  
 Prerequisite: A year of [Biology](#) and instructor consent.

Credit	9	10	11	12
0.50				X

**735 CHEMISTRY ASSISTANT**  
 Prerequisite: A year of [Chemistry](#) and instructor consent.

Credit	9	10	11	12
0.50				X

**745 PHYSICS ASSISTANT**  
 Prerequisite: [Physics](#) must be taken junior year.  
 Instructor consent.

Credit	9	10	11	12
0.50				X

**948 SOCIAL STUDIES ASSISTANT**  
 Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50				X