

ST. CATHERINE'S HIGH SCHOOL

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2017-2018
COURSE SELECTION GUIDE

ST. CATHERINE'S HIGH SCHOOL MISSION STATEMENT

Saint Catherine's High School educates students in the Catholic Faith, fostering an environment of academic and behavioral excellence to create lifelong learners and globally responsible citizens.

TABLE OF CONTENTS

MASTER SCHEDULE/PLANNING COURSE OF STUDIES.....	1
PLANNING YOUR COURSE OF STUDIES	1
COLLEGE ADMISSIONS REQUIREMENTS	2
ENROLLMENT IN A PREVIOUSLY TAKEN COURSE	3
TEACHER ASSISTANTS	3
COURSE REGISTRATION SCHEDULE.....	3
OFF-CAMPUS CREDIT RECOVERY POLICY	4
ACCELERATED COURSES TAKEN IN THE EIGHTH GRADE	4
SERVICE REQUIREMENTS FOR GRADUATION.....	5
GRADUATION REQUIREMENTS	5
Business Education (212-242)	7
English (333-380)	9
Fine Arts (100 – 190).....	13
Mathematics (500-552).....	17
Modern Languages (401-458).....	20
Physical Education & Health (615-655).....	22
Reading Skills (301-302)	24
Science (712-768)	25
Social Studies (911-958).....	28
Theology (804-850)	31
Teacher Assistants	34

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.** Additionally, courses are scheduled by semester and it is possible that a student will not keep the same teacher both semesters. 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. Courses dropped after the 15th school day of the semester will result in a final grade of "F". Exceptions to this procedure must be approved by the Assistant Principal.

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. 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-seven (27) credits are 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-seven
 - 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 at Saint Catherine's, 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:

I. Core College Preparatory Credits 13 credits

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.

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 for high school classes. Sophomores, Juniors and Seniors may request a middle school 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.

COURSE REGISTRATION SCHEDULE

CURRENT STUDENTS

1) Course Selection - February

During the first few weeks of February, 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 be able to request courses online. Once courses are selected, the student will print out their Course Selections 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 Guidance per instructed deadline.

Registration items due:

- Signed Course Selection Form

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 course registration.

Test results from the late fall test will be sent to parents when available.

Course registration will take place February/March. Families should 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 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 credit recovery.

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.

SERVICE REQUIREMENTS FOR GRADUATION

- 6th grade..... 8 hours of service per school year*
- 7th grade..... 10 hours of service per school year*
- 8th grade..... 12 hours of service per school year*
- 9th grade..... 8 hours of service per semester*
- 10th grade..... 8 hours of service per semester*
- 11th grade..... 10 hours of service per semester*
- 12th 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](#).

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 seven 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.

Four credits of Theology are needed to meet Archdiocesan requirements. Students who attend St. Catherine's as part of the Parental Choice Program may exercise the option to not select Theology during the scheduling process; however, they will be expected to complete equivalent course work. Minimum 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
TOTAL:	27 CREDITS

* Additional items are required

9th Grade	Theology	Social Studies	English	Math	Science	Fine Arts or Business Ed
	Theology	Social Studies	English	Math	Science	Phy Ed
10th Grade	Theology	English	Math	Science	Health	
	Theology	English	Math	Science	Phy Ed	
11th Grade	Theology	English	Social Studies			
	Theology	English	Social Studies			
12th Grade	Theology	English	Social Studies			
	Theology	English				

Business Education (212-242)

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 ELECTIVE

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.

225 COMPUTER APPLICATIONS ELECTIVE

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 2013 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.

230 INTRODUCTION TO DESKTOP PUBLISHING Prerequisite: [Computer Applications](#) and Knowledge of Word Processing Software or Consent of Instructor.

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 software (Adobe InDesign and Illustrator) representing page layout, paint and draw illustrations, scanning and printing. Graphic design concepts and typography will be discussed.

231 ADVANCED DESKTOP PUBLISHING Prerequisite: [Introduction to Desktop Publishing](#) and Consent of Instructor.

Credit	9	10	11	12
0.50			X	X

This course will build on concepts learned in Intro to Desktop Publishing using Adobe CC software (Illustrator and Photoshop). Emphasis will be on the complete process of designing graphic design projects. Advanced illustration, page make-up, drawing scanning importing of text and graphics will be included. File formats and their compatibility with various software will be explained.

236 INTRODUCTION TO BUSINESS
ELECTIVE

Credit	9	10	11	12
0.50	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)
ELECTIVE

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 MULTIMEDIA/YEARBOOK

Prerequisite: [Introduction to Desktop Publishing](#) and/or
Consent of Instructor.

Credit	9	10	11	12
0.50		X	X	X

Students will learn basic multimedia including (but not limited to): Adobe Premiere, Advanced Photoshop, how to use a camera, updating web pages and/or any independent topics students are interesting in learning. Additionally, students will work on various practical campus projects including yearbook, digital signage, announcements, event programs, etc. – taking pictures as needed and utilizing the basic multimedia concepts learned in the course.

English (333-380)

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.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Freshman Composition	Sophomore Composition	Advanced Composition	Advanced Composition
Freshman World Literature	Sophomore World Literature	AP English Literature & Composition	AP English Literature & Composition
Honors Freshman Composition	Honors Sophomore Composition	British Literature*	British Literature*
Honors Freshman World Literature	Honors Sophomore World Literature	Creative Writing*	Creative Writing*
		Global Literature*	Global Literature*
		Literature of Change	Literature of Change
		Poetry: Masters of the English Word	Poetry: Masters of the English Word
		Speech	Speech
			CE 150 Introduction to Literature

* Offered 2018-2019 School Year.

354 FRESHMAN COMPOSITION REQUIRED

Credit	9	10	11	12
0.50	X			

This course is designed to prepare students for high school writing. By improving grammar, punctuation, and spelling and moving to improvement of sentence writing and paragraph structure, students will be ready to write a basic essay and move on to more analytical tasks. After the basics are reviewed and mastered, students will expand their writing skills into multi-paragraph essays and research papers. In addition, other basic forms of writing important to good communication will be taught, including formal emails, letters, blogging, discussion boards, etc.

355 FRESHMAN WORLD LITERATURE
REQUIRED

Credit	9	10	11	12
0.5	X			

This is a reading course that focuses on classic literature from around the world including diverse novels, dramas, short stories and poems. Students will study the elements of literature and be able to recognize them in the works studied. Students will also practice good reading strategies to read actively and deeply. Additionally, students will learn to cite strong textual evidence, determine theme, analyze character, and determine author’s purpose.

374 HONORS FRESHMAN COMPOSITION
 Prerequisite: Instructor Placement.
REQUIRED (Alternate: [Freshman Composition](#))

Credit	9	10	11	12
0.5	X			

Students must have demonstrated ability to be placed into this course.

375 HONORS FRESHMAN WORLD LITERATURE
 Prerequisite: Instructor Placement.
REQUIRED (Alternate: [Freshman World Literature](#))

Credit	9	10	11	12
0.5	X			

Students must have demonstrated ability to be placed into this course.

364 SOPHOMORE COMPOSITION
REQUIRED

Credit	9	10	11	12
0.50		X		

This course is designed to build upon the skills learned in Freshman Composition. Students will work on improving their analytical, argumentative, persuasive, informational, and narrative writing. Students will also conduct short as well as more sustained research to answer questions through writing. Students will hone their language skills by focusing on their diction (word choice) and syntax (sentence structure), which will also be used to respond, examine, and observe through writing. In addition, students will strengthen their writing through planning, revising, editing, and rewriting. Finally, students will use technology to produce, publish, and share their writing.

365 SOPHOMORE AMERICAN LITERATURE
REQUIRED

Credit	9	10	11	12
0.50		X		

This is a reading course that focuses on classic literature from American authors including novels, short stories, dramas and poems. Students will analyze the elements of American literature and be able to identify them in the works studied. Students will also practice reading strategies to help them read actively and deeply. Additionally, students will advance their ability to cite strong textual evidence, determine theme, analyze character, and determine author’s purpose.

384 HONORS SOPHOMORE COMPOSITION	Credit	9	10	11	12
Prerequisite: A 4.0 average in previous English course and/or Instructor Placement. REQUIRED (Alternate: Sophomore Composition)	0.5		X		

Students must have demonstrated ability to be placed into this course.

385 HONORS SOPHOMORE AMERICAN LITERATURE	Credit	9	10	11	12
Prerequisite: A 4.0 average in previous English course and/or Instructor Placement. REQUIRED (Alternate: Sophomore American Literature)	0.5		X		

Students must have demonstrated ability to be placed into this course.

336 SPEECH ELECTIVE	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.

344 LITERATURE OF CHANGE ELECTIVE	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 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.

350 ADVANCED COMPOSITION	Credit	9	10	11	12
Note: This class is recommended to students who plan to take AP English .	0.50			X	X

In this course, students will develop maturity in content, style, and form necessary for high-level scholastic achievement. Students will also develop the critical thinking and research skills needed to understand and to construct the formal essay. Additionally, students will develop 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.

362 POETRY: MASTERS OF THE ENGLISH WORD
ELECTIVE

Credit	9	10	11	12
0.50			X	X

What do Blake, Twenty-One Pilots, Justin Timberlake, Taylor Swift, Julia Alvarez, Maya Angelou, T.S. Eliot, Robert Frost, Langston Hughes, Victor Hernandez Cruz, and many others have in common? They are masters of the English word. In many respects they are all poets. During this course, we will study these and/or many of their contemporaries as we seek to understand, to analyze, to write, and to speak poetry. We will study methods, forms, and experiences that have helped develop these poets. Students will learn the basic elements of poetry, important types of poems, and fundamental poetic techniques. Students will explore many different forms of poems from various time periods and begin to learn what it takes to create a poem. Through in-class writing exercises, reading of model poems, and discussion, this course encourages students to write analytically about poetry, to produce poetry of increasing quality, and to perform/read poetry.

359 - ADVANCED PLACEMENT ENGLISH
360 LITERATURE AND COMPOSITION

Prerequisite: Instructor Recommendation.

Credit	9	10	11	12
1.00			X	X

This course is intended to prepare students for college level writing and 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 encouraged to take the AP English Literature and Composition exam.

380 CE 150 INTRODUCTION TO LITERATURE

Prerequisite: A 3.5 cumulative overall grade point average and Instructor Recommendation.

Credit	9	10	11	12
0.50				X

As a college level course for college credit, this is an introduction to the techniques of analyzing primarily fiction, poetry and drama; the nature of interpretation; and the connections between literature and the human condition. The course involves writing about literature and increasing one's enjoyment of reading.

Fine Arts (100 – 190)

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 ELECTIVE

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.

130 PHOTOGRAPHY IPrerequisite: [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 IIPrerequisite: [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 CERAMICSPrerequisite: [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.

142 JEWELRY /FIBER/STAINED GLASSPrerequisite: [Sculpture & Ceramics](#).

Credit	9	10	11	12
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.

146 - INDEPENDENT STUDY-ART

147 Prerequisite: Art Foundations, one 2D class, one 3D class and Instructor and Administrative consent.

Credit	9	10	11	12
0.50			X	X

148 - ADVANCED PLACEMENT STUDIO

149 Prerequisite: Art Foundations, one 2D class, one 3D class and Instructor consent.

Credit	9	10	11	12
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 an 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 ELECTIVE

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

ELECTIVE

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 th Grade	10 th Grade	11 th Grade	12 th Grade
Pre-Algebra / Algebra I	Geometry	Algebra II Algebra II with Trig	Trig & College Prep Pre-Calculus
Algebra I	Geometry	Algebra II Algebra II with Trig	Trig & College Prep Pre-Calculus
Geometry	Algebra II	Trig. & College Prep	Pre-Calculus
	Algebra II with Trig	Pre-Calculus	Calculus AP Calculus

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. Students who are placed in this math course will participate in two (2) first semester sections of Pre-Algebra and two (2) second semester sections of Algebra I; thereby completing the school year with two (2) credits.

513 – ALGEBRA I	Credit	9	10	11	12
514 REQUIRED	1.00	X			
Prerequisite: Freshman Placement Test or passing grade in Pre-Algebra .					
Requirement: Graphing Calculator					

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	Credit	9	10	11	12
522 Prerequisite: Algebra I .	1.00	X	X	X	X
Requirement: Graphing Calculator					

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	Credit	9	10	11	12
526 Prerequisite: Algebra I (students with a high level of proficiency should elect this course). Geometry .	1.00		X	X	X
Requirement: Graphing Calculator					

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	Credit	9	10	11	12
528 Prerequisite: Algebra I (students with a lower level of proficiency should elect this course). Geometry (or concurrent with instructor consent).	1.00		X	X	X
Requirement: Graphing Calculator					

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.

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

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. All students enrolled in this course are encouraged to take the AP Calculus AB 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.

401 - CHINESE I	Credit	9	10	11	12
402 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.

403 - CHINESE II	Credit	9	10	11	12
404 Prerequisite: Chinese I .	1.00	X	X	X	X

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

405 - CHINESE III	Credit	9	10	11	12
406 Prerequisite: Chinese II .	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.

407 - ADVANCED CHINESE	Credit	9	10	11	12
408 Prerequisite: Chinese III .	1.00			X	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: [Spanish I](#).

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	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.

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.

617 PE 9 REQUIRED	Credit	9	10	11	12
	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.

622 ADVANCED PHYSICAL EDUCATION Prerequisite: None.	Credit	9	10	11	12
	0.50		X	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	Credit	9	10	11	12
631	SOPHOMORE/JUNIOR/SENIOR BOYS	0.50		X	X	X
633	SOPHOMORE/JUNIOR/SENIOR GIRLS	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 Skills (301-302)

Reading skills 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 freshman and sophomores that need development in these areas.

301 - READING SKILLS

302 Prerequisite: Reading Test.

Credit	9	10	11	12
0.50	X	X		
1.00	X	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.

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

* Offered 2018-2019 School Year.

712 - PHYSICAL SCIENCE
713

Credit	9	10	11	12
1.00		X	X	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. This course will provide students with the 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			

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.

726 EARTH SCIENCE- OCEANOGRAPHY EMPHASIS
ELECTIVE

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.

730 HUMAN ANATOMY PHYSIOLOGY
ELECTIVE

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](#), [Chemistry](#), and [Algebra I](#)

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 encouraged to take the AP Biology 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 21st 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 accelerated sophomores and juniors. 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 encouraged to take the AP US History exam. 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.

952 ADVANCED PLACEMENT MICROECONOMICS
Prerequisite: Instructor consent

Credit	9	10	11	12
0.50			X	X

This course will be an intensive study of the field of microeconomic 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. Students are encouraged to take the AP Microeconomics exam.

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 th Grade	10 th Grade	11 th Grade	12 th Grade
Theology I (1 st Semester)	Hebrew Scriptures (1 Semester Required)	Personal Morality (1 Semester Required)	Preaching Practicum (1 Semester Required)
Theology II (2 nd 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 21st 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 working knowledge of the subject area.
2. Has a desire to improve himself/herself.
3. Is capable of communicating his/her knowledge to others.
4. Is interested in the individual as an active learner.
5. Has the maturity to cooperate with the teacher in setting the proper atmosphere for learning.
6. Has approval from the instructor for placement.

NOTE: In general, students may only be a teacher assistant once per semester. Seniors may be assistants to either High School or Middle School courses. Sophomores and Juniors may assist only Middle School courses.

020 LIBRARY MEDIA CENTER AIDE Prerequisite: Approval of Librarian.	Credit	9	10	11	12
	0.50		X	X	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	X	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	X	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.

175 MUSIC ASSISTANT

Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50		X	X	X

Assistants will help the music instructor with either the Middle School or High School. Assistant will also be expected to help out with performances.

196 THEATER ARTS ASSISTANT

Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50				X

Assistant will be expected to help out with the Spring play. The assistant must have prior theater experience.

229 COMPUTER LAB ASSISTANT

Prerequisite: Student must have successfully completed course for which they would be an assistant. Instructor consent.

Credit	9	10	11	12
0.50		X	X	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.

300 READING ASSISTANT

Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50		X	X	X

Assists either Middle School or High School Reading teachers.

307 ENGLISH ASSISTANT

Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50				X

Assists High School English teachers.

370 LANGUAGE ARTS ASSISTANT

Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50		X	X	X

Assists Middle School Language Arts teachers.

463 MODERN LANGUAGE ASSISTANT - SPANISH

Prerequisite: A 3.0 or better average and instructor consent.

Credit	9	10	11	12
0.50		X	X	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.

539 MATH ASSISTANT	Credit	9	10	11	12
Prerequisite: A 2.0 average or better in Alg.-Trig. and approval of current math teacher.	0.50		X	X	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.

638 PHYSICAL EDUCATION GYM ASSISTANT	Credit	9	10	11	12
Prerequisite: Instructor consent.	0.50		X	X	X

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

714 PHYSICAL SCIENCE ASSISTANT	Credit	9	10	11	12
Prerequisite: A year of Biology and approval of teacher.	0.50				X

723 BIOLOGY ASSISTANT	Credit	9	10	11	12
Prerequisite: A year of Biology and instructor consent.	0.50				X

732 OCEANOGRAPHY ASSISTANT	Credit	9	10	11	12
Prerequisite: A year of Biology and instructor consent.	0.50				X

735 CHEMISTRY ASSISTANT	Credit	9	10	11	12
Prerequisite: A year of Chemistry and instructor consent.	0.50				X

745 PHYSICS ASSISTANT	Credit	9	10	11	12
Prerequisite: Physics must be taken junior year. Instructor consent.	0.50				X

775 SCIENCE ASSISTANT
Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50		X	X	X

Assists Middle School Science teachers.

948 SOCIAL STUDIES ASSISTANT
Prerequisite: Instructor consent.

Credit	9	10	11	12
0.50		X	X	X

Assists either Middle School or High School social studies teachers.