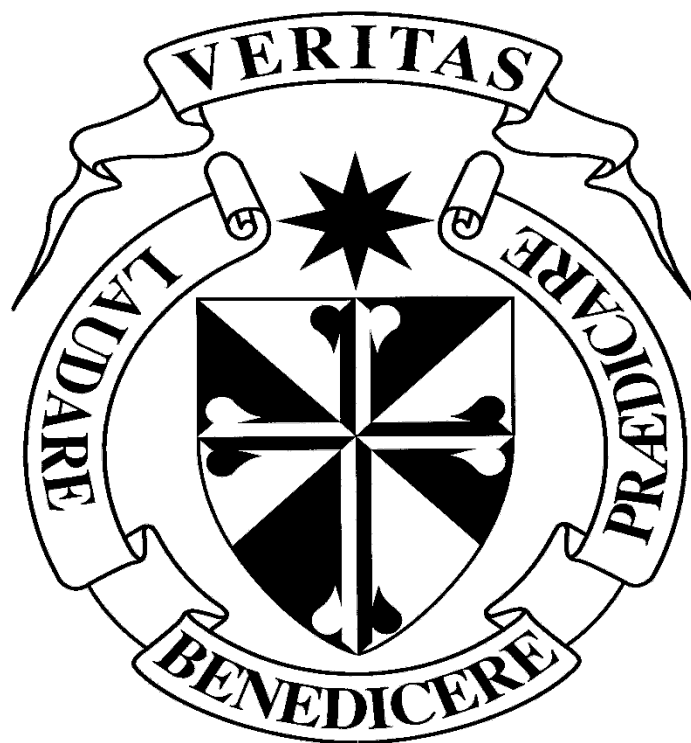


ST. CATHERINE'S HIGH SCHOOL

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2022-2023 SCHOOL YEAR COURSE SELECTION GUIDE

(Revised: 01/12/2022)

SIENA CATHOLIC SCHOOLS OF RACINE MISSION STATEMENT

We ignite a spirit of excellence in faith, knowledge, and service, inspiring students to be who God created them to be.

VISION STATEMENT

Rooted in Christ's teachings, our graduates are prepared to be successful leaders in college, career, community, and the Church.

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.

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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.** 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 their counselor to discuss alternate choices. 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 eight 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 a Principal or 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 a Principal or 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 follows:

| | |
|--------------------|-------------------|
| Business Education | ½ credit |
| English | 4 credits |
| Fine Arts | ½ credit |
| Mathematics | 3 credits |
| Modern Language | 2 credits |
| Physical Education | 2 credits |
| Science | 3 credits |
| Social Studies | 3 credits |
| Theology | 4 credits |
| Electives | 5 credits |
| TOTAL: | 27 CREDITS |

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

CREDIT BREAKDOWN BY GRADE

| GRADE LEVEL | CORE CREDIT TYPE (one credit unless otherwise noted) | | | | | | | | |
|------------------------|---|----------|----------|----------|----------------|-----------------|---------------------------------------|---------------------------------------|--|
| 9 th Grade | Theology | English | Math | Science | Social Studies | Modern Language | Fine Arts or Computer App (.5 credit) | Phy Ed (.5 credit) | |
| 10 th Grade | Theology | English | Math | Science | Social Studies | Modern Language | Fine Arts or Computer App (.5 credit) | Health and/or Phy Ed (Up to 1 credit) | |
| 11 th Grade | Theology | English | Math | Science | Social Studies | | | Phy Ed (.5 credit) | |
| 12 th Grade | Theology | English | | | | | | | |
| TOTAL EARNED | 4 | 4 | 3 | 3 | 3 | 2 | 1 | 2 | |

SERVICE REQUIREMENTS FOR GRADUATION

In keeping with the Catholic, Dominican mission of Saint Catherine’s, all students are required to complete service work outside of school hours. Service is at the core of what the Racine Dominicans represent to this community, and is instilled in the school through the four pillars of Community, Service, Prayer, and Study:

- 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](#).

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:
 - Four-year College?
 - Two-year College?
 - Technical School?
 - 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 *Career Interest Profiler*. These instruments can help you focus on your areas of strengths and interests.
6. It is required that you register for 8 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:

Admission requirements at the colleges and universities vary by institution. **In general, requirements are increasing.** As more universities utilize a holistic, 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.

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.

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.

OFF-CAMPUS CREDIT/ 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 over-all requirement for graduation. Additional outside credits must be approved by a Guidance Counselor and a Principal or Assistant Principal.. 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 a Principal or Assistant Principal. Types of off-campus educational experiences for which credit may be granted include:

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

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.

Following this meeting, the students will be able to request courses online. Once courses are selected, parents will log in to PowerSchool to provide their electronic **parental/guardian signature**. Any time prior to the due date 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 – Approved per February deadline.

Parents/Guardians must electronically approve their student(s) course requests by the deadline.

INCOMING FRESHMEN

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 preparation for course registration. Course registration will take place March.

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.

COURSE CHANGES

Students are responsible for checking their schedule for any errors. Any necessary changes should be made as soon as possible with a counselor. Options for changes are limited. 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?

Adding/Dropping a class – All course changes must be made by the 5th day of the term. Exceptions to this procedure must be approved by a Principal or Assistant Principal.

Business Education (212-248)

Business and Technology courses, based on today’s ever-changing world, offer students the chance to discover and master the fundamental knowledge and skills necessary to succeed in business, career development and everyday life in a technological and global society.

212 KEYBOARDING
ELECTIVE

Dual credit course with Gateway Technical College*.
Credit pass/fail basis; does not count toward GPA.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | X | X | X | X |

This semester-long course is a prerequisite to most computer classes. Students will learn the “touch” method of operating a computer keyboard, which will improve speed and accuracy. Major concepts will include proper keyboarding techniques, proofreading, general formatting principles required for preparing business letters, interoffice memos, tables and various types of reports. A skill that will be mastered is keying at 30 wpm without looking at the keys.

225 COMPUTER APPLICATIONS
REQUIRED

Dual credit course with Gateway Technical College*.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | X | X | X | X |

Gaining computer skills can give you a technological advantage throughout your life. Through hands-on practice, this semester-long course introduces students to manage files, use the Internet, word processing, spreadsheets and presentation software using the latest version of Microsoft Office Word, Excel and PowerPoint. The demand for individuals with computer hardware and software skills necessary to create documents, gather information and solve problems will continue to grow.

230 INTRODUCTION TO ADOBE CREATIVE CLOUD
/ GRAPHIC DESIGN

Prerequisite: [Computer Applications](#) and Knowledge of Word Processing Software or Consent of Instructor.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | X | X | X |

This is a fun and marketable course where students learn to produce professional-quality personal and business publications. Students develop proficiency in using the current version of Adobe InDesign and Adobe Illustrator to create a variety of work such as flyers, brochures, menus, newsletters, etc. Graphic design concepts will be discussed. Material produced in the course can be used in student portfolios.

* **Dual Credit courses in Business Education** are concurrent enrollment courses through Gateway Technical College. These courses are 3-credit college courses.

BUSINESS EDUCATION

**231 ADVANCED ADOBE CREATIVE CLOUD /
GRAPHIC DESIGN**

Prerequisite: [Introduction to Adobe Creative Cloud/Graphic Design](#) or Consent of Instructor.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | X | X | X |

This course will build on concepts learned in Intro to Adobe Creative Cloud using Adobe CC software (Illustrator and InDesign). 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. Material produced in the course can be used in student portfolios.

**236 INTRODUCTION TO BUSINESS
ELECTIVE**

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | X | X | | |

Do you want to know what the GDP of the US is or what assets and liabilities are in a spreadsheet? This semester-long business class explores many aspects of business including global economies, marketing finance, business management, technology, production methods, ethics and social responsibility.

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

Dual credit course with Gateway Technical College*.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | X | X |

This semester-long course is designed to prepare students for economic independence. Students will learn how choices influence occupational options and future earning potential. Financial Planning topics include employment, college searches, resumes, budgeting, saving money, check writing, payroll, retirement options, employee benefits, debit/credit cards, mortgages, loans, taxes, stock and mutual funds, investing and the importance of a good credit history.

242 MULTIMEDIA / YEARBOOK

Prerequisite: [Introduction to Adobe Creative Cloud/Graphic Design](#) and/or Consent of Instructor.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | X | X | X |

Unleash creativity while learning more advanced multimedia functions. Develop/expand digital skills: desktop publishing, graphics, audio, video, printed and electronic presentation. This practical lab class produces the school yearbook. Students are responsible for creation of the school yearbook, learning theme development, design, marketing, photography and publishing. Other projects include a variety of Siena-wide projects including playbooks, sports booklets, digital signage, announcements, event material, and photography, as needed. Material produced in the course can be used in student portfolios.

* **Dual Credit courses in Business Education** are concurrent enrollment courses through Gateway Technical College. These courses are 3-credit college courses.

BUSINESS EDUCATION

| | | | | | |
|---|--------|---|----|----|----|
| 248 PRINCIPLES OF MARKETING Dual credit course with Gateway Technical College*. | Credit | 9 | 10 | 11 | 12 |
| | 0.5 | | | X | X |

This is a foundational course that introduces students to the principles of marketing. The course explores the entire marketing mix including: segmentation, targeting, positioning, marketing research, consumer behavior, Product development, pricing policies, distribution and overview of promotion. This course provides a comprehensive overview of the exciting world of marketing.

| | | | | | |
|--|--------|---|----|----|----|
| 015 WORK STUDY Prerequisite: Administrative consent. Have a minimum attendance rate of 90%. Proof of employment. Student must be able to drive. | Credit | 9 | 10 | 11 | 12 |
| | 0.5 | | | X | X |
| | 1.0 | | | | |

Through this employment experience, students will build the knowledge, skills and self-confidence to be successful in higher education, in the workplace, and in life. Students participating in this program will attend their academic classes daily and be granted a late arrival/early dismissal to participate in employment during school hours. Students who do not abide by the expectations of the Work Study program will be removed from the program and may not receive credit.

* **Dual Credit courses in Business Education** are concurrent enrollment courses through Gateway Technical College. These courses are 3-credit college courses.

English (323-395)

Essential to the overall 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. 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 Literature and Composition and Advance Placement Language and Composition, as well as College Equivalent courses through Cardinal Stritch College.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|---|---|--|---|
| Freshman English Honors Freshman English | Sophomore English Honors Sophomore English | Junior English Journalism AP English Literature & Composition AP English Language & Composition | Creative Writing Young Adult Literature Science Fiction & Fantasy Literature AP English Literature & Composition AP English Language & Composition CE 150 Introduction to Literature EN 213 African American Literature Journalism |

337 FRESHMAN ENGLISH
357 REQUIRED

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.0 | X | | | |

This course is designed to prepare students for high school writing. By improving grammar, punctuation, and spelling and moving to improve 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, speeches, etc. This is also a reading course that focuses on 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.

ENGLISH

| | | | | | |
|--|--------|---|----|----|----|
| 351 HONORS FRESHMAN ENGLISH | Credit | 9 | 10 | 11 | 12 |
| 352 Prerequisite: An “A” average in previous English course and/or Instructor Placement. REQUIRED (Alternate: Freshman English) | 1.0 | X | | | |

A more in-depth, faster paced version of Freshman English. Students are placed based on teacher recommendation and STAR reading score.

| | | | | | |
|------------------------------|--------|---|----|----|----|
| 343 SOPHOMORE ENGLISH | Credit | 9 | 10 | 11 | 12 |
| 353 REQUIRED | 1.0 | | X | | |

This course is designed to build upon the skills learned in Freshman English. Students will work on improving their analytical and persuasive writing skills. 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. This process will also include a public speaking component. This is also 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.

| | | | | | |
|---|--------|---|----|----|----|
| 356 HONORS SOPHOMORE ENGLISH | Credit | 9 | 10 | 11 | 12 |
| 358 Prerequisite: An “A” average in previous English course and/or Instructor Placement. REQUIRED (Alternate: Sophomore English) | 1.0 | | X | | |

A more in-depth, faster paced version of Sophomore English. Students are placed based on teacher recommendation and STAR reading score.

| | | | | | |
|---|--------|---|----|----|----|
| 323 JUNIOR ENGLISH | Credit | 9 | 10 | 11 | 12 |
| 324 REQUIRED (Alternate AP English) | 1.0 | | | X | |

This course advances the literature and composition skills introduced in Freshman and Sophomore English. For literature, students will read and analyze more complex texts, gaining deeper insights and constructing meaning. For composition, students will develop maturity in content, style, and form necessary for high-level scholastic achievement. For speaking and listening, students will assimilate the skills necessary for successful social and academic articulation.

ENGLISH

333 CREATIVE WRITING ELECTIVE

| | | | | |
|--------|---|----|----|----|
| Credit | 9 | 10 | 11 | 12 |
| 0.50 | | | | X |

Creative Writing provides a workshop environment and as an outlet for creative expression. The course is intended for students with interest and talent in writing. It requires writing in several genres with the focus on poetry, short stories, one-act plays, and narratives. Students will strengthen their grammatical and proofreading skills as they revise their own work and learn to critique writings. They will also learn more technical aspects of creative writing such as the proper components of a story arc. Submitting work for publication will be encouraged.

367 YOUNG ADULT LITERATURE ELECTIVE

| | | | | |
|--------|---|----|----|----|
| Credit | 9 | 10 | 11 | 12 |
| 0.5 | | | | X |

This course is an overview of multiple genres of contemporary young adult literature. Students will read a range of YAL texts written by award-winning authors, which will be discussed from the perspectives of genre, theme, representations of adolescence and adulthood (e.g., race, class, identity, friendships, dystopian visions, coming of age, etc.), and approaches to interpretation. Focus is placed on making connections from the literature to students' real world lives. Students will share responsibility for reading independently and as a group, class discussions, and analysis of literary elements.

389 SCIENCE FICTION AND FANTASY LITERATURE ELECTIVE

| | | | | |
|--------|---|----|----|----|
| Credit | 9 | 10 | 11 | 12 |
| 0.5 | | | | X |

Students will focus on the genres of Science Fiction and Fantasy. Students will survey the histories of these genres and recognize how world events have been reflected onto other worlds. We will read works from the early formation of the genre with authors like Verne and Tolkien, move on to the early 20th century writers of pulp fiction--such as Howard and Asimov--and finish with contemporary works of the genre represented in film, including Star Wars/Trek and Avatar. Through this course, students will utilize analytical skills and reading strategies to evaluate our current situation and project into the literature of different worlds while sharing and learning of an author's insight. Students will also enhance writing skills by elucidating these insights through multiple literary analyses. Possible areas of interest will be topics of the environment, energy conservation, war, social issues, and others.

ENGLISH

368 JOURNALISM ELECTIVE

Prerequisite: Preferably [Art Foundations](#) and [Freshman English](#). Sophomores can enroll concurrently with [Sophomore English](#). Students can receive 0.5 English credit, then any further credit counts toward Electives.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | X | X |

Journalism is a mixed Arts and English course focusing on the production of the school newspaper. Students will refine their writing, interviewing, and researching skills. Additionally, students will produce a monthly newspaper that informs the student body about the current activities and interests of the students through the eyes of the class members. Students will be involved by taking photos/writing reviews/interviews/other pieces and communicating to their student body with graphs, advice/religious columns, upcoming sports and events, and the sharing of supreme artwork. This journalism class will provide the students with opportunities to grow the existing school newspaper with more columns and/or more frequent issues. Students will also develop skills in layout and design, production responsibilities (including meeting deadlines), and cooperative learning.

359 - ADVANCED PLACEMENT ENGLISH 360 LITERATURE AND COMPOSITION

Prerequisite: Instructor Consent.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.0 | | | 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 Test in Literature and Composition.

ENGLISH

**394 - ADVANCED PLACEMENT ENGLISH LANGUAGE
395 AND COMPOSITION**

Prerequisite: Instructor Consent.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.0 | | | X | X |

This course is intended to prepare students for college level writing and the Advanced Placement Test in Language 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. Students cultivate their understanding of writing and the rhetorical situation through reading, analyzing, and writing texts. Composition skills focus on claims and evidence, reasoning and organization, and style. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

380 CE 150 INTRODUCTION TO LITERATURE*
COLLEGE LEVEL CLASS FOR CREDIT

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | | X |

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.

EN213 EN 213 AFRICAN AMERICAN LITERATURE*
COLLEGE LEVEL CLASS FOR CREDIT

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | | X |

This course includes a sampling of autobiographies, poetry, fiction, and drama written by African Americans, with some emphasis on key literary and historical periods.

* **CE 150 Introduction to Literature** and **EN 213 African American Literature** are both concurrent enrollment courses through Cardinal Stritch University. As such, there is a fee for students who intend to enroll in either of these courses to earn college credit. These courses are 3-credit college courses and are offered at a substantially discounted rate. The cost is \$133 per credit (\$399 for a 3-credit course).

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.

STUDIO ARTS (100-149)

St. Catherine's Studio Art Department offers opportunities 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.

100 ART FOUNDATIONS

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | 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, photography, among others. They will also be studying artists from Monet to Jackson Pollock. Art Foundations is required before students can enroll into other art courses.

119 STUDIO DRAWING / PAINTING

Prerequisite: [Art Foundations](#)

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | X | X | X | X |

Studio Drawing/Painting allows students to continue their studies from Art Foundations, learning to critically analyze what they see and develop their own style. This is a second level art course focusing on 2 dimensional media. Students will continue to explore the elements and principles of art, current and past practicing artists, technique, and concept as it pertains to art making. A variety of 2 dimensional media will be explored including but not limited to, pencil, gesso, charcoal, pastels, acrylics, watercolors, etc. Projects include: still life, metaphorical self portrait, portrait, surrealism, and a remix painting.

123 PAINTING AND PRINTMAKING

Prerequisite: [Studio Drawing/Painting](#).

| 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 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. Students will learn about the main types of printmaking: relief, intaglio and lithography, and then progress to creating multiple relief printmaking projects, such as: woodblock and linoleum. Students will explore fabric printmaking techniques as well.

FINE ARTS

124 ADVANCED STUDIO DRAWING / PAINTING

Prerequisite: [Art Foundations](#) and [Studio Drawing/Painting](#).

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | X | X | X |

Advanced Studio Drawing / Painting is for students who wish to continue to grow their skills learned from Studio Drawing / Painting. This is a third level art course focusing on 2 dimensional media. Entering the course, students are expected to know the basics learned from previous art courses to design and create high quality pieces of work. Students will be introduced to higher-level techniques, and are expected to complete assignments by the given due date. Projects may include: realistic portraits, still lifes, murals, paintings, and mixed media. This class requires one to two hours of homework each week

130 PHOTOGRAPHY & MEDIA ARTS

Prerequisite: [Art Foundations](#).

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | X | X | X |

This is a basic course in photography designed to offer experiences with the iPad Camera and Photos apps. Various camera settings will be learned to offer greater creative and technical control. This course builds the foundation for visual literacy regarding both form and content of photographic images. The elements and principles of design as they relate to photographic composition are emphasized. Students learn framing and explore various compositional principles. Students also learn to examine images critically through critiques. Digital processing techniques are introduced using Photoshop. Successful completion provides a foundation for further study in the advanced photography course. This class requires one to two hours of homework each week.

131 ADVANCED PHOTOGRAPHY & MEDIA ARTS

Prerequisite: [Photography & Media Arts](#).

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | X | X | X |

Students should complete this course if interested in completing the photography program. This class require a time commitment outside of school to be successful. An average of one to two hours a week outside of school is required. This semester-long course provides students with a variety of technical and creative skills. Assignments explore the creative possibilities of portraits and compositions. Students will create a calendar using new photography that fits a unique theme. Continued Photoshop lessons will be assigned. Students may learn to use studio strobes and light modifiers. Retouching and enhancing images in Photoshop will be taught. Professional display of photographs using mats, bookbinding and creating a digital portfolio will be expected.

138 STUDIO SCULPTURE / CERAMICS

Prerequisite: [Art Foundations](#)

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | X | X | X | X |

Students will experience the designing, forming, and finishing processes of clay. This will include basic hand building methods, the potter's wheel, glaze, slip application, and firing procedures. Design fundamentals will be stressed as well as exposure to ceramic traditions and trends worldwide, both past and present. Problem solving and creative thinking skills are also emphasized. Students will be responsible for developing an online portfolio to showcase their work.

FINE ARTS

| | | | | | | |
|------------|---|--------|---|----|----|----|
| 141 | ADVANCED STUDIO SCULPTURE / CERAMICS | Credit | 9 | 10 | 11 | 12 |
| | Prerequisite: Studio Sculpture/Ceramics | 0.5 | | X | X | X |

Students will build on their 3D skills learned in Studio Ceramics and Sculpture to further explore form with architecture, molds, custom pieces and those that play off of a famous 2D work of art. If offered directly after a quarter of Studio Ceramics and Sculpture, students will have the knowledge fresh in their mind for designing, forming, and finishing processes of clay. Students will use more advanced hand building methods, the potter's wheel, glaze, slip application, and firing procedures. Inlay, sgraffito, thrown and altered pieces, human figures are all possible projects and techniques to be explored. Problem solving and creative thinking skills are also emphasized by creating projects that will show future archaeologists 1000 years from now who the student is. Students will be responsible for developing an online portfolio to showcase their work.

| | | | | | | |
|--------------|--|--------|---|----|----|----|
| 148 - | ADVANCED PLACEMENT STUDIO | Credit | 9 | 10 | 11 | 12 |
| 149 | Prerequisite: Art Foundations , one 2D class, one 3D class and Instructor consent. | 1.00 | | | X | X |

This is a full-year course (in the block schedule, 2 quarters) developed to accommodate students who have demonstrated a strong interest and commitment to excel in 2-D, Drawing or 3-D Art and Design. All students will submit a portfolio at the end of the course that has followed the AP Art and Design Portfolio Submission requirements. With direct teacher instruction, the emphasis will be placed on the development of the AP Portfolio. The students will complete both sections (Sustained Investigation and Selected Work Quality Section) of the portfolio. This course will emphasize ongoing documented experimentation with design concepts, composition, and media in a sketchbook that will be the core source of ideation and documentation of their artmaking. Artist growth, ideas, and final artworks will be investigated through the use of these books.

Students must develop their own personal voice. Students will understand that creating and developing art is a constant, ongoing activity that involves personal decision making. Students will understand that in order for their artwork to achieve quality in concept, composition, and execution, it includes much risk taking, experimenting, and research. Artistic Integrity, copyright, professional ethics, moving beyond duplication, and plagiarism will be discussed on an ongoing basis and are embedded throughout the course, and in core instruction of the course. Throughout the course students are encouraged to work from their individual direct life observation of things in their world, their environment, their dreams, and their fantasies.

Students will choose one portfolio type to create and submit. Students may take the course more than once. For example, they may choose to complete a 2D portfolio their junior year and a Drawing portfolio their senior year.

- 2-D portfolios will focus on using both tangible mediums and digital applications to create artwork that focuses on these 2D skills: use of two dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy
- Drawing portfolios will use both grayscale and colorful mediums to present realistic works both on paper and/or in digital drawing apps that used these drawing skills: use of mark-making, line, surface, space, light and shade, composition

FINE ARTS

- 3-D portfolios will use a range of materials to make forms that will use these 3-D skills: use of three dimensional elements and principles - point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy.

FINE ARTS

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.

155 - CONCERT BAND

156 Prerequisite: Ability to play a band 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**. 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 |
|--------|---|----|----|----|
| 0.5 | | 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 may attend field trips.

Mathematics (501-552)

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.

Three (3) credits of math is required for graduation which includes at least one (1) credit of either [Algebra A/Algebra B](#) or [Algebra I](#).

The traditional sequence taken by those planning on attending a four year college is: [Algebra I](#), [Honors Geometry](#), 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](#).

Recommended Sequence of Courses:

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------|----------------------------|------------------------|------------------------|
| Algebra A | Geometry | Algebra II | Trig / Statistics |
| Algebra B | | | Advanced Math Skills |
| Algebra I | Geometry | Algebra II | Trig / Statistics |
| | | | Advanced Math Skills |
| | Honors Geometry | Algebra II with Trig | Trig / Statistics |
| | | | Pre-Calculus |
| | Algebra 2 | Geometry | Advanced Math Skills |
| | | | Trig / Statistics |
| | | Honors Geometry | Trig / Statistics |
| | Algebra II with Trig | Geometry | Trig / Statistics |
| | | Honors Geometry | Pre-Calculus |
| | | | Trig / Statistics |
| | Geometry & Alg II | Trig / Statistics | Pre-Calculus |
| | Geometry & Alg II/Trig* | Pre-Calculus | AP Calculus |
| | Honors Geometry & Alg II/ | Trig / Statistics | Pre-Calculus |
| | Honors Geom & Alg II/Trig* | Pre-Calculus | AP Calculus |
| Honors Geometry | Algebra II* | Trig / Statistics | Pre-Calculus |
| | Algebra II with Trig | Trig / Statistics | Pre-Calculus |
| | | Pre-Calculus | AP Calculus |

* Department approval required.

MATHEMATICS

501 – ALGEBRA A

502 REQUIRED (Satisfies the Algebra requirement)
Prerequisite: Freshman STAR Placement Test.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.00 | X | | | |

The course is designed to teach the modern concepts, the basic properties of the real numbers, and the fundamental structure of algebra. It reviews order of operations and operations on rational numbers. It covers the first semester material of a standard algebra course (Solving Equations and Inequalities, Linear Functions and Systems of Linear Equations).

503 – ALGEBRA B

504 REQUIRED (Satisfies the Algebra requirement)
Prerequisite: Freshman STAR Placement Test.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.00 | X | | | |

The course is designed to teach the modern concepts, the basic properties of the real numbers, and the fundamental structure of algebra. It expands on what was learned in Algebra A and covers the second semester material of a standard algebra course (Systems of Equations and Inequalities, Exponents and Polynomials, Factoring polynomials, Quadratic functions and equations, Exponential Functions, and Data Analysis and Probability).

513 – ALGEBRA I

514 REQUIRED (Satisfies the Algebra requirement)
Prerequisite: Freshman STAR Placement Test.
Requirement: Scientific Calculator (TI-30xs)

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.00 | X | | | |

This course, a foundation for higher math, includes the study of: modern concepts and basic properties of the real and irrational numbers, solving linear equations and inequalities, linear, quadratic and exponential functions, and probability. It should help develop thinking and methods needed to solve problems basic to technical vocations.

521 – GEOMETRY

522 Prerequisite: Algebra
Requirement: Scientific Calculator (TI-30xs)

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.00 | 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.

MATHEMATICS

| | | Credit | 9 | 10 | 11 | 12 |
|------------------------------|---|--------|---|----|----|----|
| 523 – HONORS GEOMETRY | | | | | | |
| 524 | Prerequisite: Freshman STAR Placement Test or received a “B” or higher in Algebra | 1.00 | X | X | X | |
| | Requirement: Scientific Calculator (TI-30xs) | | | | | |

Geometry is the study of mathematics that applies the principles of Algebra to the physical world. The student develops spatial relationships, inductive and deductive reasoning processes, clarity and precision of language, and further strengthening of basic mathematical skills. Topics covered include logic, parallelism, measurements, polygons, congruency, constructions, and coordinates. A systematic logical approach will be emphasized in the proof of theorems. Geometric investigations and real-world applications of geometry will be stressed. Moreover, this course will lay the foundation for above average students to succeed in future honors and advanced placement classes with an accelerated pace and an increased focus on higher level algebraic concepts.

| | | Credit | 9 | 10 | 11 | 12 |
|---|---|--------|---|----|----|----|
| 525 – ALGEBRA II WITH TRIGONOMETRY | | | | | | |
| 526 | Prerequisite: Algebra (students with a high level of proficiency should elect this course). Honors Geometry . | 1.00 | | X | X | X |
| | Requirement: Scientific Calculator (TI-30xs) | | | | | |

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](#).

| | | Credit | 9 | 10 | 11 | 12 |
|-------------------------|--|--------|---|----|----|----|
| 527 – ALGEBRA II | | | | | | |
| 528 | Prerequisite: Algebra (students with a lower level of proficiency should elect this course). Geometry (or concurrent with instructor consent). | 1.00 | X | X | X | X |
| | Requirement: Scientific Calculator (TI-30xs) | | | | | |

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.

MATHEMATICS

535 TRIGONOMETRY

Prerequisite: [Algebra II](#) or [Algebra II with Trig](#)

Requirement: Scientific Calculator (TI-30xs)

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | X | X |

Trigonometry is a semester course that provides a preparation for technical college and university placement tests. It will highlight some of the concepts taught in Algebra II, but it is not necessary to take Algebra II before taking this course. Students will solve right triangles, analyze and graph trigonometric functions, manipulate trigonometric identities and inverses, use the law of sines and cosines, and use half and double angle formulas.

538 STATISTICS

Prerequisite: [Algebra II](#) or [Algebra II with Trig](#)

Requirement: Scientific Calculator (TI-30xs)

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | X | X |

This one semester course will include topics which students need as a background for further statistics study in post-high school work and for interpreting data a student will face in everyday living. An example of some of the topics are: gathering data, organizing the collected data, determining the mean, median, mode, analysis of the data, constructing stem and leaf plots, hypothesis testing, etc. Some introductory probability will also be included in the course material.

541 – PRE-CALCULUS

542 Prerequisite: [Algebra II with Trig](#) or [Trigonometry and Statistics](#)

Requirement: Scientific Calculator (TI-30xs)

| 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.

543 – ADVANCED MATH SKILLS

544 Prerequisite: [Geometry](#) or [Honors Geometry](#)

Requirement: Scientific Calculator (TI-30xs)

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.00 | | | X | X |

This course prepares students with the essential math skills for the transition to post-secondary education and/or the workforce. Topics in this class will be review of essential Algebra and Geometry skills, advanced Algebra and Geometry skills and financial literacy. This class will also incorporate ACT math prep work.

MATHEMATICS

551 – ADVANCED PLACEMENT CALCULUS AB

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

Requirement: Scientific Calculator (TI-30xs)

| | | | | |
|--------|---|----|----|----|
| Credit | 9 | 10 | 11 | 12 |
| 2.00 | | | 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. There is 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 (431-497)

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.

431 - GERMAN I

432 Prerequisite: None.

| | | | | |
|--------|---|----|----|----|
| Credit | 9 | 10 | 11 | 12 |
| 1.00 | X | X | X | X |

Students will learn foundational German speaking, writing, listening, and reading skills as they work their way through a variety of topics. First year German focuses on functional language, where students will learn to identify themselves, ask and answer basic questions, discuss likes and dislikes, and share daily life with others. Experience authentic German culture through music, videos, food, and games.

433 - GERMAN II

434 Prerequisite: A "C" average or higher in German I.

| | | | | |
|--------|---|----|----|----|
| Credit | 9 | 10 | 11 | 12 |
| 1.00 | | X | X | X |

In German II students will expand their skills in the German language. This course allows students to work with more complex speaking, writing, listening, and reading tasks. Students will continue to build their functional language skills by having more social interactions and communication opportunities. More emphasis will be put into reading and listening to authentic German texts and videos. Students will also continue to grow their cultural knowledge through research and class activities. Students should expect a more immersive German experience in class, with less instruction and interaction given in English.

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.

MODERN LANGUAGES

| | | | | | | |
|---|--|--------|---|----|----|----|
| 453 - SPANISH II | | Credit | 9 | 10 | 11 | 12 |
| 454 Prerequisite: A “C” average or higher in Spanish I . | | 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 | | Credit | 9 | 10 | 11 | 12 |
| 456 Prerequisite: A “C” average or higher in Spanish II or Spanish Heritage II . | | 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 | | Credit | 9 | 10 | 11 | 12 |
| 458 Prerequisite: A “C” average or higher in Spanish III or Spanish Heritage III . | | 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.

| | | | | | | |
|--|--|--------|---|----|----|----|
| 459 - SPANISH V | | Credit | 9 | 10 | 11 | 12 |
| 460 Prerequisite: A “C” average or higher in Spanish IV . | | 1.00 | | | | X |

Spanish Language Literature is an advanced literature course that is designed to give students a wide scope of readings, in Spanish, from the beginning of the 20th century to more recent texts that have shaped Latin America’s history. This would include a variety of poetry, novels, plays, and historical texts that would provide students with an in-depth perspective into Latin-American cultures, societies, and identities. Students will be able to compare and contrast literary perspectives from authors based on country of origin; analyze individual texts using appropriate literary terminology; and research answers to questions about Latin American social issues throughout history. This will include an exploration into civil rights, social activism, community traditions, religious customs and gender roles.

MODERN LANGUAGES

| | | | | | |
|--|--------|---|----|----|----|
| 494 - SPANISH FOR HERITAGE SPEAKERS I | Credit | 9 | 10 | 11 | 12 |
| 495 Prerequisite: Recommendation. | 1.00 | X | X | X | X |

This course would be required for students who know Spanish, but have not been instructed in Spanish. Focus would be in spelling, grammar, false, cognates, and developing standardized Spanish in writing, reading, and speaking. Classes would focus on the needs of heritage speakers, such as false cognates, uses of subjunctive, spelling, learning how to read in Spanish, accents, sentence structure, regional derivations, idiomatic expressions, and verb conjugations (depending on region). This course will have a strong cultural component in place in order to show different registers and cultures.

| | | | | | |
|---|--------|---|----|----|----|
| 496 - SPANISH FOR HERITAGE SPEAKERS II | Credit | 9 | 10 | 11 | 12 |
| 497 Prerequisite: Recommendation. | 1.00 | X | X | X | X |

This course is for students who know Spanish and are able to read and write it. Focus is on developing writing skills in different genres, as well as reading different genres, practice precise grammar, develop advance spelling (orthography), and reading more complex texts that deal with the nuances of advanced language practice (both in fiction and non-fiction). There will be a strong focus on critical thinking skills that would enable students to read, understand, interpret, and extrapolate from text. Course will focus on real cultural documents: literary texts, scientific texts, general texts (e.g., newspaper, magazine, journal, etc.), short films, music videos and other media.

| | | | | | |
|--|--------|---|----|----|----|
| 498 - SPANISH FOR HERITAGE SPEAKERS III | Credit | 9 | 10 | 11 | 12 |
| 499 Prerequisite: Spanish for Heritage Speakers II. | 1.00 | | X | X | X |

This course is for students who fluently speak Spanish and are able to also read and write in Spanish. Students will continue to build upon foundational skills learned in Heritage 1 and Heritage 2. Additionally, students will have a strong focus in higher level thinking, essays and real-world preparations.

Physical Education & Health

(601-655)

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 accomplish 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.

| | | | | | | |
|------------|--|--------|---|----|----|----|
| 601 | PHYSICAL EDUCATION I REQUIRED | Credit | 9 | 10 | 11 | 12 |
| | | 0.5 | X | X | | |

This course is designed to introduce a wide range of sports and physical activities to promote the benefits of exercise. Physical Education I 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.

| | | | | | | |
|------------|--|--------|---|----|----|----|
| 613 | THEORY & PRACTICE OF TEAM SPORTS Prerequisite: Phy Ed I or Instructor Consent. | Credit | 9 | 10 | 11 | 12 |
| | | 0.5 | | X | X | |

This class is designed for students interested in learning skills, strategies and the history of team sports. This course will include classroom sessions, skill instruction and implementation of those skills into a competitive game setting. Sports may include, but are not limited to: basketball, flag football, soccer, ultimate frisbee, baseball/softball, lacrosse, handball, floor hockey, and volleyball.

| | | | | | | |
|------------|---|--------|---|----|----|----|
| 622 | THEORY & PRACTICE OF INDIVIDUAL SPORTS Prerequisite: Phy Ed I and Theory & Practice of Team Sports or Instructor Consent. | Credit | 9 | 10 | 11 | 12 |
| | | 0.5 | | | X | X |

This class is designed for students interested in learning skills, strategies and the history of individual sports. This course will include classroom sessions, skill instruction and implementation of those skills into a competitive game setting. Sports may include, but are not limited to: golf, tennis, disc golf, bowling, badminton, track and field, yard and leisure games, table tennis, and racquetball. Individual sports will also teach students about the benefits of lifetime fitness.

PHYSICAL EDUCATION & HEALTH

| | | Credit | 9 | 10 | 11 | 12 |
|------------|--|--------|---|----|----|----|
| 632 | PERSONAL FITNESS SOPHOMORE/JUNIOR/SENIOR BOYS | 0.5 | | X | X | X |
| 634 | SOPHOMORE/JUNIOR/SENIOR GIRLS Prerequisite: Phy Ed I. | 0.5 | | 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, cardiorespiratory endurance, and body composition. This will be accomplished by teaching students how to use proper lifting mechanics, how to create a personalized workout regimen, and how to understand which fitness activities best benefit them. Throughout the week they will spend 3 days in the weight room, and two days doing speed and agility, plyometric and cardiorespiratory workouts and games.

| | | Credit | 9 | 10 | 11 | 12 |
|------------|---|--------|---|----|----|----|
| 635 | SPORTS OFFICIATING AND COACHING Prerequisite: Phy Ed I. | 0.5 | | | X | X |

This course is designed to promote lifelong physical activity by participating in officiating and coaching, while also allowing youth the opportunity to participate in sport by addressing the current WIAA officiating shortage, as well as preparing students to become successful coaches by discussing philosophy, theory, game, practice, and season planning, budgeting, and communication. Opportunities outside of school will exist to earn money as actual referees, because students will receive a free officials license through the WIAA with completion of the class.

| | | Credit | 9 | 10 | 11 | 12 |
|------------|---------------------------|--------|---|----|----|----|
| 655 | HEALTH REQUIRED | 0.5 | | 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.

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 |
|--|---|---|---|
| Principles of Chemistry/Physics Biology | Principles of Chemistry/Physics Biology Chemistry | Chemistry Physics Aquatic Science Environmental Science* Zoology* AP Biology AP Environmental Science | Chemistry Physics Aquatic Science Environmental Science* Zoology* AP Biology AP Environmental Science Adv. Topics / Physical Science |

* Offered 2023-2024 School Year.

712 PRINCIPLES OF CHEMISTRY
713 PRINCIPLES OF PHYSICS

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.00 | X | X | | |

Principles of Chemistry is a discipline that encompasses principles of basic chemistry and mathematics. The goal of this course is to provide students with a solid background concerning basic topics in chemistry. 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. 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 and chemistry.

Principles of Physics is a discipline that encompasses principles of basic physics and mathematics. The goal of this course is to provide students with a solid background concerning basic topics in physics. 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 and physics.

SCIENCE

| | | | | | |
|----------------------|--------|---|----|----|----|
| 721 - BIOLOGY | Credit | 9 | 10 | 11 | 12 |
| 722 REQUIRED | 1.00 | X | X | | |

Biology is the only science class that all students are required to take and pass. During first term, students will be introduced to the nature of science and basic concepts about living organisms. Students will design and implement experiments and graph and interpret experimental data. Major themes for the first term include the structure and function of biological molecules and cells, cellular chemistry, homeostasis, energy acquisition, the carbon cycle, and ecology. During second term, students will build upon the skills they developed during first term. Major themes for the second term include protein synthesis, cell division, genetics, natural selection, evolution, and the structure and function of multicellular organisms.

| | | | | | |
|--|--------|---|----|----|----|
| 733 - CHEMISTRY | Credit | 9 | 10 | 11 | 12 |
| 734 Prerequisite: Recommended concurrently with Algebra II/Trig or Algebra II . | 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.

| | | | | | |
|--|--------|---|----|----|----|
| 739 - AQUATIC SCIENCE | Credit | 9 | 10 | 11 | 12 |
| 740 Prerequisite: Biology . | 1.00 | | | X | X |

Aquatic Science is an upper level science course. Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed.

| | | | | | |
|---|--------|---|----|----|----|
| 743 - PHYSICS | Credit | 9 | 10 | 11 | 12 |
| 744 Prerequisite: Algebra II/Trig or Algebra II and/or concurrent with Trigonometry and Statistics . | 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.

SCIENCE

**746 - ADVANCED PLACEMENT ENVIRONMENTAL
747 SCIENCE**

Prerequisite: [Biology](#).

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.00 | | | X | X |

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

750 - ADVANCED PLACEMENT IN BIOLOGY

751 Prerequisite: [Biology](#), [Chemistry](#), and [Algebra I](#);
Application Process.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 2.00 | | | 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.

Science, Technology, Engineering & Math (STEM) (778-798)

Courses are part of the Project Lead the Way (PLTW) or Microsoft Technology Education and Literacy in Schools (TEALS) program.

| | | | | | |
|---|--------|---|----|----|----|
| 780 - INTRODUCTION TO ENGINEERING DESIGN | Credit | 9 | 10 | 11 | 12 |
| 781 ELECTIVE | 1.00 | X | X | X | X |
| Prerequisite: Concurrent enrollment in a Science and Mathematics course in the same year. | | | | | |

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

| | | | | | |
|--|--------|---|----|----|----|
| 782 - PRINCIPALS OF ENGINEERING | Credit | 9 | 10 | 11 | 12 |
| 783 ELECTIVE | 1.00 | | X | X | X |
| Prerequisite: Completion of Intro to Engineering Design <i>and</i> concurrent enrollment in a Science and Mathematics course in the same year. | | | | | |

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

| | | | | | |
|--|--------|---|----|----|----|
| 784 - DIGITAL ELECTRONICS | Credit | 9 | 10 | 11 | 12 |
| 785 ELECTIVE | 1.00 | | X | X | X |
| Prerequisite: Completion of Intro to Engineering Design <i>and</i> concurrent enrollment in a Science and Mathematics course in the same year. | | | | | |

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

SCIENCE, TECHNOLOGY, ENGINEERING & MATH (STEM)

| | | | | | |
|---|--------|---|----|----|----|
| 786 - PRINCIPLES OF BIOMEDICAL SCIENCE | Credit | 9 | 10 | 11 | 12 |
| 787 ELECTIVE | 1.00 | X | X | X | X |
| Prerequisite: Concurrent enrollment in a Science and Mathematics course in the same year. | | | | | |
| AND | | | | | |
| Completion or concurrent enrollment in Biology or Senior with Instructor/Counselor consent. | | | | | |
| Credit counts toward SCIENCE. | | | | | |

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

| | | | | | |
|---|--------|---|----|----|----|
| 788 - HUMAN BODY SYSTEMS | Credit | 9 | 10 | 11 | 12 |
| 789 ELECTIVE | 1.00 | | X | X | X |
| Prerequisite: Concurrent enrollment in a Science and Mathematics course in the same year. | | | | | |
| AND | | | | | |
| Completion or concurrent enrollment in Biology or Senior with Instructor/Counselor consent. | | | | | |
| Credit counts toward SCIENCE. | | | | | |

In Human Body Systems, students engage in the study of the processes, structures, and interactions of the human body. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as “parts of a whole,” working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students work through interesting real-world cases and play the role of biomedical professionals to solve medical mysteries.

SCIENCE, TECHNOLOGY, ENGINEERING & MATH (STEM)

| | | | | | |
|---|--------|---|----|----|----|
| 778 - MEDICAL INTERVENTIONS | Credit | 9 | 10 | 11 | 12 |
| 779 ELECTIVE | 1.00 | | | X | X |
| Prerequisite: PRINCIPLES OF BIOMEDICAL SCIENCE and HUMAN BODY SYSTEMS | | | | | |
| Credit counts toward SCIENCE. | | | | | |

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

| | | | | | |
|---|--------|---|----|----|----|
| 790 - INTRODUCTION TO COMPUTER | Credit | 9 | 10 | 11 | 12 |
| 791 PROGRAMMING | 1.00 | X | X | X | X |
| ELECTIVE | | | | | |
| Prerequisite: Completion of either ALGEBRA I or ALGEBRA A/B . Concurrent enrollment in GEOMETRY is preferred. | | | | | |

Introduction to Computer Programming is a year-long class based on The Beauty and Joy of Computing at University of California at Berkeley. This is a broad-based intro class that uses the Snap! visual programming language to introduce students to computational thinking first semester. The second semester class transitions to text-based programming using the beginner-friendly Python language.

| | | | | | |
|--|--------|---|----|----|----|
| 794 - ADVANCED PLACEMENT COMPUTER | Credit | 9 | 10 | 11 | 12 |
| 795 SCIENCE A | 1.00 | | X | X | X |
| ELECTIVE | | | | | |
| Prerequisite: INTRO TO COMPUTER PROGRAM or Instructor/Counselor consent. | | | | | |

This challenging class is for students who are interested in an in-depth course in computer science theory and practice. Students will learn to program in the Java language, with emphasis on problem solving, computer science theory, applications, algorithms, programming style, and programming design. Students should plan on devoting at least one hour per day outside of class to succeed in this course.

SCIENCE, TECHNOLOGY, ENGINEERING & MATH (STEM)

| | | | | | |
|---|--------|---|----|----|----|
| 797 - ENGINEERING DESIGN AND DEVELOPMENT | Credit | 9 | 10 | 11 | 12 |
| 798 ELECTIVE | 1.00 | | | | X |
| Prerequisite: Completion of PRINCIPLES OF ENGINEERING and Instructor/Counselor consent. | | | | | |

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

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.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------|------------------------|------------------------|------------------------|
| World History* | US History* | Government* | Government* |
| AP Human Geography | AP US History | Economic Principles | Economic Principles |
| | AP Human Geography | Psychology | Psychology |
| | | Sociology | Sociology |
| | | World Geography | World Geography |
| | | AP US History | AP US History |
| | | AP Human Geography | AP Human Geography |
| | | | AP Microeconomics |
| | | | AP Macroeconomics |

*Required for graduation.

911 - WORLD HISTORY

912 REQUIRED

(Alternate: [AP Human Geography](#))

| 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. By studying topics from ancient civilizations to the Cold War, students gain an understanding of how human relationships have shaped Earth's landscape and the events that shape the world we know today. 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 |
|--------|---|----|----|----|
| 0.5 | | | 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. Students will learn how to become civically engaged in their community, state, and nation. At the end of this course, students are required to pass the Wisconsin state civics examination.

SOCIAL STUDIES

926 WORLD GEOGRAPHY
ELECTIVE

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.50 | | | 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
932 REQUIRED
(Alternate: [AP US History](#)).

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.00 | | X | | |

The US History course covers the time period post-Civil War to the present, picking up from the material covered in 8th Grade US History courses. Topics include Reconstruction, westward migration and industrialization, the Progressive Era, the emergence of the United States as a world power, its involvement in two world wars sandwiched around a terrible depression, the Cold War, its fights in Korea and Vietnam, the movement toward greater civil rights, the break-up of the former Soviet Empire, the increased importance of global interdependence, the impact of technological change, the rise of global terrorism, and the changing political climate – within the US and toward the world. Students will develop their abilities to think like historians by considering continuity and change over time, analyzing historical documents, and marshalling evidence to use in support of historical claims.

934 - ADVANCED PLACEMENT US HISTORY
935 REQUIRED (Satisfies the [US History](#) requirement).

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.50 | | X | X | X |

AP U.S. History is equivalent to a two-semester introductory college course in U.S. history. Students enrolled in this course will be expected to meet college level expectations for reading in preparation for class and will complete multiple timed and untimed essays over the course of the year. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students are highly encouraged to take the Advanced Placement examination at the end of the year. This course is intended for accelerated 10th and 11th graders who receive recommendations from their 9th and 10th grade teachers.

SOCIAL STUDIES

| | | | | | | |
|-----------------|--|----------------|--------|---------|---------|---------|
| 937- 938 | ADVANCED PLACEMENT HUMAN GEOGRAPHY REQUIRED (Satisfies the World History requirement) Prerequisite: Freshman STAR Placement Test | Credit 1.00 | 9 X | 10 X | 11 X | 12 X |
|-----------------|--|----------------|--------|---------|---------|---------|

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

| | | | | | | |
|------------|-------------------------------|---------------|---|----|---------|---------|
| 940 | PSYCHOLOGY ELECTIVE | Credit 0.5 | 9 | 10 | 11 X | 12 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 0.5 | 9 | 10 | 11 X | 12 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. As a part of this course, students will engage in scientific sociological research in their school and community.

| | | | | | | |
|------------|--|---------------|---|----|---------|---------|
| 946 | ECONOMIC PRINCIPLES ELECTIVE | Credit 0.5 | 9 | 10 | 11 X | 12 X |
|------------|--|---------------|---|----|---------|---------|

In this introductory level course students will learn to "think like an economist" by measuring costs, benefits, and incentives. In particular, students will learn to understand supply and demand and their relationship to prices in different market structures, understand the roles of consumers and producers in the marketplace, explain how different indicators measure the health and performance of the economy in different parts of the business cycle and analyze how government intervention and policy impact the economy.

SOCIAL STUDIES

| | | | | | | |
|------------|--|--------|---|----|----|----|
| 952 | ADVANCED PLACEMENT MICROECONOMICS | Credit | 9 | 10 | 11 | 12 |
| | Prerequisite: Instructor consent | 1.00 | | | X | X |

AP Microeconomics is equivalent to a one-semester introductory college course in economics. AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are highly encouraged to take the Advanced Placement examination at the end of the year.

| | | | | | | |
|------------|--|--------|---|----|----|----|
| 958 | ADVANCED PLACEMENT MACROECONOMICS | Credit | 9 | 10 | 11 | 12 |
| | Prerequisite: Instructor consent | 1.00 | | | X | X |

AP Macroeconomics is equivalent to a one-semester introductory college course in economics. AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are highly encouraged to take the Advanced Placement examination at the end of the year.

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 value of all people;
- Third:** To promote a ministry of service to 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 includes: opportunities for prayer, the sacraments, counseling, service, and spiritual growth.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|---|---|-----------------------------------|---|
| Intro to Theology (1 st Semester) | Hebrew Scriptures (1 st Semester) | Personal Morality (1 Semester) | Preaching Practicum (1 Semester) |
| Intro to Theology (2 nd Semester) | New Testament (2 nd Semester) | Justice & Peace (1 Semester) | World Religions (1 Semester) OR Christian Ministry / Christian Vocations (1 Semester; 1 Credit) |

804 INTRODUCTION TO THEOLOGY REQUIRED FOR FRESHMEN

| | | | | |
|--------|---|----|----|----|
| Credit | 9 | 10 | 11 | 12 |
| 0.5 | X | | | |

In Introduction to Theology, 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.

THEOLOGY

805 INTRODUCTION TO THEOLOGY
REQUIRED FOR FRESHMEN

| | | | | |
|--------|---|----|----|----|
| Credit | 9 | 10 | 11 | 12 |
| 0.5 | 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 |
| 0.5 | | 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 |
| 0.5 | | 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 |
| 0.5 | | | 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.

THEOLOGY

824 PERSONAL MORALITY
REQUIRED FOR JUNIORS

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | 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.

846 WORLD RELIGIONS
REQUIRED FOR SENIORS
(Alternate: [Christian Vocations/Christian Ministry](#))

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | | 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.

849 PREACHING PRACTICUM
REQUIRED FOR SENIORS
(Alternate: [Christian Vocations/Christian Ministry](#))

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | | 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 out as Order of Preachers.

THEOLOGY

840 - CHRISTIAN VOCATIONS / CHRISTIAN
850 MINISTRY
 MEETS SENIOR THEOLOGY REQUIREMENT
 (Alternate to World Religions/Preaching Practicum)
 Prerequisite: Application Process.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.00 | | | | 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 Christian Ministry 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 student's 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 baptismal commitment. The course aims to make connections between our concrete human experiences and our catholic tradition and teachings. Sacraments are presented with a particular focus on Baptism and Confirmation.

Enrichment

The Enrichment credit provides students an opportunity to meet their academic requirements for graduation while gaining valuable experience. To participate, students:

- Have a desire to improve himself/herself.
- Are capable of communicating his/her knowledge to others.
- Are interested in the individual as an active learner.
- Have the maturity to cooperate with the teacher in setting the proper atmosphere for learning.
- Have a minimum attendance rate of 90%.

NOTE: Credit pass/fail basis and does not count toward GPA.

390 PEER TUTOR

Prerequisite: “A” or “B” average, cumulative.
Administrative consent.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | X | X |
| 1.0 | | | | |

Peer Tutoring is an independent study class offered by the Learning Support Center (Resource) for students who have achieved at high academic levels as freshmen, sophomores or juniors. Students in this class will work one on one and in small groups or with teachers during their period with students. Peer mentors will tutor in the subjects they have shown high achievement. Final grade is pass/fail and will be based off of an independent portfolio of work experiences. Research has shown that peer tutoring not only results in higher achievement for the students being tutored, but for the peer tutors as well.

014 GATEWAY ACADEMIES

Prerequisite: “A” or “B” average, cumulative.
Administrative consent.

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 1.0 | | | X | X |

The Gateway Academies are a post-secondary participation program sponsored by the Wisconsin Technical Colleges. This program is available to St. Catherine's High School students in grades eleven (11) and twelve (12) who meet the program requirements and may be able to earn both high school and technical college credit. Participation in Gateway Academies opens the door to greater learning opportunities for students wishing to begin college early or students who want to prepare to enter the workforce immediately after high school graduation. Courses offered include IT-Data Analytics; Nursing Assistant Certification; CNC Operator; Criminal Justice; Advanced Manufacturing for STEM Careers; Welding.

ENRICHMENT

**005 EDMENTUM ONLINE CREDIT / CREDIT
RECOVERY**

| Credit | 9 | 10 | 11 | 12 |
|--------|---|----|----|----|
| 0.5 | | | X | X |
| 1.0 | | | | |

Edmentum offers a comprehensive library of standards-aligned, mastery-based online courses for original credit or credit recovery through Courseware, a digital curriculum solution for grades 9–12, and EdOptions Academy, a fully-accredited K–12 virtual school. It offers a selection of core, elective, career and technical education (CTE), world language, and advanced course options in its Course Catalog.