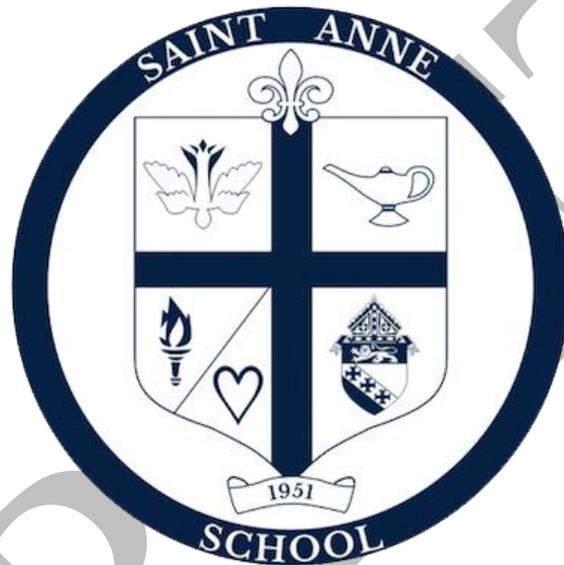


St. Anne Catholic High School

2019-2020 Course Selection Catalog



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Our Mission

Through the long- standing tradition of Catholic education and a personalized learning experience, we become strengthened by the grace of the Holy Spirit and balanced in our lives. We are empowered to develop our individual identity and become virtuous leaders of society. We are faithful. We are fearless. We are St. Anne.

School Motto

LET IT BE KNOWN TO ALL WHO ENTER HERE THAT CHRIST IS THE REASON FOR THIS SCHOOL, THE UNSEEN, BUT EVER-PRESENT TEACHER IN ITS CLASSES, THE MODEL OF ITS FACULTY AND THE INSPIRATION OF ITS STUDENTS.

Core Value Statement

In keeping with the bountiful tradition of Catholic education, we Inspire Excellence in God's Children by educating the whole person intellectually, physically, emotionally, spiritually, socially, and culturally.

We are St. Anne.

We are Servants.

We are Scholars.

We are Athletes.

We are Artists.

We are Community.

School Philosophy

In keeping with the Vatican's recommendations on Catholic education, we believe that parents are the primary teachers of their children and must be recognized as being responsible for their children's education. To assist parents in their responsibilities, St Anne School is committed to providing a safe and nurturing environment for the child to achieve his/her personal potential as a human being, a constructive participant in society and member of the Church. We hold in the highest regard the development of the whole child: intellectual, physical, emotional, spiritual, social and cultural dimension of his/her personality. We assert the dignity of each student and celebrate its sources in the love of the Father. We proclaim the Catholic way of life as manifested in Scripture, doctrine, and principles of moral values and practices of faith. We value each member of our school community and foster individual growth in the virtues of faith, hope and love. We believe that each of our students is called to serve humanity and that we are charged with preparing them for this service by providing them with a strong academic foundation, a desire for knowledge and a sense of community.

St. Anne Catholic High School

2019-2020 Course Selection Catalog

To Students and Parents:

The following information has been prepared to aid students in registering for courses and planning their four-year program of study. Necessary information about the general content, length, prerequisites and credits for each course is included.

Please note: *The school reserves the right to adjust offerings based on faculty availability and student interest.*

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General Information

Cumulative Grade Point Average (GPA)

Cumulative grade point average is computed at the end of each semester. All high school classes are used when determining GPA. Honors, AP, and College Credit courses are weighted.

Traditional Graduation Requirements	
Theology	4
English	4
Mathematics	4
Laboratory Science	3
Social Studies	3
Foreign Language	3
Technology	1
Physical Education	1
Fine Arts	2
Electives	5
Total Required Credits	30

Extracurricular Activities

All students are encouraged to participate in extracurricular activities, whether they are related to school, community, or church. Often, the experience gained by participating in sports, volunteer work, and clubs represent some of the most important learning in high school. Employers and colleges are interested in the school activities in which students have participated. However, it is not the number of activities that is considered important, but those in which the student has continuously participated and demonstrated dedication and leadership.

After-school jobs may have a detrimental effect on a student's academic performance. The school strongly advises students and parents to limit student work hours especially during the week. Time for homework and rest is critically important for success in high school.

Sylvester Program for Science Leadership

Pope Sylvester II, Gerbert of Aurillac, was a leading scholar of the 10th century before his time in the magisterium. This was a time during which some believe the church feared math and science and referred to the period as the “Dark Ages.” Called “The Scientist Pope” Gerbert rose from peasant beginnings to lead the church as a scholar, bringing the light of science to the “dark ages.” His legacy includes his contributions with the abacus, celestial globes, and the astrolabe. The Sylvester Program is inspired by Pope Sylvester II’s philosophical tract: De rationale et de ratione uti” (“Concerning the Rational and the Use of Reason”). In 1999 Pope John Paul II summed up the official church position: Gerbert, he wrote, was “a learned humanist and wise

philosopher, a true promoter of culture ... He reminds us that intelligence is a marvelous gift from the Creator.”

At St. Anne, we believe that STEM (Science, Technology, Engineering, and Mathematics) is essential to create graduates that can think critically and solve problems that are relevant in today’s world. The STEM Program will promote experiential learning through laboratory investigations, projects, and exploration.

Students will graduate with experience in any combination of the following: Science, Technology, Engineering or Mathematics. Students are asked to apply to the Sylvester Program for Science Leadership at the end of 9th grade, allowing a year for exploration and discernment. Upon acceptance into the program, students will work with his or her Academic Advisor to map the appropriate curriculum. The student will also be presented with portfolio requirements that will be completed in grades 10-12. The portfolio includes academic requirements, outside service requirements, and culminates in an academic capstone project or internship. In addition, students must maintain a 3.0 on a 4.0 scale to continue participation in the program.

John Paul the Great Program for the Arts

John Paul the Great Program for the Arts is inspired by John Paul II’s Letter to Artists and is built on the premise that the Arts are essential to the cognitive and spiritual development of the whole person. He writes:

Beauty is a key to the mystery and a call to transcendence. It is an invitation to savor life and to dream of the future. That is why the beauty of created things can never fully satisfy. It stirs that hidden nostalgia for God which a lover of beauty like Saint Augustine could express in incomparable terms: “Late have I loved you, beauty so old and so new: late have I loved you!” (26)

At St. Anne School, we believe that the arts are an essential component to a strong Christian community and developing Catholic hospitality. Arts education originates with the recognition that each of us has the capacity for thinking and living artistically. It is based on the belief that God has endowed each of us with talents and gifts which God expects us to develop and use to the best of our ability. Through our artistic endeavors we become active participants in continuing God’s creation in ourselves and in our society. The JPG program is designed to cultivate the gifts of those who show exemplary talent in the fields of dance, theater, instrumental, vocal, authorship, or fine arts.

Students will graduate with a concentration in one of the following: Performing Arts, Fine Arts, or Authorship. Each strand holds specific academic requirements, which includes a heavier concentration in courses related to the selected strand.

Students are asked to apply to the JPG program at the end of 9th grade, allowing a year for exploration and discernment. Upon acceptance into the program, students will work with his or her Academic Advisor to map the appropriate curriculum. The student will also be presented with portfolio requirements that will be completed in grades 10-12. The portfolio includes academic requirements, outside service requirements, and culminates in an academic capstone project. In addition, students must maintain a 3.0 on a 4.0 scale to continue participation in the program.

Programs of Study

College Preparatory

At the College-Preparatory level students are able to learn at a moderate, yet challenging pace. Students are prepared to go on to college level work after graduation; however, they may be given more guidance from teachers in preparing papers and other assignments. The curriculum is carefully planned to include courses that encourage success at the post high school level.

Honors Program

The Honors Program is designed to challenge students who excel in particular areas of study. Because the Honors Program requires rigorous study of content, students selected for this program must demonstrate maturity, learn at an accelerated pace, and review/complete assignments with a high degree of independence. The requirements, as listed for individual courses, may include major research projects, multiple assessment instruments, and assignments that are more in-depth and detailed.

Advanced Placement

These college level courses require students to meet high standards for success. They require extensive reading and writing skills at a superior level as well as abilities to analyze, synthesize, evaluate, and create. Students selecting these courses must be highly motivated, self-directed learners. Advanced Placement courses may be a virtual class or a teacher-led class. Only Advanced Placement Courses that have been College Board Approved will be offered.

All students enrolled in AP courses may be required to take the AP exam for that course in May. Each AP exam costs approximately \$93 and students pay before taking the exams during spring semester. Additionally, students scoring a 3, 4, or 5 on AP exams may receive recognition for their test scores from the colleges that students enter after graduation. For some colleges, the recognition is to allow students to skip entry-level courses and enroll in more advanced courses as freshman. For others, college credits are awarded for the AP course taken in high school. Students should check individual college websites for details on how AP test scores are handled. Note: if a student has ordered a test and then later chooses not to participate in the testing session, please be aware that students will be charged a restocking fee of \$13 and no refund given for the original test order.

Dual Credit

Dual Credit courses are currently offered through Belmont Abbey College and York Technical College. These courses are currently taught at St. Anne School by qualified instructors. Students enrolled in Dual Credit courses will receive both high school and college credit for the same course, per the requirements of the respective colleges. A transcript will be provided at the end of the course by Belmont Abbey College or York Technical College. Please see course descriptions for details.

Virtual Courses

Virtual courses require a high level of discipline and self-sufficiency. Though the student will typically receive time in his/her schedule to work on this course, the course is not facilitated by a faculty or staff member. Students in virtual courses are responsible for course content and assessments and may be required to source outside help.

For the 2018-19 school year we will offer additional electives via Educere. Educere offers semester-based, self-paced classes that will qualify for high school credit. Educere is accredited by SACS (Southern Association of Colleges and Schools). The school and parents will receive weekly progress reports directly from Educere and the final course grade will be reflected on the high school transcript.

Educere offers more than 5,000 virtual courses in nearly 40 different subject areas. If you'd like to explore virtual electives:

1. Visit www.educere.net
2. Under Course Finder, please select COMPLETE.
3. Under Education Level, select HIGH SCHOOL.
4. Select your area of interest.

If you are interested in registering for virtual courses please **schedule an appointment with the Director of College Counseling no later than May 1, 2018**. The Director of College Counseling will give students a course request form that will need to be completed prior to approval. In addition, students will need to receive written approval from the Assistant Principal before registering for any virtual course.

Please note:

1. Parents will be responsible for a portion of the cost of the virtual course. The school will contribute up to \$250 per student, per year for courses that are not offered through the traditional schedule. Summer courses are the responsibility of the parent.
2. Not all students will have availability in their schedules for a virtual elective. We will do our best to accommodate your request. The student's application will be reviewed by a team of teachers where the student's GPA, performance in prerequisite courses, prior class performance, and classroom behavior will be taken into consideration.

3. Students who are interested in pursuing athletics through the NCAA should not enroll in a virtual course.

In this Course Catalog, virtual courses are denoted by a “V” following the course number.

AP Capstone Diploma Program Overview

The AP Capstone Diploma Program focuses on college-level research, collaboration, and presentation skills crucial for college and career success. In partnership with the higher education community, the College Board developed AP Capstone so students can practice skills that serve them well in college and career. The program consists of two courses taken in sequence: AP[®] Seminar and AP Research.

Students who score a 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing earn the AP Capstone Diploma[™]. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Students who score a 3 or higher in both AP Seminar and AP Research (but not on four additional AP Exams) earn the AP Seminar and Research Certificate[™].

In AP Seminar, typically taken in 10th or 11th grade, students choose and evaluate complex topics through multiple lenses; identify credibility and bias in sources; and develop arguments in support of a recommendation. AP Seminar is a project-based learning course. Official AP Seminar assessments include research reports, written arguments, and presentations completed during the academic year.

In the subsequent AP Research course, students design, execute, present, and defend a yearlong research-based investigation on a topic of individual interest. They build on skills developed in AP Seminar by learning how to understand research methodology; employ ethical research practices; and collect, analyze, and synthesize information to contribute to academic research. Like AP Seminar, AP Research is a project-based course. Each student’s official AP Research score is based on their academic paper, presentation, and oral defense.

About AP

The College Board’s Advanced Placement[®] Program (AP[®]) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a rigorous exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most rigorous

curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher’s syllabus is evaluated and approved by faculty from some of the nation’s leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,800 institutions worldwide annually receive AP scores. In the last decade, AP participation and performance rates have nearly doubled. In May 2018, 2.8 million students representing more than 22,612 schools around the world, both public and nonpublic, took 5.1 million AP Exams.

English

	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
CP Track	English 8	English I	English II	English III	English IV
Honors Track	English I	English II	Writing & Rhetoric	AP Language and Composition/Dual Credit (ENG 101DC)	AP English Literature and Composition/Dual Credit (ENG 102DC)

ENG 101: English I:

No Prerequisite; Grade 9; 1 Credit

This course offers a thematic approach to the study of literature with equal emphasis on both fiction and non-fiction. Genre study will include analysis of the novel, short story, dramatic readings, and poetry. Non-fiction readings will include essays, periodicals, biographies, autobiographies, and speeches. Students will analyze selections from American, British, and World origins. Each unit of study will include a literature strand, a non-fiction strand, an arts strand and a theology strand. Writing assignments will be a natural outgrowth of this reading and students will be expected to write using a variety of modes and purposes using the mechanics and conventions of the English language. Students will study vocabulary with the purpose of integrating standardized testing strategies while broadening their vocabulary word base. This course is offered at a Standard, College Preparatory, and Honors level.

ENG 103: Creative Writing

No Prerequisites; Grades 9-12; 1 credit

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

ENG 104: Film Appreciation

No Prerequisite; Grades 9-12; 0.5 credit

Film Appreciation will introduce students to the film industry and history of cinema through the study of classic and contemporary films. Emphasis will be placed on exposing the class to a wide variety of styles and genres as well as formulating and justifying criticisms of the works. Hands-on projects, written analyses and participation in class discussions will be requirements for successful completion of the course. This course is linked to Introduction to Journalism (ENG 105).

ENG 105: Introduction to Journalism

No Prerequisite; Grades 9-12; 0.5 credit

In this course, students produce news stories, editorials, features, and sports articles as they learn the basics of journalism. The course covers laws and ethics, freedom of the press, and the principles of journalistic writing. Students learn how to generate ideas and conduct interviews. They improve their writing skills by concentrating on properly organizing their ideas and using correct grammar and vocabulary as they compose their articles and assignments. In the process, they learn how to think critically about the main ideas, points of view and bias, validity of sources, and the relevance of the various topics they write about. This course is linked to Film Appreciation (ENG 104).

ENG 106: Exploring Shakespeare:

English Teacher Recommendation required; Grades 9-12; 1 Credit

This course teaches approaches to understanding Shakespeare. The works of the world's most famous playwright were written first and foremost to be performed for an audience. Using techniques of the actor and director, students will unlock the clues in Shakespeare's language to bring the themes, characters and stories of Shakespeare's works to life, making them accessible to a modern audience. Topics covered are Shakespeare's life and times, language and themes of Shakespeare's sonnets and the exploration of three of Shakespeare's plays. Study of the plays will include using Shakespeare's language in performance, discovering character and the study of modern interpretations for production of his plays.

ENG 107: Public Speaking

No Prerequisite; Grades 9-12; 1 Credit

An introduction to the principles and theories of communication with a focus on Public Speaking. The class will cover various forms of speech preparation, delivery methods and message evaluation. Students will learn how to effectively communicate to large and small groups.

ENG 201: English II:

Prerequisite: Successful completion of English I; Grade 9-10; 1 Credit

This course offers a thematic approach to the study of literature with equal emphasis on both fiction and non-fiction. Genre study will include analysis of the novel, short story, poetry, dramatic readings, and poetry. Non-fiction readings will include essays, periodicals, biographies, autobiographies, and speeches. Students will analyze selections from American, British, and World origins. Each unit of study will include a literature strand, a non-fiction strand, an arts strand and a theology strand. Writing assignments will be a natural outgrowth of this reading and students will be expected to write using a variety of modes and purposes using the mechanics and conventions of the English language. Students will study vocabulary with the purpose of integrating standardized testing strategies while broadening their vocabulary word base. This course is offered at the College Preparatory and Honors level.

ENG 301: English III:

Prerequisite: Successful completion of English II; Grade 10-11; 1Credit

This course offers a thematic approach to the study of literature with equal emphasis on both fiction and non-fiction. Genre study will include analysis of the novel, short story, dramatic readings, and poetry. Non-fiction readings will include essays, periodicals, biographies, autobiographies, and speeches. Students will analyze selections from American, British, and World origins. Each unit of study will include a literature strand, a non-fiction strand, an arts strand and a theology strand. Writing assignments will be a natural outgrowth of this reading and students will be expected to write using a variety of modes and purposes using the mechanics and conventions of the English language. Students will be introduced to argumentative writing and other theoretical devices. Students will study vocabulary with the purpose of integrating standardized testing strategies while broadening their vocabulary word base. This course is offered at the College Preparatory and Honors level.

ENG 401: English IV:

Prerequisite: Successful completion of English III; Grade 11-12; 1 Credit

This course is designed to draw on the student's previous writing and critical reading training and to ensure their readiness for the demands of college. Students will be exposed to a variety of rhetorical modes and to a wide spectrum of writing processes. Students will practice generating, developing, writing, and revising ideas into working papers in preparation for the rigors of college writing. This course is offered at the College Preparatory and Honors level.

ENG 403: Honors Language and Composition:

Prerequisite: Successful completion of English III Honors; Instructor Recommendation; Grade 11-12; 1 Credit

Students in this course read and carefully analyze a broad and challenging range of literary selections, deepening their awareness of rhetoric and how language works.

Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy while strengthening their own composing abilities. Course readings feature expository, analytical, personal and argumentative texts from a variety of authors and historical contexts. May be taken concurrently with ENG 101DC.

ENG 405: Writing and Rhetoric:

Prerequisite: Successful completion of English III; Instructor Recommendation; Grade 12;

1 Credit

An introductory writing course that includes instruction in practical reasoning and the principles of rhetoric. May be taken concurrently with ENG 101DC.

ENG 405H: Writing and Rhetoric Honors:

Prerequisite: Successful completion of English II; Instructor Recommendation; Grade 10-12;

1 Credit.

An introductory writing course that includes instruction in practical reasoning and the principles of rhetoric. May be taken concurrently with ENG 101DC.

ENG 406: Critical Issues in Literature

Prerequisite: Successful completion of English IV or Equivalent; Grade 12; 1 credit

Students in this course will analyze and deconstruct fiction, non-fiction, visual, and auditory media by asking: Who created this message and why are they sending it? Additionally, students will read fiction and non-fiction that engage in the issue of messages and their impact on society. Students will create original media products as an authentic forum for their analysis and writing.

ENG 501: AP English Language and Composition

Prerequisite: Prerequisite of 90% or higher in English II Honors and instructor's approval; May be taken concurrently with ENG 101DC (COLL); 1 credit

Students in this introductory college-level course read and carefully analyze a broad and challenging range of literary selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy while strengthening their own composing abilities. Course readings feature expository, analytical, personal and argumentative texts from a variety of authors and historical contexts. AP exams are required in May on material covered in this course.

ENG 502: AP English Literature and Composition

Prerequisite: Prerequisite of 90% or higher in English II Honors and instructor's approval; 1 credit

This course is intended to prepare students for the AP Literature and Composition Exam offered in the spring of 2017. This is both a reading and writing-intensive course in which students will practice analytical writing and critical thinking on a daily basis. Students will be studying complex literary works and paying special attention to the work's style, structure and theme, while also absorbing its richness and beauty and understanding its impact on the literary canon. In addition, they will examine a work for more subtle elements such as subtext and underlying ideology. Students will learn how to write timed, thesis-driven essays by arguing about the way the work's literary devices (symbolism, imagery, tone, form, etc.) work together to create the text's meaning.

ENG 101DC (COLL): Dual Credit English Composition I

Prerequisites: Instructor recommendation, GPA of 3.0 or higher, 1 credit (York Technical College)

This is a (college transfer) course in which the following topics are presented: a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented. This course is offered on campus through York Technical College. Students must be concurrently enrolled in one of the following St. Anne courses: AP Language and Composition, English Composition I Honors, or Writing and Rhetoric. Students must earn a 70 or higher to earn college credit.

ENG 102DC (COLL): Dual Credit English Composition II

Prerequisites: Instructor recommendation, GPA of 3.0 or higher, 1 credit (York Technical College)

This is a (college transfer) course in which the following topics are presented: development of writing skills through logical organization, effective style, literary analysis and research. An introduction to literary genre is also included. This course is offered on campus through York Technical College. Students must be concurrently enrolled in one of the following St. Anne courses: AP Literature and Composition, English Composition I Honors, or Writing and Rhetoric. Students must earn a 70 or higher to earn college credit.

John Paul the Great Program for the Arts Electives:

ENGW 101: Introduction to Creative Writing

Prerequisite: No Prerequisites; Grades 9-12; 0.5 Credit

This course will be an introduction into JPG's Creative Writing Program. In this course students will learn how to develop ideas into coherent pieces, critically analyze and discuss their own work and the work of their peers, edit their own work and the work of others, and start to identify voice. Subjects will include journalism, poetry, short stories and opinion pieces. Students will work independently and meet with their peers to workshop at scheduled times. Successful pieces will be submitted to the National Scholastic Art and Writing Competition.

ENGW 102: Exploratory Writing

Prerequisite: No Prerequisites; Grades 9-12; 0.5 Credit

This course will be an introduction into JPG's Creative Writing Program. This course will look at exploratory methods for generating and creating creative writing pieces. We will be focusing on new presentation methods and ways of sharing your writing. This course will be focusing on journalism, poetry, short stories and opinion pieces. Students will be writing at home and editing/presenting during class. This is a discussion based class where students will be reading their personal pieces aloud to their peers. The classes work will be used for the yearly school publication. Successful pieces will be submitted to the National Scholastic Art and Writing Competition.

ENGW 201: Narrative Techniques

Prerequisite: Introduction to Creative Writing or Exploratory Writing; Grades 10-12; 0.5 Credit

An introduction to the fundamental aspects of fiction writing, including dialogue, plot, point of view, character development, content development, and voice. Starting from a series of writing exercises and analyses of published stories, students explore the techniques involved in creating effective fiction, using these as a springboard to complete a short story. The classes work will be used for the yearly school publication. Successful pieces will be submitted to the National Scholastic Art and Writing Competition.

ENGW 202: Contemporary Poetry

Prerequisite: Introduction to Creative Writing or Exploratory Writing; Grades 10-12; 0.5 Credit

This course focuses exclusively on the poetry of Claudia Rankine and Jermei Sigler. We will be focusing on contemporary models and techniques for writing compelling poetry. Through a series of exercises and readings students will be creating their own collection poetry. There are no rhymes, there is no jargon, there will only be descriptive reasoning and leading the reader towards stimulating inferencing. This is an introductory poetry course meant to get students writing without fear of "doing it correctly" The classes work will be used for the yearly school publication. Successful pieces will be submitted to the National Scholastic Art and Writing Competition.

ENGW 203: Constructing and Creating Personal Narratives

Prerequisite: Introduction to Creative Writing or Exploratory Writing; Grades 10-12; 0.5 Credit

Students will be taught how to interpret essential questions such as form, voice and style when creating materials for a personal essay. Students will be taught how to identify their own strengths and interest through reading and writing assignments given based on personal interest. Students examine the elements that convince the reader of the truth of their tales and explore how to confront their own experiences creatively. Topics covered will be creative journaling, first person narratives, and coming of age storytelling. Readings will be focused on 20th/21st-century writing.

ENGW 204: Editing and Production: Literary Magazine

Prerequisite: Introduction to Creative Writing or Exploratory Writing; Grades 11-12; 0.5 Credit

This course is focused around the creation of the High School Literary Magazine. A student led editing staff will be working together to select, edit and produce their peers/their own work into a collection of writings. Students will be learning what makes for effective editor and how to get skillful writing out of the people around them.

ENGW 301: Art of The Interview

Prerequisite: Instructor Recommendation; Grades 11-12; 0.5

This is an independently drive course focused around the development of your personal voice and writing interest. Students will be asked to interview people within their communities and abroad. They will be to form their own connections and resources. This course is meant to be run in tandem with the Senior Capstone.

ENGW 302: Special Topic

Prerequisite: Instructor Recommendation; Grades 11-12; 0.5 Credit

This is an independently drive course focused around the development of your personal voice and writing interest. This course is meant to be run in tandem with a student's Senior Capstone.

Learning Strategies (Students must be enrolled through the Pope Francis Center):

STRA 101-9: Introduction to Learning Strategies

Prerequisite: Instructor Recommendation; 1 Credit

Students learn to identify their personal academic strengths and weaknesses. Through a variety of methods, students develop and strengthen areas of weaknesses through reading, writing, and organizational strategies of learning. Pass/Fail.

STRA 101-10: Learning Strategies I

Prerequisite: Instructor Recommendation; 1 Credit

Students continue to identify their personal academic strengths and weaknesses. Through a variety of methods, students develop and strengthen areas of weaknesses through reading, writing, and organizational strategies of learning. Pass/Fail.

STRA 101-11: Intermediate Learning Strategies

Prerequisite: Instructor Recommendation; 1 Credit

Students continue to learn to identify their personal academic strengths and weaknesses. Through a variety of methods, students develop and strengthen areas of weaknesses through reading, writing, and organizational strategies of learning. Pass/Fail.

STRA 101-12: Advanced Learning Strategies

Prerequisite: Instructor Recommendation; 1 Credit

Students continue identify their personal academic strengths and weaknesses. Through a variety of methods, students develop and strengthen areas of weaknesses through reading, writing, and organizational strategies of learning. Pass/Fail.

Foreign Language

The following languages are available through a virtual platform: Chinese, French, German, Italian, Latin. Students must submit an application and obtain instructor recommendation in order to register for these courses. See page 6 in Course Catalog for Virtual Course Policies. Students are required to complete three full credits of the same foreign language prior to graduation.

SPAN 101: Spanish I

No Prerequisite; Grade 8-9; 1 Credit

This course teaches all four language skills: listening, reading, speaking, and writing. This course includes Hispanic culture and history. The acquisition of language and cultural skills will be emphasized.

SPAN 201: Spanish II

Prerequisite: Spanish I; Grade 9-11; 1 Credit

This course covers topics of personal interest, likes and dislikes. This course will also produce formal and informal communication, and study tenses in the present, preterit, indicative, as well as expand cultural knowledge through a variety of media.

SPAN 301: Spanish III

Prerequisite: Spanish II; Grade 10-12; 1 Credit

This course will continue to strengthen communicative skills (reading, writing, speaking and listening) through further study of the language including but not limited to grammar moods that express the past, present, imperative, progressive and subjunctive tenses. Students will acquire more vocabulary and gain additional knowledge of target cultures.

SPAN 401: Spanish IV

Prerequisite: 91 or higher in Spanish III and Instructor Recommendation; Grade 11-12; 1 Credit

In addition to elaborating on the skills already acquired, students will focus intensively on their communicative skills by applying the remaining grammar skills, which allow them to express the subjunctive and future tenses as well as those previously introduced. Writing, listening and speaking expressions are vital to the course.

SPAN 402: Conversational Spanish

Prerequisite: Instructor Recommendation; Grade 12; 1 Credit

This course will involve studying the geography, history, and rich culture of the vast Hispanic, Spanish-speaking world. Through this course we will review grammar so that the students will increase their ability to communicate in Spanish with ease and confidence. We will also study higher level vocabulary through reading articles and newspapers from different Spanish-speaking countries. During this course, students will become more comfortable holding real-life conversations in Spanish, while learning about the Hispanic world.

Mathematics

Courses may be taken for Honors credit with Instructor Recommendation

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
CP Track	Math 7	Pre-Algebra	Algebra I/ Algebra I A/B	Geometry	Algebra II	Functions & Modeling
Honors Track	Pre-Algebra	Algebra I	Geometry	Algebra II	Pre-Calculus	Math Elective

MATH 100: Algebra I A/B

No Prerequisites; 2 Credits*

Topics include variables; grouping symbols; equations, translating sentences into equations; translating problems into equations and solving; the number line; what are opposites; absolute values; adding, subtracting, multiplying, and dividing integers; commutative, associative, distributive, and identity properties; solving equations; exponents; adding, subtracting and multiplying polynomials; transforming formulas; factoring; simplifying algebraic fractions; working with equations in two variables; linear equations, including calculation of slope and writing the equation of a line.

* This is a yearlong course that meets every day. One credit will count towards the math requirement and the other towards the elective requirement.

MATH 101CP: Algebra I CP

No Prerequisites; 1 Credit

Topics include variables; grouping symbols; equations, translating sentences into equations; translating problems into equations and solving; the number line; what are opposites; absolute values; adding, subtracting, multiplying, and dividing integers; commutative, associative, distributive, and identity properties; solving equations; exponents; adding, subtracting and multiplying polynomials; transforming formulas; factoring; simplifying algebraic fractions; working with equations in two variables; linear equations, including calculation of slope and writing the equation of a line.

MATH 104: Consumer Mathematics

No Prerequisite; Grade 10-12; 1 Credit

This course focuses on the practical application of math skills to real world situations. Topics include money management, financial planning, employment, and loans/debt.

MATH 201: Algebra II

Prerequisite: Successful completion of Algebra I; 1 Credit

This class is intended to provide students with foundations in fundamental operations with algebraic expressions, linear and quadratic equations, polynomials, systems of equations, factoring, functions, and solution of linear inequalities, conic sections. This course will include graphing, complex numbers, and solution of radical equations. This course is offered at the College Preparatory and Honors level.

MATH 301: Geometry

Prerequisite – Successful completion of Algebra I; 1 Credit

Includes the basic elements of geometry: terminology, reasoning, proofs, angles, perpendicular and parallel lines, congruent triangles, triangle inequalities, polygons, similarity, right triangles, trigonometry, circles and spheres, area and volume, the coordinate plane, transformations, and tessellations. This course also emphasizes critical thinking, problem solving strategies, and the use of technology throughout the course. This course is offered at the College Preparatory and Honors level.

MATH 400: Functions and Modeling CP

Prerequisite: Successful completion of Algebra II and Geometry; 1 Credit

This course provides an in-depth study of modeling and applications of functions. These functions include, but are not limited to, linear, quadratic, exponential, logarithmic, trigonometric, and piecewise. Students will investigate the applications of various functions in home, work, recreation, consumer issues, public policy, and scientific investigation. Students in this course will explore graphical models of functions using appropriate technology. A graphing calculator is required. Students completing this course will be prepared for Pre-Calculus.

MATH 401: Pre-Calculus Honors

Prerequisite: Successful completion of Functions and Modeling; 1 Credit

This course seeks to develop students' critical thinking skills. These skills are necessary to investigate and relate concepts in order to come to new conclusions and insights. The study of the defining characteristics of the following functions and their application to problem solving, comprise the basic content of the course: linear, step and periodic functions, piecewise functions, absolute value, fractions, polynomial and rational functions, composites, inverse functions, exponential, logarithmic, and trigonometric functions.

MATH 502: AP Calculus AB

Prerequisites: Honors Differential Calculus and Instructor Recommendation; 1 Credit

A continuation of the calculus in one variable. Methods from Honors Differential Calculus, in addition to new techniques, will be applied to the study of integration and differential equations. Specific topics include: definite integrals, the fundamental theorem of calculus, logarithmic functions, exponential functions, other transcendental functions, applications of integration, techniques of integration, elementary differential equations, and conic sections. Daily preparation is required for success Calculus AB. This course fulfills the requirements for preparation for Advanced Placement Calculus AB exam.

MATH 503: AP Statistics

Prerequisites: Successful completion of Pre-Calculus Advanced Functions and Modeling and Instructor Recommendation; 1 Credit

This course provides an in-depth study of Statistics, equivalent to a first semester college statistics course. Students will be introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course will expose students to the themes of exploring data, sampling and experimentation, anticipating patterns, and statistical inference. This course fulfills the requirements for the preparation for the Advanced Placement Statistics exam.

DRAFT

Performing Arts

MUS 101: Music Theory I

Prerequisites: full year of piano or band; Grades 9-12; 0.5 Credit

This course is for very interested students who are looking to take band a step further and delve into understanding chords, key signatures, melodic and rhythmic patterns, and aural skills (ear training).

MUS 201: Music Theory II

Prerequisite: Successful completion of Music Theory I; Grades 9-12; 0.5 Credit

A course in theoretical rudiments for high school students. Topics will include notation of pitches in the treble, bass and C clefs, scales and modes, rhythmic notation in simple and compound meter, transposition, intervals, triads and four-note chords and an introduction to first species counterpoint, with correlated ear training.

MUS 202: Introduction to Beethoven

No Prerequisites; Grades 9-12; 0.5 Credit

Music History and Performance Class studying the life of Beethoven from Symphony No 1 to Symphony No 9.

MUS 203: From the Planets to Star Wars

No Prerequisites; Grades 9-12; 0.5 Credit

Study of composer Gustav Holst and his influence on 20th Century composers with focus on John Williams.

MUS 204: Mixed Small Ensemble

Prerequisites: minimum of 1 year prior experience on a band or string instrument (NOT PIANO) and teacher recommendation; Grade 9-12; 1 Credit

This will be a select group looking at music from different genres, especially classical, at a more challenging level.

MUS 302: Instrumental

Prerequisite: Instructor approval; Grades 9-12; 1 Credit

This class is open to both experienced student musicians and those who are new to music, but committed to learning a musical instrument. The student will build a foundation in instrumental performance through blues and jazz repertoire. The course will thoroughly study the basics of music as well as introduce improvisational techniques applicable to contemporary music of any genre.

MUS 304: Music Theory III

Prerequisite: Successful completion of Music Theory II; Grades 9-12; 0.5 Credit

A course in theoretical rudiments for high school students. Topics will include notation of pitches in the treble, bass and C clefs, scales and modes, rhythmic notation in simple and compound meter, transposition, intervals, triads and four-note chords and an introduction to first species counterpoint, with correlated ear training.

MUS 404: Music Theory IV

Prerequisite: Successful completion of Music Theory III; Grades 9-12; 0.5 Credit

A course in theoretical rudiments for high school students. Topics will include notation of pitches in the treble, bass and C clefs, scales and modes, rhythmic notation in simple and compound meter, transposition, intervals, triads and four-note chords and an introduction to first species counterpoint, with correlated ear training.

DRA 101: Introduction to World of Theatre

No Prerequisite; 0.5 Credit

As an introduction to the roles and craft of many artists in the theatre, including actors, playwrights, directors and designers, this course gives a sampling of the creative and collaborative arts that shape theater production. This course is linked to Speaking for the Stage (DRA 102).

DRA 102: Speaking for the Stage

No Prerequisite; 0.5 Credit

In exploring approaches to bringing a character to life for dramatic interpretation speeches, this course explores character speeches from literature, plays and poetry. Using beginning acting exercises, the class will work on presentation and vocal production. This course is linked to Introduction to the World of Theatre (DRA 101).

DRA 104: Acting I

No Prerequisite; Grades 10-12; 0.5 Credit

In this class students will learn the basic skills needed to play a role in a play. Students will be expected to learn and use basic acting terminology, memorize text, inquire into the history of acting, and will be introduced to basic movement and voice for actors. Students will be expected to take quizzes, keep an actor's journal, and perform monologues and scenes in class. *Course may be taken for honors credit based on instructor recommendation.*

DRA 106: Acting II

Prerequisite: Successful completion of Acting I; Grades 10-12; 0.5 Credit

Acting II picks up where Acting I leaves off, moving into a more in depth survey of approaches to acting. Students will continue their development in dramatic movement and voice production and will be expected to take quizzes, keep an actor's journal, and perform monologues and scenes in class. *Course may be taken for honors credit based on instructor recommendation.*

DRA 210: History of Acting Through Film

Prerequisite: Intro to Performance; Grades 10-12; 1 Credit

An introductory course in the study of classic films and the classic performances that have contributed to the acting styles of today. This course will explore the development of acting for the camera through a showing of films from the 1920s- the present. Students will be expected to write analyses and comparisons in response to their viewings of the films. Students will also view plays that have been reimaged for the screen.

DRA 211: Voice I

No Prerequisite; Grades 10-12; 1 Credit

Voice I will lay the foundations for building a strong, expressive voice for the actor. Students will start with breath work, building up to vocalizing and articulation. Students

will learn exercises that they can practice at home daily to work towards increased projection, awareness of resonance and placement of the voice. Students will learn basic anatomy for breath and voice to understand the mechanics of the exercises, creating a foundation for visualization necessary for producing dynamic, powerful vocal choices. Combining the techniques of Patsy Rhodenburg, Cecily Berry and John Barton, students will apply their knowledge to Shakespeare's verse. Articulation lessons will teach students how to listen to and diagnose problems in a person's speech and will begin to tune the ear to better hear sounds for future dialect and accent work. By the end of the semester, students will have created a vocal warm-up for themselves and will be able to analyze Shakespeare's verse for clues for strong vocal choices.

DRA 212: Voice II

No Prerequisite; Grades 10-12; 1 Credit

Voice II will build on students' knowledge of the voice and deepen work on articulation, as well as begin work with dialects and accents and work with the voice for different theatrical styles, including Shakespeare and Restoration theater. Through monologue and scene work, students will explore applications of this knowledge through presentations and discussions with their classmates. Students will learn the basics of American phonetics so that they can score accents and dialects. They will explore resources that actors have for learning different dialects and accents. Lessons in good vocal health will also prepare students for the many demands placed on the professional actor.

By the end of the semester, students will have a strong knowledge of how to make vocal choices for different classical theater styles and how to learn a dialect or accent for a character.

DRA 300: Acting Capstone

Prerequisite: Successful completion of Acting I and Acting II; Grade 12; 1 Credit

Acting Capstone is the culmination of work in the John Paul the Great Program for the Arts. The course explores moving into a more in depth survey of approaches to acting. Students will continue their development of scene study and voice production and will be expected to take quizzes, keep an actor's journal, and perform monologues and scenes in class. *Course may be taken for honors credit based on instructor recommendation.*

Science

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
CP Track	Biology I CP	Chemistry CP	Biology II	
Honors Track	Biology I Honors	Chemistry Honors	AP Biology or Physics Honors	AP Biology or Physics Honors

SCI 101: Biology I

Prerequisite: successful completion of Science 8; Grade 9; 1 credit

This course is a laboratory science designed to give students a basic understanding of the fundamental principles of Biology. This course includes the study of cellular structure and function, cellular processes, genetics, ecology, and geologic time. This course also emphasizes problem solving and decision-making. This course is offered at the Standard, College Preparatory, and Honors level.

SCI 201: Chemistry

Prerequisite: successful completion of Biology I and Algebra I; Grade 10-11; 1 credit

This course is a laboratory science that provides an introduction to the basic concepts of atomic structure and nuclear processes, periodic relationships, chemical compounds and reactions, phases of matter and chemical solutions. This course also emphasizes problem solving and decision-making. This course is offered at the College Preparatory and Honors level.

SCI 301: Biology II

Prerequisite: successful completion of Biology I; Grade 10-12; 1 credit

This course is a laboratory science that teaches important biological and scientific concepts by emphasizing problem solving and decision-making. Students will spend part of their class time involved in activities, which offer experiences in laboratory investigation and scientific inquiry. The major concepts covered in this course include the six-kingdom system of living organisms (archaea, bacteria, protists, fungi, plants, and animals), the organization of living systems, behavior, and regulation. This course is offered at the College Preparatory and Honors level.

SCI 302H: Physics Honors

Prerequisite: successful completion of Biology I and Instructor Recommendation; Grade 10-12; 1 credit

This course is recommended for students that plan on pursuing a Science or Math major in college. This course is a laboratory science that includes the study of mechanics and thermodynamics, wave motion, optics, sound, electromagnetism, nuclear and atomic physics, laws of conservation of mass, energy, and momentum, and the gas laws.

SCI 303: Marine Science

Prerequisite: Biology I; Grade 10-12; 1 credit

This course is an introduction to marine science. The topics covered in this course include the physical and chemical properties of the marine environment and the biology and interrelationships within the oceans. This course provides numerous opportunities to guide students toward developing scientific literacy and critical thinking skills, and to promote exploration of scientific processes through active participation in research, experimentation, dissection, and decision-making. This course will provide students with a comprehensive understanding of marine biology and ecology, marine geology, and oceanography in preparation for introductory marine courses at the college level. **This course cannot be counted as one of the three Science credits needed to graduate.**

SCI 401: Anatomy & Physiology

Prerequisite: Successful completion of Biology I and Instructor Recommendation; Grade 10-12; 1 credit

The course is an introduction to the study of the structure and function of human organ systems: basic human anatomy, homeostasis, cell biology, histology, integumentary system, skeletal, muscular, nervous, sensory, circulatory, respiratory, lymphatic, digestive, endocrine, renal and reproductive systems. The laboratory portion is intended to complement the theory with practical exercises, scientific method and scientific writing skills development and data interpretation. This course is offered as dual credit.

SCI 501: AP Biology

Prerequisite: successful completion of Biology I and Chemistry I and Instructor Recommendation; Grade 11-12; ELECTIVE; 1 credit

This course engages in an in-depth study of the principles of biology. This course emphasizes internal and external anatomical structures and their functions, the environmental interaction of organisms, processes of living things, mechanisms that maintain homeostasis, biodiversity and changes in life forms over time. Students explore biological concepts through an inquiry approach. Embedded standards for inquiry, technology and engineering, and mathematics are taught in the context of the content standards for cells, interdependence, flow of matter, energy, heredity, biodiversity change, comparative anatomy, physiology and botany. Students will also be introduced to the theme of modern environmental and social concerns through biology via online journal articles.

NOTE THAT STUDENTS WHO ENROLL IN AP BIOLOGY MUST BE WILLING TO COMPLETE A PACKET OF COURSE WORK OVER THE SUMMER (THE EQUIVALENT OF ABOUT FIVE HOURS OF READING AND STUDYING), PRIOR TO THE START OF THE SCHOOL YEAR. STUDENTS WILL BE HELD ACCOUNTABLE FOR THIS WORK THROUGH ASSESSMENT DURING THE FIRST FEW OF WEEKS OF SCHOOL AS WELL AS ON THE MIDTERM EXAM.

Social Studies

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Social Studies Elective	Social Studies Elective	U.S. History	U.S. Government & Economics

SOC 105: Ancient Eastern and Western Philosophy

No Prerequisites; Grade 9-12; 0.5 Credit

This class examines some of the oldest questions that have occupied minds since the dawn of humanity, and are still directly applicable to modern life: What is the nature of God? How does one determine reality? What is the best way to live? This class will cover Egyptian wisdom, Greek philosophy (including the Pre-Socratics, Plato, and Aristotle), as well as the philosophy of Eastern religions, including Hinduism, Buddhism, and Taoism.

SOC 203: Introduction to Psychology

No Prerequisites; Grade 9-12; 1 Credit

This elective course offers students the opportunity to engage in an inter-disciplinary study of the functioning of the human mind. Various psychological theories are studied as the human personality and personality disorders are explored. Approaches to counseling and styles of psychotherapy are examined, and the impact of human ways of thinking and of personality disorders on social policy are considered.

SOC 204: The Big History Project

No Prerequisite; Grade 9-12; 1 Credit

This class aims to answer the biggest question in the world - where did everything in the universe come from, how did it come to be, and where is it heading? Blending history and science, this class examines the entire time scale of the universe and explores human existence in the context of the bigger picture.

SOC 205: Human Geography

No Prerequisite; Grade 9-12; 1 Credit

This class combines elements of physical and human geography in order to present a comprehensive overview of the global forces and processes that shape humans, countries, and the world around us. Major topics explored are demographics, urbanization, industrialization, globalization, global politics, culture, and land use.

SOC 301: U.S. History

No Prerequisites; Grades 11; 1 Credit

Students in this course will concentrate on the growth of the United States from the settlement of North America by natives to the 21st Century. The course will focus on the development of American identity over the course of its history, the causes and effects of American expansionism, and the impact of foreign policy decisions made by the United States on the global community. Particular attention will be given to the integration and

analysis of primary sources as a method of historical inquiry. This course is offered at the College Preparatory and Honors level.

SOC 304: Art History

No Prerequisites; Grades 9-12; 1 Credit

The Art History course explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. This course is offered at the College Preparatory and Honors level.

SOC 401: U.S. Government

Co-requisite: Economics; Grade 12; 0.5 Credit

This course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems, while considering Supreme Court decisions. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. This course is offered at the College Preparatory and Honors level.

SOC 403: Economics

Co-requisite: U.S. Government; Grade 12; 0.5 Credit

In this course of Economics, a social science, students will use data to analyze, interpret and predict behavior. This vocabulary will be applied specifically to economics to explain, describe, and predict how the interaction of supply and demand sets prices for goods and services in product markets and wage prices in factor markets. It will examine domestic vs global markets, free markets, allocation of goods, services, labor and government regulations. Content further includes gross domestic product (GDP), Consumer Price Index (CPI), the role of the Federal Reserve and the stock market. In addition, students will learn the basics of sound personal finance. Case studies and oral presentations are required.

SOC 501: AP U.S. History

Prerequisite: Instructor Recommendation; Grade 11; 1 Credit

The AP American History course is designed to explore specific areas in U.S. history and use a wider range of analytical techniques to gain a better understanding of how culture, ideas, technology, beliefs, and knowledge are transmitted from one era to another, and

from generation to the next. Students within the AP course will be expected to approach the subject of American History with a greater degree of academic diligence, by being current with all readings and assignments & integrating ideas and concepts learned in previous history classes.

SOC 502: AP Art History

Prerequisite: Instructor Recommendation; Grades 10-12; 1 Credit

The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. Students are required to take the AP exam to receive AP credit.

SOC 503: AP European History

Prerequisites: Instructor Recommendation; 1 Credit

This college level class explores Europe's impact on global history from 1450 to the present. Focusing on the themes of prosperity and poverty, the interaction of Europe and the world, the development of the state and other institutions of power, and national and individual identity, this course offers a comprehensive overview of the Modern Period and how it is still developing.

Technology

TECH 100: Introduction to Technology

Corequisite: TECH 101 Digital Photography; Grade 9; 0.5 credit

This course is designed as an introduction to the technology that students will be using throughout high school and beyond. This course includes instruction in how to properly use email programs, Office 365 (including Word, PowerPoint, Excel, Outlook, and OneDrive), and RenWeb.

TECH 101: Digital Photography

Corequisite: TECH 100 Introduction to Technology; Grade 9; 0.5 credit

Photography focuses on the basics of capturing digital images. This includes building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up, and action photographs. Students will be required to use their personal cell phones for this class.

TECH 102V: Keyboarding

No Prerequisites; Grades 9-12; 1 credit; Virtual Class

This course is designed to provide students an opportunity the skill of entering alphabetic, numeric, and symbolic information on a keyboard and ten-key pad using the touch method of key stroking. Emphasis is placed on the development of accuracy and speed, proper techniques, and correct fingering. Formatting of basic documents will be introduced.

TECH 103V: Computer Applications

No Prerequisites; Grades 9-12; 1 credit; Virtual Class

This course is designed to introduce students to software applications that are necessary to live and work in a technological society. The applications covered include word processing, databases, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts.

TECH 104V: Web Design

No Prerequisites; Grades 9-12; 1 credit; Virtual Class

This course offers a coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further

education and careers such as a Web Designer; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster. The content includes but is not limited to web document development, design, promotion and scripting.

TECH 201: Digital Media Arts

No Prerequisite; Grades 9- 12; 1 Credit

This course focuses on the development of basic concepts, ideas, skills and techniques for design, color and typography utilizing professional practices and procedures. Students will use the computer as a graphics tool as well as traditional layout device. Students will gain an understanding of all production processes as it relates to printed materials, including the St. Anne Yearbook. This course also provides the student with an understanding of visual problem solving from the concept stage through the finished product stage. Students will learn the discipline of meeting deadlines, a crucial aspect of any media production

TECH 203: Digital Photography

No Prerequisites; Grades 10-12; 1 Credit

Photography focuses on the basics of capturing digital images. This includes building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up, and action photographs. Students will be required to use their personal cell phones for this class.

Theology

The Sacrament of Confirmation will be celebrated through your home parish. Please contact your parish for more information about Confirmation preparation in 9th and 10th grades.

THEO 101: Divine Revelation

Grade 9; 1 Credit

Students will examine salvation history, beginning with the nature of the Hebrew Scripture and continuing with the history of the Church from Pentecost to the present.

THEO 201: Trinitarian and Christological Theology

Grade 10; 0.5 Credit

Students will examine the identity of Christ as God and Man. Students will use scripture and the tradition of the Church to develop an image of Christ today.

THEO 202: Applications of Moral Theology

Grade 10; 0.5 Credit

Students will examine the moral decision-making process through an examination of human nature, as well as the nature of sin. As part of their study, the students will read and examine various documents of the Magisterium in order to train a personal conscience to make important and faith-filled decisions.

THEO 301: Catholic Social Justice

Grade 11; 0.5 Credit

Students will examine the seven themes of Catholic social teaching, their historic and contemporary applications, and other timely social issues as illuminated by the Magisterium.

THEO 303: Sacraments & Vocations

Grade 11; 0.5 Credit

Jesus Christ instituted the Sacraments and entrusted them to his Church as a primary means of transmitting grace, which helps us to live the Christian life. This course presents each of the Seven Sacraments individually, explains how it is celebrated, and describes its purpose in the Christian life as an intimate encounter with Jesus Christ. It also

examines Christian liturgy as well as popular prayers, devotions, and sacramentals. After discussing the Sacraments and worship, we will relate them to our vocation and how each sacrament enables us to live the Lords's calling for our life.

THEO 400: Christian Apologetics

Grades 12; 0.5 Credit

By definition, an apology is a defense or explanation. The intent of this course is to equip students with a love and understanding of the Catholic Faith. With this love and understanding of the Faith, students will be able to explain the Faith to others and to engage in the New Evangelization of the world.

THEO 401: Catholicism in the Arts

Grades 12; 0.5 Credit

Catholic art is nearly as old as Catholicism. From the beginning, believers used art to express their love and understanding of God. That practice has continued until the present. In this course, we will study how believers have used art to express their faith in God. Subsequently, we will offer the students a chance to express their faith in God through art; fine art or performing art.

Visual Arts

ART 102: Studio Art

No Prerequisites; Grade 9-12; 1 Credit

The purpose of this course is to teach students a fundamental understanding of the elements of art (line, value, texture, space, color, shape, form) and principles of design (unity/variety, balance, emphasis, contrast, rhythm, proportion, scale, repetition). Throughout the semester they will build a portfolio demonstrating the understanding of the elements of art. These concepts will be demonstrated through a variety of 2D media; including but not limited to: drawing, painting, collage, and printmaking. Students will be required to upkeep a sketchbook weekly, with assignments demonstrating an understanding of the class material. This course provides the foundations for all art courses offered. This course is a foundation course for those interested in pursuing a JPG Visual Arts Endorsement.

ART 205: Art History

No Prerequisites; Grades 10-12; 1 Credit

The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

ART 301: Drawing I

No Prerequisites; Grades 10-12; 0.5 Credit

Drawing I is a half-year comprehensive intermediate course. Students will begin by reviewing the basics of mark-making through line and value working with a variety of media. Students will learn to apply taught concepts by creating original drawings using the subjects of still life, abstract works, portraits, and experimental approaches. In Drawing I we will cover as many drawing approaches and materials as possible. Students will be required to upkeep a sketchbook weekly, with assignments demonstrating an understanding of the class material. This is an accelerated course meant to engage students that are passionate about increasing their artistic abilities in order to prepare them for future art classes. This class is required for any student planning to take Painting I, Drawing/Painting II, or AP Studio Art.

ART 303: Painting I

Prerequisite: Drawing I; Grades 10-12; 0.5 Credit

Painting I is a half-year comprehensive advanced course. While working with acrylic and watercolor paints students will review basics of painting. Students will learn color theory as well as material processes. Projects will apply taught concepts by creating original paintings using the subjects of still life, abstract works, portraits, and experimental approaches. This is an accelerated course meant to engage students that are passionate about increasing their artistic abilities in order to prepare them for future art classes. This class is required for any student planning to take Drawing/Painting II, or AP Studio Art. This class will require students to purchase a class supply kit.

ART 500: AP Studio Art (ART 500-1 First Year & ART 500-2 Second Year)

Prerequisite: At the teachers discretion after student has taken-Drawing/Painting 1; Corequisite: Advanced Critique; Grades 11-12; 1 Credit

AP Studio Art is JPG's most intensive art course offered. You must submit a portfolio in order to gain acceptance into the class. It is a full year course designed by the AP Board to test a student's ability and comprehension in visual art. This test is not a written test but instead a year long exam where you submit a portfolio at the end. Students will submit 29 art works to the AP Board. Students will be working in drawing, painting, collage, photography and printmaking. Students will be given summer assignments and are required to maintain an active sketchbook. This class is recommended for those who wish to further pursue creative fields after high school. Students will be required to purchase a supply kit.

ART 503: Theatrical Design

Prerequisite: At the teachers discretion after students have taken Digital Photography; Grades 11-12; 0.5 Credits

This course is entirely geared towards the creation of the fall theatre production. Students will be responsible for designing and creating the set. This includes but isn't limited to, set design, wood working, painting, 3-D construction, photography, and graphic design. This course is the culmination of photography, and digital media arts. You will be does required to commit outside class time for the theater production as well.

AP Capstone

AP Seminar

Prerequisite: Instructor Approval; Grade 11; 1 Credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Research

Prerequisite: AP Seminar; Grade 12; 1 Credit

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this

inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

College Prep Seminars

Students will meet regularly with the Director of College Counseling throughout all four years. In addition, students will have regular opportunities to meet with college admissions representatives on campus and will travel to various college campuses.

The Right College for Me

Grades 9-10

Students will explore college degree choices and the colleges that offer their degree that they want to pursue. Students will learn what entrance requirements and tests they must meet and how this will affect the next two years of high school.

Applying to College

Grade 11-12

Students will receive help applying to college(s) of their choice, including help with essays. Students are encouraged to complete a final draft of their college essays during the summer before their senior year.

Paying for College

Grade 12

Students will receive help searching and applying for scholarships that are available both through and outside of the college(s) of choice. This course will also include information on completing the FAFSA.

Physical Education Options

St. Anne School recognizes the importance of physical activity to the overall well-being of our children. It is our mission to create opportunities for physical activities that are enjoyable, that promote adolescents' and young adults' confidence in their ability to be physically active, and that involve friends, peers, and parents.

Students of St. Anne High School are required to fulfill 1 credit of physical education prior to graduation. **Beginning with the class of 2022, St. Anne High School will no longer offer the traditional PE class during the school day.** After much due diligence, we have determined that physical education is more beneficial and meaningful when the student is invested in the experience.

Students will be required to participate in 120 hours of physical education prior to graduation. This may be earned through school-sanctioned sports/clubs or outside activities. You must complete 120 hours between 9th and 12th grades, no later than May 1 of the student's graduation year.

School-Sanctioned Sports/Clubs

For the 2019-2020 school year, St. Anne School will offer a variety of activities for our high school students based on student interest. Any sport offered by St. Anne School will be eligible for PE credit as long as the participation hours are met.

Outside Activities

We recognize the importance of a student's interest in a particular activity as a source of motivation to actively engage in that sport or activity. For this reason, we are offering students the opportunity to gain PE credit for activities in which they are already active. This, of course, includes traditional sports such as soccer and volleyball, but also extends to any opportunity that engages the student in physical activity (such as gymnastics or dance). The requirements are as follows:

- The activity must be approved, in writing, by the Principal or Assistant Principal prior to the start of the semester.
- The student must complete 120 hours of physical activity prior to graduation. This 120 hours can include all aspects of the sport. For example, credit would be given for weekly baseball practice as well as games.
- The 120 hours does NOT have to be completed in a single sport or activity.
- Your student's academic advisor must be able to make contact with the coach or instructor prior to the start of the activity to ensure the coach/instructor understands the school's requirements.
- An activity log, including daily or weekly participation hours, must be kept and signed by student, parent, and coach/instructor. The log must be turned in to the school to receive full credit.

We are excited about this opportunity to inspire all of our students to develop mind, body, and spirit. Please see the attached required paperwork to fulfill this requirement.