

**Office of Academic Affairs  
Program of Studies**



**2024 - 2025**

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## A LETTER FROM THE PRINCIPAL

Dear Students and Families,

As we enter the beginning of the spring season, we turn our attention to preparations for the 2024-2025 school year. Much of our planning centers around the course placement process and the exciting opportunities that the students have to participate in different classes and new challenges. Our Program of Studies presents authentic learning opportunities, which engage students in an effort to develop knowledge of a wide array of content areas, skills and the ability to use the values of Catholic faith and reason to understand the world around them. At the end of their time at STA, students will be able to leverage this education in order to live our Gospel call to be conduits of faith, service, and justice while living our motto of Lux in Tenebris - Light in Darkness.

The program of studies allows you the opportunity to review the graduation credit requirements, required courses, elective courses, and vast array of program and service opportunities offered at STA. From Winter Term to Campus Ministry, there is something for all students to try and to excel in throughout their time here. Please utilize the Four Year Academic Overview and Map document to think about the courses and opportunities you want to explore throughout your course of Studies.

Our course catalog presents a wide variety of selections that explore those general and specialized areas of study. Our dedicated faculty share their content expertise and innovative teaching and learning practices with all students. Our goal is to customize the learning experience to meet students where they are on their learning journey. Our academic leveling and pacing structures provide just that as we live our mission of educating the whole student. Individualized support offered in our Academic Support Center allows students to maximize their potential and access our robust and rigorous curriculum when organizational and/or academic struggles emerge and/or when learning differences are present.

I invite you to explore our student and academic services and experience all that STA has to offer.

Peace,  
Dr. Michael Orlando  
Principal

## ACADEMIC AFFAIRS

### GRADUATION REQUIREMENTS

Students part of the classes of 2025, 2026, and 2027 are required to enroll in a total of six credits per year. Students in the class of 2028 are required to enroll in a total of 6.5 credits per year. Exceptions to course load or graduation requirements must be approved by both the Director of School Counseling and the Principal.

**Class of 2025, 2026, 2027 = 24 credits to graduate**

Department	Graduation Requirement
English	<b>Minimum of 4 credits (4 cr) over 4 years</b> English 9 (1 cr) English 10 (1 cr) English 11 or AP English Language & Composition (1 cr) English 12 and Elective or AP English Literature & Composition (1 cr)
Fine Arts	<b>½ credit of visual or performing arts (½ cr)</b>
Mathematics	<b>Minimum of 3 credits (3 cr) over 4 years</b> Algebra 1 (1 cr) Geometry (1 cr) Algebra 2 (1 cr) Pre-Calculus (1 cr) Calculus, AP Calculus AB, AP Calculus BC (1 cr each) Statistics, AP Statistics (1 cr each) Math of Business and Finance (1 cr)
Theology	<b>Minimum of 3 ½ credits (3 ½ cr) over 4 years</b> Introduction to Catholicism (½ cr) and Morality (½ cr) Scripture I (Old Testament) (½ cr) and Scripture II (New Testament) (½ cr) Catholic Social Justice (½ Credit) Elective (½ cr) and Elective (½ cr)
Science	<b>Minimum of 3 credits (3 cr) over 4 years</b> Science, Technology, Engineering, and Mathematics (STEM) (1 cr) Biology (1 cr) Chemistry (1 cr) Physics (1 cr) AP Environmental Science, AP Physics (1 cr) AP Biology, AP Chemistry (1.25 cr) Science Electives

Social Studies	<b>Minimum of 3 credits (3 cr) over 4 years</b> Citizens and Government (½ cr) Western Civilization (1 cr) United States History (1cr) Social Studies Elective (½ cr)
World Languages	<b>Minimum of 2 credits of the same World Language (2 cr)</b>
Electives	<b>Minimum of 5 credits</b> , some in content areas as described above

**Class of 2028 = 26 credits to graduate**

Department	Graduation Requirement
English	<b>Minimum of 4 credits (4 cr) w/ at least one course each year</b> English 9 (1 cr) English 10 (1 cr) English 11 or AP English Language & Composition (1 cr) English 12 and Elective or AP English Literature & Composition (1 cr)
Fine Arts	<b>Minimum of 1 credit (1 cr):</b> ½ credit each of visual and performing arts
Mathematics	<b>Minimum 4 credits (4 cr) w/ at least one course each year</b> Algebra 1 (1 cr) Geometry (1 cr) Algebra 2 (1 cr) Pre-Calculus (1 cr) Calculus, AP Calculus AB, AP Calculus BC (1 cr each) Statistics, AP Statistics (1 cr each) Math of Business and Finance (1 cr)
Theology	<b>Minimum of 4 credits (4 cr) w/ at least one course each year</b> Introduction to Catholicism (½ cr) and Morality (½ cr) Scripture I (Old Testament) (½ cr) and Scripture II (New Testament) (½ cr) Catholic Social Justice ( ½ Credit) and Elective (½ cr) Elective (½ cr) and Elective (½ cr)
Science	<b>Minimum of 3 credits (3 cr) over 4 years</b> Science, Technology, Engineering, and Mathematics (STEM) (1 cr) Biology (1 cr) Chemistry (1 cr) Physics (1 cr) AP Environmental Science, AP Physics (1 cr) AP Biology, AP Chemistry (1.25 cr) Science Electives

Social Studies	<b>Minimum of 3 credits (3 cr) over 4 years</b> Citizens and Government (½ Cr) Western Civilization (1 Cr) United States History (1cr) Social Studies Elective (½ cr)
World Languages	<b>Minimum of 2 credits of the same World Language (2 cr)</b> Spanish and French
Electives	<b>Minimum of 5 credits</b> , some in content areas as described above

### Additional Graduation Requirements

Retreats	Freshman Retreat, Sophomore Retreat, Senior Retreat
Community Service	A total of 70 hours of service over 4 academic years
Winter Term	Alternative, Experiential Learning Week each school year

**Four Year Sequence of Studies at a Glance | Class of 2025, 2026, 2027**

<b>Freshman Year</b>	<b>Sophomore Year</b>
<p>English 9 (1 cr)            Math: Algebra 1 or Geometry (1 cr)            STEM or Biology (1 cr)            Citizens and Government (½ cr)            World Language (1 cr)            Theology (Introduction to Catholicism) (½ cr)            Theology (Morality) (½ cr)            Fine Arts (½ cr)            Elective (½ -1 cr) and/or Study Hall</p>	<p>English 10 (1cr)            Math: Geometry or Algebra 2 (1 cr)            Biology or Chemistry (1 cr)            Western Civilization (1 cr)            World Language (1 cr)            Theology (Scripture I) (½ cr)            Theology (Scripture II) (½ cr)            Elective (½ - 1 cr) and/or Study Hall</p>
<b>Junior Year</b>	<b>Senior Year</b>
<p>English 11 or AP English Lang/Comp (1 cr)            Math: Algebra 2 or Pre-Calculus (1 cr)            Chemistry or Physics (1 cr)            United States History (1 cr)            Theology (Catholic Social Justice) (½ cr)            Academic Electives (1 ½ cr)            Elective (½ - 1 cr) and/or Study Hall</p>	<p>English 12 and Elective or AP English Lit/Comp (1 cr)            Math: Pre-Calculus, Calculus, Stats, Business (1 cr)            Science (optional selection): (1 cr)            Theology Elective (½ cr)            Theology Elective (½ cr)            Academic Electives (2-3 cr)            Elective (½ - 1 cr) and/or Study Hall</p>

**Four Year Sequence of Studies at a Glance | Class of 2028**

<p style="text-align: center;"><b>Freshman Year</b></p>	<p style="text-align: center;"><b>Sophomore Year</b></p>
<p>English 9 (1 cr)            Math: Algebra 1 or Geometry (1 cr)            STEM or Biology (1 cr)            Global Studies (½ cr)            World Language (1 cr)            Theology (Introduction to Catholicism) (½ cr)            Theology (Morality) (½ cr)            Fine Arts (1 cr)            Study Hall</p>	<p>English 10 (1cr)            Math: Geometry or Algebra 2 (1 cr)            Biology or Chemistry (1 cr)            Western Civilization (1 cr)            World Language (1 cr)            Theology (Scripture I) (½ cr)            Theology (Scripture II) (½ cr)            Elective (½ - 1 cr)            Study Hall</p>
<p style="text-align: center;"><b>Junior Year</b></p>	<p style="text-align: center;"><b>Senior Year</b></p>
<p>English 11 or AP English Lang/Comp (1 cr)            Math: Algebra 2 or Pre-Calculus (1 cr)            Chemistry or Physics (1 cr)            United States History (1 cr)            Theology (Catholic Social Justice) (½ cr)            Theology (Elective) (½ cr)            Academic Electives (1 ½ cr)            Elective (½ - 1 cr) and/or Study Hall</p>	<p>English 12 and Elective or AP English Lit/Comp (1 cr)            Math: Pre-Calculus, Calculus, Stats, Business (1 cr)            Science (optional selection): (1 cr)            Theology Elective (½ cr)            Theology Elective (½ cr)            Academic Electives (2-3 cr)            Elective (½ - 1 cr)            Study Hall</p>



**Four Year Student Academic Overview and Map | Student Planning Worksheet Class of 2025, 2026, 2027**

	<b>Freshman Year</b>	<b>Sophomore Year</b>	<b>Junior Year</b>	<b>Senior Year</b>
<b>English</b> (4 credits)				
<b>Math</b> (3 credits)				
<b>Theology</b> (3 ½ credits)				
<b>Social Studies</b> (3 Credits)				
<b>Science</b> (3 Credits)				
<b>World Language</b> (2 credits)				
<b>Fine Arts</b> (½ Credit)				
<b>Electives</b> (5 Credits)				

	<b>Freshman Year</b>	<b>Sophomore Year</b>	<b>Junior Year</b>	<b>Senior Year</b>
<b>Retreats</b>	Freshman Retreat	Sophomore Retreat	Optional experience	Senior Retreat
<b>Community Service</b>	10 hours	15 hours	20 hours	25 hours
<b>Winter Term</b>	Experiential Learning Week each school year			

**Four Year Student Academic Overview and Map | Student Planning Worksheet Class of 2028**

	<b>Freshman Year</b>	<b>Sophomore Year</b>	<b>Junior Year</b>	<b>Senior Year</b>
<b>English</b> (4 credits)				
<b>Math</b> (4 credits)				
<b>Theology</b> (4 credits)				
<b>Social Studies</b> (3 Credits)				
<b>Science</b> (3 Credits)				
<b>World Language</b> (2 credits)				
<b>Fine Arts</b> (1 Credit)				
<b>Electives</b> (5 Credits)				

	<b>Freshman Year</b>	<b>Sophomore Year</b>	<b>Junior Year</b>	<b>Senior Year</b>
<b>Retreats</b>	Freshman Retreat	Sophomore Retreat	Optional experience	Senior Retreat
<b>Community Service</b>	10 hours	15 hours	20 hours	25 hours
<b>Winter Term</b>	Experiential Learning Week each school year			

## COURSE CATALOG

### *THEOLOGY*

#### **Foundations of Catholicism CP, Semester**

This course seeks to accomplish its title—introduce the student to the basics of Catholicism. Students can expect to explore the way God has revealed Himself throughout Salvation History, starting with the Old Testament and ending with the New. In addition, students will explore topics like Church teaching and tradition, the liturgy, the Communion of Saints, the nature of Christ—all of which demonstrate God’s love for us. Students can be expected to be challenged intellectually and spiritually and should come prepared to gain a deeper understanding of faith and to discuss some of the most profound questions facing human life, beginning with one of the most essential: Who am I, and why am I here?

#### **Morality CP, Semester**

This course will introduce students to the basic moral principles for living a Catholic-Christian life. How do we recognize what the “right thing” to do is? What obstacles prevent us from wanting to do what is right? We’ll begin with the fonts of morality, which tells us how we can determine whether an action was moral or sinful. We’ll study what is good and what is evil and how human beings, through their free will, might choose to do either. In addition, we will study how the conscience is formed and how, in general, we can learn to make good decisions. For this, we’ll use the Catechism and St. Thomas Aquinas. Students will also learn about the moral foundation provided by the Ten Commandments while exploring how our faith and moral life is strengthened by the Seven Sacraments and the graces we receive through them. Students will end the course by applying what they have learned to analyze contemporary moral questions.

#### **Scripture I CP, Semester**

In this course, students are introduced to the Holy Bible. During the first semester the stories of the Old Testament, or Hebrew Scriptures, are examined as sacred literature and with regard to their historical context. The notions of inspiration, revelation, and covenant are essential to understanding these texts as sacred literature. Students will study the stories of Creation, Abraham, Exodus, Monarchy, Exile, and Prophecy. The themes of God’s Call, our response to that Call, and personal Transformation will be applied both to the people and events of the Old Testament as well as to our own lives.

#### **Scripture II CP, Semester**

During the second semester our focus is on the New Testament. Emphasis is placed on the person of Jesus Christ, his birth, his life, his preaching, his healing, and the significance of his death and resurrection. The Gospels of Matthew, Mark, Luke, and John, the Letters of Paul, and the growth of the Early Church (Acts) will all be examined, both as sacred texts and with regard to their historical context. The Christian call to Transformation takes center stage in this semester, both as it applies to peoples and to our own individual lives.

#### **Catholic Social Justice CP, Semester**

This course develops an awareness of Catholic social teaching and tradition, including Scripture, Papal Encyclicals and the Pastoral Letters of the U.S. Catholic Bishops. It also addresses a variety of controversial issues which challenge our society. These include poverty, world hunger, prejudice,

racism, war and peacemaking, abortion, and capital punishment. The course provides a better understanding of both the facts regarding these issues and the relevant Christian principles and values. It examines the role of debate and controversy in a democratic society and the importance of analyzing and understanding the reasons for each position while utilizing the teachings of the Catholic Church. Students are challenged to have well informed consciences and commitments on moral issues. The course focuses on questions such as “What difference can an individual make?” and “What is the appropriate role of government in dealing with social issues?”

### **Christianity and Ethics CP, Semester**

This course will proceed in two parts. It will begin by providing students with a definition of ethics and then will demonstrate various secular approaches to ethical questions. Thinkers we will study include Aristotle, Immanuel Kant, John Stuart Mill and other utilitarian thinkers, and John Locke. Our aim will be to see how their approach compares and contrasts with Christian ethical thinking. The second half of the course will be a comprehensive study of Christian ethics, and our study here will include St. Thomas Aquinas and the Catechism. Throughout the course, we will take note of how secular thinkers and their adherents might respond to various ethical questions both ancient and modern and compare them with the Christian approach.

### **World Religions CP, Semester**

This course introduces students to some of the world’s major religious traditions: Judaism, Christianity, Islam, Hinduism, Buddhism, and Asian religious traditions. In each case students will examine the historical development of their traditions, basic beliefs, and religious practices, including forms of worship and prayer, sacred stories, and scriptures. Student research and presentations will cover a variety of other religious traditions such as Confucianism, Jainism, Shinto, Sikhism, Taoism, and Zoroastrianism.

### **Communion of Saints CP, Semester**

Saints are regular people who boldly and courageously lived their lives in faith. Regular people from all walks of life from shepherds and farmers to doctors, from soldiers to religious and everything in between. They can be viewed as role models of service and love. This seminar style course will combine our school’s tradition of faith and reason to explore the lives of the saints and the ways in which they left their mark on the world. Through reading the writings of saints and scholars, participating in philosophical and spiritual discussion, reflecting on art and media, students will discover the inspiring lives of the saints and mystics that continue to play an important role in the lives of Christians throughout the world.

### **Philosophy of Human Flourishing CP, Semester**

This course asks students to explore the intersection of philosophy and theology and is framed around the following questions: How do we form and develop communities? How ought we live? How do we flourish? To address these questions, students will study a variety of theologians, Church documents, philosophers, and essayists, building, in part, on the ideas addressed in Christianity and Ethics. This course will consider the following: individual, community, and the common good. It will also consider the tension that exists between the secular and religious, as well as the ancient world and the modern world. As such, the themes and ideas of the course will be both classical and contemporary and will be of interest to students of theology, social studies, and literature. The course, as a whole, will focus on group discussion and group reading.

## ***ENGLISH***

### **English 9 CP, Full Year**

This course is designed to lay the foundation of strong skills needed by the college-bound student to be successful. The foundation for reading skills will be established by exploring several literary genres including the short story, the novel, poetry, and drama to improve comprehension and increase understanding of literary techniques. Close reading skills will be reinforced through a range of note taking strategies. The foundation for strong writing skills will be established by focusing on grammar to explore the sentence structure, focusing on the paragraph structure to make claims and support ideas, and focusing on the essay structure to compose longer, academic writing. Students will be introduced to MLA format for the documentation and research process; they will be expected to use correct citation format when citing evidence or using quotes and paraphrased material.

**Note:** *Placement is determined by placement exam and English faculty review.*

### **English 9 Honors, Full Year**

This course is designed to hone the skills needed by the college-bound student to be successful. Students will move at a pacing and depth that promotes independence and cultivates critical thinking. Reading skills will be enhanced by exploring several literary genres including the short story, the novel, poetry, and drama. Close reading skills will be reinforced through annotations. Strong writing skills will be strengthened by focusing on grammar to explore the sentence structure, focusing on the paragraph structure to make claims and support ideas, and focusing on the essay structure to compose longer, academic writing. Students will be introduced to MLA format for the documentation and research process; they will be expected to use correct citation format when citing evidence or using quotes and paraphrased material.

**Note:** *Placement is determined by placement exam and English faculty review.*

### **English 10 CP, Full Year**

Students in the sophomore year continue to hone their reading and writing skills through a study of works from the canon of World Literature. As they study works from medieval times to the modern era, students encounter a wide variety of poetry, fiction, and drama. Emphasis is placed on oral communication skills through Socratic seminars and discussions, Poetry Out Loud recitations, and classroom presentations. Writing skills and analytical thinking skills are developed further, with particular emphasis on the development of the analytical paragraph and defense of a thesis in essay form. Vocabulary and grammar study will be explored in context. Additionally, research skills and MLA formatting are practiced through class projects and writing assignments.

### **English 10 Honors, Full Year**

English 10 Honors helps students develop their critical thinking skills through a historical survey of British Literature and culture. Literary periods from medieval times through the contemporary era are studied. Students read and analyze a wide variety of poetry, drama, and fiction, learning to recognize the elements of each literary period, and the ideas and cultures which informed them. Writing and analytical thinking skills are developed further through assignments related to the literature studied through comparative analyses, argumentative essays, and synthesis assignments. Emphasis is placed on oral communication skills through Socratic seminars and discussions, Poetry

Out Loud recitations, and classroom presentations. Additionally, research skills and MLA formatting are practiced through class projects and writing assignments.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's English course.*

### **English 11 - American Literature CP, Full Year**

The study of American Literature begins from its foundations in the seventeenth century through the twenty first century. The time periods, historical trends, and the evolution of American attitudes and styles are explored to consider America's values and ideals. American Literature is correlated to U.S. History as much as possible, so that students can discover the many connections between them, and recognize the larger ideas that have shaped our culture, and continue to impact our place in the world. The course focuses on the power of rhetoric. During the first semester, students will write a research paper for English class. During the second semester students will compose a speech, which is an interdisciplinary project between the English and social studies departments.

### **English 11 - American Literature Honors, Full Year**

The study of American Literature begins from its roots in Puritan New England through the twenty first century. The time periods, historical trends, and the evolution of American attitudes and styles are explored to consider America's values and ideals. Students will engage in academic writing and class discussions to enhance close reading of texts, knowledge of historical relevance, and appreciation of craft and purpose. American Literature is correlated to U.S. History, so that students can discover the many connections between them, and recognize the larger ideas that have shaped our culture, and continue to impact our place in the world. The course focuses on the power of rhetoric. During the first semester, students will write a research paper for English class. During the second semester students will compose a speech, which is an interdisciplinary project between the English and social studies departments.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's English course.*

### **AP English Language and Composition, Full Year**

AP Language and Composition "is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style" (College Board). The primary focus of the course is centered on nonfiction texts, although there are additional readings from the American literary canon that are imaginative works. A major research paper and a speech done in conjunction with the American History faculty are all part of the learning activities for this course. Students will also continue to develop analytical writing skills through a variety of assignments. All students are required to take the AP Language exam in May.

**Note:** *Students are required to purchase additional books for this class, including an anthology. An additional summer reading assignment will be required.*

**Prerequisite:** *Placement in an AP-level course is determined by the teacher of the previous year's English course.*

**Note:** *Seniors are required to either take the full-year AP English Literature and Composition course, or to take Senior English: The Search for Self in the fall semester and one of several English electives in the spring semester. In the first semester, all Senior English courses and AP English 12 will include a personal narrative writing*

*component to help with college application essays.*

### **English 12: The Search for Self CP, Semester 1**

Who will I become and how will I get there? Every human being explores these questions, especially during times of uncertainty, change, and adjustment. Preparing for the next chapter in life's journey, through study of a variety of literary works, students will explore the individual in relation to the self, to the community, and to God. Writings include the personal narrative as well as literary analysis. This course will help seniors prepare their college admission essay.

### **English 12: The Search for Self Honors, Semester 1**

Who will I become and how will I get there? Every human being explores these questions, especially during times of uncertainty, change, and adjustment. Preparing for the next chapter in life's journey, through study of a variety of literary works, students will explore the individual in relation to the self, to the community, and to God. Literary works are taken from the scope of world literature, including an assortment of modern works. Students will be expected to draw on their knowledge of literary periods and cultures and to explore critical thinking about the literary works studied. In writing, the emphasis will primarily be on articulate and well-crafted narrative development, along with literary analysis. This course will help seniors prepare their college admission essay.

### **AP English Literature and Composition, Full Year**

The AP English class focuses on literary analysis through a careful study of each of the major genres of literature: fiction, poetry, and drama. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Students often complete work independently and lead team discussions; willingness to participate and actively engage with the text is essential for students in this class. The course is intended to provide students with a college level literature course, and is offered with the option for dual-enrollment through SNHU. Students are required to take the A.P. examination in May, which students are required to take.

**Note:** *Students must purchase a college level anthology and supplemental novels. An additional summer reading assignment will be required.*

**Prerequisite:** *Placement in an AP-level course is determined by the teacher of the previous year's English course.*

### **Books That Matter! CP, Semester 2**

And the literary award goes to . . . The National Book Awards (American literature), Nobel Prize, Newbery Medal (children's book), Printz Award (young adult), Edgar Award (mystery), Hugo Award & Nebula Award (science fiction and fantasy), Women's Prize for Fiction, Pulitzer Prize (American fiction). These are just a handful of awards given to the best literary works each year in a range of categories. Through close reading exercises, literary analysis, and research, students will analyze a selection of award winning books from the past decade. What makes these works award winning? What characteristics from each category are praised? What larger issues and themes are explored, and what does this show about the current times? Class discussion is a critical part of this course, as students will help lead activities in whole group discussions and in book clubs.

### **Mass Media and Popular Culture CP, Semester 2**

This course focuses on developing tools of critical analysis and active reading with which to view various media, such as logos, advertisements, social media, and television. Using critical questions, media deconstruction, and power of stories, students explore the impact of media and popular culture on human behavior, communication, and ethics. A large portion of the course is devoted to researching how values are presented in media, which will culminate with a value project.

### **Mystery and Suspense CP, Semester 2**

"Mystery is an intellectual process . . . . But suspense is essentially an emotional process," stated Alfred Hitchcock. This course will explore the intricacies between mystery and suspense, exploring the craft writers and directors use to create stories that have a powerful effect on the reader. Through close reading exercises, literary analysis, and research, students will explore how particular topics are prevalent in the mystery and suspense genres.

### **Self-Authoring: The Search For Self Continued CP, Semester 2**

Drawing upon skills learned in the previous semester, this course will continue the never-ending exploration of the self, expanding greater upon skills of narrative writing through philosophy, psychology, fiction, and memoir texts. It will engage in a depthful manner the questions one will face in a post-high school world: Students will explore the individual in relation to the self, to the community, and to God. What does my future look like? What do I believe in?

### **Women's Voices CP, Semester 2**

How might a woman view war, or work on a farm, or a medical crisis through a different lens than that of a man? Women often experience similar life events as men, but within a different context. In our society, social rules and norms create differences in how men and women see and experience the world. In literature, these different perspectives are expressed quite eloquently by male and female authors. While other courses emphasize literature written by men, this course will focus on fiction, poetry and nonfiction written by women, primarily through study of works from the 20th and 21st centuries. In particular it will look at the ways in which experience may vary, opening up new voices and perceptions from female writers.

### **Finding Your Voice: A Writing Workshop CP, Semester, Grades 10-12**

This writing intensive class provides an opportunity for students to write in a variety of forms and styles, including personal narrative, fiction, drama and poetry. By examining short works written in each of these forms and experimenting with their own creations, students work on the craft of writing. Students study mentor texts in various genres and experiment with finding their own style and, most importantly, their own voice.

### **Speaking Up! - Public Speaking for the 21<sup>st</sup> Century CP, Semester, Grades 10-12**

Speaking before an audience is both a much feared and much needed skill. Whatever your plans, your future in college and your career will probably require you to make presentations, deliver speeches and lead through your spoken words. In this class, students study the basics of poise, presence, volume and diction, and perform works written by others as well as original speeches. Students will perform a variety of speech types, from telling a joke to extemporaneous speaking, as well as practicing interview skills and presenting prepared speeches.



**Multicultural American Voices CP, Semester 2 [Not offered in 2024-25]**

This course will focus on the literature of American authors of color: Black, Latino Indigenous, Asian, and other voices of the 20th and 21st centuries. In particular it will look at the ways in which the American experience may vary, with a view towards understanding the differences and beauty of our nation and its people. Possible authors include Toni Morrison, Amy Tan, Jhumpa Lahiri, Rudolfo Anaya, America Ferrera, Edwidge Danticat, Zora Neale Hurston, and Colson Whitehead.

**Holocaust Literature: Resistance and Survival CP, Semester 2 [Not offered in 2024-25]**

With each story shared by survivors of the Holocaust, we carry their legacy forward. This course is an opportunity for seniors to revisit this topic as upperclassmen, specifically to focus on resistance movements and acts of rebellion in World War II that saved Jewish lives. Through memoir and historical fiction, we will explore the resilience of humanity, bear witness to their struggle for survival, and say "never again" to genocide. In this course, we will explore the works of authors such as Anthony Doerr and Jim Shepard as well as memoirs from survivors.

**Science Fiction: The Literature of Ideas CP, Semester 2 [Not offered in 2024-25]**

Famed Science Fiction writer Isaac Asimov once defined Science Fiction as “that branch of literature which is concerned with the impact of scientific advance upon human beings,” but it has also been defined as “the literature of ideas.” This second definition more accurately describes a constantly-developing and diverse literary genre that stretches the limits of imagination. Good science fiction, no matter the level of “science” it involves, challenges us to think beyond the traditional, the conventional and the ordinary. These authors drop us into imaginary worlds that often become eerily similar to our own earthly realities once we get past the differences on the surface of the settings. The challenging, provocative ideas found within these works make them so compelling. In this course we will explore works by thought-provoking authors, such as Kurt Vonnegut, Ursula Le Guin, and Philip K. Dick.

## FINE ARTS

### *Visual Arts*

#### **Introduction to Art CP, Semester**

In this class students will explore the introductory elements and principles of traditional art and design. Students will experiment with drawing, painting and 3-D design. The key principles of composition - line, shape, space, color, texture, rhythm, movement, repetition, contrast and balance - will be studied. Students will then apply these principles, working with pen and ink, pastels, charcoal and other media. This is a hands-on course, takes place in the art studio.

#### **Graphic Design and Drawing CP, Semester**

This course focuses on digital/computer-based graphic design based strongly in traditional techniques; students' time will be spent working equally in both media. This course will teach the fundamental principles of composition, drawing and graphic design through use of both hands-on techniques and graphic design software. Students will use varied media for drawing by hand in pen and ink, charcoal and pencil to study composition, figure drawing, and 2- dimensional design. Using digital media, students will work with image-making, typography, composition, and working with color and shape.

**Prerequisite:** *Introduction to Art*

#### **Digital Photography CP, Semester**

This course will introduce students to both digital photography and the manipulation of images through software such as Adobe Photoshop. Students will learn the basics of operating a digital camera, photo editing, and printing. Emphasis will be placed on creativity in composition of images, use of camera controls, exposure, and use of digital imaging software. Using Photoshop, students will practice manipulating images, such as corrections and layering, and with creating photomontage and page layout.

**Note:** *Students are required to have their own digital camera. This course does NOT include 35mm photography or darkroom technique.*

#### **Painting Workshop CP, Semester**

Painting workshop is a continuing in-depth art experience that will focus on the use and development of art skills from Introduction to Art. Students will investigate the emotional use of color and the use of light in painting. The art of composition and the elements and principles of design will be reviewed and used in this class. Students will work with tempera paint, watercolor, acrylics, and mixed media.

**Prerequisite:** *Introduction to Art*

#### **Pottery CP, Semester**

This is a beginner's class where students will learn the basics of hand-building, the potter's wheel, kiln firing, glazing, and surface embellishment. Wheel throwing will be demonstrated and students may create one thrown piece. Students will begin with basic slab and coil methods. Surface design techniques such as carving and glazing techniques will be used to enhance forms. Emphasis on

design, including balance, proportion and composition will guide student projects. Completed pieces will be displayed in school art exhibits.

### **3-D Modeling and Design CP, Semester**

This course will explore and learn principles of three dimensional design. Students will primarily work in studio to learn hand-building using traditional methods such as pinch, slab, and coil techniques, and additive and subtractive processes using wood, clay, wire, Crea-stone™ and foil. Attention will be given to the aesthetic concepts of spatial proportion (scale, angle, and position), silhouette, negative space, rhythm, balance, light/shadow, and texture.

### **Character Design and Animation CP, Semester**

This course will teach students the basic elements of character design. Once students have an understanding of how to illustrate eye catching animals and humans, they will begin to learn the basics of Procreate Dreams. Procreate Dreams is an animation app ONLY available on the iPad.

**Note:** *App and device will be supplied by the student.*

**Prerequisite:** *Introduction to Art*

### **Drawing CP, Semester**

This is a workshop exploring the intricacies of drawing. Students will learn about different drawing techniques and mediums. Graphite, charcoal, and pastels will each be explored as students develop a level of proficiency in recreating what they see. There will be an emphasis on drawing and shading from life- landscapes, still lifes, and live models will all be used.

### **Introduction to Publications, Design, and Editing CP, Semester**

Students in this course are committed both individually and through class collaboration, to designing, developing, and publishing a first-rate yearbook for St. Thomas Aquinas High School. There are many opportunities for responsible students to gain valuable experience and develop advanced skills including the following: leadership, business, editing, graphic design, marketing, sales, advertising, art, and photography. This class mirrors a professional work, and team, environment that students will encounter when they leave high school, therefore student commitment and dedication to the finished products are expected. In keeping with this business model, students will apply and interview for positions within the class. Jobs and responsibilities may include editor, photojournalist, manager, sales, marketing, and graphic design. Many positions may require students to attend STA events during and outside of regular school hours. Throughout this semester course, students will be assessed by meeting deadlines, quality of work, and participation.

### **Studio Art Honors, Full year**

This full year class is designed for juniors and seniors who are seriously interested in the practical experience of art. The quality and breadth of the work done during the course should reflect first-year college level standards. Therefore, only highly motivated students will be accepted into the program. Students will need to work outside the classroom as well as in, and beyond scheduled periods. Visits to museums and galleries will be used as extensions of school. Students are selected for Studio Art largely on the basis of teacher recommendation and portfolio review.

**Prerequisite:** *Introduction to Art*

## ***Performing Arts***

### **Concert Band CP, Semester**

Concert Band emphasizes instruction of skills in tone, intonation, rhythm, tempo, dynamics, articulation, harmony, and phrasing, and a variety of musical activities through participation, performance, creation, interpretation, and evaluation. In addition, the course will explore wind literature and performance practices from various historical/cultural sources as well as provide many opportunities for music appreciation and knowledge of college/career opportunities in the field. Required activities include school concerts, and occasional public events and festivals.

**Note:** *Students are required to provide their own instruments or to rent them. STA has minimal instruments to lend to students. Contact the music teacher before the semester begins if an instrument is needed.*

### **Concert Choir CP, Semester**

Concert Choir consists of students interested in developing their vocal ability and performing in an ensemble. Students will learn vocal technique, diction, and literacy through choral literature. The choir class rehearses and performs a wide variety of musical selections throughout each semester. Students become familiar with reading musical notation and rhythms. Required activities include school concerts, and occasional public events and festivals.

**Note:** *No previous music experience is required.*

### **Introduction to Music Theory CP, Semester**

Students in this course will learn fundamental concepts and techniques related to music theory, through compositional projects and performances. Specific concepts include pitch and rhythmic notation, intervals, scales, major and minor keys, triads, seventh chords, and voice leading. Instrumental or vocal experience and the ability to read basic music notation are highly recommended, but not required. This course includes daily homework assignments.

### **Fundamentals of Piano CP, Semester**

This course teaches the basic elements of music through piano playing. Each student will learn how to play the piano at the elementary level. Students will also learn the basic elements of music theory.

**Note:** *No previous music experience is required.*

### **Beginning Guitar CP, Semester**

Beginning Guitar is a course for true beginners, students who have never taken guitar lessons before. The class includes fundamental music theory, such as the basics of how to read and write music, as well as how to read both guitar tablature and notation. Students will learn how to read and play chord changes, basic technique, while playing a variety of songs and types of music.

### **Piano II, Semester [Not offered 2024-25]**

This class is for students that have previously studied piano or another instrument. Students will study music theory and work on progressively more challenging pieces based on their ability and skills.

### **Music Technology CP, Semester**

The Music Technology course gives students the opportunity to gain powerful tools for music creativity through the intersection of traditional music and electronic music. Students will be encouraged to express their own musical ideas and apply traditional music theory and ear training principles to collaborate. This program can serve all of the following: the student with no prior musical experience, students who already study an instrument and those who have learned about music or an instrument in a less formal fashion. Students will be provided hands-on experience with the technology in order to gain a first-hand understanding of the cutting-edge innovations that exist in the Music Technology realm. They will be able to demonstrate how technology can be used to aid in the recording and presentation of acoustic instruments as well as how electronic music can be produced or recorded. Such music creation will be explored for the variety of purposes in which it can be heard today: live performance, recorded performance, as a soundtrack to videos footage, along with other inventive avenues. The purpose of this course is to build students' musical awareness through technology-based experiences. Students will develop musicianship in a 21st century environment by completing projects utilizing critical response, reading and notation, improvisation, and composition, as well as some singing and instrumental performance.

**Prerequisite:** *Introduction to Music Theory*

### **The 'I'd Like To' Ensemble CP, Semester**

The 'I'd Like to' Ensemble is designed to re-invigorate the interests that students have had over a musical instrument of their choosing. The course is designed as a beginner instrumental ensemble that will give students an opportunity to play a musical instrument again. All musical instruments are welcome and if a student has never tried a musical instrument, they can begin here. This course is designed to help the beginner instrumentalist focus on the development of an ensemble, build teamwork and create music in a relaxed environment. Students will gain proficiency on a musical instrument and the ability to sight read music and improvise using music theory and ear training. No prior musical experience is required for this class, but if you 'used to' play a musical instrument and want to play again, this class is for you.

### **Jazz Band (after school) CP, Semester**

Jazz Band is a small band which ideally numbers around 20 members. This course meets **only** one day per week after school from 2:40 to 3:30 pm. The group specializes in playing traditional jazz standards as well as contemporary rock, blues, Latin, and funk arrangements. An understanding of the jazz idiom is helpful, but basic articulations, interpretations and beginning steps to improvisation will be taught. Required performances are for the St. Thomas Fall Concert, Christmas Concert, Solo and Ensemble Concert, and Spring Concert. Other required performances vary from year to year.

**Note:** *There are currently no audition requirements for Jazz Band. This course is open to Grade 9-12 and grading is pass/fail. Students are encouraged to repeat this course for additional credit. Students may also take Jazz Band on a non-credit basis by special permission only. Weekly attendance is mandatory for this after-school course. This course counts as .25 credit.*

### **Jazz Choir (after school) CP, Semester**

This ensemble will be made of singers rehearsing and performing vocal music from the jazz and show choir repertoire. Emphasis will be on developing musicianship and ensemble singing with the goal of understanding these musical styles and experiencing the joy of public performance. It will meet one day a week after school.

**Note:** *There are currently no audition requirements for Jazz Choir. This course is open to Grade 9-12 and grading is pass/fail. Students are encouraged to repeat this course for additional credit. Students may also take Jazz Choir on a non-credit basis by special permission only. Weekly attendance is mandatory for this after-school course. This course counts as .25 credit.*

# ***MATHEMATICS***

## **Algebra I CP Enriched, Full Year**

This college preparatory course helps students build a strong foundation in the principles of mathematics. Methods and strategies for problem solving are emphasized in this course, along with connections and applications. This class covers similar topics to Algebra I CP ranging from order of operations to solving linear, quadratic, and radical functions. Graphing, modeling and interpreting data and functions are explored through a number of activities in conjunction with other STEM classes. Students use TI-84 graphing calculators throughout the course. This course moves at a slower pace and includes reinforcement of key concepts. Small class sizes allow for more individual instruction. This course is recommended for students who need a great deal of review of pre-Algebra.

## **Algebra I CP, Full Year**

College Preparatory Algebra I is a course that helps students build a strong foundation in the principles of mathematics. Methods and strategies for problem solving are emphasized in this course, along with connections and applications. Topics covered in this class range from order of operations to solving linear, quadratic, and radical functions. Graphing, modeling and interpreting data and various functions are explored through a number of activities in conjunction with other STEM classes. Students utilize TI-84 graphing calculators throughout this course, supporting STEM integration through exploration, discovery and problem solving. Deeper exploration of these topics prepares students for future STEM courses.

## **Algebra I Honors, Full Year**

This accelerated course is offered to students who are eager to learn, motivated, and looking for an academic challenge. Topics covered in this class range from order of operations to solving, graphing and modeling linear, exponential, quadratic, radical and rational functions. This course is designed to take many skills and concepts from previous math courses and expand upon them through contextually based problem solving. Throughout this course, students gain the skills and confidence necessary to be successful in future honors-level mathematics courses. Emphasis is placed on using TI-84 graphing calculators effectively and integrating Excel applications from STEM courses. These tools support integration in this STEM course through exploration, discovery and problem solving with real-world data. Deeper exploration of these topics will prepare students for future STEM courses.

**NOTE:** *Placement in Algebra I courses is determined by available standardized test scores and the STA Mathematics Placement Exam.*

## **Geometry CP Enriched, Full Year**

Geometry CP Enriched is offered to students who need additional support in mathematics. While the base curriculum is similar to Geometry CP, there is flexibility in the pacing of the course to allow for additional reinforcement of all of the major topics. Concepts are taught through lecture, observations, patterns, and discovery activities. Visualization is stressed through drawings and technology to support the integration of our school-wide STEM initiatives. Class size is held down to improve the availability of the teacher for one-on-one assistance when necessary. Appropriate technology, including TI-84 graphing calculators, is used regularly in this course.

**Prerequisite:** *Algebra I*

### **Geometry CP, Full Year**

College Preparatory Geometry is designed to challenge students to think analytically. A majority of the content lends itself to the notion that abstract geometric concepts provide unique opportunities for problem solving, justification, and analysis. The content of the course includes proofs, angle relationships, polygons, parallel line concepts, right triangle trigonometry, similarity, coordinate plane concepts, properties of quadrilaterals, circles, area and perimeter of plane figures, and the properties associated with solids. Through a dedicated academic approach, students can expect to sharpen their ability to defend an argument, to improve their problem solving processes through visualization and logic and to build upon the concrete foundations created in Algebra I. These skills are essential for STEM-related coursework. Appropriate technology, including TI-84 graphing calculators, is used regularly in this course.

**Prerequisite:** *Algebra I. Teacher recommendation if coming from an enriched Algebra I class*

### **Geometry Honors, Full Year**

Honors Geometry is an accelerated course that provides a thorough examination of plane, solid, and coordinate geometry. Mastery of Algebra I is essential, as these skills enhance many of the abstract concepts presented and provide numerous opportunities for justification, analysis, and applications. Topics covered include: logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, right triangle trigonometry, circles, and other important aspects of an analytically-based geometry course. Emphasis is placed on mastering critical thinking skills as related to logical reasoning and the defense of an argument. Students are required to use the TI84 graphing calculators and other available tools in order to develop the skills necessary for success with advanced topics. These skills are essential for any STEM-related coursework. Appropriate technology, including TI-84 graphing calculators, is used regularly in this course.

**Note:** *Grade 9 placement in Geometry Honors is determined by available, standardized test scores and the STA Mathematics Placement Exam. Grade 10 placement in honors is determined by the teacher of the previous year's Math course.*

### **Algebra II CP Enriched, Full Year**

This college preparatory course covers the same topics as Algebra II CP but moves at a slower pace and includes more reinforcement of key concepts. Small class sizes allow for more individualized instruction. This course is intended for students who need review of material covered in previous mathematics courses. Topics include linear and quadratic functions and their applications, powers and roots, polynomial functions, and exponential and logarithmic functions, with heavy emphasis on numeric processes, algebraic methods, graph creation and interpretation, and the language and interpretation of the mathematics. Application problems are often investigated early in a topic and solutions are included throughout each unit, with TI-84 graphing calculator skills expanded throughout the course. Successful completion of the course prepares students for Statistics CP.

**Prerequisite:** *Geometry*



### **Algebra II CP, Full Year**

This course is designed to review the important concepts learned in Algebra I and to further develop these skills through the exploration of advanced topics. Concepts include variations, linear relations, systems, quadratic functions, imaginary and complex numbers, functions and their graphs, powers and roots, polynomial functions, and exponential and logarithmic functions. A heavy emphasis is placed on the application of these concepts through real-world problem solving and the importance of these skills in other STEM related courses. TI-84 graphing calculator skills are expanded throughout the course.

**Prerequisite:** *Geometry. Teacher recommendation if coming from an enriched Geometry class*

### **Algebra II Honors, Full Year**

This accelerated course is for students who are motivated and eager to learn in a challenging mathematics environment. Topics include linear and quadratic functions, radical equations and expressions, and matrix algebra. In addition, students explore and apply polynomial, exponential, and logarithmic functions, concluding with conic sections, sequences, and series. Emphasis is placed on the application of graphs, equations, inequalities and systems to model and solve problems. Appropriate technology, including TI-84 graphing calculators and application software, is used regularly in this course to advance students' skills and problem-solving abilities in all STEM areas.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's Math course.*

### **Statistics CP, Full Year**

This full year course is an introductory mathematics elective to prepare students for college level probability and statistics. Students experience, practice, and gain mastery of frequency distributions, multiple forms of displaying data, measures of dispersion and variability, probability, binomial and normal distributions, sampling, correlation, and regression analysis. TI-84 calculators are used to display and analyze data.

**Prerequisite:** *Recommendation from the Algebra II teacher*

### **Precalculus CP, Full Year**

Completion of this course finishes a student's high school mathematics education and introduces early concepts of college level calculus and statistics by further integrating and applying algebra and geometry at a more advanced level, including analytic geometry and the study of functions: linear, quadratic, polynomial, rational polynomial, exponential, logarithmic, trigonometric, piecewise, composites of functions, inverses, and other special functions. One- and two-variable statistics skills and concepts up to standard deviation and normal distribution are included with binomial distribution, expansions and connected probability and combinatorics topics. Integrating the Laws of Sines and Cosines is explored and applied after basic trigonometry facts and formulas through sum and double angles are mastered. The conic sections (circles, ellipses, parabolas and hyperbolas) are included throughout the course, especially as STEM connections, to enhance and further connect students' understanding of all Precalculus topics. Usage of a TI-84 graphing calculator is tantamount to learning and problem solving throughout this course.

**Prerequisites:** *Algebra II. Teacher recommendation if coming from an enriched Algebra II class. Concurrent enrollment or completion of Physics CP is strongly recommended.*

### **Precalculus Honors, Full Year**

This course stresses functions and integrates trigonometry and analytical geometry. The material covered includes the algebraic, graphical, and numerical analysis of functions, trigonometry, vectors, higher degree systems of equations, matrix algebra, polar and parametric functions, and sequences and series. The fundamentals of calculus are introduced. The course is designed for the highly motivated student with excellent math skills planning to take AP Calculus or a rigorous college calculus course. Honors Precalculus moves at a faster pace and covers the topics in greater detail than Precalculus CP. Usage of a TI-84 graphing calculator is tantamount to learning and problem solving throughout this course. This technology will often be utilized to illustrate STEM connections.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's Math course.*

### **Precalculus Honors, Summer**

Summer Precalculus is an eight-week hybrid course with a large online component. The course is designed for the highly motivated student with excellent math skills planning to take AP Calculus or a rigorous college calculus course. Material covered includes the analytic, graphical, and numerical analysis of functions, trigonometry, vectors, higher ordered degree systems of equations, matrix algebra, polar and parametric functions, and an introduction to Calculus. Usage of a TI-84 graphing calculator is tantamount to learning and problem solving throughout this course. A computer and strong internet access are also essential for this course. Students are required to purchase access to an online program called Pearson MyMathLab, where practice problems, the textbook, and other resources will be available.

**Note:** *Placement in this course is for students who have successfully completed Algebra II Honors, or who have a very strong recommendation and approval of the Algebra II CP instructor. If taken the summer between sophomore and junior year, students must also be enrolled in Calculus AB or Calculus Honors for the following school year. If taken between junior and senior year, students may choose to replace Calculus with AP Statistics the following year.*

### **Calculus Honors, Full Year**

In this honors-level calculus course, students study limits, differentiation, and integration, as well as many valuable theorems and applications. Students explore these concepts analytically, graphically, and through the use of TI-84 graphing calculators solve problems and make connections to Physics and other STEM areas.

**Dual Enrollment Option:** For a fee (\$100), students who pass this course may be eligible for college credits through Southern New Hampshire University. These credits may be transferable to other institutions, allowing students to enroll in Calculus II during their freshman year.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's Math course. Concurrent enrollment in Honors or AP Physics is strongly recommended.*

### **AP Calculus AB, Full Year**

Equivalent to a college-level calculus course in single-variable calculus, this Advanced Placement Calculus AB course helps students work towards mastery of limits, derivatives, integrals, approximations and applications, with emphasis on numeric, analytic, graphic and language-based approaches to problem solving. Further topics in calculus, such as advanced techniques of

integration from the BC curriculum, are explored after AP exams, especially to enhance and support STEM connections and applications. The use of a TI-84 graphing calculator in AP Calculus is an integral part of the course. This course is fast-paced and rigorous, intended for students with strong preparation and interest in mathematics. Students are required to take the AP exam in May.

**Note:** *Placement in an AP-level course is determined by the teacher of the previous year's Math course. Concurrent enrollment in Honors or AP Physics is strongly recommended.*

### **AP Calculus BC/Multivariable, Full Year**

For students who have successfully completed AP Calculus AB, this course quickly reviews differential and introductory calculus of single variables before moving into second and third semester calculus topics: Techniques and Applications of Integration, including more advanced volumes, arc length and surface area; the calculus of Parametric, Polar and Vector Functions; more on Separable Differential Equations and Logistic Functions; Taylor and Maclaurin Series, and associated rules and theorems for determining convergence, intervals, radius of convergence and potential error. The use of a TI-84 graphing calculator in AP Calculus is an integral part of the course. Students are required to take the AP Exam in May. Upon completion of the AP exam, topics in multi-variable calculus and other mathematics are included, especially to enhance and support STEM connections and applications.

**Note:** *Placement in an AP-level course is determined by the teacher of the previous year's Math course. Concurrent enrollment or completion of AP Physics is strongly recommended.*

### **AP Statistics, Full Year**

This course is a mathematics elective to prepare students for college-level statistics and is highly recommended for students planning studies in the physical, social, or life sciences. Students practice and work towards mastery of the concepts and tools used to collect, analyze, and draw conclusions from data. Topics include exploratory analysis, planning and conducting studies, probability, and statistical inference. The course emphasizes problem solving and involves numerous, in-depth independent projects. TI 84 graphing calculators are used to display and analyze data. Students are required to purchase access to an online program called Pearson MyMathLab, where practice problems, the textbook and other resources will be available. Students are required to take the AP Exam in May.

**Note:** *Placement in an AP-level course is determined by the teacher of the previous year's Math course.*

**Prerequisite:** *Algebra II*

### **Mathematics of Business and Finance CP, Full Year**

The course includes discussion, assignments and projects with budgeting techniques, paying for college, investing, using credit and debt, income taxes, buying a house and car, and planning for retirement. Business management and administration topics are also explored. Guest speakers are sprinkled throughout the course to show applications to businesses and the real world. A review of essential concepts in high school mathematics is interwoven throughout the course. This is a math elective course for seniors. It is recommended that students intending to study business,

mathematics, or science in college also enroll in Precalculus or Statistics. This course will not prepare students for the future study of Calculus.

**Prerequisite:** *Algebra II*

## **SCIENCE**

### **STEM CP, Full Year**

STEM is a freshman level science course that introduces students to STEM (science, technology, engineering, and mathematics) experiences in a project-based environment. Freshman STEM students will learn and apply the protocols of scientific research in a laboratory context. These inquiry experiences will include topics from the fields of Physics, Chemistry, and Biology. The major focus of the course is to expose students to the design process, research and analysis, communication methods, engineering standards, and technical documentation while also developing skill and understanding in fundamental concepts of science. Proper use of technology will be emphasized throughout the course in preparation for further STEM courses.

### **STEM Honors, Full Year**

STEM is a freshman level science course that introduces students to STEM (science, technology, engineering, and mathematics) experiences in a project-based environment. Freshman STEM students will learn and apply the protocols of scientific research in a laboratory context. These inquiry experiences will include topics from the fields of Physics, Chemistry, and Biology. The major focus of the course is to expose students to the design process, research and analysis, communication methods, engineering standards, and technical documentation while also developing skill and understanding in fundamental concepts of science. Proper use of technology will be emphasized throughout the course in preparation for further STEM courses. Honors-level students will be expected to utilize a higher degree of numeracy along with demonstrating a more sophisticated approach to their design methods and strategies.

**Note:** *Placement in STEM Honors course is determined through an analysis of 8<sup>th</sup> grade mathematics courses, entrance exam scores, and a Mathematics Placement Exam.*

### **Biology CP, Full Year**

Biology CP is a sophomore course designed to provide a sound foundation in the biological sciences for college-bound students. This is a laboratory science course that investigates the development of biological systems at the molecular, cellular, and organism level using an inquiry approach. Our primary goal is for students to develop a sense of wonder for the living world while learning the basics of biological science.

**Prerequisite:** *STEM*

### **Biology Honors, Full Year**

Biology Honors is an academically demanding course for those students with advanced problem-solving and analytical skills. The course is a survey course covering the major themes of biology, with special focus on interconnectedness of organisms with their environment and the impact of humans on that relationship. Laboratory experiences are numerous and they provide focus and training on the inquiry aspect of experimental design. Laboratories will focus on the generation of authentic quantitative data, using a variety of advanced techniques including technology and biotechnology. Honors Biology is recommended for those students wishing to pursue careers in STEM fields.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's Science course.*

**Prerequisite:** *Grade 9 placement is at the approval of the Department Chair based upon performance on the entrance exam, previous science course grades, and mathematics placement.*

### **AP Biology, Full Year**

This second-year Biology course is an intense theme-based analysis of the major concepts in the field of biological science. The course is designed to be the equivalent of a college introductory Biology course. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to assist students with the understanding of science as a process. The major concepts covered in the course include: the study of ecology, basic cell function, biochemistry, genetics and genetic engineering, applied genetics, evolution, plant and animal anatomy and physiology, and comparative vertebrate analysis. AP Biology utilizes numerous laboratory investigations to allow students to experience the application of biological concepts to authentic issues in the world today. Students are required to take the AP Exam in May.

**Note:** *Placement in an AP-level course is determined by the teacher of the previous year's Science course.*

**Prerequisites:** *Chemistry*

### **Chemistry CP, Full Year**

Chemistry CP is an introductory course for students who seek a strong foundation in the concepts and applications of Chemistry. Topics of study include atomic theory, nuclear chemistry, gas behavior, solution chemistry, chemical bonding and reactions, stoichiometry, acids and bases, and reaction kinetics. Laboratory activities will play an important role in illustrating the themes covered in class, and students will conduct several independent research projects. Chemistry, as a quantitative science, requires a mastery of pre-algebra and algebra concepts, including: graphing, the use of exponents, algebraic manipulations, linear equations, and scientific notation. These concepts are used frequently and reviewed in class. This course is recommended for students who may elect to pursue further courses in the sciences at the college level.

**Prerequisite:** *Recommendation from Biology teacher. Completion or concurrent enrollment in Algebra II*

### **Chemistry Honors, Full Year**

Chemistry Honors is a rigorous course with classroom and laboratory content similar to Chemistry CP. However, the Chemistry Honors curriculum is more in-depth than Chemistry CP, and the student's mathematical skills are more strongly emphasized. A superior working knowledge of Algebra, including graphing and the use of graphing calculators, as well as logarithms, exponents, and scientific notation are expected. Chemistry Honors provides a foundation for more advanced course work in chemistry, and/or other technical and science fields. Problem solving in both the classroom and laboratory is heavily emphasized. This course is the recommended course for students who may wish to take AP Chemistry in a subsequent year.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's Science course.*

**Prerequisite:** *Completion or concurrent enrollment in Algebra II*

### **AP Chemistry, Full Year**

This second-year course in Chemistry gives the student full immersion into college-level Chemistry. The following subjects will be studied in detail: 1) the structure of matter including modern atomic

theory, chemical bonding and molecular structures 2) the states of matter including gas behavior, liquids, solids, and solutions; 3) chemical reactions including reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics; 4) descriptive chemistry, including the physical and chemical properties of specific elements or compounds as well as introductory organic chemistry. AP Chemistry students must exhibit high motivation and the capability for self-teaching. Students are required to take the AP Exam in May. *AP Chemistry requires an intensive laboratory experience, so the course will involve students attending laboratory sessions before school.*

**Note:** *Placement in an AP-level course is determined by the teacher of the previous year's Science course.*

**Prerequisites:** *Completion or concurrent enrollment in Precalculus*

### **Physics CP, Full Year**

Physics CP is a non-calculus course for students who seek a first experience with Physics and the typical rigors that go with doing Physics, especially performing laboratory work, analyzing laboratory data, composing scientific arguments, and learning how Physics principles are applied in practice. The course has heavy emphasis on lab work, and each unit is built around a project or a major investigative lab.

**Prerequisites:** *Recommendation from Chemistry teacher. Concurrent enrollment in Algebra II or higher*

### **Physics Honors, Full Year**

Physics Honors is a non-calculus course for highly motivated students of proven analytical ability. The course deals with the operative concepts of Physics through mastery of a traditional foundation in mechanics. This is done while employing, and learning good scientific practice through laboratory work, analyzing laboratory data, composing scientific arguments, and understanding how Physics principles are applied in practice. Although the scope of the course is limited, an effort is made to provide an overview of the subject of Physics itself, especially through reflecting upon it as an empirical science.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's Science course.*

**Prerequisites:** *Concurrent enrollment in Precalculus or higher*

### **AP Physics C, Full Year**

This course, built on the conceptual foundation provided by Physics Honors, puts the student squarely into the realm of mathematical physics through the application of Calculus and Vector Analysis. AP Physics C is divided into two main content areas, Newtonian Mechanics and Electricity and Magnetism, which are illuminated and connected by means of the powerful methods of differentiation, integration, vector addition, and vector multiplication. Usually only the Mechanics part is offered, but the entire AP-C course, including Electricity and Magnetism, may be covered if a student is willing to put in extra time on their own. A laboratory experience is essential both in order to provide direct experience of Physics principles and to enhance the kind of strict scientific thinking and skilled scientific practice that defines the level of sophistication of the course. Students are required to take the AP Exam in May.

**Prerequisites:** *Recommendation from Physics Honors teacher. Completion or concurrent enrollment in Calculus*

### **Anatomy and Physiology CP, Semester**

Anatomy and Physiology allows the student to develop a thorough understanding of the relationship that exists between the structure of the human body and its major functions. The curriculum will include comparative anatomical research, physiological experimentation, use of computers for analysis of collected data, and a series of group activities and projects. A recurring theme throughout the course will be the connectedness between the presented information, development of a personal plan for wellness, and the frailties and strengths of the human experience.

**Prerequisite:** *Biology*

### **Forensics CP, Semester**

Forensic Science is a challenging, lab-oriented course that will introduce students to the growing role that science plays in the application of criminal and civil laws. In class, students will read actual case studies, practice using deductive reasoning skills and learn to use a wide variety of techniques and technology to examine evidence. Labs include: DNA profiling, blood typing, blood spatter analysis, forensic entomology, toxicology, drug and poison identification, forensic anthropology, trace evidence (hair and fiber) examination, document examination, fingerprinting, crime scene investigation and evidence collection.

**Prerequisite:** *Biology*

### **Intro to Electrical Engineering and Robotics CP, Semester**

This junior/senior applied science elective covers fundamentals of technology where purpose, design, testing and redesign apply electronic component theory to solve problems in electronics. Special attention is given to project-based learning in resistance and capacitance, AC and DC concepts, switching, amplifiers, signal processing, telecommunications, and digital circuits. The class will apply ideas to energy management in robotics to automate, control movement, and provide sensing. Students will demonstrate proficiency with regular in-class projects that include laying out and soldering circuit boards. This class is highly recommended for students who are interested in pursuing any branch of engineering.

**Prerequisites:** *Completion or concurrent enrollment in Algebra II*

### **Environmental Studies CP, Semester**

This exploratory course will be an inquiry based examination of the interdisciplinary study of environmental science. This course will explore the integration and interaction of the physical and life sciences while connecting these to the social and political aspects of environmental studies. While these issues have a global context, the primary focus of the course will be on local and regional environmental case studies. These studies will relate specifically to climate change and sustainability. The course will include a cumulative final project.

**Prerequisite:** *Biology*

### **Advanced STEM Innovative Research Program Class CP, Semester**

This semester-long elective class strives to tackle a new and novel idea each year, taking the idea from design board to complete product. This junior/senior class may cover principles of mechanical/structural composites engineering, product design and testing, polymer chemistry, electrical signal and power distribution, or energy. A special interest and effort will be dedicated to



solving a local community problem with a technological innovation. All students will complete a unit of instruction in computer drafting, will create 3D prints of original designs, and will maintain engineering notebooks throughout the year. A final presentation to either another class, organization, corporation, or public announcement will serve as a culminating conclusion.

**Prerequisites:** *Chemistry; completion or concurrent enrollment in Algebra II*

### **Marine Biology CP, Semester**

Marine Biology focuses on the identification, classification, and interaction of marine organisms, as well as the interrelationships among marine organisms (e.g., algae, invertebrates, fishes, birds, and marine mammals) and various abiotic factors (e.g., pH, tides, temperature, currents, pollution, etc.). The principal objective is to impart an appreciation for the ecology of marine systems. The course will also include an extensive discussion on ocean conservation, including threats facing marine life and policy solutions to those threats.

**Prerequisite:** *Biology*

### **Advanced Genetics and Biotechnology Honors, Semester**

This course introduces students to the study of applied genetics and the processes associated with recombinant DNA techniques. Studies will range from the application of genetics to the process of tissue and organism development (developmental biology) to the commercial and regulatory characteristics of recombinant DNA techniques and biotechnology. This course will also evaluate the ethical nature of biotechnology by evaluating the central question: “we can...but should we?” To accomplish this goal, extensive work will be done in a laboratory setting to include independent laboratory work.

**Note:** *This course may be taken concurrently with AP Biology.*

**Prerequisites:** *Completion of Chemistry and a recommendation from your Chemistry teacher*

### **AP Environmental Science, Full Year**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are, however, several unifying themes covered throughout the course such as: science as a process, energy conversions, Earth as one interconnected system, alteration of natural systems by humans, and social/cultural considerations to environmental problems. This course may require lab and/or fieldwork outside of scheduled class meeting times. Students are required to take the AP Exam in May.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year’s Science course.*

**Prerequisites:** *Concurrent enrollment in Honors Chemistry or completion of Chemistry CP*

### **FIRST Robotics CP, Full Year**

You will learn 3D design and printing, manufacturing and fabrication skills, milling, machining, electro-mechanical and coding operations. Anyone going into a STEM based career is strongly encouraged to join as this course builds problem solving skills in a collaborative technical environment.

**Note:** *This course is open to Grade 9-12 and grading is pass/fail. Off-season requirements: October - January, meet once per week after school with no more than one unexcused absence. Competition Season Requirements: January - March, attend at least three sessions after school per week with no more than one unexcused absence. Attend at least one of the two competitions (Dates TBD). This course counts as .25 credit.*

## ***SOCIAL STUDIES***

### **Citizenship and Government CP, Semester**

In this freshmen introductory course on United States Government and Citizenship, students will embark on a comprehensive exploration of the foundations, structures, and principles of the American political system. Through engaging units covering topics such as the Constitution, branches of government, civil liberties, and the electoral process, students will become active participants in their own learning journey. Emphasizing college prep study skills, analytical writing, and critical thinking, students will hone their abilities to analyze primary and secondary sources, discern nuances, and recognize bias within them. Moreover, this course integrates Catholic faith principles, fostering discussions on justice, the common good, and moral responsibility within the context of civic engagement. By the end of the course, students will emerge equipped not only with a thorough understanding of American government but also with the skills and perspectives necessary to contribute meaningfully to their communities and the world at large.

### **Western Civilization CP, Full Year**

This college preparatory course will investigate and study major political, social and economic turning point events in World History, including the birth of democracy in ancient Greece and Rome, the Age of the Renaissance, the American and French Revolutions, the Industrial Revolution, European Imperialism in the 19th century, and WWI. A major focus of the course will include the founding principles of democratic government, the development of modern ideas about human rights and freedoms, the development of nation states, and the increasing globalization of the world. The course will emphasize both content and skills, and students will gain practice in research, writing, analysis and interpretation so as to engage them in the conversation of our western tradition, history and identity.

**Prerequisite:** *Citizenship and Government.*

### **Western Civilization Honors, Full Year**

This honors level course will investigate and study major political, social and economic turning point events in World History, including the birth of democracy in ancient Greece and Rome, the Age of the Renaissance, the American and French Revolutions, the Industrial Revolution, European Imperialism in the 19th century, and WWI. A major focus of the course will include the founding principles of democratic government, the development of modern ideas about human rights and freedoms, the development of nation states, and the increasing globalization of the world. The course will emphasize both content and skills, and students will gain practice in research, writing, analysis and interpretation so as to engage them in the conversation of our western tradition, history and identity. In addition to regular assignments, honors level students will be required to: 1) Write at least one persuasive, critical essay per quarter, 2) Critically read and be able to interpret/discuss primary and secondary source documents, publications and materials, and 3) Read one book (an historical account or work of historical fiction) per semester.

**Prerequisite:** *Citizenship and Government. Placement in honors is determined by the teacher of the previous year's Social Studies course.*

### **US History CP, Full Year**

This college preparatory survey course will investigate and study major political, social and economic trends, themes and events in American history from the Civil War to present day. Topics will include the American the Civil War, the Industrialization of America, Imperialism, the First World War, the Roaring Twenties, the Great Depression and New Deal, World War Two, the Civil Rights Movement, the Cold War, the post-Cold War World, and the start of the 21st century.. The course will emphasize both content and skills, and students will gain practice in research, writing, analysis and interpretation so as to engage them in the conversation of our American tradition, history and identity. Students will utilize primary and secondary source readings in interpreting the past.

**Prerequisite:** *Western Civilization*

### **US History Honors, Full Year**

The Honors U.S. History program is designed to challenge students in analyzing and interpreting people, events, concepts and themes in American history from the Civil War to present day. Topics will include the American the Civil War, the Industrialization of America, Imperialism, the First World War, the Roaring Twenties, the Great Depression and New Deal, World War Two, the Civil Rights Movement, the Cold War, the post-Cold War World, and the start of the 21st century. In addition to regular assignments, students will be required to: 1) Write at least one persuasive, critical essay per quarter (this may be a document-based essay), 2) Read and be able to interpret/discuss primary source documents and important secondary source articles and publications and, 3) Read at least one book (an historical account or work of historical fiction) per semester.

**Prerequisite:** *Western Civilization. Placement in honors is determined by the teacher of the previous year's Social Studies course.*

### **AP US History - Full Year**

The Advanced Placement Program in U.S. History is designed to provide students with the factual knowledge and analytical skills necessary to deal critically with the traditions and experiences of Americans from colonial times to present day. This is a college level class requiring extensive readings equivalent to those made by full year introductory college courses. Students learn to assess historical materials in persuasive essays and to weigh the evidence and interpretations presented in historical scholarship in classroom activities. Students in this course will have an extensive summer assignment to complete before the beginning of the fall semester of the junior year. *Students are required to take the AP Exam which is in May.*

**Prerequisite:** *Honors Western Civilization. Placement in AP is determined by the teacher of the previous year's Social Studies course.*

### **Economics CP, Semester**

Economics is an introduction to the operation of the free enterprise system and the economic system of the United States which will enable students to understand the American economy as a citizen, a consumer, and as an employee. The course will emphasize the nature of markets and the role that government plays in those markets, comparative economic systems, competition and monopolies, among other topics. Current economic issues will be the focus of class projects and discussion.

**Prerequisite:** *Western Civilization*

### **Economics Honors, Semester**

Economics is an introduction to the operation of the free enterprise system and the economic system of the United States which will enable students to understand the American economy as a citizen, a consumer, and as an employee. The course will emphasize the nature of markets and the role that government plays in those markets, comparative economic systems, competition and monopolies, among other topics. Current economic issues will be the focus of class projects and discussion. The Honors level course will involve more research and writing, outside readings, and student independence.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's Social Studies course.*

**Prerequisites:** *Western Civilization; Recommendation from current Social Studies teacher required.*

### **Psychology CP, Semester**

This course focuses on the traditional and contemporary schools of thought as well as noted theorists. Special topics include stages of the life cycle, personality theories, cognitive development, and learning theories. Considerable attention is paid to adolescent issues; including eating disorders, stress management and motivation.

**Prerequisite:** *Western Civilization*

### **Early American History CP, Semester**

This semester course will investigate and study major political, social and economic trends, themes and events in early American history from the Age of Exploration and Colonization through the period before the Civil War. Topics will include Early American Colonization, the American Revolution, the Constitution, the early presidencies of Washington to Madison, the War of 1812, the Market Revolution, the Age of Jackson, and Westward Expansion in the mid 1800s. The course will emphasize both content and skills, and students will gain practice in research, writing, analysis and interpretation so as to engage them in the conversation of our American tradition, history and identity. Students will utilize primary and secondary source readings in interpreting the past.

**Prerequisite:** *Western Civilization*

### **Introduction to the Law Honors, Semester**

Students will explore several aspects of the U.S. legal system. The course will have a heavy focus on the Constitution and the landmark Supreme Court cases that have interpreted this document throughout U.S. history. Students will also be introduced to areas of the law such as torts (civil wrongdoings) and criminal law/procedure. How are these laws encountered in everyday life? What are the different rights that citizens have? Are there new laws that need to be created or are there changes that should be made to existing laws? Students will analyze these areas of the law and evaluate their impact on society. Additional "mini-topics" of focus may include juvenile law, family law, educational law, intellectual property law, and entertainment/sports law. Finally, this course will explore career options in the legal field and the steps that an individual may have to take in order to enter the legal field. Guest speakers and a potential field trip will also be utilized in this course.

**Prerequisites:** *Western Civilization; Recommendation from current Social Studies teacher.*

### **AP US Government and Politics, Full Year**

This full year course will prepare students for the Advanced Placement Exam in U.S. Government and Politics held in the Spring (May). The class covers the following content areas: the Constitutional background of American democracy, the history of political parties and interest groups in American society, and their influence and effect upon American political history. The class also covers the three branches of government, their functions and powers, and investigates the series of checks and balances that hold them together. Civil rights, civil liberties, and public participation in the government process at the local, state, and national level are also included. Students are required to take the AP Exam in May. Successful completion of this course and the accompanying exam could gain the student introductory college credit in government, therefore, this class will require substantial work on the part of the student. There will be heavy emphasis placed upon the student's writing and reading skills. Students will be required to write numerous essays and read outside sources in addition to the text, as well as complete an extensive summer assignment before the course begins in the fall semester

**Note:** *Placement in an AP-level course is determined by the teacher of the previous year's Social Studies course.*

**Prerequisite:** *AP or Honors United States History. Teacher recommendation from previous year's Social Studies teacher.*

## ***WORLD LANGUAGES***

### **French I CP, Full Year**

An elementary level course, French I focuses on the language skills of reading, writing, speaking and listening. The fundamentals of grammar as well as dictionary skills will be introduced. Students will learn to communicate in the present and near future tense. The student will also learn greetings, introductions, farewells, and expressions of time, numbers, weather and other thematic vocabulary throughout the year. Conversation is an integral part of this course and students will be encouraged and required to use the language daily. Culture will be introduced so that students will gain appreciation for the French language and people.

### **French II CP, Full Year**

An advanced elementary course, French II builds upon the same skills studied in French I. Both grammar and culture will be studied in more depth and students will become more orally proficient as they learn to use the French language. Greater oral proficiency is a main goal of this course. A more varied vocabulary including idiomatic expressions will be studied. Selected readings in context will be explored to increase reading comprehension and cultural awareness. Oral proficiency will be highlighted by means of student dialogs and teacher-initiated conversations.

**Prerequisites:** *French I and recommendation of French teacher.*

### **French III CP, Full Year**

An intermediate level course, French III CP emphasizes communication in the language as well as reading and writing skills. Grammar will be used as a tool to enhance reading, writing, and speaking. A variety of resources to develop vocabulary and culture will be emphasized. This course will be primarily conducted in French and all students will be expected to participate on a daily basis.

**Note:** *Placement determined by the teacher of the previous year's World Language course.*

**Prerequisites:** *French II and recommendation of French teacher.*

### **French III Honors, Full Year**

An intermediate level course, French III Honors emphasizes communication in the language as well as reading and writing skills. Grammar will be used as a tool to enhance reading, writing, and speaking. Vocabulary and culture will be emphasized through authentic French literature as well as newspaper articles, brochures, and advertisements. This course will be primarily conducted in French and all students will be expected to participate on a daily basis.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's World Language course.*

**Prerequisites:** *French II and recommendation of French teacher.*

### **French IV Honors, Full Year**

An advanced level course, French IV Honors focuses on advanced grammar so that students will be better able to express themselves in French. French IV reviews all grammatical concepts learned previously as well as focuses on more advanced grammar. In order to lead students to a greater appreciation for the literature and customs of the French language, French literature will have a

stronger emphasis. Classic French short stories or novels will be read and studied each term. French is the official language of this course. All students will be required to participate in French on a daily basis.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's World Language course.*

**Prerequisites:** *French III and recommendation of French teacher.*

### **French V Honors, Full Year**

French V Honors is an advanced level course which concentrates on French culture and literature. Grammar will continue to be a focus and will be taught in context through the literature and culture. Students will be expected to be orally proficient to the point that they will be active participants on a daily basis as well as leaders who will often take the role as teacher in the classroom. Students will be expected to keep themselves current with events that are happening in the French speaking world. The Internet as well as other media will be used to enhance essay writing as well as oral proficiency.

**Note:** *Placement in an honors-level course is determined by the teacher of the previous year's World Language course.*

**Prerequisites:** *French IV and recommendation of French teacher.*

### **Spanish I, Full Year**

Spanish I is an introductory course that explores the skills of reading, writing, listening and speaking. Spanish grammar, vocabulary, and culture are represented with the help of the Spanish text and supplementary material, such as video and audio CDs. Reading skills are stressed throughout, and oral proficiency is addressed via question/answer exercises, dialogues and everyday conversations and situation enactments. The overall objective of this course is to instill an appreciation for the Spanish language and culture, to increase awareness of the Hispanic world in both hemispheres and to give students the necessary skills to communicate at the introductory/novice level.

### **Spanish II Honors/CP, Full Year**

Spanish II is an advanced elementary course which builds upon the same skills studied in Spanish I. Students will further develop their listening, speaking, reading, and writing skills in Spanish. Grammar, vocabulary, and culture will be studied more in-depth. Oral proficiency will be highlighted by means of student dialogues and teacher-initiated conversations.

**Prerequisites:** *Spanish I and recommendation of Spanish teacher.*

### **Spanish III CP, Full Year**

Spanish III CP is an intermediate-level course that emphasizes the communication of ideas and meanings for practical purposes. All material - vocabulary, grammar, and culture - is rooted in a real-life context. Students will engage in communicative tasks that are relevant to their lives. This course weaves in culture from the Spanish-speaking world with language activities, hence these are taught concurrently. This course will be taught at a slower pace than Spanish III Honors and will consist of a total review of Spanish II.

**Note:** *Spanish III CP does not meet the prerequisites for Spanish IV.*

**Prerequisites:** *Spanish II and recommendation of Spanish teacher.*



### **Spanish III Honors, Full Year**

Spanish III Honors is an intermediate level course emphasizing communication in the language with an additional focus on writing skills. Grammar will be used within the context of class readings and written work. Students will be expected to primarily use Spanish in daily reading, writing, and speaking. Spanish literature will be studied through a variety of Hispanic stories. Vocabulary and culture will be reinforced through topics and readings from the textbook. This course will be conducted predominantly in Spanish and all students will be expected to participate in the target language.

*Note: Placement in an honors-level course is determined by the teacher of the previous year's Spanish course.*

**Prerequisites:** *Spanish II or Spanish III CP and recommendation of Spanish teacher.*

### **Spanish IV Honors, Full Year**

An advanced level course, Spanish IV Honors will focus on advanced grammar so that students will be able to better express themselves in the target language. The present and past subjunctive will be studied in addition to a thorough review of grammatical concepts. Spanish literature will have a higher emphasis in this course. Students will be reading and discussing classic Spanish short stories. This will then lead to a greater appreciation for the literature and customs of the language. Spanish is the official language of this course. All students will be required to participate in Spanish on a daily basis.

*Note: Placement in an honors-level course is determined by the teacher of the previous year's Spanish course.*

**Prerequisites:** *Spanish III Honors and recommendation of Spanish teacher.*

### **Spanish V Honors, Full Year**

Spanish V Honors is an advanced course designed to prepare motivated students for further study of the Spanish language and Hispanic cultures in college, as well as for experiences in Spanish-speaking areas. Oral proficiency and vocabulary building receive particular attention, and students are required to use Spanish at all times. The Internet as well as other media will be used to enhance essay writing as well as oral proficiency. Visual arts, music, and authentic literature are studied, and students are expected to participate in and/or initiate a range of speaking activities stemming from the works and topics considered, such as casual or spontaneous conversations and discussions, debates, and skits. There are also more formal oral presentations, which students prepare beforehand. Students are asked to keep current with national and world events, in Spanish-speaking regions and elsewhere, and they should be prepared to bring these issues to the class as discussion topics.

*Note: Placement in an honors-level course is determined by the teacher of the previous year's Spanish course.*

**Prerequisites:** *Spanish IV Honors and recommendation of Spanish teacher.*

## EDUCATION OF THE WHOLE STUDENT

The experience of high school involves much more than what happens within the confines of the classroom. Today's high school students are navigating a complicated social landscape where the virtual and real worlds are not always clearly delineated, where access to inappropriate material is far too available, where relationships have been shaped by the experience of a global pandemic, and where mental health has become a very real concern for too many. We see the need for educational opportunities aimed at helping students grow and develop as whole people, in relationship with each other and with Christ, who can be better prepared to thrive within the realities of today's world.

At several designated times throughout the school year, students and parents will have the opportunity to engage in workshops and other educational opportunities focusing on topics such as: how to live responsibly in an increasingly digital world; the risks of substance use/abuse and vaping; stress and anxiety management; and healthy college lifestyle choices. As STA continues to develop the educational programming for the whole student, grade-level topics will become the focus, with each grade level focusing on one of the topics for that year, and cycling through them all by the end of the four years.

For the 2024-2025 academic year, STA plans to focus, minimally, on two of the above topics for all students. The fall semester will focus on social media and living responsibly in a digital world, and the spring semester on substance use/abuse and vaping. Workshops will be offered separately for underclassmen and for upperclassmen so they remain developmentally appropriate, with a separate offering on the same topics specifically for parents. Programming will be tailored both to students and to their parents so that parents can partner with us in these important conversations, and engage with their children as well. These workshops will each be followed by strategic interventions and activities derived from the content of the presentations, with the intent to keep students and families engaged in productive conversation about these important topics.

As this program develops, these two offerings will be presented to underclass students while the topics of mental health and anxiety/stress management and preparing for healthy post-secondary life will be the focus for upperclassmen.

## WINTERTERM PROGRAM

Winterterm provides meaningful and enriching educational experiences for our students. The single course structure allows students and faculty to bond and work more closely than they do in regular classes. Students may devote their time and attention to a singular area of study where they can engage in academic topics that are not typically offered in the regular semester curriculum.

The enhanced intellectual spectrum embraces not only faculty and staff but also alumni, parents, and area professionals who seek to participate as instructors. The 2024 Winterterm Program offers St. Thomas Aquinas High School students a pedagogical palette of colorful learning opportunities, the kind of which is generally found only on college campuses or as part of international study.

We invite students to **challenge** your mind, **support** your passion, and **transform** your perception of learning so that you may fully embrace what promises to be a remarkable educational experience. Winterterm takes place in the beginning of March and is a four day experience. Course descriptions, schedules, and registration are shared in December.

## STUDENT SUPPORT SERVICES

### ACADEMIC SUPPORT CENTER

The Academic Support Center is a resource available to students who will benefit from additional support in one or more academic areas.

Students with formal accommodation plans in place are given priority for placement in the Academic Support Center. When additional space is still available, students without formal accommodation plans who may need some additional support in one of several areas may be able to access this resource as well. This is managed on a case-by-case basis and can be requested by parents, teachers, administration, and/or by the student him/herself.

The academic support center is a structured study hall staffed by a general education teacher who is able to provide assistance in a variety of areas: organization and

planning, keeping track of assignments, ensuring that assignments are completed and turned in, collaborating with other teachers to determine the best way to support students, monitoring grades, collaborating with parents, facilitating relationships and conversations between students and teachers, scheduling extra help sessions, and providing reteaching and extra help services directly to students.

## **SCHOOL COUNSELING**

The school counseling department provides comprehensive services to students in a variety of areas of need. Our school counselors work together very collaboratively, each with a specific area of expertise, to provide the most comfortable and helpful experience to all of our students. Services provided within our school counseling department include:

- Course selection and scheduling
- Academic program advising
- College counseling
- College application guidance and support
- Social emotional advising and triage for outside services
- Crisis support
- Facilitation and collaboration with academic departments and individual teachers
- Assistance and support for extended absences from school
- Mediation and assistance with conflict resolution
- Partnership with parents and guardians

## **HEALTH and WELLNESS OFFICE**

Our Health and Wellness office is a wonderful resource for students and families staffed by a Registered Nurse who is available to assist students with a variety of issues:

- Health, wellness visits for students who become ill during the school day
- Triage of medical issues needing further evaluation
- Excusal for absences or dismissals from school due to illness not requiring medical evaluation
- Administration of approved over the counter medications or prescription medications provided to the school by parents/guardians
- Medical intervention and/or safety plans
- Health records
- Health-related educational programs

- Health-related guidance to students and families
- Crisis intervention