



ST. DOMINIC SAVIO

CATHOLIC HIGH SCHOOL

Forming Servant Leaders in the Image of Christ

Course Guide 2018 – 2019

The Mission of St. Dominic Savio Catholic High School

St. Dominic Savio Catholic High School is a co-educational, college preparatory school founded by the Diocese of the Austin to prepare young men and women to become faith-filled, visionary and inspirational leaders in service to the Church and the world.

The Philosophy and Goals of St. Dominic Savio Catholic High School

St. Dominic Savio Catholic High School expresses the Church's educational mission through faith-formation, social development and awareness, and a strong academic program.

- To develop a strong school theology program based on Catholic teachings, Scripture, liturgical experiences, and service so each student will grow and develop in the Catholic Christian way of life.
- To facilitate the spiritual, intellectual, social, emotional, and physical development of each student.
- To challenge students to become Christian leaders, living as young men and women of conscience, compassion and action.

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HIGH SCHOOL PROGRAM

TO THE STUDENT AND PARENT

The purpose of this course guide is to assist you in making informed decisions about your schedule for the upcoming year. We recommend that you take time to familiarize yourselves with the contents of this guide so that you can select those courses which will be of interest to you as well as meet graduation requirements.

CALENDAR AND SCHEDULE

The school year is divided into two semesters which are roughly eighteen weeks in length. Each semester is divided into two marking periods of about nine weeks. Progress reports are posted at the midway point of each nine week marking period.

St. Dominic Savio follows an A/E alternating block schedule with four classes on A Days and four classes on E Days. In a two-week period, most classes will meet five times. Each class period is eighty minutes. Included in the weekly schedule are four forty-minute periods which allow for house meeting time and/or and flex time. Also, the school has Mass on every Wednesday morning. The school day begins at 8:30 AM and ends at 3:30 (3:40 PM on Mass Days).

DIAKONIA SERVICE PROGRAM

The life of a Christian is one of loving service to those in need. The Diakonia Program of St. Dominic Savio Catholic High School works to form "Servant Leaders in the Image of Christ," as an opportunity to explore the many service and ministry opportunities of the Church and of the students' local communities. Full requirements and explanations of the Diakonia program are found in the *Diakonia Handbook* which is distributed to students at the beginning of each school year as well as posted on the website.

Service Hour Requirements and Due Dates:

- Freshmen: 15 hours due April 2019
- Sophomores: 15 hours due April 2019
- Juniors: 15 hours due April 2019
- Seniors: 15 hours due April 2019 as part of Senior Service Project

Diakonia hours are a graduation requirement; therefore, deficiency in hours count as a course failure. A student with two or more course failures or one course failure and a deficiency in the Diakonia hours requirement is ineligible for participation in extracurricular activities. Once the required hours are fulfilled the "failure" is corrected.

ACADEMIC POLICIES

GRADUATION REQUIREMENTS

All St. Dominic Savio Catholic High School graduates complete the coursework for the distinguished diploma which meets the State of Texas and Texas Catholic Conference Education Department requirements.

DISTINGUISHED DIPLOMA GRADUATION REQUIREMENTS

All students graduate with at least one endorsement. Students must earn 30 credits.

PLAN REQUIREMENTS		
Subject	Credits	Specifics
Theology	4	Theology I, Theology II, Theology III, Theology IV.
English	4	English I, English II, English III, English IV.
Social Sciences	4	World Geography, World History, U.S. History, U.S. Government, Economics.
Math	4	Algebra I, Geometry, Algebra II and one more course; students who earn credit in 8th grade must earn four math credits in high school.
Science	4	Biology, Chemistry, Physics, and one additional course.
Foreign Language	3	Three credits of the same language (Spanish, Latin, or Chinese) OR two credits in two different languages (see Arts & Humanities Endorsement Provision)
Fine Arts	1	May include visual arts or performing arts courses.
Physical Education	1	In addition to Wellness Department courses, athletics qualify as athletic credit.
Freshman Servant Leader Seminar	1	All freshmen must take this formational course. It verifies health, speech, technology, study skills, research, cooperative learning, and organizational proficiencies. <i>Transfer students must take approved health and speech courses that satisfy this requirement.</i>
Endorsement Requirements	4 Total	Student must complete requirements to earn Multidisciplinary, STEM, or Arts and Humanities Endorsement. See Requirements for Endorsements Section.
Electives	Credits	Students take additional electives from various course offering in the guide.
Diakonia Service	60 hours	Students must complete 15 hours each year according to Diakonia Program requirements. Students complete 15 hours during Senior Service Project.

Except for senior year, all students must carry a minimum course load of 7 courses per semester of attendance at St. Dominic Savio.

ENDORSEMENT REQUIREMENTS: In order for a student to earn an endorsement, they must complete all foundation courses and endorsement requirements.

MULTIDISCIPLINARY STUDIES ENDORSEMENT REQUIREMENTS
A student must complete one of the following:
1) Four credits in each of these areas: English, science, mathematics, and social sciences.
2) Four credits in AP courses selected from English, Mathematics, science, social sciences, or world languages.

ARTS and HUMANITIES ENDORSEMENT REQUIREMENTS
A student must complete one of the following:
1) A total of five social sciences credits.
2) Four credits of the same language in a language other than English.
3) Two credits of the same non-English language and two credits in a second non-English language.
4) A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts.

STEM ENDORSEMENT REQUIREMENTS
A student must complete one of the following:
1) A total of five credits in Science (including biology, chemistry, and physics).
2) A total five credits in Mathematics (including Algebra I, Geometry, and Algebra II).
3) A combination of three credits in Computer Science and Engineering.

BUSINESS AND INDUSTRY ENDORSEMENT REQUIREMENTS
A student must complete one of the following:
1) A total of four credits in Technology.
3) A total of four credits in Yearbook and Digital Art and Animation.

PRE- ADVANCED PLACEMENT COURSES (PRE-AP)

The Pre-Advanced Placement (Pre-AP) Program is designed to help students build the study skills, critical thinking, and sustained effort necessary for success in Advanced Placement courses. In Pre-AP courses, students move beyond understanding of material to concentrate on the application, analysis, and evaluation processes crucial to success in college-level coursework. Pre-AP courses permit self-motivated students to use reasoning and creative thinking to demonstrate subject mastery on both summative assessments and open-ended problems and questions. Students must demonstrate a specified level of success in order to remain in Pre-AP courses in successive years.

ADVANCED PLACEMENT COURSES (AP)

The Advanced Placement (AP) Program, sponsored by the College Board, offers students an opportunity to take college-level courses in high school. AP courses are designed for those students who demonstrate high levels of aptitude for, interest in, and a commitment to a specific course topic. If students take AP exams and score in an acceptable range, advanced placement, credit, or both may be awarded upon college entrance. Students should contact directors of admissions at colleges of their choice to ask about specific advanced placement and credit policies. Costs of the exams must be paid by the student. **Interested students should see the Guidance Counselor. Students are permitted to take a maximum of four AP courses and exams per school year.** Students who wish to exceed this limit must seek special approval from the Guidance Counselor and Principal. For detailed information on AP courses and college credit, visit: <http://www.collegeboard.com/ap/creditpolicy>.

ADVANCED PLACEMENT EXAMS

Students who enroll in an AP course are required to take the associated AP exam in May. The family is billed via FACTS for the number of exams for which a student is registered. Students may take other AP exams upon request:

Biology	English Literature	Spanish Literature & Culture
Calculus AB	Latin	Statistics
Calculus BC	Physics C: Electricity & Magnetism	Studio Art
Chemistry	Physics C: Mechanics	US Government
Computer Science A	Psychology	US History
Computer Science Principles	Spanish Language & Culture	World History
English Language		

COURSE LEVEL PLACEMENT

Students are encouraged to take as challenging a course load as appropriate. For incoming freshmen and transfer students, readiness exams are administered through the specific departments to assess the readiness for Pre-AP or AP classes (see READINESS EXAMS SECTION). Departments which consider placement above the entry level classes include English, mathematics, science, and world languages.

Current students must meet two of the three criteria in order to enroll in Pre-AP or AP classes:

- Earn a minimum grade average percentage determined by the department;
- demonstrate readiness through a minimum PSAT Score;
- teacher recommendation

Should a student not meeting the above criteria request to enroll in a Pre-AP or AP class, a waiver can be requested through the guidance office and must be signed by the student, parent/guardian, department chair and the Director of Guidance.

READINESS EXAMS IN MATHEMATICS, ENGLISH, AND FOREIGN LANGUAGE

Readiness exams are required for incoming ninth graders and transfer students who wish to place beyond Algebra I, Geometry, Spanish I, Latin I and Chinese I courses taken while in middle school. Students who wish to place into Pre-AP English I need to write a proficiency essay. Transfers may be required to take readiness exams to place into Pre-AP and AP courses. The exams are administered on specific dates in the spring prior to the student's first year and measure student readiness in key mathematics and language concepts. The goal of the readiness exam process is to place students in the appropriate Pre-AP level course as they work towards an AP course in junior or senior year.

HONORS CREDIT

The GPA for grades earned in Pre-AP or AP courses is weighted when the student is awarded credit at the semester. For a grade of 75 or higher, 8 points of weight will be added to the semester grades.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

Students do not earn credit towards graduation for selected courses taken and passed in middle school. Proficiency will be reflected on the student's high school transcript; grades for these courses are not averaged in the high school GPA. Students who complete Algebra I and/or Geometry in middle school should plan to continue with four higher-level mathematics courses in grades 9-12. Students who place past the first year of their language will still need to complete three credits of language studies while at St. Dominic Savio.

DUAL CREDIT POLICY

St. Dominic Savio Catholic High School is a participant in the Dual Credit (Early College Start) Program through Austin Community College (ACC) and University of Texas (UT). However, St. Dominic Savio does not recognize any credit for a course taken **off-campus** at ACC or any other school with the exception of incoming transfer students who may use summer credits to address a requirement deficiency in the year they enroll at St. Dominic Savio. The GPA for these courses will be included in their Savio GPA and will count towards their 30 graduation credits.

PHYSICAL EDUCATION CREDIT

Students may enroll in wellness courses to earn their physical education credits or may earn one-half (.5) of a credit in physical education per semester through participation in Savio athletics. Only two seasons of athletics will be counted as physical education credit on a student's final transcript.

DIPLOMA

A distinguished high school diploma is awarded to a student who has completed at least two semesters at St. Dominic Savio, has earned the required graduation credits, and has fulfilled all financial obligations to the school.

GRADES

Course credit is awarded on a semester basis. Exceptions apply when a grade below 70 is earned in the first semester of a year-long one credit class. In year-long courses, students who fail the first semester, but pass the second semester with a high enough grade to yield at least an overall average of 70 for the year receive one full credit. However, should a student earn at least a 70 in the first semester, but below a 70 in the second semester, the second semester must be retaken through credit recovery. The Director of Guidance can provide direction should credit recovery be necessary.

SUMMER SCHOOL

A student who fails both semesters of a year-long required course must take summer school to redeem the credit before returning to St. Dominic Savio in the fall. If a student fails the second semester of a full year course, he/she must take that semester to earn credit. Summer School courses will not earn grade points but will recoup lost credit. The guidance department must approve all summer school selections before the classes are taken.

St. Dominic Savio does not permit students to take summer school classes to accelerate in core classes or count as courses required for graduation, with the exception of transfer students who did not take the Servant Leader Seminar. These students may take Health and/or Speech online or in summer school in order to meet these graduation requirements.

PREPARATION FOR COLLEGE

St. Dominic Savio is a college-preparatory school with an advanced and challenging curriculum. It is the school's goal that 100% of St. Dominic Savio students matriculate into the college or university of their choice. Preparation begins the moment a student enrolls in St. Dominic Savio. The guidance department works closely with students and parents to select a balanced course load that prepares the student for college.

SCHEDULING POLICIES

The guidance office works with students, parents, and faculty to select the most appropriate schedule based on a student's strengths and interests. Students are not guaranteed their first choices in a schedule, as the course availability is impacted by number of requests, number of sections offered, course prerequisites, and other factors.

In scheduling elective courses, the school considers teacher availability, number of student requests, and other scheduling needs in deciding whether to schedule the elective class. Some electives will be rotated every other year based on student interest.

CHANGING SCHEDULES

Students are expected to remain committed to their course selections throughout the year. Schedule changes are considered based on inappropriate placement, error in enrollment, or a scheduling conflict. To ensure that school begins smoothly and progresses with minimal classroom disruption, the following schedule change policy applies:

Students may be permitted to make schedule changes during the assigned two-week drop/add period in the first semester. Students are permitted to make schedule changes in the second semester during the assigned one-week drop/add period;

Students are given the opportunity to make schedule changes at the end of the first semester if they are failing a class in which they cannot recover the credit. These changes are handled on an individual basis and can only occur if space is available in the course (s) impacted;

Students or parents requesting to drop a class any time during the school year (other than the add/drop periods) will be given a failing grade with no credit for any portion of the course.

COURSE OFFERINGS

ENGINEERING DEPARTMENT

MISSION

The Savio Engineering Department seeks to form well-rounded, highly-capable engineering students prepared to make ethical/moral decisions and to always consider how their design decisions affect those in the world around them.

OVERALL COURSE DESCRIPTIONS

The Project Lead the Way (PLTW) STEM Curriculum is utilized to prepare students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to the world. PLTW is the leading pre-engineering program in the nation, with over 10,500 participating schools and more than 100 college and university partners. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. The PLTW High School STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields.

Note: All engineering courses except Robotics Engineering and Design earn honors credit.

GRADUATION REQUIREMENTS

None.

ST 101 | Robotics Engineering and Design (1.0 Credit)

Various

Prerequisite: None.

Robotics Programming and Design fosters students' creativity and innovation. A variety of media are used to present opportunities to study, design, and implement meaningful robotic programs. Students collaborate to solve real-world problems through the designing and programming of robots. Working in teams they create a prototype of their invention and develop a marketing plan and materials to promote their invention. Students gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts.

ST 201 | Introduction to Engineering Design (1.0 Credit)**Various**

Prerequisite: Minimum score of 500 on Math PSAT and enrollment in Pre-AP Algebra I or higher level mathematics course.

Introduction to Engineering Design (IED) is a project-based course designed to expose students to the engineering design process, product analysis and improvement, and the role of an engineer. Students develop strong teamwork, communication, and presentation skills, learn how to make ethical decisions, develop their creative abilities, and understand engineering standards as well as technical documentation. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and an engineering notebook to document their work process.

ST 301 | Digital Electronics (1.0 Credit)***10th, 11th, 12th**

Prerequisites: At least two of the following: a grade of 85 or higher in a previous PLTW engineering course, a minimum score of 550 on the math PSAT, and teacher recommendation.

In Digital Electronics (DE), students learn a systematic approach that engineers use to design the electronics of everyday use. Students explore the foundations of computing by engaging in circuit design processes to create both combinational logic and sequential logic (memory). They learn the troubleshooting techniques used in the electronics field, build teamwork, communication, and technical documentation skills, and learn to follow engineering standards. Students use MultiSim software to design and test digital circuitry.

ST 401 | Principles of Engineering (1.0 Credit)***10th, 11th, 12th**

Prerequisites: At least two of the following: a grade of 85 or higher in a previous PLTW engineering course, a minimum score of 550 on the math PSAT, and teacher recommendation.

In Principles of Engineering (POE), students explore technology systems and engineering processes to discover how math, science, and technology can benefit others. Students are exposed to various engineering fields as they learn about energy and power, materials and structures, and control systems. Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.

**Digital Electronics and Principles of Engineering can be taken in the same school year.*

ENGLISH DEPARTMENT

MISSION

The English Department seeks to foster in each student the understanding that all human stories are beautiful fragments of the mysterious Divine Story. Informed by this Catholic worldview, the study of classic works of literature integrates and develops reading, writing, listening, and speaking skills which enable the students to enter into an ever-deepening conversation with one another and the larger world as they strive to become servant leaders.

OVERALL COURSE DESCRIPTIONS

The multi-faceted literary focus of English courses addresses the fundamental genres and literary terms used in literature text analysis and culminate in a focused research paper. Students write an assortment

of compositions including expository, argumentative, personal, descriptive, and research. Students build their listening, speaking, and practical skills through a variety of methods including structured discussions, multi-media presentations, and project-based analysis. Students who take Advanced Placement classes are required to take the AP exam in May. Those who successfully fulfill the course requirements will receive AP weighted credit.

GRADUATION REQUIREMENTS

Four Credits: English I, English II, English III, and English IV.

REQUIRED COURSES

EN 101 | English I: The Heroes Journey (1.0 Credit) 9th

Prerequisites: None.

Through the exploration of heroes in classic literature selections including a seminal work by Shakespeare, students learn to uncover their own heroic story.

EN 111 | Pre-AP English I: The Heroes Journey (1.0 Credit) 9th

Prerequisite: Qualifying score on readiness exam and a minimum score of 570 on the PSAT 8/9.

Through the exploration of heroes in classic literature selections including a seminal work by Shakespeare, students learn to uncover their own heroic story.

In order to prepare students for Advanced Placement exams in junior and senior year, students in this course are required to read, write, speak, and listen at a more rigorous pace and with more complex analysis than in the on-level course. Students in this course will be required to read literature outside of class and prepare for AP level timed writings. A genuine love of reading and writing is recommended.

EN 201 | English II: The Individual in Relationship to Others (1.0 Credit) 10th

Prerequisite: English I.

Through the study of character relationships in classic literature selections including a seminal work by Shakespeare, students learn to recognize the interplay between individual decisions and one's relationships with others.

EN 211 | Pre-AP English II: World Literature and Advanced Literary Text Analysis (1.0 Credit) 10th

Prerequisites: At least two of the following: Minimum grade of 87 in Pre-AP English I or 92 in English I, teacher recommendation, and PSAT critical reading AND writing score of at least 570.

Through the study of character relationships in classic literature selections including a seminal work by Shakespeare students learn to recognize the interplay between individual decisions and one's relationships with others. In order to prepare students for Advanced Placement exams in junior and senior year, students in this course are required to read, write, speak, and listen at a more rigorous pace and with more complex analysis than in the on-level course. Students in this course will be required to read literature outside of class and prepare for AP level timed writings. A genuine love of reading and writing is recommended for those interested in this course.

EN 301 | English III: The Individual in Society (1.0 Credit) 11th

Prerequisites: English I and English II.

By exploring American Literature students uncover how America has grown through challenges and broaden their understanding of how historical events shape society. In keeping with Savio tradition, a seminal work by Shakespeare is included.

EN 311 | AP English III: The Individual in Society (1.0 Credit)**11th**

Prerequisites: At least two of the following: a minimum grade of 87 in Pre-AP English II, or a minimum grade of 95 in English II, teacher recommendation, and a PSAT critical reading AND writing minimum score of 600.

By exploring American Literature students uncover how America has grown through challenges and broaden their understanding of how historical events shape society. In keeping with Savio tradition, a seminal work by Shakespeare is included.

In this course students prepare to take the Advanced Placement Language and Composition exam. In order to prepare students for this AP exam, students in this course are required to read, write, speak, and listen at a more rigorous pace and with more complex analysis than in the on-level course. Students in this course will be required to read literature outside of class and take practice AP level timed writings and exams.

EN 401 | English IV: The Individual's Impact on the World (1.0 Credit)**12th**

Prerequisites: English I, English II and English III.

Through the exploration of classic World Literature selections, including a seminal work by Shakespeare, students explore themes that uncover the decision-making strategies individuals use to shape their own lives, the lives of others, and even the structure of society.

EN 411 | AP English IV: The Individual's Impact on the World (1.0 Credit)**12th**

Prerequisites: At least two of the following: minimum grade of 87 in AP English III, or minimum grade of 95 in English III, teacher recommendation, and PSAT critical reading AND writing minimum score of 600.

Through the exploration of classic World Literature selections, including a seminal work by Shakespeare, students explore themes that uncover the decision-making strategies individuals use to shape their own lives, the lives of others, and even the structure of society.

In this course students prepare to take the Advanced Placement Literature and Composition exam. In order to prepare students for this AP exam, students in this course are required to read, write, speak, and listen at a more rigorous pace and with more complex analysis than in the on-level course. Students in this course will be required to read literature outside of class and take practice AP level timed writings and exams.

ENGLISH ELECTIVES**EN 212 | Film as Literature (.5 Credit)****10th, 11th, 12th**

Prerequisites: English I or Pre-AP English I.

In this course, students explore how literature and film fuse together and create unlimited possibilities of literary criticism, analysis, and synthesis. Canonical and modern pieces of literature and film are used to explore the complex interplay between film and literature. Students analyze how plot structure, setting, characterization, theme, and point of view are presented in films that closely reflect their text counterparts. The course prepares students to be active, critical thinkers in American society through writing assignments, class discussions, and presentations.

EN 312 | Creative Writing (1.0 Credit)**Various**

Prerequisites: Enthusiasm for writing.

A course for serious and committed writers, Creative Writing explores various forms of fiction writing including short story, poetry, novel, screen writing, and play. In this course, students build an extensive writing portfolio by writing every day and sharing their written work in a writer's workshop format.

Students participate in the writing process continually and are required to do outside reading to enhance their understanding of the writer's journey. Students participate in *National Novel Writing Month* in November and produce a *Magnum Opus* work in the second semester. All works produced for the course are eligible to be submitted for publication.

FINE ARTS DEPARTMENT

MISSION

It is the privilege and responsibility of the Fine Arts Department to inspire and nurture creativity in young minds. In a world where people are constantly challenged to be innovative and original, a sense of individuality must be instilled in young people. When examining a student's artwork or performance, many people tend to respond only to the final product. At St. Dominic Savio, however, the process is equally, if not more important. The goals of the Fine Arts Department are to teach new skills, to introduce new techniques, to motivate and encourage each individual's approach, and to celebrate the discoveries that he or she encounters along the way.

OVERALL COURSE DESCRIPTIONS

The Fine Arts Department consists of three disciplines: Visual Art, Music, and Theater. These classes and curricula are not only environments in which students can explore materials and techniques, but more importantly are forums in which they can explore and challenge themselves.

Students who take Advanced Placement (AP) classes are required to take the AP exam in May. Those who successfully fulfill the course requirements will receive AP weighted credit.

GRADUATION REQUIREMENTS

One Credit: All students must take two semesters of any Fine Arts courses to graduate. Students who take an approved sequence of advanced courses earn the Arts and Humanities Endorsement. Students may participate in school plays and musicals to fulfill this credit.

VISUAL ARTS

VA 101 | Art I (.5 Credit)

9th, 10th, 11th, 12th

Prerequisite: None.

This course is designed to introduce students to a basic artistic vocabulary and define the elements and principles of design. Students work with a variety of two and three dimensional media (drawing, painting, papier mache, clay) and acquire basic artistic techniques.

VA 201 | Art II (.5 Credit)

9th, 10th, 11th, 12th

Prerequisite: Art I.

This course is designed to develop a solid artistic vocabulary in both two and three dimensional media. Students work with a variety of materials (including drawing, painting, printmaking, sculpture, batik, and ceramics) to solve creative problems and create original works of art.

VA 301 | Art III (1.0 Credit)

Various

Prerequisite: Art I and Art II.

This course is designed to build on introductory knowledge and allow students to delve deeper into two and three dimensional media. Students complete a series of challenging assignments that lead to

stronger visual literacy and artistic skills. During the spring semester, students choose an area of specialty and complete a series of self-designed projects.

VA 401 | Art IV (1.0 Credit)

11th, 12th

Prerequisite: Art I, Art II, and Art III.

This course is designed to build on knowledge and allow students to delve deeper into the content and context of their original ideas. With the help of the teacher, students design a series of challenging assignments that lead to a solid portfolio of work.

VA 131 | Photography I (.5 Credit)

9th, 10th, 11th, 12th

Prerequisite: Art I.

The course content introduces the skills necessary to understand camera basics with a focus on digital photography. Coursework emphasizes composition and lighting as well as explore portraiture, landscape, perspective, point of view and storytelling. Photographic methods (resolution/contrast) are emphasized for photographic prints.

VA 231 | Photography II (.5 Credit)

Various

Prerequisite: Art I and Photography I.

Students continue to develop photographic skills and techniques and become more proficient in their understanding of light, composition, and visual storytelling.

VA 331 | Photography III (.5 Credit)

Various

Prerequisite: Art I, Photography I, and Photography II.

Students continue to develop photographic skills and techniques and focus on visual storytelling. Context and content of photographs are emphasized and students develop a strong portfolio of work.

VA 431 | Photography IV (1.0 Credit)

Various

Prerequisite: Art I, Photography I, Photography II, and Photography III.

This course is designed to build on knowledge and allow students to delve deeper into the content and context of their original ideas. With the help of the teacher, students design a series of challenging assignments that lead to a solid portfolio of work.

VA 161 | Jewelry Design (0.5 Credit)

9th, 10th, 11th, 12th

Prerequisite: none.

This course introduces students to jewelry design as an art form. Students explore various materials and techniques while working on the fundamentals of design. Students learn about the history of jewelry and wearable art while creating their own original pieces.

VA 601 | AP Studio Art (1.0 Credit)

12th

Prerequisite: Art IV or Photography IV and teacher recommendation.

Students participating in AP Studio Art work with the instructor to complete the required pieces for the College Board AP Portfolio. Students investigate formal and conceptual issues, view art as an ongoing process, and explore informed and critical decision making while continuing to develop technical skills. Ultimately, the course encourages students to become independent thinkers who contribute inventively and critically to their culture through art. *AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year.*

PERFORMING ARTS

PA 101 | Beginning Classical Guitar (1.0 Credit)

9th, 10th, 11th, 12th

Prerequisites: None, open to all students regardless of skill or experience.

The beginning classical guitar course is a year-long introductory course to instrumental music and the music program. Students learn how to read music notation and perform on guitars in a classical style. Students develop both right hand fingerpicking techniques and an understanding of fret board on the guitar. Development of musicianship and guitar pedagogy are emphasized through performance in the guitar ensemble. *Attendance at performances and rehearsals outside school hours is required.*

PA 201 | Beginning Guitar Ensemble (1.0 Credit)

9th, 10th, 11th, 12th

Prerequisites: None, open to all students regardless of skill or experience.

The beginning guitar ensemble is a year-long introductory course to instrumental music and the music program. Students learn how to read music notation, tablature, and lead sheets, and explore rock, jazz, and classical music genres. Development of musicianship and guitar pedagogy are emphasized through performance in the guitar ensemble. Students should check with the teacher regarding instrument availability prior to enrolling in the course. *Attendance at performances and rehearsals outside school hours is required.*

PA 301 | Wind Ensemble (1.0 Credit)

Various

Prerequisites: Previous music experience and teacher recommendation.

Development of musicianship and instrumental pedagogy is emphasized through performance in the wind ensemble. The wind ensemble is comprised of many talented instrumental and percussion musicians. The wind ensemble is known for its highly sensitive and deep musical renditions of sophisticated wind literature. Previous musical experience is required to be a member of the wind ensemble. The wind ensemble is a year-long course. *Attendance at performances and rehearsals outside school hours is required.*

PA 401 | String Orchestra (1.0 Credit)

Various

Prerequisites: Previous music experience and teacher recommendation.

Development of musicianship and string pedagogy is emphasized through performance in the string orchestra. The string orchestra is comprised of violin, viola, cello, double bass, acoustic guitar, acoustic bass guitar, and harp students only. Percussionists, instrumentalists, and pianists are placed in either the wind ensemble or percussion ensemble. The string orchestra is known for its highly sensitive and deep musical renditions of sophisticated string literature. Previous musical experience is required to be a member of the string orchestra. The string orchestra is a year-long course. *Attendance at performances and rehearsals outside school hours is required.*

PA 102 | Concert Choir (1.0 Credit)

9th, 10th, 11th, 12th

Prerequisites: None.

Development of musicianship and vocal pedagogy will be emphasized through performance in the concert choir. This year-long course is open to any student regardless of skill or experience. No previous musical experience is required. Students focus on improving their ensemble singing and sight singing skills in this course. The concert choir is an introductory course to vocal music and the music program. *Attendance at performances and rehearsals outside school hours is required.*

PA 202 | Chamber Choir (1.0 Credit)

Various

Prerequisites: Previous music experience. Auditions required for new students.

Development of musicianship and vocal pedagogy will be emphasized through performance in the chamber choir. The chamber choir is comprised of a balanced blend of the four vocal ranges: soprano, alto, tenor, and bass. The chamber choir is known for its highly sensitive and deep musical renditions of sophisticated vocal literature. Students focus on improving their ensemble singing and sight singing skills in this course. Choral experience is required and students are admitted by audition. The chamber choir is a year-long course. *Attendance at performances and rehearsals outside school hours is required.*

PA 111 | Theatre I (.5 Credit)

Offered in the fall

9th, 10th, 11th, 12th

Prerequisite: None.

Open to all interested students, this course is designed to provide an overview of the theatre as an art form, focusing on its nature, elements, styles, genres, and techniques. Students will learn the basics of acting, theatre history, technical responsibilities, and theatre appreciation and analysis. Students gain experience performing work and participate in the one-act play that is performed for the community.

PA 211 | Theatre II (.5 Credit)

Offered in the spring

9th, 10th, 11th, 12th

Prerequisite: Theatre I.

Students in this class continue to develop their stage acting skills. Emphasis is placed on control and discipline of body and voice as well as on memorization and line reading. All students participate in a one act play that will be performed for the school community. The final month of the semester includes set production and technical support for the Spring musical.

GUIDANCE DEPARTMENT

MISSION

The mission of the St. Dominic Savio Guidance Department is to provide assistance to all students who need or desire help with personal/academic difficulties or in preparation for the college.

OVERALL COURSE DESCRIPTION

The guidance department offers a course that aims to increase student achievement. The course provides students with an opportunity to improve their standardized test scores in order to apply to college.

GRADUATION REQUIREMENT

None.

G 301 | ACT /SAT Preparation Class (.5 Credit)

11th

Prerequisite: 11th Grade Student.

Through the use of our contract partner More Than a Teacher, Savio students participate in an embedded SAT/ACT test prep elective that allows them to practice test-taking skills and strategies. This elective course is offered for an **additional fee of \$799** for juniors who must also sign up to take the ACT and SAT during the semester in which they are enrolled. At completion of this course, students are awarded a semester credit but their grade is not reflected in their cumulative GPA.

LEADERSHIP DEPARTMENT

MISSION

The mission of the Leadership Department is to develop servant leaders through exposure to leadership models, experiences, and reflection. Students who take leadership courses learn how to lead by example, inspire others, and make positive impacts on the world around them.

OVERALL COURSE DESCRIPTION

The Leadership Department offers courses that provide students with a variety of opportunities to develop their leadership skills by studying and actively doing. All students gain public speaking and communication skills through debate, but may also learn about leadership through other courses.

GRADUATION REQUIREMENT

One credit: Members of the class of 2019 and beyond take the Servant Leader Seminar as a freshman elective, which helps them fulfill their speech and health elective requirements.

Transfer students who need to fulfill their speech proficiency requirement may do so either by taking the Great Philosophical Debates Course or through an approved online course.

L 101 | Servant Leader Seminar (1.0 Credit)

9th

Prerequisite: None.

All incoming freshmen students take this year-long seminar course that provides them with a foundation in skills needed to be successful. In this class, they learn speaking, presentation, research, and organizational skills and learn to practice self-advocacy, digital citizenship, and responsible relationships with peers. Through this team building course, students demonstrate proficiency in speech, health knowledge, technology, research, cooperative learning, and servant leadership that are essential hallmarks of a St. Dominic Savio education.

L 201 | Great Philosophical Debates (.5 Credit)

Offered in the fall

10th, 11th, 12th

Prerequisite: A minimum PSAT Reading and Writing Score of 500.

This course serves as an introduction to the central topics, questions, and methods that inform recent and past discourse and debate in (primarily) the Western philosophical tradition. Such questions are: What is “reality”? Can we know truth? Do goodness and evil exist? However, insofar as the course content will be used in the service of exploring the personal and communal significance of such questions, the course invites students to *do* philosophy as much as it will serve as an introduction to its content. Students will fulfill the requirements of the course not only through learning about such central questions and topics but also through the integral philosophical work of reading, writing, and - most critically - discussion. *Completion of this course fulfills the speech proficiency requirement for transfer students.*

L 301 | Mentor Program (.5 Credit)

11th, 12th

Prerequisite: 12th Grade Students in the Fall, 11th or 12th Grade Students in the Spring.

The Mentor Program was created to provide students with the opportunity to practice servant leadership in the local community. During the semester, students in the Mentor Program serve at Holy Family Catholic School as an assistant in an assigned classroom. Mentors work closely with the classroom teacher and students in hopes of positively effecting the learning environment. *Applications for this elective are available from the guidance office.*

L 401 | Teaching Assistant Program (.5 Credit)**12th**

Prerequisite: 12th Grade Student, teacher recommendation.

Senior leaders in good academic and behavioral standing may apply to be teacher assistants in freshmen courses. Seniors who are accepted as Teaching Assistants will work closely with a faculty or staff member in a freshmen course or school office. Duties of teaching assistants include classroom setup, note-taking, tutoring of students, preparing lesson presentations, research guidance, and other assigned tasks. *Applications for this elective are available from the guidance office.*

L 501 | House Council Seminar (1.0 Credit)**10th, 11th, 12th**

Prerequisite: Only members of the House Council are members of this course.

The House Council Seminar course is a full-year course taught by the House Council facilitator. The course is open only to seniors, juniors, and sophomores who have been selected as prefects and secondaries for the House Council System. This course has two main goals: to provide a consistent meeting time for members of the House Council to schedule and plan school activities and events. Second, to provide leadership training and experience to student prefects. *Students who are interested in running for House Council should contact the House Council facilitator.*

MATHEMATICS DEPARTMENT

MISSION

The mission of the Mathematics Department is to foster a mathematics culture based on national and local standards that enables every student to learn, apply, and communicate mathematical concepts in problem solving situations.

OVERALL COURSE DESCRIPTION

All mathematics courses utilize discovery-based learning, where students explore concepts through individual and cooperative learning exercises and activities. Technology is constantly present in all classrooms and is used as a tool to discover concepts and solve complex problems. Students who take Advanced Placement (AP) classes are required to take the AP exam in May. Those who successfully fulfill the course requirements will receive AP weighted credit.

GRADUATION REQUIREMENTS

Four Credits: Students take four years of mathematics. All students must complete at least Algebra II by the time they graduate.

MA 101 | Algebra I (1.0 Credit)**9th**

Prerequisite: None.

This course is organized around families of functions, with special emphasis on linear and quadratic functions. Students learn to represent these functions in multiple ways including verbal descriptions, equations, tables and graphs. Students learn to model real-world situations using functions to solve problems.

MA 111 | Pre-AP Algebra I (1.0 Credit)**9th**

Prerequisite: Qualifying score of 500 or higher on the PSAT 8/9.

This course is organized around families of functions, with special emphasis on linear, quadratic and exponential functions. Students learn to represent these functions in multiple ways including verbal

descriptions, equations, tables and graphs. Students learn to model real-world situations using functions to solve problems and synthesis real-world situations.

MA 201 | Geometry (1.0 Credit)

9th, 10th, 11th

Prerequisite: Algebra I.

This course develops reasoning and problem solving skills through applying properties of congruence and similarity, lines, triangles, quadrilaterals, and circles. Students learn to model real-world situations using length, perimeter, area, circumference, surface area, and volume.

MA 211 | Pre-AP Geometry (1.0 Credit)

9th, 10th

Prerequisites: At least 2 of the following: teacher recommendation, 500 or higher on the PSAT math section, and a minimum grade of 95 in Algebra I or 88 in Pre-AP Algebra I. Incoming freshmen are enrolled in this course if they earn a qualifying score on the spring readiness test.

This course develops reasoning and problem-solving skills through proofs and applying properties of congruence and similarity, lines, triangles, quadrilaterals, and circles. Students learn to model real-world situations using length, perimeter, area, circumference, surface area, and volume.

MA 301 | Algebra II (1.0 Credit)

Various

Prerequisite: Geometry.

This course is organized around families of functions that include linear, quadratic, exponential, logarithmic, radical, and rational functions. Students learn to represent these functions in multiple ways including verbal descriptions, equations, tables and graphs. Students learn to model real-world situations using functions to solve problems.

MA 311 | Pre-AP Algebra II (1.0 Credit)

Various

Prerequisites: At least 2 of the following: teacher recommendation, 550 or higher on the PSAT math section, and a minimum grade of 95 in Geometry or 88 in Pre-AP Geometry. Incoming freshmen are enrolled in this course if they earn a qualifying score on the spring readiness test.

This course is organized around families of functions that include linear, quadratic, exponential, logarithmic, radical, and rational functions. Students learn to represent these functions in multiple ways including verbal descriptions, equations, tables and graphs. Students learn to model real-world situations using functions to solve problems and synthesize real-world situations.

MA 402 | Advanced Mathematics Decision Making (1.0 Credit)

12th

Prerequisite: Algebra II.

Advanced Mathematics Decision Making (AMDM) builds upon and extends what students have learned in previous math courses. This course covers a range of mathematics topics that are not part of most school mathematics programs and reinforces needed skills as students study new topics in relevant, engaging contexts. AMDM also helps students develop college and career skills such as collaborating, conducting research, and making presentations.

MA 401 | Pre-Calculus (1.0 Credit)

11th, 12th

Prerequisite: Algebra II.

This course emphasizes that functions can be grouped into families and that functions can be used as models for real-world behavior. Each function is compared and contrasted with other families of functions. Topics covered are to ensure a firm understanding of functions and their applications in real-world situations.

MA 411 | Pre-AP Pre-Calculus (1.0 Credit)**11th, 12th**

Prerequisites: At least 2 of the following: teacher recommendation, 550 or higher on the PSAT math section, and a minimum grade of 95 in Algebra II or 88 in Pre-AP Algebra II.

This course emphasizes that functions can be grouped into families and that functions can be used as models for real-world behavior. Each function is compared and contrasted with other families of functions. Non-routine problems are included to establish the idea that such problems are part of mathematics. Topics covered are to insure students have a strong foundation for AP Calculus.

MA 511 | AP Calculus AB (1.0 Credit)**11th, 12th**

Prerequisites: At least 2 of the following: teacher recommendation, 600 or higher on the PSAT math section, and a minimum grade of 95 in Pre-Calculus or 88 in Pre-AP Pre-Calculus.

Calculus AB, an Advanced Placement (AP) course, is a full year high school course which is comparable to the first semester of calculus that is typically offered in colleges and universities. The course emphasizes a multi-representational approach to calculus, with concepts and problems presented graphically, numerically, analytically and verbally.

MA 512 | AP Calculus BC (1.0 Credit)**12th**

Prerequisites: Pre-AP Pre-Calculus and teacher recommendation.

Calculus BC, an AP course, is a full year high school course which is comparable to the first two semesters of calculus that is offered in colleges and universities. The course emphasizes a multi-representational approach to calculus, with concepts and problems presented graphically, numerically, analytically and verbally. In addition to topics covered in Calculus AB, students cover addition techniques of integration, infinite series and a brief introduction to calculus of functions of two variables.

MA 513 | AP Statistics (1.0 Credit)**12th**

Prerequisites: At least 2 of the following: teacher recommendation, PSAT math score indicates Calculus-ready or AP Statistics-ready, and a minimum grade of 95 in Pre-Calculus or 88 in Pre-AP Pre-Calculus.

This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: describing patterns and departures from pattern, Sampling and Experimentation: planning and conducting a study, Anticipating Patterns: exploring random phenomena using probability and simulation, and Statistical Inference: estimating population parameters and testing hypotheses.

MA 611 | Multivariable Calculus (1.0 Credit)**11th, 12th**

Prerequisites: AP Calculus BC.

This course is offered as an online course through Jesuit Virtual Learning Academy. The school pays the membership fee and students taking this course only need to pay the fee (approximately \$350) for this course. Students are assigned to work independently and their progress is tracked by a Savio mathematics teacher throughout the year. Written tests are taken at Savio and mailed to JVLA.

DESCRIPTION FROM THE JVLA COURSE GUIDE: Students taking this course study the fundamental theorems and applications of multivariable calculus. This course extends the calculus of one-dimension, which is studied in the AP Calculus BC course, to Euclidean spaces of arbitrary dimension. The course begins with a careful consideration of vectors in \mathbb{R}^n . From there, we consider the theory of partial derivatives and vector fields. Multiple Riemann integrals are then considered as well as certain of their applications. Time permitting, the course concludes with a careful look at the important theorems of vector calculus – namely, the theorems of Green, Gauss, and Stokes. Where applicable, concepts are presented in full generality. In particular, a nontrivial amount of real analysis and point-set topology is

studied to facilitate studying certain of the multivariable calculus concepts. However, it is hoped that this increased sophistication allows students to see more clearly how multivariable calculus is a beautiful generalization of the single-variable calculus. Moreover, throughout the course, the instructor attempts to show students where the abstract mathematics can be applied.

SCIENCE DEPARTMENT

MISSION

The mission of the Science Department is to impart to students a thirst for truth through the rigorous acquisition of scientific knowledge and understanding, enabling students to encounter the beautiful harmony of God's manifold creation. The faculty strives to provide an academically challenging environment which fosters a virtuous pursuit of the scientific disciplines, while cultivating a spirit of wonder and a classroom culture which nurtures the joy of learning. In pursuit of its mission, the Science Department is committed to providing academic programs, facilities, and technology that support the learning environment, addressing the needs of students with varying abilities, fostering critical inquiry and problem solving, and assisting students in developing skills to be responsible Servant Leaders in the image of Christ.

OVERALL COURSE DESCRIPTION

Science courses incorporate a thorough study of Texas state standards and/or College Board Advanced Placement standards and objectives through strong conceptual foundations, application of problem solving skills using equations when appropriate, integration of hands-on laboratory activities, and laboratory reports. A variety of teaching techniques are employed such as technology integration, direct instruction, individual/group work, manipulatives and activities, demonstrations, laboratory skill development, laboratory experiments, and projects.

Students who take Advanced Placement (AP) classes are required to take the AP exam in May. Those who successfully fulfill the course requirements will receive AP weighted credit.

GRADUATION REQUIREMENTS

Four Credits: Biology, Chemistry, Physics, and one elective (Anatomy & Physiology, Environmental Systems, High School Research Initiative, AP Biology, AP Physics Electricity & Magnetism, or AP Chemistry). Many students surpass the minimum requirement and take additional science courses with instructor approval.

REQUIRED COURSES

SC 101 | Biology (1.0 Credit)

9th

Prerequisite: None.

In this course, students develop a conceptual framework for modern biology and recognize unifying themes that integrate major topics with less rigor and content depth than the Pre-AP Biology course. Students explore molecules and cells, cellular reproduction and genetics, biochemistry, evolution, and ecology, with a brief overview of human anatomy and physiology. Students develop critical thinking skills through active in-class discussion, laboratories, and projects about issues relating to current advancements in the life sciences. Study in all areas emphasizes the relationship between structure and function, biotic and abiotic, and a systemic approach.

SC 111 | Pre-AP Biology (1.0 Credit)**9th**

Prerequisite: Minimum PSAT 8/9 math score of 500.

In this course, students develop a conceptual framework for modern biology and recognize unifying themes that integrate major topics. Students explore molecules and cells, cellular reproduction and genetics, biochemistry, evolution, and ecology, with a brief overview of human anatomy and physiology. Students develop critical thinking skills through active in class discussion, laboratories, and projects about issues relating to current advancements in the life sciences. Study in all areas emphasizes the relationship between structure and function, biotic and abiotic, and a systemic approach. This course is intended for students with strong verbal and critical thinking skills who wish to pursue advanced science courses in their high school careers.

SC 201 | Chemistry (1.0 Credit)**10th**

Prerequisite: Biology.

This course covers central themes of chemistry, building upon a conceptual framework with applied problem solving with less rigor and content depth and breadth than the Pre-AP Chemistry course. Topics include states of matter, atomic theory and structure, arrangement of the periodic table, bonding, chemical equations, stoichiometry, acids and bases, and nuclear chemistry.

SC 211 | Pre-AP Chemistry (1.0 Credit)**10th**

Prerequisites: At least two of the following: A minimum grade of 90 in Pre-AP Biology, minimum PSAT math score of 500, and teacher recommendation.

This course covers central themes of chemistry building upon a conceptual framework with applied problem solving. Topics include states of matter, atomic theory and structure, arrangement of the periodic table, bonding, chemical equations, stoichiometry, acids and bases, reaction kinetics, chemical equilibrium, and oxidation-reduction reactions as well as organic and nuclear chemistry.

SC 301 | Physics (1.0 Credit)**11th**

Prerequisites: Biology and Chemistry.

This course undertakes a study of core physics content combining a conceptual foundation with applied mathematics. The course covers a broad range of material spanning both classical and modern physics: Newtonian mechanics, fluid mechanics, thermal physics, waves, optics, electricity, magnetism, and atomic physics. Assessments include extended projects in addition to traditional exams.

SC 311 | AP Physics C Mechanics (1.0 Credit)**11th**

Prerequisites: At least two of the following: a minimum grade of 90 in Pre-AP Chemistry, a minimum PSAT math score of 550, and teacher recommendation.

Co-requisite: Enrollment in or completion of Pre-AP Pre-Calculus.

AP Physics C Mechanics is a rigorous college-level calculus-based course for students interested in pursuing physical science and engineering disciplines. Students must be self-motivated and have a level of maturity and ability which would enable them to be successful with independent learning. Incoming students should be well-versed in algebra and trigonometry and have robust mathematical and problem solving skills (prior calculus knowledge a plus). Proceeding in a systematic manner, AP Physics C Mechanics develops conceptual foundations, stresses application of core principles, and cultivates critical thinking. The course focuses on Newtonian mechanics. Both theoretical and practical knowledge are emphasized using a combination of analytical assignments and student-conducted hands-on laboratory experiments.

ELECTIVE COURSES

SC 401 | Anatomy and Physiology (1.0 Credit)**

11th, 12th

Prerequisites: Biology and Chemistry.

This course is an intense program in human anatomy and physiology. In addition to covering the human body and how it should work, students will be exposed to a large variety of medical conditions that can develop from its improper functioning. Students are expected to spend time outside of class reviewing concepts and reading the required textbook. The topic areas include medical terminology, basic biochemistry, cell and tissue structure, and an in-depth study of the eleven systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary, and reproductive). This course is intended for upper level students who are interested in pursuing careers in the medical field or other life sciences.

SC 403 | High School Research Initiative (1.0 Credit)**

11th, 12th

Prerequisites: Biology, Chemistry, and teacher recommendation.

This innovative course offers students the chance to participate in a real-world research experience with University of Texas Austin faculty and graduate students. In the first semester, students develop two of their own research projects. In the second semester students are paired with University of Texas research educators to work on projects related to current campus research. This course is offered in conjunction with University of Texas's College of Natural Sciences and offers dual credit.

SC 411 | AP Biology (1.0 Credit)**

11th, 12th

Prerequisites: At least two of the following: A minimum grade of 90 in Pre-AP Biology, a minimum PSAT math score of 550, and teacher recommendation.

AP Biology is a rigorous college-level course for those interested in entering an applied or life science field or a non-science program which has science requirements. The course centers on four "Big Ideas" encompassing the interconnected topics of evolution, acquisition and utilization of free energy, the transmission of biological information, and the interaction of complex biological systems. Students develop advanced inquiry and critical thinking skills such as methods for data collection, data analysis, and application of mathematics. Both theoretical and practical knowledge are emphasized using a combination of analytical assignments and student-conducted hands-on laboratory experiments. Students complete a lengthy summer assignment prior to the start of the school year and participate in many labs throughout the course of the year which require the use of a laboratory notebook, the completion of several formal lab reports and may require independent work outside of class.

SC 412 | AP Chemistry (1.0 Credit)**

11th, 12th

Prerequisites: At least two of the following: A minimum grade of 90 in Pre-AP Chemistry, a minimum PSAT math score of 550, and teacher recommendation.

AP Chemistry is a rigorous college-level course for students interested in entering an applied or life science field or a non-science program which has science requirements. Following the College Board Curriculum Framework, AP Chemistry is organized around six big ideas with underlying enduring understandings, essential knowledge, and learning objectives. Topics include the structure, properties and role of atoms, patterns among the elements, physical and chemical properties of matter, attractive forces and bonding, synthesis, decomposition, acid-base, and oxidation-reduction reactions, reaction rates and mechanisms, thermodynamics, and chemical equilibrium. A summer assignment to review chemistry concepts from Pre-AP Chemistry is required. In addition, laboratory exercises are conducted after school on a weekly basis.

SC 414 | AP Physics C Electricity & Magnetism/Advanced Physics (1.0 Credit)**12th**

Prerequisites: AP Physics C Mechanics and teacher recommendation.

Co-requisite: Enrollment in or completion of AP Calculus AB.

AP Physics C is a rigorous college-level calculus-based course for students interested in pursuing physical science and engineering disciplines. Students must be self-motivated and have a level of maturity and ability which would enable them to be successful with independent learning. Incoming students should be well-versed in algebra and trigonometry and have robust mathematical and problem-solving skills (prior calculus knowledge a plus). Proceeding in a systematic manner, AP Physics C develops conceptual foundations, stresses application of core principles, and cultivates critical thinking. The course focuses on electricity and magnetism. Upon completion of College Board requirements, students will study further advanced topics in physics. Both theoretical and practical knowledge are emphasized using a combination of analytical assignments and student-conducted hands-on laboratory experiments.

***Junior students must take Physics but may be authorized to take an additional science course if they meet the prerequisites for the additional course.*

SOCIAL SCIENCE DEPARTMENT**MISSION**

The Social Science Department provides all students with academic and authentic learning opportunities. This includes understanding human beings in their diversity as expressed in their arts, literatures, histories, ideas, values, oral and written expressions, and behavior, as well as, promoting analytic, interpretive, interpersonal and communication skills, competent professionalism, and responsible citizenship.

OVERALL COURSE DESCRIPTION

Social Science courses require all students to analyze, interpret, and evaluate data relevant to the subject content. Primary source work, essay writing, and critical thinking skills are essential to these courses. Students who take Advanced Placement (AP) classes are required to take the AP exam in May. Those who successfully fulfill the course requirements will receive AP weighted credit.

GRADUATION REQUIREMENTS

Four Credits: World Geography, World History, United States History, United States Government, and Economics.

REQUIRED COURSES**SS 101 | World Geography (1.0 Credit)****9th**

Prerequisite: None.

World Geography is a multicultural, cross-disciplinary course designed to provide an accurate and complete view of the ever-changing world of which we are all a part. The course emphasizes physical geography (e.g., climate, earth processes, etc.) and human geography (e.g., world cultures, religions, beliefs, customs, economics, development, etc.). Significant importance is placed on cultural understanding, map locations, critical thinking issues, usage of the Internet in research, and problem

solving skills. Use of maps and spatial data, understanding and interpretation of data, defining and evaluating data are essential components of the course.

SS 201 | World History (1.0 Credit)

10th

Prerequisite: World Geography.

World History is a survey course with the purpose of developing a greater understanding of the historical development of global processes and contacts in the interaction of different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The periods of the course include: Foundations to 600 C.E., 600-1450, 1450-1750, 1750-1914, and 1914-present.

SS 211 | AP World History (1.0 Credit)

10th

Prerequisites: At least two of the following: at least a 92 in World Geography, teacher recommendation, and 570 or higher Critical Reading on PSAT.

The Advanced Placement World History course is a challenging survey course whose purpose is to develop a greater understanding of the historical development of global processes and contacts in the interaction of different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The periods of the course include: Foundations to 600 C.E., 600-1450, 1450-1750, 1750-1914, and 1914- Present. For each time period, knowledge of major developments that illustrate or link the six thematic areas with the major civilizations in Africa, the Americas, Asia and Europe is expected.

SS 301 | United States History (1.0 Credit)

11th

Prerequisites: World Geography, World History.

United States History is a survey course where students develop a greater understanding of the historical, political, economic, and social developments that have shaped the United States into the country it is today. The bulk of the course content covers historical eras from Reconstruction to the present era. Students analyze a variety of primary source documents, develop higher order thinking skills, and engage in thoughtful discussions in class. Students also demonstrate mastery of content and skills with multiple written assignments, group projects, and oral discussions. Overall, the main goal of the course is to inspire students to be life-long learners of history.

SS 311 | AP United States History (1.0 Credit)

11th

Prerequisites: At least two of the following: at least an 85 in AP World History or a 92 in World History, teacher recommendation, and 600 or higher Critical Reading on PSAT.

The Advanced Placement United States History is a challenging survey course with the purpose of developing a greater understanding of the historical developments in the United States from the Pre-Columbian era to the present. A student-centered classroom environment fosters critical thinking skills and active participation in the learning process. Students cultivate a community of learning during class discussions and while completing group work in order to promote a sharing of knowledge and to grasp the greater goal of understanding the unique history of the United States.

SS 401 | United States Government (.5 Credit)

12th

Prerequisites: World Geography, World History, U.S. History.

United States Government focuses on the various institutions, groups, beliefs, and ideas that constitute United States politics. Students gain an analytical perspective on government and politics in the United States both by studying the general concepts used to interpret U. S. politics and by analyzing specific

examples. Students learn how to analyze and interpret basic data relevant to U. S. government and politics and write extensively to perfect their essay writing and critical thinking skills.

SS 411 | AP United States Government (.5 Credit)

12th

Prerequisites: At least two of the following: at least an 85 in AP United States History or a 92 in United States History, teacher recommendation, and 600 or higher Critical Reading on PSAT.

Advanced Placement United States Government focuses on the institutions, groups, beliefs, and ideas that constitute United States politics. Students gain an analytical perspective on government and politics in the United States. They analyze the U.S. Constitution, as well as other important documents that have shaped U. S. politics. They examine landmark Supreme Court cases and evaluate their impact on government. Students analyze, interpret and evaluate data relevant to U. S. government and politics.

SS 402 | Economics (.5 Credit)

12th

Prerequisites: World Geography, World History, U.S. History, U.S. Government.

This course focuses on giving students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course studies the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics.

SOCIAL SCIENCE ELECTIVES

Social Science electives will be offered depending on teacher availability, student requests, and scheduling needs.

SS 102 | Model United Nations (.5 Credit)

Various

Prerequisite: None.

This semester course has a multifaceted approach that allows students to develop knowledge and skills for participating in Model United Nations simulations that require extensive knowledge of contemporary global issues. While development of understanding of the political, economic, and social situations of an array of different countries/regions of the world is an important part of the course, students actively role-play persons of ambassadorial stature and use rhetorical skills to expound their researched perspective of a topic to both small and large audiences. Students research the history and current status of the United Nations, the historical and contemporary backgrounds of countries, the topics chosen for either formal multi-school conferences or informal in-class simulations, and the rules of parliamentary procedure. They also develop speech-writing skills and practice public speaking, both formally and informally. Students draft position papers on given topics, practice writing draft resolutions, caucus and use skills of diplomacy at conferences and in an informal classroom setting. Students engage primarily in analytical, long-term projects, while daily developing a theoretical framework for understanding international relations. ***Students who enroll in this course are required to attend one out of school Model UN conference.***

SS 103 | Introduction to International Relations (.5 Credit)

Various

Prerequisite: none

This semester course encourages students to research, write, and think critically about the foundations of international relations theory and its applicability to world events. Students learn the major theories that scholars have used to explain world events, using this foundation to develop their own approach to understanding global politics. Students examine key moments in world history, research the causes of major wars, and discuss how issues of power, ideology, domestic politics, institutions, and diplomacy

shape relations between states. Students use this historical and theoretical knowledge to propose solutions to contemporary problems such as global terrorism, nuclear proliferation, human rights, transnational social justice, environmental change, and international finance.

SS 104 | Introduction to Entrepreneurship (.5 Credit)

Various

Prerequisite: none

This course introduces students to the fundamental questions and strategies involved in starting a business or working for an entrepreneurial company. Students attain a basic familiarity with the economic principles of supply and demand, and progress to an understanding of various market and business types. Through the study of successful business models, topical readings, and engagement in team projects, students learn the basics of harboring a business idea, gathering funding for and launching a business, and maintaining and growing the organization.

L 201 | Great Philosophical Debates (.5 Credit)

10th, 11th, 12th

Prerequisite: A minimum PSAT Reading and Writing Score of 500.

This course serves as an introduction to the central topics, questions, and methods that inform recent and past discourse and debate in (primarily) the Western philosophical tradition. Such questions are: What is “reality”? Can we know truth? Do goodness and evil exist? However, insofar as the course content will be used in the service of exploring the personal and communal significance of such questions, the course invites students to *do* philosophy as much as it will serve as an introduction to its content. Students will fulfill the requirements of the course not only through learning about such central questions and topics but also through the integral philosophical work of reading, writing, and - most critically - discussion. *Completion of this course fulfills the speech proficiency requirement for transfer students.*

SS 202 | Genocide and Servant Leadership (.5 Credit)

10th, 11th, 12th

Prerequisite: 10th to 12th grade students only.

Genocide, the Holocaust, and Servant Leadership is a one-semester elective course that empowers students to research, study, and think critically about the Holocaust and other incidents of Genocide. Students will use the lessons of these tragedies to understand and identify their roles as servant leaders in their communities and larger society. The students will review Holocaust and genocide articles, texts, websites, and films in order to gain a greater understanding of the roles that people take in conflict situations: perpetrator, collaborator, bystander, victim, and ally. Students will then apply these lessons to their everyday lives and to their quest to become Servant Leaders in the Image of Christ.

SS 203 | Contemporary Issues (.5 Credit)

10th, 11th, 12th

Prerequisite: 10th to 12th grade students only.

The ultimate purpose of this semester-long course is to help students become life-long, critical learners. This is achieved through independent investigations and analyses of contemporary issues in American society that expose students to a variety of topics that are currently affecting the country and the world. Topics may include debates over the role of government in the lives of Americans, environmental issues, food production and health guidelines, issues in the American education system, immigration, and the shrinking middle class. Primarily based on current events, students are required to read daily news reports and additional topics may arise as the course progresses. Students must be prepared to engage in sophisticated and mature discussions in class, to learn to respect the points of view of others, and to formulate logical opinions on their own.

SS 303 | Personal Finance (.5 Credit)**11th, 12th***Prerequisite: 11th to 12th grade students only.*

The purpose of this semester course is to develop citizens who have the knowledge and skills to make sound, informed financial decisions that allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as for the economy as a whole. The course teaches students to apply critical thinking and problem solving skills to analyze decisions involving earnings and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. The class provides students with plenty of real life examples and knowledge applicable to life after high school and college. Upon completion of the course, students compile a personal finance portfolio filled with helpful resources to use in college and beyond.

SS 304 | Introduction to Psychology (.5 Credit)**10th, 11th, 12th***Prerequisite: 10th to 12th grade students only.*

This course is designed to give the student an introduction into the field of psychology. Areas covered include but are not limited to: learning theory, human development, the senses, learning, motivation and emotion, memory, intelligence, and psychological disorders.

SS 314 | AP Psychology (.5 Credit)*Offered in the spring***10th, 11th, 12th***Prerequisites: 10th to 12th grade students only, at least an 85 in Intro to Psychology and teacher recommendation.*

This college-level course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Areas covered include but are not limited to: historical background, methods and research, biological psychology, sensation and perception, consciousness, learning, cognition, motivation and emotion, development, personality, testing, abnormal psychology, treatment, and social psychology. Factual knowledge, interpretation, primary source work and essay writing are essential components of the course.

TECHNOLOGY DEPARTMENT

MISSION

Through technical training, problems solving, and teamwork, the mission of the Technology Department is to teach students to use various technologies, to adapt to emerging technologies, and to be prepared and equipped to confront the challenges people face in the 21st century. Technology has such an impact on all people's lives; thus, the department strives to prepare our students to be conscientious, collaborative, and creative in their use of technology.

OVERALL COURSE DESCRIPTIONS

In these courses, students understand the scope of these fields and learn industry terminology, explore and learn to adapt to emerging technologies, and understand the ethical and social issues concerning technology and business and understand how their Catholic faith can guide decisions in these fields. Furthermore, students become aware of how technology and business affect daily life, explore various fields of study and career paths, develop proficient communication skills, work effectively with a team, adhere to deadlines, give confident presentations, and develop and foster their creativity through different disciplines within the technology and business fields.

Students who take Advanced Placement (AP) classes are required to take the AP exam in May. Those who successfully fulfill the course requirements will receive AP weighted credit.

GRADUATION REQUIREMENTS

None.

TE 101 | Yearbook (1.0 Credit)

Various

Prerequisite: Application must be submitted and approved to enroll in the course.

This course is only open to those students who have been through the application process and have been selected to be a part of the Yearbook Staff. Students in the Yearbook course are involved in the production of the school yearbook. The course centers on teamwork and cooperation as staff members work closely with one another to produce this high quality, award-winning publication. The course focuses on layout planning and design, commercial photography, copy writing, proofing, planning, organization, teamwork, and communication. *Several times a year attendance at school events outside of school hours is required. Students interested in joining the Yearbook Staff may obtain an application from the yearbook teacher.*

TE 201 | Digital Art and Animation (1.0 Credit)

10th-12th

Prerequisites: Yearbook credit and application must be submitted and approved to enroll in the course.

This course is only open to those students who have applied and selected to be a member of the leadership team of the Yearbook. Students develop college readiness skills through the use of the six strands of technology applications as they assist in creating the school yearbook. Students learn digital art and animation skills using digital imaging software as well as photography skills. They also develop leadership skills as they learn to manage production of various sections of the yearbook. *Several times a year attendance at school events outside of school hours is required. This course fulfills the Fine Arts credit requirement and can only be taken by students who successfully completed a year in Yearbook and will be a part of the Yearbook Leadership Team.*

TE 301 | Digital Design & Media Production (1.0 Credit)

Various

Prerequisite: None

Students in this course demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. Students will create projects in Adobe Illustrator, Photoshop, and Premier Pro.

TE 105 | Introduction to Computer Science (1.0 Credit)

Various

Prerequisite: None.

Introduction to Computer Science (ICS) is designed to be the first computer science course for students who have no prior programming experience. Students explore the application of computing across career paths and build skills and awareness of digital citizenship and cybersecurity. Students create simple applications for mobile devices using MIT App Inventor. They expand their knowledge of programming as they learn JavaScript and explore Virtual Reality.

TE 205 | AP Computer Science Principles (1.0 Credit)**10th, 11th, 12th**

Prerequisites: At least 2 of the following: teacher recommendation, grade of 85 or higher in a previous Engineering or Computer Science Course, and a minimum score of 550 on the math PSAT.

AP Computer Science Principles offers a multidisciplinary and multiple platform approach, using Scratch, HTML and Python as the primary tools, to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. This course prepares students for both the digital portfolio artifacts that will be submitted to the College Board and the AP Computer Science Principles exam.

TE 305 | AP Computer Science A (1.0 Credit)**10th, 11th, 12th**

Prerequisites: At least 2 of the following: teacher recommendation, grade of 85 or higher in a previous Engineering or Computer Science Course, and a minimum score of 550 on the math PSAT.

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. This course prepares students for the AP Computer Science A exam.

THEOLOGY DEPARTMENT

MISSION STATEMENT

The Theology Department seeks to draw students into relationship with God and catechize students with the official teachings of the Catholic faith. The Theology Department strives to inspire and better equip students to answer God's call to be servant leaders in the image of Christ who evangelize the world today.

OVERALL COURSE DESCRIPTIONS

Theology courses engage both the mind and the hearts of students. In the words of Bl. Basil Moreau, "We want to let our students try their learning in the world and so make prayers of their education." As such, the courses prayerfully and thoughtfully explore Scripture, Tradition, and the students' own experiences. The goals of these courses include not only gaining a working academic knowledge of theology, but more importantly, developing the capacity to engage this knowledge in order to grow in relationship and understanding of God. The curriculum is Christocentric in nature, which means each of the courses has a specific focus on Jesus Christ and is composed of a four-year, eight semester catechetical development where each course builds on the foundation of the previous course.

GRADUATION REQUIREMENTS

Four Credits: Theology I, Theology II, Theology III, and one Theology IV elective credit taken during the senior year (2 semesters).

REQUIRED COURSES

TH 101A | Theology I: The Revelation of Jesus Christ in Scripture (.5 Credit) 9th

Prerequisite: None.

This course provides students with a general knowledge and appreciation of Sacred Scripture. Through the study of the Old Testament, students come to encounter the living Word of God, Jesus Christ. Students learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. Students learn how to read the Bible and become familiar with the major sections of the Bible and the books included in each.

TH 101B | Theology I: Who is Jesus Christ? (.5 Credit) 9th

Prerequisites: Theology I 101A.

This course introduces students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. Through this course, students understand that Jesus Christ is the fullness of revelation to people from God. In learning about who Jesus is, the students also learn who He calls them to be. Particular attention to the Gospels is given, so that students may grow to know and love Jesus Christ more personally.

TH 201A | Theology II: The Mission of Jesus Christ (The Paschal Mystery) (.5 Credit) 10th

Prerequisites: Theology I (101A and 101B).

This course helps students understand all that God has done for His people through his Son, Jesus Christ. Students learn that for all eternity, God has planned for His people to share eternal happiness with Him, and that this is brought about through the act of redemption. Students learn that they share in this redemption only in and through Jesus Christ. Finally, they are introduced to the meaning of discipleship.

TH 201B | Theology II: Jesus Christ's Mission Continues in the Church (.5 Credit) 10th

Prerequisites: Theology I, Theology II (201A).

This course helps students understand that in and through the Church they encounter the living Jesus Christ. They are introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students come to know that the Church is the living Body of Christ today.

TH 301A | Theology III: Sacraments As Privileged Encounters with Jesus Christ (.5 Credit) 11th

Prerequisites: Theology I, Theology II.

This course helps students understand the Sacraments as invitations and privileged opportunities to grow in relationship with God. Students are invited to explore how they can encounter Christ today in a full and real way in and through the Sacraments, and especially through the Eucharist. Students examine each of the Sacraments in detail so as to learn how God is pouring out love and friendship in these tangible ways throughout a person's life. This study of the seven Sacraments is always geared toward helping the students to develop a sacramental view of the world: seeing God's presence and action in everything around them.

TH 301B | Theology III: Life in Jesus Christ (Christian Morality) (.5 Credit) 11th

Prerequisites: Theology I, Theology II, Theology III (301A).

This course helps students engage Catholic moral teaching in order to not only understand what the Church, as the Body of Christ, teaches, but also why the Church teaches what it does. Students engage morality not as a list of rules to follow, but rather as a search for the truth of the human person and a search for true goodness. Students also explore how to live out this response to God's love that is

Christian morality with the emphasis that it is only through Christ that they can fully live out God's plans for their lives and seek the good which God wants for every human person.

THEOLOGY ELECTIVES

Seniors choose two semester courses, Timothy Team, or Christian Outreach for their senior theology credit. Some courses require students to submit an application in advance.

TH 401A | Theology IV: Christian Spirituality and Prayer (.5 Credit) 12th

Prerequisites: Theology I, Theology II, Theology III .

This course leads students on a journey of discovering Christian spirituality in the Catholic tradition. Students delve into the lives of great saints and their prayer practices. They study how the founders of major religious orders had the initial impulse in the development of various spiritualities and how those who embraced the insight of these founders applied it to new centuries and changing circumstances. Students discover the joy found in a life dedicated to service and how they may apply the prayer of these schools of spirituality in their own lives today.

TH 401B | Theology IV: World Religions (.5 Credit) 12th

Prerequisites: Theology I, Theology II, Theology III, Theology IV (401A).

The course examines the truths of Catholic faith in conversation with primitive religions and the major non-Christian religions including Hinduism, Buddhism, Taoism, Confucianism, Islam and Judaism. While learning to evaluate non-Christian religions from a Christian perspective, the students acquire a better understanding of their own Christian faith.

TH 401C | Theology IV: Defending the Faith-Christian Apologetics (.5 Credit) 12th

Prerequisites: Theology I, Theology II, Theology III .

This course challenges students to ask the difficult questions of the Catholic faith in order to strengthen their foundation of Catholic theology and beliefs and to develop their relationship with God. Students seek truth by learning the reasons why the Church teaches what she does and by focusing on areas such as Theology of God, the Authority of the Catholic Church, the Sacraments of the Church, and selected moral teachings of the Church. Particular emphasis is placed on the dangers of relativism while building a strong and competent understanding of a full life in Christ within the Catholic Church.

TH 401D | Theology IV: Foundations of Christian Thought (.5 Credit) 12th

Prerequisites: Theology I, Theology II, Theology III .

This course introduces students to the philosophical foundations of Catholicism by examining the lives and thought of philosophers and theologians who have contributed significantly to the establishment of that foundation. Emphasis is placed especially on Plato and successive Christian 'Platonists' like St. Augustine, and on Aristotle and Christian 'Aristotelians' like St. Thomas Aquinas. The relationship between these philosophers and their Christian successors is used as a model for understanding the relationship between Catholicism and secular culture, reason and revelation, and Catholic thought and Catholic life.

TH 401E | Theology IV: Vocation and The Christian Imagination (.5 Credit) 12th

Prerequisites: Theology I, Theology II, Theology III .

This course will help students understand the vocation of life: how Jesus Christ calls each one of us to live in a way that is full and true. In this course, students will explore how all vocations are similar and how they differ. The course is structured around married life, single life, priestly life, and consecrated

life. Students will discover what it means to live for the benefit of others and the value in considering a vocation in service to the Christian community.

TH 501 | Timothy Team Seminar "Together in Ministry" (1.0 Credit)

11th, 12th

Prerequisite: Application and acceptance to the Timothy Team. This credit may count as the required Senior Theology elective for the senior students enrolled.

The "Together in Ministry" course is a full-year course taught by the Director of Formation and Ministry. The course is open only to seniors and juniors who have been accepted as members of the Timothy Team. This course has two main goals: to assist these peer leaders to more effectively create and lead ministry opportunities for the school, to explore the theological nature of ecclesial ministry (both lay, religious, and ordained) as part of the overall evangelical mission of the Church. Throughout the course students pursue the integration of theological competence with pastoral skills especially with regards to a few principle questions: What is theological reflection? How is it done? What are some resources upon which to draw for theological reflection in ministry? *Students who are interested in Timothy Team membership are to obtain application forms from the Director of Formation and Ministry.*

TH 502 | Christian Outreach (1.0 Credit)

11th, 12th

Prerequisite: Application and acceptance to Christian Outreach. This credit may count as the required Senior Theology elective for the senior students enrolled.

This course introduces students to the Church's social teaching. Students learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission and how they can live as servant leaders in the world. Student will research, create, and communicate service opportunities for the school that are based in the Corporal Works of Mercy. Students will also work to create an infrastructure that will maintain these service opportunities. *Students who are interested in Christian Outreach membership are to obtain application forms from the Director of Formation and Ministry.*

WELLNESS DEPARTMENT

MISSION

The Wellness Department strives to empower young men and women to develop life-long habits that foster physical, mental, and spiritual health. Students are educated on how to make proper health choices and how to stay physically active.

OVERALL COURSE DESCRIPTIONS

Wellness courses provide opportunities for students to learn about physical and mental health, to develop exercise routines, and to improve their physical fitness. Students may fulfill their wellness requirements by playing two sports seasons or by taking two semesters of a physical education course.

GRADUATION REQUIREMENT

One Credit: Physical Education courses or verified participation on a Savio Athletic Team (two seasons). All students who enter St. Dominic Savio as freshmen earn their health credit by taking the Servant Leader Seminar. Students who transfer into Savio as sophomores or juniors need to earn their health credit in summer school or through approved online course work.

PE 101 | Physical Education (.5 Credit)**Various***Prerequisite: None.*

In this class, students participate in a variety of team and individual sport activities to increase their fitness levels. This class is designed to meet the physical, mental, and social needs of the whole student. The primary objectives are to improve physical fitness, increase knowledge and skills of lifetime sports, and develop awareness of health practices.

PE 201 | Strength & Conditioning (.5 Credit)**Various***Prerequisite: None.*

This class is designed to meet the needs of the physical education student and the student athlete. The course provides personalized and team programs to improve muscular and cardio-vascular development through proper strength/lifting routines, proper conditioning/ agility routines and proper techniques. Safety procedures and the importance of proper nutrition are included. Pretests are conducted in the areas of strength, vertical jump, speed, and agility. Students set goals for each of these areas and are instructed in techniques that help them reach these goals. Students benefit from the opportunity to improve strength and conditioning during school hours while enhancing academic accountability outside of the classroom. This class is designed to meet the physical, mental, and social needs of the whole student. The primary objectives are to improve physical fitness, increase knowledge and skills of lifetime sports, and develop awareness of health practices.

PE 301 | Cardio Aerobics (.5 Credit)**Various***Prerequisite: Only open to female students.*

Students are exposed to a variety of activities that promote health-related fitness. They participate in physical exercise of low intensity that depends primarily on the aerobic energy-generating process. The major health goals of this course are for students to strengthen their heart and other muscles, improve their respiration, increase their circulation efficiency and reduce their blood pressure, and improve their mental health.

WORLD LANGUAGES DEPARTMENT**MISSION**

The World Language Department believes that learning another language makes a person more well-rounded and cosmopolitan. The World Language teachers strive to enrich the learning of students with knowledge of a language, its grammar, and its vocabulary. The World Language teachers also seek to broaden the horizons of students through the study of culture, history, literature, and geography. The department actively promotes the values of the Catholic Church in their classes and strives to develop Servant Leaders in the Image of Christ.

OVERALL COURSE DESCRIPTIONS

In all language classes, students learn extensive vocabulary and grammar through speaking, writing, reading, and listening practice. Students develop strong proficiency in their selected language as well as a deeper understanding and appreciation for the cultures of the selected languages. All courses incorporate the Catholic identity of the school, which includes the ability to say Catholic prayers such as the Hail Mary, the Our Father, the Glory Be, and the Apostles Creed, among others. Students who take Advanced Placement (AP) classes are required to take the AP exam in May. Those who successfully fulfill the course requirements will receive AP weighted credit.

GRADUATION REQUIREMENTS

Three Credits: All students take three years of the same language to graduate, unless students take two years of two different languages in order to earn the Arts and Humanities Endorsement.

WL 131 | Chinese I (1.0 Credit)

Various

Prerequisite: None.

This is the entry course for the regular-track curriculum and it is designed for students with no Chinese background at all. The course emphasizes Chinese basic pronunciation (pinyin), writing using Chinese characters, listening, speaking, and reading. Students learn Chinese cultural facts and social-cultural etiquette when developing basic communication skills in Chinese. The course focuses on Chinese character writing (in correct stroke order), basic grammar and vocabulary to make simple sentences, and short paragraph reading.

WL 132 | Pre-AP Chinese I (1.0 Credit)

Various

Prerequisites: Previous Chinese experience and a minimum PSAT 8/9 Reading and Writing score of 570.

This is the entry course for the advanced-track curriculum and it is designed for students with some Chinese background. The Pre-AP level demands deeper understanding and faster processing for success. The Pre-AP course moves quickly and students complete additional projects during the year. The course emphasizes Chinese basic pronunciation (pinyin), writing using Chinese characters, listening, speaking, and reading. Students learn Chinese cultural facts and social-cultural etiquette when developing basic communication skills in Chinese. The course focuses on Chinese character writing (in correct stroke order), basic grammar and vocabulary to make simple sentences, and short paragraph reading.

WL 231 | Chinese II (1.0 Credit)

10th, 11th

Prerequisites: Chinese I.

This course is for students who have completed Chinese I. The course focuses on attaining oral and auditory skills to function in daily communication situations, developing reading and writing skills for functional literacy, learning foundational grammar for complex sentences and very short paragraph construction, and learning more about Chinese culture.

WL 232 | Pre-AP Chinese II (1.0 Credit)

10th, 11th

Prerequisites: Minimum grade of 87 in Pre-AP Chinese I or 95 in Chinese I and teacher recommendation.

This course is for students who have completed Pre-AP Chinese I and who have shown considerable proficiency in the course. The course focuses on attaining oral and auditory skills to function in daily communication situations, developing reading and writing skills for functional literacy, learning foundational grammar for complex sentences and very short paragraph construction, and learning more about Chinese culture. The Pre-AP level, however, demands a deeper understanding and faster processing for success. The Pre-AP course moves quicker and completes more projects during the year.

WL 331 | Chinese III (1.0 Credit)

11th, 12th

Prerequisites: Chinese I and Chinese II.

This course is for students who have completed Chinese II. The course focuses on attaining oral and auditory skills to function in daily communication situations, developing reading and writing skills for functional literacy, learning foundational grammar for complex sentences and very short paragraph construction, and learning more about Chinese culture.

WL 332 | Pre-AP Chinese III (1.0 Credit)**11th, 12th**

Prerequisites: Minimum grade of 87 in Pre-AP Chinese II or 95 in Chinese II and teacher recommendation.

This course is for students who have completed Pre-AP Chinese II and who have shown continued proficiency in learning Chinese. The course focuses on attaining oral and auditory skills to function in daily communication situations, developing reading and writing skills for functional literacy, learning foundational grammar for complex sentences and very short paragraph construction, and learning more about Chinese culture. The Pre-AP level, however, demands a deeper understanding and faster processing for success. The Pre-AP course moves quicker and completes more projects during the year.

WL 431 | Chinese IV (1.0 Credit)**11th, 12th**

Prerequisites: Chinese I, Chinese II and Chinese III.

This course is for students who have completed Chinese III. The course focuses on attaining oral and auditory skills to function in daily communication situations, developing reading and writing skills for functional literacy, learning foundational grammar for complex sentences and very short paragraph construction, and learning more about Chinese culture.

WL 432 | Pre-AP Chinese IV (1.0 Credit)**12th**

Prerequisites: Chinese I, Pre-AP Chinese II, Pre-AP Chinese III AND teacher recommendation.

This course is for students who have completed Pre-AP Chinese III and who have shown continued proficiency in learning Chinese. The course focuses on attaining oral and auditory skills to function in daily communication situations, developing reading and writing skills for functional literacy, learning foundational grammar for complex sentences and very short paragraph construction, and learning more about Chinese culture. The Pre-AP level, however, demands a deeper understanding and faster processing for success. The Pre-AP course moves quicker and completes more projects throughout the year.

WL 121 | Latin I (1.0 Credit)**Various**

Prerequisite: None.

This course is the first level of high school Latin. Beginning-level grammar and vocabulary are learned, as well as basic reading and writing skills in Latin. In addition, the cultures of Classical Antiquity (Greece and Rome) and Medieval Western Europe are studied. Students read stories from the Catholic as well as the Classical tradition. Students work on reading and writing as well as increase their communication skills in everyday conversational language. Latin is used as much as possible in the classroom.

Note: Latin I and Pre-AP Latin I may be taught at the same time in a differentiated classroom.

WL 122 | Pre-AP Latin I (1.0 Credit)**Various**

Prerequisites: Previous Latin experience and a minimum PSAT 8/9 Reading and Writing score of 570.

This course is the advanced version of the first level of high school Latin. The Pre-AP level demands deeper understanding and faster processing for success. The Pre-AP course moves quickly and students complete additional projects during the year. Beginning-level grammar and vocabulary are learned, as well as basic reading and writing skills. In addition, the cultures of Classical Antiquity (Greece and Rome) and Medieval Western Europe are studied. Students read stories from the Catholic and Classical traditions. Students work on reading and writing as well as increase their communication skills in everyday conversational language. Latin is used as much as possible in the classroom.

Note: Latin I and Pre-AP Latin I may be taught at the same time in a differentiated classroom.

WL 221 | Latin II (1.0 Credit)**9th,10th***Prerequisite: Latin I.*

This class is the second level of high school Latin. Intermediate-level grammar and vocabulary are learned, as well as further reading and writing skills. Also, the cultures of Classical Antiquity (Greece and Rome) and Medieval Western Europe are studied: their history, art, and music. Students read stories from the Catholic and Classical traditions. Students work on reading and writing as well as increase their communication skills in conversational language. Latin is used as much as possible in the classroom.

Note: Latin II and Pre-AP Latin II may be taught at the same time in a differentiated classroom.

WL 222 | Pre-AP Latin II (1.0 Credit)**9th, 10th***Prerequisites: A minimum grade of 87 in Pre-AP Latin I or 95 in Latin I and teacher recommendation.*

This class is the advanced version of the second level of high school Latin. The Pre-AP level demands deeper understanding and faster processing for success. The Pre-AP course moves quickly and students complete additional projects throughout the year. Intermediate-level grammar and vocabulary are learned, as well as further reading and writing skills. Also, the cultures of Classical Antiquity (Greece and Rome) and Medieval Western Europe are studied: their history, art, and music. Students will read stories from the Catholic and Classical traditions. Students work on reading and writing as well as increase their communication skills in conversational language. Latin is used as much as possible in the classroom.

Note: Latin II and Pre-AP Latin II may be taught at the same time in a differentiated classroom.

WL 321 | Latin III (1.0 Credit)**10th,11th***Prerequisites: Latin I and Latin II.*

This class is the third level of high school Latin. Advanced-level grammar and vocabulary and introductory literary and philological study are learned, as well as further reading and writing skills. Also, the cultures of Classical Antiquity (Greece and Rome) and Medieval Western Europe are studied: their history, art, and music. Students work on reading and writing as well as increase their communication skills in conversational language. Latin is used as much as possible in the classroom.

Note: Latin III will be offered as an independent study, which requires students to work on their own at times but they will meet periodically with their instructor.

WL 322 | Pre-AP Latin III (1.0 Credit)**10th,11th***Prerequisites: A minimum grade of 87 in Pre-AP Latin II or 95 in Latin II and teacher recommendation.*

This class is the third level of high school Latin. The Pre-AP level demands deeper understanding and faster processing for success. The Pre-AP course moves quickly and students complete additional projects throughout the year. Advanced-level grammar and vocabulary and introductory literary and philological study are learned, as well as further reading and writing skills. Also, the cultures of Classical Antiquity (Greece and Rome) and Medieval Western Europe are studied: their history, art, and music. Students work on reading and writing as well as increase their communication skills in conversational language. Latin is used as much as possible in the classroom. This course also prepares students to take the AP Latin IV course.

Note: Latin III and Pre-AP Latin III may be taught at the same time in a differentiated classroom.

WL 422 | AP Latin IV (1.0 Credit)**11th, 12th***Prerequisites: A minimum grade of 87 in Pre-AP Latin III or 95 in Latin III and teacher recommendation.*

AP Latin IV is designed to provide advanced high school students with a rich and rigorous Latin course that is equivalent to a college level course. Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose. Throughout the course, students develop their language skills through various activities: precise, literal translation of prepared poetry and

prose; reading with comprehension of sight passages, both poetry and prose; and written analyses that demonstrate the results of critical reading in clear and coherent arguments supported by textual examples. The course integrates explicit attention to developing skills for reading, translating, and analyzing Latin texts, as well as to demonstrating contextual knowledge, making connections to other disciplines and comparisons between Latin and English usages. Using Vergil and Caesar as a base, the course helps students reach beyond translation to read with critical, historical, and literary sensitivity.

WL 101 | Spanish I (1.0 Credit)

9th, 10th, 11th, 12th

Prerequisite: None.

This course is the first level of high school Spanish. Beginning-level grammar and vocabulary are taught, as well as basic reading and writing skills in Spanish. In addition, the cultures of Spanish-speaking countries are taught: their history, art, music, and cuisine. Students work on reading and writing as well as increase their communication skills in everyday conversational language suitable for this level. As much as possible, Spanish is used in the classroom.

WL 111 | Pre-AP Spanish I (1.0 Credit)

9th, 10th, 11th, 12th

Prerequisites: Previous Spanish experience, qualifying score on the readiness exam, and a minimum PSAT 8/9 Reading and Writing score of 570.

This course is the advanced version of the first level of high school Spanish. The Pre-AP level demands a deeper understanding and faster processing for success. The Pre-AP course moves quickly and students complete additional projects throughout the year. Beginning-level grammar and vocabulary are taught, as well as basic reading and writing skills in Spanish. In addition, the cultures of Spanish-speaking countries are taught: their history, art, music, and cuisine. Students work on reading and writing as well as increase their communication skills in everyday conversational language suitable for this level. As much as possible, Spanish is used in the classroom.

WL 201 | Spanish II (1.0 Credit)

9th, 10th

Prerequisite: Spanish I.

This course is the second level of high school Spanish. It assumes a basic knowledge of beginning-level Spanish. Intermediate-level grammar and vocabulary are taught, as well as intermediate reading and writing skills in Spanish. In addition, the cultures of Spanish-speaking countries are taught: their history, art, music, and cuisine. As much as possible, Spanish will be used in the classroom.

WL 211 | Pre-AP Spanish II (1.0 Credit)

9th, 10th

Prerequisites: Minimum grade of 87 in Pre-AP Spanish I or 95 in Spanish I and teacher recommendation.

Freshmen students may place into this course with a qualifying score on the readiness test.

This course is the advanced version of the second level of high school Spanish. The Pre-AP level demands a deeper understanding and faster processing for success. The Pre-AP course moves quickly and students complete more projects throughout the year. It assumes a basic knowledge of beginning-level Spanish. Intermediate-level grammar and vocabulary are taught, as well as intermediate reading and writing skills in Spanish. In addition, the cultures of Spanish-speaking countries are taught: their history, art, music, and cuisine. As much as possible, Spanish is used in the classroom.

WL 301 | Spanish III (1.0 Credit)

Various

Prerequisites: Spanish I and Spanish II.

This course is the third level of high school Spanish. It assumes a knowledge of intermediate-level Spanish. Advanced-level grammar and vocabulary are taught, as well as advanced reading and writing skills in Spanish. In addition, the cultures of Spanish-speaking countries are taught: their history, art,

music, and cuisine. Students work on reading and writing as well as increase their communication skills in everyday conversational language suitable for this level. As much as possible, Spanish is used in the classroom.

WL 311 | Pre-AP Spanish III (1.0 Credit)

Various

Prerequisites: Minimum grade of 87 in Pre-AP Spanish II or 95 in Spanish II and teacher recommendation.

This course is the advanced version of the third level of high school Spanish. The Pre-AP level demands a deeper understanding and faster processing for success. The Pre-AP course moves quickly and students complete more projects throughout the year. It assumes a thorough knowledge of intermediate-level Spanish. Advanced-level grammar and vocabulary are taught, as well as advanced reading and writing skills in Spanish. In addition, the cultures of Spanish-speaking countries are taught: their history, art, music, and cuisine. Students work on reading and writing as well as increase their communication skills in everyday conversational language suitable for this level. As much as possible, Spanish is used in the classroom.

WL 402 | AP Spanish Language and Culture (1.0 Credit)

Various

Prerequisites: Minimum grade of 87 in Pre-AP Spanish III or 95 in Spanish III and teacher recommendation.

AP Spanish Language and Culture is equivalent to a third-year college course. This is an intensive course that helps students increase their vocabulary through literature and literary articles, write essays, and oral presentations. Advanced grammar is also emphasized. Students discuss political issues as well as write essays using various sources as a base. Their oral proficiency is a key component to the course and is emphasized in simple conversation as well as in profound opinions and concepts. At the end of this course students are proficient in communicating on an advanced level, both orally and in writing.

WL 501 | Spanish Conversation and Composition (1.0 Credit)

Various

Prerequisites: AP Spanish Language and Culture or teacher recommendation.

Conversational Spanish is the next step after students have taken the Spanish IV AP Spanish class or after having completed Spanish III and not going onto the AP course. This course delves into the Spanish culture in different scenarios. By increasing their vocabulary through literature and literary articles students are much better equipped to do research, write essays over their findings, and give oral presentations. Advanced grammar is also emphasized. Students discuss political, cultural, economical and daily life issues as well as write essays using various sources as a base. Their oral proficiency is a key component to the course and is emphasized in simple conversation as well as in profound opinions and concepts. At the end of this course students are proficient in communicating on an advanced level both orally and in writing. They have an initial understanding of the style of writing in Spanish and are able to compare the differences culturally through the readings and articles in Spanish.

WL 502 | AP Spanish Literature and Culture (Online) (1.0 Credit)

Various

Prerequisites: AP Spanish Language and Culture, fluency in reading, writing, and speaking Spanish, teacher recommendation.

The AP Spanish Literature and Culture course is for students who have completed the AP Spanish Language and Culture course and are interested in taking another AP language course. St. Dominic Savio partners with the Jesuit Virtual Learning Academy to offer this course online. The school pays for membership in the JVLA but each student who enrolls in this course will need to pay for enrollment in this course (approximately \$350). Students will be assigned to work independently and their progress will be tracked by a Savio mathematics teacher throughout the year.

DESCRIPTION FROM THE JVLA COURSE GUIDE: Following the College Board curriculum, this course is “designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.”

INDEPENDENT STUDY ELECTIVE COURSES

IS 261 | Independent Study (.5 Credit)

11th, 12th

Prerequisites: 11th or 12th grade students only.

Independent Study is an individualized course where a student and teacher (acting as advisor) closely collaborate to create a semester course of specialized study of an advanced topic. *Independent Study is not permitted to replace a required course.* With the guidance of the advisor, the student works their way through research, reading, writing, discussions, and projects on their way to discovering more about their designated area of study.

Independent Study Options:

Students may not earn AP points by taking an AP course as independent study.

Independent Study is permitted in English, Fine Arts, Mathematics, Science, Social Sciences, Theology, and World Language.

Library Assistant: close coordination with the Librarian to help with data entry, student and teacher research, and other duties.

AVAILABLE ELECTIVES REFERENCE LIST

Title	Department	Restrictions	Page
Robotics Engineering & Design	Engineering	None	9
Introduction to Engineering Design	Engineering	Yes	10
Digital Electronics	Engineering	Yes	10
Principles of Engineering	Engineering	Yes	10
Film as Literature	English	Yes	12
Creative Writing	English	None	12
Art I	Fine Arts	None	13
Art II	Fine Arts	Yes	13
Art III	Fine Arts	Yes	13
Art IV	Fine Arts	Yes	14
Photography I	Fine Arts	Yes	14
Photography II	Fine Arts	Yes	14
Photography III	Fine Arts	Yes	14
Photography IV	Fine Arts	Yes	14
Jewelry Design	Fine Arts	None	14
AP Studio Art	Fine Arts	Yes	14
Beginning Classical Guitar	Fine Arts	None	15
Beginning Guitar Ensemble	Fine Arts	None	15
Wind Ensemble	Fine Arts	Yes	15
String Orchestra	Fine Arts	Yes	15
Concert Choir	Fine Arts	None	15
Chamber Choir	Fine Arts	Yes	16
Theatre I	Fine Arts	None	16
Theatre II	Fine Arts	Yes	16
ACT / SAT Preparation Class	Guidance	Yes	16
Great Philosophical Debates	Leadership/Social Sciences	Yes	17/27
Mentor Program	Leadership	Yes	17
Teaching Assistant	Leadership	Yes	18
House Council Seminar	Leadership	Yes	18

AVAILABLE ELECTIVES REFERENCE LIST (continued)

Title	Department	Restrictions	Page
Model United Nations	Social Sciences	None	26
Introduction to International Relations	Social Sciences	None	26
Introduction to Entrepreneurship	Social Sciences	None	27
Great Philosophical Debates	Leadership/Social Sciences	Yes	17/27
Genocide and Servant Leadership	Social Sciences	Yes	27
Contemporary Issues	Social Sciences	Yes	27
Personal Finance	Social Sciences	Yes	27
Introduction to Psychology	Social Sciences	Yes	28
AP Psychology	Social Sciences	Yes	28
Yearbook	Technology	None	29
Digital Art & Animation	Technology	Yes	29
Digital Design & Media Production	Technology	None	29
Introduction to Computer Science	Technology	None	29
AP Computer Science Principles	Technology	Yes	30
AP Computer Science A	Technology	Yes	30
Timothy Team Seminar	Theology	Yes	33
Christian Outreach	Theology	Yes	33
Physical Education	Wellness	None	34
Strength & Conditioning	Wellness	None	34
Cardio Aerobics	Wellness	Yes	34
Independent Study	Various	Yes	40