



ST. DOMINIC SAVIO

CATHOLIC HIGH SCHOOL

Forming Servant Leaders in the Image of Christ

Course Guide 2023 – 2024

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 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.

Revised February 27th, 2023



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St. Dominic Savio Catholic High School

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ACADEMIC POLICIES

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 after the first four weeks 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. Class periods are typically eighty minutes. Included in the weekly schedule are four forty-minute periods which allow for house meetings and academic office hours. Also, the school has Mass every Wednesday morning between the first and second period. The school day begins at 8:15 AM and ends at 3:35 PM.

GRADUATION 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. In order to graduate, all requirements must be met.

DIPLOMA

A Texas high school diploma with Distinguished Achievement 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.



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DISTINGUISHED DIPLOMA GRADUATION REQUIREMENTS FOR ST. DOMINIC SAVIO

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	Geography, World History, U.S. History, U.S. Government, Economics.
Math	4	At least Algebra I, Geometry, Algebra II and one more course
Science	4	Biology, Chemistry, Physics, and one additional course.
World Language	3	Three credits of the same language (Spanish, Latin, or French)
Fine Arts	1	May include visual arts or performing arts courses. Participation in extracurricular plays qualify as fine arts credit.
Physical Education	1	Credit from PE, athletic participation, and/or Off Campus PE 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 may need to take approved health and speech courses that satisfy this requirement.</i>
Electives	4	Students take additional electives from various course offering in the guide
Total Required Credits	30	
Diakonia Service	60 hours	Students must complete 15 hours each year according to Diakonia Program requirements. Students complete 15 hours during the 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 endorsement requirements. All Savio students earn at least the Multidisciplinary Studies endorsement.

MULTIDISCIPLINARY STUDIES ENDORSEMENT REQUIREMENTS
A student must complete one of the following:



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- | |
|---|
| 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 of 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

HONORS COURSES

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



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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.** Students who wish to exceed 3 AP courses per year must seek special approval from the Assistant Principal for Curriculum and Instruction. For detailed information on AP courses and college credit, visit: <https://apstudent.collegeboard.org/creditandplacement/how-to-earn-credit-for-your-scores>.

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 exams for which a student is enrolled in the corresponding course. Students may seek approval to take other AP exams through the Assistant Principal for Curriculum and Instruction. The following AP Exams are regularly offered at Savio:

Biology	Calculus AB	Calculus BC
Chemistry	Computer Science A	Computer Science Principles
English Language	English Literature	European History
Human Geography	Physics C: E&M	Physics C: Mechanics
PreCalculus	Psychology	Spanish Language
Statistics	Studio Art	US Government
US History	World History	

HONORS COURSES

Honors courses are designed to help students build the study skills, critical thinking, and sustained effort necessary for success in Advanced Placement courses. In Honors courses, students move beyond understanding of material to concentrate on the application, analysis, and evaluation processes crucial to success in college-level coursework. Honors 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 Honors courses in successive years. (Honors courses used to be referred to as “Pre-AP”, but this designation was phased out by request of the College Board.)

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 Honors or AP classes (see [READINESS EXAMS SECTION](#)). Departments which consider placement above the entry level classes include Mathematics and World Languages

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

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



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- teacher recommendation

Should a student who does not meet the above criteria wish to enroll in a Honors or AP class, a waiver meeting can be requested through the department chair and a [waiver form](#) must be signed by the student, parent/guardian, department chair and the Assistant Principal for Curriculum and Instruction. **This process should be completed before course selections are finalized. The March Student Led Conferences are set aside for this purpose.** If a student is not successful in a course that they waived into, they may not be allowed to complete a waiver for the same department the following year.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

Incoming students may receive limited 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 or higher in middle school and pass their readiness exam, receive 1.0 math credit. Students who place past the first year of their language on their readiness exam receive 1.0 World Language credit. Students are still encouraged to take four years of Math and three of World Language while at Savio, but may use this flexibility to focus in other areas if desired.

READINESS EXAMS IN MATHEMATICS AND WORLD LANGUAGE

Readiness exams are required for incoming ninth graders who wish to place beyond Algebra I or Level I of a language. Transfers may be required to take readiness exams to place into Honors 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 course as they work towards the goals in their four year plan.

HONORS CREDIT

The GPA for grades earned in Honors, AP courses, or other courses as defined in the course guide (with an 'H') are weighted when the student is awarded credit. For a grade of 74 or higher, 8 points of weight will be added to the report card grade in order to calculate the GPA.

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). Only approved [ACC credits](#) are available and approval must be obtained from the Assistant Principal for Curriculum and Instruction before enrolling. Also, students who take Engineer Your World may qualify for UT elective credit. The GPA for these courses will be included in their St. Dominic Savio GPA and will count toward their 30 graduation credits.

HOMEWORK

The St. Dominic Savio Catholic High School faculty requires students to complete regular homework assignments as part of the educational process. The course guide includes a visual representation for the amount of homework each class assigns in a typical A/E day cycle. This is an estimate intended for planning



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purposes. The actual amount of time that homework takes may vary depending on study habits, exams, and distractors in the study environment.

SUMMER ASSIGNMENTS

As a college preparatory high school, some courses require students to complete assignments before classes begin in August. Course instructors strive to ensure that these assignments are relevant to the work required for success in the class and not unduly burdensome for students taking a reasonable course load. Courses with required summer assignments are marked on the course listing. A full list of summer assignments can be found at: <https://www.saviochs.org/student/summer-assignments.cfm> (This list will be updated in May with new summer assignments)

SCHEDULING

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 Assistant Principal for Curriculum and Instruction works with students, parents, and faculty to select the most appropriate schedule based on a student's strengths and interests.

SCHEDULING PROCESS

Scheduling for returning students begins after Spring Break. Course selection information will be emailed to students. Students will need to check with teachers for eligibility and make their selections by March 31st. The student-led conferences in March provide an opportunity to meet with teachers to discuss schedules and waivers. Scheduling for incoming students occurs in May with an individual 30 minute session with Savio staff members.

SCHEDULING AVAILABILITY

Students are not guaranteed their first choices in a schedule, as the course availability is affected by number of requests, number of sections offered, course prerequisites, and other factors. Students are randomly assigned to available classes/teachers through a computer-generated scheduling process. Students must have at least 3 classes in their schedule on A and E days.

CHANGING SCHEDULES

Each year students register individually and have ample opportunities to make scheduling choices and changes. 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. In the efforts 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 four-week drop/add period in the first semester.



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- Students are permitted to make schedule changes in the second semester during the assigned one-week drop/add period.
- Students are given an opportunity to make schedule changes at the end of the first semester if they are failing a class in which they cannot recover. These changes are handled on an individual basis and can only occur if space is available in the course(s) impacted.
- Students who request schedule changes outside of these periods may be allowed under the following conditions:
 - To be considered for a transfer from an honors or AP course, the student must show a documented effort to succeed by attending a minimum of six tutorials, completing his/her work, and by attending a conference with his/her teacher and parent. The parent must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75, then the student will be considered for a schedule change. Space availability in the receiving course will be a consideration for a course level change.
 - In addition, students wanting to change their schedule because they are “overloaded” by enrolling in four or more honors classes may drop one of his/her honor courses if deemed necessary for academic reasons.
 - The family (student and parents/guardians) must schedule a meeting with the administration to discuss the proposed transfer. In some cases, additional faculty or staff may be invited to the meeting including department chair or Director of Guidance.
- Schedule changes due to medical reasons will be addressed on a case by case basis.

Student schedules may be withheld for several reasons, including owed fees and tuition, non-completion of formation requirements, failure to fulfill behavior consequences, and academic ineligibility.

RECOVERING CREDIT

SEMESTER 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.

INELIGIBILITY

Participation in extra-curricular activities requires academic eligibility; therefore, students’ academic performance is reviewed a minimum of four times a year. After the end of each quarter, any student who has 2 or more failing grades for that quarter is considered ineligible. After being ineligible for 4 weeks, students may regain eligibility by **passing all classes** at the progress report point. The academic ineligibility list is finalized by the Assistant Principal for Curriculum and Instruction and Director of Guidance after



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each marking period ends. **Ineligibility means a student cannot participate in extra-curricular activities (fine arts, athletics, or academics) or in voluntary field trips.**

A student who is carrying incomplete grades at the end of the quarter in one or more classes will be declared temporarily ineligible until the work in the class is made up. Incompletes from a previous year must be cleared before a student can participate in any extracurriculars the following year.

ACADEMIC PROBATION

At the end of each semester, all students who have 2 or more failing semester grades and/or a semester GPA below a 70 are placed on Academic Probation. These students and their parents are to discuss with the Director of Guidance and relevant faculty a written Academic Performance Plan for improvement. **Requirements of Academic Probation include weekly grade checks, mandatory tutoring sessions with teachers, and restrictions of extracurricular activities.**

At the end of each semester, the record of each student on Academic Probation is reviewed and recommendations for continuance at St. Dominic Savio Catholic High School are made to the Principal. Students on consecutive semesters of probation may not be offered enrollment for the next academic year.

Students who fail 2 semesters in a given school year (for a given subject) must complete credit recovery for those courses in order to successfully regain eligibility for the following school year.

At the end of freshman and sophomore year, the Principal will meet with families of students who are not demonstrating satisfactory progress toward graduation to revise/initiate an Academic Performance Plan. Students who do not demonstrate satisfactory progress toward graduation by the end of sophomore year may not be offered enrollment for the next academic year.

In addition to formal Academic Probation, students with failures in individual subjects may have extra-curricular activities restricted in order to attend tutoring or other academic services determined by the Director of Guidance.

CREDIT RECOVERY

A student who fails both semesters of a year-long required course must complete coursework over the summer to recover 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 recover lost credit. The Assistant Principal for Curriculum and Instruction must approve all summer school selections before the classes are taken.

COURSE OFFERINGS

ENGINEERING & TECHNOLOGY DEPARTMENT

MISSION

Through technical training, problems solving, and teamwork the Savio Engineering & Technology Department seeks to form well-rounded, highly-capable students prepared to make ethical/moral decisions and to always consider how their design decisions affect those in the world around them. Technology has such an impact on all people's lives; thus the department strives to teach students to use various technologies, to adapt to emerging technologies, and to be prepared and equipped to confront current challenges.

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 understand how their Catholic faith can guide decisions in these fields. Furthermore, students become aware of how technology affects daily life, explore various fields of study and career paths, develop proficient communication skills, work effectively with a team, adhere to deadlines, give informative presentations, and develop and foster their creativity through different disciplines within the technology and engineering fields. The engineering courses are offered in partnership with the University of Texas *Engineer Your World* program. For more information: <http://engineeryourworld.org/> The AP courses are aligned with the College Board Subset for Java and Big Ideas for AP Principles. For more information: <https://tinyurl.com/2p824e2n> and <https://tinyurl.com/32kbmem7>

GRADUATION REQUIREMENTS

None.

Robotics Engineering and Design (1.0 Credit)

9th - 12th



Prerequisite: None.

Robotics Engineering and Design fosters students' creativity and innovation. A variety of media are used to present opportunities to study, design, and implement meaningful robotic systems. Students collaborate to solve problems and challenges through the designing and programming of robots. Students apply the engineering design process as they learn about technical drawings, C-sketching, CAD, basic programming, and building robots. Working in teams, they create a prototype of their robot, design, or invention and develop a marketing plan and materials to promote their design. Students gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts. Students work independently and collaboratively to develop problem solving and logical reasoning skills and will develop new skills which embrace an engineer's habits of mind.

FTC Robotics Engineering and Design (1.0 Credit)

10th - 12th



Prerequisite: Participation in the Iron Eagles FTC Robotics team or completion of Robotics Engineering and Design

FTC Robotics Engineering and Design fosters students' creativity and innovation. A variety of media are used to present opportunities to study, design, and implement meaningful robotic systems. Students collaborate to solve problems and challenges through the designing and programming of robots. Students apply the engineering design process as they learn about technical drawings, C-sketching, CAD, basic

programming, and building robots. Working in teams, they create a prototype of their robot, design, or invention and develop a marketing plan and materials to promote their design. Students gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts. Students work independently and collaboratively to develop problem solving and logical reasoning skills and will develop new skills which embrace an engineer's habits of mind. This course is highly encouraged for all students participating in the FTC Robotics. Honors credit may be applied for students who are on the Robotics team and go above and beyond.

3-D Modeling and Animation (1.0 Credit H) 9th - 12th ■

Prerequisite: Completion of Algebra I and Currently enrolled in Geometry

This curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Through the study of the six strands in technology applications, students will develop college readiness skills applied to technology, including terminology, concepts, and strategies. Students will learn to make informed decisions about technologies and their applications. Students will learn the efficient acquisition of information using search strategies and the use of technology to access, analyze, and evaluate acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate results. Students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will analyze and evaluate the results. 3-D Modeling and Animation consists of computer images created in a virtual three-dimensional (3-D) environment. 3-D Modeling and Animation has applications in many careers, including construction and architecture; engineering and design; and the movie and game industries. Students in this course will produce various 3-D models of real-world objects




Engineer Your World: Engineering Design and Analysis (1.0 Credit H) 10th - 12th ■

Prerequisite: Completion of Algebra I and Introduction to 3D Modeling

Developed by University of Texas faculty, NASA engineers, and teachers, Engineer Your World is an innovative, student-centered course that engages learners in authentic engineering experiences and inspires them to embrace an engineer's habits of mind. Collaborative projects build resilient problem-solving skills and empower students to think like engineers, to adopt engineering processes, and to pursue engineering disciplines for the betterment of our world. Students will work in teams to build a pinhole camera for artists with disabilities, reverse engineer a flashlight and propose a redesigned flashlight, design and build earthquake-resistant buildings, program an electronic instrument to play a simple song, and create and launch an automated aerial imaging system for targeting disaster relief efforts. The students also build problem-solving and logical reasoning skills and learn how to be a project manager and work collaboratively as a team, while earning honors credit. This course also offers a Dual Enrollment option, with the University of Texas at Austin.

- For more info about the Dual Enrollment option, go to:
<https://engineeryourworld.org/courses/dual-enrollment/>

Engineer Your World: Engineering Applications of Computer Science (1.0 Credit H) 10th - 12th ■

Key: H = Honors credit; * = Summer assignment;  = 0 - 30 min of hw;  = 30 - 60 min of hw;  = 1 - 2 hr of hw

Prerequisite: Completion of Engineering Design and Analysis or AP Computer Science Principles or AP Computer Science A

Engineering Applications of Computer Science is an engineering course that engages students in programming and computational thinking to solve human-centered, technically challenging projects at the intersection of engineering and computer science. The goal is to engage students in meaningful versions of the practices of professional engineers and computer scientists while sparking a passion for engineering, computational thinking, and problem-solving that will serve all students. Students will explore a series of design challenges that illustrate how engineers improve people's lives and health, conserve resources, and enable creativity in the arts. You will work in teams to program and create a Warhol-style picture, reverse engineer existing code, model user needs, and develop project plans for each challenge. Students will develop a webcam system that provides real-time feedback to physical therapy patients, build and program a variety of assistive devices using a Raspberry Pi and other electronic hardware, develop a robotic wheelchair prototype that drives according to user head movements detected by a chair-mounted camera, and build and launch a water rocket. Gain valuable Python programming and engineering experience while having fun and earning honors credit at the same time!

CARE: Capstone Applications of Robotics and Engineering (1.0 Credit H) 11th, 12th 

Prerequisite: Two Engineering courses or two robotics courses or a combination

In this course, students will cover some of the extension units that were in the EYW curriculum that were not covered in EYW: EDA or in EYW: ECS. In Aerial Imaging, students will create a system to capture images of a disaster zone and will design an electronic payload, a structure to house the payload, and a descent stage to slow the system's fall. Teams will identify and mitigate risks; select, build, and integrate subsystem designs; and develop and execute launch plans to complete the challenge. In the Camera-Controlled Wheelchair unit, students will develop a wheelchair control system to improve independence and mobility for people with quadriplegia by analyzing customer needs and generating design concepts for a physical apparatus to capture user head movements via a chair-mounted camera. Throughout the year, students will select and work on individual or group Capstone project of their choosing, where they will apply the five Engineering design steps and present their project in April. The Water Rocket unit will end the year as students use a computer model to customize a water rocket to reach maximum altitude.

Introduction to Computer Science (1.0 Credit) 9th - 12th 

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 will explore the Engineering Process to design smart clothing. They will create websites using HTML/CSS. Be introduced to Game Design using JavaScript. Create apps that help solve a problem and use Adafruit Circuit Playgrounds and micro:bits to learn how to code physical components.

AP Computer Science Principles (1.0 Credit H) 10th - 12th 

Prerequisites: Completion of Algebra I (Honors preferred) and Introduction to Computer Science (or equivalent)

Key: H = Honors credit; * = Summer assignment; ■ = 0 - 30 min of hw; ■ = 30 - 60 min of hw; ■ = 1 - 2 hr of hw

AP Computer Science Principles offers a multidisciplinary and multiple platform approach, using Scratch, HTML and Python as the primary tools, to teach 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.

AP Computer Science A (2.0 Credit H)

10th - 12th ■

Prerequisites: Completion of Geometry (Honors preferred) and a text-based programming course

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.

Foundations of Cybersecurity (1.0 Credit H)

10th - 12th ■

Prerequisites: Completion of Geometry and an AP Computer Science course

In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks.

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 culminates 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, multimedia presentations, and project-based analysis.

GRADUATION REQUIREMENTS

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

REQUIRED COURSES

English I: The Hero's 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. The emphasis will be on building understanding and comprehension through thoughtful discussion and assignments designed to help students understand and appreciate the written word.

Honors English I: The Hero's Journey (1.0 Credit H)

9th  

Prerequisite: Qualifying score on readiness exam and a minimum score of 600 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.



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.

Honors English II: World Literature and Advanced Text Analysis (1.0 Credit H)

10th  

Prerequisites: At least two of the following: Minimum grade of 90 in Honors English I or 95 in English I, teacher recommendation, and PSAT critical reading AND writing score of at least 600.

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

Key: H = Honors credit; * = Summer assignment;  = 0 - 30 min of hw;  = 30 - 60 min of hw;  = 1 - 2 hr of hw

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, which are graded using the AP Rubrics. A genuine love of reading for meaning and analysis is recommended for those interested in this course.

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.

AP English III: Language and Composition (1.0 Credit H)

11th  

Prerequisites: At least two of the following: a minimum grade of 90 in Honors 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.

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 classical 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.

AP English IV: Literature and Composition (1.0 Credit H)

12th



Prerequisites: At least two of the following: minimum grade of 90 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 classical 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 an extensive amount of literature outside of class and take practice AP level timed writings and exams.

ENGLISH ELECTIVES

Yearbook (1.0 Credit)

10th - 12th ■

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, copywriting, 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.*

Creative Writing (1.0 Credit)

10th - 12th ■

Prerequisites: Enthusiasm for writing.

A course for serious and committed writers, Creative Writing explores various forms of fiction writing including short story, poetry, and novella. This course is designed to introduce students to a basic literary vocabulary. In this course, students build an extensive writing portfolio by writing every day and sharing their written work. 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..

Advanced Creative Writing (1.0 Credit)

11th, 12th ■

Prerequisites: Creative Writing

Designed for both avid readers and intermediate writers, Advanced Creative Writing explores some of the various forms of fiction writing. In this course, students work to plan, draft, revise, and publish many fictional writing pieces or poetry portfolios by writing every day, analyzing published examples of fiction, and by participating in regular writer's workshops. Students participate in National Novel Writing Month in November and other writing competitions.

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.

GRADUATION REQUIREMENTS

One Credit: All students must take two semesters of any Fine Arts courses to graduate. Students who participate in the Fall Play and/or the Spring Musical will receive 0.5 credit for each semester in which they participate. Students must participate in the production through the final performance. Students who participate in the Savio dance team will receive 0.5 credit for the spring semester.

VISUAL ARTS

Art I (0.5 Credit)

Offered in the Fall

9th - 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.

Art II (0.5 Credit)

Offered in the Spring

9th - 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.

Art III (1.0 Credit)

10th - 12th



Prerequisite: 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.




Art IV (1.0 Credit)

11th, 12th



Prerequisite: 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.

Key: H = Honors credit; * = Summer assignment;  = 0 - 30 min of hw;  = 30 - 60 min of hw;  = 1 - 2 hr of hw

Photography I (0.5 Credit) *Offered in the Spring* 9th - 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 exploring portraiture, landscape, perspective, point of view and storytelling. Photographic methods (resolution/contrast) are emphasized for photographic prints.

Photography II (0.5 Credit) *Offered in the Fall* 10th - 12th 


Prerequisite: Photography I.

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

Photography III (0.5 Credit) *Offered in the Spring* 10th - 12th 

Prerequisite: 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.

Photography IV (1.0 Credit) 11th, 12th 

Prerequisite: 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.

Jewelry Design (0.5 Credit) *Offered in the Spring* 9th - 12th 

Prerequisite: Art I.

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.


AP Studio Art (1.0 Credit H) 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

Beginning Classical Guitar (1.0 Credit) 9th - 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 fretboard on the guitar. Development of musicianship and guitar pedagogy are emphasized through performance in this class. 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.*

Applied Music (1.0 Credit)

9th - 12th ■

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

The Applied Music course is a year-long introductory course to instrumental music and the music program. This course is designed to provide high school students the opportunity to learn how to play and perform on string, brass, woodwind, or percussion instruments. Students learn to read music notation and develop the fundamentals necessary to play and perform on their selected instrument. Development of musicianship and pedagogy are emphasized through performance in this class. 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.*

Wind Ensemble (1.0 Credit)

9th - 12th ■

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 musicians who have established excellence at all-region and all-state band, solo and ensemble contest, concert and sightreading contest as well as local concerts. The wind ensemble is known for its quality of work and ability to perform a wide variety of music in many genres. 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.*

String Orchestra (1.0 Credit)

9th - 12th ■

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, piano, and harp students only. Percussionists and other instrumentalists are placed in either the wind ensemble or applied music. 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.*

Concert Choir (1.0 Credit)

9th - 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.*

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.

GRADUATION REQUIREMENTS

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

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.

Honors Algebra I (1.0 Credit H)

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 synthesize real-world situations.

Geometry (1.0 Credit)

9th, 10th



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.

Honors Geometry (1.0 Credit H)

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 Honors 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.

Algebra II (1.0 Credit)

9th - 11th ■

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.

Honors Algebra II (1.0 Credit H)

10th - 11th ■

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 Honors 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.

Probability & Statistics (1.0 Credit)

12th ■

Prerequisite: Algebra II.

This course is a practical hands-on approach to the study of probability and statistics. The topics include the use of graphs to display data and using measures of center and variability to describe data and evaluate data distribution. Students explore random sampling techniques. Students examine relationships using correlations and least square regressions. They calculate the probability of simple and compound events. They develop and examine random probability models, determine the expected value of a random variable, distinguish between discrete and continuous random variables, and calculate probabilities from random variable distributions, including the Normal and Binomial distribution .

AP Pre-Calculus - AB Track (1.0 Credit H)

11th, 12th ■

Prerequisite: Algebra II and teacher recommendation.

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. Topics covered are to ensure students have a strong foundation for AP Calculus AB.

Note: This course is not sufficient preparation for Calculus BC and is intended primarily for Seniors and for Juniors who decline the opportunity to take Calculus BC as a Senior.




AP Pre-Calculus - BC Track (1.0 Credit H)

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 Honors 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 ensure students have a strong foundation for AP Calculus AB and BC.

Note: This course is intended primarily for Juniors who may consider taking Calculus BC. Completion of this course does not automatically lead to enrollment in Calculus BC. (See Calculus BC prerequisites)

Key: H = Honors credit; * = Summer assignment;  = 0 - 30 min of hw;  = 30 - 60 min of hw;  = 1 - 2 hr of hw

AP Calculus AB (1.0 Credit H)

11th, 12th 

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

AP Calculus BC (1.0 Credit H)

12th 

Prerequisites: AP Pre-Calculus BC Track 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 additional techniques of integration, infinite series and a brief introduction to calculus of functions of two variables.

AP Statistics (1.0 Credit H)

11th, 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 Algebra II or 88 in Honors Algebra II.

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.

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.

GRADUATION REQUIREMENTS

Four Credits: Biology, Chemistry, Physics and one elective. **Students wishing to take multiple science courses in the same year must obtain instructor approval.**

REQUIRED COURSES

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 Honors 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 factors, and a systemic approach.

Honors Biology (1.0 Credit H)

9th



Prerequisite: Minimum PSAT 8/9 math and English scores 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 factors, 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. As part of their grade, Honors students will be expected to participate in the winter Savio Science Fair.

Key: H = Honors credit; * = Summer assignment; ■ = 0 - 30 min of hw; ■ = 30 - 60 min of hw; ■ = 1 - 2 hr of hw

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 Honors 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.

Honors Chemistry (1.0 Credit H)

10th



Prerequisites: At least two of the following: A minimum grade of 90 in Honors 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. As part of their grade, Honors students will be expected to participate in the winter Savio Science Fair.

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.

Honors Physics (1.0 Credit H)

11th



Prerequisites: At least two of the following: A minimum grade of 90 in Honors Chemistry, minimum PSAT math score of 500, and teacher recommendation.

This course undertakes a study of core physics content utilizing applied mathematics. This 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. Those who wish to be in this course should have an interest in continuing in AP Physics or a career in the STEM fields. As part of their grade, Honors students will be expected to participate in the winter Savio Science Fair.

ELECTIVE COURSES

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.

High School Research Initiative (1.0 Credit H)

11th, 12th



Prerequisites: Biology, Chemistry, and teacher recommendation.

Key: H = Honors credit; * = Summer assignment;  = 0 - 30 min of hw;  = 30 - 60 min of hw;  = 1 - 2 hr of hw

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 receives honors credit. This course is offered in conjunction with University of Texas's College of Natural Sciences.

AP Biology (1.0 Credit H)

11th, 12th  

Prerequisites: At least two of the following: A minimum grade of 90 in Honors Biology, a minimum PSAT ERW 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 seven units covering core ideas of biology such as natural selection, biochemistry and cellular energetics, heredity and gene expression, and ecology. 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 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.

AP Chemistry (1.0 Credit H)

11th, 12th  

Prerequisites: At least two of the following: A minimum grade of 90 in Honors 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 Honors Chemistry is required. In addition, laboratory exercises are conducted after school on a weekly basis.

AP Physics C Mechanics (1.0 Credit H)




Offered in the Fall **12th**  

Prerequisites: At least two of the following: a minimum grade of 90 in Honors Physics, a minimum PSAT math score of 550, and teacher recommendation.

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

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.

AP Physics C Electricity & Magnetism (1.0 Credit H) **Offered in the Spring** **12th**

Key: H = Honors credit; * = Summer assignment;  = 0 - 30 min of hw;  = 30 - 60 min of hw;  = 1 - 2 hr of hw

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.

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.

GRADUATION REQUIREMENTS

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

REQUIRED COURSES

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.

AP Human Geography (1.0 Credit H)

9th



Prerequisite: 570 or higher Critical Reading on PSAT 8/9

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. This course satisfies the geography requirement. As the only AP exam available to freshmen, this class is very challenging and will require a level of work above other freshmen classes.

World History (1.0 Credit)

10th



Prerequisite: Sophomore Standing

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.

AP World History (1.0 Credit H)

10th



Prerequisites: At least two of the following: at least an 85 in AP Human Geography or 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.

United States History (1.0 Credit)

11th



Prerequisites: Junior standing

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.

AP United States History (1.0 Credit H)

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.

Economics (0.5 Credit)

Offered in the Fall

12th



Prerequisites: Senior Standing

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.

United States Government (0.5 Credit)

Offered in the Spring

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.

AP United States Government (0.5 Credit H) Offered in the Spring 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.

SOCIAL SCIENCE ELECTIVES

Social Science electives will be offered depending on teacher availability, student requests, and scheduling needs. Model UN/International Relations alternates years with Personal Finance/Genocide & Human Rights. AP Comparative Government & Politics alternates years with AP European History.

Introduction to Psychology (0.5 Credit H) Offered in the Fall 10th - 12th ■

Prerequisite: None

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.

AP Psychology (0.5 Credit H) Offered in the Spring 10th - 12th ■

Prerequisites: 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.

Introduction to International Relations (0.5 Credit) Offered in the Fall 9th - 12th ■

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. *This course is usually followed by Model United Nations.*

Model United Nations (0.5 Credit) Offered in the Spring 9th - 12th ■

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-

Key: H = Honors credit; * = Summer assignment; ■ = 0 - 30 min of hw; ■ = 30 - 60 min of hw; ■ = 1 - 2 hr of hw

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 in the Spring Semester. This course is usually paired with Introduction to International Relations.***

AP Comparative Government and Politics (1.0 Credit H)

11th - 12th ■

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

AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. *This course does not take the place of senior year Government*

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 Theology IV (or equivalent).

REQUIRED COURSES

Theology I :The Revelation of Jesus Christ in Scripture/Who is Jesus Christ? (1.0 Credit) 9th ■

Prerequisite: None.

Semester one 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. Semester two 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.

Theology II: The Paschal Mystery/Jesus Christ's Mission Continues in the Church (1.0 Credit) 10th ■

Prerequisite: Sophomore standing

Semester one 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. Semester two 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.

Theology III: Sacraments As Encounters with Jesus Christ/Christian Morality (1.0 Credit) 11th ■

Prerequisites: Junior standing

Semester one 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. Semester two 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.

SENIOR THEOLOGY

Seniors who are enrolled in the Timothy Team Seminar or Christian Outreach Seminar may count that class for their Theology IV credit.

Theology IV: World Religions/Christian Spirituality and Prayer (1.0 Credit) 12th ■

Prerequisites: Senior standing

Semester one 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. Semester two 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.

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.*

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

Key: H = Honors credit; * = Summer assignment;  = 0 - 30 min of hw;  = 30 - 60 min of hw;  = 1 - 2 hr of hw

how they can live as servant leaders in the world. Students 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 an application 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 course **or** two semesters of Athletics **or** two semesters of Off Campus PE (OCPE). Students who participate in the Savio dance team will receive 0.5 credit for the fall semester.

OCPE: Students who participate in an athletic activity outside of school may submit documentation to the Athletic Directors to earn one half credit of PE for each semester of participation (up to 1.0 credit). The outside program must include at least 5 hrs/week for at least 9 weeks. See the Athletic Directors for more information.

Athletics (0.5 Credit/Season)

Fall, Winter, and Spring Seasons

9th - 12th ■

Prerequisite: See coach for details

Savio athletic programs take place outside of the scheduled school day and require strong commitment of all participants. Teamwork, good sportsmanship, and skills development are emphasized. Interested students should speak to the coach of the individual sport for more information.

Physical Education (1 Credit)

9th - 12th ■

Prerequisite: Students not participating in afterschool athletic program

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. This course is designed for students who are not currently participating on an athletic team.

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.

GRADUATION REQUIREMENTS

Three Credits: Students take three years of the same language to graduate. Alternatively, students may take two years of one language and two of a different language. Students in Class of 2024 and beyond may earn one credit through their middle school course work.

French I (1.0 Credit)

9th - 12th



Prerequisite: None.

This course is the first level of high school French. Beginning-level grammar and vocabulary are taught, as well as basic reading and writing skills in French. In addition, the cultures of French-speaking countries are taught: their geography, 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, French is used in the classroom.

Honors French I (1.0 Credit H)

9th - 12th



Prerequisites: Previous French 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 French. The Honors level demands a deeper understanding and faster processing for success. The Honors course moves quickly and students complete additional projects and study additional topics throughout the year. Beginning-level grammar and vocabulary are taught, as well as basic reading and writing skills in French. In addition, the cultures of French-speaking countries are taught: their geography, 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, French is used in the classroom.

French II (1.0 Credit)

9th - 12th



Prerequisite: French I.

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

Honors French II (1.0 Credit H)

9th - 12th



Prerequisites: Minimum grade of 87 in Honors French I or 95 in French 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 French. The Honors level demands a deeper understanding and faster processing for success. The Honors course moves quickly and students complete more projects and study more topics throughout the year. It assumes a basic knowledge of beginning-level French. Intermediate-level grammar and vocabulary are taught, as well as intermediate reading and writing skills in French. In addition, the cultures of French-speaking countries are taught: their geography, history, art, music, and cuisine. As much as possible, French is used in the classroom.

Honors French III (1.0 Credit H)

9th - 12th



Prerequisites: Minimum grade of 87 in Honors French II or 95 in French II and teacher recommendation.

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

Latin I (1.0 Credit)

9th - 12th



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) are studied. Students work on reading and writing as well as increase their communication skills in everyday conversational language suitable for this level. Latin is used as much as possible in the classroom. Students learn the basic rosary prayers: Hail Mary, Our Father, Glory Be, and the Fatima Prayer.

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

Students in split classes may move from On-level to Honors (or vice versa) at the agreement of the teacher, student, and parents. Such level changes may take place at the beginning of a quarter.

Honors Latin I (1.0 Credit H)

9th - 12th



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 Honors level demands deeper understanding and faster processing for success. The Honors 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 Honors Latin I may be taught at the same time in a differentiated classroom.

Students in split classes may move from On-level to Honors (or vice versa) at the agreement of the teacher, student, and parents. Such level changes may take place at the beginning of a quarter.

Latin II (1.0 Credit)

9thth - 12th  

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 Honors Latin II may be taught at the same time in a differentiated classroom.

Honors Latin II (1.0 Credit H)

9th - 12th  

Prerequisites: A minimum grade of 87 in Honors 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 Honors level demands deeper understanding and faster processing for success. The Honors 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 Honors Latin II may be taught at the same time in a differentiated classroom.

Honors Latin III (1.0 Credit H)

10th-12th  

Prerequisites: A minimum grade of 87 in Honors Latin II or 95 in Latin II and teacher recommendation.

This class is the third level of high school Latin. The Honors level demands deeper understanding and faster processing for success. The Honors 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) are studied. 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. Students should be prepared to start readings from the AP Latin syllabus during the second semester.

Honors Latin IV (1.0 Credit H)

10th - 12th  

Prerequisites: A minimum grade of 87 in Honors Latin III or 95 in Latin III and teacher recommendation.

Honors 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. *Students may choose to take the AP Latin Exam at the conclusion of this course.*

Spanish I (1.0 Credit)

9th - 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.

Honors Spanish I (1.0 Credit H)

9th - 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 Honors level demands a deeper understanding and faster processing for success. The Honors 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.

Spanish II (1.0 Credit)

9th - 12th ■

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.

Honors Spanish II (1.0 Credit H)

9th - 12th ■

Prerequisites: Minimum grade of 87 in Honors 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 Honors level demands a deeper understanding and faster processing for success. The Honors 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.

Spanish III (1.0 Credit)

10th - 12th ■

Prerequisites: Spanish I and Spanish II.




This course is the third level of high school Spanish. It assumes 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.

Honors Spanish III (1.0 Credit H)

10th - 12th ■

Prerequisites: Minimum grade of 87 in Honors 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 Honors level demands a deeper understanding and faster processing for success. The Honors 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

Key: H = Honors credit; * = Summer assignment;  = 0 - 30 min of hw;  = 30 - 60 min of hw;  = 1 - 2 hr of hw

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.

AP Spanish Language and Culture (1.0 Credit H)

11th, 12th 

Prerequisites: Minimum grade of 87 in Honors 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.

Advanced Spanish Conversation and Composition (1.0 Credit)

12th 

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.e. 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, economic 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.

OTHER ELECTIVE COURSES

These course offerings are designed to help students on their journey towards becoming a more responsible Servant Leader in the image of Christ. Courses on this list require a great deal of personal responsibility and demonstration of leadership.

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.

House Council Seminar (1.0 Credit)

11th - 12th



Prerequisite: Only members of the House Council may be enrolled in 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 and juniors who have been selected as prefects for 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.*

Angel Mentor Program (1.0 Credit)

10th - 12th



Prerequisite: [Approved Application](#) and interview

The HFCS 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 affecting the learning environment. This elective option is subject to Holy Family teacher needs and spaces may be limited.

Off Campus Internship (1.0 Credit)

May be taken for 1 semester

12th



Prerequisite: [Approved Application](#)

This option is intended for students who have an independently arranged program for their education outside of Savio. Often, these opportunities require work during the school year. Students enrolled in this elective will be assigned an end of the day “off block” during which they may leave campus to participate. Examples of acceptable internship programs may include: research at a nearby University, political work, or an apprenticeship. Students may not receive credit for their job. **Students will present their knowledge to the school community during the annual Project Presentation Night in the spring.**

Teaching Assistant Program (1.0 Credit)




May be taken for 1 semester

10th - 12th



Prerequisite: [Approved Application](#) and interview

Students in good academic and behavioral standing may apply to be teacher assistants. Students who are accepted as Teaching Assistants will be assigned to the FAM or Athletics office. Duties in other parts of the school may be assigned as needed. Applications will be reviewed by the Director of FAM and ADs and selected applicants will receive interviews.

Key: H = Honors credit; * = Summer assignment;  = 0 - 30 min of hw;  = 30 - 60 min of hw;  = 1 - 2 hr of hw

ACT /SAT Preparation Class (0.5 Credit)

Offered in the Fall Or Spring **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. *Depending on interest, this class may only be offered one semester.*

SCHOOL WITHIN A SCHOOL

We understand that some students are looking for class offerings outside of what Savio can realistically offer within our standard framework of in-person courses. Students may also choose to take classes from the following options.

ACC Dual Credit Courses (H)

11th-12th ■

AVLI Courses

10th-12th ■ ■

Credit Recovery

10th-12th

Prerequisite: Failure of a class in the previous school year

Students who fail a required course at Savio must complete an online class to make up the credit lost. It is recommended that students complete this credit over the summer immediately following the failed course. However, students may be approved to complete the credit recovery course during the school year.

Google Career Certification (1.0 Credit)

11th, 12th ■

Prerequisite: Must be at least 16 years of age

Through a partnership with Coursera and Google, students may undertake a rigorous examination of career specific skills in certain areas of IT. There is no cost to Savio students who register through Mr. Goertz. For more information, view the [course descriptions](#).

Independent Study (0.5 Credit)

11th, 12th ■

Prerequisites: Approved from AP for Curriculum and Instruction

Independent Study is an individualized course where a student chooses an online option from a source other than those listed above. Students may not earn honors credit by taking an AP course as independent study. *Independent Study is not permitted to replace a required course.*

Study Hall (No Credit)

10th-12th

Prerequisite: Check that you will have enough credits to graduate

This option is for students who need some extra time to prepare for classes or study for exams. Students with a study hall block are assigned to a classroom for a quiet study period.

ACC DUAL CREDIT COURSES

Please note:

- This option is only recommended for students with demonstrated academic success. Savio instructors are not affiliated with this program and will be unable to offer support.
- ACC courses may not replace classes offered by Savio instructors, but are intended as a supplement for classes currently offered. Students enrolling in these courses will be assigned a study hall period during which they are expected to complete their coursework. More information can be found at:

<https://dualcredit.austincc.edu/dual-credit-classes/>

If interested, students should select “ACC” on their course selection sheet and list their intended course in “Notes”. These courses are not available to freshmen.

ACC awards only letter grades. Savio transcripts will reflect grades as follows:

- A = 95 (GPA = 103)
- B = 85 (GPA = 93)
- C = 75 (GPA = 83)
- D = 65 (GPA = 65)

Interested students may attend information session on 3/22/23 @ 6:30

AVLI COURSES

Through Savio's partnership with the Arrupe Virtual Learning Institute, students are able to enroll in online courses. Please note:

- These courses have an additional fee associated with them. Last year, this cost was: \$280/semester course, \$415/year long course. Textbooks may also be required.
- This option is only recommended for students with demonstrated academic success. Savio instructors are not affiliated with this program and will be unable to offer support.
- AVLI courses may not replace classes offered by Savio instructors, but are intended as a supplement for classes currently offered. Students enrolling in these courses will be assigned a block during which they are expected to complete their coursework. More information can be found [here](#).

Interested students must attend an information session on 3/22/23 @ 6:00.

Year Long Courses (1.0 credit)

- American Sign Language I
- AP Art History (H)
- AP Environmental Science (H)
- AP Music Theory (H)
- AP Spanish Literature and Culture (H)
- Linear Algebra (H)
- Multivariable Calculus (H)

Fall Semester Courses (0.5 credit)

- Accounting
- AP Microeconomics (does not replace senior level Econ) (H)
- Bioethics
- Introduction to Biochemistry
- Introduction to Business and Entrepreneurship
- Introduction to Sociology
- JavaScript Programming
- Law and Society
- Multimedia Authorship - The Power of Words and Images
- Understanding Artificial Intelligence: The Science and Morality

Spring Semester Courses (0.5 credit)

- AP Macroeconomics (does not replace senior level Econ) (H)
- Astronomy: An Introduction
- Bioethics
- C++ Programming
- Catholic Authors
- Comic Book Fiction
- Computer Game Development
- Database Development for Real World Problems
- Introduction to Veterinary Careers

Name:

Current grade level:

COURSE SCHEDULING CHECKLIST

- Take a look at the credits that you have already completed.**
Make sure you have enough credits to meet your goal of 30 by the end of senior year.
- Fill out the table below with your chosen classes**
This page replaces the online course selection process from previous years. The “Notes” section is optional. Complete this if you think more detail about a choice is necessary.
- Double check the prerequisites.**
Schedule meetings with current teacher to discuss [waivers](#) (if necessary). The set aside time for this is during the Spring student-led conferences (3/24).
- Select your courses on this Google Form (form will go up March 27th)**
- Course registration closes on 3/31**

CHANGES FOR 2023-2024 SCHOOL YEAR

- **Removed**
 - AP European History (returns 2024-2025)
 - AP Latin
 - Cardio Aerobics
 - Chamber Choir
 - Film as Literature
 - Genocide and Human Rights (returns 2024-2025)
 - Personal Finance (returns 2024-2025)
 - Strength and Conditioning
 - Theatre (as a class)
- **Added**
 - 3-D Modeling and Animation
 - AP Comparative Government
 - AP PreCalculus
 - Applied Music
 - Creative Writing (Now a Full Year Course)
 - Honors French III
 - Honors Latin IV
 - International Relations
 - Mentor Requirements
 - Model UN
 - TA Requirements
 - Updated AVLI offerings