

St. Joseph Catholic School

...building leaders by educating the mind, body, and spirit



2011-2012 Academic Catalog (Secondary Campus)

www.stjosephschoolbcs.org

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2011-12 SCHOOL YEAR CALENDAR

| Date | Event | Classes/Holiday |
|------------------|-----------------------|------------------------|
| Aug 4 | New Staff Development | No classes |
| Aug 8—12 | Staff Development | No classes |
| Aug 16 | Classes Begin | Classes |
| Sept 5 | Labor Day | Holiday |
| Oct 10 | Columbus Day | Holiday |
| Oct 17 | Staff Development | No classes |
| Nov 23, 24, 25 | Thanksgiving | Holiday |
| Nov. 28 | Classes Resume | Classes |
| Dec 16 | Begin Christmas Break | Noon dismissal |
| Dec 19 to Dec 30 | Christmas Break | Holiday |
| Jan 2 | Staff Development | No classes |
| Jan 3 | Classes Resume | Classes |
| Jan 16 | Martin Luther King | Holiday |
| Feb 20 | President's Day | Holiday |
| Mar 12-16 | Spring Break | Holiday |
| Mar 19 | Classes Resume | Classes |
| Apr 5 | Holy Thursday | Noon dismissal |
| Apr 6 | Good Friday | Holiday |
| April 9 | Easter Monday | Holiday |
| April 10 | Classes Resume | Classes |
| May 7 | Pastor's Day | Holiday |
| May 28 | Memorial Day | Holiday |
| June 1 | Last Day of Classes | Noon dismissal |

SIX WEEK PERIODS

| | | |
|-------------------|------------------|-----------|
| Aug 16 to Sept 23 | First Six Weeks | 28 days |
| Sept 26 to Nov 4 | Second Six Weeks | 28 days |
| Nov 7 to Dec 16 | Third Six Weeks | 27 days |
| First Semester | | 83 days |
| Jan 3 to Feb 17 | Fourth Six Weeks | 33 days |
| Feb 21 to Apr 13 | Fifth Six Weeks | 31 ½ days |
| Apr 16 to June 1 | Sixth Six Weeks | 32 ½ days |
| Second Semester | | 97 days |

| | |
|-----------------------------|----------|
| Total Student (school) days | 180 days |
| Staff Development days | 7 days |

CONTACT INFORMATION

PHONE NUMBERS

822-6641 Secondary Campus & Business Office
779-2810 Fax

WEBSITE

www.stjosephschoolbcs.org

Please refer to the school website for contact information and a list of members of the School Board, Parent Advisory Committees and organization contacts.

EMAIL ADDRESSES

Email addresses for staff follow the format: First name initial, followed by last name@stjosephbcs.org
For example, Joe Doe would be: jdoe@stjosephbcs.org

ST. JOSEPH STAFF

ADMINISTRATORS

| | |
|-----------------------|---------------------------------|
| McCaffrey, Msgr. John | Pastor |
| Janssen, Beatrice | System Administrator, Principal |
| West, Nick | Secondary Dean of Students |
| Pelletier, Jennifer | Administrative Intern |
| Matias, Justin | Counselor |

ADMINISTRATIVE SUPPORT STAFF

| | |
|-------------------|--------------------------------|
| Tenaglio, Steve | Director of Students Affairs |
| Evans, Blake | Athletic Director |
| Okonski, Angela | Curriculum Director |
| Carol Wiggins | Technology Director |
| Slater, Melissa | Librarian |
| Valentino, John | Youth Minister – High School |
| Rice, Matt | Youth Minister – Middle School |
| Tietjen, Margaret | School Secretary/Registrar |

SECONDARY SCHOOL FACULTY AND STAFF

| | |
|---------------------|---------------------------------------|
| Blaszak, Patty | Yearbook/Library |
| Barry, Janine | Science |
| Beeler, Pam | Theology |
| Beeler, Randy | English/Tech Writing |
| Boening, Roger | Band & Choir |
| Pelletier, Jennifer | English |
| Okonski, Angela | Religion |
| De Luna, Janet | Latin/Spanish |
| Lampo, Elizabeth | Art/Social Studies |
| Ellison, Shelly | Math |
| Evans, Blake | PE/Varsity Football |
| Giese, Lance | Social Studies/PE/Coach |
| Rike, Jim | Social Studies |
| Atkinson, Erin | English |
| Walker, Seth | Science |
| Smith, Jay | Technology & Power School Coordinator |
| Turner, Kathy | Math |
| Novosad, Sandra | Spanish |

ST. JOSEPH CATHOLIC SCHOOL EDUCATIONAL SYSTEM

MISSION STATEMENT

St. Joseph School was established to provide a Christian environment for students, staff and faculty alike that promotes both excellence in education and a spiritual faith formation.

As a pastoral instrument of the Church we intend to respond to the needs of the whole person and to support the spiritual, intellectual, social and physical development of each student. It is also our intention to challenge students to work to the best of their abilities and to live as Christian examples of faith to one another and to the extended community. We will strive to explore and initiate innovations in education and our faith, which will prepare the students to take their place as leaders in a changing and challenging society.

PROFILE OF A ST. JOSEPH CATHOLIC SCHOOL STUDENT

- Spiritual Faith Formation
 - Seeks a personal relationship with Christ
 - Is prayerful and reverent
 - Embraces Gospel values and Church teaching
 - Discerns the Truth and seeks to incorporate it into real life
 - Practices the theological virtues of faith, hope and charity
- Educational Excellence
 - Moral excellence includes
 - Responsibility, honesty
 - Moral virtues of prudence, temperance, justice, fortitude
 - Psychological/Social excellence includes
 - Respectful, courteous and generous behavior
 - Sense of self-worth
 - Sense of humor
 - Healthy relationships with both genders
 - Intellectual includes
 - Possession of “right reason”
 - Awareness of the roles of virtues
 - Ability to think critically
 - Self-knowledge
 - Just pride in work well-done

PHILOSOPHY

A Catholic School provides a Christian environment at all times. Teachers and students continually strive to build a community of faith and hope that witnesses the gospel values of Jesus. Basic to the task of teaching is prayer, service and social justice. Through every program at the school the child's individual worth is respected, their ethnic background is recognized, and creative and intellectual potential is developed in every possible way. Catholic schools have a responsibility to explore and initiate innovations in education which will prepare the children to take their place in a changing and challenging society.

HISTORY

St. Joseph Catholic School was founded in 1894. Six years later St. Joseph was placed under the guidance of the Ursuline Sisters from the Galveston area that had lost their convent to the great hurricane of 1900. Nuns of the Incarnate Word served the school from 1930 to 1981. In May 1994, the school celebrated its 100th birthday with the installation of a historical marker, which was dedicated by the then Bishop of Austin, Rev. John McCarthy. That same year, the school expanded to include high school grades. The first senior class graduated in 1998. It has now expanded to three campuses; serving students eight weeks old through grade twelve. St. Joseph has a rich and wonderful heritage and demonstrates pride in its past and with confident anticipation is working towards innovation and excellence in the future.

GENERAL INFORMATION

MINIMUM COURSE LOAD

Freshman and sophomores are required to be enrolled in eight classes each semester. Juniors are required to be enrolled for eight classes unless they are attending a Blinn class. Seniors are required to be enrolled for five classes. Blinn courses are encouraged.

DESCRIPTIONS OF SPECIAL COURSES

Dual-Credit Courses

St. Joseph School offers dual-credit course in conjunction with Blinn College's Bryan Campus. These are college-level courses, which entails that the degree of work involved and the level of difficulty are above those expected of general SJS students. Admission is granted with a B average, approval of St. Joseph School, and successful AccuPlacer results.

Advanced Placement/Honors

Advanced Placement/Honors classes offer in-depth study of content, extra projects, accelerated pace, and rigorous study. Only courses designated with the above titles are awarded additional grade weighting. In order to receive AP college credit, the student must take the AP Exam or be dual enrolled if applicable.

Weighted Grades

All numeric grades in a particular class are weighted by multiplying the earned grade by: Dual Credit Course: 1.10; Honors Course: 1.05; Basic Course: 1.00

CREDIT REQUIREMENTS NECESSARY FOR ACADEMIC ADVANCEMENT

Freshmen who have successfully attained at least seven credits will be considered as members of the sophomore class. Sophomores must attain at least fourteen credits for Junior status. Juniors should have attained at least twenty-one credits to be considered members of the senior class.

Students may not take courses at any other institution other than Blinn Dual Credit Courses while attending St. Joseph High School and expect to receive credit. However, if a student fails a course at St. Joseph's it is recommended that he/she attend summer school for that course. The course must also be taken at an accredited institution. Students who fail more than two subjects may jeopardize continuance at St. Joseph.

Although it is possible that students may have attained sufficient academic credits prior to their senior year, physical and psychological maturity, as well as academic achievements are considerations for graduation. St. Joseph High School offers a full four-year program, including a broad range of honors courses and senior year electives. Therefore, no student will be permitted to graduate before completing four years of high school.

House Bill 2330 has determined that advance placement courses and dual credit courses must be weighted equally in determining GPA's for college admission.

Students who have credit deficiencies in required courses must make up those courses in summer school at St. Joseph School or another TEA accredited institution.

GRADE SCALE

The following grading scale is used:

| Grade | Letter | Basic Course GPA pts | Honors Course GPA pts | Dual Credit GPA pts |
|-------|--------|-------------------------|--------------------------|------------------------|
| 97+ | A+ | 4.33 | 4.54 | 4.76 |
| 93-96 | A | 4.00 | 4.20 | 4.40 |
| 90-92 | A- | 3.67 | 3.85 | 4.03 |
| 87-89 | B+ | 3.33 | 3.49 | 3.66 |
| 83-86 | B | 3.00 | 3.15 | 3.30 |
| 80-82 | B- | 2.67 | 2.80 | 2.93 |
| 78-79 | C+ | 2.33 | 2.44 | 2.56 |
| 75-77 | C | 2.00 | 2.10 | 2.20 |
| 73-74 | D+ | 1.67 | 1.75 | 1.83 |
| 70-72 | D | 1.00 | 1.05 | 1.10 |
| 69 | F | 0 | 0 | 0 |

Grade point averages (GPA) are computed by using high school grades only. The numeric grade earned will be recorded on the report card.

GRADUATION REQUIREMENTS

All students must have 31 credits to graduate from St. Joseph High School on the Distinguished . These credits must be completed, or in the process of being completed, in order to participate in graduation. High school students will receive their diploma after all requirements for graduation are completed.

| Course | Distinguished Diploma | Recommended Diploma |
|---------------------|-----------------------|---------------------|
| English | 4 | 4 |
| Technical Writing | .5 | .5 |
| Math | 4 | 4 |
| Science | 4 | 4 |
| Social Studies | 4 | 4 |
| Theology | 4 | 4 |
| Athletics/PE/Health | 2 | 2 |
| Fine Arts | 1 | 1 |
| Foreign Language | 3 | 2 |
| Technology | 1 | 1 |
| Speech | .5 | .5 |
| Electives | 3 | 3 |
| Total | 31 | 30 |

GRADUATION PLAN

| | |
|---|--|
| <p>Freshman Theology I/Speech English I Algebra I/Geometry* Geography Biology I/Health Physical Education Spanish I/Spanish II* Elective</p> | <p>Sophomore Theology II English II Geometry/Algebra II World History Chemistry Technical Writing Spanish II/Spanish III Elective</p> |
| <p>Junior Theology III English III/Blinn Dual-Credit English Algebra II/Pre-Calculus American History/Blinn Dual-Credit American History Biology II Fine Arts Spanish III/Computer Applications Elective</p> | <p>Senior Theology IV English IV Pre-Calculus/Calculus Government and Economics (1 semester of each) Physics Physical Education and Health (1 semester of each)</p> |

Note: Students can earn high school credit in 8th grade for Algebra I, Spanish I, and Computer Applications I. These courses will dictate what a student takes their freshman year and each following year. If Computer Applications is not taken during the 8th grade year, a student will use an elective credit to fulfill this credit and any other necessary credits.

The Administration reserves the right to withdraw a course offering if an unexpected staff or enrollment changes occur.

SECONDARY BELL SCHEDULEMonday/Wednesday/Friday

7:50 First bell
7:55-8:36 First Period
8:40-9:21 Enrichment Period
9:25-10:06 Second Period
10:06-10:16 Morning Break
10:20-11:01 Third Period
11:05-11:46 Fourth Period
11:46-12:12 MS Lunch
11:50-12:31 HS Fifth Period
12:31-12:57 HS Lunch
12:16-12:57 MS Fifth Period
1:01-1:42 Sixth Period
1:46-2:27 Seventh Period
2:31-3:12 Eighth Period

Mass Days: Tuesday/Thursday

7:50 First bell
7:55-8:36 First Period
8:40-9:21 Second Period
9:21 Dismiss to Mass
10:06-10:16 Morning Break
10:20-11:01 Third Period
11:05-11:46 Fourth Period
11:46-12:12 MS Lunch
11:50-12:31 HS Fifth Period
12:31-12:57 HS Lunch
12:16-12:57 MS Fifth Period
1:01-1:42 Sixth Period
1:46-2:27 Seventh Period
2:31-3:12 Eighth Period

Activity Bell Schedule

7:50 First bell
7:55-8:36 First Period
8:40-9:21 Second Period
9:25-10:06 Third Period
10:06-10:16 Morning Break
10:20-11:01 Fourth Period
11:05-11:46 Fifth Period
11:46-12:12 MS Lunch
11:50-12:31 HS Sixth Period
12:31-12:57 HS Lunch
12:16-12:57 MS Sixth Period
1:01-1:42 Seventh Period
1:46-2:27 Eighth Period
2:31-3:12 Activity Period

COURSE DESCRIPTIONS

BUSINESS EDUCATION

COMPUTER APPLICATIONS

Two semesters, 1 credit. 9th-12th Grade. Prerequisite: None. Description: Business Communications will help the student recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. By applying technical skills to address business application of emerging technologies, the student will enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment. In this course, the student will be able to explain the history of the personal computer; understand computer networks; create slideshows using presentation software; develop reports using word processing software; use spreadsheet software to create and evaluate data; demonstrate proper usage of the personal computer and its software. These goals will be evaluated throughout the semester in the form of daily assignments, group activities, projects, and presentations. (Required texts: None)

BUSINESS COMPUTER INFORMATION SYSTEMS

Two semesters, 1 credit. 9th-12th Grade. Prerequisite: None. This course is an introduction to business applications, computer systems, and emerging technologies. The student will implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or postsecondary education. By the end of this course, the student will be able to: explain the history of the personal computer; understand computer network; create slideshows using presentation software; develop reports using word processing software; use spreadsheet software to create and evaluate data; and demonstrate proper usage of the personal computer and its software. These goals will be evaluated throughout the semester in the form of daily assignments, group activities, projects, and presentations. (Required texts: None)

MULTIMEDIA

Two semesters, 1 credit. 9th-12th Grade. Prerequisite: None. Description: Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies; the student learns to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, the student will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. The student will communicate information in different formats and to diverse audiences. A variety of technologies will be used. The student will analyze and evaluate the results. In this course, students will be able to: explain the history of the personal computer; understand computer networks; create slideshows using presentation software; develop reports using word processing software; use spreadsheet software to create and evaluate data; and create various multimedia projects. These goals will be evaluated throughout the semester in the form of daily assignments, group activities, projects, and presentations. (Required texts: None)

ENGLISH

ENGLISH I

Two semesters, 1 credit. 9th Grade. Prerequisite: None. This course is concerned with developing the students' analytical and critical thinking skills by utilizing six specific genres: short story, poetry, non-fiction, novel, Epic, and drama. In this course, the student will increase his ability as a thoughtful and effective writer by applying the conventions of usage and mechanics of written language. During this course, the student can expect to write a variety of papers culminating in a literary research paper, develop and strengthen his reasoning skills, and understand the archetypal structures of classical literature through the lens of Catholic teaching. (Required texts: Applebee, et al. *The Language of Literature*, Level 9, 2006; Rueda et al. *English*, Level 9, 2001; Hamilton, Edith. *Mythology*; Golding, William. *Lord of the Flies* (edition to be discussed in class); Coelho, Paolo. *The Alchemist*. ISBN: 0061122416)

ENGLISH II

Two semesters, 1 credit. 10th Grade. Prerequisite: English I. In this course, the student will consolidate the critical thinking and critical reading skills he learned in English I by analyzing and evaluating exemplary and age-appropriate fiction and nonfiction works from the cultures that informed the Western Literary Tradition. The student will refine his writing skills through a deeper exploration of the texts used in class and gain a broader understanding of the writing process. In addition, the student will understand and use academic language when speaking and writing and demonstrate proficiency in the oral and written conventions of the English language. (Required texts: Applebee, Arthur N. *The Language of Literature*. Evanston, IL: McDougal Littell, 2006; Bradbury, Ray. *Fahrenheit 451*. New York: Ballantine, 1991. Print. ISBN 0345342968; Burns, Olive Ann. *Cold Sassy Tree*. Mariner Books, 2007. Print. ISBN0618919716; Huxley, Aldous. *Brave New World*. Cutchogue, NY: Buccaneer, 1991. Print. ISBN 0899664237; Knowles, John. *A Separate Peace*. Scribner Book Company, 2003. Print. ISBN 0743253973; Wiesel, Elie. *Night*. Bantam, 1982. Print. ISBN 0553272535)

ENGLISH DUAL-CREDIT

Two semesters, 1 credit. 12th Grade. (Dual Credit 1301-1302) Prerequisite: English I. Description: This course is a dual-credit course that offers the student the opportunity to earn college credit. It is comprised of two semesters: English 1301 and English 1302.

English 1301: This course is a writing-intensive first-semester composition course that focuses on the writing of researched argumentative, expository, and persuasive papers. Analytical reading, critical thinking, and library research-based skills are emphasized. Essays, including a 1500-word documented library research-based paper, are required. In this course, the student will be able to: apply the steps of the writing process--prewriting, drafting, revising, and editing--in clear, correctly written compositions; develop a topic appropriate to audience, purpose, situation, and assignment for written compositions; improve content and organization through revision; and apply conventions of standard edited English.

English 1302: This reading- and writing-intensive course further develops the analytical, thinking, and research skills underlying academic success through the study of literature. The student's writing of genre-based essays, including researched papers, reinforces the thinking skills associated with interpretation, explication, evaluation, analysis, and synthesis. Essays, including a 1500-word library research-based paper, are required. The student's writing and research skills, developed in English1301, are reinforced by the student's ability to: evaluate literary texts; synthesize secondary sources in critically analyzing a primary text; distinguish literary terms, genres, and techniques; synthesize others' ideas into accurately and appropriately documented MLA final products; apply the principles of sophisticated purpose, audience, and voice (tone) to their own writing; employ the conventions of Standard Edited English; and apply critical reading skills to their own and others' writing.

TECHNICAL WRITING

One semester, ½ credit. (To be taken in conjunction with the SAT/ACT Preparation Course) 10th-12th Grade. Prerequisite: None. Description:

ENGLISH III

Two semesters, 1 credit. 11th Grade. Prerequisite: English II. Description: Through an investigation of American texts from different literary periods, students will develop an appreciation for the ways in which American literature reflects the heart and soul of our nation's history and spirit from colonization through the postmodern era. Students will critically analyze both fiction and non-fiction texts to develop their ideas into multi-paragraph compositions with attention to organization, style, and mechanics. Through projects and presentations, students will also develop their oral communication skills in academic English. (Required texts: Applebee, Arthur N. *The Language of Literature*. Evanston, IL: McDougal Littell, 2006; *The Adventures of Huckleberry Finn*; *Narrative of the Life of Frederick Douglass*; *The Great Gatsby*; *The Outsiders*; Modern American Novel (Student Choice))

ENGLISH IV

Two semesters, 1 credit. 12th Grade. Prerequisite: English III. Description:

SPEECH

One semester, ½ credit. 9th-12th Grade. Prerequisite: None. Description: This course will enable the student to become a fluent public speaker, allowing him or her to more fully prepare for college and his/her career. By providing opportunities for the practical application of public speaking, the student is provided a means for gaining self-confidence and poise among their peers and various other audiences. By the end of this course, the student will be given the knowledge and ability to write researched speeches of appropriate length and material; to speak audibly, clearly, and with proper pronunciation and tonal emphasis; maintain appropriate eye contact; avoid distracting mannerisms/habits while speaking; keep the audience engaged; and be self-confident and at ease speaking in front of large audiences. (Required texts: None)

FINE ARTS

ART I

Two semesters, 1 credit. 9th-12th Grade. Prerequisite: None. Description: In this course, the student will create many different forms of art, including painting, drawing, sculpture, printmaking and many other mediums. The will learn about the Elements of Art – lines; shape, form and space; color and the Elements of Design – rhythm & movement; balance & proportion; variety, emphasis, harmony & unity. In addition, the student will learn practical applications for all of the Elements of Art and Design. (Required texts: None)

ART II

Two semesters, 1 credit. 10th-12th Grade. Prerequisite: Art I. Description: Art II is designed to introduce the student to certain basic visual concepts, encouraging creative application of these concepts. A broad range of both two and three dimensional materials, techniques, and presses will be employed. Background, historic and aesthetic material will be presented. Students must be willing to spend time outside the classroom planning the visual images they will produce in class. (Required texts: None)

CHOIR

Two semesters, 1 credit. 9th-12th Grade. Prerequisite: None. Description: The St. Joseph Catholic Choir performs high school level choral literature, both sacred and secular. A considerable amount of time will be spent in class on technical exercises in order to improve the student's musical abilities, and prepare this group for higher-level high school choral literature. Students are strongly encouraged to participate in T.M.E.A. Region Choir and T.A.P.P.S. Solo & Ensemble contests as individuals. The goal of the St. Joseph Catholic Choir is to raise the level of musicianship of each individual student, while working toward performance opportunities where the students will take pride in the final product. This course meets the Fine Arts Requirement. (Required texts: None)

BAND

Two semesters, 1 credit. 9th-12th Grade. Prerequisite: None. Description: The St. Joseph Catholic Eagle Band performs high school level marching and concert band literature. A considerable amount of time will be spent in class on technical exercises in order to improve the student's musical abilities, and prepare this group for higher-level high school band literature. Students are strongly encouraged to participate in A.T.S.S.B. Region Band and T.A.P.P.S. Solo & Ensemble contests as individuals. Students are required to participate in all activities and contests entered as the "Eagle Band". The goal of the St. Joseph Catholic Eagle Band is to raise the level of musicianship of each individual student, while working towards performance opportunities where the students will take pride in the final product. This course meets the Fine Arts Requirement. (Required texts: None)

YEARBOOK

Two semesters, 1 credit. 9th-12th Grade. Prerequisite: None. Description: Yearbook is a production class aimed at guiding the student through the process of producing a yearbook for the St. Joseph Catholic School System. The course includes instruction on the principles of page layout and design, photography, copy writing, copy editing, advertising salesmanship, and organizational and time-management skills. Because the yearbook is built electronically, the student will also receive instruction on the current software used to produce the yearbook. The student will be assessed regularly on his ability to meet deadlines as well as demonstrate knowledge of the processes and skills presented. (Required texts: None)

MATHEMATICS

ALGEBRA I

2 semesters, 1 credit. 9th Grade. Prerequisite: None. Description: In this course, traditional topics in Algebra I are covered. These include: simplification operations applied to polynomials and integers; factoring algebraic expressions and its application to the manipulation of algebraic fractions; methods for equation solving including linear, quadratic, fractional, two variables, and inequalities; operation with square roots and radicals; and the graphing of linear functions both with and without a graphing calculator. In this course the student will be able to: understand the foundations for functions, including their description, properties, attributes, use of symbols and their manipulation; solve problems and use the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations; understand linear functions, including their various usage, the meaning of slope and intercepts, zeros of a function, how to formulate equations and inequalities and analyze solutions; graph linear functions and interpret and describe the effects of changes in parameters of linear functions in real-world and mathematical situations; formulate systems of linear equations and use various methods to solve them; understand quadratic and nonlinear functions, including how their graphs are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions, recognizes there are various ways to solve them, and understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. (Required texts: Author, *Algebra II*. Pearson/Prentice Hall, 2007.)

GEOMETRY

2 semesters, 1 credit. 9th and 10th Grades. Prerequisite: Algebra I. Description: Basic ideas of geometry are introduced and developed throughout the year. Real-world applications are stressed and previously learned topics in algebra are integrated into the general course. Topics include proofs (indirect and formal), inductive thinking, linear concepts, polygons, triangles, similarity, circle concepts, constructions, area and perimeter of plane figures, area and volume of solid figures, coordinate geometry and transformations. This course is also offered at the Honors level. (Required texts: Author. *Geometry*, Prentice Hall. 2007.)

ALGEBRA II

2 semesters, 1 credit. 10th and 11th Grade. Prerequisite: Algebra I, Geometry. Description: Algebra II is a course that will build on the foundations begun when studying math in previous years. It will explore algebraic concepts and relationships as well as study the relationship of functions and equations to math. The student will begin to realize the relationship of algebra and geometry; and use math to solve various types of problems. In this course, the student will be able to think critically and apply problem solving skills to various types of problems; solve and graph linear, exponential, logarithmic, quadratic, rational, and radical functions; perform matrix operations; and recognize basic sequences and series. This course is also offered at the Honors level. (Required texts: Author, *Algebra II*. Pearson/Prentice Hall, 2007.)

ALGEBRA III

2 semesters, 1 credit. 11th and 12th Grade. Prerequisite: Geometry, Algebra II. Description: This course is a college preparatory course that focuses on realistic problem solving in concrete situations; numerical methods and appropriate technology. The goals for this class are for the student to experience authentic learning by exploring academic examples, real world uses, technology and manipulative demonstrations of Algebra course content. Course content will include SAT test preparation; rational numbers, rational expressions, real numbers, relations and functions; trigonometric functions; complex numbers; statistics; and matrices. (Required texts: None)

PRE-CALCULUS

2 semesters, 1 credit. 11th and 12th Grade. Prerequisite: Algebra I, Geometry, Algebra II. Description: This course encompasses all previous knowledge and expands the concepts into a higher level of thinking. A good, strong foundation is essential to be successful in Calculus; this course helps build that foundation. Review of coordinate geometry; polynomial equation (factoring, graphs, and roots); functions and their graphs; exponents and logarithms; trigonometric functions and their graphs; trigonometric identities; solving triangles and vectors. This course is also offered at the Honors level. (Required texts:)

CALCULUS

2 semesters, 1 credit. 12th Grade. Prerequisite: Algebra I, Geometry, Algebra II, Pre-Calculus. Description: This course is similar to a first-semester college level calculus course. Calculus is intended for a student who has a

thorough knowledge of algebra, geometry, trigonometry, and analytic geometry. Topics covered include elementary functions, derivatives, limits, applications of derivatives, optimization problems, integration, and applications of the definite integral. This course is also offered at the Honors level. In addition, the AP Exam can be taken for Advanced Placement at the end of the course. (Required texts: Larson, Hostetler, and Edwards, *Calculus of a Single Variable* (8th ed.), Publisher, Year.)

PHYSICAL EDUCATION

HEALTH

1 semester, ½ credit. 12th Grade. Prerequisite: None. Description: This course offers the student the opportunity to gain the understanding of the changes and challenges involved in becoming a mature young adult. This course includes units on growth and development, nutrition, mental and emotional health, drug education, communicable diseases, the life-cycle, and First Aid.

PHYSICAL EDUCATION

2 semesters, 1 credit. 9th - 12th Grade. Description: The overriding goal of the St. Joseph Physical Education program is two-fold to achieve and maintain a healthy level of physical fitness, with a deeper understanding of how being physically fit relates to an increased quality of life thereby promoting the development of good health habits that will be continued for a lifetime; and to create physically educated sports persons who possess the skills and knowledge to participate in and enjoy a wide range of physical activities, contributing in a positive way to the youth sports landscape. By the end of this course, the student will be physically educated, physically fit; be able to demonstrate competency in many sports-specific skills; understand and value the rules, rituals, and traditions of sport, and be able to distinguish between good and bad sport practices; and demonstrate enthusiasm and preserve, protect, and enhance the sport culture through participation, involvement, and appropriate behavior. (Required texts: None)

ATHLETICS

2 semesters, 1 credit. 9th - 12th Grade. Description: This course is offered to students who participate in interscholastic sports. Class time is devoted to increasing knowledge and technique of the particular sport in season. Practices continue after school for 1 to 2 hours. (Required texts: None)

SCIENCE

BIOLOGY I

2 semesters, 1 credit. 9th Grade. Prerequisite: None. Description: Biology is a laboratory-centered course which includes the fundamental concepts of cell chemistry and its structure and function; the chemistry of photosynthesis and respiration; and meiosis, mitosis and genetics. The basic biological kingdoms of animal and plant are studied from the laboratory view using microscopes, dissection, and experiments. Also included are the systems of human biology and ecology. (Required texts: Miller, Levine. *Biology*, Prentice Hall, 2008.)

CHEMISTRY

2 semesters, 1 credit. 10th Grade. Prerequisite: Biology I. Description: Our God has created a most complex and interesting world to discover and explore. Chemistry is the study of matter and its reactions. The student will apply the concepts he has learned in the classroom to hands-on lab activities, projects, and answer questions and solve problems designed to encourage critical thinking. In this course, the student will be able to understand matter and the changes it undergoes; utilize scientific measurements and conversions; explore atoms, elements, compounds, solutions, and the periodic table; recognize different types of bonding; recognize chemical names, formulas, stoichiometry, and reactions; and be familiar with Thermochemistry, electrochemistry, and nuclear chemistry. This course is also offered at the Honors level. (Required texts: Wilbraham, Antony. *Chemistry*. Prentice Hall, 2008.)

PHYSICS

2 semesters, 1 credit. 11th Grade. Prerequisite: Pre-calculus/Trigonometry. Description: Our God has created a most complex and interesting world to discover and explore. This course is designed to stimulate interest in the most basic of all sciences. Physics is the study of motion, energy, forces, matter, heat, light, sound, and atoms. As in other sciences, the student will apply the concepts learned in the classroom to hands-on lab activities, projects, and to answer questions and solve problems designed to encourage critical thinking. In this course, the student will be able to understand the mechanics of motion and effects of gravity; analyze the properties of matter, heat, waves, electricity, and magnetism; introduce concepts in Atomic and Nuclear Physics; conduct activities in the lab and develop formal lab reports from results; and solve conceptual problems. (Required texts: Hewitt, Paul G. *Conceptual Physics*. Prentice Hall, 2006.)

SOCIAL STUDIES

WORLD GEOGRAPHY

2 semesters, 1 credit. 9th Grade. Prerequisite: None. Description: In World Geography, the student examines people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. After the fall semester, the student will be able to understand the influence of geography on events of the past and present; explain the physical processes that shape patterns in the physical environment; explain the characteristics of major land forms, climates, and ecosystems and their interrelationships; explain the political, economic, and social processes that shape cultural patterns of regions; explain types and patterns of settlement, the distribution and movement of world population, relationships among people, places, and environments, and the concept of region; analyze how location affects economic activities in different economic systems throughout the world; describe the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies; express how components of culture shape the characteristics of regions; and analyze the impact of technology and human modifications on the physical environment. (Required texts: *World Geography*. McDougal Littell. Year. ISBN: 0618-16-265-8)

WORLD HISTORY

2 semesters, 1 credit. 10th Grade. Prerequisite: World Geography. Description: This course follows World History from early civilizations and empires through the present with specific emphasis put major events and cultures of Europe, Asia, Africa, and Latin America. Throughout the year the student will use a number of resources to complete both daily and major assignments including but not limited to homework, class work, tests, quizzes, projects and papers. In addition issues from the past will be linked to various issues in the present to demonstrate the importance impact of major events and people. In this course, the student will be able to identify significant people, events, and issues from the earliest times to the present; identify and explain important events and issues in western civilization as well as in civilizations in other parts of the world; analyze the causes and effects of political and economic imperialism and of major political revolutions since the 17th century; explain the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems; track the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process; track and explain the historical development of important legal and political concepts; analyze the impact of major religious and philosophical traditions; show connections between major developments in science and technology and the growth of industrial economies; use the process of historical inquiry to research, interpret, and use multiple sources of evidence. (Required texts: Beck, Roger B., *World History Patterns of Interaction*, McDougal Littell, 2007.)

AMERICAN HISTORY

2 semesters, 1 credit. 11th Grade. Prerequisite: World History. Description: This course follows American History from early colonization through the present with a specific emphasis on Civil War Reconstruction to the present. Throughout the year the student will use a number of resources to complete both daily and major assignments including but not limited to homework, class work, tests, quizzes, projects and papers. In addition issues from the past will be linked to various issues in the present to help show the importance impact of major events and people. In this course, the student will be able to interpret the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights; explain the impact of geographic factors on major events and analyze causes and effects of the Great Depression; analyze and understand the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process; identify the relationship between the arts and the times during which they were created; express the impact of technological innovations on the American labor movement; use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context; show connections between major developments in science and technology and the growth of industrial economies; use the process of historical inquiry to research, interpret, and use multiple sources of evidence. (Required texts: Danzer, Gerald A. et al. *The Americans Reconstruction to the 21st Century*, McDougal Littell, 2007.)

DUAL CREDIT AMERICAN HISTORY 1301 AND 1302

2 semesters, 1 credit. 11th Grade. Description: History 1301 and 1302 is a survey of U.S. history from settlement to present day. The course covers the cultural, political, constitutional, and economic development of the United States through that time.

The class will cover four major periods of American History through the present day. Each test in the class will cover these eras including the final. Furthermore, the final will include cumulative questions from the entire course.

GOVERNMENT

1 semester, ½ credit. 12th Grade. (To be taken in conjunction with Economics.) Prerequisite: American History. Description: This course focuses on the structure of the U.S. Government from its early beginnings and influences to the development of the system that is in use today. Throughout the year the student will use a number of resources and current events issues to complete both daily and major assignments including but not limited to homework, class work, tests, quizzes, projects and papers. In addition issues from the past and present will be used to show various changes in government and the importance of specific events and political figures. In this course, the student will explain major political ideas and forms of government in history; identify different interpretations of the U.S. Constitution, its underlying principles and ideas, and the form of government it created; identify and explain major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems; analyze the role of government in the U.S. free enterprise system; identify and explain the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution; the relationship between governmental policies and the culture of the United States; identify examples of government policies that encourage scientific research; and use critical-thinking skills to create a product on a contemporary government issue. (Required texts: McClenaghan, William A., *Magruder's American Government*, Prentice Hall, 2007.)

ECONOMICS

1 semester, ½ credit. 12th Grade. (To be taken in conjunction with Government.) Prerequisite: American History, Government. Description: Economics is a survey course designed to introduce the student to the American Economic system and Free Enterprise. The following topics will be discussed: Fundamental Economic Concepts Producers and Consumers/Consumerism; Microeconomics/Supply and Demand/Business Activity/The Marketplace; Macroeconomics/Government Revenues and Expenditures/The National Economy; and International Economics. Activities will be done so that students may participate in our Economic system as much as possible, for example the students will research and write about how much it will cost to start a business. By the end of this course, students will be able to understand and explain the basic economic problem: scarcity; understand and explain how the American free enterprise system functions (allocate resources, government and free enterprise); understand and explain demand, supply, and prices; understand and explain different types of business organizations; understand and explain money and banking systems; measure and monitor economic performances; understand and explain the role of government in the economy; understand and explain how international trade works; and understand and explain issues of economic development. (Required texts: Author. *Economics: Concepts and Choices*, McDougal Littell, 2008.)

THEOLOGY

THEOLOGY I

2 semesters, 1 credit. 9th Grade. Prerequisite: None. Introduction to Catholic Teaching and Sacred Scripture. Description: This course aims to demonstrate how Jesus Christ is revealed in Sacred Scripture. It is divided into three sections, exposing the students to Catholic Christianity prior to studying the Old Testament and the New Testament. The students will discover the role of the Church in relation to Sacred Scripture, demonstrating the relationship between Sacred Scripture, Sacred Tradition, and the Magisterium (teaching authority of the Church). In addition, the students will study covenantal Theology as revealed throughout all of Scripture. In this course, the student will establish the connection between the Magisterium (teaching authority of the Catholic Church), Sacred Tradition and Sacred Scripture; know the basic structure of the Scriptures, as well as learn how to locate various books and passages; explain the origin, authorship and development of the Scriptures; interpret various passages in Scripture; and demonstrate a knowledge of covenantal Theology as revealed and fulfilled throughout Scripture. (Required texts: Pennock, Michael. *Our Catholic Faith: Living What We Believe*, Ave Maria Press, 2006.; Smith-Christopher, Daniel. *The Old Testament: Our Call to Faith and Justice*, Ave Maria Press, 2005.; Pennock, Michael, *Encountering Jesus in the New Testament*, Ave Maria Press, 2003, 2009.)

THEOLOGY II

2 semesters, 1 credit. 10th Grade. Prerequisite: Theology I. Christology and Ecclesiology. Description: The purpose of this course is to help the student understand all that God has done for us through his Son, Jesus Christ. Through this course of study, the student will learn that for all eternity, God has planned for us to share eternal happiness with Him, which is accomplished through the redemption Christ won for us. The student will learn that he shares in this redemption only in and through Jesus Christ. In addition, the student will be introduced to what it means to be a disciple of Christ and what life as a disciple entails. In this course, the student will explain the term *Paschal Mystery* and demonstrate its importance within the Catholic theological tradition; demonstrate an understanding of the goodness of creation and humanity's subsequent fall from grace; analyze how Christ restores us to grace through His Redemptive act; discuss the moral implication that the Paschal Mystery has for the life of the believer; and conduct personal and corporate prayer as an essential aspect in the life of a believer or disciple. (Required texts: *The Church Our Story*, Ave Maria Press, 1996, 2006.)

THEOLOGY III

2 semesters, 1 credit. 11th Grade. Prerequisite: Theology II. Description: The purpose of this course is to help the student understand that we can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. In the second semester, the student will examine each of the sacraments in detail so as to learn how Christ may be encountered throughout life. The purpose of this course is to help the student understand that it is only through Christ that we can fully live out God's plan for our lives. The student will learn the moral concepts and precepts that govern the lives of Christ's disciples. (Required texts: *Our Sacramental Life: Living and Worshipping in Christ*, 2003.; *Your Life in Christ: Foundations of Catholic Morality*, 2001, 2008.)

THEOLOGY IV

2 semesters, 1 credit. 12th Grade. Prerequisite: Theology III. Sacred Scripture and Social Justice. Description: The purpose of this course is to provide a holistic view of Sacred Scripture with an introduction to the basic principles for biblical interpretation and scholarship. Because of the extent of the scriptural material, the course will not try to cover the vast content but rather will discuss Scripture's purpose and religious significance. The unity of the narrative of Scripture will be presented with special attention being paid to the divine plan of salvation, the presence of God's action in this record of His Revelation, and His desire to share His merciful love with us. In this course, the student will explain the term *divine plan of salvation* and demonstrate its importance within the corpus of scripture; demonstrate an understanding of the structures of both the Old and New Testaments; analyze the various genres within the canon of Sacred Scripture; discuss Christ as the fulfillment of Old Testament covenants and prophecies; and articulate the relationship between Scripture and Tradition within the context of the Catholic faith. (Required texts: *Exploring the Religions of Our World*, Ave Maria Press, 1999, 2008.; *Catholic Social Teaching: Learning and Living Justice*, Ave Maria Press, 2001, 2007.)

FOREIGN LANGUAGES

SPANISH I

2 semesters, 1 credit. 9th-12th Grade. Prerequisite: None. Description: Spanish I is a basic course in which the student will be introduced to new vocabulary and basic grammar, which will prepare him for Spanish II. The student will be expected to participate in basic oral conversations inside and outside of the classroom. The student is encouraged to visit various places within the community where he will be exposed to the Spanish language and culture. The student will work on developing his reading and writing skills in Spanish throughout the academic year. In Spanish I, the student will be able to understand expressions when listening and respond orally with learned material; produce words, phrases, and sentences when speaking and writing; detect main ideas in familiar material when listening and reading; make lists, copy accurately, and write from dictation; acknowledge the significance of Spanish culture in communication; and recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar. This is the first year of a minimum three year sequence for college preparatory students. (Required texts: Schmitt, Conrad J., and Protase E. Woodford. *Glencoe Spanish 2: Buen Viaje!* New York: Glencoe/McGraw-Hill, 2004.)

SPANISH II

2 semesters, 1 credit. 9th-12th Grade. Prerequisite: Spanish I. Description: Spanish II is a continuation of Spanish I where the student will be able to learn additional vocabulary and delve deeper into the grammar. The students will be expected to participate in basic and intermediate oral conversations inside and outside of the classroom. In addition, the student will be encouraged to visit various places within the community where he will be exposed to the Spanish language and culture. The student will also enhance his reading and writing skills throughout the academic year. Similar to Spanish I, yet developed on a deeper level, the student will be able to understand expressions when listening and respond orally with learned material; produce words, phrases, and sentences when speaking and writing; detect main ideas in familiar material when listening and reading; make lists, copy accurately, and write from dictation; acknowledge the significance of Spanish culture in communication; and recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar. This is the first year of a minimum three year sequence for college preparatory students. (Required texts: Applebee, Arthur N. *The Language of Literature*. Evanston, IL: McDougal Littell, 2006.; Bradbury, Ray. *Fahrenheit 451*. New York: Ballantine, 1991. ISBN 0345342968; Burns, Olive Ann. *Cold Sassy Tree*. Mariner Books, 2007. ISBN0618919716; Huxley, Aldous. *Brave New World*. Cutchogue, NY: Buccaneer, 1991. ISBN 0899664237; Knowles, John. *A Separate Peace*. Scribner Book Company, 2003. ISBN 0743253973; Wiesel, Elie. *Night*. Bantam, 1982. ISBN 0553272535.)

SPANISH III

2 semesters, 1 credit. 10th-12th Grade. Prerequisite: Spanish II. Description: Spanish III is a continuation of Spanish II. The student will continue to build his vocabulary and learn additional grammar. The student will be expected to participate in intermediate oral conversations inside and outside of the classroom. The student will also enhance his reading and writing skills throughout the academic year. The student is encouraged to visit various places within the community where he will be exposed to the Spanish language and culture. We will be incorporating additional culture and projects at this level. In this course, the student will participate in simple face to face communication; create statements and questions to communicate independently when speaking and writing; understand main ideas and some details of material on familiar topics when listening and reading; understand simple statements and questions when listening and reading; meet limited practical and social writing needs; use knowledge of the culture in the development of communication skills; use knowledge of the components of language, including grammar, to increase accuracy of expression; and cope successfully in straightforward social and survival situations. This course is also offered at the Honors level. (Required texts: Schmitt, Conrad J., and Protase E. Woodford. *Glencoe Spanish 3: Buen Viaje!* New York: Glencoe/McGraw-Hill, 2004.)

LATIN I

2 semesters, 1 credit. 9th-12th Grade. Prerequisite: None. Description: In Latin I, the student will learn vocabulary and basic verb and noun forms. The student will build a strong grammar foundation to move into Latin II. The student will also begin learning basic translation techniques during the spring semester. Once a week, there will be a history/culture day so that the language is coupled with a comprehensive understanding of the history and culture of Ancient Rome. At the conclusion of the school year, the student should be able to explain Latin and

English grammar effectively and complete basic onsite reading. In this course, the student will be able to understand basic Latin vocabulary; develop a strong grasp on Latin and English grammar; develop an awareness of Roman culture; understand and explain Roman mythology; and enhance his English vocabulary through the use of Latin root words. This course is also offered at the Honors level. (Required texts: Wheelock, Frederic M., and Richard A. LaFleur. *Wheelock's Latin*. 6th ed. New York: HarperCollins, 2005.)

LATIN II

2 semesters, 1 credit. 10th-12th Grade. Prerequisite: Latin I. Description: In the first semester Latin II, the student will continue learning Latin grammar in *Latin Course for Schools: Part 2* and expanding his vocabulary. The course will also cover the subjunctive mood—an important aspect of the Latin language. During the spring semester, the student will begin translating excerpts of Classical texts. Once a week, the class will continue to delve into the history/culture of Ancient Rome. In this course, the student will be able to understand and describe the subjunctive mood; understand Latin and English grammar more thoroughly; explain Roman culture; understand and explain Roman mythology; enhance his English vocabulary through use of Latin root words; and perform basic onsite translations. This course is also offered at the Honors level. (Required texts: Morwood, James. *A Latin Grammar*. Oxford: Oxford UP, 1999.; Wheelock, Frederic M., and Richard A. LaFleur. *Wheelock's Latin*. 6th ed. New York: HarperCollins, 2005.)

COLLEGE PREPARATORY ELECTIVE CLASSES

SAT/ACT PREPARATION

1 semester. ½ credit. 12th Grade. (To be taken in conjunction with the College Preparation Course).

Description: The SAT/ACT Prep Course is designed to help the student become adequately prepared to perform well on the SAT and ACT standardized tests. A special emphasis will be placed on vocabulary development and English grammar. These tests are part of the tools used by colleges and universities when reviewing student applications for acceptance. After completing the SAT/ACT Prep Course, the student should have a working knowledge of effective study skills, a broadened knowledge of vocabulary, essay writing techniques for standardized essay prompts, and the kinds of information that they will encounter on the SAT and ACT.