



ST. THOMAS  
HIGH SCHOOL  
BASILIAN FATHERS · 1900

## Catalogue of Courses

2026-2027



# ST. THOMAS HIGH SCHOOL

BASILIAN FATHERS · 1900

Dear Student,

This course catalogue is for your use as you plan your academic career at St. Thomas High School. It includes descriptions of all courses currently being offered along with their pre-requisites. Many of these courses are required as part of our excellent college preparatory program, while others are electives that may be chosen as areas of particular interest to you.

The faculty of St. Thomas High School intentionally curated this robust offering of courses to develop you into a man that is a faith-filled, life-long learner who thinks critically, communicates effectively, and prepares thoroughly to excel in college and in life. The curriculum will push you to actively serve your community, integrate Christian morality into all aspects of your life, and measure your success by the standards set forth in the Gospels. All that is needed is your commitment and dedicated effort to make the most of the opportunities available to him here at St. Thomas.

Sincerely,

Daniel Bryant  
Assistant Principal

## **GRADUATION REQUIREMENTS**

**All students must complete 28 credits for graduation:**

Theology*	4 credits (required for all students)
Mathematics*	4 credits
English*	4 credits
Social Studies*	4 credits
Science*	4 credits
Physical Education	1 credit
World Language	2 credits
Technology	1 credit
Speech	.5 credit
Fine Arts	1 credit
Electives	2.5 (minimum)
 Total	28 credits

Students may not take more than 1.5 credits of P.E. toward their graduation requirements. One-half credit of P.E. may be earned on the completion of a season on the roster of a Varsity sport in either 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade.

A Health Education program is included as part of the physical education course at freshman year.

\*Students must earn 1 credit each year in the core subjects from the list above.

## **COURSE OF STUDY DIRECTIVES FOR FRESHMEN**

### **GENERAL PRE-REQUISITES**

1. All students are required to take core subjects, PE w/Health, one elective course (Fine Arts, Business Applications, or Business Communications).
2. Students must take at least two years of the same World Language.
3. PE or Business Communications may be taken in the summer prior to freshman year.

### **9TH GRADE CURRICULUM. STUDENTS MUST TAKE ONE COURSE FROM EACH SECTION.**

Theology I	Biology
	Advanced Biology
English 9	
English I	Spanish I
Advanced English I	French I
World Geography and Culture	Latin I
Advanced World Geography and Culture	Mandarin I
	Physical Education with Health
Algebra 9*	
Algebra I*	Fine Arts, Business Communications, or
Advanced Algebra/Geometry *	Business Applications
Advanced Geometry*	
Advanced Algebra 2*	

\* All freshman must complete a summer packet.

## **COURSE OF STUDY FOR UPPER CLASSMEN**

### **Sophomore**

Theology  
English  
World History  
Math  
World Language  
Science

Select 1 credit worth of additional courses:

P.E.  
Fine Arts  
Communications/Technology

Minimum of 14 credits needed to be promoted to junior year.

### **Junior**

Theology  
English  
United States History  
Math  
Science

Select 2 credits worth of additional courses:

World Language (1 credit)  
P.E. (½ credit)  
Technology  
Fine Arts  
Other Electives

Minimum of 21 credits needed to be promoted to senior year.

### **Senior**

Theology  
English  
Economics/Government  
Math  
Science

Select 2 credits worth of additional courses:

World Language (1 credit)  
Technology  
Fine Arts  
Other Electives

Note:

1. Student may not repeat subjects at St. Thomas during the regular school year. Semester failures in required courses must be made up in Summer School.
2. Fees:
  - Advanced Placement classes have a test fee of \$99.00 each. The AP Seminar fee is \$150.00.
  - Robotics class has a fee of \$100.00.
  - Comprehensive Weight Lifting has a fee of \$150.00.
  - Dual Credit classes through the University of St. Thomas have a fee of \$375.00.
  - Debate class requires tournament fees.
  - Photography students are required to provide their own digital camera.

## **Academic Information**

1. The student course load is seven subjects and no more than one study hall per semester.
2. To be eligible for advanced courses, a student must meet established criteria found in this document and be approved by the department dean and counselor prior to the start of the school year.
3. Student schedules are not created or changed based upon requests for specific teachers or specific semesters.
4. Students may not repeat subjects during the school year at St. Thomas. Seniors who fail a required course in the fall semester must make it up in night school during the spring semester.
5. Underclassmen are not permitted to repeat a failed course during the fall/spring semesters. It must be taken in summer school.
6. No credit will be recognized for courses taken during the summer at another school unless they have been previously approved by the Assistant Principal. Only credit recovery courses will be considered for approval.
7. Failure to meet State of Texas attendance requirements may result in loss of credit.

## **Failures and Summer School Credit Recovery**

A student who fails to earn credit for a required course must acquire the credit in St. Thomas' summer school credit recovery program or in another approved summer school in order to return to St. Thomas the following year. The only exception to this is in full-year courses in math and languages other than English in which what is learned second semester builds itself on what is learned first semester. In this case, the first semester failing grade will be raised to a D- if the student earns a second semester average of C- or better. (Exceptions: Senior or AP level courses.)

Credit recovery courses taken with approval will become part of the school record and will be used in the computation of the cumulative grade point average. Students who fail a course are required to take credit recovery. Students earning less than a C- in a core course may have the option of taking the course again in the summer. Both the original course and the credit recovery course will be on the transcript and included in the cumulative grade point average. Only courses taken at St. Thomas High School, or taken with the prior approval of the Assistant Principal, will be included in the cumulative grade point average.

A student who earns below 70 in two or more classes for a quarter or semester will be ineligible to participate in any extra-curricular activities until the designated grade check.

**STH GPA Scale:**

<b>Grade</b>	<b>Percentage</b>	<b>GPA Regular</b>	<b>GPA Weighted</b>
A	93 – 100	4.0	5.0
A-	90 – 92	4.0	5.0
B+	87 – 89	3.3	4.3
B	83 – 86	3.0	4.0
B-	80 – 82	3.0	4.0
C+	77 – 79	2.3	3.3
C	73 – 76	2.0	3.0
C-	70 – 72	2.0	3.0
D+	69	1.3	2.3
D	66 – 68	1.0	2.0
D-	65	1.0	2.0
F	0 – 64	0	0

**Academic Concerns**

St. Thomas High School does not rank its students. To compute cumulative grade point average, courses are distinguished according to their degree of difficulty and grades are weighted on a 4-point scale using letter grades.

Note: The Physical Education grade is *not* calculated in the GPA. Health courses taken prior to the 2024-25 school year are included in a student's GPA.

St. Thomas Club – 4.0 GPA *with no grade below a C-*.

Honor Roll – 3.5 GPA *with no grade below a C-*.

Eagle Pass – Seniors with a cumulative GPA of 3.85 or higher.

**The Valedictorian and Salutatorian** are determined at the end of seven (7) semesters. The student with the highest grade point average and the second highest grade point average in January of their senior year will be declared Valedictorian and Salutatorian, respectively. A student must have been in attendance at St. Thomas for at least five (5) consecutive semesters in order to be declared Valedictorian or Salutatorian. The grade point average considered will be the grade point average found in the school portal (rounded to the hundredths). In the event of a tie between two or more students using the letter grade scale, numeric averages received in each course will be averaged to determine who is named Valedictorian and Salutatorian.

## Communications and Technology

**BUSINESS APPLICATIONS:** (Formerly Computer Applications) Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create a variety of Microsoft Word documents, develop Microsoft Excel spreadsheets using multiple formulas and tables, and make an electronic presentation using Microsoft PowerPoint. (One semester).

**WEB DESIGN & MANAGEMENT:** Web Design focuses on key concepts and principles of Website design and development, including web terminology, design principles, and hands-on development of Websites. Students will learn how to design a Website based on requirements, structure Website content, develop Website pages using graphics, animation, and perform quality assurance testing. (One semester)

**VIDEO PRODUCTION:** The theme of the Video Production course is the basics of storytelling through video techniques. This course introduces students to broadcasting and video production through a theory based and hands-on approach. Topics include the fundamental technical aspects of the digital video camera, camera shots and composition, media literacy, aesthetic elements and techniques, non-linear editing, public service announcements, television advertising, and short films. Once students have been introduced to the fundamental techniques, the students then have independent projects, which they write, film, produce and edit using the functionality learned in the application. As a result, student put their understanding into practical usage for each technique and the equipment. (One Semester)

**BROADCAST JOURNALISM:** The Broadcast Journalism course operates the campus television station, Eagle Broadcast Network (EBN). Students will produce and air a live morning news program. Students will work in a team environment and receive hands-on experience producing, writing, editing, videotaping, and reporting events for the school community. Students will also produce video news stories of interest to STH which may require work outside of class time or off-campus. **Students must arrive in the EBN studio by 7:20 AM every school day.** Priority is given to student who have taken Business Communications. (One Semester).

**ROBOTICS:** Robotics is a one-semester course that will teach students the basics of robotic programming. Students will work in small groups to program their robot to interact with its environment and complete tasks. Robotics can be taken by students with little or no programming experience, and can serve as a concise and engaging introduction to programming, using the language RobotC. (One Semester) Fee: \$100

**COMPUTER SCIENCE I:** Computer Science I introduces students to basic computer science concepts. Students learn about networking and cybersecurity basics, basic HTML scripting to create a webpage, beginning Python and VR programming. (One semester)

**INTRO TO CYBERSECURITY:** 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 cyber-attacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. (One semester)

**AP COMPUTER SCIENCE A:** Advanced Placement Computer Science A is a fast-paced introduction to the Java programming language. Students learn advanced computer science concepts including user interfaces, searching, sorting, and recursion and working with classes, which is a feature of object-oriented programming. The AP exam is taken in May. (Two semesters) *It is highly recommended that students wishing to take Computer Science A have successfully completed AP Computer Science Principles. AP Computer Science A is a fast paced, coding-intensive course, so prior coding experience will be highly beneficial. Students coming into Computer Science A will need a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. It is important that students understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.*

**AP COMPUTER SCIENCE PRINCIPLES:** Advanced Placement Computer Science Principles covers a wide range of computer topics. Some of the topics covered are how the internet works, the impact of computers on society, cyber security as well as programming. The programming language for this course will be Python. Students learn problem solving skills and collaboration skills as they work on group and individual projects. AP credit is assessed as follows 70% AP Exam in May, 30% Create Project. (Two Semesters) *It is recommended that students in the AP Computer Science Principles course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. It is also recommended that any student who wants to take AP Computer Science Principles have already completed Computer Science 1 or Business Applications.*

**ADVANCED PROGRAMMING AND COMPUTER SCIENCE:** This dual credit course with Carnegie Mellon University will introduce students to the foundations of programming with an emphasis on problem-solving in Python with clear, robust, and reasonably efficient code using top-down design, informal analysis, and effective testing and debugging. Topics include data and expressions, conditionals, loops, strings, 1d and 2d lists, animations using model-view-controller, sets, dictionaries, efficiency and Big O, object-oriented programming, recursion and backtracking. Students who complete this course will take an end of course exam provided and graded by CMU and if they pass with a C or better can have their final grade transcribed as 15-111. The cost of the exam is \$200 and must have parent paperwork sent in to CMU. (Two semesters)  
*Prerequisites - AP Computer Science-A AND teacher recommendation.*

**MOBILE APP DEVELOPMENT:** Students will learn how to use components to create scalable, custom, and fast mobile applications. Students will also learn about important computer science topics including, state changes, using XML and style sheet objects. (One semester) *Prerequisite: Computer Science I, AP Computer Science Principles, or AP Computer Science A.*

**BUSINESS COMMUNICATIONS:** (Formerly Speech) focuses on the principles and techniques of written, oral, and digital communication. Business Communications addresses critical business communications skills from preparation and organization to composition and iteration and finally to presentation. This course will provide students with the confidence to create a variety of business communications including emails, memos, letters, speeches, and presentations in high school, college, and the workplace. (One semester)

**DEBATE:** Debate is designed primarily for students interested in competitive speech activities. Lincoln-Douglas, Public Forum and Congressional debate formats, as well as prepared and extemporaneous speaking, are studied. Research methods and persuasive writing skills are also covered. Course requirements include competing in debate tournaments and assisting with the Junior High School Speech Tournament hosted by STH. This course fulfills the Speech requirement. (Two semesters, tournament fees required)

**DEBATE II, III, & IV:** These debate courses are designed for the experienced speech and debate student. The course will stress expert knowledge and practice in Lincoln-Douglas, and other debate formats. Debate II will include analysis of current controversial issues, methods and materials of research, evidence, applied logic and reasoning, construction of debate cases and audience analysis. Course requirements include competing in debate tournaments and assisting with the Junior High School Speech Tournament hosted by STH. Prerequisite: Debate & recommendation for Debate II; Debate II & recommendation for Debate III; Debate III & recommendation for Debate IV (Two semesters, tournament fees required)

**INTRODUCTION TO JOURNALISM:** Introduction to Journalism serves as an introduction to the journalistic style of writing, layout and design, and photography used in the creation of the student magazine and yearbook. The class is especially recommended for those students wishing to join advanced journalism, which produces these school publications. Students will learn to write the three basic styles of journalistic writing: news, feature, and editorial. Subject matter for student writing will range from school level to world news/issue level. Students will learn the basic functionality of professional design software including, but not limited to, Adobe InDesign and Adobe Photoshop. Students in Intro to Journalism will learn the fundamentals of good layout for magazine and online publication. Finally, students will learn the fundamental operations of a professional DSLR camera and the particular elements of shooting photographs for photojournalism as opposed to other styles of photography. Students will learn photo composition, editing, and visual storytelling. This class fulfills either a Technology or Fine Arts credit. (One Semester)

**ADVANCED JOURNALISM (YEARBOOK):** Advanced Journalism (Yearbook) is a two-semester course which provides the student with an in-depth study and hands-on experience in the complete process of production and publishing the *Aquin* yearbook. Each student will have the opportunity to work in all areas of production including photography, design, copywriting, and editing. In addition, students enrolled in this course will gain experience in industry level programs like Adobe Photoshop and Adobe InDesign as well as proficiency in industry level project management software and methodology. Enrollment in this class requires a B or higher in English and the approval of the advisor through an application process. This course is capped at 30 students. (Two semesters)

**ADVANCED JOURNALISM (PRINT AND DIGITAL PUBLICATION):** Advanced Journalism (Print and Digital Publication) is a two-semester course which provides the student with an in-depth study and hands-on experience in the complete process of production and publishing in both print and digital mediums. Students are responsible for the production of the print edition of *The Eagle Magazine* as well as *The Eagle Online* student website. In addition, students enrolled in this course will gain experience in industry level programs like Adobe Photoshop and Adobe InDesign as part of the course. Enrollment in this class requires a B or higher in English and the approval of the advisor through an application process. This course is capped at 18 students. (Two semesters)

## English

**ENGLISH 9 and ENGLISH I:** Students in English I develop critical thinking skills through reading and expository writing based on world literature. The literary survey is aligned with the students' study of ancient through medieval civilizations in history. Students review basic sentence structure, standard usage and punctuation, and organizational strategies for essays. Students learn to make and to support logically structured arguments. Students improve vocabulary through reading and study of supplemental materials. English I students learn to discern and document credible sources used in researching topics related to the study of literature and its context.

**ADVANCED ENGLISH I:** Students in Advanced English I develop critical thinking skills through reading and expository writing based on world literature. Though somewhat broader and deeper than English I, the literary survey is coordinated with the students' study of ancient through medieval civilizations in history. Students review basic sentence structure, standard usage and punctuation, as well as effective organization and rhetorical strategies for essays. Students improve vocabulary through reading and study of supplemental materials. A significant difference for Advanced English I students is the expectation that they will display intellectual curiosity and academic discipline beyond that of the regular student.

**ENGLISH II:** Students in English II continue to develop skill in critical analysis, both in reading and writing through the study of world literature from the Renaissance to the present. English II emphasizes clear, coherent writing as a response to the literature. Coordination with World History continues and we introduce the research process with regard to particular authors, analysis of their work, and review of scholarly literary analysis. Students concentrate on those elements of grammar which will improve their writing and prepare them for college entrance exams. Students continue to supplement vocabulary in the literature with a vocabulary program.

**ADVANCED ENGLISH II:** Students in Advanced English II continue to develop skill begun in Advanced English I in critical analysis, both in reading and writing through the study of world literature from the Renaissance to the present. Study of the development of literature as a reflection of and response to historical, political, and social events continues in tandem with the World History class. Students learn formal research methods and procedures. Grammar study focuses primarily on sentence analysis for improvement through modification, coordination, and subordination. Vocabulary study in literature is supplemented for SAT preparation. *Prerequisite: A- in English I & recommendation or B in Advanced English I & recommendation.*

**ENGLISH III:** Students in English III survey American literature from colonial times to the present, placing emphasis on textual analysis and critical response to literature. Clear, coherent essays based on detectable principles of organization and standard objective diction form the basis for the English III writing program. Actively engaging the ideas in a text through discussion and presentation promote mastery learning in English III. Coordination with American history emphasizes the importance of literature as primary source for historical interpretation. Vocabulary, grammar, and usage study build skill for college entrance exam preparation.

**ADVANCED PLACEMENT ENGLISH III LANGUAGE AND COMPOSITION:** The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.... The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.” *Students who are most successful in AP English Language and Composition have earned a B or above in Advanced English II or an A in English II. All students will be required to complete a summer assignment.*

**ENGLISH IV:** The central purpose of English IV is to cultivate the critical thinking, reading, writing, and oral skills required for students' post-graduation ambitions. The English IV curriculum of 9<sup>th</sup> – 21<sup>st</sup> century British literature encourages students to become more reflective and to further develop their independent study skills, their written and oral discourse, and their exploration and understanding of philosophical ideas. Students also gain a familiarity with British Literature as a body of work by examining how cultural influences have influenced the work of British authors.

**ADVANCED PLACEMENT ENGLISH IV LITERATURE AND COMPOSITION:** AP Literature is designed to satisfy requirements of a survey literature course at the university level and to prepare students for the Advanced Placement Exam in May. In order to develop analytical analysis skills, students read widely from prose, poetry, and drama, from the 17<sup>th</sup> – 21<sup>st</sup> centuries. They learn to read closely and analytically and then write cogently about the literature they study. *Students who are most successful in AP English Literature and Composition have earned a B or above in AP Language and Composition or an A in English III. Students entering AP English Literature should be able to write an organized essay that includes the following: a thesis statement that conveys a defensible claim, relevant evidence, and commentary that explains relationships among textual evidence, the line of reasoning, and the thesis. The AP student must be motivated and dedicated to successfully completing challenging academic work both inside and outside of the classroom. In addition, the AP student must be committed to keeping deadlines and maintaining a daily reading and writing homework schedule. All students will be required to complete a summer assignment.*

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

**AP RESEARCH:** The second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. (Two semesters) *Prerequisite: AP Seminar*

**CREATIVE WRITING:** Creative writing allows students opportunities to write in a variety of genre including short fiction, poetry, the memoir, nonfiction essay, and children's literature. Much of the work is accomplished during the class in the computer lab followed by peer editing workshops. Emphasis includes improving students' mastery of language and grammar through revision as part of the creative process. Students build a portfolio of work and are required to submit work for publication in the literary magazine. Students are also strongly encouraged to enter writing contests both locally and nationally. (One semester)

**CONTEMPORARY RESEARCH AND WRITING:** Contemporary Research and Writing encourages students to develop the skills necessary for writing persuasive and informative essays. This rigorous composition course asks students to skillfully research a variety of topics and present that information in technically accurate and stylistically advanced writing. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The student's evaluation of his own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. (One semester)

**GRAPHIC NOVELS AND COMICS:** This course explores the history and significance of one of humanity's oldest and most important literary forms, the comic book and his big brother, the graphic novel. Telling stories, both fictional and historical in visual form predates written language, and the comic books and graphic novels of today hearken back to those fundamentals that make visual storytelling such a powerful medium. Though understanding the origins and cultural history of visual storytelling is important, the impact that comics and graphic novels have had on modern culture is perhaps even more fascinating. From early comic strips to the silver and golden ages of comics, to the now multi-billion-dollar movie industry, inspired by comic books and graphic novels, has impacted modern popular and literary culture for over a century. Much like their unillustrated cousins, the novel, graphic novels inspire devotion in some and anger in others. They cause us to question who we are, what we like, and what is important to us. In this class, we will seek to use graphic novels to begin to answer some of these questions. (One semester)

**LITERATURE OF WAR:** In this semester-long course, students will examine the nature of leadership, the morality of military conflict, and the psychological effects of war on the individual. Three wars and their corresponding literary works will provide the context for discussion and debate: The Hundred Year's War and *Henry V*, World War I and *All Quiet on the Western Front*, and The Vietnam War and *Dispatches*. Students will also watch and evaluate the film adaptations of each of the primary sources. A comprehensive research paper synthesizing the primary texts will be submitted in lieu of a final exam. (One semester)

**MUSIC AS LITERATURE:** As a semester long course, students would learn a specific set of argument, analysis, and synthesis skills and will apply those skills to a project requiring research, planning, and presentation. Music and music criticism provide students the opportunity to learn and practice the reading and writing skills developed through literature classes, but with a medium that often increases engagement and shows a practical application of writing to students who choose to analyze music in their future. The class will also expose students to music and artists with whom they have little or no experience. (One semester)

## Fine Arts

**DRAWING I:** Drawing I introduces students to foundational drawing skills through a wide range of media. Students learn to translate what they see with accuracy and sensitivity while working from observation, photo references, and creative prompts. The course emphasizes purposeful composition, expressive mark-making, and strong craftsmanship. (One semester)

**SCULPTURE I:** Students will learn how to construct three-dimensional artworks using traditional and nontraditional materials such as cardboard, clay, and wire. Critiques, guest artists, workshops, and/or field trips are also a part of the class. (One semester)

**SCULPTURE II:** Sculpture II expands on the sculpture knowledge introduced in Sculpture I with advanced hand-building and more complex, personally directed assignments. Working with plaster, wood, clay, and found materials, students continue transforming their ideas into real world objects through construction, modeling, carving, and casting. *Prerequisite: Students must have earned a B or above in Sculpture I and a recommendation.* (One semester)

**PRINTMAKING I:** Printmaking I is an introductory course in which students learn basic printmaking techniques including etching, collagraph, silk-screening and relief while also learning the history of the medium. Students will learn about the possibilities and production of multiple like images while developing their artistic skills. (One semester)

**PRINTMAKING II:** Printmaking II is a course in which students continue to learn printmaking techniques and develop their skill in processes such as etching, collagraph, silk-screening and relief. Students will work in editions while developing their artistic skills and personal concept. This course will delve into mixed media processes, working on a larger scale, printing on alternative materials and exploring how printmaking can have a role in social justice. *Prerequisite: Printmaking I* (One semester)

**DIGITAL GRAPHICS I:** Digital Graphics I introduces students to the foundations of digital graphics – how the visual arts and technology unite to communicate ideas effectively. Students will gain visual literacy by analyzing both commercial and artistic work, which includes typography, marketing, motion graphics, and digital imaging. In addition, basic photography principles will help them enhance their designs with bold, original imagery. Reflections, plus individual and class critiques, will promote deep, critical thinking about their own creations and the work of both their peers and prominent artists/designers. This course fulfills either a fine arts credit or a technology credit. (One semester)

**DIGITAL GRAPHICS II:** Digital Graphics II continues to explore how the visual arts and technology unite to communicate ideas effectively. Students will examine the role of digital graphics today – in both the everyday context of ads and products and in the form of fine art. Relevant topics include branding, marketing, digital imaging, and animation. Learning the principles behind major works of art and design, students will fine-tune their own artistic voices and personal styles. Students' stronger grasp of technology, design history, and methods will help them make original works of design and art. This advanced course also shifts focus to crafting material for clients and for social change. Reflections, plus individual and class critiques, will promote deep critical thinking about their own creations and the work of both their peers and prominent artists/designers. This course fulfills either a fine arts credit or a technology credit. *Prerequisite: Digital Graphic I.* (One semester)

**PHOTOGRAPHY:** Photography is designed to introduce students to the fundamentals of photography as an art form. Students will receive instruction for each assignment through lectures, demonstrations and samples of desired outcomes. Individual reflections and class critiques will be used to dig deeper and think more critically about their work, the work of their peers, and past and contemporary photographers. Areas of study include cyanotype printing, time lapse photography, architecture, stop motion animation, digital portraiture manipulation, night photography and sports/action. Students must procure their own DSKR camera for this class. (One semester)

**CHOIR:** Choir is open to all students interested in singing. In this full year course, students will be introduced to proper vocal techniques (voice range, diction, pitch) through both solo and ensemble settings. Students will perform at Mass, in concert, and participate in All-State and solo/ensemble competitions. (Two semesters)

**ADVANCED CHOIR:** Advanced Choir is open to students who have successfully completed a year of Choir. In this full-year course, students will develop vocal techniques through both ensemble and solo performances. Advanced Choir students develop their music notation reading skills, knowledge of diction in English and world languages, and musical expression in a variety of musical styles from a broad historical and cultural repertoire. Students will perform at school Masses, in concerts both on and off campus, and in contest. Advanced Choir students are also required to audition for All-State Choir, and participate in solo & ensemble contest as well as cantor at mass. This course can be repeated for credit. (Two Semesters)  
*Prerequisite: completion of at least one year of Choir AND teacher recommendation.*

**BEGINNING BAND:** Beginning Band provides class instruction for students with no previous musical training. Class instruction at the beginning level provides a supportive, motivating setting which allows the student to develop the skills necessary to perform at the more advanced level of the St. Thomas Eagle Band. By the end of one semester, the student will enroll in the regular Band course. (One semester)

**BAND:** Band produces the St. Thomas Eagle Band. Students study and perform a variety of musical styles in the band repertoire. The band performs at football games, concert performances, festivals, and local concert tours. A full year of band earns .5 credit of PE and .5 credit of Fine Arts. (Two semesters) *Prerequisite: At least one year of experience with a woodwind, brass or percussion instrument.*

**ADVANCED BAND:** This course is open to all students who have completed at least one year of band at St Thomas. Musicians will continue the requirements for regular band but must also: perform scales in all 12 scales; perform Lisk patterns 12121, 12321, 13454321; play a Class II solo or higher from the UIL list at either Texas Association of Private and Parochial School (TAPPS) **or** try-out for Texas Private School Music Educators Association (TPSMEA) All-State; play in a small ensemble for either TAPPS **or** TPSMEA. (Two semesters) *Prerequisites: At least one year of band at St Thomas AND teacher recommendation.*

**ADVANCED BAND III:** Is opened to all students who have completed Advanced Band II and are in good standing. Musicians will continue the requirements for regular band but must also: In addition to the requirements for regular band, Advanced Band III must also: perform Fisk patterns 123213531, 1234543213531; play a Class II solo or higher from the UIL list at TAPPS **and** TPSMEA **or** try-out for TPSMEA All-State; play in a small ensemble at TAPPS **and** TPSMEA. (Two semesters) *Prerequisites: must have completed the Advanced Band II AND teacher recommendation*

**ADVANCED BAND IV:** Is opened to all students who have completed Advanced Band III and are in good standing. Musicians will continue the requirements for regular band but must also: In addition to the requirements for regular band, Advanced Band IV must also perform Fisk patterns Chromatic scale ascending and diatonic scale down; play a Class I solo or higher at TAPPS and TPSMEA and try-out for TPSMEA All-State; play in a small ensemble at TAPPS **and** TPSMEA. (Two semesters) *Prerequisites: must have completed the Advanced Band III AND teacher recommendation.*

**STRING ENSEMBLE:** The class is offered to students who show an interest and willingness to learn their choice of violin, viola, cello or bass. The orchestra performs at concert performances and festivals. There are no prerequisites and students at the beginning level are welcome, but some musical knowledge is highly recommended. *There is an audition prior to the fall semester.* (Two semesters)

**ADVANCED STRING ENSEMBLE:** This course is open to all students who have completed at least one year of Orchestra at St Thomas. Musicians will continue the requirements for regular Orchestra but must also: perform in all 12 keys; perform Lisk patterns 123454321, 87654321, 1234543213531; must audition for TPSMEA ALL STATE, must perform a UIL class 2 or 1 solo at either TPSMEA or TAPPS must perform in an ensemble at either TPSMEA or TAPPS (Two semesters) *Prerequisites: At least one year of band at St Thomas AND teacher recommendation.*

**JAZZ BAND:** Jazz Band is an elective course that allows the student to study and perform the many varieties of jazz, swing, Latin, funk and rock music. The class includes instruction in improvisation, and provides a venue for guitarists, pianists, and bassists. (Two semesters) *Prerequisite: Enrolled in Band or String Ensemble and recommendation.*

**ADVANCED JAZZ BAND:** This course is open to all students who have completed at least one year of Jazz Band and are enrolled in either Band or Orchestra at St Thomas. Musicians will continue the requirements for regular jazz band but must also: perform in all 12 keys; perform Lisk patterns 123454321, 87654321, 1234543213531; must be able to perform studies 1-3 (Intermediate) from Lennie Niehaus Jazz Conception. Students will be expected to audition for TPSMEA All-State Jazz Band. (Two semesters) *Prerequisites: At least one year of jazz band at St Thomas AND teacher recommendation.*

**HAND DRUM AND PERCUSSION ENSEMBLE:** This is an ensemble that focuses primarily but not exclusively on drums played with just the hands: Conga, Djemba and other African and South American drums. The ensemble would also emphasize playing instruments like shakers, cowbells, wood blocks and other "toy" instruments. The class would begin with basic drum patterns played in an ensemble setting. These patterns would eventually set the stage for improvisation within the ensemble context leading to an understanding of the basics of form. This basic knowledge would be used to explore the other elements of music: tempo, timbre, pitch, volume. The origin and history of the drums would also be taught within the context of performance. (One semester)

**MUSIC HISTORY:** Music History is a course open to students who are interested in music history and how it reflects the culture in which it is created. Specific artists from each period who demonstrate the key movements in music as well as identifying key musical instruments, forms, and terms will be explored. (One semester)

**AP MUSIC THEORY:** AP Music Theory is designed to provide a college level Music Theory course including aural, written and performance-based components. Students develop the ability to sing melodies on sight and to notate music that they hear. They will learn the grammar of musical notation and analysis, how to meaningfully analyze melodic, rhythmic, harmonic and structural elements of music in words and with symbolic notation. Students will take the national AP exam in May. (Two semesters) *There are no prerequisite courses for AP Music Theory; however, students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.*

**THEATER I:** Theater I introduces students to the world of theater. Onstage practice and performance practice of stage movement, vocal technique, and improvisations prepare students to bring both scripts and characters to life. Students perform dramatic monologues, pantomimes, and duet scenes. Additionally, students participate in all aspects of a typical theatrical production by seeking out props, discovering motivations for actor, developing sound effects, creating costumes, designing a set, and ultimately producing a one act play. (One semester)

**THEATER II:** Theater II continues the introduction of Theater I, including onstage practice, performance, stage movement, vocal technique, and improvisations. A significant portion of the class focuses on self-evaluation (with the aid of video), but students also attend and evaluate performances in the Houston Area theater. Additionally, students will develop workshop ideas, original monologues, and playwriting techniques. The final project is a collaborative creation and production of a one-act play/film. *Prerequisite Theater I.* (One semester)

**ADV THEATER III: ORIGINAL PRODUCTION:** This course will provide ambitious students to develop a one act play from start to finish. The course will cover topics such as developing characters, the significance of settings, thematic development, writing evocative dialogue and creating dramatic scenes, recognizing limitations and liberties of the theatrical vehicle, etc. Additionally, the course will offer technical instruction. Students will operate sound boards, light boards, and spotlights. They will display mastery of industry standard technology like Q-LAB. Also, students will help design costumes, sets, staging, lighting, sound effects, and special effects. Students examine monologues, dialogues, one act plays, costumes, lighting, set designs, and interviews with professional playwrights, lighting technicians, costumers, and theater producers. In turn, students craft their own characters, plots, and tech designs for the purpose of a production. Students design the set, cast the play, design the lights, sound, make up and costumes for the actors, and advertise their productions. The semester ends with performances on stage over the course of a weekend at the end of the semester. *Prerequisite: Theater I and II or Tech Theater I and Tech Theater 2.* (One semester)

**TECH THEATER:** This course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Technical theater will incorporate academic study and hands-on application of knowledge and skills. Students will focus on developing the basic tools and procedures for creating elements of technical theater including: stage elements, stage properties, crew assignments, theatre appreciation, costumes, scene design, sound engineering, lighting design, box office management, and publicity. (One semester)

**TECH THEATER II:** Technical Theater II is a hands-on continuation to the designing, crafting and execution of theatrical productions. Students will continue to learn the basics of theater design terminology and obtain the hands-on skills to properly execute theater design and production. Technical Theater II will introduce the second-year technician to the areas of design and theatrical production. This is a project-based course. Students will build, paint, climb ladders and handle power tools in this class. Subjects covered will include the following: Scenic Design, Stage Management, Computer Drafting, Lighting Design, Production Management, Computer Paperwork, Sound Design, Costume Design, Hand Drafting, and Carpentry Skills. All Technical Theater II students are required to participate in all semester productions. *Prerequisite: Tech Theater I.* (One semester)

**SHAKESPEARE:** This course will explore the life, history, works, and cultural impact of William Shakespeare. The class will provide students opportunities to engage Shakespeare's works through a selection of critical essays, reflections, performance, reader's theatre, scene debates, Socratic seminars, discussions, etc. Primarily, this course will develop actors through the performance of Shakespeare: with work focusing on sonnets, verse scenes, monologues, play projects, and a studio production; as well as classes in voice, physical performance, speech, song, dance, clown and stage combat. (One semester)

**FILM STUDIES:** This course is a one semester elective in Fine Arts open to Juniors and Seniors. In this course, students will study films from the broad history of cinema from the silent era to today. Students will develop vocabulary and skills for analyzing and appreciating films in a variety of genres. The course will include American cinema from both Hollywood studios and independent filmmakers, as well as films from across the world. (One semester)

## Mathematics

**ALGEBRA I and ALGEBRA 9:** In Algebra I, students study sets, sentences, properties of operations, monomials, polynomials, first degree equations, inequalities, word problems, special products, factoring, rational expressions, solving systems of equations, ratio and proportion, radicals, and linear graphs. TI30XIIS Calculator Required.

**ADVANCED ALGEBRA I/GEOMETRY:** The course provides a comprehensive foundation in both algebraic and geometric thinking, helping students build the skills needed for advanced mathematics. Students explore linear and quadratic functions, systems of equations, inequalities, and polynomial operations while also developing a strong understanding of geometric relationships, transformations, similarity, congruence, and introductory trigonometry. This course is taught at an accelerated pace and students will receive credit for both Algebra 1 and Geometry. TI30XIIS Calculator Required. *Placement in this course is dependent on the student's demonstration of mastery of core math concepts on the STH Math Placement Exam.*

**PLANE GEOMETRY:** Plane Geometry is a study of lines, planes, angles, constructions, perpendicular lines, parallel lines, polygons, triangles, congruence, transformations, quadrilaterals, inequalities, ratio and proportion, similar figures, right triangles, circles, areas, and volume. The course includes instruction in developing and applying logical and deductive reasoning skills with a focus on the study of patterns and relationships among geometric figures. TI30XIIS Calculator Required.

**ADVANCED GEOMETRY:** Advanced Plane Geometry is an in-depth study of the postulates and theorems involving lines, planes, angles, perpendicular lines, parallel lines, polygons, triangle congruence, quadrilaterals, inequalities, ratio and proportions, similar figures, right triangles, circles, areas, volumes, loci and transformations, with an emphasis on deductive arguments and proving theorems related to these geometric concepts. TI30XIIS Calculator Required. *Prerequisite: A in Algebra I and teacher recommendation or B+ in Advanced Algebra I.*

**ALGEBRA II:** Students taking this course are expected to have a strong foundation in the basic skills taught in the 1st year algebra course. This course expands on topics introduced in Algebra 1 such as functions and relations, graphs of linear and quadratic functions, polynomials, and data analysis. Special products, factoring rational expressions, solving systems of equations, radicals, complex numbers, exponents, logarithms, and variations are some of the new topics introduced and developed in the course. TI84 Plus CE Calculator Required.

**ALGEBRA II/TRIGONOMETRY:** This course builds on the skills learned in Algebra 1 and leads into conceptual understanding of linear and quadratic functions and their uses, expands upon polynomial functions, and introduces students to and focuses on exponential, logarithmic, and rational functions as preparation for Pre-Calculus or Calculus. Students also work with trigonometric functions, formulas, identities, law of sines, law of cosines, and solutions of triangles. TI84 Plus CE Calculator Required. *Prerequisite: B+ in Plane Geometry & B+ in Algebra 1 or B in Advanced Algebra 1, or C- in Advanced Geometry.*

**ADVANCED ALGEBRA II/TRIGONOMETRY:** Advanced Algebra II/Trigonometry is a course designed to prepare the above-average and talented mathematics student for more concentrated mathematics training, culminating in the study of Calculus in the two years. Advanced Algebra II/Trigonometry is a rigorous treatment of the usual topics from Algebra 2: a study of polynomials, special products, factoring, equations, probability, radicals, quadratics, conics, inequalities, solving systems of equations, exponents, logarithms, plus trigonometric functions, formulas, identities, law of sines, law of cosines, and solutions of triangles. The student will develop independence in solving non-routine and critical thinking problems. Emphasis is placed on understanding the structure and processes of mathematics to improve the student's thinking, problem-solving and communication skills. TI-84 Plus CE Calculator Required. *Prerequisite: B in Advanced Geometry.*

**PRE-CALCULUS:** Pre-Calculus is a year-long course that explores the functions necessary for higher mathematics. It includes all of Trigonometry and other topics leading up to Calculus, including relations and functions, logarithmic and exponential functions, conic sections, graphing techniques, sequences and series, probability and statistics, and limits. This course is intended to prepare students for Calculus. TI84 Plus CE Calculator Required. *Prerequisite: Algebra II.*

**ADVANCED PRE-CALCULUS:** This course is designed for students with a facility for mathematical concepts and processes. It focuses on the application of algebra and trigonometry using analytical, graphical and numerical perspectives. Topics include the study of polynomial, rational, exponential, and logarithmic, polar and trigonometric functions and their graphs, as well as functional notation and interpretation of graphs. Special emphasis is given to problem solving, the appropriate use of technology, and skills that are needed for calculus. The topics in Precalculus as well as introduction to limits, derivatives, and rate of change will be included. TI84 Plus CE Calculator Required. *Prerequisite: B in Advanced Algebra II/Trig or A- in Algebra II/Trig; Students who earn an A in Algebra II may appeal in May with the current Advanced Pre-Calculus teacher and they will be required to attend weekly lessons in the spring during community time.*

**CALCULUS:** Calculus is a year-long introduction to the fundamental concepts of Calculus covered in a first semester college course. The topics include limits, continuity, derivatives, and integrals of algebraic and trigonometric functions. This course prepares students for success in a college Calculus 1 course. TI-84 Plus CE Calculator Required. *Prerequisite: Advanced Pre-Calculus or C+ in Pre-Calculus. All students will be required to complete a summer assignment.*

**AP CALCULUS AB:** AP Calculus AB is a two semester AP Calculus course covering the requirements set forth by the College Board for one semester of college calculus. The course is organized around the big ideas, which correspond to foundational concepts of calculus: limits, derivatives, integrals, and The Fundamental Theorem of Calculus. The AP exam is taken in May. TI-84 Plus CE Calculator Required. *Students who are most successful in AP Calculus are ones who are self-motivated and have taken Advanced Pre-Calculus, earning a C or higher in the course. If a student did not earn a C or higher, or took regular Pre-Calculus, it is highly recommended that students complete the Rice University School Mathematics Project "Preparing for Success in Calculus" summer course which has proven to be extremely helpful in a student's success. They also need to be able to demonstrate the following abilities: Know the Pythagorean and Double-Angle Trigonometric Identities and how to use them; Know the unit circle from memory; Should know how to graph without a calculator the square root function, polynomial functions, exponential and logarithmic function, trig functions, rational function and piece wise function; Know how to solve trigonometric equations on the domain [0,2π); Must know how to describe end behavior of graphs with limits. All students will be required to complete a summer assignment.*

**AP CALCULUS BC:** AP Calculus BC is a two semester AP Calculus course covering the requirements set forth by the College Board for two semesters of college calculus. The course is organized around the big ideas, which correspond to foundational concepts of calculus: limits, derivatives, integrals, The Fundamental Theorem of Calculus, parametrically defined curves, polar curves, vector-valued functions, and series. Before studying AP Calculus, BC all students should complete the equivalent of four years of secondary mathematics designed for college-bound students: courses which should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. The AP exam is taken in May. TI-84 Plus CE Calculator Required. *Students who are most successful in AP Calculus are ones who are self-motivated and have taken Advanced Pre-Calculus, earning a A- or higher in the course. If a student did not earn a A- or higher, or took regular Pre-Calculus, it is highly recommended that students complete the Rice University School Mathematics Project "Preparing for Success in Calculus" summer course which has proven to be extremely helpful in a student's success. They also need to be able to demonstrate the following abilities: Know the Pythagorean and Double-Angle Trigonometric Identities and how to use them; Know the unit circle from memory; Should know how to graph without a calculator the square root function, polynomial functions, exponential and logarithmic function, trig functions, rational function and piece wise function; Know how to solve trigonometric equations on the domain [0,2π); Must know how to describe end behavior of graphs with limits. All students will be required to complete a summer assignment.*

**AP STATISTICS:** The AP Statistics course is equivalent to a one-semester, introductory college-level statistics course. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. This class may be taken as a Junior or Senior elective or as a Senior math credit. *Students who are most successful in AP Statistics are ones motivated and dedicated to successfully completing challenging academic work both inside and outside of the classroom. In addition, he must be committed to keeping deadlines and maintaining a daily homework schedule. The AP Student must be able to read and understand word problems and also respond in writing in a clear and concise manner. It is also recommended that they meet the following grade requirement in their current math class: Algebra 2 with a A- or higher; Algebra 2/Trig with a B+ or higher; Advanced Algebra 2/Trig with a B+ or higher; Precalculus with a B+ or higher; Advanced Precalculus with a B or higher AND maintained a B+ in all English course. All students will be required to complete a summer assignment.*

## Physical Education

**PHYSICAL EDUCATION WITH HEALTH (Grades 9):** This course is designed for all incoming freshmen and any transfer student who arrived without meeting the required Health credit. The curriculum is composed of two points of emphasis. It will incorporate Health modules centering on the development of the total social, physical, and mental health of the student as well as emergency first-aid and CPR. The second component focuses on a broad spectrum of activities in order for students to find a degree of success which will, in turn, motivate them towards a lifetime of physical well-being. (One semester)

**PHYSICAL EDUCATION (Personal Fitness, Grades 10-12):** This course is designed for all upperclassmen and any transfer student who have met the prerequisite Health credit. The curriculum focuses on a broad spectrum of activities in order for students to find a degree of success which will, in turn, motivate them towards a lifetime of physical well-being. (One semester)

**PHYSICAL EDUCATION MULTISPORT – FALL OFFSEASON (Comprehensive Weightlifting, grades 9-12):** This fall semester course is designed for active athletes who intend to play in the subsequent season for any winter or spring sport. The purpose of the course is to prepare all athletes in the off-season to increase productivity and decrease risk of injury through a multitude of phases. The course will cycle through three phases that consist of work capacity, hypertrophy, and strength. (One semester) *Fee: \$150*

**PHYSICAL EDUCATION FOOTBALL – SPRING OFFSEASON (Comprehensive Weightlifting, grades 9-11):** This spring semester course is designed for active underclassmen football players who intend to play in the subsequent school year and fall season. The purpose of the course is to prepare all football participants in the off-season to increase productivity and decrease risk of injury through a multitude of phases. The course will cycle through three phases that consist of work capacity, hypertrophy, and strength. (One semester) *Fee: \$150*

## Science

**BIOLOGY:** Biology involves a general study of life forms. The curriculum begins with the study of the cell and continues into the more complex processes and systems encountered in life forms. Ecological concepts and evolutionary thought are pursued to enhance the students' awareness of the dynamics of the living world around them. Laboratory work is performed to give the student a first-hand opportunity to better understand the subject matter.

**ADVANCED BIOLOGY:** Advanced Biology covers the content included in regular Biology in greater depth. Advanced Biology seeks to establish a strong foundation in science by emphasizing the scientific method and inquiry learning through quarterly projects. The course emphasizes themes intrinsic to all life: evolution, form fits function, unity in diversity, homeostasis, and adaptation. Quarter projects address the subject matter in unique ways that allow for cooperative learning and creativity.

**AP BIOLOGY:** Advanced Placement Biology is the equivalent of an introductory college biology course. Students are admitted to the course by recommendation only and must have successfully completed Advanced Biology and Chemistry. The AP Biology course differs significantly from the first high school biology course in the depth of topics covered and the types of laboratories completed. Students are required to take the national AP exam in lieu of the final for the course. *Students who are most successful in AP Biology at STH have an A- or higher in Biology and a B- or higher in Chemistry. All students will be required to complete a summer assignment.*

**CHEMISTRY:** Chemistry is a general survey course designed to introduce the student to the basic fundamentals of inorganic chemistry. Topics covered include measurements, critical thinking and problem solving, classification of matter, chemical formulas and naming, chemical equations, the mole concept, stoichiometry, energy changes, modern atomic theory, chemical bonding and properties, acids and bases, solutions, and types of chemical reactions (e.g. redox reactions and nuclear chemistry). Laboratory work and semester projects are important parts of the course. *Prerequisites: Biology*

**ADVANCED CHEMISTRY:** Advanced Chemistry is a course designed to interest and challenge the accelerated science student. The class goes into greater detail on the topics covered in the regular chemistry course and utilizes mathematical descriptions of chemical processes to a greater extent. Laboratory experiments are emphasized as a means of illustrating information presented in lecture. *Prerequisite: B Advanced Biology and B Advanced Math (or A in Algebra 1) OR A in Biology and A in Algebra 1 (B or higher in advanced math)*

**AP CHEMISTRY:** Advanced Placement Chemistry is designed for the second-year chemistry student who wishes to obtain college credit in chemistry. The class covers topics recommended by the College Board such as atomic and molecular theory, kinetics, complex equilibria and advanced laboratory techniques. Students are successfully prepared to complete the national AP exam in chemistry given in May. *Students who are most successful in AP Chemistry at STH have an above-average grade in Chemistry and an above average grade in Algebra 2. All students will be required to complete a summer assignment.*

**PHYSICS:** Students will engage in an introduction to high school Physics which emphasizes the development of deep conceptual understanding of various topics in mechanics and beyond. The mathematical tools required for this course are limited to Algebra and Geometry. Students will spend time engaging in and developing excellent laboratory practice and analysis. This course introduces students to the concepts in high school Physics which fulfill the requirement of a one-year Physics course. *Prerequisite: Chemistry C+ or lower OR C+ or lower in Math OR C- in Advanced Chemistry*

**ACCELERATED PHYSICS:** Similar to the Physics course, this class is an introduction to high school Physics which emphasizes the development of deep conceptual understanding of various topics in mechanics and beyond. The mathematical tools required for this course extend to Algebra II and Trigonometry. Students will spend time engaging in and developing excellent laboratory practice and analysis. The expectation is that students will develop higher order thinking skills and tools which will allow them to be prepared to excel in college level science or engineering courses. *Prerequisite: Chemistry or Advanced Chemistry: B- or higher / B- or higher in Math*

**AP PHYSICS I:** Advanced Placement Physics I is the equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics, work, energy and power, simple harmonic motion and fluid dynamics. Students will take the national AP Physics I exam in May. *Prerequisite: Students must have completed Geometry and be taking Algebra 2 or an equivalent course. Students who are most successful in AP Physics 1 at STH have an above average grade in Chemistry and an above average grade in Algebra 2. All students will be required to complete a summer assignment.*

**AP PHYSICS II:** Advanced Placement Physics II is the equivalent to a second semester college course in algebra-based physics. Topics include sound and waves, magnetism and electromagnetic induction; pressure and buoyancy; heat temperature and thermal physics; thermodynamics and ideal gas behavior; optics; nuclear physics and modern physics. Students will take the national AP Physics II exam in May. *Prerequisite: Completion of AP Physics 1 or Acc Physics and Pre-Calculus or an equivalent course. Students who are most successful in AP Physics 2 at STH have earned above-average grades in these courses. All students will be required to complete a summer assignment.*

**AP ENVIRONMENTAL SCIENCE:** This course is equivalent of an introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. The course will focus on the seven content areas emphasized by the College Board. These areas are as follows: Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution & Global Change. *Prerequisites: Two years of high school laboratory science, including life science and physical science, along with at least one year of Algebra. All students will be required to complete a summer assignment.*

**ENGINEERING DESIGN AND ANALYSIS:** Students in Engineer Your World engineering course discover the engineering design process, make data-driven decisions, and work in multi-level teams to solve complex challenges. Students explore mechanical, chemical, civil, electrical, and aerospace engineering through a series of design challenges that illustrate how engineering can improve people's lives and health, meet the special needs of different customer groups, and even enable creativity in the arts. Students in this course may apply to dual-enroll in a three-hour college-level version of the course at The University of Texas. *Prerequisite: B or higher in Science and B or higher in Math; Must have taken Algebra II; Physics or co-enrolled in Physics recommended*

**ANATOMY AND PHYSIOLOGY:** This course focuses on the organ systems of the human body with an emphasis on both structure and function. Areas of emphasis will include but not be limited to energy needs of the human body; responses of the human body to internal and external forces; body processes that maintain homeostasis; electrical conduction processes and interactions; body transport systems; environmental factors that affect the human body; form fits function; reproduction and development; transplantation technology. Classroom study will be coupled with laboratory investigation. *Prerequisite: C+ in Biology & all subsequent Science classes.*

**EARTH AND SPACE SCIENCE:** This course introduces foundational concepts in both Geology and Astronomy, building a strong scientific base for future college-level studies. In the Earth Science topics, students will investigate the dynamic processes that shape our planet, including rocks and minerals, volcanoes, earthquakes, Earth's surface features, topographic maps, natural resources, and the formation and changes of Earth across geologic time. In Astronomy, students will explore Earth's place in the solar system, examining theories about the formation of the solar system and the universe, such as the Big Bang Theory. Topics also include the sun and moon, planets, nebulae, the life cycles of stars, and the structure of galaxies. Throughout both semesters, students will actively engage in hands-on and data-driven labs, build and analyze models, identify materials, and develop practical skills. These include reading topographic maps, triangulating earthquake epicenters, plotting stars on the HR diagram, and predicting stellar outcomes. The course also features quarterly projects and engineering challenges that encourage creativity, problem-solving, and real-world application of scientific concepts. This course will ultimately provide students with a foundation to better understand their own world.

**APPLICATIONS OF ENGINEERING:** This one semester, elective course for Juniors and Seniors will introduce the student to the problem-solving methods utilized by engineers. The methods are mathematically and scientifically based. The goal of the course is for students to apply the concepts or fundamentals of engineering to develop, design and build a functional device. The boundaries of the project design scope will be defined by the available resources for fabrication. These will include: 3D printers, Laser cutter and Raspberry Pi microcontrollers. This course will be a rigorous introduction to engineering. It will require substantial out of class time for design. Summer pre-work will be required for students to research their project concepts and ideas. (One semester) *Prerequisites: B- in Math and Science; Recommended: Physics or co-enrolled in Physics.*

## Social Studies

**WORLD GEOGRAPHY AND CULTURE:** Students will embark on a journey across the world and over many millennia to discover both the unique geographic features of the seven continents that make up our planet as well as explore the culture and history of mankind as he has lived and grown up in these various diverse places. This course's focus includes both spatial (geographic) realities like location, place, and human environment interaction and also delves into the human elements of geography such as culture, history, and human nature. The framework of the course will be thematic. Themes include: man in his environment, humans in conflict, politics, law, and government, and religion and culture will form the structure of for study but the course will also maintain, simultaneously, a chronological outlook to keep events and locations in their proper perceivable order. There will also be a strong eye to critical thinking and bring to bear acquired skills in real-world problem-solving, relating and connecting geographic, cultural, and historical elements to the present.

**ADVANCED WORLD GEOGRAPHY AND CULTURE:** Students will engage the content knowledge, concepts, and themes included in World Geography and Culture in greater depth and breadth. They will be asked to apply these concepts in a wider arrange of assessments including project-based assignments, collaborative work, document-based questions, level questions, image analysis, presentations, seminars, and hands-on creations. They will be challenged to apply what they learn in more complex ways to reach the highest levels of thinking and synthesis, as well as to read and analyze a more extensive selection of primary sources.

**MODERN WORLD HISTORY:** Students examine trends which have created the modern world including democratic revolutions in the United States and France, the Industrial Revolution, and the Russian Revolutions. Attention is paid to the causes and results of 20<sup>th</sup> century warfare, the Cold War, and the struggle of newly independent nations to establish themselves. Students also study the impact of technological advances, population increases, and cultural development of society. A formal project emphasizing research techniques and writing skills is required.

**AP WORLD HISTORY:** The AP World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides five themes that students explore throughout the course in order to make connection among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. *Students who are most successful in AP Modern World History who have earned a B or above in Advanced World Geography & Cultures or an A in World Geography & Cultures. Students entering this course should be able to read and analyze historical documents, and use them as evidence in an organized essay with a thesis statement. Students should be self-motivated, organized, and be able to complete work to a deadline without reminders, independently and collaboratively.*

**All students will be required to complete a summer assignment.**

**UNITED STATES HISTORY:** United States History is a thematic analysis of the history of the United States and covers significant events in American history from colonial beginnings through the emergence of the U.S. as a world power in the 20<sup>th</sup> Century and into the modern era. The course consists of six major themes: American Foundation and Character; Political Leadership and the American Presidency; Economic Development; War, National Defense and the Responsibilities of Global Leadership; the American People; and the Quest for Equality. There will be a written Case Study in each semester that builds on the research skills developed during the sophomore year and will emphasize formal academic writing.

**AP UNITED STATES HISTORY:** In Advanced Placement U.S. History students will study the conceptual aspects of the growth of the United States from the colonial period to the 1990's. Students will experience American History using of a variety of educational methods and through the use of primary and secondary source reading materials in addition to the course text. Preparation for success in the Advanced Placement Exam for college credit is approached through historical thinking skills and the seven themes that students explore in order to make connections among historical developments in different times and places. A formal research paper emphasizing techniques and writing skills is required. *Students who are most successful in AP U.S. History have earned a B or above in AP World History or an A in Modern World History. Students entering this course should be able to write an organized essay with a clear thesis statement, evidence, and analysis. In addition, students should be self-motivated, organized, and be able to work independently and collaboratively. All students will be required to complete a summer assignment.*

**ECONOMICS:** This course is designed to educate the St. Thomas student to an understanding of the basic theories of economics. The course curriculum begins with the basic classifications of economic systems and then focuses on a practical economics unit, which contains lessons on consumerism, credit, and saving and investing, including participation in the World-Wide Stock Market Game. Students continue the semester by studying both Microeconomic and Macroeconomic concepts such as supply and demand, competition, the American banking system, and the workings of the federal budget and taxation. (One Semester)

**GOVERNMENT:** This course communicates knowledge necessary to students' function as citizens. This includes the study of national, state and local government and the workings of the federal system. Traditional topics are treated, such as elections and voting behavior as well as somewhat non-traditional ones such as unconventional forms of political activity. Government economic policy is given special emphasis. (One semester)

**AP GOVERNMENT/ADVANCED ECONOMICS:** This course is designed to meet all of the objectives of the regular government/economics course and to challenge the students' analytical abilities by presenting a variety of opinions on the basic concepts of government and economic systems. Preparation for success in the Advanced Placement Exam for college credit is approached through analysis of primary and secondary materials. *Students who are most successful in AP U.S. Government & Politics have earned a B or above in AP U.S. History or an A in regular U.S. History. Students must be able to complete assignments and study for tests and quizzes with minimal supervision. Students must accept responsibility for mastering material in a timely fashion. Students must be able to write clearly and use evidence to support their position. Students must be able to interpret graphs, charts, and political cartoons. Students must be confident test takers. Successful students should be curious and self-motivated. All students will be required to complete a summer assignment.*

**U.S. IN WORLD AFFAIRS:** This course is offered as an elective to those students who are interested in the United States and its role in foreign affairs. The course curriculum includes the study of United States' foreign policy from 1945 to the present and will focus on the relationship between the United States and the Soviet Union during this period. Students will focus on critical thinking and analytical methods while participating in this course and will be expected to present both policy papers and briefings based on foreign policy decisions and events. (One semester)

**U.S. MILITARY HISTORY:** This course is offered as a survey of United States military history from the colonial period to the present. Students will examine American military leaders, theorists, strategy, tactics, weapons, and battles/wars. In addition, a special emphasis will be placed on understanding the unique relationship the military and society have with each other in the United States. Students will engage in critical thinking, map reading, and analysis over the course of the semester. They will also be required to conduct a formal presentation and write a research paper emphasizing research techniques and writing skills. (One semester)

**WARFARE IN ANTIQUITY:** This course offering is an in-depth examination of warfare from its earliest beginnings to the end of the Roman Empire. The course will explore the role of leadership, technology/weapons, tactics, strategy, and battles played in the ancient world. It will also analyze the role culture, religion, and politics played in early warfare. The course will focus on in-class discussion, campaign and battle analysis, and debate over the topics covered. (One semester)

**THE CIVIL WAR ERA:** The Civil War is a pivotal event in American history. This course covers the era of the Civil War, from the American Revolution through Reconstruction. It focuses equally on the causes of the war and the war itself. While no historical period fires the imagination of Americans more than our bloodiest conflict, few of us actively explore the deeper meanings of the era for our country's story. Enamored with battles, glory, and courage, popular history seems less willing to understand the massive transformations, which impacted nearly every facet of national life. While we will explore the military side of the War, we will also examine the economic, constitutional, and social changes wrought by the conflict. Assigned readings include a mix of primary sources and a basic survey text. (One semester)

**INTRODUCTION TO LEGAL STUDIES:** This is a one semester course open to seniors only. This elective serves as an introduction to case analysis and legal argumentation through an intensive examination of American legal case history and the precedents established by those cases. Students will gain a thorough and comprehensive understanding of the Bill of Rights which will serve as the foundation of the course. The course will provide students with the ability to determine the role of the Bill of Rights and the American legal system in contemporary society and how to analyze the constant changes in interpretation of the legal system. The course will incorporate primary source material (case studies), legal argumentation, and intensive analytical processes. Students will be challenged to think beyond their personal opinions on various societal topics. (One semester)

**ADVANCED TEXAS STATE AND LOCAL GOVERNMENT:** This dual credit course with the University of St. Thomas course will provide students with an introduction to Texas state government and politics within the context of other U.S. states and the federal government. Students will learn the general information about state governments in the public policy process, specifically Texas state government and will assess state political cultures, as well as federalism and state constitutions, with a specific emphasis on the Texas state Constitution. This course meets the Texas Higher Education Board's Core Curriculum requirement for Texas Government (GOVT 2306). (One semester) **REQUIREMENTS:** Students must have a B in U.S. History and a 3.0 or above GPA. Additionally, students must have taken the SAT, ACT, or PSAT.

**NOTE:** This course requires the students to apply for dual credit through the University of St. Thomas, which involves an additional cost paid directly to the University of St. Thomas. We will assist the students in this registration process. The academic credit may be accepted at other colleges and universities in addition to UST. **The additional fee typically costs \$375.**

**SERVANT LEADERSHIP:** This is a one-semester course open to juniors and seniors only. This elective serves to take leadership theory and apply it through the creation and execution of various St. Thomas programs. Throughout this semester-long course, students will be guided by several different faculty members to develop and hone their leadership skills. Students will learn how to project manage, communicate effectively with a diverse audience, and serve in both the St. Thomas and greater Houston community, all while mastering the art of collaboration. Students will learn that in order to lead, they must first follow. They will closely examine the concept of servant leadership, best exemplified by Christ Himself. By combining extensive leadership readings with practical hands-on experience, this course will form true role models of what it means to be a man of St. Thomas and positively affect the culture of the entire school. By the end of the course, students will have a clear understanding of their specific talents and how to best use these to work within a team and benefit the greater community. Peter speaks to this in his first letter saying, “each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms” (1 Peter 4:10). (One Semester)

## Theology

### **THEOLOGY I:**

**THE REVELATION OF JESUS CHRIST IN SCRIPTURE:** The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally. (Fall semester)

**WHO IS JESUS CHRIST?** The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be. (Spring semester)

### **THEOLOGY II:**

**THE MISSION OF JESUS CHRIST (THE PASCHAL MYSTERY):** The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students 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. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

**JESUS CHRIST’S MISSION CONTINUES IN THE CHURCH (ECCLESIOLOGY):** The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be 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 will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church.

### **THEOLOGY III:**

**SACRAMENTS AS PRIVILEGED ENCOUNTERS WITH CHRIST:** The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

**LIFE IN JESUS CHRIST (MORALITY):** The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.

### **THEOLOGY IV:**

#### **FALL:**

**Each student will select ONE of the following courses to meet the required theology at the senior level.**

**ADVANCED PHILOSOPHY:** Philosophy means "love of wisdom." This course introduces students to some of the ultimate questions that face all of humanity: Who am I? Where have I come from and where am I going? Why is there evil? What is there after this life? Students will search for answers to these and other questions through this introduction to ancient philosophy. Students will be able to use philosophical language clearly, consistently, and appropriately; identify and formulate problems philosophically; examine concepts and questions philosophically; relate specific texts and authors to the examination of concepts and problems, and to be able to construct philosophical arguments. This is not a basic undertaking but one suited to dedication.

**REQUIREMENTS:** Students must have a 3.0 GPA or complete a personal application with the Dean of Theology and the teacher. Additionally, students must have taken the SAT, ACT, or PSAT.

**NOTE:** This course requires the students to apply for dual credit through the University of St. Thomas, which involves an additional cost. We will assist the students in this registration process. The academic credit may be accepted at other colleges and universities in addition to UST. **There is an additional fee to take this course, which typically runs around \$375.**

**ADVANCED SACRED SCRIPTURE:** The purpose of this course is to give an advanced overview of Sacred Scripture with an introduction to the basic principles for understanding and interpreting the Bible. Introduction to contemporary biblical studies, including:

1. The Catholic approach to scripture in light of *Dei Verbum* (e.g., inspiration, revelation canon, hermeneutical principles and methods of critical analysis, relationships of Old and New Testament);
2. A survey of the Old Testament in its historical setting, with emphasis on major themes (covenant, exile, Davidic dynasty, wisdom literature, and messianic prophecies); and
3. A survey of the New Testament in its historical setting (e.g., Christianity's Jewish and Hellenistic roots, Gospel formation, the Gospels, Acts, letters, and Revelation).

**REQUIREMENTS:** Students must have a 3.0 GPA or complete a personal application with the Dean of Theology and the teacher. Additionally, students must have taken the SAT, ACT, or PSAT.

**NOTE:** This course requires the students to apply for dual credit through the University of St. Thomas, which involves an additional cost. We will assist the students in this registration process. The academic credit may be accepted at other colleges and universities in addition to UST. **There is an additional fee to take this course, which typically runs around \$375.**

**CATHOLIC SOCIAL TEACHINGS: LIVING AS A DISCIPLE OF JESUS CHRIST IN SOCIETY:** The purpose of this course is to introduce students to Catholic Social Teaching and learn how Christ's concern for others, especially the poor and vulnerable, is present today in the Church's mission. In this course, students will study and put into practice the seven themes of Catholic social teaching by exploring contemporary issues. The course will culminate with a service-based project and reflection paper worth 20 percent of the final grade in which the student connects his understanding of the seven themes to the organization(s) and people he helps and serves.

**HEALING RACISM:** In this course students will analyze and reflect on the historical and current injustices in American society caused by the systemic sin of racism. Our class will explore topics such as slavery and its aftermath, mass incarceration, immigration, privilege, the racial wealth gap, inequitable homeownership, educational opportunities, and inadequate representation of diversity in societal leadership positions throughout history. Students will use Catholic Social Teaching from John Paul II, Pope Francis, the USCCB, & Scripture regarding the sanctity and dignity of the Human person to address these continual, racial problems of our time. Students will participate in reading discussions and in-class journaling. We will explore racism by analyze select films/series (e.g., *Origins*, *Remember the Titans*, *Hidden Figures*, *Glory Road*, *Race*, *Just Mercy*, *When They See Us*, *Colin Kaepernick (Doc.)*, *The Chronicles of Racism (Doc.)*, *In Whose Honor: Indian Mascots in Sports*, *The 13th Amendment (Doc.)*, *Killers of the Flower Moon*, *The Hate U Give*, etc) We will read the discuss the book, *Under Our Skin*, by Benjamin Watson and study and listen to music that reflect artists' expressions of the challenges of racism.

**SAINTS AND SINNERS: THE CHURCH THROUGH THE AGES:** This course will explore the history of the Catholic Church from its origin at Pentecost to its present state today. Doing so will involve close study of the many heroes and villains who played important roles in the life and development of the Church. Our historical survey will cover the following periods: the Early Church, the Middle Ages, the Renaissance and Age of Exploration, the Protestant Reformation and Catholic Counter-Reformation, the Enlightenment, and the contemporary era since Vatican II. In their examination of these historical periods, our study will touch on a variety of themes such as Church-state relations; the significance of ecumenical councils; doctrinal development; faith's relationship to reason; the relationship between Catholicism and science, colonialism, and art; challenges to Christian unity; and developments in Catholic spirituality. Students will read selections from some of the most classic texts from the tradition, such as the Apostolic Fathers, Augustine, Anselm, Galileo, Bartolomé de las Casas, Martin Luther, Decrees of the Council of Trent, Teresa of Ávila, Francis de Sales, John Henry Newman, and the Decrees of Vatican II. By the end of this course students will understand and appreciate how the Church has developed over time, what challenges it faces today, and how it can meet those challenges by drawing on resources from both the past and present.

**FAITH AND SCIENCE:** This course will explore the relationship between the Catholic Faith and Science. After a brief examination of the philosophical underpinnings of science and theology and how the two have historically interacted, the course will focus on modern areas of dialogue, including creation and evolution, miracles, human nature, artificial and extraterrestrial intelligence, bioethics, and eschatology. Questions we will explore include: How does the biblical account of Creation relate to the Big Bang theory? How do Adam and Eve relate to what we have learned about evolution? How do spiritual realities, such as the soul, fit into the world described by physics, chemistry, and biology? Is it possible to believe in miracles and also in the integrity of nature? Is scientific reason compatible with religious faith? Does the case of Galileo show that the Catholic Church is hostile to science? This will be seminar-based class geared towards inquisitive thinkers; teachers will facilitate student ownership of the exploration of the relationship between science and faith.

## SPRING:

Each student will select ONE of the following courses to meet the required theology at the senior level.

**WORLD RELIGIONS:** This course is an analytical and critical study of the practices, beliefs, and sacred texts of major religions of the World. As Christians live in an interdependent, global society, they will be helped by knowing about the faiths of other people. Beginning with American and African primal religions, students will explore major world religions that have shaped societies in the East and West. Hinduism, Buddhism, Sikhism, Judaism, Islam, as well as some other smaller and more recent belief systems, will be explored. The Catholic faith is enriched when one studies the God who subsists in all people of faith.

**CHRIST AND POPULAR CULTURE:** This course will explore Christian engagement with popular culture through the lens of the gospels and Catholic social teachings. Students will closely study different Christian themes such as love, forgiveness, goodness, evil, salvation, and the meaning of life as presented in both music and film. A variety of musicians will be studied, such as Tupac, Kanye West, Kendrick Lamar, J-Cole, Blink 182, Johnny Cash, George Strait, Mumford and Sons, and The Avett Brothers, Young Thug, and Drake. Students will also closely examine different Christ figures as presented in secular cinematography, such as *The Matrix*, *The Lord of the Rings*, *Friday Night Lights*, and *Gran Torino*, *Coach Carter*, *Stranger Things*, *Perks of Being a Wallflower*. For the final examination of the course, students will select a movie and complete an in-depth presentation on different Christian elements presented in the film using the techniques they mastered throughout the semester.

**BIOETHICS:** This course will explore the current bioethical issues at the beginning and end of life in accord with St. John Paul II's *Evangelium Vitae*, along with other papal documents. Students will engage in current scientific research and consider that data along with contemporary ethical arguments. Students will craft an independent thesis examination of current Catholic social teaching and medical research. They will also develop a collaborative approach to address how we can enculturate better the Catholic intellectual tradition to modern scientific and medical fields. Some of the major issues addressed will be: nuclear weapons, advanced modern warfare, organ donation, abortion, stem cell research, contraception, genetic manipulation, embryo adoption, pain management, euthanasia, cloning etc.

**THE HOLOCAUST IN CHRISTIAN-JEWISH DIALOGUE:** This course will examine the roots, causes, events and implications of the Holocaust. Specific focus will be given to the historical and spiritual relationship between Christianity and Judaism. The students will explore and discuss the need for continual dialogue, mutual respect and tolerance between the two groups.

**PRAYER AND DISCERNMENT:** This course involves both *learning about* and *doing* prayer and discernment, so it is a delightfully peaceful break in an otherwise academically intense day. The course begins with a study on discernment: who am I, who is God calling me to be, and how can I know God's will for my life. Then we move into several different styles, approaches, and practices of prayer available in our rich Christian tradition. Typically, we will learn about a prayer practice, engage in that practice, and then reflect upon the prayer experience in a journal. In addition to the classroom, we will spend time in the Chapel as well as outside in nature. Reading, praying, spiritual journaling, and discussions are at the heart of this class. Students are asked to be open to genuinely engaging to the discernment and prayer practices and will be asked to evaluate their successes and struggles with each practice throughout the semester. The hope is that students not only learn a variety of practices, but they develop their own sense for how God is calling them to be in a deeper relationship.

## World Languages

*All students must complete at least two years of the same World Language in high school as part of the curriculum. After two years, students have the opportunity to begin an additional World Language.*

*Placement tests are available in French, Latin Mandarin, and Spanish. Based on the results of the placement test, incoming students may be placed into French II, Latin II, Mandarin II, Spanish II, or Accelerated Spanish II.*

**SPANISH I:** This course is designed for beginners, with an emphasis on oral proficiency. All four language skills – reading, writing, listening and speaking – are developed simultaneously. Students are introduced to Hispanic culture and traditions.

**SPANISH II:** This course continues to develop the four language skills – reading, writing, listening, and speaking. Emphasis on reading and writing help students perfect these skills. The use of a multi-unit video develops students' oral-aural skills.

**ACCELERATED SPANISH II:** This course continues to develop the four language skills. It is faster paced than Spanish 2 and is a writing intensive course designed to prepare students for Advanced Spanish 3 and AP Spanish 4. More sophisticated instruction is given in the target language. Readings are more in-depth and Hispanic culture and civilization are emphasized, through a use of authentic sources from the Spanish-speaking world. *Prerequisite: A in Spanish I and recommendation.\**

**SPANISH III:** This course is designed to improve the student's proficiency in reading, writing, listening, and speaking. Students will be introduced to literature and continue study of the cultures of the Spanish-speaking world. Instruction is primarily in Spanish. *Prerequisite: B in Spanish II and recommendation or a B- in Accelerated Spanish II and recommendation\**

**ADVANCED SPANISH III:** This course is both challenging and enjoyable. Students continue to develop the four language skills. Short literary passages are introduced and a multi-unit video as well as feature length films in Spanish are viewed. Instruction is entirely in Spanish. *Prerequisite: B in Accelerated Spanish II and recommendation.\**

**SPANISH IV:** Spanish IV is a conversation/grammar class whose goals are to improve the student's speaking and listening skills, and also to review all major grammatical structures of the first three years. New grammar concepts will also be taught in this course. Skits and oral presentations will be used to develop proficiency in conversation, through the use of authentic sources. A variety of literary works from the Spanish-speaking world will be studied in depth. Instruction is entirely in Spanish. Students are encouraged to take the SAT Subject in May or June after completing the course. *Prerequisite: B- in Advanced Spanish and recommendation\*; B in Spanish III and recommendation.\**

**AP SPANISH LANGUAGE AND CULTURE:** Students who have completed Advanced Spanish III are well prepared for this course. Instruction and classroom conversation are entirely in Spanish. Students thoroughly review Spanish grammar; several short stories and poems by major Hispanic authors are studied. A multi-unit video as well as feature films in Spanish are viewed and there is a reading of a complete Spanish play. College credit may be granted for this course with success on the AP Spanish Language and Culture Exam in May. *AP Spanish is a rigorous course and students are expected to be able to write in paragraphs using indicative and subjunctive tenses and understand advanced reading, such as literary and formal essays. It is recommended that students have earned at least a B+ in Advanced Spanish 3.*

**LATIN I:** This course is designed for the serious, motivated student. This course teaches the student to read Latin with comprehension and to write Latin with precision. The student is introduced to the history, geography and mythology of the Roman world. The student also acquires grammar and vocabulary skills that help in his understanding of the English language.

**LATIN II:** This course is designed to further develop the student's skill in reading, writing, understanding, and pronouncing Latin. The student deepens his knowledge of the history and mythology of ancient Rome. He continues his study of the relationship of Latin to the English language. The student begins serious reading of authentic Latin texts.

**ADVANCED LATIN III:** Third year Latin classes challenge the student to become more aware of the richness of the language, the literature, the society, and the culture of the Roman Empire. The discipline and coherence of Latin help the student think and work with greater precision. Latin III is a literature survey course, covering the finer points of Latin grammar using some of the greatest authors of the language as a guide. Authors include Martial, Horace, Ovid, Pliny, Julius Caesar, Catullus, Augustus, Livy, and Vergil. *Prerequisite: B- in Latin II and teacher recommendation\*.*

**AP LATIN:** AP Latin is the capstone of the Latin sequence and prepares students for the AP Latin exam. In this course, students read, translate, and analyze selections from two major authors: Vergil's Aeneid and Pliny the Younger's Letters, along with a curated set of additional Latin prose and poetry chosen by the teacher. Students develop advanced proficiency in reading Latin by engaging with language, style, argumentation, and literary technique. They also explore the historical, cultural, and political contexts of the texts, including imperial Rome, Roman social life, and the epic and epistolary traditions. Throughout the year, students practice the core AP Latin skills: precise translation, sight reading of poetry and prose, analysis of stylistic features, interpretation of themes and arguments, and contextualization using Roman history and culture. By the end of the course, students will have read widely in Latin literature and will be prepared to write analytically about Latin texts with clarity and sophistication. *Students who are most successful in AP Latin have earned a B- or above in Advanced Latin III\*.* (Students who took Latin 2 as 9th grade and therefore may be eligible to take AP Latin as juniors should discuss with their teacher whether it might be advantageous to take Latin Literature in 11th grade and delay the AP until senior year.) **All students will be required to complete a summer assignment.**

**LATIN LITERATURE:** Fourth year Latin Literature challenges the student to become more aware of the richness of the language, the literature, the society, and the culture of the Roman Empire. The discipline and coherence of Latin help the student think and work with greater precision. Authors studied include Caesar, Cicero, Virgil, Livy, Pliny, Sallust, Catullus and many others. *Pre-requisite: C- in Advanced Latin III and recommendation\*.*

**FRENCH I:** French 1 is an introductory course designed to expose students to the language and cultures of the French-speaking world. Upon completion of this course, students will develop basic proficiency in the four skills of language learning: listening, speaking, reading, and writing. In highly structured and contextualized situations, they will learn to engage in basic conversation, ask and answer simple questions as they learn to communicate about themselves, their families, their friends, their emotions and opinions. Students will be able to interpret written and spoken language as they will be exposed as much as possible to authentic material and various media sources in the target language.

**FRENCH II:** French II is designed to help students to further expand their knowledge of the language and cultures of the French speaking world. They will further develop basic proficiency in the four modalities of language learning: listening, speaking, reading, and writing. They will not only begin to comprehend listening and reading passages more fully but they also start to express themselves more meaningfully in speaking and writing. They will further develop a functional command of words and phrases dealing with immediate needs and common everyday situations of simple questions and statements about family, residence, self, weather, time and interests. There continues to be a strong emphasis on vocabulary acquisition, verb conjugation and basic grammar structures. Students will also continue to be exposed to authentic material and media sources in the target language. French will be used as much as possible during classroom instruction. And, students will be encouraged to use the language within and beyond the school setting for personal enjoyment and enrichment.

**ADVANCED FRENCH III:** French III is designed for students who have successfully completed two years of French. They will continue to develop their proficiency in the four modalities of language learning: listening, speaking, reading and writing. They will understand oral and written passages in the target language and make level appropriate oral and written presentations. In structured and culturally contextualized situations, students will begin to be more creative and practical with the language, make inquiries, gather information, express opinions on a variety of topics using complex structures, moving from concrete to more abstract concepts. Typically, the students in this level have studied the fundamentals of the language but need further instruction in the language skills of written and oral comprehension and written and oral expression. They will be able to comprehend the main ideas of authentic materials they read and hear. *Prerequisite B- in French II and recommendation\*.*

**FRENCH 4:** This course is intended to provide juniors who have completed Advanced French 3 with an additional year of preparation before taking the AP exam. Students begin the AP curriculum, which is organized around the themes of Family and Community, Identity, Esthetics, Science and Technology, Contemporary Life, and Global Challenges. Assessments are aligned to the skills needed to be successful on the AP exam. Instruction is primarily in French.

**AP FRENCH LANGUAGE AND CULTURE:** French AP Language and Culture is designed for advanced students who have successfully completed French 3. AP French Language and Culture is equivalent to an intermediate level college course in French. It is a culmination of students' French studies in high school. At this point, students have already learned the structures necessary to communicate in French. AP French Language and Culture is taught in an integrative manner within a framework created by the three communicative modes of language learning: interpersonal, interpretive, and presentational. The course is built upon five essentials and is conducted entirely in French in order to immerse the students in the language and prepare them for the final exam. To provide context and content for students to develop their skills in the modes of communication, AP French Language and Culture takes a thematic approach. *It is recommended that students have at least a B- in Advanced French III to be successful in this class. Students who took French 3 in 10th grade and therefore may be eligible to take AP French as juniors are encouraged to take French 4 in 11th grade and delay the AP until senior year. All students will be required to complete a summer assignment.*

**FRANCOPHONE CULTURES:** In this course, cultural products (literature, theatre, music, art, and architecture) from various French-speaking cultures are explored through the lens of historical context. At the end of each unit, students synthesize and reapply what they have learned by participating in creative projects. Although the course is primarily conducted in English, a basic knowledge of French language and culture is assumed, so that the course is intended for students who have completed at least French II.

**MANDARIN I:** Mandarin I is a course designed for beginners. No background in Mandarin is presumed nor required. Mandarin I introduces students to the four basic skills of listening, reading, speaking and writing in Mandarin Chinese. As students gain knowledge, understanding and fluency, the communication in class will be conducted primarily in Mandarin. By the end of the year, students are expected to pronounce the sound of Mandarin with reasonable accuracy, and to understand and sustain simple conversations in Chinese. Students will additionally be exposed to Chinese culture in order to develop an understanding of and appreciation for different cultures and people, customs, behavior and traditions.

**MANDARIN II:** This course continues to develop the four language skills. More sophisticated instructions are given in the target language. Readings are more in-depth and Chinese culture and civilization are emphasized through the use of authentic sources from Chinese-speaking communities around the world.

**ADVANCED MANDARIN III:** The course continues to develop the student's proficiency in reading, writing, listening, and speaking. Students will learn how to form more complex sentences and continue to be exposed to various culture and social topics through authentic sources from Chinese-speaking communities. Instruction will primarily be given in the target language. *Prerequisite: B- in Mandarin II and recommendation\**

**ADVANCED MANDARIN IV:** The course continues to develop the student's proficiency in reading, writing, listening, and speaking, with an emphasis on interpretive conversation. Students will practice expressing thoughts more complexly and continue to be exposed to various culture and social topics through authentic sources from Chinese-speaking communities. Instruction will primarily be given in the target language. If the course meets enrollment numbers, it will become a dual credit course through the University of St. Thomas and successful completion of this course will allow students to earn credit for the Elementary Chinese I course from the University of St. Thomas. *Prerequisite: B- in Advanced Mandarin III and recommendation\**

NOTE: This course may require the students to apply for dual credit through the University of St. Thomas, which involves an additional cost. We will assist the students in this registration process. The academic credit may be accepted at other colleges and universities in addition to UST. There is an additional fee to take this course, which typically runs around \$375.