

# SAINT AUGUSTINE CATHOLIC HIGH SCHOOL

LEADERS IN EXCELLENCE



Course Catalog  
2009-2010

## Introduction

This course catalog contains brief descriptions of the courses offered at Saint Augustine Catholic High School. Each departmental section lists the courses available and the course sequence to illustrate how a student progresses through the various departments. For a complete description of the academic program, please refer to Chapter 4 of the SACHS Student/Parent Handbook. Some of the contents of the handbook are summarized here for easy reference.

## Mission Statement

Saint Augustine Catholic High School, a college preparatory institution rooted in the teaching of Jesus Christ, facilitates academic excellence while enriching Catholic values.

## Philosophy

### **W: Worth and Dignity of all**

Our community acknowledges the dignity of each individual by celebrating each person as a valued expression of God's love. Recognizing that each student is worthy in the eyes of God, it is an act of love to model respect and excellence in life and in our interactions with others. Students commit themselves to the on-going challenges of reaching their personal potential with dignity; they apply their God-given talents and gifts within the SACHS and global communities.

### **O: Opportunity for Success**

We develop opportunities for success by using a holistic approach that addresses moral values, healthy life choices, academic achievement, and character development. Ultimately our success will be measured by the personal, spiritual, and professional achievements of our students.

### **L: Love, Know, and Serve God**

In our interaction with each other and our students, we strive to emulate love for God. Our curriculum, especially theology, provides every opportunity for students to enhance and deepen their knowledge of the Catholic faith. Through daily prayer, retreats, and weekly mass, students express their love of God.

### **V: Victory pursued with Honor**

The Saint Augustine community demonstrates integrity in athletics, fine arts, and other competitive endeavors. Saint Augustine teams and clubs strive to act in accordance with the Catholic mission of the school in all competitions.

### **E: Excellence in Academics**

As a learning community, we seek to instill the attainment of knowledge and the discovery of truth. Through facilitation and modeling in an atmosphere of respect, the students are challenged to develop life-long learning habits through study, reflection, creativity, and commitment. St. Augustine graduates are prepared to meet the challenges of college ready to make a contribution to the world.

### **S: Solidarity and Service to Others**

The Saint Augustine community provides learning experiences to prepare and engage students in social justice. Students are called to walk in solidarity with the poor and outcast of our society. Following in the steps of Jesus, and responding to their Baptismal call, students engage in works of mercy and social action through service projects, service trips, and advocacy campaigns.

## Expected Student Learning Results

The following characteristics describe the overall goals of student formation at Saint Augustine Catholic High School. SACHS strives to create individuals who meet the following criteria:

### 1. An active Christian who:

- a. Participates in communal and individual prayer, liturgical worship, retreats, theology classes and the Sacraments.
- b. Exemplifies the teachings of the Catholic Church, emphasizing the magisterium, the lives of the Saints, scripture and the social teachings of the church.
- c. Applies Gospel values of love, compassion, tolerance, human dignity and stewardship of Creation.
- d. Contributes to social justice and peace through Christian service and advocacy in school, local communities and the world.
- e. Explores the diversity of religious traditions in order to cultivate ongoing dialogue and collaboration with the entire human family.

### 2. A life-long learner who:

- a. Demonstrates self-direction in the fulfillment of academic commitments
- b. Exhibits academic integrity.
- c. Uses critical thinking, organizational, problem solving, and research skills.
- d. Sets long-term goals and plans for a personal and a professional future

### 3. A well-rounded person who

- a. Manages and expresses feelings appropriately.
- b. Observes the God-given dignity of all people.
- c. Develops positive relationships with parents, teachers, and peers.
- d. Embraces co-curricular activities.
- e. Lives moral decision-making strategies.
- f. Shares and celebrates life experiences with the community.

### 4. An involved citizen who

- a. Contributes to the common good and democracy.
- b. Acts according to the principles of justice and in a manner consistent with Catholic teaching.
- c. Recognizes and responds to global issues.
- d. Engages in the political process by voting and volunteering.

## Graduation Requirements

All graduates of Saint Augustine must earn a minimum of 28 credits. A full credit is awarded for successful completion of a two-semester course, and a half credit is awarded for successful completion of a one-semester course or of one semester of a full year course.

Please note that the entrance requirements for all colleges do not necessarily coincide with the courses required for graduation from Saint Augustine. The school's curriculum does provide all necessary courses for admission to any college in the University System of Arizona. It is the responsibility of the student to be sure that all necessary courses are taken for admission to the college of choice.

All students are required to perform 10 hours of service per semester, for a total of 20 per year. This requirement is expected to be completed during each semester. Service hour requirements are factored as 10% final grade in the Theology course.

Required courses and number of credit hours for graduation follow:

<b>Subject</b>	<b>Credits Required for Graduation</b>
Theology	4.0 (0.5 credits per semester at SACHS)
English	4.0 English 1, World Literature, American Literature, British Literature. Elective courses and Oral & Written Communication do not count toward the graduation requirement.
Mathematics	4.0 Algebra 1, Geometry, Algebra 2, and an additional course that has these three courses as a prerequisite. Students who complete Algebra 1 and/or Geometry in the 8 <sup>th</sup> grade must still take four credits at SACHS.
Social Studies	3.0 (*4.0 for the class of 2013) *Arizona History and *Ancient Civilizations, World History, US History, Government and Economics
Science	3.0 Biology, Chemistry are required
World Language	3.0 (from the same language) Students who complete World language in middle school must still take three credits at SACHS.
Fine Arts	2.0 Areas of choice: visual art, drama, music, dance. Journalism/Yearbook courses offered through the English Department may be taken to fulfill the fine arts requirement.
Physical Education * beginning with the class of 2013	1.0 General Physical Education, Health
Electives	5 (*3.0 for the class of 2013) Five (three and one-half) additional credits are required. These may be chosen from any courses designated as electives or from courses that are not specifically listed as electives, but which exceed the number of courses required within a department.
<b>TOTAL</b>	<b>28</b>

## The Academic Program

Saint Augustine Catholic High School operates on a 7 period schedule and requires that students schedule 7 courses each semester for eight semesters.

All of Saint Augustine's courses are designed to be college preparatory in nature. Currently, students have the option where indicated in the course catalog of consideration for honors designation. Students who take honors courses will be in the classroom with their peers, but will be given extra assignments and requirements to increase the challenge and depth of the course. A strong work ethic and commitment to excellence in critical thinking as well as the ability to work independently is required.

Saint Augustine also offers Advanced Placement courses where indicated. These courses are separate sections; students must apply to be included in these courses.

Honors and AP courses are weighted. For Honors courses, the student receives an additional 0.25 points on the 4 point scale. For AP course, the student received an additional 0.50 points on the 4 point scale.

## Theology Department

### **Catholic Foundations**

**Course# 011**

**9<sup>th</sup> grade**

**Semester 1**

This course is designed to serve as a basic introduction to the major tenets and beliefs of the Catholic Church. Students will examine the roots of the Catholic faith around the four major pillars of the Catechism of the Catholic Church: Creed, Sacraments, Morality and Prayer. Emphasis is placed upon creed, sacraments, and prayer as morality has a full semester course later in the sequence. The course will focus heavily on the 12 points of the Apostles' Creed, the Trinity, the Seven Sacraments, Mass, and how to pray/types of prayer. Students who complete this class should have an understanding of the "basics" of Catholicism.

### **Hebrew Scriptures**

**Course# 015**

**9<sup>th</sup> grade**

**Semester 2**

This course studies of the context, literary style, content, and message of the Old Testament. The course covers the historical and social context of the Bible, the stories and message of the Bible, and finally, how the Bible relates to the New Testament. Major themes to be covered are the covenant relationship between God and the Israelites and how we understand the Old Testament through the lens of Catholicism.

### **New Testament**

**Course# 021**

**10<sup>th</sup> grade**

**Semester 1**

Using the scriptures as the starting point, students will come to know Jesus more deeply. Students will understand the context of the world of the New Testament by looking at the geographical, historical, and literary contexts. Students will encounter Jesus through the Gospels of Matthew, Mark, Luke, and John and through leading prayer based on the scriptures. Students will also look at the person of Jesus in the early church and how they experience Jesus today in their own lives. The students will also complete ten hours of community service and produce a reflection on this experience.

### **Church History**

**Course# 025**

**10<sup>th</sup> grade**

**Semester 2**

Students will explore the history of the Catholic Church. They will look at several historical periods through the lens of our Catholic faith. This historical view will help students appreciate how the church moved from its beginnings rooted in the Jewish tradition through expansion, reformation, and ultimately transformation through the Second Vatican Council. Students will also explore the role of the church in our present global society. Throughout the course we will center our study around prayer and service.

### **Christian Morality**

**Course# 031**

**11<sup>th</sup> grade**

**Semester 1**

Through readings, class discussions, journaling, writing, film, *America* magazine articles and direct service, students in *Christian Service* will explore ethical frameworks to assist in making moral decisions. Students will examine the foundations of Catholic morality by studying the life of Jesus and Church Tradition. Students will be presented with Kohlberg's stages of moral development, and will be called to analyze their own development. Individual issues of conscience, including sexuality, lying, cheating, chemical abuse, stealing will be covered in the first semester. In the end, students will leave with a decision making framework that will be applied to life situations.

### **Social Justice**

**Course# 035**

**11<sup>th</sup> grade**

**Semester 2**

A one semester exploration of the Catholic Church's rich tradition of social justice teaching. Students will learn how to evaluate a social justice issue using the nine principles of social justice. They will also learn how we respond to these issues in virtue, armed with faith in Christ and the teachings of the Church. Topics to be covered include poverty, war, environmentalism/stewardship, culture of life, worker's rights, and racism/prejudice. We will also rely heavily on outside sources to relate class material to current events.

## SENIOR ELECTIVES

### **Apologetics**

**Course# 041**

**12<sup>th</sup> grade**

**Semester 1**

This course is designed to investigate and discuss the reasonableness of the Catholic faith and to promote a greater understanding of the basis of Catholic doctrines. Ultimately, the course should teach students how to have an adult intellectual discussion of faith. Through discussing logic and reasons for belief in God, Christianity, and Catholicism, students will pursue St. Anselm's definition of theology, which is faith seeking understanding. This course will address controversial and potentially divisive topics; however, it is not designed to proselytize members of other faith traditions. Rather, it is an intellectual approach to Catholicism.

### **World Religions**

**Course# 042**

**12<sup>th</sup> grade**

**Semester 2**

Having received a firm foundation in the Catholic faith, students in World Religions study the other major faith traditions. We approach these traditions in light of the teachings handed down by Vatican II, "in obedience to truth and with respect for freedom". Students will be challenged to understand the beliefs and practices of other forms of Christianity, Judaism, Islam, Buddhism, Hinduism, and Chinese and Japanese beliefs. We will also be observing these faiths through the lens of Catholicism, seeking to enrich and strengthen our own faith in the process. Students will also be challenged to see the relevance of studying world religions in light of current events.

### **Autobiography/Vocation**

**Course# 043**

**12<sup>th</sup> grade**

**Semester 1**

Students will explore how their identity (who they are) and personal values should inform and influence their decisions for college and career. At the beginning of the course, students will reflect on the presence of God in their own life journey. After prayer and thought, students will share their journey of faith, including a spiritual autobiography and spiritual timeline. This initial project will lead students to think about particular gifts/talents they have been given by God. In order to gain insight into their own life, students will explore the stories of important figures in the Catholic tradition. After studying several inspiring examples, students will be given a chance to choose a person who they admire and study them in more depth.

### **Catholic Social Teaching**

**Course# 044**

**12<sup>th</sup> grade**

**Semester 2**

Through readings, class discussions, journaling, writing, and direct service, students in *Christian Service* will explore the meaning and importance of service in the life of a Christian. Students will be given the opportunity to select a service area of interests to complete their direct service commitment in the course. Students will reflect on their service work through the lens of faith in journals and class discussions. Students will be kept up to date about current issues of peace and justice through weekly readings from *America Magazine*. Students will also explore the wealth of Catholic Social Teaching and articulate its legacy to contemporary issues in society. Lastly, students will reflect on how faith-based service can be integrated into their college experience and beyond.

### **Course Sequence:**

Catholic Foundation → Hebrew Scripture → New Testament → Church History → Christian Morality → Social Justice  
→ Senior Electives

### **Senior Electives:**

Apologetics

World Religions

Autobiography/Vocation

Catholic Social Teaching

## English Department

<b>English 1</b>	<b>Course# 111</b>	<b>9<sup>th</sup> grade</b>	<b>Year</b>
This academic level course is a balance of composition, grammar, vocabulary, and literature presented in a survey of the major genres of fiction, nonfiction, drama, poetry, the novel and mythology. Speaking, listening, and research skills are included with emphasis on the development of study skills.			
<b>English 1 Honors</b>	<b>Course# 112</b>	<b>9<sup>th</sup> grade</b>	<b>Year</b>
<b>Prerequisite: School Placement AND Signed Honors Contract</b>			
This honors course is intended for the student who has a serious academic attitude and is capable of working in an independent environment. This course has a balance of writing, applied grammar and literature. Students read a wide range of literature from many periods and genres to build an understanding of the philosophical, ethical, and aesthetic dimension of the human experience. The development of vocabulary, speaking, listening, and research skills are included.			
<b>Oral &amp; Written Communication</b>	<b>Course# 115</b>	<b>9<sup>th</sup> grade</b>	<b>Year</b>
<b>Prerequisite: School Placement</b>			
This course is designed for students who need continued reinforcement of basic language skills. It concentrates on improving the communication skills of the students. The course provides instruction in the following forms of oral and written language: reading comprehension strategies, the writing process, and the grammatical and mechanical conventions of spoken and written language. Individual assessment and remediation are included with emphasis on the development of organizational and study skills.			
<b>World Literature</b>	<b>Course# 121</b>	<b>10<sup>th</sup> grade</b>	<b>Year</b>
This academic level course surveys a variety of world literature, including selections from Greek and Roman classics. It also develops composition, vocabulary, and grammar skills through class discussions and writing assignments. The course focuses on using a variety of resources such as books, databases, computer networks and video to gather information for research purposes.			
<b>World Literature Honors</b>	<b>Course# 122</b>	<b>10<sup>th</sup> grade</b>	<b>Year</b>
<b>Prerequisite: Teacher Placement AND Signed Honors Contract</b>			
This honors level class provides a survey of a variety of world literature selections in preparation for AP English classes in the junior and senior years. It applies a wide range of critical thinking strategies to comprehend, interpret, and evaluate a variety of texts. This course prepares the student for specific writing experiences such as exposition, analysis of literature and literary research paper. Additionally, vocabulary and speaking and listening skills are developed.			
<b>American Literature</b>	<b>Course# 131</b>	<b>11<sup>th</sup> grade</b>	<b>Year</b>
This academic course surveys American works and authors from the new land through contemporary society. This course prepares the student for specific writing experiences such as exposition, analysis of literary criticism as well as proving speaking and listening opportunities, vocabulary development, research skills, and test-taking strategies.			
<b>AP English Language</b>	<b>Course# 132</b>	<b>11<sup>th</sup> grade</b>	<b>Year</b>
<b>Prerequisite: Signed AP Contract</b>			
This college-level course is a reading and writing intensive course with a special emphasis on analysis of the stylistic and rhetorical elements of literature. Students engage in a rigorous study of language, advanced grammar and syntax, and the creative choices of writers, particularly American writers, make in the process of composition. Students write literary analyses of all genres with a focus on non-fiction American literary prose works. The advanced nature of this course requires thoughtful commitment and demands extensive reading. All students are required to take the Advanced Placement Examination in May.			

<b>British Literature</b>	<b>Course# 141</b>	<b>12<sup>th</sup> grade</b>	<b>Year</b>
---------------------------	--------------------	------------------------------	-------------

In this course, students survey British Literature from the Middle Ages through the present day. Students work with a variety of texts and genres including poetry, short stories, plays, and novels. The focus is on analyzing and appreciating literature as well as creating original works. Students produce several pieces of writing including a poetry portfolio, a major research paper, several literary response papers, a persuasive speech, and a piece of creative writing. A major component of this course will be to perform a play by William Shakespeare. Each student will have a speaking role as well as a technical position.

<b>AP English Literature</b>	<b>Course# 142</b>	<b>12<sup>th</sup> grade</b>	<b>Year</b>
------------------------------	--------------------	------------------------------	-------------

**Prerequisite: Signed AP Contract**  
 This college-level course requires extensive reading and in-depth analysis of literature through discussion and writing. Students learn the philosophical currents that affect an author's work and employ a variety of critical theories towards analysis of literature. The course focuses on British literary works and provides a genre approach. All students are required to take the Advanced Placement Examination in May.

<b>Debate</b>	<b>Course# 151</b>	<b>10<sup>th</sup>/11<sup>th</sup>/12<sup>th</sup> grade</b>	<b>Year</b>
---------------	--------------------	--	-------------

**Prerequisite: Teacher approval**  
 This course is offered for the student interested in competitive forensics. Students will be exposed to the elements of logic and argumentation and how to apply them in a public forum. Students must also have a strong desire to engage in research to present informed positions. Both styles of competitive debate are taught; cross-examination debate or Policy and Lincoln-Douglas debate. Tournament participation will be required and there may be additional fees associated with this class.

<b>Newspaper/Yearbook</b>	<b>Course# 152</b>	<b>10<sup>th</sup>/11<sup>th</sup>/12<sup>th</sup> grade</b>	<b>Year</b>
---------------------------	--------------------	--	-------------

**Prerequisite: Teacher Approval**  
 This course is designed to teach students the fundamentals of publishing and journalistic writing. The students have the opportunity to apply what they learn in class by publishing the school newspaper and yearbook. Class meetings outside of school time, in addition to those during the school day, are a requirement of this course. This course may be taken multiple times for credit.

**Course Sequence:**  
 Honors: English 1 Honors → World Literature Honors → AP English Language → AP English Literature  
 Regular: English 1 → World Literature → American Literature → British Literature

**Electives:**  
 Oral & Written Communication (required elective for some Freshmen)  
 Debate  
 Newspaper/Yearbook

## Social Studies Department

### **Arizona History**

**Course# 211**

**9<sup>th</sup> grade**

**Semester 1**

Arizona History is a one semester course. The following units are covered: American Indians settle Arizona, the Spanish and Mexican influence on Arizona, Arizona and the Civil War Era, Arizona as Part of the Western Frontier and the Rise of Industrial America, and Arizona's history during the 20<sup>th</sup> century. The course concludes with an examination of the growth of the Sun Belt (1945-1997) and Arizona history in the first decade of the 21<sup>st</sup> century. Students are expected to do many critical thinking written essays in preparation for college History courses.

### **Ancient Civilizations**

**Course# 215**

**9<sup>th</sup> grade**

**Semester 2**

This course is designed to provide the students with an understanding of the base upon which modern civilization is built. The course begins with a brief introduction to prehistoric discoveries and the development of civilizations. The course focuses on the civilizations of the ancient world beginning in Mesopotamia and continuing through the rise and fall of the Roman Empire. Within the scope of the course, the students examine the religious, cultural, economic, and political events that shaped the ancient world and relate these historical facts to the modern world. The course introduces students to reading and analyzing primary documents and reinforces writing skills.

### **World History**

**Course# 221**

**10<sup>th</sup> grade**

**Year**

This course begins with an examination of major economic, intellectual, and cultural movements from the 15<sup>th</sup> through the 18<sup>th</sup> centuries including the Renaissance and Reformation, the Age of exploration, the Scientific Revolution, the Enlightenment, and the Industrial Revolution. The course continues with the study of European nationalism and imperialism leading to the analysis of the causes and effects of world conflict in the 20<sup>th</sup> century. In addition, this course emphasizes analysis of primary documents and stresses historical writing.

### **World History Honors**

**Course# 222**

**10<sup>th</sup> grade**

**Year**

**Prerequisite: Teacher Placement AND Signed Honors Contract**

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and events in world history. The students examine all regions of the world with an emphasis on the interaction of regions throughout history. Students learn to assess historical documents and to weigh the evidence and interpretations presented in historical journals.

### **U.S. History**

**Course# 231**

**11<sup>th</sup> grade**

**Year**

**Prerequisite: World History or World History Honors**

American History is a one year course that covers the following concepts: Research Skills for History, Early Civilizations (pre 1500), Exploration and Colonization (1500s-1700s), Revolution and New Nation (1700s-1820), Westward Expansion(1800-1860), Civil War and Reconstruction (1850-1877), Emergence of the Modern United States (1875-1929), Great Depression and World War II (1929-1945), Postwar United States (1945-1970s), and Contemporary United States (1970s-Present). The goal of the course is for students to be able to apply the lessons of American History to their lives as citizens of the United States.

### **AP U.S. History**

**Course# 232**

**11<sup>th</sup> grade**

**Year**

**Prerequisite: World History or World History Honors AND Signed AP Contract**

The purpose of this course is to prepare students for the Advanced Placement United States History exam that is given in May of each school year. The students will learn to analyze, interpret and synthesize primary source information to make clear connections throughout U.S. history. In addition, advanced placement students will learn applicable reading and writing techniques to answer data based questions, free response questions and discernible multiple choice questions. It is important for the advanced placement student to understand that a great amount of reading, writing and critical thinking is required in this course and that students should plan on doing a minimum of at least forty-five minutes to one hour of homework each evening. All students are required to take the Advanced Placement Examination in May.

<b>U.S. Government</b>	<b>Course# 241</b>	<b>12<sup>th</sup> grade</b>	<b>Semester</b>
<b>Prerequisite: U.S. History or AP U.S. History</b>			
American Government is a one semester course. The following concepts are covered: foundations of government, structure of government, functions of government, rights, responsibilities, and roles of citizenship, and government systems of the world. The goal of the government class is for the student to develop knowledge and skills for informed, responsible participation in public life.			
<b>AP U.S. Government &amp; Politics</b>	<b>Course# 242</b>	<b>12<sup>th</sup> grade</b>	<b>Semester</b>
<b>Prerequisite: U.S. History or AP U.S. History AND Signed AP Contract</b>			
This college level course is designed to give students an analytical perspective on government and politics in the United States and includes both the study of general concepts used to interpret US politics and the analysis of specific examples. The course begins with an examination of the US Constitution and theories of government including democratic theory, theories of republican government, pluralism and elitism. The course continues with the analysis of political beliefs and the role of political parties, interest groups and mass media in politics. Students also focus on the formation of public policy and the interpretation of individual rights and liberties. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college course. All students are required to take the Advanced Placement Examination in May.			
<b>Economics</b>	<b>Course# 245</b>	<b>12<sup>th</sup> grade</b>	<b>Semester</b>
Economics is a one semester course covering the following five concepts: foundations of economics, Microeconomics, Macroeconomics, global economics, personal finance. The goal of the course is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy.			
<b>Life Skills/Leadership</b>	<b>Course# 251</b>	<b>all grades</b>	<b>Semester</b>
Life Skills is a one semester course. It is a very active, hands-on course to help the student learn more about themselves and each other. The course covers the following content areas: listening skills, values clarification, observation skills, non-verbal communication and body language, hidden assumptions, stress management, time management and organizational skills, public speaking skills, anger management and strategies for responding to life with more ease and grace.			
<b>Political Cartoons in US History</b>	<b>Course# 253</b>	<b>12<sup>th</sup> grade</b>	<b>Semester</b>
<b>Prerequisite: United States History or AP United States History</b>			
This is an elective course that features significant U.S. historic political cartoons representing essential social, political and economic concerns of the past.			
<b>Landmark Supreme Court Case History</b>	<b>Course# 254</b>	<b>12<sup>th</sup> grade</b>	<b>Semester</b>
<b>Prerequisite: United States History or AP United States History</b>			
Momentous landmark Supreme Court cases will be featured that have had a notable impact on the development of the United States.			



## Mathematics Department

### **Algebra 1**

**Course# 311**

**9<sup>th</sup> grade**

**Year**

This academic level course is designed to provide students with a strong foundation for higher-level math courses. The topics emphasized are simplifying numerical and variable expressions; integers; solving equations, inequalities and systems; word problems; graphing linear and quadratics equations and inequalities; simplifying and factoring polynomials; and simplifying rational and radical expressions.

### **Geometry**

**Course# 321**

**9<sup>th</sup>/10<sup>th</sup> grade**

**Year**

#### **Prerequisite: Algebra 1**

In this academic level course, students learn and apply geometric concepts, definitions, theorems, and postulates. Inductive and deductive reasoning processes are utilized to reach conclusions. Algebraic concepts are applied in geometric related situations. Topics covered include basic geometric concepts, proofs, congruent triangles, lines in a plane, perpendicular and parallel lines, polygons, similar polygons, the Pythagorean Theorem, circles, area, surface area, volume, and coordinate geometry.

### **Geometry Honors**

**Course# 322**

**9<sup>th</sup>/10<sup>th</sup> grade**

**Year**

#### **Prerequisite: Algebra 1, Teacher Placement AND Signed Honors Contract**

The Honors Geometry course is an enriched geometry program with a greater emphasis on proofs, higher order thinking skills, and problem solving. The curriculum is identical to Geometry 321. However, the material is studied in greater depth. In this two – semester course, students learn and apply geometric concepts, definitions, theorems, and postulates. Inductive and deductive reasoning processes are utilized to reach conclusions. Topics covered include basic geometric concepts, proofs, congruent triangles, lines in a plane, perpendicular and parallel lines, polygons, similar polygons, the Pythagorean Theorem, circles, area, surface area, volume, and coordinate geometry.

### **Algebra 2**

**Course# 331**

**10<sup>th</sup>/11<sup>th</sup> grade**

**Year**

#### **Prerequisite: Geometry or Geometry Honors**

This academic level course is designed as a study of functions, including their graphs and applications. Topics covered include a review of elementary algebra, inequalities, linear equations, polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, analytic geometry, exponential and logarithmic functions, sequences and series and triangle trigonometry.

### **Algebra 2 Honors**

**Course# 332**

**10<sup>th</sup>/11<sup>th</sup> grade**

**Year**

#### **Prerequisite: Geometry or Geometry Honors, Teacher Placement AND Signed Honors Contract**

This is an honors course in Algebra 2, emphasizing higher order thinking skills, problem solving, and preparation for higher levels of mathematics. Students should expect to cover topics in greater depth and at a more accelerated pace than in the regular Algebra 2 course. In this two – semester course, topics covered include inequalities, linear equations, polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, analytical geometry, exponential and logarithmic functions, sequences and series, triangle trigonometry, trigonometric graphs and identities, and solving trigonometric problems. Determinants and polar coordinates are two additional topics that may be covered in this course.

### **Algebra 3/Trigonometry**

**Course# 340**

**12<sup>th</sup> grade**

**Year**

#### **Prerequisite: Algebra II AND Teacher Placement**

This course reinforces the major algebraic concepts introduced in Algebra 2 and introduces students to advanced mathematical topics with emphasis on problem solving and its practical application. Students study different types of functions and are introduced to the basic concepts of trigonometry.











**AP French Language****Course# 548****12<sup>th</sup> grade****Year****Prerequisite: French 3 AND Signed AP Contract**

Student will be able to understand spoken French in various contexts. The French vocabulary will be sufficiently ample for reading newspaper and magazine articles, literary texts, and other nontechnical writings without dependence on a dictionary. Furthermore, students will have the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. All students are required to take the Advanced Placement Examination in May.

**Course Sequence:**

Spanish: Spanish 1 → Spanish 2 → Spanish 3

Heritage Speakers: Spanish for Heritage Speakers → AP Spanish Language → AP Spanish Literature

French: French 1 → French 2 → French 3

**Electives:**

AP Spanish Language (non-Heritage speaker sequence)

AP French Language





**Musical Theatre Practicum**                      **Course# 645**                      **11<sup>th</sup>/12<sup>th</sup> grade**                      **Year**

**Prerequisite: Choir and Theater Arts courses; Teacher Approval.**

This course is designed for upper level students desiring to pursue a college degree or career in Musical Theatre. Specialized acting and singing techniques will be combined to enhance their stage presence as well as their vocal and acting skills. Performing in school musicals, showcases, regional and state festivals/competitions will be part of this class. Private vocal and acting coaching will require additional fees. Contact the Music and Theatre Arts teachers for details.

**Ballroom Dancing**                      **Course# 661**                      **all grades**                      **Semester**

Students will earn 8-10 different ballroom dances over the course of a semester from the elegant Waltz to the sizzling Salsa. The emphasis of the course is to develop the social skill of dancing; however, the students are graded on participation and a final performance at the end of the semester. No previous dance experience is required and beginners are welcome.

## Physical Education Department

### **General Physical Education**

**Course# 711**

**all grades**

**Semester**

The physical education course at St. Augustine will provide the students with an opportunity to participate in activities designed to develop and maintain overall good health through physical activity and fitness. The students in this class will reap the numerous health benefits of regular physical activity while they participate in various kinds of sports, games, and fitness activities.

### **Health**

**Course# 715**

**all grades**

**Semester**

This course provides the student with a wide range of learning experiences on health related topics. Upon the completion of this class, the student has the knowledge to make and apply sound decisions regarding their own health and be able to acquire and maintain positive personal health behaviors and attitudes. In addition, the course includes sections on substance abuse, mental health, human sexuality, nutrition, and fitness.

### **Weight Training**

**Course# 721**

**all grades**

**Semester**

#### **Prerequisite: General Physical Education**

The major emphasis of this course is strength and conditioning. Concepts taught include threshold of training, power-lifting, cardiovascular fitness, muscular strength and endurance, flexibility, and development of personal training programs. Special attention is given to proper exercise and lifting technique which promotes safety. Additionally, the resistance training programs are based on the latest research governing adolescent strength training.

### **Lifetime Sports**

**Course# 722**

**all grades**

**Semester**

#### **Prerequisite: General Physical Education**

The course provided the student the opportunity to establish a foundation in sports in which an enjoyable activity experience can be maintained for a lifetime. These sports include outdoor education (including hiking), bowling, tennis, badminton, table tennis, softball, ultimate Frisbee, and golf. Special attention is given to basic mechanics, rules, and etiquette for each activity along with strategies necessary to be successful in each sport.