St. Catherine of Siena Academy
Program of Studies

2022-2023 ACADEMIC YEAR
REFERENCES

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MISSION STATEMENT

To educate young women to develop their feminine genius – their unique dignity, identity, and gifts as women created in the image of God. The Mission of St. Catherine of Siena Academy is to form young women centered on the redemptive act of Christ by offering an educational experience that will inspire their hearts and minds to always seek the Truth that is Jesus. The Academy’s rigorous college-preparatory curriculum and Christian student-life experience are rooted in the theology and philosophy of Blessed John Paul II, and his understanding of the “Feminine Genius.” This curriculum will cultivate within students an ardent desire to know God and to seek His will in choosing their vocation as women. Women of St. Catherine Academy will follow the model of St. Catherine of Siena, becoming stewards of the Catholic faith and sharing with the world their knowledge of God’s love for all.

GRADUATION REQUIREMENTS

To earn a diploma from St. Catherine of Siena Academy, a student must satisfactorily complete the following program of studies. Students must be in attendance for four (4) years (consideration will be made for transfer students). Students may enroll in a maximum of seven full-credit courses each academic year. SCA is on a semester grading scale, with each one-semester course worth 0.5 credit toward graduation. Report cards are generated through PowerSchool and made available each semester. Students will also receive a transcript at the end of each year, accessed through Parchment, with their cumulative academic record.

The following represents the minimum graduation requirements.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>English</td>
</tr>
<tr>
<td>4.0</td>
<td>Math</td>
</tr>
<tr>
<td>3.0</td>
<td>Social Studies (including ½ credit each of Civics/Government and Economics)</td>
</tr>
<tr>
<td>3.0</td>
<td>Science (including 1 credit of biology and one other lab science)</td>
</tr>
<tr>
<td>4.0</td>
<td>Catholic Theology</td>
</tr>
<tr>
<td>2.0</td>
<td>Latin</td>
</tr>
<tr>
<td>1.0</td>
<td>Philosophy</td>
</tr>
<tr>
<td>0.5/0.5</td>
<td>Physical Education/Health</td>
</tr>
<tr>
<td>1.0</td>
<td>Visual/Performing/Applied Art</td>
</tr>
<tr>
<td>3.0</td>
<td>Electives</td>
</tr>
</tbody>
</table>

26 CREDITS TO GRADUATE

A curriculum recommended for highly selective colleges should include four (4) credits of English, Mathematics, Science, Latin, and Social Studies, as well as two credits from the “arts”.

Students are strongly encouraged to take a minimum of five core academic courses each academic year.

CREDIT RECOVERY POLICY

Students failing a required course will need to retake the course to be awarded credit. Core academic courses may be retaken online or through an accredited summer school program. The student’s counselor will have credit recovery options. Once a course is taken, the new grade will appear on the student’s transcript and be averaged into her overall grade point average.

Additionally, if a student fails the first half of a course, she may be permitted to continue in the second half of the course upon approval from her counselor. This will be done in consultation with her counselor and the course instructor.

GRADING SYSTEM AND HONOR ROLL

Letter grades are awarded each semester. The semester grade is determined by the grades for assignments, quizzes, participation, projects, and assessments during the semester. The composition of the semester grade is determined by each instructor, who will notify students of their policy in their course syllabus and objectives. The grades of record (the semester grades) are recorded on the transcript. As a minimum, students must receive a passing grade of D- for the
semester to receive credit for any course. If a student does not pass a core academic course or a course required for graduation, she must retake the course (summer school options are available). The grade for the completed course will be averaged into the grade point average and will not replace the failed grade.

Grades and student progress are reported through our student information system, PowerSchool. Parents and students have access throughout the school year to this information through password protected accounts. At the end of each marking period, PowerSchool access is suspended to allow instructors uninterrupted time to prepare term grade information.

A letter grading system is used to indicate levels of achievement. SCA uses an unweighted grading system

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Honor Roll Recommendation

Students will be recognized at the end of each semester for their work during that marking period. For recognition on the Honor Roll, a student must earn a semester GPA of 3.50 or higher, with grades of B- or higher in all courses. GPAs are calculated on an unweighted 4.0 scale and will not be rounded. The Honor Roll will be posted at the end of each semester.

Cum Laude Honors

Seniors with a cumulative GPA of 3.50 or higher through the 7th semester of high school will graduate with Cum Laude Honors and will be honored at Honors Night in May.

4.0 to 3.95 Summa Cum Laude
3.94 to 3.70 Magna Cum Laude
3.69 to 3.50 Cum Laude

ACADEMIC PLANNING & COURSE SCHEDULING

Entering the ninth grade, a student’s schedule is planned by the assigned counselor after consideration of her high school placement test scores, profile reports from her middle school, placement testing, input from middle school teachers, and discussion with parents and the student.

Students in grades 9-11 schedule for the next academic year beginning in February/March of the current year. All students complete an Educational Development Plan (EDP) which outlines and updates their 4-year academic program. Students will meet with their counselor to finalize the next year’s classes to complete their course requests. Parents are then asked to sign-off on a student’s EDP.

Due to scheduling conflicts or canceled classes, students may not be enrolled in their pre-selected courses. Should this occur, the student will be notified of options within the schedule to replace the course.

All schedule changes involving an Add/Drop must be completed by the second full week of each semester and approved by the counselor.
POWERSCHOOL

Parents and students have access to grades, attendance, and daily schedule through our Student Information System (SIS) PowerSchool. This system allows for instant notification of student progress and attendance. It is our expectation that parents will check on their student’s academic progress and attendance on a regular basis. At the end of each marking period, PowerSchool access is suspended to allow instructors uninterrupted time to prepare term grade information.

STANDARDIZED STUDENT ASSESSMENTS

Students can expect to take at least one standardized test in preparation for the college application process. College entrance exams are used by colleges and universities (though test-optional schools do exist) to measure math, verbal, analytical, and writing skills. Standardized achievement tests are given throughout the year. St. Catherine Academy primarily uses the College Board’s series of testing, administered on the National Test date, to help students prepare to ultimately take the actual test.

The test preparation schedule is as follows:

- 9th grade: PSAT 8/9
- 10th grade: PSAT 10
- 11th grade: PSAT (National Merit Qualifier exam) and Pre-ACT

SAT & ACT EXAMS

Both the SAT and the ACT are college reportable tests and can be used in college admissions criteria. Juniors should plan on taking one (or both) of the exams beginning as early as December of their junior year. Test strategies are available through a variety of resources. It is recommended that students take the test more than once in their junior year. Additional information about the testing process and sequence can be found on the website https://saintcatherineacademy.org/my-sca/standardized-tests/

Test dates and locations for the SAT and ACT can be found online at:

- https://www.act.org/ (for ACT)
- https://sat-dev1.collegeboard.org/sat-subject-tests/register/test-dates-deadlines (for SAT)

SCHOOL CODES

St. Catherine of Siena Academy’s school code is 233-789. This is the code students use when signing up for the tests. This code ensures that a copy of the test scores is sent to St. Catherine of Siena Academy. Most colleges and universities will accept either the ACT or the SAT, but it is always best to verify testing requirements directly with the admissions department of the institution itself.

ADVANCED PLACEMENT (AP) EXAMS

Courses offered at the Advanced Placement level at St. Catherine of Siena Academy allow students to explore the journey through college-level academic challenges. Students will develop skills and study habits that are vital in college. There is a considerable volume of work required for these courses, and because of this, students are asked to discern very carefully their enrollment in these courses.

Students interested in pursuing Advanced Placement courses must demonstrate their intent through successful completion of prerequisite courses, as noted in the Program of Studies. The SCA student enrolled in an AP course is expected to work to her potential, which will not only prepare her to take the AP Exam but also to be successful in college as she continues her studies.

Since an AP course noted on a student’s transcript shows that they have challenged themselves with the most rigorous courses available to them and are then ready for college-level coursework, it is mandatory that students take the corresponding AP Exam in May.

A grade of C- or below in an AP course requires a conversation with the counselor and AP teacher in order to continue in the course.
Khan Academy (Exam Prep Materials)
Target: 9th, 10th, 11th, and 12th grade students
When: Throughout the Year
Where: www.khanacademy.org/sat
Fee: Free and personalized SAT practice
Purpose: Provides access to thousands of interactive questions, four official full-length tests, video lessons, hints, and answer explanations.

College Preparation Information

SCOIR
St. Catherine of Siena Academy utilizes online resource SCOIR, a customized, secure college and career planning tool, designed to help students and their parents/guardians make informed decisions about college opportunities and career choices. SCOIR helps provide comprehensive college and career readiness solutions that align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

Your College Search Starts Here
1. Discover & manage.
   a) Explore your personalized dashboard.
   b) Discover new colleges.
   c) Track your applications & deadlines.
2. Find your fit.
   a) Use SCOIR’s powerful, engaging search engine to explore your way.
3. Receive notifications & Message from your counselor.
4. Search & register for college visits.
5. Curate your college list.
6. Manage your tasks.
7. Track your outcomes.
8. Attend SCA’s Fall College Visits

Start early! We recommend that students begin making their post-secondary plans early. Students should:
1. List and rank the top five college choices. Do they have my major? Are they affordable? Can I get in? Can it be “home” away from home?
2. Visit the College: Investigate their degree programs, tuition, financial aid, student housing, student activities and admissions requirements. Contact the admissions office to set up.
3. Attend SCA’s Fall College Visits: College and university admissions representatives visit SCA in the fall to share information about their schools. These visits are open to juniors and seniors and occur during the school day in September and October.

Application Process - Apply to four or more schools in the fall of senior year. Know application deadlines!!!

Senior requirements
• Complete 4th year of mathematics, English, and Theology
• Required to have 3 core academic classes senior year (in addition to Theology)
• May not drop a core classes mid-year.

Sending Transcripts
SCA utilizes an electronic service, Parchment, to send transcripts to camps, universities, scholarship applications and employers. Students have access to their transcripts, any time, and anywhere. Parents can access Parchment through their daughter’s account.
1. Go to www.parchment.com
2. Click on Sign-Up and complete registration information.
3. Provide an email address and password (Parchment will send a confirmation email
4. Click on My Transcripts
5. Search for and select transcript destination.
a) Free for student self-view or to send to colleges, scholarships, summer programs and clubs/organizations
b) $2.50 transcript fee for alumna

6. Confirm destination and delivery.
7. You will receive a confirmation email once the transcript is sent.

Note: follow the instructions depending on the type of institution.
- Common Application Schools use the “Common Application” tab
- Other universities use the “Academic Destinations” tab
- Scholarships: use the “Select Other Destinations” tab
- NCAA: use the “NCAA” tab.

NCAA ELIGIBILITY

Those students interested in participating in college athletics should inform their counselor as early as possible. The following requirements must be satisfied.

DIVISION 1-A / DIVISION 1-AA (16 CORE COURSES)

4 years of English
3 years of Math (Algebra 1 or higher)
2 years of Natural or Physical Sciences (Including one year of lab)
1 extra year of English, math, or natural/physical science
2 years of Social Science
4 years of extra core courses (these include English, math, natural/physical science, social science, foreign language, comparative religion, or philosophy)
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA.
- When a student registers for the SAT or ACT, she can use the NCAA Eligibility Center code of 9999 to send their scores directly to the NCAA Eligibility Center from the testing agency.

http://www.ncaa.org/student-athletes/play-division-i-sports

DIVISION II (16 CORE COURSES)

3 years of English.
2 years of Math (Algebra 1 or higher).
2 years of Natural or Physical Science (including one year of lab)
3 additional years of English, Math or Natural or Physical Science
2 years of Social Science
4 additional years of English, math, natural or physical science, social science, foreign language, comparative religion, or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA.
- When a student registers for the SAT or ACT, she can use the NCAA Eligibility Center code of 9999 to send their scores directly to the NCAA Eligibility Center from the testing agency.

http://www.ncaa.org/student-athletes/play-division-ii-sports
TO DO LIST FOR HIGH SCHOOL ATHLETES SEEKING TO PLAY SPORTS IN COLLEGE

Grade 9 and Grade 10
- Verify with your high school guidance counselor and the online core-course listing to make sure you are on track.

Grade 11
- Register with the eligibility center.
- Make sure you are still on course to meet core-course requirements (verify you have the correct number of core courses and that the core courses are on your high school’s list with the eligibility center).
- After your junior year, send your transcript through Parchment. If you have attended any other high schools, make sure a transcript from each high school is sent to the eligibility center.
- When taking the ACT or SAT, request test scores to be sent to the eligibility center (the code is “9999”).

Grade 12
- Complete amateurism questionnaire and sign the final authorization signature online on or after April 1 if you are expecting to enroll in college in the fall semester. (If you are expecting to enroll for spring semester, sign the final authorization signature on or after October 1 of the year prior to enrollment.)
- Request a final, graduation transcript be sent to NCAA through Parchment.

Why do I need to register and be certified?
- If you intend to participate in athletics at a Division I or II school as a freshman, you must be registered with and be certified as eligible by the NCAA Initial Eligibility Clearinghouse.
- Please note that initial-eligibility certification pertains only to whether you meet the NCAA requirements for participation in Division I or II athletics and has no bearing on your admission to a particular Division I or II institution.
- To be classified as a qualifier under NCAA standards, you will need to graduate from high school with a diploma, have successfully completed the core courses, met the GPA/test score requirements, completed an amateurism survey, and have abided by all amateurism rules.

SERVICE HOUR GRADUATION REQUIREMENTS

At St. Catherine of Siena Academy, we strive to educate for service, justice, peace, and integrity for creation through our community service efforts. Classes and clubs are encouraged to create collaborative service projects in which the whole class, club, or school may participate. The service program at SCA fosters experiences that inspire young women with Catholic values of faith, community, inclusivity, service, justice, and peace to prepare students to meet the challenges facing them in a culturally diverse society. The program also encourages commitment, responsibility, and dedication to the Gospel value of service in all four yours at SCA.

Community service is an extension of the overall program at SCA. All school policies will apply while participating in community service.

For the 2022-2023 academic year, we will require service hours to be completed, but the hours may be amended due to restrictions.

- Freshmen – 12 hours
- Sophomores – 15 hours
- Juniors – 18 hours
- Seniors – 20 hours

Many students did not complete the required service hours for the previous school year, so we will be combining last years and this year’s requirements. For example, if a freshman completed all 12 hours of service, she only needs to complete her 15 hours for sophomore year (total of 27 hours for freshman and sophomore year). If a student completed only 6 hours last year as a freshman, she needs to complete 21 hours this year (totally 27 hours for freshman and sophomore years). Students may complete hours at any time during the summer or school year. There are many opportunities to serve within the SCA community throughout the year. These opportunities will be announced by the Dean of Students. If there are questions related to whether a particular activity constitutes “service”, please speak to the
Dean of Students. Many activities are good and honorable but do not count toward service hours. SCA uses the MobileServe app (free to download from the app store) to record and track service hours. The organization name is St. Catherine of Siena Academy. A student’s year in school determines her registration code. Those codes are listed below. All 0s are zeroes. When an act of service is performed, the student will need to obtain two (2) forms of verification (photo, signature of supervisor, email confirmation from supervisor, or geo-locator).

- Class of 2023: 310DD0
- Class of 2024: 50BDA2
- Class of 2025: 3B3928
- Class of 2026: TBD – will be posted in the Student Handbook in the fall 2022.

Opportunities at SCA which provide service hours:
- March for Life – 10 hours if attending with SCA.
- Dominican Republic Mission Trip (in alternating years with the Italy Pilgrimage) – 20 hours
- EPOCH Week – some service hours may be available during EPOCH Week, depending on the project(s) selected

**CAMPUS MINISTRY AND FAITH FORMATION PROGRAMS**

**RETREATS AND PILGRIMAGES**

To “retreat”, or to “come away with the Lord”, is a necessary and valuable use of time to grow in relationship with the Lord. With that in mind, students are provided with retreat opportunities each year. The senior retreat is held in mid-November, with the intention of providing seniors a time to grow in their relationship with God, self, and others.

**Pilgrimage to Italy**

To celebrate our namesake, St. Catherine of Siena, and to grow in our knowledge of our faith and of the many saints who have gone before us, we offer a pilgrimage to Siena, Rome and Assisi every other year. All students will have an opportunity to travel to Italy during their tenure at St. Catherine of Siena Academy. A priest acts as spiritual director on the pilgrimage and Mass is part of the daily itinerary.

**MISSION/SERVICE EXPERIENCES**

Epoch Week is designed to provide experiential learning for all students growing in awareness of the world around us and the needs of others. As such, students will participate in mission trips, pilgrimages, faculty sponsored extended learning, or school-sponsored community service. Participation in Epoch Week is a required part of the educational experience at SCA, so please do not schedule trips, college visits, or appointments during this week.

Some mission experiences include:
- March for Life: The St. Gianna Molla Society (pro-life club) takes part in the annual March for Life in Washington, DC in January. This pilgrimage for life involves prayer, Mass at the Cathedral Shrine of the Immaculate Conception, a visit to the Holocaust Memorial, and attendance of the March for Life events.
- Out of State/Country Mission Trips: In the past, student groups have traveled to areas of need such as the Dominican Republic, Florida, and Washington, D.C. Students have worked in impoverished areas with populations such as children, the homeless, and veterans.

**INTERDEPARTMENTAL PROGRAMS**

**MASTERY SKILLS I/II**

Prerequisite: Freshmen status

This is a two-semester course designed to help prepare identified freshmen for high school level work. Time will be devoted to learning study skills, notetaking, and organizational strategies. Students needing academic assistance or who are unprepared for the rigor of high school coursework will be enrolled in this course.
STUDY SKILLS
Prerequisite: Sophomore, Junior, or Senior status
This course is designed for students requiring accommodations in the classroom. Students will have time to complete work, learn study techniques, notetaking skills, time management, and organizational techniques. This course is graded on a pass/fail basis. Students will need the permission and/or recommendation of their counselor to enroll in this course.

ONLINE LEARNING LAB
Prerequisite: Junior or Senior status
This experience allows students to enroll in courses which extend the curriculum at SCA through online coursework through Michigan Virtual. The courses must be approved by the student’s counselor and parents prior to registration. Grades earned in the Michigan Virtual online courses are added to a student’s transcript. The grade is issued by the online school. SCA teacher proctors the course but is not the course instructor.

LEADERSHIP COURSE
Prerequisite: Junior or Senior status and an officer on student council.
This course is designed for students holding elected positions in school leadership. Students will learn how to develop and implement projects, communicate effectively, and utilize the skills necessary to be successful in leadership. The focus of this course is on problem-solving, creating and achieving goals, interpersonal skills, and team building. Skills for this course include motivation, communication, creativity, responsibility, initiative, and dependability. This course is graded on a pass/fail basis.

DUAL ENROLLMENT
Prerequisites: Junior/Senior Status and must meet requirements outlined below.
Students who have advanced in their academic studies or are pursuing unique vocational tracks are eligible to enroll in college level courses for college credit while still in high school. The State of Michigan provides funding for these students up to a certain dollar amount. Students may enroll in any approved college/university. Students will need to see their SCA counselor to complete an application and dual enrollment contract. Please see your counselor for additional information.

A student seeking approval for dual enrollment must meet the following criteria:
1. College appropriate test scores on the PSAT, ACT PLAN, ACT or MME Assessment, (see the chart below)
2. SCA GPA of 3.7 or higher
3. Must be on track to graduate.
4. Must take courses which align with the four-year EDP.
5. Must have exhausted the highest level of coursework in the area of study.
ART

ARTWORKS [1.0 CREDIT]
Prerequisites: None
In this introductory studio art course, students will develop an awareness and appreciation for visual arts through the study of art history, aesthetics, and various artmaking techniques. Through the exploration of various media such as paint, clay, graphite, and ink, students will develop an understanding of the elements and principles of art. As the course progresses, students will learn how to use their new skill sets to inform their own unique creativity. This course will provide opportunities to further critical thinking, interpret visual art, and to better understand the work and world around them and within them.

AP STUDIO ART [1.0 CREDIT]
Prerequisites: Artworks, any two additional art courses, and recommendation from art teacher
This course is focused on the individual student developing her own unique artistic vision and in building her art portfolio. This portfolio can and should be used for college applications, scholarships and competitive exhibitions. The aim of this course is for the student to create a body of work that is representative of the high school student’s art experience and more importantly exhibit an identified direction or working and idea exploration. Students must have completed three prerequisite courses in order to enroll in this course. Students will be responsible for developing their own projects and ideas and will be expected to critically engage in the process of creating work and researching concepts.

POTTERY STUDIO I [0.5 CREDIT]
Prerequisites: Artworks
This studio course introduces students to the field of ceramics. Students will explore the various artmaking processes within ceramics such as traditional hand-building techniques and clay throwing skillsets. Students will also learn the scientific properties of clay and glazes and learn how to fire their work. This course is a great opportunity for students to explore the possibilities of creating 3-dimensional art as compared to the 2-dimensional format in previous courses. We will study the role of ceramics throughout history and focus on design within the arts & crafts movement.

POTTERY STUDIO II [0.5 CREDIT]
Prerequisites: Artworks and B or higher in Pottery I
This studio course is a continuation of Pottery I, for those students who would like more time with clay. In this class, students will get more time with the throwing wheels and learn advanced hand building and glazing techniques. There will be chances to learn how to recycle clay so that there is no studio waste, how to create your own glaze, and how to work a kiln so that pieces are successfully fired to the right temperatures. The focus of the art created will largely be based on what the student wants to create, so the sky is the limit.

INTERMEDIATE STUDIO [1.0 CREDIT]
Prerequisites: Artworks (with a B or higher) and one other 1 credit art course
Students are guided through the creation of two-and three-dimensional works encompassing art history, art criticism, and production; this will all lead to the creation of portfolio-quality works. Along with the developing of a portfolio of artworks, students will begin to refine their ability to engage in written reflection of their own work and gain an understanding of how to talk about the work of others.

PAINTING [0.5 CREDIT]
Prerequisites: Artworks
Required supplies: Sketchbook (notebook sized, 8”x11” or 9”x12”), paintbrush set. Paints may be purchased if desired but are not required.
This course is focused on the fundamentals of painting and how to keep ideas and processes recorded in a sketchbook. Emphasis is placed on color theory and exploration of different mediums, techniques, and subjects. Students will be using primarily acrylic and watercolor paints to experiment and grow in artistic self-confidence, increase understanding of the components of painting, and to produce successful works of art.

**DIGITIAL PHOTOGRAPHY [0.5 CREDIT]**

Prerequisites: Artworks

Required supplies: Laptop and TBD studio fee

Students will explore the fields of photography by studying its role throughout history and developing their own photographic skillsets. Drawing from the fundamental principles of art and design introduced in the Artworks course, students will consider the composition of successful photographs and learn the skillsets necessary to capture their own. This course will emphasize critical thinking through the selection of subject matter, available lighting, and the exploration or conceptual approached to photography. Students will focus on developing ideas that are meaningful and intentional in the communication of ideas and/or emotions.

**2D DESIGN/DRAWING [0.5 CREDIT]**

Prerequisites: Artworks

Required supplies: Laptop and TBD studio fee

This drawing course will build upon the foundational skillsets that were developed in the Artworks course. Students will study the history of design and how it fits within our growing perception of art history. Students will have the opportunity to work with various media and learn a variety of techniques and practices, with an emphasis being placed on utilizing the principles of design. As the course progresses, students will explore artmaking process in design fields such as comic books and illustration, interior design, textiles and weaving, and graphic design.

**PERFORMING ARTS**

**DRAMA I [0.5 CREDIT]**

Students in will focus on developing their acting skills through improvisation activities, vocal and physical exercises, character analysis, small group performances, and monologues. Students will deepen their understanding of the craft of acting and build on the skills learned in Introduction to Theatre.

Minimum Enrollment: 6 students / Maximum Enrollment: 15 students

NOTE: DRAMA I and II can be used as an English elective.

**DRAMA II [0.5 CREDIT]**

Prerequisites: Drama I or Permission of Instructor. May be repeated for credit.

This course focuses on advanced acting techniques and text analysis. Students learn various methods and techniques for preparing a role as well as practical knowledge on how to audition, how to rehearse with actors, and how to give and receive criticism. There will also be a focus on methods and techniques for performing the Shakespeare repertory. Various forms of physical acting, mime, improvisational theatre, and vocal technique will be studied in this class. As part of their training, students will view and critique theatre performances both inside and outside the classroom.

Minimum Enrollment: 6 students / Maximum Enrollment: 12 students

NOTE: DRAMA I and II can be used as an English elective.
### SCA Program of Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TREBLE (CHOIR) [0.5 CREDIT]</strong></td>
<td></td>
<td>None</td>
<td>Students will learn the basics of reading music, breathing techniques, choral singing, theory, music history, and ear-training, as well as perform at various events. Mandatory graded performances are expected throughout the year.</td>
</tr>
<tr>
<td><strong>CHOIR I</strong></td>
<td></td>
<td></td>
<td>Second year choir students develop all the skills listed above and are expected to perform an additional solo or duet as well as lead sections.</td>
</tr>
<tr>
<td><strong>CHOIR II</strong></td>
<td></td>
<td></td>
<td>Third- &amp; fourth-year students develop all the skills listed above as well as perform a musical theater song or art song and small group songs with harmonies. Students may be assigned a Choir I student to mentor. Students are held to a higher musical standard and professionalism &amp; memorization is expected. Students are encouraged to take Advanced Choir (Choir III) for the full year.</td>
</tr>
<tr>
<td><strong>SYMPHONIC BAND (ENSEMBLE MUSIC) [1.0 CREDIT]</strong></td>
<td></td>
<td>None</td>
<td>Students will learn the basics of reading music, phrasing, ensemble playing, theory, composition, music history, and ear-training, as well as perform at various events. Mandatory, graded performances are expected throughout the year.</td>
</tr>
<tr>
<td><strong>FIRST-YEAR MUSIC</strong></td>
<td></td>
<td></td>
<td>Students develop all the skills listed above and are expected to perform an additional solo or duet each semester as well as lead sections and mentor First-Year students. Students are held to a higher musical standard and professionalism &amp; memorization is expected.</td>
</tr>
<tr>
<td><strong>BEGINNING SECOND-, THIRD-, &amp; FOURTH-YEAR MUSIC</strong></td>
<td></td>
<td></td>
<td>Students develop all the skills listed above and are expected to perform an additional solo or duet each semester as well as lead sections and mentor First-Year students. Students are held to a higher musical standard and professionalism &amp; memorization is expected.</td>
</tr>
<tr>
<td><strong>PRAISE &amp; WORSHIP MUSIC [SERVICE HOURS]</strong></td>
<td></td>
<td>Recommendation of teacher</td>
<td>Students will learn music theory, sight-reading, improvisation, and ensemble playing/singing. Students will perform at mass, during Praise &amp; Worship small groups, and at the Gala in November, as well as at various other events throughout the year.</td>
</tr>
<tr>
<td><strong>MUSIC TECHNOLOGY &amp; COMPOSITION I/II (PIANO) [0.5 CREDIT]</strong></td>
<td></td>
<td>None</td>
<td>In this introductory piano course, students will develop basic piano technique, theory, sight-reading skills, music history, and ear training. Students move at their own pace. The format of the course offers time for private practice in the practice rooms during class time, as well as individual instruction.</td>
</tr>
<tr>
<td><strong>BEGINNING PIANO I</strong></td>
<td></td>
<td>None</td>
<td>In this intermediate piano course, students will develop their piano technique, theory knowledge, sight-reading skills, music history, ear training, and perform at one event per semester. Students move at their own pace. The format of the course offers time for private practice in the practice rooms during class time, as well as individual instruction.</td>
</tr>
</tbody>
</table>
BUSINESS

NOTE: Business courses are taken through Michigan Virtual or Dual Enrollment

ACCOUNTING [1.0 CREDIT]—SATISFIES 4TH YEAR MATH CREDIT

Satisfies 4th year Math Credit for seniors only.

Prerequisites: 11th or 12th grade and successful completion of Algebra I

This course introduces students to the basic accounting principles and procedures of GAAP and covers the accounting-cycle for service business (first semester) and retail business and corporation (second semester). This course includes: Journalizing transactions, posting, petty cash, financial statements, and adjusting and closing entries. Additional Resources include: Startheregoplaces.com, sponsored by the AICPA organization, giving real world experiences, and using their accounting resources; Aplia software, utilized along with the Century 21 Accounting text; SCA’s business lab, St. Cate’s Corner, where concepts learned in the first semester will be applied to St. Cate’s Corner for the second semester.

APPLIED COMPUTER TECHNOLOGY [0.5 CREDIT]

Prerequisites: none

This one semester computer course will introduce students to the skills and knowledge of using Windows operating system, Microsoft Office, as well as online educational applications. Students will enhance their technology skills using Microsoft Word & Excel. Online applications are integrated into the course to help students keep current with technology trends including Google and its applications, Weebly or Wix and video-editor. Students will end the semester with a culminating class portfolio website that can be used in the future.

BUSINESS ETHICS/LAW [0.5 CREDIT]

Prerequisites: 11th or 12th grade

This course is designed to introduce students to business laws that will affect their daily lives and relationships with the business world. The class will include such topics as: basic structure and sources of law, crimes and torts, court structure, contract law.

Business Ethics: Ethics explores and identifies ethical behaviors and what goes into making the right decisions. Ethical decision-making requires skills that will be put to the test in every aspect of life. Using faith and reason allows one not to divide business and faith and arrive at principled decisions. The goal is to form future ethical business leaders. Business that has been identified by The Catholic University of America as Ethical/Principled Enterprises, as a force for good, will also be studied. Resources: A Catechism for Business: Tough Ethical Questions and Insights from Catholic Teaching (Abela and Capizzi); Force for Good, the Catholic Guide to Business Integrity (Brian Engelland).

ENTREPRENEURSHIP/INTRO TO BUSINESS [0.5 CREDIT]

Prerequisites: 11th or 12th grade Successful completion of Algebra is required

Do you want to be a successful business owner? This semester course will offer students opportunities and challenges of what business ownership entails. Course topics include: Developing a business Mission/Philosophy, Principled Entrepreneurship, developing business plan, Marketing including social media marketing, Distribution promotion and selling, types of ownership, plan and tracking financial information, operations management, human resource management, risk management, and managing for the future.

Students obtain a loan from SCA’s St. Cate’s Corner to develop, research their business product concept and “launch” it in St. Cate’s Corner. This offers a broad exposure to business operations, work-ethic and practical applications of the ins and outs of owning a business.

MARKETING [1.0 CREDIT]

Prerequisites: 10th, 11th, or 12th grade & successful completion of Algebra I; DECA Membership ($25.00) is required.
This year-long course is a study of how a product or service is introduced, developed, priced, advertised, and sold in the marketplace (brick and mortar and online). SCA’s Business Laboratory, St. Cate’s Corner, is used to apply the concepts used in this course. This course also requires students to work shifts in St. Cate’s Corner as part of their real-life experience. The shifts are during lunch and after school, as well as at least two SCA major events per quarter (e.g. home games, open houses, parent nights and school evening events).

Course topics include: Mission and Philosophy of SCA, Principled Entrepreneurship, Business as a Vocation, business communication; economics; market analysis; product decisions from innovation to production, pricing, and packaging; promotion decisions from advertising to personal selling; placement decisions from channel of distribution to merchandising and visual displays, salesmanship and technology.

**ENGLISH**

**ENGLISH 9 - COMPOSITION & LITERATURE [1.0 CREDIT]**

Prerequisites: 9th grade status

This course introduces students to key works of world literature, both classical and contemporary, with a focus on literary terms and techniques. The literature is drawn from a global selection of novels, graphic novels, short stories, poems, and films. As students encounter and discuss the texts, they examine themes of transition, personal identity, alienation, and community. The foundations course is designed to develop the skills of critical reading and literary analysis before having students compose longer argumentative essays. Vocabulary is taught primarily through lessons on the common Greek and Latin roots that make up many words in the English language. Furthermore, a public speaking requirement pushes students to practice their rhetorical skills.

**HONORS ENGLISH 9 – COMPOSITION & LITERATURE [1.0 CREDIT]**

Prerequisites: Students testing in the 85%ile or higher on the HSPT and earning an A in 8th grade Language Arts.

Like the Foundations course, this introduces students to key works of world literature, both classical and contemporary. The literature is drawn from some of the classics of literature like. The course is set at a fast pace, requiring students to already understand the basic literary elements as well as grammatical structures. Students should be prepared for independent reading, research and critical analysis of content as well as development of rhetoric skills and public speaking. Vocabulary is taught primarily through the context of literature. Students will also be taught the fundamentals of argumentative and research essays.

**ENGLISH 10 - AMERICAN LITERATURE [1.0 CREDIT]**

Prerequisites: Completion of English 9 course

The American Literature course builds upon the critical reading and writing skills emphasized in English 9. The course is designed to further develop students’ fundamental skills in critical reading, discussion, and analytical writing that allows them to be confident, thorough, and effective in expressing their ideas. The driving question for the course is “What does it mean to be an American?” To help answer this question, students read material in a variety of genres set in the Gilded Age through the mid-20th century United States from different “American” perspectives during that era. The themes addressed in these earlier American works are reflected in current issues, on which students will read articles and essays. Students will engage in close textual analysis as they respond to the ideas authors present as well as to the literary devices they employ. In addition to critical reading and discussion, students will write in several genres and will share their writings for class use in lessons, models, and/or peer critiques.

**HONORS ENGLISH 10 - AMERICAN LITERATURE [1.0 CREDIT]**

Prerequisites: Top 5% of ENG 9 Class or a maintained B+ average in Honors ENG 9

The Honors American Literature course builds upon the analytical and writing skills emphasized in Honors English 9. The course is designed to teach advanced reading and writing through the fundamentals of literary analysis, rhetorical theory, and develop skills in grammar, usage, and vocabulary through reading and writing. The driving question for the course is “What does it mean to be an American?” To help answer this question, students read challenging material in a variety of genres set in the Gilded Age through the mid-20th century United States from different “American” perspectives during that era. The themes addressed in these earlier American works are reflected in current issues, on
which students will read articles and essays. Students will concentrate on identifying and analyzing the formal literary
techniques used by the authors, as well as questions of history’s influence on these works. In addition to challenging
reading, students will write in several genres and will share their writings for class use in lessons, models, and/or peer
critiques. The course is designed to prepare students interested in the Advanced Placement track for Language, and
Literature and Composition.

Juniors and Seniors will have the choice of which English course to take their junior and senior years. AP
Language and Composition and AP Literature and Composition are both options as core English courses for
juniors and seniors.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION [1.0 CREDIT]
Prerequisites: Completion of ENG 10 Honors with a grade of “A-” or higher. All other students must receive teacher
recommendation.

AP English Language and Composition is a two-semester course designed for high-ability students interested in the
study of rhetoric, as well as the study of both fiction and non-fiction literature. This class is the equivalent of a first-year
undergraduate composition class, with the workload that this entails. Students who take this class must have a strong
interest in the nuances and uses of the English language; they must enjoy writing in various styles and genres; and they
must be strong readers who can read challenging texts independently. This course incorporates the study of fiction and
non-fiction texts from a variety of writers whose style and technique will be used as models, in keeping with the
recommendations of the College Board. Students will write expository, analytical, and argumentative essays, as well as
personal and reflective writing, using a variety of rhetorical skills and patterns of development. This course will also
focus on preparation for the AP English Language and Composition Exam in the spring. Students are required to
take the AP exam in May.

AP LITERATURE AND COMPOSITION [1.0 CREDIT]
Prerequisites: Successful Completion of AP Language and Composition or a maintained B+ average in Junior English
class.

An AP English Literature and Composition course engages students in the careful reading and critical analysis of
imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way’s
writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s
structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism,
and tone. Students will read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its
richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s
literary artistry, students reflect on the social and historical values it reflects and embodies. Writing assignments focus on
the critical analysis of literature and include expository, analytical, and argumentative essays. Students enrolled in AP
Language & Composition are strongly encouraged to also take Yearbook. Students are required to take the AP exam
in May.

WOMEN IN LITERATURE [1.0 CREDIT]
Prerequisites: Junior/Senior status.

This full-year core elective English course will look at the evolution of the “idea” of women in literature over the past
century. Students will read a variety of non-fiction and fiction texts from the 19th century to the present day written
about women and/or by women from across the globe to exploring the “mystery” of the female. This course explores
women’s access to power and self-determination – and, at times, the lack thereof. Students will examine how focusing
on women’s experiences in literature can ignite social and political awareness and progress. By examining literature
written about and primarily by notable women, we will explore and ultimately gain a deep understanding of various
perspectives on women as individuals, wives, mothers, and friends.

CONTEMPORARY LITERATURE [1.0 CREDIT]
Prerequisites: Junior/Senior status.

This full-year core elective English course is designed to expose students to contemporary literature and expression. The
course provides students with a framework that enables them to respond to literature in personal, critical, and creative
ways. Students read from contemporary works of fiction from the last 50 years, and will also read the latest short fiction,
poetry, essays, memoir, art, music, and film reviews. Topics under consideration will vary, however they may include a chronological introduction to the development of contemporary literature, a consideration of a principal theme or themes common to contemporary literature through several works, or a consideration of several contemporary works in the context of historical events central to the period. At the end of each semester, students have a creative project and a Book Talk where parents may participate.

**BRITISH LITERATURE [1.0 CREDIT]**
Prerequisites: Junior/Senior status.

In this course, students hone interpretive skills as they are introduced to canonical texts of Britain from a variety of genres. The hope is to foster the expansion of vocabulary and solidify a knowledge foundational skill. Students study vocabulary and grammar throughout the year. Students demonstrate their knowledge of literary devices and strong argumentative writing skills in their essays based on the literature and themes of the course. At the end of each semester, students have a creative project and a Book Talk where parents may participate.

**ENGLISH ELECTIVES**

**CREATIVE WRITING [0.5 CREDIT]**
Prerequisites: Junior/Senior status

There is a novel in everyone! The course focuses on student created writing of a non-academic nature. Young authors will write one page five days a week for their novels. Peer suggestions and instructor feedback will occur every ten days. At the end of the semester, the novelists give individual presentations.

**EXPLORING POETRY [0.5 CREDIT]**
Prerequisites: Juniors/Senior status

In this course, students will study convention and innovation in English-language poetry from the Renaissance to the present day as we seek to understand, analyze, and write poetry. Along with formal explorations, we will consider how poetry speaks to the broader culture – to ideals of community, to times of warfare, and to other public issues. Through in-class writing exercises, reading of model poems, and discussion of student work, this course encourages students to produce poetry of increasing quality. Students will learn the basic elements of poetry, important types of poems, and fundamental poetic techniques and will be expected to write analytically about poetry in addition to writing their own.

**YEARBOOK [1.0 CREDIT]**
Prerequisites Open to all 10th, 11th, and 12th graders with a grade B or higher in English. Students may take this class more than once.

Yearbook is a year-long deadline driven course designed to further develop students’ journalistic skills in the areas of writing, photography, and design. Students will learn advanced copywriting, editing, headline writing, caption writing, and page design. They will also learn how to market and sell the yearbook. Motivation, responsibility, independence, and self-direction are essential qualities for students interested in taking this class. The goal of the yearbook class is not only to develop real-world skills in marketing, design, and communication, but also to create the finished yearbook for the school year. Students will be expected to spend time outside of class in order to complete the yearbook. Students enrolled in AP Language & composition are strongly encouraged to also take Yearbook.

**HEALTH & PHYSICAL EDUCATION**

**HEALTH [0.5 CREDIT]**
Prerequisites: It is recommended students take this course in 9th/10th grade.

This one semester course with the knowledge and skills they need to maintain health and wellness throughout their lifetime. The intent of this class is to motivate students to improve their health, prevent, and avoid or reduce health
related risk behaviors. Students will explore many topics and the factors that will influence their health and wellness, so that they can make health literate decisions regarding living a healthier life.

Students will be instructed in the following units: personal health and wellness, mental and emotional health, managing stress, resolving conflict, and preventing violence, nutrition, physical activity, alcohol, tobacco, Drugs, safety, and environmental health, influences of advertising and media, diseases and disorders, self-esteem, and human growth and development.

**PHYSICAL EDUCATION [0.5 CREDIT]**

Prerequisites: It is recommended that students take this course in 9th/10th grade.

This one semester course provides students with the opportunity to learn a variety of team and individual sports activities. Students will learn the basic rules, and fundamentals of each sport with a big emphasis is placed on active participation, teamwork and positive social interaction during all fitness and sport activities. A big portion of the class focuses on personal fitness throughout the semester that will help students maintain fitness through their life.

**PHYSICAL EDUCATION ELECTIVES**

**TEAM SPORTS [0.5 CREDIT]**

Prerequisites: Physical Education and approval of Physical Education Teacher

This one semester course which will allow the students the opportunity to improve and maintain their skills in a large variety of team sports. This class is geared to more of a higher level of competitiveness in each sport and goes at a faster pace. The course includes participation in the following sports: volleyball, basketball, softball, soccer, floor hockey, and badminton, for example.

**PERSONAL FITNESS/CONDITIONING [0.5 CREDIT]**

Prerequisites: Physical Education and approval of Physical Education Teacher

This is designed to give students the opportunity to learn fitness concepts and conditions techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn fundamentals of strength training, aerobic training, and overall fitness training and conditioning. This course includes both lecture and activity sessions. The student will be empowered to make wise choices, meet challenges that may arise, develop positive behaviors in fitness and wellness to last a lifetime.

**FOREIGN LANGUAGE**

**LATIN I [1.0 CREDIT]**

The course is designed to introduce students to the basic elements of Latin grammar, particularly the inflected forms of verbs, nouns and adjectives, and the normal syntax of a Latin sentence. In addition, students will begin to build a storehouse of Latin vocabulary. The course will emphasize examining grammatical structures and applying them to simple Latin texts to derive meaning. Readings in Latin and English will introduce students to the daily life of the Romans.

**LATIN II [1.0 CREDIT]**

Prerequisites: Latin I

As a continuation of the beginner course, Latin II introduces more forms of Latin nouns, adjectives and verbs and continues to build the student’s storehouse of vocabulary. Emphasis again will be placed on using grammatical knowledge to read increasingly complex Latin.

**HONORS LATIN III [1.0 CREDIT]**

Prerequisite: Grade A in Latin 2 or instructor’s consent.
This intermediate reading course in Latin will introduce students to a college-level experience of Latin learning. Students will review and finish the basic rules of Latin grammar then begin translating prose with the assistance of commentaries and vocabulary lists. In the second semester of the course, students will focus on Latin poetry with special focus on poetic meter and scansion. Poets and works in Latin 3 may include: The Aeneid of Vergil, Ovid's Metamorphoses, selections from Horace's Odes, the carmina of Catullus, the love elegies of Ovid, Tibullus and Propertius and Lucretius' epic poem De Rerum Natura. Prose works may include the histories of Caesar, Livy, Sallust and Tacitus, speeches by Cicero and the letters of Pliny. These works will be presented within the context of the development of Latin literature and will be supplemented with secondary readings and translations.

HONORS LATIN IV [1.0 CREDIT]
Prerequisites: Grade of A in Latin 3 or instructor’s consent
The final course in the Latin sequence aims to give students an experience roughly equivalent to that of a third semester college course. Students will read authentic Latin poetry and prose with the help of vocabularies and commentaries. Special attention will be given to translation and discussion of the texts. Students will learn to scan poems in the following meters: dactylic hexameter, elegiac couplet and hendecasyllables. Poets and works in Latin 4 may include: The Aeneid of Vergil, Ovid's Metamorphoses, selections from Horace's Odes, the carmina of Catullus, the love elegies of Ovid, Tibullus and Propertius and Lucretius’ epic poem De Rerum Natura. Prose works may include the histories of Caesar, Livy, Sallust and Tacitus, speeches by Cicero and the letters of Pliny. These works will be presented within the context of the development of Latin literature and will be supplemented with secondary readings and translations.

LATIN ELECTIVES

CLASSICAL MYTHOLOGY [0.5 CREDIT]
Prerequisites: Junior/Senior Status
Single semester course offered in the first half of the year. This class is designed to introduce students to the mythology of the Greco-Roman world in Antiquity. It will focus on reading primary sources in translation and some secondary sources on the archaeology, history, and culture surrounding mythology. The first 10-13 academic weeks will focus on Greek mythology most common among 5th Century BC Athens. The remaining 5-7 weeks will focus on the Roman mythology of the Late Republic, its similarities, and great differences from the Greek equivalent.

HONORS ANCIENT GREEK [1.0 CREDIT]
Prerequisite: Grade of B or higher in Latin 2
This class is designed to provide students with an introduction to the alphabet and grammar of ancient Greek. Students will learn to read and write sentences in ancient Greek as they learn new vocabulary and grammatical forms. By the end of the course, students should be able to read simple Greek sentences, including portions of the Greek New Testament.

MATHEMATICS

ALGEBRA ESSENTIALS [1.0 CREDIT]
Prerequisites: Based on entrance exam scores.
Algebra Essentials is a spiral course, where concepts are constantly repeated and reviewed. It covers basic arithmetic skills involving fractions, decimals, and integers. The first semester requires all homework to be completed without the use of a calculator. Geometric concepts including formulas for area and perimeter, graphing, and the Pythagorean Theorem are studied. The language of algebra is introduced, with emphasis on translating word problems to algebraic equations. All topics help to build a stronger foundational understanding to better prepare the student to successfully study Algebra I.
ALGEBRA 1 [1.0 CREDIT]
Prerequisites: Students testing in the 50%ile to 84%ile on 8th grade standardized test scores or HSPT, earning an A in 8th grade Math, and/or successful completion of Algebra Essentials.
Students will learn and use the language of algebra to solve real world problems involving linear, absolute value, quadratic, polynomial, exponential, radical, rational functions and inequalities. These functions will be analyzed graphically and analytically, applying the properties of real numbers. Algebra I is a gateway course to all high school mathematics courses.

ALGEBRA II [1.0 CREDIT]
Prerequisites: Successful completion of Algebra I.
Students will review the concepts of algebra I in greater depth and intricacy, and in addition will analyze both graphically and analytically logarithmic and trigonometric functions. The use and operation of matrices will be studied. Complex numbers will be discussed as solutions to quadratic equations. The Factor and Remainder theorems will be used to find solutions of higher order polynomials. Finite sequences and series, both arithmetic and geometric, will be analyzed. Basic trigonometric ratios will be studied and used to solve problems. Extensive use of graphing calculators will enable students to explore these topics in depth.

HONORS ALGEBRA II [1.0 CREDIT]
Prerequisites: Students completing Algebra I in 8th grade and testing in the 85%ile on the HSPT.
Honors Algebra II covers the basic concepts that are covered in Algebra II at a faster pace and including more in-depth discussion and problem-solving skills. Additional topics will prepare the student to study Honors Geometry.

GEOMETRY [1.0 CREDIT]
Prerequisites: Algebra II.
Students will learn and use the language of geometry to solve problems involving angles, polygons, and solid shapes. Students will also learn the mechanics of proof writing and have an introduction to logic in mathematics. Triangles will be studied in detail as students discover relationships between angles and sides of a triangle and are introduced to trigonometric ratios as a means to solve problems. Solving of word problems and construction techniques will also be stressed in this course.
Note: Upon completion of Geometry, all students will advance to college prep Pre-Calculus.

HONORS GEOMETRY [1.0 CREDIT]
Prerequisites: Algebra II Honors, and/or teacher recommendation, or placement test (transfer students)
Honors Geometry covers the basic concepts that are taught in Geometry at a faster pace and including more in-depth discussion and problems solving skills. Additional concepts will prepare the student to succeed in Honors Precalculus.
Note: Upon completion of Honors Geometry, all students will advance to college prep Honors Pre-Calculus.

PRECALCULUS [1.0 CREDIT]
Prerequisites: Geometry.
Precalculus reviews the concepts covered in Algebra II and Geometry in more depth and covers topics in trigonometry, basic conic sections, and statistics. The shape of functions will be studied in detail and paired with the topics of end behavior and continuity. Operations involving complex numbers, series and sequences, matrices, and logarithms will be reviewed. The unit circle will be studied, and students will be able to analyze and graph trigonometric functions. Vector operations will be studied and their applications to other concepts will be used in class. Students will be able to give attributes of conic sections and will know basic statistical concepts. Extensive use of the graphing calculator will be used to explore these topics in greater depth. F
HONORS PRECALCULUS [1.0 CREDIT]
Prerequisites: Honors Geometry and/or placement test (transfer students).
Honors Precalculus covers the basic topics covered in Precalculus at a faster pace while including more in-depth discussion and problem-solving skills. Students also cover more topics in conic sections and limits. Additional topics will prepare students for AP Calculus courses.

CALCULUS [1.0 CREDIT]
Prerequisite: Precalculus or Honors Precalculus
Calculus is designed to give students an overview of Calculus topics such as limits and continuity, derivatives, anti-derivatives, integrals and differential equations. While this course covers many of the same concepts found in Advanced Placement Calculus, it is not bound by the pace and rigor necessary for success on the AP Calculus exam. Therefore, this course best suits the student who is mathematically ready to learn Calculus but does not want the rigor of AP Calculus.

AP CALCULUS AB [1.0 CREDIT]
Prerequisite: Honors Precalculus and/or exam placement test.
Students will prepare for the Calculus AB exam by exploring derivatives and integrals and their applications through related rates and optimization. Thorough knowledge of limits, continuity, trigonometric functions, and the shape and behavior of curves is expected and used throughout the course. Students are required to take the AP exam in May.

MATH ELECTIVES

PROBABILITY AND STATISTICS [0.5 CREDIT]
Prerequisite: Junior/Senior Status
Students will learn to analyze data using frequency distributions, measures of center, z-scores, scatter plots, stem-and-leaf, box plots, correlation, and regression. In addition, students will study probability including addition and multiplication rules and binomial probability distribution. The class will enhance instruction using graphing calculators. Students will design and complete a research project during the semester. A graphing calculator is required.

PERSONAL FINANCE [0.5 CREDIT]
Prerequisite: Junior/Senior Status
This class exposes students to best practices for managing their finances. The goal is for students to gain basic knowledge, acquire skills and form good habits (virtues) that lead to successful and charitable personal finance management. The goal of the class is that the students become financially responsible, conscientious, and virtuous members of society through the skills learned and be a “FORCE FOR GOOD”. Lecture, videos, research, project-based learning, simulations, discussion, and hands-on activities are utilized throughout the class.
Topics include: S.M.A.R.T. Goals, Budget Formation and management, purchases, growing wealth, banking, financial goal attainment, wise use of credit, insurance, college debt (goal to be debt free), charitable giving and stewardship, and taxes. The importance of virtuous living and personal ethics are examined as it pertains to consumerism as well as career goals and discerning God’s Plan oneself. The HR Block Budget online Challenge Simulation (no cost) is utilized to allow “real-world” application of the classroom topics.

STEM: SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS [0.5 CREDIT]
Prerequisites: Junior/Senior status
STEM education provides intentionally designed and linked learning experiences for students to develop and apply understandings of science, technology, engineering, and mathematics concepts and processes. The class will provide a robust teaching and learning framework for the construction of numeracy skills, along with assessments, which incorporate a strong analysis component for meeting individual student needs. This course empowers students to learn to solve complex problems using creativity and problem solving in a fun, collaborative environment. The curriculum
supports classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations; talk and write about their observations and emerging understandings; and discuss ways to test them.

High-Quality STEM Education in Michigan (http://house.michigan.gov)

What is high quality STEM?
- Much more than an acronym for “hands-on” or “doing science.”
- Culminating, inclusive approach that provides students with practical applications of conceptual material and information.
- Enables students to use conceptual knowledge to develop solutions to real world problems in a practical manner.

SCIENCE

Please reference the appendix TABLE 2: SCA Science Curriculum Pathways for Students.

BIOLOGY [1.0 CREDIT]
Prerequisites: None
This is a two-semester college preparatory course. Biology is the study of living organisms and the processes by which they interact with each other and their environment. This course will address the basics of biochemistry, cell biology, genetics, evolutionary theory, ecology, systems dynamics, and biodiversity. We will also discuss current issues in biology and the Church’s teachings regarding these issues. This course includes lecture and lab (including dissections), group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry.

HONORS BIOLOGY [1.0 CREDIT]
Prerequisites: Students testing in the 85%ile or higher on the HSPT, earning an A in 8th grade science, and eighth-grade science teacher’s recommendation.
This two-semester, college-preparatory course is recommended for those students who are planning to major in science, medicine, or engineering during their college careers. Students will focus on a more in-depth investigation of the biological concepts, including biochemistry, cell biology, genetics, evolutionary theory, ecology, systems dynamics, and biodiversity. We will also discuss current issues in biology and the Church’s teachings regarding these issues. This course includes lecture and lab (including dissections), group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry. A high priority will be placed on critical thinking and problem-solving skills.

CHEMISTRY [1.0 CREDIT]
Prerequisites: Successful completion of Biology and Algebra I [concurrent enrollment in Algebra I and recommendation of Biology & Algebra Essential teachers]
This is a two-semester college preparatory course. Students will focus on an understanding of chemistry concepts of the basics of types of matter, chemical reactions, chemical bonding, forms of energy, energy transfer, nuclear chemistry, and laboratory safety. Students will learn to frame chemical questions in algebraic terms and solve problems. We will also discuss current topics in chemistry and the Church’s teachings regarding use of technology. This course includes lecture, lab, group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry.

HONORS CHEMISTRY [1.0 CREDIT]
Prerequisites: Successful completion of Honors Biology and Honors Algebra II or recommendation of Biology AND Algebra I teachers.
This two-semester college preparatory course is highly recommended for those students who are planning to major in science, medicine, or engineering during their college careers. Students will focus on an understanding of chemistry concepts of the basics of types of matter, chemical reactions, chemical bonding, forms of energy, energy transfer, nuclear chemistry, and laboratory safety. Students will learn to frame chemical questions in algebraic terms and solve problems.
We will also discuss current topics in chemistry and the Church’s teachings regarding use of technology. This course includes lecture, lab, group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry. A high priority will be placed on critical thinking and problem-solving skills.

**PHYSICS [1.0 CREDIT]**
Prerequisites: Successful completion of Biology and Algebra I and/or recommendation of Biology teacher. Sophomore/Junior/Senior status.

Physics is the study of the natural world, the mechanics of motion, and the interaction between electricity and magnetism. This is an introductory course that will address how objects move in various frames, forces, energy, waves and sound, light, electrostatics, and simple electrical circuits. We will also discuss recent findings in physics and how they relate to our beliefs as Catholics and Christians. This course includes lecture and laboratory experiments. Students are expected to participate in all experiments to meet the objectives of the course.

**HONORS PHYSICS [1.0 CREDIT]**
Prerequisites: Successful completion of Honors Biology and Honors math or recommendation of Biology and math teacher.

This full-year course college preparatory course is highly recommended for those students who are planning to major in science, engineering, or medicine. Students will focus on understanding physics concepts including the mechanism of motion, electricity, and magnetism. Additional topics include energy, waves and optics. Laboratory experiences are used to introduce and reinforce basic physics concepts, including engineering projects and application of formulas. There is an emphasis on mathematical rigor.

**AP BIOLOGY [1.0 CREDIT]**
Prerequisites: Successful completion of Honors Biology and Honors Chemistry with a B+ or better and/or recommendation of Biology/Chemistry Instructor. Junior/Senior status.

AP Biology is an intensive, college level Biology course and prepares students for advanced college coursework in the biological and health sciences. Topics include biochemistry, energetics, genetics, plant and animal anatomy and physiology, cytology, diversity of life, evolution, ecology and animal behavior. Students will do a variety of research projects, independent analyses of current scientific research, and scientific writing. In addition to the AP Biology course curriculum, students will study and discuss the teachings of the Church regarding Creation, as found in the Catechism. At least 25% of course time will be dedicated to laboratory work. Students are expected to participate in all laboratory activities and to do a significant amount of at-home study to meet learning objectives. This class will prepare the student to take the AP Biology Examination in May. Students are expected to spend at least 7 hours each week in individual study outside of the classroom. **Students are required to take the AP exam in May.**

**AP CHEMISTRY [1.0 CREDIT]**
Prerequisites: Successful completion of Honors Biology and Honors Chemistry with a B or better and/or recommendation of Biology/Chemistry Instructor. Junior/Senior status.

AP Chemistry is a college level course for students who want to pursue a career in a science field. It is designed to prepare students for the AP exam. There will be a brief review of topics from Honors Chemistry but taking them to a deeper understanding. Additional topics are solutions, chemical kinetics, chemical equilibrium, acid-base equilibria, solubility equilibria, entropy, and electrochemistry. A large portion of the class will be devoted to experimentation developing expertise in procedures and practical applications of topics studied. The pacing required to complete all tested topics will be rigorous. Students are expected to spend a minimum of minimum 7-10 hours of study outside of class time. **Students are required to take the AP exam in May.**

**AP PHYSICS C [1.0 CREDIT]**
Prerequisites: Successful completion of Honors Geometry and Honors Biology or recommendation of Biology and Geometry teachers. Sophomore, Junior, Senior status.
AP Physics C is a college level course and prepares students who do not plan on majoring in a science related field for the first semester of core classes in physics and general science. This course covers the seven big ideas in physics: properties of objects and systems, fields and interactions between objects, interactions between objects and forces, conservation laws, waves and energy, and quantum mechanical systems. Students will complete a variety of investigations and projects to describe and model interactions and properties of objects, fields, waves, and systems. About 25% of the time will be dedicated to laboratory experiments. Students are expected to complete all laboratory experiments and be able to work on their own to complete some experiments or go deeper into the material learned. **Students are required to take the AP exam in May.**

**ANATOMY AND PHYSIOLOGY [1.0 CREDIT]**
Prerequisites: Successful completion of Biology and Chemistry and/or recommendation of Biology teacher. Junior/Senior status or permission of instructor.

The Anatomy and Physiology course is designed to prepare students for college coursework in the biological and health sciences. Major topics include body organization, chemistry of life, cell structure and function, cell division, body tissues and organs, and organ systems. Organ systems will include skeletal, muscular, nervous, immune, endocrine, digestive, urinary, and pulmonary. Respect for life and the wondrous beauty of how God made us will be emphasized. This course includes lecture, lab, group, and individual assignments. Students may opt to take this course as concurrent enrollment (4 college credits) with Baker College. This course is a prerequisite for the Health Science Internship.

**ENVIRONMENTAL SCIENCE [1.0 CREDIT]**
Prerequisites Successful completion of Biology and/or teacher recommendation. Sophomore/Junior/Senior status

Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is a multidisciplinary science. Environmental Science is an applied science that has deep roots in problem solving. In this class, students will be able to apply knowledge from the basic sciences and mathematics to practical real-world problems by conducting experiments and utilizing a "hands-on" learning approach. At least 80% of course time will be dedicated to laboratory work, field work and projects. Students are expected to work both in groups and individually to complete coursework in a timely manner. Students will explore church teaching with respect to the environment, including Laudato Si by Pope Francis. This is a junior/senior level course, and students are expected to have completed Biology in order to enroll. Students who opt to take the AP Environmental Science exam in the spring should have completed honors Biology and Honors Chemistry prior to enrolling and expect to do additional at-home study in order to be well-prepared.

**SCIENCE ELECTIVES**

**COMPUTER SCIENCE PRINCIPLES/ AP COMPUTER SCIENCE PRINCIPLES [1.0 CREDIT]**
Prerequisites: Concurrent enrollment in or past completion of Algebra I; for AP Computer Science Principles, successful completion of Algebra I and Sophomore/Junior/Senior Status

Computer Science Principles is a full-year course developed in partnership with Code.org and College Board’s AP Computer Science Principles. CS Principles covers the basics of computer programming in any language, the development of new ideas in technology, and the impact of technology on the modern world. No prior experience with computer science is required! Whether students are looking forward to a career in coding, want to apply their knowledge on the robotics team, or are simply interested in a better understanding of the technology we use every day, CS Principles will provide a solid foundation. AP students will follow the same curriculum, but with added assignments from AP Classroom, and completion of the AP Exam and Performance Task in May.

Additional Information:

CS Principles through Code.org is designed as a course for grades 9-12 and technically has no prerequisites but would not necessarily be appropriate for freshmen in Algebra Essentials, hence the Algebra I requirement. The AP course does require completion of Algebra 1. I assume that we would not want the AP option open to freshmen at this time, but technically freshmen in Honors Algebra II have completed the prerequisite requirement.
After we have offered CS Principles for a year, if any student is interested in continuing, there is the option of a more advanced course (Computer Science A) that is also available as either an AP or non-AP course.

CS Principles can count as a science credit OR a senior year math credit for students who have completed their required 3 credits in science.

**Students enrolled in the AP level course are required to take the AP exam in May.**

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**ASTRONOMY [0.5 CREDIT]**

Prerequisite: Successful completion of Biology and Chemistry and/or recommendation of Instructor.

Astronomy is the study of the solar system, stars, galaxies, interstellar bodies, and the universe. This is a one semester course that explores how to use astronomical instruments, the relationship between heavenly bodies, and the origins of the universe. Students learn how to use and interpret the Hertzsprung-Russell Diagram, keep a satellite in orbit, and chart the movement of heavenly bodies. Students will also complete projects on these topics.

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**BIOMEDICAL ETHICS [0.5 CREDIT]**

Prerequisites: Successful completion of Biology and Chemistry and/or recommendation of Instructor. Senior Status.

Biomedical ethics studies the reasonableness of human choices and actions that typically occur in medical and science practices. These issues have arisen with the advent of new technology, and include case studies in human experimentation, cloning, reproductive technologies, abortion, end-of-life issues, lying, stem-cell research, the nature of the doctor-patient relationship, life-sustaining treatments, autonomy, and euthanasia. Students will practice their critical thinking, analytical writing, and problem-solving skills in their analysis of case studies. Emphasis will be placed on how students can apply theoretical ethics to actual cases that our society faces today. Students will also debate the role of scientific advancements and the ethics of the cases. Students will explore the Catechism of the Catholic Church and other church teachings as they relate to different ethical issues. Students will be expected to write weekly position papers, provide oral analysis of cases, and write research papers on several topics.

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**CHEMISTRY OF FUELS & FOOD [0.5 CREDIT]**

Prerequisites: Successful completion of Biology and Chemistry and/or recommendation of Instructor. Junior/Senior Status.

Food science is the study of the physical, biological, and chemical makeup of food; the causes of food deterioration; and the concepts underlying food processing. The course is the application of both biology and chemistry in our everyday life and is a study in the science behind both the foods themselves and the tools we use to prepare them. Topics include the study of sugars, salt, fats and oils, as well as the structure of different types of food, digestion and absorptions of nutrients, essential nutrition, the environmental aspects of producing food, food inequity, and cooking basics. There is an emphasis on “kitchen” science. Additional topics include the history of spices, taste, vegetarian/vegan lifestyles, and practical kitchen skills. This course is designed for project-based learning, as well as lab and lecture.

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**FORENSIC SCIENCE [0.5 CREDIT]**

Prerequisites: Successful completion of Biology and Chemistry and/or recommendation of Instructor. Senior status.

Forensic science is the application of science to solving crimes. The course is rich in exploration and lab investigations which apply many disciplines of scientific study such as biology, anatomy, chemistry and physics to crime scene analysis. Topics will include observation, crime scene investigation and lab techniques. Students will study death including the meaning, manner, mechanism, cause and time of death. Additional topics will include an introduction to forensic anthropology and entomology, collection and analysis of trace evidence, fingerprints, DNA fingerprinting, toxicology, blood, and arson investigation. Students will discuss and analyze case studies of real historic crimes, including autopsy, toxicology, and police documents.

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**HEALTH SCIENCES INTERNSHIP [2.0 CREDITS]**

Prerequisites: Successful completion of Biology, Chemistry, Anatomy (Concurrent enrollment), and acceptance into the program through an application process. Senior status.
This course provides students with an interest in health care careers to intern at off-site locations and observe and assist health care professionals at work. The internship will also include study of regional anatomy, pathophysiology, and health care careers. First aid and CPR will also be taught. Interns are expected to maintain an overall GPA of 3.4 or higher and to maintain the highest moral character, with excellent attendance, punctuality, behavior and demonstrated generosity. Students in the internship must be willing to submit to a background check, TB testing and be vaccinated. They will participate in HOSA and service projects to support local health care. The internship opportunity counts for two class periods each day. This course is limited to 10-12 students, and selection is competitive. This course is concurrently enrolled with students earning five college credits.

SOCIAL STUDIES

WORLD HISTORY [1.0 CREDIT]
Prerequisites: Freshman Status
This course will focus on the development of reading strategies and study skills through the scope of world history. This course will develop a student's understanding of the political, economic, religious, social, intellectual, and geographic development of civilizations of both the Eastern and Western Hemispheres. The course will cover the Paleolithic period to the Enlightenment.

HONORS WORLD HISTORY [1.0 CREDIT]
Pre-requisites: Freshman status. Student testing in the 85%ile or higher on the HSPT and earning an A in 8th grade Social Studies.
This two-semester course is designed for students who have demonstrated exceptional performance in social studies. Students are required to read and research intensively in World History. Analytic writing and critical thinking processes are incorporated into the course work. Students will develop an understanding of political, economic, religious, social, intellectual, and geographic development in civilizations of both the Eastern and Western Hemispheres. The course will cover the Paleolithic period to the Enlightenment.

UNITED STATES HISTORY [1.0 CREDIT]
Prerequisites: Sophomore status recommended
This is a two-semester course. The development of the United States from 1865 to the present is emphasized in this two-semester sequential course. Students develop an understanding of political, economic, religious, social, intellectual, and geographic relationships affecting the United States in history and in today’s world. Using the Declaration of Independence, the Constitution, the amendments, and other historical documents, students develop knowledge understanding the application of the core democratic values given in these documents.

AP UNITED STATES HISTORY [1.0 CREDIT]
Prerequisites: Sophomore status and two of the following three requirements: Freshman Honors World History, Freshman Honors English, and an A in regular World History, Honors English + teacher recommendation
This is a college-level survey course in U.S. history where students learn to use historical facts and evidence to achieve deeper conceptual understandings of major developments in U.S. history. Higher level writing and critical thinking processes are incorporated in the course work. Students will need to master the kinds of thinking skills used by historians in their study of the past and become familiar with contemporary scholarly perspectives on major issues in U.S. history. Students must engage in a deep study of primary and secondary source evidence, analyze a wide array of historical facts and perspectives, and express historical arguments in writing. Students are required to take the AP exam in May.

CIVICS [0.5 CREDIT]
Prerequisites: Junior/Senior Status; recommended in Junior year
This required one-semester course is a scope on the foundations, structure, and responsibilities of the United States government. The three branches of government will be covered in-depth. An understanding of the rights and
responsibilities of citizens and the election process will be included. Emphasis will be placed on motivating the students to become active in the democratic political process.

**AP UNITED STATES GOVERNMENT AND POLITICS [0.5 CREDIT]**

Prerequisites: Junior/Senior status, AP US History, or teacher recommendation; recommended in Junior year

This is a one semester course designed for students interested in an intensive study of American Government. Supplemental readings to the textbook are required. Emphasis will be placed on analytical writing and critical thinking to motivate students to become active in the democratic process. Students will engage in political debate and be challenged to form arguments on issues, assessing long-term ramifications for political decision making. **Students are required to take the AP exam in May.**

**ECONOMICS [0.5 CREDIT]**

Prerequisites: Junior/Senior Status; recommended in Junior year

This one-semester course is a study on American and global economic systems. The course covers basic economic concepts and a thorough examination of micro and macro-economic theories. Students will gain a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers within the economic system. It includes study of market factors and the role of government in influencing the economy.

**SOCIAL STUDIES ELECTIVES**

**LAW AND JUSTICE [0.5 CREDIT]**

Prerequisites: Junior/Senior Status

This one semester elective course is to explore topics of law that are particularly relevant to the lives of students. Law and Justice provides a foundation in law by introducing students to the basics of the legal system, ethics, criminal law and juvenile justice, torts, consumer and housing law, family law, and individual rights and liberties. Practical experiences, critical thinking, research, and student involvement are required.

**PSYCHOLOGY [0.5 CREDIT]**

Prerequisites: Junior/Senior Status

This is a one-semester course designed to give students an understanding of psychology including theories of learning and personality development, abnormal psychology, research methods, and other aspects of human behavior.

**CURRENT EVENTS [0.5 CREDIT]**

Prerequisites: Senior Status

This course is designed to be an upper-level research and debate course focusing on issues pertinent to today. Topics include bias in the media, influence of government and politics on society, global terrorism, connecting history to today, and analyzing sources of information. Students will have to stay current on world events, as well as be willing participants in debates and discussions centered on the most challenging issues facing society today.

**MICHIGAN HISTORY [0.5 CREDIT]**

Prerequisites: Junior/Senior Status

This course is a comprehensive survey of the settlement and development of Michigan with emphasis on major events, movements, and personalities. It follows the outline given in the text and develops a chronological approach to history. Using the text, films lecture, reports and projects, the course tries to meet the intellectual curiosity of the students in the history of their own state and to evoke interest and pride in Michigan’s varied and rich heritage.
THEOLOGY

THEOLOGY 9: JESUS CHRIST: TRUE GOD AND TRUE MAN [1.0 CREDIT]
Prerequisites: Freshman status
This course centers around Jesus Christ and his greatest commandment, given to his apostles at the Last Supper, “Love one another as I have loved you.” (John 15:12) Students grow in their relationship with Jesus through encountering him in Scripture, Church teaching, and traditional prayers. They grow in relationship with their classmates through games and praying for each other. Students also grow in self-knowledge through journaling. Finally, students grow in knowledge of St. Catherine of Siena and the mission of the school that she has inspired: the development of each student’s unique feminine genius.

Called to Protect is a 3-day video program developed by the Archdiocese of Detroit to help students be more aware of their physical, spiritual, and behavioral boundaries. This program is completed during Freshman Theology.

THEOLOGY 10: CHURCH HISTORY [1.0 CREDIT]
Prerequisites: Sophomore status
This is your origin story: Church History is your history. Before time, God planned you and wanted you to come into the world. God made you because He wanted to meet you. He always wanted you to exist, and He wanted His Church to be ready for you. Our class will start from beyond the beginning: revisiting the Creation story and discovering reasons why God made the angels, the universe, the human family, and you. We’ll then journey through the Fall of Man, how Jesus Christ saves us (Salvation History) and how that all relates to the Holy Sacrifice of the Mass. Fast-forwarding into the future, we’ll explore eschatology and preview what the Holy Trinity has in store for us at the end of time—in the New Heaven and the New Earth. Then we’ll retrace the Church’s epic pilgrimage from Pentecost to present day, focusing especially on the Three Great Crises (Fall of Rome, Great Schism, Protestant Schism) and learning the truth about the Crusades, the Inquisition, Galileo, the major Marian apparitions, the current Church crisis, and the inspiring lives of martyrs and saints from throughout the ages.

Bonus: you will also get Latin Chantin’ lessons! Learn to pray the prayers our many great saints prayed, in the very language and melodies they sung. In addition, sophomores will also receive the Called to Serve program developed by the Archdiocese of Detroit.

THEOLOGY 11: MORAL THEOLOGY [1.0 CREDIT]
Prerequisites: Junior status
This course is intended to help students understand the essential message of Christ’s moral teaching and the importance of love of God and love of neighbor. Conscience formation and an understanding of the virtues and the Commandments will assist the students in their ability to make good moral decisions in line with the teachings of Jesus Christ. While exploring current day moral questions, students are presented with ethical and theological principles in order to form individual moral judgments and act uprightly before God.

INTRODUCTION TO PHILOSOPHY [1.0 CREDIT]
Prerequisites: Junior/Senior status (this is a required course)
This course is designed to promote confidence in the human person’s ability to grow in wisdom as we ask and answer the important questions all philosophers ask: Who is the human person? What can the human person know? Does truth exist? What is freedom? Is it logical to believe that God exists? What is the meaning of life? What is necessary to live a “good life”? The class begins with an introduction to philosophy as a search for wisdom and continues with a study of the classical philosophers: Socrates, Plato and Aristotle. Students then apply the knowledge gained from the ancient philosophers to consider what it means to be a human person: an eternal being with great dignity given her potential to know truth, freedom, happiness and the life of virtue. Supplementary works by St. Thomas Aquinas and Pope St. John Paul II (Fides et Ratio) will be studied in addition to the main text for the course.
THEOLOGY 12: [1.0 CREDIT]
Seniors must select two of the four theology courses. Each of the listed senior theology course is 0.5 credit.

SACRED SCRIPTURE AND ART
Prerequisites: Senior status
The intent of this course is to use art to strengthen the student's relationship with God. Because the human heart is constantly seeking that which will fulfill it, this course will unite our study of Sacred Scripture with our desire for Truth, Goodness, and Beauty, and art will be the unifying link! Together we will study specific books of the Bible in conjunction with appropriate visual and literary works of art. Opportunities to create art that reflects a reverence for the Word of God using various mediums will be present throughout the course.

PRAYER AND DISCERNMENT
Prerequisites: Senior status
This course explores the three stages of the spiritual life and different styles of prayer as ways to grow in relationship with God. It then studies different tools of discernment in order to discover God's Will in your personal life. The objective is to equip students to pray and discern in the tradition of the Catholic Church.

MARIOLOGY
Prerequisites: Senior status
Our Queen is our greatest saint; no human knows the Holy Trinity as she does. The feminine genius manifests in Mary more than any woman, and to love her is to follow her to Jesus, doing whatever He tells us. Countless saints—men, women, and children alike—have devoted their lives to following Mary to her Son. Those in this course will seek to follow Mary with the guidance of her most devout spiritual children and their renowned works: Venerable Maria of Agreda, Venerable Fulton Sheen, and St. Louis de Montfort. We will also explore in depth the many Marian apparitions and miracles demonstrating her continued care for us poor banished children of Eve until we are safe with her Son.

APOLOGETICS
Prerequisites: Senior status
Our first pope says in Scripture to "always be ready to give an answer for the hope that you have" in Christ and His Church (1 Peter 3:15). In this course, we will seek the wisdom needed to not only understand what our faith teaches, but to express those teachings with truth, conviction, beauty, and love. In our current culture, misunderstandings against the Catholic Faith abound among the issues of marriage, family, human sexuality, the priesthood, the Holy Eucharist, atheism, Church Tradition and authority, etc. Discussion and emphasis on these and other topics will help prepare students for the questions, conversations, and confrontations that may happen in their workplaces, college environment, and other settings.
# REFERENCES

## TABLE 1: COLLEGE PLANNING RESOURCES

<table>
<thead>
<tr>
<th>College Planning Websites</th>
<th>Financial Aid Websites</th>
<th>Entrance Exam Resources SAT &amp; ACT Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>bigfuture.collegeboard.com</td>
<td>fafsa.ed.gov</td>
<td>CollegeBoard.org</td>
</tr>
<tr>
<td>michigancollegeguide.org</td>
<td>fastweb.com</td>
<td>actstudent.org</td>
</tr>
<tr>
<td>cappex.com</td>
<td>finaid.org</td>
<td>Khanacadey.org</td>
</tr>
<tr>
<td>bls.gov/ooh</td>
<td>ibrinfo.org</td>
<td>princetonreview.com</td>
</tr>
</tbody>
</table>

## TABLE 2: SCA SCIENCE CURRICULUM PATHWAYS FOR STUDENTS

<table>
<thead>
<tr>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life Science</strong></td>
<td></td>
<td><strong>Anatomy &amp; Physiology</strong></td>
<td><strong>AP Biology OR AP</strong></td>
</tr>
<tr>
<td>Math Confident STEM focus</td>
<td>Honors Biology</td>
<td>CE AND Honors</td>
<td>Chemistry AND/OR Health Care Internship</td>
</tr>
<tr>
<td></td>
<td>Honors Chemistry</td>
<td>Physics OR AP Biology OR AP Chemistry</td>
<td>OR Environmental Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Biology OR AP Chemistry AND/OR</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Science</strong></td>
<td></td>
<td><strong>Honors Physics AND AP Chemistry</strong></td>
<td><strong>AP Physics C AND</strong></td>
</tr>
<tr>
<td>Math Confident STEM focus</td>
<td>Honors Biology</td>
<td></td>
<td>Computer Science OR Science Electives</td>
</tr>
<tr>
<td></td>
<td>Honors Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life Science</strong></td>
<td></td>
<td><strong>Anatomy &amp; Physiology</strong></td>
<td><strong>Physics AND Science Electives</strong></td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>AND Science Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Science</strong></td>
<td></td>
<td><strong>Physics</strong></td>
<td><strong>Science Electives</strong></td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td></td>
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<tr>
<td></td>
<td>Chemistry</td>
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</tbody>
</table>

**Requirements for Graduation:**
- Three (3) Years of Science, including 1 year Biology, 1 year Chemistry OR Physics, 1 year any Science with lab

**College Requirements:**
- Three (3) years of science for non-STEM majors
- For STEM majors, most colleges require four (4) years of science, including Physics

**Exceeding expectations. Students can take:**
- Four (4) years of science or double up on Science Electives
- Honors classes your first 3 years
- Physics
- An AP Science class or two (these include AP Biology, AP Chemistry, AP Environmental Science, AP Physics C)
- Concurrent Enrollment for Anatomy & Physiology
- Health Care Internship (which is a Concurrent Enrollment class)
# St. Catherine of Siena Academy

## Educational Development Plan

**2022 - 2023**

### Graduation Requirements
- **English:** 4.0 credits
- **Math:** 4.0 credits
- **Social Studies:** 3.0 credits
- **Science:** 3.0 credits
- **Catholic Theology:** 4.0 credits
- **Additional Electives:** 26.0 credits to graduate

### World Language
- Latin (2 years required)

### Physical Education
- PE (0.5 Cr. required)

### Art
- Visual/Perf/Applied Art (1.0 Cr. required)

### Service Hours to be Earned Per Year:
- **Freshmen:** 25 hours
- **Sophomores:** 30 hours
- **Juniors:** 35 hours
- **Seniors:** 40 hours

*Please note:* only 1/3 of hours for each year can be earned in the summer.

### Career Pathways:
1. 
2. 

### Theology
- Philosophy (required in 11th or 12th grade)

## Course Schedule

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>English &amp; Composition &amp; Literature</td>
<td>English 10: American Literature</td>
<td>AP English Language and Composition</td>
<td>AP Literature and Composition</td>
</tr>
<tr>
<td>Honors English 9: Composition &amp; Literature</td>
<td>Honors American Literature</td>
<td>British Literature</td>
<td>British Literature</td>
</tr>
<tr>
<td>Algebra Essentials</td>
<td>Algebra I</td>
<td>Algebra II</td>
<td>Contemporary Lit.</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Algebra II</td>
<td>Honors</td>
<td>Women in Literature</td>
</tr>
<tr>
<td>Honors Algebra II</td>
<td>Geometry</td>
<td>Honors</td>
<td>Geometry</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>Pre-Calculus</td>
<td>Honors</td>
<td>Honors</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>Environmental Science</td>
<td>AP</td>
<td>AP Biology</td>
</tr>
<tr>
<td>World History</td>
<td>U.S. History</td>
<td>Government</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td>Honors World History</td>
<td>AP U.S. History</td>
<td>Economics</td>
<td>Elective:</td>
</tr>
<tr>
<td>Jesus Christ: True God and True Man</td>
<td>Church History</td>
<td>Moral Theology</td>
<td>Elective:</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

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* Student Signature  
* Parent Signature  
* Counselor Signature
St. Catherine of Siena Academy
Refer to the Program of Studies for course description and prerequisites.

**Fine & Performing Arts Electives**
- Artworks
- AP Studio Arts
- Pottery Studio I/II
- Painting
- Digital Photography
- Intermediate Studio
- 2D Design/Drawing
- Treble [choir]
- Symphonic Band
- Music Technology & Composition (Piano)
- Drama I/II

**Physical Education Electives**
- Team Sports
- Personal Fitness/Conditioning

**Social Studies Electives**
- Law and Justice
- Psychology
- Current Events
- Michigan History

**Business Electives through Michigan virtual**
- Accounting
- Accounting Internship
- Applied Computer Technology
- Business Ethics/Law
- Entrepreneurship/Intro to Business
- Marketing I

**Math Electives**
- Personal Finance
- STEM: Science, Technology, Engineering and Mathematics
- Probability & Statistics

**English Electives**
- Creative Writing
- Exploring Poetry
- Yearbook

**Science Electives**
- Anatomy & Physiology
- Astronomy
- Biomedical Ethics
- Environmental Science
- Chemistry of Fuels and Foods
- Forensic Science
- Health Sciences Internship
- Computer Science Principles/AP Computer Science Principles

**Latin Electives**
- Honors Latin III
- Honors Latin IV

**Language Electives**
- Classical Mythology
- Honors Ancient Greek
FRESHMAN COURSES PROFILE SHEET

2022-2023 Academic Year

Student Name: ___________________________ Class of 2026

Check the box for the class your student should be enrolled in for each academic area. Please note that all core classes are yearlong courses.

ENGLISH 9:

☐ Composition & Literature: This course is college preparatory and introduces students to key works of world literature, both classical and contemporary, with a focus on literary terms and techniques.

☐ Honors Composition & Literature: Designed for students testing in the 85%ile or higher on the HSPT and earning an A in 8th grade Language Art. This course expands upon the topics covered in Composition & Literature. If the student is below the required HSPT score, she may take SCA’s English Placement Exam.

SOCIAL STUDIES:

☐ World History: This course is college preparatory and will develop a student’s understanding of the political, economic, religious, social, intellectual, and geographic development of civilizations of both the Eastern and Western Hemispheres. The course will cover the fall of the Roman Empire to present day.

☐ Honors World History: Designed for students testing in the 85%ile or higher on the HSPT and earning an A in 8th grade Social Studies. This course expands upon the topics covered in World History. It is recommended that the student also be enrolled in Honors English.

SCIENCE:

☐ Biology: This course is college preparatory and studies living organisms and the processes by which they interact with each other and their environment. This course will address the basics of biochemistry, cell biology, genetics, evolutionary theory, ecology, systems dynamics, and biodiversity.

☐ Honors Biology: Designed for students testing in the 85%ile or higher on the HSPT, earning an A in 8th grade science, and 8th grade science teacher’s recommendation. It is recommended that the student also be enrolled in Honors English.

MATH:

Placement in Algebra I and Honors Algebra II will be based on HSPT math scores and/or the Math Placement Exam.

☐ Algebra Essentials: This course is a spiral course, meaning that concepts are constantly repeated and reviewed. It covers basic arithmetic skills involving fractions, decimals, and integers. The course is designed to catch students up on math concepts to prepare them for Algebra I.

☐ Algebra I: This course is a college-preparatory math class and students will learn and use the language of algebra to solve real world problems involving linear, absolute value, quadratic, polynomial, exponential, radical, and rational functions, and inequalities. Algebra I is a gateway course to all high school mathematics courses. Designed for students testing in the 84%ile to 50%ile on the HSPT. If the student is below the HSPT score, it is recommended she take SCA’s Math Placement Exam.

☐ Honors Algebra II: Designed for students completing Algebra I in 8th grade and testing 85%ile or higher on the HSPT. This course is a college-preparatory math class and students will analyze both graphically and analytically logarithmic and trigonometric functions. The use and operation of matrices will be studied. Complex numbers will be discussed as solutions to quadratic equations. If the student is below the required HSPT score, she may take SCA’s Math Placement Exam.

THEOLOGY:

☐ Theology 9: This course centers around Jesus Christ and his greatest commandment, given to his apostles at the Last Supper, “Love one another as I have loved you.” (John 15:12) Students grow in their relationship with Jesus through encountering him in Scripture, Church teaching, and traditional prayers.
Freshmen Course Profile Sheet – continued

**ELECTIVES:**

Freshmen can take 2 elective courses each semester. Most freshmen enroll in Physical Education and Health but are not required to. Students with A/B’s throughout middle school will want to begin completion of the Latin language requirement. Students with C/D’s in middle school, will want to wait to enroll in Latin until completing a successful year of high school work. Mastery Skills is a study skills class designed for students new to the rigor of high school academics who may need extra support and training to be successful in the classroom.

Check the boxes for the electives you would like to take. All electives are yearlong *except for the Phys Ed electives*, which are 1 semester each.

<table>
<thead>
<tr>
<th>FOREIGN LANGUAGE</th>
<th>ART</th>
<th>MUSIC</th>
<th>PHYS ED</th>
<th>STUDY SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Latin I</td>
<td>☐ Artworks</td>
<td>☐ Choir</td>
<td>☐ Health</td>
<td>☐ Mastery Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Band</td>
<td>☐ Phys Ed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Beginning Piano</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Academic Recommendations/Notes: __________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Middle School Counselor/Designee Signature: ______________________________________

Parent Signature: ________________________________________________________________

Please return form to St. Catherine of Siena Academy Counseling Department

- Mrs. Claudia Sitto (Student Last Name A – H) csitto@saintcatherineacademy.org
- Mrs. Hutham Tankersley (Student Last Name I – Z) htankersley@saintcatherineacademy.org
SCHEDULE CHANGE REQUEST FORM

Student Name: __________________________ Grade: ________________

Counselor:  o Mrs. Sitto  o Mrs. Tankersley  Date Submitted: _____________

As a counseling department, we are committed to helping students make thoughtful and informed course choices. The Master Schedule is based upon student course registrations, which limits the opportunity for course changes once schedules are created. Schedule adjustments will only be made the first two week of each semester. **Completion of this form does not guarantee that the requested change will be made.**

As a reminder, the only schedule changes counselors will handle the first week of school, include: schedules with unresolved conflicts, straight drops or adds (if space available). Schedules **will not** be rearranged to accommodate a "change of mind" of a course, “change to be with a friend” or "change of teacher" request.

<table>
<thead>
<tr>
<th>Requested course(s) to be dropped:</th>
<th>Requested course(s) to be added:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the space below, please give specific reasons for above schedule change request(s):

Student has met with the teacher of course to be Dropped.
Teacher signature/Date:
Teacher Comments:

Student has met with the teacher of course to be Added.
Teacher signature/Date:
Teacher Comments:

Parent/Guardian:
By signing below, you acknowledge that your child has permission to make the schedule change(s) requested above, provided these changes can be accommodated.

Parent/Guardian Signature  Date  Student Signature  Date

----------------------------------------------- For Counselors Use Only -----------------------------------------------

____ Approved  ____ Not Approved  If approved, date class change made in PS: ___________________
Counselor Notes: __________________________________________________________________________
_______________________________________________________________________________________
Date Received: _______________  Decision communicated to student & teachers on: ________________

APPENDIX PAGE
REQUEST FOR ENROLLMENT IN A NON-RECOMMENDED COURSE FORM

Student Name: _________________________________

Requested Course: _______________________________

The student was not recommended for the listed course. Based on the anticipated pace and depth of this course, the student’s performance on available standardized test results and/or current grades, the counselors/faculty do not recommend enrollment in this course at this time.

Enrollment in this course is for the full year. Teachers are available before and after school for assistance, but it may be necessary for the parents to hire a tutor outside of school for the student to be successful in the class.

*Enrollment in this non-recommended course requires a parent and student signature as a formal request.*

__________________________  __________________________
Student Signature                   Date

__________________________  __________________________
Parent Signature                 Date

__________________________  __________________________
School Counselor Signature         Date
Advanced Placement Courses are rigorous and designed as an entry level college course. In the Advanced Placement program, all teachers have a defined curriculum and set of course objectives as established by the CollegeBoard. As such, the course demands college-level work and expects that students meet those standards for college readiness in the high school classroom. The AP teacher and counselor approval will be required for a student to elect an AP course(s). At the end of the course, students are required to take the **Advanced Placement Exam in their content area.** NOTE: AP examinations incur additional cost to tuition fees. This exam can qualify a student to earn college credit as is determined by the policies of the university.

Colleges recommend that students be challenged in their high school course load but also that they excel in the courses in which they enroll. Students who enroll in AP courses must be highly motivated, responsible, and independent workers with disciplined study habits. Students should expect an hour of homework a night. For this reason, we do not recommend two AP courses sophomore year. Should a student earn a C in an AP/Honor's course it may be recommended that they meet with their teacher for additional help.

In registering for an AP course, you—the student and parents—are committing to the rigor and expectations for the course. Please sign below and return it to your counselor if you want to enroll in the course.

I, __________________________________________agree to commit to the college-level

demands of this AP ____________________________ and will work to meet the

expectations as set forth by the teacher and CollegeBoard. I understand that to transfer out of this course
to another one on my educational development plan in the second semester may not be possible.

__________________________
Student Signature

__________________________
Date

__________________________
Parent Signature

__________________________
Date

__________________________
AP Teacher Signature

__________________________
Date
DUAL ENROLLMENT APPLICATION FORM

Student Name: ___________________________ Student ID Number: ___________________________

Select grade level: □ Grade 11    □ Grade 12

A student seeking approval for dual enrollment must meet all the following criteria: 1) College appropriate test scores on the PSAT ACT, or SAT Assessment, 2) St. Catherine GPA of 3.7 or higher, 3) Must be on track to graduate.

<table>
<thead>
<tr>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>English</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS</td>
<td>AS</td>
<td>QS</td>
<td>AS</td>
</tr>
<tr>
<td>PSAT</td>
<td>460</td>
<td>510</td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td>22</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>SAT</td>
<td>480</td>
<td>530</td>
<td>23</td>
</tr>
</tbody>
</table>

Please select only one option before selecting your courses:

□ TRACK A | I have taken all advanced courses in an academic area offered at SCA and seek collegiate level work in more advanced classes in that area of study. (Ex. Have taken AP Calculus and need Calculus 1)

□ TRACK B | I wish to take a course aligned to my Educational Development Plan not offered by SCA in areas such as political science, psychology, sociology, anthropology, computer science, foreign language or fine arts which is academic in nature or applicable to my career preparation (must apply toward satisfaction of degree requirements) and MAY NOT be in the subject of hobby-craft, recreation, physical education, theology, divinity or religious education and MAY be for a course subject specific endorsement has been received in.

Please list course(s) student is requesting approval to enroll in:

<table>
<thead>
<tr>
<th>Name of College</th>
<th>Course Number</th>
<th>Course Title</th>
<th>H.S. Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

□ Pupil is NOT behind in any required core credits and has cumulatively earned _________ high school credit(s).

□ Number of college courses + Academy courses combined equate to a full schedule/FTE per pupil accounting manual.

□ Current cumulative GPA is _________ and pupil is expected to meet grade level MMC requirements by end of school year.

□ Course(s) seeking exemption for are NOT core required courses and does not cause schedule conflicts.

□ Course(s) seeking enrollment for are worth a minimum 3 college credit hours each and may earn 0.50 HS credit each.

Any approved courses require a student to complete the dual enrollment form for the college in question.

_________________________________________  ___________________________  ___________________________  ___________________________
Student Signature                      Date                      Parent Signature                      Date

_________________________________________  ___________________________  ___________________________________________  ___________________________
Approve                               Approve                          Not Approve                             Not Approve

_________________________________________  ___________________________
School Counselor Signature                      Date                      School Principal Signature                      Date
Dual Enrollment Application Form – SIDE 2

Please agree to the following if you would like to register for a dual enrollment course. (Please check each one.)

☐ I understand that my college or university will bill the State directly, and that my parents and I are responsible for any balance due thereafter.

☐ I understand that the role of Mrs. Sitto and Mrs. Tankersley is to approve me for dual enrollment, guide me through the pros and cons, and approve my course choice.

☐ I understand that beyond my dual enrollment application to the college or university, there may be other registration requirements that Mrs. Sitto and Mrs. Tankersley cannot assist me with, and I may have to contact my college or university directly for help.

☐ I understand that this is a college-level course, and that the difficulty level should reflect that. I am willing to put in the time and effort to succeed in this course and know that I should work with my professor if I need outside help.

☐ I understand that St. Catherine is providing me with a class period to work on this course, but that other resources may not be guaranteed if they do not fall within the existing school policies. I know that I will also need to spend time working outside of school on this class.

☐ I understand that even though St. Catherine is providing me with a class period to work on this course, the course that I schedule to take at the college must be after school hours.

☐ I understand that if I fail my dual enrollment course, my parents and I are responsible to pay for the course.

☐ I understand that the final grade issues by the college will be reported as the final grade on your high school transcript.

☐ I understand that I must submit the college transcript to my counselor at the conclusion of the semester.

Students: Your signature below denotes your understanding of all that is stated above.

Student Name (Print): _________________________________________

Student Signature: _________________________________________ Date: _________________

Parents: By signing below, you are stating that you have read and agree to all that is stated in this application, including the level of responsibility and effort required for your daughter to be successful in a dual enrollment class.

Parent Name (Print): _________________________________________

Parent Signature: _________________________________________ Date: _________________