



St. Thomas More High School
2017-2018
COURSE SELECTION GUIDE

MORE of What Matters
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INTRODUCTION

This Course Selection Guide provides an understanding of the four-year educational program offered to you as a student of St. Thomas More High School. Use the guide as you plan your high school courses in preparation for your postsecondary plans.

As you make plans for your college and career goals, consult with your teachers and school counselor. Teachers can provide detailed information about the offered classes and make suggestions based on your personal interests. Counselors can help students map out a four-year course plan, tailored to your long-term goals. Please refer to the sample four-year plans on page 5. Make wise choices now; changes made after the master schedule is completed will require students to complete a change request form.

All registrations are for one school year only. Re-registration for current students normally takes place in February. At that time, students access this Course Selection Guide and complete the registration form selecting the courses they wish to take. The registration form and registration fee (applied to next year's tuition) must be submitted to Student Services at the designated time if a student wishes to re-register at St. Thomas More. School counselors are available to meet with students as part of this re-registration process.

Our goal is to prepare our students to be successful in life, whatever they choose to do after high school. The faculty and staff of St. Thomas More take pride in equipping our students with essential knowledge and skills that will help them achieve success and strive for excellence.

STUDENT SERVICES

The Student Services Department consists of three licensed school counselors who are available for a variety of support services. Personal guidance, academic counseling, career advising, assistance with college application, and post-high school planning are provided on an individual basis. Academic support services are also available to all students. This includes, but is not limited to: help from respective course teachers, "MORE Enrichment" after school program, and peer tutoring. Referrals may also be made to outside tutoring services, such as Title I for Reading.

School counselors manage the registration process. Not only are they available for guidance in selecting courses and creating four-year plans; they also create student



schedules and assist with any necessary changes. As pictured from left to right: Caitlin Riegert works with students with last names M-Z, Tim Schultz is the department director, and he works with students with last names A-L. Angela Peñaflor is the college/career counselor and helps students plan for life after high school.

REGISTRATION PROCEDURES

Registration for next year's freshmen will be held by appointment. In-house registration for the 2017-2018 school year for sophomores, juniors, and seniors will be held with school counselors in February and March.

Incoming Freshmen

1. Completion of application form (\$30 fee)
2. High School Placement Test
3. Record of grade school achievement
4. Letter of acceptance
5. Payment of \$200 toward tuition (non-refundable) at time of registration
6. Personal meeting with an STM staff member to discuss course selections

Current Students

1. Completion of course selection form
2. Individual meeting with school counselor
3. Payment of \$200 toward next year's tuition (non-refundable) and return of the registration form

Note: All registrations are conditional; students must maintain their good standing academically, behaviorally, and financially to be readmitted the following year.

Transfer Students

1. Completion of application form (\$30 fee)
2. Transcript from current high school
3. Personal meeting with the student, parents/guardians, a school counselor, and assistant principal to discuss credit status and course selection
4. Personal meeting with the director of finance to discuss tuition and payments

GRADUATION REQUIREMENTS

All students graduating from St. Thomas More High School must have a total of 26 Carnegie credits. Below is a general outline of the requirements; specific required courses are indicated in each subject category in this guide.

| | |
|--------------------------------------|--|
| 4.0 Credits – Theology | 1.5 Credits – Fitness |
| 4.0 Credits – English | 0.5 Credit – Health |
| 3.0 Credits – Mathematics | 0.5 Credit – Business and Personal Finance |
| 3.0 Credits – Science | 0.5 Credit – Fine Arts |
| 3.0 Credits – History/Social Science | 6.0 Credits – Additional Electives |

SAMPLE FOUR-YEAR PLANS

Regular Plan

| Freshman/9 | | Sophomore/10 | | Junior/11 | | Senior/12 | |
|----------------------|------------|-------------------------|------------|----------------------|------------|----------------------------|------------|
| English I | 1.0 | American Literature | 1.0 | British Literature | 1.0 | Literature and Composition | 1.0 |
| Algebra | 1.0 | Geometry | 1.0 | Algebra II | 1.0 | Pre-Calculus | 1.0 |
| Biology | 1.0 | Integrated Lab Sciences | 1.0 | Chemistry | 1.0 | Physics | 1.0 |
| World History | 1.0 | U.S. History | 1.0 | Social Science | 0.5 | Government | 0.5 |
| Catholic Identity | 1.0 | Scripture | 1.0 | Morality | 1.0 | Theology | 1.0 |
| Fitness | 0.5 | Health | 0.5 | Fitness | 0.5 | Fitness | 0.5 |
| World Language | 1.0 | World Language | 1.0 | World Language | 1.0 | World Language | 1.0 |
| Fine Art | 0.5 | Elective | 0.5 | Bus. & Finance | 0.5 | Elective | 0.5 |
| | | | | Elective | 0.5 | Elective | 0.5 |
| Total Credits | 7.0 | Total Credits | 7.0 | Total Credits | 7.0 | Total Credits | 7.0 |

Honors/Advanced Placement Plan

| Freshman/9 | | Sophomore/10 | | Junior/11 | | Senior/12 | |
|----------------------|------------|----------------------------|------------|-----------------------------|------------|-------------------------------|------------|
| Honors English | 1.0 | Honors American Literature | 1.0 | AP Language and Composition | 1.0 | AP Literature and Composition | 1.0 |
| Honors Geometry | 1.0 | Honors Algebra/Trig | 1.0 | Honors Pre-Calculus | 1.0 | AP Calculus | 1.0 |
| Honors Biology | 1.0 | Honors Chemistry | 1.0 | AP Physics | 1.0 | AP Biology | 1.0 |
| World History | 1.0 | U.S. History | 1.0 | AP U.S. History | 1.0 | AP Government | 1.0 |
| Catholic Identity | 1.0 | Scripture | 1.0 | Morality | 1.0 | Theology | 1.0 |
| Fitness | 0.5 | Health | 0.5 | Fitness | 0.5 | Fitness | 0.5 |
| World Language | 1.0 | World Language | 1.0 | World Language | 1.0 | World Language | 1.0 |
| Fine Art | 0.5 | Elective | 0.5 | Bus. & Finance | 0.5 | Elective | 0.5 |
| | | | | | | | |
| Total Credits | 7.0 | Total Credits | 7.0 | Total Credits | 7.0 | Total Credits | 7.0 |

Project Lead the Way (PLTW) Plan

| Freshman/9 | | Sophomore/10 | | Junior/11 | | Senior/12 | |
|----------------------|------------|----------------------|------------|----------------------|------------|----------------------------|------------|
| English I | 1.0 | American Literature | 1.0 | British Literature | 1.0 | Literature and Composition | 1.0 |
| Algebra | 1.0 | Geometry | 1.0 | Algebra II | 1.0 | Calculus | 1.0 |
| Biology | 1.0 | Chemistry | 1.0 | Physics | 1.0 | AP Science | 1.0 |
| World History | 1.0 | U.S. History | 1.0 | Social Science | 0.5 | Government | 0.5 |
| Catholic Identity | 1.0 | Scripture | 1.0 | Morality | 1.0 | Theology | 1.0 |
| PLTW course | 1.0 | PLTW course | 1.0 | PLTW course | 1.0 | PLTW course | 1.0 |
| World Language | 1.0 | World Language | 1.0 | World Language | 1.0 | World Language | 1.0 |
| Fine Art | 0.5 | Fitness | 0.5 | Fitness | 0.5 | Fitness | 0.5 |
| | | | | Health | 0.5 | Bus. & Finance | 0.5 |
| Total Credits | 7.5 | Total Credits | 7.5 | Total Credits | 7.5 | Total Credits | 7.5 |

Please note that these are sample plans and can be tailored to fit the interests and needs of each student. Elements from each type of plan can be combined and customized.

PLANNING YOUR PROGRAM

The Master Schedule and Program Changes

In building the master schedule, every effort is made to arrange class sections in such a way that students will be able to get the courses they requested when registering. Some conflicts, however, are inevitable, especially if a student has requested an unusual combination of courses. To resolve conflicts it is sometimes necessary to assign an alternate choice.

Furthermore, conflicts can be kept at a minimum if accurate information about course choices is available before construction of the master schedule. Students are asked, therefore, to consider their choices as final and not to request changes after the course selections are entered. This includes second semester course requests as well.

For the above reasons, it is important that students and parents study and discuss course choices before turning in final registration forms. School counselors are available to assist in making these choices.

During each registration process, the school counselors will be available for consultations with parents. Please call the school if you desire such an appointment.

If a student does request a program change after final registration, the request may not be honored. The following are valid reasons for a schedule change:

- A student fails a course that was a prerequisite of a requested course.
- A teacher or counselor recommends a change.
- A change is necessary in order to resolve schedule conflicts.

Adding a Course

A course may be added after registration forms are turned in only if it fits into the student's schedule without making additional changes and if there is room in the class. Students will need to complete a schedule request form.

NOTE: A credit deficiency should be made up in summer school if at all possible.

Distance Learning Opportunity

STM has a partnership with eAchieve Academy for distance learning courses. School counselors will provide information upon request.

NOTE: St. Thomas More High School reserves the right to cancel any courses listed in this guide.

COLLEGE ADMISSION REQUIREMENTS

Admission into college requires more than a high school diploma. College admission is based upon a student's cumulative grade point average, class rank, composite score on the college entrance exam (ACT or SAT), rigor of the course schedule for all four years of high school, the high school attended, and extracurricular activities.

University of Wisconsin (UW) System Admission Requirements:

- 4 English credits: composition, literature and rhetoric.
- 3 mathematics credits: algebra, geometry, and higher mathematics (usually Algebra 2). Statistics does not count at some campuses; any form of calculus is preferred (pre-calculus, calculus, or AP Calculus).
- 3 natural science credits: biology, chemistry and physics.
- 3 social science credits: theoretical study of culture, history, political science, economics, and human behavior and societies
- A minimum of two credits in a single foreign language is required for admission to UW-Madison, and may help meet graduation requirements at other UW System campuses.

Students may access <http://www.uwhelp.wisconsin.edu/> for full admission requirements.

Wisconsin's Private Colleges and Universities Admission Requirements:

- 4 English credits
- 3 mathematics credits (some require 4)
- 3 natural science credits (some require physics)
- 3 social science/history credits (some prefer 4)
- 2 foreign language credits are preferred and may fulfill graduation requirements during college

Students may access <http://www.WisconsinsPrivateColleges.org/> for more details.

EARN COLLEGE CREDIT IN HIGH SCHOOL

There are several opportunities for students to earn college credits, without the college price tag.

- Students in any of our 12 Advanced Placement (AP) courses can take a qualifying exam in May to potentially earn college credit. In general, a score of 3, 4 or 5 on these exams may qualify for credit at many colleges and universities.
- Students in most Project Lead the Way (PLTW) courses can take a qualifying exam to earn college credit from St. Cloud State University. In general, a score of 4-9 on the exam may qualify for credit at this and other universities.

- STM offers 4 courses from Cardinal Stritch University, giving students the opportunity to earn credit for both high school and college. Credits can potentially be transferred to the university level, upon successful completion.

SUGGESTIONS AND TIPS

- Plan to take four years of math. Although only three credits are required, colleges prefer to see more, and some majors, such as engineering or business, require a foundation in calculus.
- Plan to take four years of science. Careers in the health field and engineering are growing and in demand. A fourth year of lab science will give you a competitive edge. Try to at least get through Physics.
- Take your English classes seriously. College entails an enormous amount of reading and writing, which are skills that will benefit you in any future career.
- Having at least two years of a single foreign language is strongly recommended and is required at some colleges. Not only will these classes set you apart, you may also receive retroactive credits from a strong performance on a language placement test in college.
- Although we require only one semester of fine arts at STM, some colleges like to see one full credit. In addition, fine arts classes help illustrate a holistic program of study. A student's level of creativity is highly valued by admissions counselors.
- In general, you will be a more competitive college applicant if you go above and beyond the minimum credit requirements. Thousands of high school students compete for spots at our country's top universities, and only the most well-rounded students are accepted.
- Colleges look favorably upon honors and Advanced Placement courses. If given the opportunity by STM faculty, students should take advantage of the advanced and accelerated classes that are offered.
- Top tier universities want to see that a student took the most rigorous courses in the five core subjects: English, math, science, history and foreign language.
- Students and parents should consider the level of stress that challenging course loads can induce. **STM allows a maximum of 4 weighted course credits per year (junior and senior)** in order to balance the demands of school, work, home, athletics, and any other extra-curricular activities that occur outside of school. We encourage our students to become college-ready, and part of this includes learning time management and practicing a healthy lifestyle.
- Please note that Honors classes are not weighted. Only Advanced Placement, Concurrent Enrollment and some Project Lead The Way classes offer the possibility to earn a weighted grade. This is noted under each course offering. The weighted courses are as follows, in order by department:

| | | |
|------------------------|---------------------------|-----------------------------|
| Medical Interventions | Principles of Engineering | AP Language & Composition |
| Biomedical Innovations | Digital Electronics | AP Literature & Composition |
| | Engineering Design & Dev. | |

| | |
|-----------------------------|----------------------------|
| AP Studio Art | AP U.S. Gov't & Politics |
| American Pop Music, CEP | AP Microeconomics |
| AP Calculus AB | AP Psychology |
| AP Statistics | Web Page Creation, CEP |
| AP Biology | Christian Bioethics, CEP |
| AP Physics 1: Algebra-Based | AP Spanish Lang. & Culture |
| AP U.S. History | Spanish Comp. & Conv. CEP |

ADVANCED PLACEMENT PROGRAM

Overview:

The Advanced Placement (AP) Program is supported by the College Board, a not-for-profit organization that connects students to college success and opportunity. AP is a rigorous academic program built on the commitment, passion, and hard work of students and educators. The AP Program enables students to take college level courses and exams and to earn college credit or placement while still in high school.

Mission Statement:

It is the mission of St. Thomas More's AP Program to provide willing and academically prepared students the opportunity to participate in AP. In order to support this mission, the curriculum is designed to advance the student's analytical thinking skills, writing abilities and knowledge in specific subject areas, not to strictly pass the AP test. Additionally, the rigorous instruction provided by the AP teacher will create a learning environment conducive to student success.

Standards for Admission:

- Complete all steps of the application process: signed student/parent contract, teacher evaluations, and student essay
- Have at least a B- average in all courses within the academic area of the respective AP course; some courses may require a higher average
- Demonstrate a good attendance record
- Display the qualities of a model student: good behavior, responsibility, strong work ethic, academic honesty

Students who do not meet all of these standards may be considered on a conditional basis.

St. Thomas More offers the following Advanced Placement courses:

| | |
|-----------------|---------------------------------|
| English | AP Language and Composition |
| | AP Literature and Composition |
| Fine Arts | AP Studio Art |
| Mathematics | AP Calculus AB |
| | AP Statistics |
| Science | AP Biology |
| | AP Physics 1: Algebra-Based |
| Social Sciences | AP U.S. History |
| | AP U.S. Government and Politics |
| | AP Microeconomics (0.5 credit) |
| | AP Psychology |

World Language

AP Spanish Language and Culture

Grading:

All AP classes are on a weighted grading scale. In order to have a complete and successful experience in the AP Program, students should follow the admission procedures and comply with the class standards. Students must earn a B- or higher to earn an extra 1.0 grade point. If a student chooses not to comply with the above terms and/or does not earn a B-, he/she will not receive the extra grade point.

Students may take a maximum of four weighted course credits each year, including AP courses.

AP + PLTW: Partnering to Create More Opportunities for Students

To help prepare all students for the global workforce, the College Board and Project Lead The Way (PLTW) have partnered on a program to encourage student participation in science, technology, engineering, and math (STEM) courses and build their interest in STEM degrees and careers. The program leverages the success of the College Board's Advanced Placement Program (AP) and Project Lead The Way's applied learning programs.

Students who complete the requirements of their chosen pathway earn the [AP + PLTW student recognition](#), a qualification that demonstrates to colleges and employers that the student is ready for advanced course work and interested in careers in this discipline.

To earn the recognition, the student must satisfactorily complete three courses in the pathway – one AP course; one PLTW course; and a third course, either AP or PLTW – and earn a qualifying score of 3 or higher on the AP Exam(s) and a score of Proficient or higher on the PLTW End of Course (EoC) assessment(s). The table below shows the menu of courses that students can combine at St. Thomas More to create pathways.

| Level | Engineering | Biomedical Sciences |
|-----------------------|--|---|
| College AP Courses | AP Biology AP Calculus AP Physics 1 AP Statistics | AP Biology |
| Career – PLTW Courses | Introduction to Engineering Design Principles of Engineering Civil Engineering and Architecture Digital Electronics | Principles of Biomedical Science Human Body Systems Medical Interventions |

If you have any questions about the AP + PLTW program, talk to your school counselor or PLTW teacher.



CARDINAL STRITCH
UNIVERSITY

CONCURRENT ENROLLMENT PROGRAM (CEP)

St. Thomas More High School and Cardinal Stritch University have partnered to create a Concurrent Enrollment Program (CEP). This program allows high school students to experience a college curriculum from high school instructors who have been approved to teach selected Stritch classes at our campus while concurrently earning high school and college credit. St. Thomas More students who choose to enroll in CEP from Cardinal Stritch University and pay the substantially reduced tuition rate for the college credit are admitted to the University as “non-degree seeking students.” Upon earning a C or higher in these courses, these students will receive high school credits as well as college credits and an official Cardinal Stritch University transcript. These concurrent enrollment credits will transfer to most colleges and universities in the country. Please contact Dan Scholz, Ph.D. (410- 410-4162 or djscholz@stritch.edu), the Dean of the College of Arts and Sciences, with questions or concerns.

Available CEP Classes for the 2017/2018 School Year:

- American Popular Music
- Web Page Creation
- Christian Bioethics
- Spanish Composition & Conversation

Students may take a maximum of four weighted course credits each year at STM, including CEP courses. Semester-long courses are counted as 0.5 credit towards this maximum. Course descriptions and credits are listed under the respective departments: Fine Arts, Technology, Theology, and World Languages.

Cost:

These classes are worth three college credits, and the 2017-2018 regular Undergraduate tuition rate is \$880 per credit (\$2,640 for a 3-credit course). However, Cardinal Stritch is offering these courses at a substantially discounted rate of \$133 per credit (\$399 for a 3-credit course, an approximate 85% discount rate). In order to receive the college credits from Cardinal Stritch, students will register and pay a fee of \$399 per class. Payments need to be done in the form of a check made out to “Cardinal Stritch University.” Please note that students enrolled in these classes do not have to pay the fee, but then they will only receive credit for high school.

Grading and Transcripts:

All CEP classes are on a weighted grading scale at St. Thomas More. Students must earn a B- or higher to earn an extra grade point on the high school transcript. However, no weight will be given on the college transcript. Students must earn a C or higher to qualify for credit at Cardinal Stritch University.

Completed courses show as 0.5 credit per semester on the high school transcript, but they are worth 3.0 credits on the college transcript. Upon application or enrollment at a postsecondary educational institution, students will be asked to submit this college transcript. Grades on this transcript may become part of a student's permanent record. Credit may not be awarded at all colleges and universities for these courses.

BIOMEDICAL SCIENCES

Project Lead the Way's Biomedical Sciences program is a four-year series of courses, designed to bring students closer to possibilities of a medical-based career. The courses are integrated into the student's core curriculum and designed to expand upon but not replace college preparatory math and science courses. This dynamic program uses hands-on, real-world problems to engage and challenge students.

Students interested in math, science, and the human body will find the PLTW® Biomedical Sciences program a great introduction to the numerous medical fields. It will also teach them how the skills they learn are used in the biomedical sciences. Students must maintain a grade of B- or better each quarter in all biomedical courses in order to remain in the program.

Note: Due to the topics and material covered, students who are in Biomedical Sciences for all four years fulfill the Health education requirement for graduation. These students may choose to exempt the Health course.

Students may take a maximum of four weighted course credits per year, including weighted PLTW Biomed courses.

1628/1629 Principles of Biomedical Sciences

Grades 9, 10 – 1.0 credit (Elective)

Prerequisite:

- *For 9th grade students: B or better for each quarter of 7th and 8th grade science Recommendation by 8th grade science teacher and Student Services department for A or B level 9th grade science*
- *For all other students: Grades of B+ or better in all standard or honors level science courses and department approval*
- *All students must be taking or have taken Biology and enrolled in a math course*

Note: This is not a weighted course.

Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Over the length of the course, students work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. The course provides an overview of all the courses in the Biomedical Sciences Program and sets the scientific foundation necessary for student success in the subsequent courses. The key biological concepts embedded in the curriculum include homeostasis, metabolism, inherited traits, feedback systems, and defense against disease. Engineering principles are also appropriately incorporated into the curriculum. These principles include the design

process, feedback loops, fluid dynamics, and the relationship of structure to function.

1616/1617 Human Body Systems

Grades 10, 11 or 12 – 1.0 credit (Elective)

Prerequisite: grade of B- or better in Principles of Biomedical Science

Note: This is not a weighted course.

Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries. Hands-on projects include designing experiments, investigating the structures and functions of body systems, and using data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Important concepts covered in the course are communication, transport of substances, locomotion, metabolic processes, defense, and protection.

1618/1619 Medical Interventions (MI)

Grades 11 or 12 - 1.0 credit (Elective)

Prerequisite: grade of B- or better for all quarters of Principles of Biomedical Science and Human Body System

Requisite: concurrent enrollment in a science and math class

Note: This is a weighted course.

Students will investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore how to prevent, diagnose, and treat cancer and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.



1634/1635 Biomedical Innovations (BI)

Grade 12 - 1.0 credit (Elective)

Prerequisites: successful completion of HBS, PBS and MI with grads of B- or better, concurrent enrollment in a science and math class, and department approval

Note: This is a weighted course.

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

Some PLTW classes are on a weighted grading scale. In order to have a complete and successful experience in the PLTW Program, students should comply with the class standards. Students must earn a B- or higher to earn an extra grade point. If a student chooses not to comply with the above terms and/or does not earn a B-, he/she will not receive a weighted grade and the course will not reflect the weight in the student's grade point average.

BUSINESS

The business courses assist students in acquiring those abilities that will enable them to perform and respond in an informed way as citizens, wage earners, and consumers.

The goals of the department are:

1. Students will acquire the knowledge, skills, and abilities to make decisions in their personal business affairs.
2. Students will explore occupational information to give them knowledge of the necessary skills and abilities needed in various jobs.
3. Students will gain an understanding of their rights and responsibilities as citizens and consumers in our society.

1622 Accounting

Grades 10, 11, or 12 – 0.5 credit (Elective)

Accounting is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP). Students learn procedures for a merchandising business organized as a corporation using general journal. Students will develop an understanding of accounting by analyzing and recording business transactions. Students will prepare, analyze, and interpret financial reports as a basis for decision making. Students will apply record keeping and reporting concepts in operating the *Cav Café*, STM's school store. Accounting is a required course for college business majors and is a fundamental building block in understanding business operations.

1640 Business and Personal Finance

Grades 11 or 12 – 0.5 credit (Required)

This course will provide students with a foundational understanding for making informed personal financial decisions. Students will design personal and household budgets; explore checking and savings accounts; demonstrate knowledge of finance, debt, and credit management; and, understand insurance and taxes. They will explore diverse investment opportunities including the stock market. Students will learn to apply decision-making skills to make wise spending, saving, investing, and credit decisions. Course activities will center on the impact of building income to achieve personal financial goals.



1644 Marketing

Grades 10, 11, or 12 – 0.5 credit (Elective)

This course will provide students with an introduction to marketing and the business operations that connect a product or service to its user. Students will explore marketing fundamentals by examining

advertising and selling, focusing on consumers' needs and wants, buying motives, and the decision-making process. Students will develop an understanding of marketing's effect on the national and global economies. The steps in the sales process are similar whether selling cards in a local gift shop, mining equipment to a company in China, presenting ideas to a committee, or selling yourself in an interview. Students will explore vocational opportunities available in the fields of sales and advertising. Instructional strategies will include applying course concepts in running the *Cav Café*, STM's school-based enterprise. This class will provide students with an introduction to college and vocational level marketing courses.



ENGINEERING

Project Lead The Way (PLTW)

St. Thomas More High School offers an award winning Engineering program that focuses on engineering with an emphasis in math and science. The four-year program, when combined with college preparatory math and science courses, introduces students to the scope, rigor, and discipline of Engineering and Engineering Technology. PLTW's curriculum makes math and science relevant for students. By engaging in hands-on, real-world projects, students understand how the skills they are learning in the classroom can be applied in everyday life. Students must maintain a grade of C or better each quarter in all engineering courses and a C average in all other courses in order to remain in the program.

Note: The combination of IED along with EDD or CEA will fulfill the Fine Arts requirement for graduation.

Students may take a maximum of four weighted course credits per year, including weighted PLTW Engineering courses.

1630/1631 Introduction to Engineering Design

Grades 9, 10, or 11 – 1.0 credit (Elective)

Requisite: concurrent enrollment in college preparatory mathematics and science classes.

Note: This is not a weighted course.

This course emphasizes the development of a design. Students use computer software to produce, analyze, and evaluate models of project solutions. They study the design concepts of form and function and use state-of-the-art technology to translate conceptual design into reproducible products. College credit is available upon passing the IED end of course exam.

1608/1609 Civil Engineering and Architecture

Grades 10, 11 and 12 – 1.0 credit (Elective)

Requisite: concurrent enrollment in college preparatory mathematics

Note: This is a not weighted course.

The major focus of the Civil Engineering and Architecture (CEA) course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. The course provides freedom to the teacher and students to develop the property as a simulation or to model the real-world experiences that civil engineers and architects experience when developing property. The CEA course is intended to serve as a specialization course within the PLTW sequence. The

course is structured to enable all students to have a variety of experiences that will provide an overview of both fields. Students work in teams, exploring hands-on projects and activities to learn the characteristics of civil engineering and architecture. In addition, students use Revit, a state-of-the-art 3D design software package from AutoDesk, to help them design solutions to solve their major course project. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. College credit is available upon passing the CEA end of course exam.

1602/1603 Principles of Engineering

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisite: Introduction to Engineering Design

Requisites: concurrent enrollment in college preparatory mathematics and science classes

Note: This is a weighted course.

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. College credit is available upon passing the POE end of course exam.

1686/1687 Computer Science Principles

Grades 10 or 11 – 1.0 credit (Elective)

Requisite: concurrent enrollment in college preparatory mathematics and science classes.

Note: This is not a weighted course.

Students across all disciplines need to use computational power to solve complex, open-ended problems. For students entering the workforce today, particularly in STEM fields, computational thinking is necessary; for future generations, it will be increasingly vital. As in many other STEM fields, the demand and supply are mismatched, as computer science career openings far outpace student skills and interest.

In CSP, students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world. College credit is available upon passing the CSP end of course exam.

Other key components of CSP content include the following:

- creation of graphical user interfaces in Scratch, App Inventor, and Python
- relationships among web languages, including JavaScript, PHP, and SQL
- principles of cybersecurity and cyber hygiene
- impact of computer science on other fields
- interpretation of simulations using net LOGO and Excel

1641/1642 Advanced Computer Science

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisite: CSP or consent of instructor.

Requisite: concurrent enrollment in college preparatory mathematics.

Note: This is not a weighted course.

Please see page 38 under the Technology Department for the course description.

1604/1605 Digital Electronics

Grades 11 or 12 – 1.0 credit (Elective)

Requisite: concurrent enrollment in college preparatory mathematics and science classes.

Note: This is a weighted course.

Course is offered every other year.

This course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games, and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems and learn troubleshooting, logic, and perseverance in the class. College credit is available upon passing the DE end of course exam.

1610/1611 Engineering Design and Development

Grade 12 – 1.0 credit (Elective)

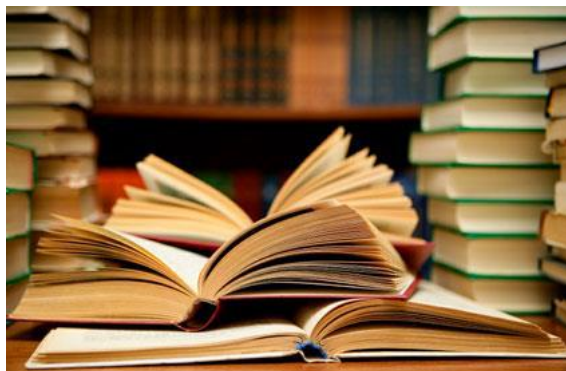
Prerequisites: Introduction to Engineering Design and Principles of Engineering or consent of the instructor.

Requisite: concurrent enrollment in college preparatory mathematics and science classes.

Note: This is a weighted course.

In this course students apply what they have learned in academic and engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. Students keep journals of notes, sketches, mathematical calculations, and scientific research. Student teams make progress reports to their peers, mentor, and instructor and exchange constructive criticism and consultation. At the end of the course, teams present their research and defend their projects to a panel of engineers, business leaders, and engineering college educators for professional review and feedback. This course equips students with the independent study skills they will need in post-secondary education and careers in engineering and engineering technology.

Some PLTW classes are on a weighted grading scale. In order to have a complete and successful experience in the PLTW Program, students should comply with the class standards. Students must earn a B- or higher to earn an extra grade point. If a student chooses not to comply with the above terms and/or does not earn a B-, he/she will not receive a weighted grade and the course will not reflect the weight in the student's grade point average.



ENGLISH

The goal of the English curriculum is to facilitate the development of basic communication skills: listening, speaking, reading, and writing. Students will refine vocabulary and advance their knowledge of grammar, literature, and composition. In addition, students need to apply writing process skills to laptop composition.

English is required all four years of high school. Through learning and practicing the basic rules of language, the students will develop the skills necessary for communicating accurately and logically. Through the reading of classical, traditional, and modern selections, students will advance their knowledge of literary techniques and genres. They also will develop the skills necessary for understanding and appreciating literature. A four-year study of the writing process will enable students to develop writing skills in all four composition styles: narrative, descriptive, persuasive, and expository.

1049/1050 Honors English 1: Introduction to Literature & Writing

1002/1003 English 1B: Introduction to Literature & Writing

1004/1005 English 1C: Introduction to Literature & Writing

Grade 9 – 1.0 credit (Required)

Note: Honors English 1 is not a weighted course.

Freshman English looks to incorporate a balanced approach to literature and rhetoric. This emphasis provides a strong foundation in grammar and usage conventions. Students practice the basic steps of the writing process: identifying a clear and concise topic, using prewriting strategies, developing a coherent claim, drafting, revising and editing, and ending with a publishable final draft. The writing focus is on descriptive, narrative, informational, and argumentative pieces. Students engage in the research process for a longer paper, culminating in a cross-curricular research paper and presentation. While learning and honing their writing and grammatical skills, students explore all genres of literature, ranging from poetry, short stories, and novels covering tragedy, comedy, romance, drama, and suspense. Students engage in the comprehension and investigation of plot, thematic elements, and literary devices. Students become comfortable participants in ongoing literary discussion. The writing focus is on literary reflection and analysis drawing evidence from literary and informational texts.

1034/1035 Honors American Literature

1036/1037 American Literature B

1038/1039 American Literature C

Grade 10 – 1.0 credit (Required)

Note: Honors American Literature is not a weighted course.

This course explores the historical progression of American literature from Native American writings through the twentieth century. Offerings include a survey of short stories, poetry, essays, novels, and drama from literary movements including Early American, Age of Reason, Romanticism, Transcendentalism, Realism, Modernism, and Post-modernism. Potential authors covered are Arthur Miller, Anne Bradstreet, Emily Dickinson, Edgar Allan Poe, Benjamin Franklin, Mark Twain, Charlotte Gilman, Ernest Hemingway, F. Scott Fitzgerald, T.S. Eliot, Langston Hughes, Lorraine Hansberry, and J.D. Salinger. Formal writing exercises, class discussions, speeches, and presentations will afford students opportunities to further develop their verbal skills. This class works in conjunction with sophomore Social Studies, which focuses on United States History.

1040/1041 English 3 – British Literature

Grade 11 – 1.0 credit (Required)

During their junior year, students enroll in a British literature survey course designed to introduce students to a wide variety of British literary history. Students discover the foundations of British literature and history through their reading of such canonical British works as: Beowulf, excerpts from Chaucer's Canterbury Tales, Shakespeare's dramas and poetry, Gulliver's Travels, the poetry of Alexander Pope, John Dryden, and William Blake, the British Romantics of Shelley and Coleridge, the social critical works of Charles Dickens, 1984, the modernist poets such as Auden, and into the post-modern era of England. Through their studies, students explore and analyze the complex styles and motifs present in each and every work while also utilizing the reading and comprehension skills learned during their freshman and sophomore years. The class is founded on active participation in Socratic seminars, class debates, and formal forums, and through their participation, students will become comfortable participants in an ongoing literary discussion. Assignments range from short, informal writing tasks to daily homework, and their work will culminate in research of a British novelist and their work and smoothly incorporate outside scholarly criticism in a thesis-driven paper. Throughout the year, students will also receive a review of basic grammatical and syntactical lessons while polishing their personal writing habits and style.

In addition to the literary and grammatical studies, students also prepare for the ACT test in the spring. Students learn about the test in its entirety, along with how the test is scored and test taking strategies. Students complete several English and Reading practice tests prior to the spring test date. In addition, students also learn about the writing portion of the ACT, and they will review the different brainstorming and writing strategies that they have learned and utilized throughout their high school career. Finally, during the final quarter, students receive tutoring and lessons from Marquette University on writing their college essays and resumes, which will become an essential portion of their college application.

1042/1043 Advanced Placement (AP) English 3: Language and Composition

Grade 11 – 1.0 credit

Note: This is a two-semester course. It fulfills the English 3 requirements and fulfills an additional elective credit.

Prerequisite: In order to enroll in AP English, students must have done one of the following:

-Have taken Honors American Literature and have earned a B- or higher. If a student has lower than a B-, they must obtain a recommendation from their Sophomore English teacher and go through the full application process.

-For students not in Honors American Literature, they must obtain a recommendation from their Sophomore English teacher as to why they would be able to enroll in the course.

For admission into AP program, Refer to page 9.

Note: This is a weighted course.

Per the description from the College Board, Junior AP Language and Composition:

The AP English Language and Composition course aligns to an introductory college-level

rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

At St. Thomas More, AP Language and Composition will utilize texts from the British and American tradition along with other global texts. Also, students in AP Language and Composition will apply their knowledge and reading of non-fiction texts only in an ongoing study to become more skilled writers of rhetoric and persuasion, utilizing and polishing every step of the writing process. Students should be prepared for a heavier reading and writing workload. Finally, students will prepare for the AP Language and Composition test at the end of the school year.

1046 Advanced Composition

Grade 12 – 0.5 credit (Required)

This semester of senior English is a writing intensive college level course emphasizing rhetorically effective writing across many styles and genres. The course stresses reading and analyzing texts from a writer's perspective, while thinking critically about its rhetorical structure and authorial intent. Students learn to offer plausible, thoughtful interpretations while honing their writing and speaking crafts stressing polished, concise, coherent, and grammatically correct writing and speaking. At its core, this course synthesizes the skills students have developed the last three years, and builds off them to prepare high school seniors for college level writing.

1047 Literature and Visual Arts

Grade 12 – 0.5 credit (Elective)

Seniors are required to take either Literature and Visual Arts or Monsters in Literature.

Literature and Visual Arts highlights the fundamental relationship between word and visual texts. Students read literary texts and analyze how artists reinterpret or reimagine the works across various mediums—including film, paintings, graphics, etc. As a class, students explore how artists convey meaning through both literal and sub-textual techniques. Students practice reading images and sharpening their rhetorical skills by writing about their conclusions persuasively.

1048 Monsters in Literature

Grade 12 – 0.5 credit (Elective)

Seniors are required to take either Monsters in Literature or Literature and Visual Arts.

In Monsters in Literature, students explore what makes something monstrous and how authors represent monsters in literature and other art forms. Physical or psychological, individual or collective, real or imagined, the course investigates how monsters shape and reflect various cultures' attitudes about what is evil or monstrous. Students continue refining their analytical reading and writing skills by engaging with interesting visual and literary texts.

1044/1045 Advanced Placement (AP) English 4: Literature and Composition

Grade 12 – 1.0 credit

Prerequisites:

-Admission into AP Program (see page 9)

-Successful completion of AP Language and Composition with a minimum grade of B-.

Exceptions will require approval from the English Department.

Note: This is a weighted course.

Per the description from the College Board, Senior AP Literature and Composition:

The AP Literature and Composition aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

The class uses selections from the suggested AP reading list which is similar to the accepted literary canon. In addition, the class is similar to a college course, emphasizing closer analytical readings and deductive reasoning in an attempt to comprehend the literature and offer further insight to ongoing literary conversations. The course also prepares students for the AP Literature and Composition test through practice multiple choice exams, essay writing, and vocabulary and Latin roots. Ultimately, by the time students graduate, they will be prepared to enter advanced college English courses.

1028 Speech and Rhetoric

Grades 9, 10, 11, or 12 – 0.5 credit (Elective)

Through this course, students will learn to organize, research, and select language for effective speech writing. The goal is to acquire the self-confidence and comfort of public speaking while learning how to express ideas and opinions in an organized and convincing manner. Students will have the opportunity to give a variety of speeches while also learning the different persuasive and informational techniques in order to give an effective presentation. In addition, students will learn how to become better listeners during formal and informal presentations and speeches, and how to effectively take notes while listening.

1030/1031 Yearbook and Journalism

Grades 10, 11, or 12 – 1.0 credit (Elective)

This class is designed to produce *The Chancellor*. Students will learn all aspects of the yearbook: layout, publishing software, design, photography, marketing and finance, decision making, and caption composition. The students work not only with the moderator, but also with the company's representative. In addition, this class also emphasizes journalistic writing, as students will create and write journalistic pieces to accompany the individual yearbook themes. Students will research and interview in order to create balanced and captivating stories, making the yearbook more complete and memorable. Grades are based upon completion of assigned work and meeting of deadlines. This class will meet for the entire year. Students who wish to be on the yearbook staff may take this class more than once. Class size is limited.



1027 Creative Writing

Grades 10, 11, or 12 – 0.5 credit (Elective)

Students will explore the notion of being an author while continually building their authorial identity, working towards establishing their particular writing voice. They will learn about the different areas of fiction and non-fiction writing, ranging from character and setting development to plot creation. Students write personal essays, poetry, short stories, and journals while working with different forms of writing in the digital world. Students partake in several workshop days where students are expected to read the work of others. While engaging in group or individual discussions, students give meaningful critiques of another's writing. Students also learn how to receive criticism and use it to improve their writing. They

will be expected to write for publication and for the simple joy of writing. Their final writing portfolio will be reviewed by the English Department.

FINE ARTS

It is the mission of the Fine Arts Department of St. Thomas More to have an open opportunity for all students to participate in music and/or visual art. We strive to create well-rounded individuals who develop aesthetic and critical thinking skills. Problem solving and decision making in these areas help prepare students to meet the demands necessary at the post-secondary level.

It is our goal that students in Fine Arts courses at STM:

- Actively construct knowledge, rather than passively receive knowledge
- Pursue understanding, not simply memorize and reproduce knowledge
- Engage in developing contextualized meanings, not learn isolated facts
- Develop self-awareness as learners

The ability to think creatively is a valued skill in today's workforce. Unfortunately, there are many in the workforce today who have not had the opportunity to develop this skill. Although some people are naturally more creative than others, the ability to think creatively, and to be creative, is a skill that can be developed. During the process of developing creative thinking skills, students need to learn that it is OK to be wrong and sometimes there is no correct answer. According to education expert, Sir Ken Robinson, if students are not prepared to be wrong, they will never come up with anything original. In the Fine Arts Department, students are encouraged to try out multiple solutions to a given problem. Students are also encouraged to learn the discipline of trying things over and over, making decisions, and building on previously learned skills and knowledge. The Fine Arts Department works hard at developing the whole student, using strategies that develop both sides of the brain.

Note: The combination of IED along with EDD or CEA will fulfill the 0.5 credit Fine Arts requirement for graduation.

VISUAL ARTS

1213 Art Fundamentals

Grades 9, 10, 11, or 12 – 0.5 credit (Elective)



This course is a prerequisite for all other art classes, and it fulfills the .5 graduation requirement. In this class students will be exposed to numerous art media, terms, and artists preparing them for further art classes. Students will work with two-dimensional and three-dimensional media such as colored pencil, chalk, charcoal, paint, printmaking, clay, and several different sculptural media. The class is completely hands-on, and terms and techniques will be explored through every assignment. Students will keep a visual journal in class and explore visual problem solving.

1214 Drawing and Painting

Grades 9, 10, 11, or 12 – 0.5 credit (Elective)

Prerequisite: Art Fundamentals and consent of instructor. Course may be taken more than once with increasing complexity and depth of assignments.

In this course students will be exploring a variety of 2-D drawing and painting media. They will use charcoal, pencil, colored pencil, chalk and oil pastel, pen and ink, acrylic, oil, and watercolor paint and also combine some of these media. Students will also learn how to stretch a canvas. Students will work from real life observations as well as work conceptually expressing abstract ideas and emotions. Students will learn correct perspective as well as explore the mark making aspects of drawing and painting. Students will keep a visual journal in class and explore visual problem solving.

1215 Ceramics

Grades 9, 10, 11, or 12 – 0.5 credit (Elective)

Prerequisite: Art Fundamentals and consent of instructor. Course may be taken more than once with increasing complexity and depth of assignments.

Students in this class will explore three-dimensional forms using a clay medium. They will explore a variety of techniques such as pinching, coiling, slab rolling, and wheel throwing. Students will make a variety of projects that are sculptural and functional. All assignments are completely hands on. Students will keep a visual journal in class and explore visual problem solving.

1219 Photography

Grades 10, 11, or 12 – 0.5 credit (Elective)

Prerequisites: Art Fundamentals and consent of instructor.

Students in this class will be exploring black and white photography. They will be working with 35mm SLR cameras, developing their own film, and enlarging their own prints. This course will include the workings of SLR cameras as well as working in a “wet” darkroom. Students will be working with photo chemicals to develop film and prints. It is recommended that students who have access to an SLR camera use it for this class. The art department has limited SLR cameras. Students who need a camera may borrow it for the semester, but it is on a first-come first-serve basis. Students in this class are required to work independently on assignments outside of class as well as use developing time wisely in class. Students will keep a visual journal in class and explore visual problem solving.

1220 Advanced Photography

Grades 10, 11, or 12 – 0.5 credit (Elective)

Prerequisites: Art Fundamentals and Photography with a grade of B or better and consent of instructor, course may be taken more than once with increasing complexity and depth of assignments.

In this class students will further explore black and white photography. They will experiment with more photo techniques as well as with conceptual ideas. They will get to explore assignments such as double exposure, sepia toned prints, cyanotype process, and possibly color photography. Students are recommended to have an SLR camera of their own to use for the class. The art department has cameras on loan on a first-come first-serve basis. Students are required to work independently outside of class on assignments as well as use developing time wisely in class. Students will keep a visual journal in class and explore visual problem solving.

1222 Art Metals

Grades 10, 11, or 12 – 0.5 credit (Elective)

Prerequisites: Art Fundamentals and consent of instructor. Course may be taken more than once with increasing complexity and depth of assignments.

In this class students will be exploring several different aspects of metal. Students will create small sculptural pieces as well as wearable jewelry pieces. Some techniques explored will be cutting, forming,

soldering, enameling, stone setting, and possibly casting. Students will be able to walk away from this class wearing their art. Students will keep a visual journal in class and explore visual problem solving.

1223 Fibers

Grades 9, 10, 11, or 12 – 0.5 credit (Elective)

Prerequisite: Art Fundamentals and consent of instructor. Course may be taken more than once with increasing complexity and depth of assignments.

In this class students will be exploring the textile arts. Students will learn to knit, crochet, paint and dye fabric, make coil baskets, and possibly weave and sew. Students will make functional wearable art as well as non-functional decorative art. Principles and elements of design will be addressed in every assignment. Students will keep a visual journal in class and explore visual problem solving.

1242/1243 Advanced Placement (AP) Studio Art

Grade 11 and 12 – 1.0 credit (Elective)

Prerequisites:

-Admission into AP Program (see page 9)

-A minimum grade of B in Art Fundamentals and at least two other visual arts classes, as well as consent from the instructor.

Note: This is a weighted course.

AP Studio Art is modeled after an intro level college course. Students will choose one of the portfolios – 2-D design, 3-D design, or drawing portfolio – and create art to fulfill the College Board portfolio requirements. Students will be working very independently in this class. They will learn to produce work, mat or mount their work, and photograph it for presentation. This is a rigorous course that requires a lot of time and effort on the student's part. The instructor will be working closely with each student to ensure high quality work. The portfolio required for the College Board can also be used as an entrance portfolio to colleges and universities.

PERFORMING ARTS

1252/1253 Band

Grades 9, 10, 11, and 12 – 1.0 credit (Elective)

All students interested in playing a band instrument, beginners as well as those with experience, are encouraged to sign up for this class. Acceptable band instruments include flute, clarinet, saxophone, oboe, bassoon, trumpet, trombone, horn, baritone, tuba, and percussion. STM has a limited number of instruments available, so students may need to rent/lease/purchase their own instrument(s). Knowledge of music fundamentals is emphasized. Students will experience playing various styles of music.

Requirements include playing at home football and basketball games, three concerts, and Wisconsin School Music Association (WSMA) events.

1281/1282 Chorus

Grades 9, 10, 11, and 12 – 1.0 credit (Elective)

All students who possess a love of singing and a willingness to perform join this class—no experience is necessary. Emphasis is placed on learning proper singing techniques, including posture and projection, as learning the fundamentals of music. Various styles of music will be explored, as well as singing songs in other languages. Requirements performances outside of class/school day and Wisconsin School Music Association (WSMA) events.



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include

1259/1260 String Ensemble

Grades 9, 10, 11, and 12 – 1.0 credit (Elective)

All students interested in learning a string instrument or continuing their development on a string instrument (violin, viola, cello, bass) are encouraged to take this class. STM has a limited number of instruments available, so students may need to rent/lease/purchase their own instrument. Individual growth in playing ability and knowledge of music fundamentals is emphasized. Various styles of music will be explored. Requirements may include performances outside of class/school day, lessons, and WSMA events.

1270/1271 Guitar or Piano**Grades 9, 10, 11, and 12 – 0.5 or 1.0 credit (Elective)**

Two of the most popular instruments today are the guitar and piano. This class will teach students the fundamentals of playing the guitar or piano. Students will perform a variety of styles of music, learn how to play melody lines, and learn accompaniment figures. No previous experience is necessary. We will provide students with the skills needed for a lifetime of enjoyment. STM has a limited number of instruments available, so students may need to provide their own guitar. Students interested in piano should have a keyboard or piano available for their individual practice at home. This course may be taken up to four times.

1280 American Popular Music (MU 107)**Grades 11 or 12 – 0.5 credit (elective)**

Note: This is a weighted course.

Note: Students taking this course have the option to earn college credit through Cardinal Stritch. In order to earn college credit, students have to pay \$399 and earn a grade of C or higher.

This course is a historical survey of Western music from the ancient/medieval worlds through the 18th century. Students will examine essential elements, composers, genres, and performance styles of music, with an emphasis on listening and analysis. The course is required for music majors and minors, and open to all students with the consent of the instructor.

1250 Introduction to Theater**Grades 9, 10, 11, or 12 – 0.5 credit (Elective)**

This course will offer students of all theatrical backgrounds and skills an overview of theater history, script-reading and analysis, stagecraft (set-building, light and sound operation), acting and improvisation, and theater etiquette. Course will include video and performance presentations of various theatrical styles. Requirements include attendance at campus productions and outside theatrical performances.

1251 Acting Studio**Grades 9, 10, 11, or 12 – 0.5 credit**

Prerequisite: open to students

This course offers students the script reading, improvisation theater games, monologues, directing. Requirements include and outside theatrical



(Elective)

after Introduction to Theater.
basics of stage performing through techniques, stage movement, speechmaking, playwriting, and attendance at campus productions performances.

FITNESS AND HEALTH

The Fitness and Health Department offers a variety of courses that emphasize the development of a fitness lifestyle, lifetime leisure activities, team and individual sports, and skill improvement to allow students to appreciate this part of the academic spectrum.

STM will waive a 0.5 credit of Fitness at a student's junior or senior year when one of the following requirements is met:

- A student has a minimum of one **completed** season per year of a WIAA sanctioned sport and for a minimum of three years.
- A student has **completed** three years as a member of the Pompon squad.
- A student has attended the after school Strength, Speed and Agility Program (80% attendance rate) with a minimum of one **completed** season per year and for a minimum of three years.

STM will require students to meet the 1.5 Fitness credits over three years if they are not eligible in applying the 0.5 credit waiver policy. STM will also maintain the 0.5 credit requirement in Health during a student's 10th, 11th, or 12th grade. However, due to the topics and material covered, students who are in the PLTW Biomedical Science Program for all four years fulfill the Health education requirement for graduation. These students may choose to exempt the Health course.

1512 Team Sports and Fitness

Grade 9 or 10 – 0.5 credit

Students must take this or Sports Training in grade 9 or 10.

Team Sports and Fitness provides an introduction to a variety of team and individual physical activities designed to promote interpersonal and social development along with cardiovascular fitness, muscular strength, and endurance. Students will experience and develop an appreciation for the skills, as well as the rules and strategies of each activity.

1514 Sports Training 1

Grade 9 or 10 – 0.5 credit

Students must take this or Team Sports in grade 9 or 10.

This course provides an individual with the tools and knowledge necessary to be able to train an athlete, including yourself, and improve his, hers, and your athletic ability. Students will use a variety of training techniques including resistance training, plyometric training, energy system development training, top speed training, acceleration training, agility training, flexibility/stability/mobility training, and injury prevention training. Each student will be expected to participate in the different types of training and learn how/why they are used in order to improve athletic performance. This is a theory and activity based

course dealing with strength training activities and program planning for students, athletes, and members of the community. The 6 National Standards for Physical Education and the National Strength and Conditioning Association's (NSCA) *Essentials of Strength Training and Conditioning* will serve as the framework for the content covered in this course. Athletes are highly encouraged to take this course.

1505 Health

Grades 9, 10, 11, & 12 – 0.5 credit (Required)

The purpose of this course is to provide students with the tools and knowledge necessary to live a healthy lifestyle and be advocates for a healthy lifestyle. Students will analyze, discuss, and learn about adolescent health issues with the end goal of demonstrating healthy behaviors both now and into the future. The curriculum for this class will be driven by the 8 National Health Standards. Certification in American Red Cross Standard First Aid/CPR is a part of this class.

1506 Lifetime Sports

Grades 11 or 12 – 0.5 credit

A variety of sports and recreational activities are covered including skills, rules, and strategies. Physical fitness also is incorporated into the class in order to condition the student as well as encourage and teach the value of lifetime fitness. Students will have the opportunity to experience many of the following: archery, volleyball, tennis, bocce ball, golf, table tennis, bowling, and badminton.

1515 Sports Training 2

Grades 11 or 12 – 0.5 credit

The purpose of this course is to provide students with the tools and knowledge necessary to be able to train an athlete, including themselves, and improve his, hers, and their athletic ability. Students will use a variety of training techniques including resistance training, plyometric training, energy system development training, top speed training, acceleration training, agility training, flexibility/stability/mobility training, and injury prevention training. Students will be expected to participate in the different types of training and learn how/why they are used in order to improve athletic performance. Students will be going into more detail on how to perform these different types of training and why these types of training are performed. Each student will follow a more advanced, specific training program for the semester with a special emphasis on monitoring training progression, proper exercise technique, and the benefits of different training techniques. Students will also be informed more in depth about proper diet and nutrition during this course. Lastly, students will learn how to properly create a resistance training program to improve athletic performance that follows basic training principles and program design.



1511 Fitness for Life

Grades 11 or 12 – 0.5 credit

This course provides students with the tools and knowledge necessary to be physically active and healthy while in high school and throughout life. Students will use a variety of fitness activities in order to demonstrate proficiency in the 6 National Standards for Physical Education. During the semester students will perform a variety of fitness activities including resistance training, yoga, Pilates, cycling, fitness walking, and aerobic endurance activities. They will also be informed about proper diet and nutrition

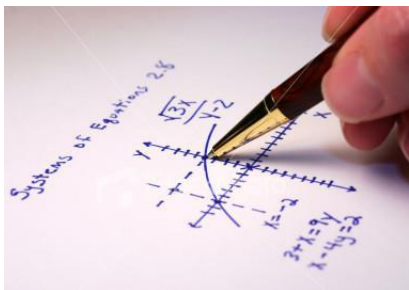
during this course. Lastly, students will learn how to properly create a training program, that when done correctly, will help them set and achieve a personal fitness goal.

1509 Fitness Intern

Grade 12 – 0.5 credit

Prerequisites: successful completion of fitness graduation requirements with a 3.0 average, demonstrated responsibility, good disciplinary record, and department approval.

This course is designed for the student interested in the field of physical education and/or wellness education as a career. The student will function as a teaching intern under close supervision of the fitness instructor during class and also assist with some of the administrative responsibilities such as facility preparation. Required work by the student will include a daily journal, development and implementation of a personal fitness plan, and quarterly projects.



MATHEMATICS

In today's competitive world of business, technology, and science, a solid mathematics foundation is essential. In order to prepare students for the demands of the ACT, a post-secondary education, and work environment, it is the department's belief that a sound mathematics program should assist students in growing problem-solving abilities as well as knowing and understanding mathematical processes, facts, and principles. A student's ability to perform computation with understanding, accuracy, and efficiency is developed along with an understanding of the logical structure of mathematics and the nature of proof.

The Mathematics Department aims to promote, within each student, the ability to effectively use mathematical thought. The essential element in the achievement of this objective is the development of an intellectual spirit which promotes curiosity, initiative, and confidence.

| Four Year Math Tracks | | | | |
|------------------------------|---------------------------|------------------------|---------------------------------|---|
| Level | Freshman | Sophomore | Junior | Senior |
| Honors (AP Calculus path) | Honors Geometry | Honors Algebra 2/Trig. | Honors Precalculus, AP Stats | AP Calculus, AP Stats, or Calculus, |
| B | Algebra 1B | Geometry B | Algebra 2B | Precalculus B, AP Stats |
| C | Algebra 1C | Geometry C | Algebra 2C | Precalculus C, AP Stats |
| Fundamental | Algebra Fundamentals 1 | Algebra Fundamentals 2 | Geometry | Algebra 2 |

1434/1435 Algebra Fundamentals 1: Freshman Level

1436/1437 Algebra Fundamentals 2: Sophomore Level

Grade 9 and 10 - 2 credits

This course provides an opportunity for students to experience success with mathematics and to gain confidence in their mathematical ability. Students will experience a rigorous program that will strengthen and enhance basic mathematical abilities to complete Algebra 1 over four semesters.

Completion of this course prepares students for further math and science courses. Completion of this two-year sequence fulfills the algebra requirement for graduation.

1458/1459 Algebra 1B

1460/1461 Algebra 1C

Grades 9 – 1.0 credit

The first year of algebra is devoted to the study of the properties of the real number system. Topics covered include algebraic expressions, polynomials, systems of equations, radical expressions and quadratic functions. The objective of this course is to provide students with a sufficient mathematical background that will prepare them for future mathematical and science courses.

1462/1463 Honors Geometry

Grade 9 or 10 – 1.0 credit

Prerequisites: successful completion of a middle school Algebra 1 curriculum and department approval.

Department approval is contingent upon an additional mathematics placement test.

Note: This is not a weighted course.

This course is devoted to the study of plane geometry, solid geometry, and solid and plane coordinate geometry. It makes extensive use of the physical world as a mathematical model, studied by deductive methods. The course seeks to establish a firm foundation in geometric concepts. This course fulfills the geometry requirement for graduation.

1414/1415 Geometry B**1416/1417 Geometry C**

Grades 10 or 11 – 1.0 credit

Prerequisite: successful completion of Algebra 1 or Algebra Fundamentals 2.

This course utilizes mathematical proof to establish relationships among geometric figures. Connections are made between algebra, coordinate geometry and plane geometry. The common geometric forms – triangles, quadrilaterals, circles, and polygons – are studied.

1450/1451 Honors Algebra 2 with Trigonometry

Grade 10 – 1.0 credit

Prerequisite: successful completion of Honors Geometry and department approval.

Note: This is not a weighted course.

Concepts of first-year algebra are expanded. The course consists of an intense and fast-paced study of linear systems, quadratic functions, polynomial functions, radical functions, logarithmic functions, and rational functions. The study of trigonometry includes right and non-right triangles, identities, graphs, and applications. A TI-84 calculator is a course requirement. This course fulfills the Algebra 2 requirement for graduation and prepares students for the rigor of Honors Pre-calculus.

1464/1465 Algebra 2B**1466/1467 Algebra 2C**

Grades 11 or 12 – 1.0 credit

Prerequisites: successful completion of Geometry and department approval.

Students review the concepts of Algebra 1 prior to studying the properties of the family of functions. Topics covered are similar to those in Algebra 2 with Trigonometry. Trigonometry is taught in right triangle applications. Computational skills and theoretical development are stressed in this course. A TI-84 calculator is a course requirement. This course fulfills the Algebra 2 requirement for graduation.

1452/1453 Honors Pre-Calculus

Grade 11 – 1.0 credit

Prerequisites: successful completion of Honors Algebra 2/Trig. and department approval.

Note: This is not a weighted course.

This accelerated course rigorously covers the topics of Algebra 2, Trigonometry, and Pre-Calculus. The class prepares students for Advanced Placement Calculus their senior year. The course demands insight, maturity, and a strong commitment to the study of mathematics. A TI-84 calculator is a course requirement.

SCIENCE

At St. Thomas More we believe that science is much more than a collection of facts. Our courses are designed to teach science as a process that is used to understand the world around us. Scientific reasoning, problem solving, laboratory activities, and experimentation are essential components of every course. The role of science and technology in society is emphasized throughout the program. In each course the content is related to the everyday experiences of the student. Students are encouraged to develop the knowledge and skills they need to make informed decisions about science-related issues. Science career opportunities are also presented in each course.

Our science program allows students to investigate a wide variety of subjects. The sequence of courses is designed to correspond to the developing skills of the student. Courses are available for students of all ability levels. The program has been designed to meet the needs of all St. Thomas More students.



1870/1871 Biology B

1872/1873 Biology C

Grade 9 – 1.0 credit

This laboratory based class begins with a study of experimental design and safe laboratory practices. Emphasis is placed on developing an appreciation for the diversity of life and an appreciation of science as open-ended inquiry. Content includes the study of the structure and function of microscopic organisms, cells, animals and plants; the genetic continuity of life, including

reproduction and evolution; and an introduction to biochemistry and energy transformation through all biological systems. This course fulfills the biology requirement for graduation.

1840/1841 Honors Biology

Grade 9 – 1.0 credit

Prerequisite: department approval.

Note: This is not a weighted course.

Honors Biology uses a questioning approach to the study of biology at an accelerated pace. Using the method of experimental design, and incorporating safe laboratory practice, students discover biological processes in the same manner as scientists. This is a challenging course designed to prepare students for further work in science. The topics covered include biochemistry, cellular biology, energy transformation, genetics, botany, evolution, taxonomy, and pathogenic diseases. This course fulfills the biology requirement for graduation.

1862/1863 Integrated Lab Sciences B

1864/1865 Integrated Lab Sciences C

Grade 10 – 1.0 credit

This course is designed to further develop and encourage scientific habits of mind important for subsequent chemistry and physics course work. It integrates substantial amounts of experimental, mathematical, and technology based science activities in the course design. Multiple opportunities for participation are presented in all phases of the scientific process and include relevant topics and activities, real-world problems, and applications found in the context of the school and community. Successful completion of the course will prepare students with the skills necessary to continue in upper-level science courses.

1874/1875 Chemistry B**1876/1877 Chemistry C**

Grades 11 – 1.0 credit

Prerequisite: department approval (If enrolled in Biomed program, student will also need recommendation from Biomed instructor.)

Note: Concurrent registration in a junior level math course is strongly encouraged.

Chemistry covers all of the main concepts of a first year high school chemistry course. Units include measurement, matter, atomic structure, the periodic table, chemical nomenclature, chemical reactions, gas laws, and acid-base reactions. The pace of instruction is dictated by student understanding. Laboratory experiments and student activities in problem solving are emphasized.

**1842/1843 Honors Chemistry**

Grades 10 or 11– 1.0 credit

Prerequisite: department approval. (If enrolled in Biomed program, student will also need recommendation from Biomed instructor.)

Note: This is not a weighted course.

This course prepares students for college work in pre-medicine, pre-dentistry, pharmacy, engineering, and other science and medical-related fields. Units of study include, but are not limited to, chemical reactions and their associated calculations, atomic theory, the periodic table, chemical bonding, gases, solutions, thermodynamics, acid-base reactions, and extensive mathematical problem solving. Laboratory activities provide practical connections related to the theoretical content covered.

1820/1821 Physics

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisites: department approval. (If enrolled in Biomed program, student will also need recommendation from Biomed instructor.)

Through the use of the laboratory and directed readings, the physics student will explore the fundamental principles and theories describing motion, light, electricity, and magnetism. Students will gain familiarity with career opportunities in scientific and technological fields and acquire a more accurate insight into the role of science in history and in the coming generations. The physics course requires the use of algebra and trigonometry. This course is taught at a less intense pace than Honors Physics.

1822/1823 Physics for Everyday Life

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisites: department approval. (If enrolled in Biomed program, student will also need recommendation from Biomed instructor.)

This course is for students with an interest in science who do not have a strong math background. It is a survey class with minimal math (algebra), stressing hands-on learning activities, concept development and applications to daily events, such as weather, energy, geologic occurrences and astronomy. This class also addresses the role of science in human history and advancement. Topics covered in this class include motion, forces, energy, waves, sound and electricity.

1868/1869 Advanced Placement (AP) Biology

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisites: Admission into AP program. Refer to page 9.

Students should have successfully completed high school courses in Biology and Chemistry

Note: This is a weighted course.

Students cultivate their understanding of biology through inquiry and lab-based investigations as they explore the following topics: the process of evolution and how it explains the diversity and unity of life; biological systems; how living systems store, retrieve, transmit, and respond to information essential to life processes and; how biological systems interact. The course encompasses core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems.

1836/1837 Advanced Placement (AP) Physics

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisites: Admission into AP program. Refer to page 9.

Note: This is a weighted course.

Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.



SOCIAL SCIENCES/HISTORY

The study of history develops an understanding and appreciation of the past. It is hoped that students will gain knowledge, skills, and attitudes that will give them the ability to better understand the world in which they live. A study of history and the social sciences is necessary in order that students develop and take an active role as citizens who are prepared to live in a changing and complex society. The following curriculum provides students with a framework of knowledge relating to the events that shaped humanity, as well as the development of political, economic and social institutions. At the freshman and sophomore level, students will partake in a series of digital Baseline tests. These assessments have been carefully crafted in alignment with the skills and requirements tested by the Advanced Placement and ACT programs. An individual digital portfolio will be compiled for each student. Baseline profiles will continue through sophomore year, and will serve as tangible data for students, parents, teachers, and counselors in their preparation for the AP Program and ACT/SAT tests.

1902/1903 World History

Grade 9 – 1.0 credit (Required)

World History traces the development of history from the beginning of recorded time through the emergence of contemporary nations. A foundational course understanding emphasizes that individual perspective directly impacts our interpretation of history and the world we live in. A student will gain an understanding of continuity and change within and across eras of time. Through this historical development, students will gain a perspective of our place as Americans in world history and the increasing importance of diverse global connections among societies of the world. Emphasis is placed on higher level thinking skills in order to prepare students for excellence and success at the collegiate level. Topics taught include the birth of humanity and organized civilization, the rise of organized government and democratic values, religions of the world and their relation to contemporary global issues, cultural exchange through means of warfare, trade and exploration, societal stratification and power struggles, revolution-rebellion and revolt, the world at war, contemporary sociopolitical issues, and globalization as it relates to economic fluidity.

1908/1909 United States History

Grade 10 – 1.0 credit (Required)



This course examines the emergence and growth of the United States from 1775 to the 20th Century. Students will survey the development of U.S. History as a country. Highlights of the course are the forming of our nation and government, struggles for equality (African Americans, American Indians, and Women), Immigration, Rise of Industry and Labor Unions, Progressivism, the Great Depression, U.S. Foreign Wars and Foreign Policy,

and America's contemporary global and domestic challenges. Emphasis is placed on political, social, ethnic, and international relations. Students will utilize different methods that historians use to interpret the past, including points of view and historical context. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the United States of America.

1910 American Government

Grade 12 – 0.5 credit (Required)

American government is a required, senior-level course that prepares students for life in our democratic society. With an emphasis on the federal government, students investigate the foundations of American government, analyze historical documents, understand the structure of government, debate controversial issues, and conduct educated discussions on current topics. Throughout the course students also begin to consider their own political identities. The goal of the course is to prepare students to be knowledgeable, inquiring, and participatory citizens.

1919 Human Geography

Grades 9, 10 or 11- 0.5 credit (Elective)

This course is a comprehensive study of geography and cultures that examines the interaction of land, people, and climates of selected regions of the world. Involvement in group and individual research is expected of students in this course. Additionally, this course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

1912 Crime and Justice

Grades 11 or 12 – 0.5 credit (Elective)

Crime and Justice is a one-semester course providing an extensive examination of the American criminal justice system. Students will explore the meaning of justice in an ordered society and current dilemmas thrust upon the justice system. Students will study issues such as crime prevention, crime trends, civil rights, victim's rights, law enforcement procedures and agencies, the criminal code, the trial system, corrections, juvenile crime, and the death penalty. Students will study these issues using numerous methods including examination of current events, discussion, guest speakers, and mock trials. Students will gain new insights into the reasons for crime in our society as well as how to deal with crime in the future.

1914 Modern American Issues

Grades 11 or 12 – 0.5 credit (Elective)

Focusing on the years 1945 to the present, students in Modern American Issues will confront the effects of United States policy-making in the 1950s onward and how the aftershocks are still felt today throughout the world. Topics will include terrorism, civil rights, and holocausts of the 20th Century. Students will debate the importance, wisdom, and other aspects of policy making in regards to foreign countries. In addition to United States foreign policy, the class will also consider domestic policies and how they shaped our world. Furthermore, students will explore critical issues such as education, the environment, the economy, immigration, defense, poverty, international trade, human rights, democracy, and the problems that face particular geographical areas. In exploring these issues, students will forecast the future of each issue and debate the pros and cons of various proposed policies. This will allow students to develop awareness and understanding of both domestic and foreign policy concerns. Documentaries, newspapers, books, magazines, political cartoons, and internet sites will be used to help facilitate the learning process.

1923/1924 Advanced Placement (AP) United States History

Grade 11 – 1.0 credit

Note: This is a two-semester course. Prerequisite: admission into AP program, all semester grades in US History and World History at or above 80%.

Note: This is a weighted course.

This course relies upon the development of historical thinking skills including: chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative. Course curricula centers on students gaining understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U. S. History survey courses, AP US History increases the focus on early and recent American history and decreases emphasis on other areas. The AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present.

This course is intended to help students become informed and participatory citizens and likewise to provide preparation for the Advanced Placement College Board Exam in the spring of the year. To be successful in this course, students must employ a strong work ethic and a commitment to independent reading and studying with college level texts. This course will be taught similar to an introductory college level course.

1911/1917 Advanced Placement (AP) American Government

Grade 12 – 1.0 credit

Prerequisite: Admission into AP program. Refer to page 9.

Note: This is a two-semester course that fulfills the American Government requirement. Prerequisites: admission into AP program; all semester grades in US History and World History at or above 80%.

Note: This is a weighted course.

This is a college level course approved and accredited by the College Board for Advanced Placement. The course will give students an analytical perspective on government and politics at the federal level in the United States. Focus includes both the study of general concepts used to interpret United States government and politics and, through the use of current events, the analysis of specific examples. Content includes the principles and ideals that underlie the United States Constitution, Bill of Rights, and the federal system, its institutions, groups, beliefs, and ideas that together constitute our democratic republic. Students will understand important facts, concepts, and theories pertaining to the government. Furthermore, they will be exposed to patterns within the political processes, public servant and voter behaviors, and their consequences. They will analyze and interpret basic data relevant to the course and apply information to political events researched through media sources. This course is intended to help students become informed and participatory citizens and likewise to provide preparation for the Advanced Placement College Board Exam in the spring of the year. Excellent study and organizational skills, plus extra time and effort, will be expected.



1925/1926 Advanced Placement (AP) Psychology

Grades 11 or 12- 1.0 credit

Prerequisites: Admission into AP program; all semester grades in US History and World History at or above 80%.

Note: This is a two-semester course.

Note: This is a weighted course.

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course is intended to help students become contributing members of an introductory collegiate psychology course and to provide preparation for the Advanced Placement College Board Exam in the spring of the year. To be successful in this course, students must employ a strong work ethic and a commitment to independent reading and studying with college level texts.

1927 Advanced Placement (AP) Microeconomics

Grade 11 or 12 – 0.5 credit (Elective)

Prerequisite: Admission into AP program. Refer to page 9.

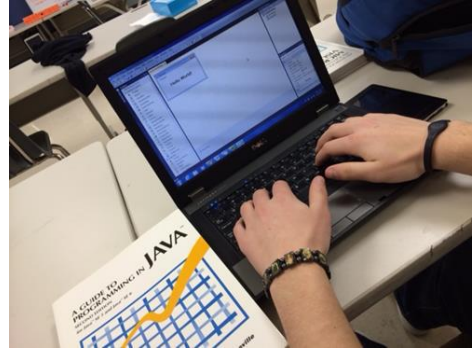
Note: This is a semester course which satisfies the 0.5 social science elective. Prerequisite: admission into AP program, all semester grades in US History and World History at or above 80%.

Note: This is a weighted course.

The purpose of this course is to give students 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 places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The following are primary topics and areas of focus: Basic Economic Concepts, The Nature and Functions of Product Markets, Factor Markets, and Market Failure and the Role of Government.

TECHNOLOGY EDUCATION

Computer/information specialties are one of the fastest growing career fields requiring a two or four-year degree. Yet the gap between the number of college entrants studying this field and the number of job openings in the field is wider than any other high-growth, high-demand career. Students interested in the technology field will gain valuable skills to take into college and career opportunities.



1680 Computer Skills: Microsoft Office Suite

Grades 9, 10, 11, or 12 – 0.5 credit (Elective)

This class focuses on skill development in the Microsoft Office suite of programs including Word, Excel, PowerPoint, Publisher, and Access with the end goal of achieving mastery in multiple programs. Mastery level learning will validate students' confidence in technology applications useful in school and the workplace.

1624 Robotics

Grades 9, 10, 11, or 12 – 0.5 credit (Elective)

The Robotics class leverages the “coolness” of robots and the excitement of head to head competition to inspire and engage students. Students will design and build a mobile robot to play a sport-like game. During this process they will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in a friendly competition. Students with varying learning styles and levels can accomplish the lesson goals. No prior robotics experience is required; beginners are able to advance sequentially through the units to gradually increase their knowledge and skill level.

1686/1687 Computer Science Principles

Grades 10, 11, or 12 – 1.0 credit (Elective)

Requisite: concurrent enrollment in college preparatory mathematics and science classes.

Note: This is not a weighted course.

Please see page 16 under the Engineering department for the course description.

1641/1642 Advanced Computer Science

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisite: CSP or consent of instructor.

Requisite: concurrent enrollment in college preparatory mathematics.

Note: This is not a weighted course.

ACS is a follow-up course to the PLTW Computer Software Engineering curriculum. ACS focuses on coding in Java™ and other industry-standard tools. Students will hone their programming skills as they move from simple to more complex projects. The students will develop an application of their choosing to show mastery of computer science principles.

1685 Web Design (CS 230: Web Page Creation)

Grades 11 or 12 – 0.5 credit (Elective)

Note: This is a weighted course.

Note: Students taking this course have the option to earn college credit through Cardinal Stritch. In order to earn college credit, students have to pay \$399 and earn a grade of C or higher.

Modern techniques in web page analysis and design are used to create, maintain, and enhance Web pages. Issues of consistency, usability, interactivity, accessibility, and uniformity in the organization of the layout design are covered in addition to mark-up languages and client scripting. This course may be used toward an advanced core certificate.



THEOLOGY

The Theology courses embrace Jesus' command to teach "all that I have commanded" and seek to engage students in the authentic life, teaching, and tradition of the Catholic faith. Each course develops an understanding and appreciation of the richness of Catholic teaching while preparing students to live in society today. Students are encouraged to contemplate on the traditions of the Catholic Church as they grow in their own faith as teenagers and young adults. They will examine

theology through the study of the Creed, sacraments, Scripture, prayer, morality, social justice, the Church, the nature of the human person, and other religious traditions all with a focus on the meaning of the life, passion, death, and resurrection of Jesus Christ.

The Theology Department recognizes that not all St. Thomas More students are from the Catholic tradition and invites every student to reflect through the lens of his/her personal perspective.

1720/1721 Catholic Identity

Grade 9 – 1.0 credit (Required)

This course provides students from diverse religious backgrounds an overview of the basics of the Roman Catholic faith. Students will gain a common vocabulary and a unified vision of the whole of the Catholic heritage. Students will explore questions regarding the existence and nature of God and the meaning and message of Jesus Christ for their lives. Students also will be introduced to the teachings of the Catholic faith regarding the Trinity, the nature and mission of the Church, Scripture, the sacraments, prayer and worship, Christian morality, and discipleship. These themes will be explored in a manner that will enable students to gain a personal appreciation of the Catholic faith, both intellectually and affectively. The foundation of this course is informed by the following Church documents: *Lumen Gentium*, *Gaudium et Spes*, and *The Catechism of the Catholic Church*.

1722/1723 Scripture

Grade 10 – 1.0 credit (Required)

This course will examine the revelation of Jesus Christ in Old and New Testaments, focusing on the theme of covenant. Students will discuss the key persons and events that are central to the message of salvation and the various literary forms used in the Bible which will allow for a mature approach to biblical interpretation. Students will be encouraged to discern basic biblical messages, the Scriptural roots of the Church's teaching and doctrines, and how to incorporate these into their own lives. The foundation of this course is rooted in sacred scripture and informed by the Church documents: *Dei verbum*, *Providentissimus Deus*, *Divino Afflante Spiritu*, *Verbum Domini*, and *The Interpretation of the Bible in the Church* by the Pontifical Biblical Commission.

1704/1714 Personal Morality and Social Justice

Grade 11 – 1.0 credit (Required)

Building upon the basic tenets of the Catholic faith learned in the Catholic Identity and Scripture courses, the course will lead students to an understanding of the standards of human behavior established by God and taught by the Catholic Church and lived in our daily lives. Students will learn to make moral decisions by forming their consciences according to the teachings of Christ, rooted in the fundamental dignity of the human person and the sacredness of human life. Specific Catholic moral teachings will be explored as well as the application of these teachings in the Church's social doctrine. The basic framework for this course will be the Ten Commandments, Jesus' teachings in the Sermon on the Mount,

and the Church's documents on social justice. The foundation of this course is informed by the following Church documents: *Veritatis Splendor*, *Gaudium et Spes*, *Lumen Gentium*, *Rerum Novarum*, *Laudato Si'*, *Caritas in Veritate*, *Pacem in Terris*, *Evangelium Vitae*, and the *Compendium of the Social Doctrine of the Church* by the Pontifical Council for Justice and Peace.

Senior Electives

Students must take two electives for a total of 1.0 required Theology credit for senior year.

1705 Church History

Grade 12 – 0.5 credit (Elective)

This semester of study will examine the life of the Church throughout history, beginning with the (remote) preparation of the Church in the Old Testament, her founding by Christ and her rapid growth through the missionary work of the Apostles. The course will examine key Saints, individuals, events, and ideas that have shaped the Church over the centuries. Students will be encouraged to critically consider the impact of the Church on society and culture, giving particular importance to her role in the present day, while reflecting on their own place in the Church and their own religious traditions. The foundation of this course is informed by the following Church documents: *Lumen Gentium*, *Gaudium et Spes*, *Sacrosanctum Concilium*, and *Dignitatis Humanae*.

1706 Comparative Religions

Grade 12 – 0.5 credit (Elective)

This semester of study will explore the different religious traditions of the world within the context of each student's understanding of the Catholic Christian faith. Students will be encouraged to reflect on their own conceptions of God, the human person, and the world while considering the questions of life and human existence from different religious perspectives. An emphasis will be placed on the interreligious dialogue between the Catholic Church and particular world religions while highlighting the differences and similarities in doctrine, tradition, and practice. World religions and spiritual traditions discussed will include Judaism, Islam, Hinduism, and Buddhism, as each compares to the Christian tradition. The foundation of this course is informed by the following Church documents: *Nostra Aetate*, *Unitatis Redintegratio*, and *Dignitatis Humanae*.

1712 Philosophy

Grade 12 – 0.5 credit (Elective)

This semester of study will explore the nature of truth and the love of wisdom, emphasizing the unity of Christian thought over time. Students will study philosophers and their thought, from different cultures, historical eras, and religious faiths. Students will learn to evaluate various pursuits of Truth as they relate to an authentic relationship with God and sound reasoning and logic. As part of a rigorous, theological education, this study of philosophy through college-level readings, rigorous analysis, Socratic discussion and personal reflection, will lead students to a deeper understanding of St. Anselm's classic definition of theology: faith seeking reason. The foundation of this course is informed by the following Church documents: *Fides et Ratio* and *Aeterni Patris*.

1725 Christian Bioethics (Phil 102: Introduction to Bioethics)

Grade 12 – 0.5 credit (Elective)

Note: This is a weighted course.

Note: Students taking this course have the option to earn college credit through Cardinal Stritch. In order to earn college credit, students have to pay \$399 and earn a grade of C or higher.

This course invites students to inquire into the nature of body and spirit, health and sickness, and life and death, and to consider carefully the proper moral response to these human realities. Questions entertained

in the course will include: When, for purposes of organ donation, can we say that someone is dead? Is it ethical to experiment on animals? Should couples use methods of artificial reproduction to make “designer children”? How do Buddhists view the end of life? As a discipline which addresses profound ethical questions brought about by scientific and medical advances, the course is ideal for those pursuing careers in science and medicine as well as for all who wonder about the deep philosophical questions that are at the root of these contemporary challenges. The foundation of this course is informed by the following Church documents: *Evangelium Vitae*, *Humanae Vitae*, *Donum Vitae*, and *Dignitas Personae*.

WORLD LANGUAGES

The goal of the World Language curriculum is to develop students' understanding and appreciation for the cultural diversity of today's world. Through foreign language study, students learn to communicate with those of another language and culture on basic levels. They come to understand themselves as individuals who are shaped by their culture and language. They are aware of current global events that affect other peoples and countries. These goals are achieved through emphasis in five areas within each language: speaking, listening, reading, writing, and culture. All of these areas correspond to Wisconsin State Curriculum Standards.

The World Language Department offers a four-year curriculum in French. In Spanish, a six-year curriculum is offered, including Advanced Placement classes and special courses designed for native speakers. Each year students are offered opportunities to travel to countries where the target languages are spoken natively. These trips give students the chance to widen and deepen their language skills and cultural appreciation which are attributes they will carry with them for the rest of their lives.

1351/1352 Spanish 1

Grades 9, 10, or 11 – 1.0 credit (Elective)

Prerequisite: review of entrance test scores and consent of instructor.

Spanish 1 introduces students to the Spanish language through the instruction of basic grammar and vocabulary. This course highly emphasizes five areas of communication in the target language: speaking, listening, reading, writing, and culture. Basic classroom functions are handled in Spanish from the very start of the course. Beyond that, as much of this class as is appropriate is conducted in Spanish. Students should expect daily homework assignments in order to practice outside of class. While students do not need prior experience in the language in order to succeed in this course, they should expect a rigorous curriculum focused on communication.

1353/1354 Spanish 2

Grades 10, 11, or 12 – 1.0 credit (Elective)

Prerequisite: successful completion of Spanish 1 or placement test and consent of instructor.

Spanish 2 continues students' development of basic Spanish grammar and is highly dependent upon the skills acquired in Spanish 1. Students will study vocabulary and culture more deeply in the context of each chapter's theme with an increased emphasis on communication skills in the target language. The class is taught almost entirely in Spanish, and it is expected that students will use as much Spanish as possible with the goal of conducting the class entirely in Spanish by the end of the year.

1355/1356 Spanish 3

Grades 10, 11, or 12 – 1.0 credit (Elective)

Prerequisite: Spanish 2 and consent of the instructor.

Spanish 3 is designed for students who want to increase their knowledge of the language and culture beyond a minimal two years. Main grammar points will be reviewed and more sophisticated grammar will be introduced. The course also focuses on Spanish and Hispanic figures as they appear in authentic literature and current events. Particular emphasis is placed on listening and speaking skills in Spanish. The class is conducted entirely in Spanish. Students are expected to attempt communication in Spanish at all times. A third year of a World Language is advantageous when applying to highly selective colleges.

1374/1375 Spanish 4

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisites: Spanish 3 and consent of the instructor.

Spanish 4 continues to develop more sophisticated speaking and listening skills with a goal of taking a placement exam in college to earn retroactive credits. Students will learn to function in familiar social situations and sustain conversations around common topics including current world events. Emphasis is placed on tense usage, expanded vocabulary, sophisticated grammar, sentence structure and culture. The class is conducted entirely in Spanish, and students are expected to speak only Spanish. Spanish 4 offers students an option to take a further year of language class which can help with the college entrance process.

**1376/1377 Advanced Placement (AP) Spanish 4: Language & Culture**

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisites: Spanish 3 and consent of the instructor and admission into AP program. Refer to page 9.

Note: This is a weighted course.

Advanced Placement Spanish 4 continues to develop more sophisticated speaking and listening skills with a goal of taking the Spanish Language and Culture Advanced Placement exam in May. The Advanced Placement exam offers students the possibility to earn college credit for their high school language study. Students will learn to function in familiar social situations and sustain conversations around common topics including current world events. Emphasis is placed on tense usage, expanded vocabulary, sophisticated grammar, and sentence structure. The class is conducted entirely in Spanish, and students are expected to speak only Spanish. Juniors in this class take the AP exam during their senior year in Spanish 5.

1378/1379 Advanced Spanish 5 (SPN 204: Spanish Composition & Conversation)

Grades 12 – 1.0 credit (Elective)

Note: This is a weighted course.

Note: Students taking this course have the option to earn college credit through Cardinal Stritch. In order to earn college credit, students have to pay \$399 and earn a grade of C or higher. If students receive a B or higher, Stritch will grant 14 retroactive credits in addition to the three for SPN 204.

This course includes continued emphasis on the development of sophisticated fluency in speaking and proficiency in writing Spanish. Students will review Spanish syntax, grammar, spelling and vocabulary through formal essays. Students will be expected to research and make formal oral presentations about historical, cultural and popular themes. Spanish and Latin American literature selections are studied. Active student participation in spoken Spanish is required.

1363/1364 Spanish for Experienced Speakers 1**1365/1366 Spanish for Experienced Speakers 2**

Grades 9 and 10 – 1.0 credit (Elective)

Note: placement is at the discretion of the Spanish Department.

This is a two-year course designed for the student who hears and speaks Spanish at home but has had little or no formal training in grammar, composition, punctuation, and spelling. Writing, reading, and grammar skills are emphasized. Preparation for work in a bilingual job position is included. The use of historical and literary sources facilitates the development of these skills. Some students are expected to complete both years. After successful completion, they are placed in a Spanish classroom at an appropriate upper level, usually Spanish 3.

1300/1301 French 1*Grades 9, 10, and 11 – 1.0 credit (Elective)*

In French 1 students begin to lay a foundation upon which will be built the necessary elements for becoming fluent in the French language. The first year places a heavy emphasis on the learning of vocabulary and grammatical structure of the language. Vocabulary and grammar are presented in the context of each chapter's theme. French culture, as it relates to each chapter's theme, is also presented. Culture and comprehension skills are further taught through the use of video and audiotapes. Students are required to speak as much French in the classroom as possible. The majority of every class period will be conducted completely in French.

**1302/1303 French 2***Grades 10, 11, and 12 – 1.0 credit (Elective)**Prerequisite: French 1 or successful completion of placement test and consent of instructor.*

French 2 builds on the speaking, listening, reading, and writing skills learned in French 1. There is a similar emphasis on vocabulary and grammatical structure and culture, but all is presented at a faster pace. Assignments in French 2 are more developed and expected to show a mature knowledge of the language. Students are also introduced to Francophone literature and poetry. Most of the class is conducted in French.

1304/1305 French 3*Grades 10, 11, and 12 – 1.0 credit (Elective)**Prerequisite: French 2 and consent of instructor.*

The goal of this course is for the student to achieve meaningful and personal communication in French. In addition to a review of basic grammar and vocabulary, more sophisticated vocabulary and complex grammatical constructions are presented. There will be a greater emphasis on French culture than in French 1 and 2, and some of the course will focus on French literature. Classic French films will also be viewed and discussed. Other ancillary material will include French magazines, newspapers, videos, and music. The class is conducted in French.

1306/1307 French 4*Grades 11 and 12 – 1.0 credit (Elective)**Prerequisite: French 3 and consent of instructor.*

This course is conducted entirely in French and places an emphasis on French literature and culture, while reviewing the grammar learned in the first three years. Speaking and writing of the language is expected to reflect a fourth-year level. The literary selections and films will vary from year to year. Some students may opt to take the French Language Advanced Placement Exam with approval of the teacher and Department Chairperson.