

2019-2020
COURSE SELECTION GUIDE

(Please note that courses and descriptions are subject to change.)

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 and March. 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: Kaci Smith 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, and Cynthia Salisbury provides support to the counselors.



REGISTRATION PROCEDURES

Registration for next year's freshmen will be held by appointment. In-house registration for the 2019-2020 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

Beginning with the class of 2022, all students graduating from St. Thomas More High School must have a total of 28 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	8.0 Credits – Additional Electives

NOTE: The graduation credit requirement for the classes of 2020 and 2021 is 26 Carnegie credits.

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 13 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 6 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.
- 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 strongly recommends a maximum 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.
 - a. If your child desires more than 4 weighted course credits in a school year, a mandatory meeting with the school counselor must be scheduled, and a written agreement will be signed by the counselor, student and parent to demonstrate mutual awareness of the demands in taking more than the recommended amount of weighted course credits.
- 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 and are as follows, in alphabetical order.

Accounting CEP

American Pop Music, CEP

AP Biology

AP Calculus AB

AP Language & Composition

AP Literature & Composition

AP Macroeconomics

AP Microeconomics

AP Physics 1: Algebra-Based

AP Psychology

AP Spanish Lang. & Culture

AP Statistics

AP Studio Art

AP U.S. Gov't & Politics

AP U.S. History

Biomedical Innovations

Christian Bioethics, CEP

Digital Electronics

Engineering Design & Dev.

Medical Interventions

Principles of Engineering

Spanish Comp. & Conv. CEP

Web Page Creation, CEP

World Religions 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:

- Have at least a B- average in all courses within the academic area of the respective AP course
- Demonstrate a good attendance record
- Display the qualities of a model student: good behavior, responsibility, strong work ethic, academic honesty
- AP teacher approval

Students who do not meet these standards may be considered on a case by case 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 Macroeconomics (0.5 credit) AP Microeconomics (0.5 credit)
World Language	AP Psychology AP Spanish Language and Culture

Grading:

All AP classes are on a weighted grading scale. 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 are *strongly recommended* to enroll only in a maximum of 4 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.

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 2019-2020 School Year:

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

Students are strongly recommended to enroll only in 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: Business, 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). 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 are recommended to take no more than four weighted course credits per year, including weighted PLTW Biomed courses.

PLTW (Biomedical Sciences) Progression				
Student Type	Year 1	Year 2	Year 3	Year 4
4-year BioMed student	PBS	HBS	MI	BI
3-year BioMed student	PBS	HBS	MI	
2-year BioMed student	HBS	MI		
1-year BioMed student	HBS			

1628/1629 Principles of Biomedical Sciences

Grades 9, 10 – 1.0 credit (Elective)

Prerequisite:

- Recommendation by 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 grades 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.

Business Progression			
Freshman	Sophomore	Junior	Senior
None	Business and Personal Finance Entrepreneurship	Business and Personal Finance Entrepreneurship Principles of Accounting (CE)	Business and Personal Finance Entrepreneurship Principles of Accounting (CE)

1625 Principles of Accounting (AC 200)

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 is an introductory course for students having little or no accounting experience. The course is designed to provide an accounting foundation with emphasis on sole proprietorships. In addition to providing a foundation for accounting majors, the course is structured to benefit students pursuing various majors and interests.

1640 Business and Personal Finance

Grades 10, 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. Students are expected to be to have some financial and Microsoft Excel literacy upon enrolling in the course.

1690 Entrepreneurship

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

This course introduces students to the nature of business and entrepreneurship as the vehicle for making money by creating wealth and producing goods and services for a profit in a free enterprise economy. Emphasis is on different forms of business organizations including sole proprietorships, partnerships, corporations, joint ventures and not-for-profit enterprises. Other topics include the environment of business, marketing, accounting, technology, and developing decision making skills. Ethics in management and reporting of business performance to stakeholders are emphasized throughout the course. Students will develop their own business plan and present this plan to a group of investors.

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 to remain in the program.

Note: The combination of IED along with CEA and EDD 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.

PLTW (Engineering) Progression				
Student Type	Year 1	Year 2	Year 3	Year 4
4-year Engineering student	IED	CEA	POE# or DE#	EDD* or DE# or POE#
3-year Engineering student	IED	CEA or POE# or DE#	EDD* or POE# or DE# or CEA	
2-year Engineering student	IED	CEA or POE# or DE#		
1-year Engineering student	IED (if Grades 9, 10, or 11) or CEA (if Grade 12)			

*Grade 12 only #Grades 11 or 12 only

1630/1631 Introduction to Engineering Design

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

Note: This course is a prerequisite for other PLTW Engineering courses.

Note: This is not a weighted course.

This course emphasizes the development of design. Students are introduced to the engineering design process, applying math, science and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software. 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)

Prerequisite: Successful completion of IED with a grade of C or better and instructor approval.

Note: This is not a weighted course.

Students work in teams, explore hands-on projects and activities, and learn about residential and commercial property development. Students use Revit, a 3D design software, to help them engineer

solutions. Additionally, students will learn how to document their work, solve complex problems and effectively communicate to peers and industry professionals. 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: Successful completion of IED with a grade of C or better and instructor approval.

Note: This is a weighted course.

This course explores building and testing solutions to open-ended design problems. Students get an overview of the high level of engineering concepts of energy source and applications, machine systems, strength and durability of materials, and understanding the movement of objects. Students have an opportunity to explore engineering and high-tech careers. College credit is available upon passing the POE end of course exam.

1604/1605 Digital Electronics

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisite: Successful completion of IED with a grade of C or better and instructor approval.

Note: This is a weighted course.

Note: This offering is dependent on enrollment numbers.

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

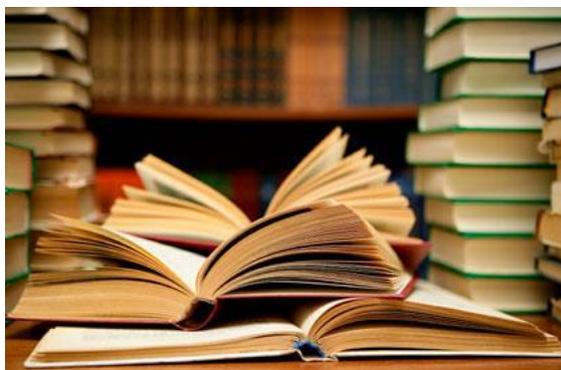
Grade 12 – 1.0 credit (Elective)

Prerequisite: For the class of 2020, successful completion of IED with a C or better and instructor approval. For the class of 2021 and beyond, successful completion of IED and CEA or POE with a C or better and instructor approval.

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

St. Thomas More requires students to take four years of high school English. The goal of the English curriculum is to facilitate the development of basic communication skills: listening, speaking, reading, and writing. Through learning and practicing the basic rules of language, the students develop the skills necessary for communicating accurately and logically. Students advance their knowledge of literary techniques by reading classical, traditional, and modern selections

while simultaneously developing the skills necessary for understanding and appreciating literature. In terms of writing, students refine vocabulary and advance their knowledge of grammar and composition. A four-year study of the writing process enables students to develop writing skills in multiple composition styles such as narrative, descriptive, persuasive, analytical, and expository.

English Progression			
Freshman	Sophomore	Junior	Senior
Honors English 1 English 1	Honors American Literature American Literature	AP Language & Composition British Literature	AP Literature & Composition Advanced Composition* Monsters in Literature* or Literature and Visual Arts*
English Electives			
Speech	Speech Creative Writing	Speech Creative Writing	Speech Creative Writing

**Seniors not taking AP Literature and Composition need to take a semester of Advanced Composition and either Monsters in Literature or Literature and Visual Arts.*

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

1002/1003 English 1: Introduction to Literature & Writing

Grade 9 – 1.0 credit (Required)

Note: Honors English 1 is not a weighted course.

Freshman English incorporates 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 polished final draft. The class focuses on descriptive, narrative, informational, and argumentative topics. While learning and honing their writing and grammatical skills, students explore several genres of literature, ranging from poetry, short stories, and novels that cover tragedy, comedy, romance, drama, and suspense. Students comprehend and analyze plot, character, theme, and other literary devices. Additionally, students become comfortable participants in ongoing literary discussions.

1034/1035 Honors American Literature**1036/1037 American Literature***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. The literature in this class works in conjunction with sophomore United States History class. Offerings include a survey of short stories, poetry, essays, novels, and drama from literary movements including Early American, Enlightenment, 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, and J.D. Salinger. Formal writing exercises, class discussions, speeches, and presentations will afford students opportunities to further develop their writing and verbal skills.

1040/1041 English 3 – British Literature*Grade 11 – 1.0 credit (Required)*

The British Literature survey course introduces students to a collection of British literary history. Offerings include a survey of poetry, drama, short stories, essays, and novels from writers such as Chaucer, Shakespeare, Wordsworth, Yeats, Joyce, Wollstonecraft, Orwell, Wilde, and McEwan. Through their studies, students explore and analyze human nature through various lenses of dualism. During the year, students review basic grammatical and syntactical lessons while defining and refining their personal writing habits and style. This, in part, prepares students for the ACT test in the spring.

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: AP teacher approval and B- or better in American Literature.**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: AP Teacher approval and a B- or better in British Literature or AP Language and Composition.**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 functions 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.

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 performing arts 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-sufficient learners through voice and choice

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 CEA and EDD will fulfill the 0.5 credit Fine Arts requirement for graduation.

VISUAL ARTS

Fine Arts (Visual Arts) Progression			
Freshman	Sophomore	Junior	Senior
Art Fundamentals	Art Fundamentals Drawing & Painting Ceramics Photography Design Art Metals Fibers Yearbook		Art Fundamentals Drawing & Painting Ceramics Photography Design Art Metals Fibers Yearbook AP Studio Art*

**AP Studio Art can only be taken after successful completion of Art Fundamentals and at least two other visual art classes. Teacher consent is also needed.*

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. This is their first step in their high school artistic journey. 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: drawing, painting, and 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, 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 throughout 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.

1285 Design

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

Prerequisite: Art fundamentals or IED

Design is the bridge between Art and Engineering, it is creativity and problem solving. In this course we will follow the design process of identifying and solving problems of everyday life. Students will be working in the 2-Dimensional, sketching and planning, and transforming to 3-Dimensional models and representations of their sketches. Students will keep a weekly journal / sketchbook. **Engineering students are recommended to take this course prior to EDD.*



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, and stone setting. 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, such as knitting, crocheting, dying fabric, making coil baskets, and sewing. 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.

1283/1284 Yearbook

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

Prerequisite: Art Fundamentals

This class is designed to produce *The Chancellor*. Students will learn all aspects of the yearbook: layout, publishing software, design, digital photography, marketing and finance, decision making, and caption composition. The students work not only with the moderator, but also with the company's representative. 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. Students will hand in a weekly rubric that will be graded on a weekly basis.

1242/1243 Advanced Placement (AP) Studio Art

Grade 11 and 12 – 1.0 credit (Elective)

Prerequisites:

-AP Teacher approval.

-A minimum grade of B in Art Fundamentals and at least a B- in 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

Fine Arts (Performing Arts) Progression			
Freshman	Sophomore	Junior	Senior
Band	Band	Band	Band
Chorus	Chorus	Chorus	Chorus
String Ensemble	String Ensemble	String Ensemble	String Ensemble
Introduction to Guitar/Piano	Introduction to Guitar/Piano	Introduction to Guitar/Piano	Introduction to Guitar/Piano
Guitar/Piano	Guitar/Piano	Guitar/Piano	Guitar/Piano
Introduction to Theater	Introduction to Theater	American Popular Music (CE)	American Popular Music (CE)
Acting Studio	Acting Studio	Introduction to Theater	Introduction to Theater
		Acting Studio	Acting Studio

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

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.



1286 Introduction to Guitar/Piano

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

Two of the most popular instruments today are the guitar and piano. This course will teach students the fundamentals of music while learning how to play either 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 will be expected to perform during in-class recitals.

1287 Guitar/Piano

Grades 9, 10, 11, and 12 – 0.5 – 1.0 credit (Elective)

Prerequisite: open to students after successful completion of Introduction to Guitar and Piano and consent of instructor.

Note: This class can be taken multiple times.

Learning how to play the guitar or piano well, can offer a lifetime of enjoyment. Guitar/Piano is for those students who wish to continue learning how to play the guitar or the piano. Students will continue developing their knowledge and technique, that they began in Introduction to Guitar/Piano, as they learn a variety of music. For the most part, students can work at their own pace, and after several semesters of experience, students also have more independence in choosing repertoire to work on. To succeed in this class, students need to have the discipline to work well independently. Students will be expected to participate in in-class recitals, out-of-class recitals, and advanced students may be required to participate in Solo and Ensemble Festival.

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.

American Popular Music is the cultural study of the life, times, and music of the American people, including indigenous music, folk styles, jazz, blues, and popular styles. Emphasis is on listening skills, elements of musical organization, and historical/cultural contexts.

1250 Introduction to Theater

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

Partnering with First Stage theater company, 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 (Elective)

Prerequisite: open to students after Introduction to Theater.

Partnering with First Stage theater company, this course offers students the basics of stage performing through script reading, improvisation techniques, stage movement, theater games, monologues, speechmaking, playwriting, and directing. Requirements include attendance at campus productions and outside theatrical 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.

Fitness and Health Progression			
Freshman	Sophomore	Junior	Senior
Team Sports & Fitness	Team Sports & Fitness	Lifetime Sports	Lifetime Sports
Sports Training 1	Sports Training 1	Sports Training 2	Sports Training 2
Health	Health	Fitness for Life	Fitness for Life
		Health	Health
			Fitness Intern

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.



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.

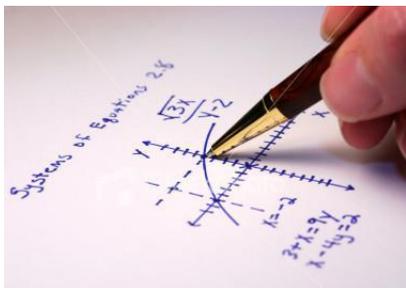
1509 Fitness Intern

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.

Note: Limit of 2 per semester.

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, 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 mathematical reasoning.

Four Year Math Tracks (Beginning with Class of 2022)				
Level	Freshmen	Sophomore	Junior	Senior
Honors AP Calculus Path	Integrated Math 1A	Integrated Math 2A	Honors Precalculus	AP Calculus, AP Stats or Calculus
B	Integrated Math 1B	Integrated Math 2B	Integrated Math 3B	Precalculus B, or AP Stats
C	Integrated Math 1C	Integrated Math 2C	Integrated Math 3C	Precalculus C
Fundamental	Integrated Math Fundamentals 1	Integrated Math Fundamentals 2	Integrated Math Fundamentals 3	Integrated Math Fundamentals 4

***Freshmen Placement:** Placement is determined by the demonstration of math abilities on the spring placement test, overall performance on the admissions test and past math experience.

1472/1473 Integrated Math Fundamentals 1: Freshmen Level

1474/1475 Integrated Math Fundamentals 2: Sophomore Level

Grade 9 and 10 – 1.0 credit each

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 math skills, weaving the traditional topics of algebra and geometry. Students learn to apply these concepts to real-life situations. Completion of this course prepares students for future math and science courses.

1476/1477 Integrated Math 1A

Grade 9 – 1.0 Credit

This course weaves the traditional topics of algebra and geometry with the expanded topic of statistics. With an emphasis on functions, students will study linear functions, statistical modeling, exponential relationships and geometric congruence. At this level students will also study coordinate proof,

polynomial operations and quadratic functions and models. Emphasis is placed on applying these concepts to real life situations. This course will move at a faster pace and cover more topics in one year than the traditional Integrated Math 1 course.

1478/1479 Integrated Math 1B

Grade 9 – 1.0 credit

This course weaves the traditional topics of algebra and geometry along with statistics. It places emphasis on writing and solving equations and inequalities, linear functions, coordinate geometry, systems of equations and exponential relationships. Emphasis is placed on applying these concepts to real life situations.

1480/1481 Integrated Math 1C

Grade 9 – 1.0 credit

This course weaves the traditional topics of algebra and geometry with the expanded topic of statistics. It places emphasis on understanding linear functions, statistical models, exponents and geometric applications. Emphasis is placed on applying these concepts to real life situations.

1482/1483 Integrated Math 2A

Grade 10 – 1.0 credit

The Integrated Math curriculum is designed to review and build upon the topics covered in Integrated Math 1A. This course will focus on geometric proof, right triangle trigonometry, properties of circles, probability, measurement and polynomial functions. Emphasis is placed on application of these concepts. Upon completion of this course, students will advance to (be ready to take) Honors Pre-Calculus their junior year.

1484/1485 Integrated Math 2B

Grade 10 – 1.0 credit

The Integrated Math curriculum is designed to review and build upon the topics covered in Integrated Math 1B. This course will focus on polynomial operations, quadratic functions and relations, geometric proof, properties of circles, volume and probability. Emphasis is placed on application of these concepts in real world situations.

1486/1487 Integrated Math 2C

Grade 10 – 1.0 credit

The Integrated Math curriculum is designed to review and build upon the topics covered in Integrated Math 1C. This course will focus on congruence, triangles, coordinate proof, functions and polynomials. Emphasis is placed on application of these concepts in real world situations.

Four Year Math Tracks (Classes of 2020, and 2021)				
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

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.

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: quadratic, polynomial, radical, logarithmic, and rational functions. 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.

Science Progression			
Freshman	Sophomore	Junior	Senior
	Honors Chemistry		
Honors Biology	Chemistry B	AP Physics	AP Physics
Biology B	Chemistry C	Physics	AP Biology
Biology C	Integrated Lab Sciences B	Chemistry B	Physics
	Integrated Lab Sciences C	Chemistry C	Earth & Space Science

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 10 and 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 and inquiry are emphasized.

1842/1843 Honors Chemistry

Grades 10– 1.0 credit

Prerequisite: Successful completion of Honors Biology and department approval. (If enrolled in Biomed program, student will also need recommendation from Biomed instructor.)

Note: It is strongly recommended that students do not have a history of missing work in Biology or ILS.

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 at an accelerated pace. 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.)

Using the laboratory and directed readings, the physics student will explore the fundamental principles and theories describing motion, forces, work, energy, power, waves, and sound. Other possible topics include momentum, 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 AP Physics.

1880/1881 Earth and Space Science

Grade 12 - 1.0 Credit (Elective)

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

This course is designed to further develop and encourage scientific habits of mind for students wishing to take a fourth year of science. Emphasis is placed on cause and effect, systems and models, and stability and change. The space science segment seeks to answer the question “What is the universe and what is Earth’s place in it?” Students will use satellite data from both NASA and NOAA to study the origin and evolution of the universe on a large scale, the evolution of stars and solar systems, and Earth and its systems on a more local scale. The earth science segment continues to focus on space and earth systems to explore reasons the Earth is constantly changing, with emphasis on the roles of water, weather and climate, and the ways human activities influence these changes.

1868/1869 Advanced Placement (AP) Biology

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisites: AP Teacher approval.

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

Note: This is a weighted course.

Advanced Placement Biology is part of a nationwide program that allows students to take a college level biology course while still in high school. As a college level course, the amount of material covered as well as the complexity of the topics will mirror that of a college level biology course. AP Biology is structure around four Big Ideas described in the curriculum framework, which encompass the core scientific principles, theories, and processes governing living organisms and biological systems. The four Big Ideas are:

1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
3. Living systems store, retrieve, transmit, and respond to information essential to life processes.
4. Biological systems interact, and these systems and their interactions possess complex properties.



The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. This is accomplished through structured and guided inquiry labs, unit activities, lecture, and discussion.

1836/1837 Advanced Placement (AP) Physics

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisites: AP Teacher approval

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.

Social Sciences Progression			
Freshman	Sophomore	Junior	Senior
World History	United States History	AP United States History AP Psychology AP Microeconomics	AP Government* AP Psychology AP Microeconomics
Social Science Electives		AP Macroeconomics	AP Macroeconomics
Human Geography	Human Geography	Crime & Justice Modern American Issues Human Geography	Government* Crime & Justice Modern American Issues Human Geography

**Seniors must either take AP Government or Government to satisfy the state Social Sciences requirement.*

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 an introductory study of geography and cultures that examines the interaction of land, people, and climates in each continent. A strong drive to solve problems through participating in group and individual research is expected of students in this course. Additionally, this course will serve as a primer in the systematic study of patterns and processes that have shaped how humans use and alter Earth's surface and resources. Students employ essential methods of map making and interpreting to analyze human social organization, the complex geopolitics of resource-based conflicts, as well as the litany of factors that motivate global migration.



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

Prerequisite: AP Teacher approval, and B- in World and US History.

Note: This is a weighted, two-semester 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: AP Teacher approval, and B- in World and US History

Note: This is weighted, a two-semester course that fulfills the American Government requirement.

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: AP Teacher approval; B- in World and US History

Note: This is a weighted, two-semester 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: AP Teacher approval and B- in World and US History

Note: This course alternates yearly with AP Macroeconomics.

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.

1921 Advanced Placement (AP) Macroeconomics (beginning in the 2020-2021 school year)

Grade 11 or 12 – 0.5 credit (Elective)

Prerequisite: AP Teacher approval and B- in World and US History.

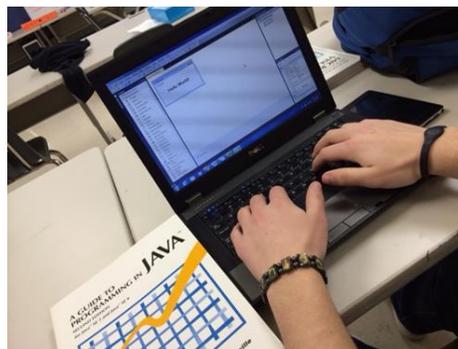
Note: This course alternates yearly with AP Microeconomics.

Note: This is a weighted course.

The purpose of AP Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

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.



Technology Progression			
Freshman	Sophomore	Junior	Senior
Computer Literacy and Applications			
Introduction to Computer Science			
Computer Science: Python	Computer Science: Python	Computer Science: Python	Computer Science: Python
		Web Design (CE)	Web Design (CE)

1680 Computer Literacy and Applications

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

This class develops student skills and proficiency with Microsoft Office suite of programs, specifically focusing on student mastery with Word and Excel. Mastery level learning will accommodate students' introduction to financial literacy in preparation for the Business and Personal Finance class. Ultimately, this class will validate students' confidence in technology applications useful in school and the workplace.

1692 Introduction to Computer Science

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

Prerequisite: Teacher approval

Introduction to Programming Concepts is designed to introduce students to the breadth of computer science through Snap! Basics in a collaborative and engaging learning environment. In partnership with Microsoft Philanthropies TEALS (Technology Education and Literacy in Schools), the course will develop the computational practices of algorithm development, problem solving, and programming within the context of problems that are relevant to the lives of today's students. As part of this course, students will delve into real world computing problems that are culturally relevant and address social and ethical issues while delivering foundational computer science knowledge to students. It is recommended that students have completed an Algebra course prior to enrolling. No previous computer science experience is required, and students will be prepared for the Python programming course.

1693 Computer Science: Python

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

Prerequisite: Successful completion of Introduction to Programming Concepts

This second semester course, in partnership with Microsoft Philanthropies TEALS (Technology Education and Literacy in Schools) introduces computer programming using the Python programming language. Python is a versatile, beginner friendly programming language, suitable for projects ranging from small scripts to large systems currently in wide use by business, science, and technology areas. The course includes reviews (Snap Flashback) of elementary features found in the first semester course. Every unit of content culminates in a comprehensive project and about 75% of student time is spent in projects while practicing learned skills. The course completes with students designing, planning and implementing a medium-to-large scale final project of their own choosing. Students successfully completing this course should be able to design, code, test, and debug Python language programs, preparing them for the AP Computer Science A course.

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 in a rigorous academic environment. Students are encouraged to contemplate on the traditions of the Catholic Church in relation to other Christian traditions as they grow in their own faith as teenagers and young adults. They will examine theology through the study of the Creeds, 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 tradition while remaining faithful to the US Catholic Council of Bishop's curricular framework

(<http://www.usccb.org/beliefs-and-teachings/how-we-teach/catechesis/upload/high-school-curriculum-framework.pdf>) and the Archdiocese of Milwaukee High School Theology Curriculum (<https://www.archmil.org/ArchMil/offices/Catechesis/High-School-Theology-Curriculum.pdf>).

Theology Progression for Students in the Class of 2020, 2021, and 2022			
Freshman	Sophomore	Junior	Senior*
Catholic Identity	Scripture	Personal Morality & Social Justice	Church History Philosophy World Religions (CE) Christian Bioethics (CE)

**Seniors must take two of the four semester electives to satisfy graduation requirements.*

Please note: The Theology Department of St. Thomas More High School is leading a pilot program within the Archdiocese of Milwaukee to combine and implement both the USCCB Curricular Framework and the Archdiocese of Milwaukee Guidelines for Theology Instruction into a unified sequence. The US Catholic Bishops have six required and five optional sets of course outcomes, designed to fit into one semester courses, while the Archdiocese has five full year course outcomes. The new St. Thomas More curriculum, beginning with the incoming class of 2023 is as follows:

Theology Progression (Class of 2023 and after)			
Freshman	Sophomore	Junior	Senior*
Scripture & Interpretation	Church History & Tradition	Personal Morality & Social Justice	Philosophy World Religions (CE) Christian Bioethics (CE) Special Topics in Scripture or Church History

**Seniors must take two of the four semester electives to satisfy graduation requirements.*

1701/1702 Scripture & Interpretation (Class of 2023 and after)

Grade 9 – 1.0 credit (Required)

This course provides students from diverse religious backgrounds an overview of the basics of the use and interpretation of Scripture in an academic, Catholic context. Students will gain insight and practice using different methods of exegesis to learn both about the Bible and its cultural context. Students will explore questions regarding the Canon of texts within the Bible, the nature of Salvation History, the Paschal Mystery, the enduring use of both Old and New Testaments throughout history and in today's world. Students will be introduced to modern academic methods of exegesis, as well as dialogue between



Catholic, Protestant, and Jewish scholars on the interpretation and meaning of Scripture. Students will also research and explore modern discoveries that have shed light on the historical and theological development of Scripture, such as the Dead Sea Scrolls and the Nag Hammadi Library. These themes will be explored in a manner that will enable students to gain an appreciation of the Catholic faith and its relation to other religious traditions, both intellectually and affectively. The foundation of this course is informed by the following Church documents: *Dei Verbum (Dogmatic Constitution on Divine Revelation)*, The Pontifical Biblical Commission's *The Interpretation of the Bible in the Church*, and *Verbum Domini (The Word of the Lord)*.

1722/1723 Scripture (Class of 2020, 2021 and 2022)

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)

Moral theology is the branch of theology that studies human acts in order that they may be performed in light of the Christian faith. This course begins with an examination of fundamental ethical theories before exploring what makes Catholic and Christian ethics unique. We will consider various ways in which the faithful have applied their beliefs to personal morality as well as to social justice. Specific topics covered include the sources of Christian ethics, Catholic Social Teaching, and theological responses to questions such as economic disparity, war and violence, racism, sexism, sexuality, and environmentalism. 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*, *Dignitatis Humanae*, and *Evangelium Vitae*.

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)*

An introduction to the foundational ideas of Christianity as taught by Catholic and other Christian traditions, understood by contemporary theologians, and expressed in the lives of believers. The course provides opportunities for investigation of human/religious experiences at the core of the Christian heritage and some of the diverse ways these have been expressed and passed down through generations, and for critical exploration of the relationships that exist among Christian beliefs, practices and theological expressions. In addition, the foundation of this course is informed by the following Church documents: *Lumen Gentium*, *Gaudium et Spes*, *Sacrosanctum Concilium*, and *Oriente Lumen*.

1726 World Religions (REL 104: World Religions)*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 introduces the student to the major religious traditions of the world. Study includes the major founders (where applicable), beliefs, scriptures, practices, and ethics of the traditions as well as contemporary internal issues, the impact of globalization on the traditions, an introduction to the concept of contextualization in the study of religion as well as interfaith dialogue around common issues of concern to the traditions. In addition, the foundation of this course is informed by the following Church documents: *Nostra Aetate*, *Unitatis Redintegratio*,

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 five-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.

Foreign Language Progression			
Spanish			
Freshman	Sophomore	Junior	Senior
Spanish 1	Spanish 2	Spanish 3	Spanish 4 (CE)
Spanish Experienced Speakers 1	Spanish 3	Spanish 4 (CE)	AP Spanish Language and Culture
	Spanish Experienced Speakers 2	AP Spanish Language & Culture	Spanish and Latin American Culture & Civilization
			Advanced Spanish 5
French			
French 1	French 2	French 3	French 4

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 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.

1382/1383 Spanish 4 (SPN 203: Spanish Composition & Conversation)

Grades 11 or 12 – 1.0 credit (Elective)

Prerequisites: Spanish 3 and consent of the instructor.

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 203.

Note: This is a weighted course.

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 AP teacher approval.

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.

1380/1381 Spanish and Latin American Culture & Civilization

Grade 12 – 1.0 (Elective)

Prerequisite: Successful completion of Spanish 4 or AP Spanish 4 (B- or higher) and teacher recommendation.

This course is an alternative fourth year class to Advanced Spanish 5. Less rigorous than its counterpart, it will explore Latin American and Spanish culture and history. Themes include: Trends in Music, the Literary World, Hispanic Food, Indigenous Populations in the Americas, Technology and Progress, and History, among others. Students will read, write, experience and speak about these themes. Students must have approval from their Spanish 4 teacher to take this course.

1378/1379 Advanced Spanish 5

Grades 12 – 1.0 credit (Elective)

Prerequisite: Successful completion of Spanish 4 or AP Spanish 4 (B- or higher) and teacher recommendation.

Note: This is not a weighted course.

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. A significant portion of every class will be conducted 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.