



# **ST. THOMAS MORE HIGH SCHOOL 2021-2022 Freshman Course Offerings**

**More of What Matters**  
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## **INTRODUCTION**

This guide outlines the academic philosophy of St. Thomas More High School, the courses of study, their prerequisites, and the registration process. In addition, the guide provides sample four-year plans to help students put together their individualized program, which is aimed at meeting the student's academic needs and future goals after high school. The content of this guide may change annually as courses and curriculum are continually evaluated.

Students and parents are encouraged to use this guide when making plans for their college and career goals. In addition, students should consult with their teachers and school counselors to make informed decisions regarding their course selections. Teachers can provide detailed information about the offered classes and make suggestions based on personal interests. Counselors can help map out a four-year course plan, tailored to a student's long-term goals while also discussing the importance of a healthy balance.

Our goal at St. Thomas More High School is to prepare our students to be successful in life. 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. If there are any questions about course selections, academic offerings, or the registration process, please contact Mr. Patrick Idstein, the Dean of Academics, or Mr. Nicholas Kelly, Principal.

## **St. Thomas More High School Mission and Vision Statement**

### **Mission**

St. Thomas More is a Catholic, coeducational high school that inspires students to embrace the values of our Patron Saint by becoming men and women for all seasons. Rooted in Christ and the Catholic tradition, the school community embodies the principles of Christian discipleship, service to others, and academic excellence.

### **Vision**

As a premier, Catholic institution, St. Thomas More High School will provide the foundation for our students to lead humbly, to always seek truth and knowledge, and to answer God's call to serve.

**THE ST. THOMAS MORE GRADUATE AT GRADUATION****SCHOLARSHIP**

St. Thomas More studied the classics, languages, history, mathematics, and law during his time at university. He continually gave lectures and wrote letters on legal and religious topics. St. Thomas More graduates work to follow More's scholarly example, understanding that learning is a life-long process in all its facets. Therefore, St. Thomas More graduates:

- explore opportunities to grow in mind, body, and spirit.
- remain intellectually curious.
- seek truth throughout their lifetime, think critically, and solve problems creatively and analytically.
- integrate their personal, social, academic, and spiritual lives with maturity, honesty, intentionality, and responsibility.
- strive to excel in their academics while utilizing their knowledge to understand the complexities of the modern world.
- demonstrate a mastery of the academic requirements for success in higher education, vocational work, and life beyond high school.

**CHRISTIAN DISCIPLESHIP**

St. Thomas More was devoted to his Catholic faith and lived as a Professed Secular Franciscan, dedicating himself, like St. Francis, to a life of simplicity, poverty, and fraternity with everyone and all of creation. With a pervasive sense of joy in the Lord, he devoted himself to prayer and to sharing the good news of the Gospel to all who would hear it. Responding to God's call to holiness in their lives, St. Thomas More graduates:

- imitate Christ by being open to God's will in their lives.
- cultivate an interior life of penance through consistent honest self-reflection and prayer.
- grow in knowledge of the Catholic Faith and participate in the sacramental life of the Catholic Church.
- love, serve, and forgive others and promote solidarity and peace.
- develop a fuller understanding and respect for Catholicism while respecting the religions of others.

**CITIZENSHIP**

St. Thomas More became a loyal servant to the king and community, serving as a Member of Parliament and eventually as the Chancellor of England. His fair and pragmatic practice of the law made him one of the most respected judges of the Court for his ability to uphold the law without attacking the person. In addition, he never sacrificed his beliefs to benefit or advance the plans of others or his own. As a result, More, like St. Francis, became a citizen servant, acting for others before himself. Therefore, St. Thomas More graduates:

- lead by serving others spiritually, emotionally, and physically.
- commit humbly to social justice, particularly serving the sick and poor.
- dedicate their efforts towards being active, responsible citizens who build and participate in a thriving community.
- respect and learn from all individuals in today's diverse, global community.

**MEN AND WOMEN FOR ALL SEASONS**

St. Thomas More's good friend and schoolteacher, Robert Whittinton, called More "a man for all seasons," for he was able to be flexible and adapt to all sorts of company without sacrificing his own identity. As a result, More was a man "suited to all hours, times, and occasions" because of his intelligence and cheery disposition. Therefore, St. Thomas More graduates:

- live lives of integrity, never sacrificing their identity for the benefit of others.
- sustain a balance of humility and confidence in all their endeavors.
- depend upon God for all things.
- preserve their solidarity with whom they interact in today's diverse, global community.
- display fortitude in times of personal and social strife and challenges.
- uphold favorable qualities such as loyalty, trustworthiness, cheerfulness, and friendship.

## 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.

English	4.0 Credits
Theology	4.0 Credits
Mathematics	3.0 Credits
Science	3.0 Credits
Social Science	3.0 Credits
Fitness	1.5 Credits
Business & Personal Finance	0.5 Credits
Fine Arts	0.5 Credits
Health	0.5 Credits
Additional Electives	8.0 Credits
Year Course = 1 credit	Semester Course = 0.5 credit

**NOTE: The graduation credit requirement for the class of 2021 is 26 Carnegie credits.**

Students are expected to complete the following required courses. Students may complete other graduation requirements as necessary and per course prerequisites.

***Freshmen***

English 1  
 Integrated Math  
 Biology  
 Scripture Interpretations  
 World History

***Sophomores***

American Literature  
 Integrated Math  
 ILS or Chemistry  
 Church History & Tradition  
 US History

***Juniors***

AP English or British Literature  
 Honors Precalculus or Integrated Math  
 Chemistry, Physics, or AP Science  
 Morality

***Seniors***

AP English or English electives x2  
 Theology electives x2  
 American Government

Students can take a maximum of 8.0 credits during an academic year. Students enrolled in the credit maximum will not have a study hall during the school year. To have a study hall per semester, students should plan to take 7.0 credits, and to have a study hall for one semester, students would take 7.5 credits.

Students are not allowed to have a double study hall during any given semester, and the minimum number of credits a student must take per year is 7.0 credits.

## Course Listing

A list of all courses offered at STM is below:

### Biomedical Sciences (PLTW)

Principles of Biomedical Sciences  
Human Body Systems  
Medical Interventions\*  
Biomedical Innovations\*

### Business

Personal Finance  
Entrepreneurship  
Principles of Accounting\*

### Engineering (PLTW)

Engineering Essentials  
Civil Engineering & Architecture  
Digital Electronics  
Principles of Engineering\*  
Engineering Design & Development\*

### English

English 1  
Honors English 1  
American Literature  
Honors American Literature  
AP Language & Composition\*  
British Literature  
AP Literature & Composition\*  
Advanced Composition  
Literature & Visual Arts  
Monsters in Literature  
Creative Writing  
Speech & Rhetoric

### Fine Arts

Art Fundamentals  
Ceramics  
Design  
Drawing & Painting  
Fibers  
Metals  
Photography  
Yearbook  
AP Studio Art\*  
Chorus  
Beginning Instrumental Ensemble  
Instrumental Ensemble  
Introduction to Guitar & Piano  
Guitar & Piano  
Percussion Ensemble  
American Popular Music\*

### Fitness & Health

Fitness for Life  
Health  
Lifetime Sports  
Sports Training 1  
Sports Training 2  
Team Sports & Fitness

### Mathematics

Integrated Math 1  
Integrated Math 2  
Integrated Math 3  
Precalculus  
Honors Precalculus  
AP Calculus AB\*  
AP Statistics\*

### Science

Biology  
Honors Biology  
Honors Biology BMS  
Chemistry  
Honors Chemistry  
Integrated Lab Sciences  
Physics  
Earth & Space Science  
AP Physics 1: Algebra-Based\*  
AP Biology\*

### Social Sciences

World History  
United States History  
AP US History\*  
AP Psychology\*  
AP Microeconomics\*  
AP Macroeconomics\*  
American Government  
AP United States Government & Politics\*  
Crime & Justice  
Modern American Issues  
Human Geography

### Technology

Computer Literacy & Applications  
Introduction to Computer Science  
Computer Science: Python  
AP Computer Science Principles\*  
Web Design\*

### Theology

Scripture & Interpretation  
Church History & Tradition  
Personal Morality & Social Justice  
Christian Bioethics\*  
Philosophy  
World Religions\*

### World Languages

French 1  
French 2  
French 3  
French 4  
Spanish 1  
Spanish Experienced Speakers  
Spanish 2  
Spanish 3  
Spanish 4  
AP Spanish Language & Culture\*  
Advanced Spanish 5

*(\* ) Carries the possibility for a weighted grade.*

## **STUDENT SERVICES**

The Student Services Department delivers a systematic and comprehensive school counseling program that is data-driven, proactive, responsive, whole student-centered, and intentional to ensure all students are receiving a rigorous and equitable education. Our team focuses on addressing students' academic, career, and social/emotional development through advocacy, individual and group counseling, peer mediations, classroom guidance, school-wide and community collaborations, professional development, and action planning.

## **YOUR ACADEMIC PLAN**

School counselors are available to assist in making the appropriate course choices with consideration for other aspects of student life. Students are encouraged to meet with their counselors prior to registration if they have concerns or questions about their academic plan, schedule, graduation requirements, or workload. Finally, during each registration process, the school counselors will be available for consultations with parents and students. Please contact the appropriate counselor if you desire such an appointment.

In addition, it is important for students and parents to create and annually review a four-year plan and to make necessary adjustments. In addition, parents and students should review the course descriptions and prerequisites in relation to the student's four-year plan and career ambitions. Any questions about courses should be directed to the department chair or to the Dean of Academics.

To plan for a healthy balance between academics, activities, and social life, students and parents should consider the following aspects, before finalizing the course selection for next school year:

- the number of extracurricular activities in which the student is participating, including sports, clubs, work, or expectations at home
- the student's ability to successfully manage time
- the student's ability to manage varying levels of stress
- the overall importance of mental and physical wellness, including regular exercise and an adequate amount of sleep

### **Questions to consider when selecting course load:**

- How well do you manage stress?
- Do you have a plan or coping mechanism when stress or anxiety occurs?
- Do you have enough time to successfully manage a rigorous course load, considering the amount of extracurricular activities to which you have committed?
- Do you plan on having a job in addition to being a full-time student?
- Are you willing to limit or eliminate other commitments if you begin to struggle in school?

## ACADEMIC PLAN SUGGESTIONS

- 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 consecutive 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.
  - a. In order to receive the weighted bump, students must earn at least a B- in the selected courses.

## **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, composite score on the college entrance exam (ACT or SAT), rigor of the course schedule for all four years of high school, and extracurricular activities.

### **University of Wisconsin (UW) System Admission Requirements:**

- 4 English credits
- At least 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).
- At least 3 natural science credits: biology, chemistry and physics.
- At least 3 social science credits
- 3 to 4 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
- At least 3 mathematics credits
- At least 3 natural science credits
- At least 3 social science/history credits
- At least 2 foreign language credits are preferred and may fulfill graduation requirements during college

Students may access <http://www.WisconsinPrivateColleges.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 14 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 the Milwaukee School of Engineering (MSOE). In general, a score of 4-9 on the exam may qualify for credit at this and other universities.
- STM offers 5 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.

**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
Integrated Math	1.0	Integrated Math	1.0	Integrated Math	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
Scripture Interpretation	1.0	Church History & Tradition	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
Integrated Math 2	1.0	Integrated Math 3	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
Scripture Interpretation	1.0	Church History & Tradition	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
Integrated Math	1.0	Integrated Math	1.0	Integrated Math	1.0	Pre-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
Scripture Interpretation	1.0	Church History & Tradition	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.*

## ***REGISTRATION PROCEDURES***

Registration for next year's freshmen will be held by appointment. The elective class fair, which highlights different electives available to each grade, will be held in February 2021. In-house registration for the 2021-2022 school year for sophomores, juniors, and seniors will be held in late February and March.

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, and then they select the courses they wish to take via Power School. The school counselors are available to meet with students as part of this re-registration process. The registration form and registration fee (applied to next year's tuition) must be submitted at the designated time if a student wishes to re-register at St. Thomas More. All registrations are conditional; students must maintain their good standing academically, behaviorally, and financially to be readmitted the following year.

### **The Master Schedule & Course 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. For this reason, it is important for students to list alternatives.

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 a commitment to complete the courses (or selected alternative courses) and not to request changes after the course selections are entered. This includes second semester course requests as well.**

However, if a student does request a course change after final registration, changes or withdrawals will be made only by the approval of the Dean of Academics or the Principal in special circumstances and pending scheduling constraints and availability. Requests for specific teachers cannot and will not be honored. Please see page 19 of the Parent & Student Handbook for more information on schedule alterations.

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 or; 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, which then needs to be signed by the Dean of Academics or the Principal.

Note: A credit deficiency should be made up in summer school.

### **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.***

# BIOMEDICAL SCIENCES

## Project Lead The Way (PLTW)

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

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

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

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

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			

\*Progression dependent on a B- or higher in the previous class. BI requires a B- or higher in PBS, HBS, and MI, department approval, and enrollment in concurrent math and science class.

## 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. Freshmen in this course will be concurrently enrolled in Honors Biology BMS.

Note: This is not a weighted course.

Whether seeking a career in medicine or healthcare or simply looking for the challenge of real-world problems, students in Principles of Biomedical Science (PBS) will practice how to think creatively and critically to innovate in science and gain practical experience tackling real-world challenges faced by biomedical professionals in the field. PBS is a full-year high school course in the PLTW Biomedical Science program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy and physiology, genetics, microbiology, and epidemiology, as well as engage students in how they can apply this content to real world situations, cases, and problems such as solving a medical mystery case, diagnosing and treating a patient, or responding to a medical outbreak.

Through multiple problems and scenarios, the course challenges students to dive into the roles of various biomedical science professionals. This allows students to develop proficiency in laboratory and clinical skills using real equipment, setting them up for success in college and career, and explore the vast range of careers in the biomedical sciences. Integrated technology is intentionally used to maximize the student and teacher experience. Interactive, 3D animations and images allow students to immerse themselves in the curriculum and experience content in a unique way.

# 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	EES	CEA or DE	POE#, CEA, or DE	EDD*, POE#, CEA, or DE
3-year Engineering student	EES	CEA or DE	POE# or DE or CEA	
2-year Engineering student	EES	CEA or DE		
1-year Engineering student	EES (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> Grade) or CEA (12 <sup>th</sup> Grade only)			

#Grade 11 or 12, weighted class

\*Grade 12 only, weighted class

## 1600/1601 Engineering Essentials

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

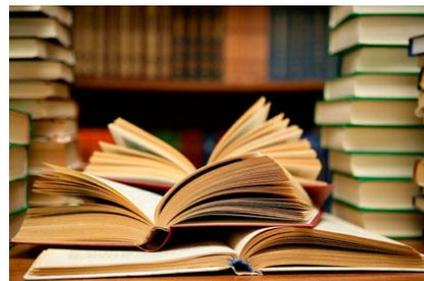
Note: This course is a prerequisite for other PLTW Engineering courses.

Note: This is not a weighted course.

This introductory course is designed as a first-exposure experience to inspire students to explore engineering challenges and the global impact of engineering while experiencing the various disciplines within the engineering field. Through projects and hands on experiences, students will solve problems in different ways including process solutions, mechanical solutions, and electronic solutions. They will use a variety of industry tools such as computer-aided design and electrical circuit simulation. Likewise, they will build an engineering mindset that includes collaboration, systematic problem solving, project management and ethical reasoning.

# 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	Honors American Literature	AP Language & Composition	AP Literature & Composition
English 1	American Literature	British Literature	Advanced Composition*
			Monsters in Literature*
			Literature & Visual Arts*
English Electives			
	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.

## FINE ARTS

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

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

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

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

*Note: The combination of EE along with EDD and CEA 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 0.5 graduation requirement. In this class students will be exposed to numerous art media, terms, and artists preparing them for further art classes. Students will work with two-dimensional and three-dimensional media drawing, painting, and sculpture 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. 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. 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.

## 1223 Fibers

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

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

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

**PERFORMING ARTS**

<b>Fine Arts (Performing Arts) Progression</b>			
<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Chorus	Chorus	Chorus	Chorus
Beginning Instrumental Ensemble	Beginning Instrumental Ensemble	Beginning Instrumental Ensemble	Instrumental Ensemble
Instrumental Ensemble	Instrumental Ensemble	Instrumental Ensemble	Percussion Ensemble
Percussion Ensemble	Percussion Ensemble	Percussion 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	American Popular Music (CE)
		American Popular Music (CE)	

**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.

**1288/1289 Beginning Instrumental Ensemble**

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

*Note: If you have a year or more of experience on your instrument, you should sign up for the Instrumental Ensemble class.*

This class is open to any student interested in learning to play a band or orchestral instrument (violin, viola, cello, double bass, flute, clarinet, saxophone, oboe, bassoon, trumpet, horn, baritone, trombone, or tuba). Percussion students should sign up for percussion ensemble. In this ensemble setting, students will learn the fundamentals of playing their instrument and will develop ensemble skills as they work on individual development.

**1290/1291 Instrumental Ensemble**

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

*Note: This class is open to all students who have at least a year of experience on a band or orchestral instrument (violin, viola, cello, double bass, flute, clarinet, saxophone, oboe, bassoon, trumpet, horn, baritone, trombone, or tuba).*

*Note: Percussion students should sign up for percussion ensemble.*

Students in this class will develop ensemble skills while also working on their own individual development as a performer on their instrument. The fundamentals of music and technique are emphasized. Students will perform with the full ensemble as well as in small ensembles while also

working on solo work. In this performance class, we will explore a variety of styles of music. Requirements include playing at STM events and concerts and Wisconsin School Music Association (WSMA) events. Most performances will take place outside of the school day.

### **1292/1293 Percussion Ensemble**

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

Students with or without experience on a percussion instrument may sign up for this class. This class is open to all students who are interested in developing musical performance technique on various percussion instruments, including, but not limited to, snare drum, xylophone and timpani. Students in this class will develop ensemble skills while also working on their own individual development as a performer. The fundamentals of music and technique are emphasized. Students will perform with the full ensemble as well as in small ensembles while also working on solo work. In this performance class, we will explore a variety of styles of music.

### **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 signature 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.

# 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 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> 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.*

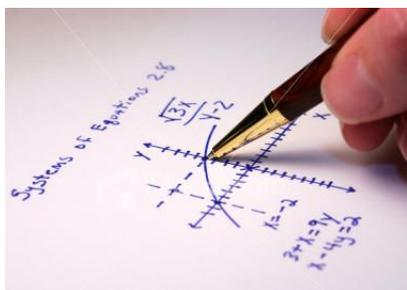
This course provides an individual with the tools and knowledge necessary to be able to train an athlete, including yourself, and improve his, hers, and your athletic ability. Students will use a variety of training techniques including resistance training, plyometric training, energy system development 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.



# 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				
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

**\*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.

## 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 with the expanded topic of statistics. It places emphasis on understanding linear functions, statistical models, exponents and geometric congruence and coordinate proofs. 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 along with statistics. It places emphasis on understanding 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.

# 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 Biology/Honors Biology BMS	Honors Chemistry  Chemistry B  Chemistry C	AP Physics  Physics	AP Physics  AP Biology
Biology B	Integrated Lab Sciences B	Chemistry B	Physics
Biology C	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/Honors Biology BMS

*Grade 9 – 1.0 credit*

*Prerequisite: department approval*

*Note: Freshmen taking Principles of Biomedical Sciences (PBS) will be placed as a cohort in Honors Biology BMS.*

*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.

# 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.

<b>Social Sciences Progression</b>			
Freshman	Sophomore	Junior	Senior
World History	United States History	AP United States History	AP Government*
		AP Psychology	AP Psychology
<b>Social Science Electives</b>		AP Microeconomics	AP Microeconomics
Human Geography	Human Geography	AP Macroeconomics	AP Macroeconomics
		Crime & Justice	Government*
		Modern American Issues	Crime & Justice
		Human Geography	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 human civilization through a thematic approach to cultural contact, political systems, and economic networks. This foundational course emphasizes how primary and secondary sources can create varied interpretations of history, while addressing Eurocentric tendencies within the field. Students will participate in an approach that displaces Europeans from the center of history and replaces it with a truly global perspective that emphasizes commonalities between civilizations and the influence that cultural contact has had on human progress. Course content was intentionally designed to emphasize not only geographic diversity, but to stress how travel, trade, and warfare bring different populations together. Emphasis is placed on developing the academic skills of critical thinking, primary source analysis, 'close reading', and collaborative learning in order to prepare students for excellence and success at the collegiate level. The course also integrates social-emotional learning modules to set students up for success during Freshman year and in subsequent courses. Topics taught include the cultural exchange between Egypt, Nubia and Mesopotamia, continuity and change within the Abrahamic faiths, the rise and fall of the Roman and Aztec Empires, the Neolithic

Revolution, Mercantilism, the scientific progress shared by the Kingdom of Mali, Abbasid-era Baghdad and the Ming Dynasty, the French and Haitian Revolutions, and the global refutation of imperialism.

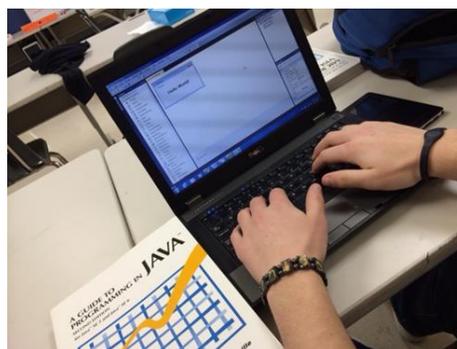
### **1919 Human Geography**

*Grades 9, 10, 11, or 12 - 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.

# 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
S.M.A.R.T. Manufacturing	S.M.A.R.T. Manufacturing	AP Computer Science Principles	AP Computer Science Principles
		Web Design (CE)	Web Design (CE)
		S.M.A.R.T. Manufacturing	S.M.A.R.T. Manufacturing

## 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.

### **1606 S.M.A.R.T. Manufacturing**

*Grades 9, 10, 11, or 12 – 0.5 credit*

*Note: This is a pilot course and is subject to change throughout its development.*

*Note: This course was designed by Bill Trudell of New Berlin School District.*

Did you ever wonder how machines work? In this S.M.A.R.T. (Safety, Mechatronics, Automation, Robotics, Tools) course, students will learn Manufacturing Safety, CPT Training, Shopbot Desktop CNC Router milling, cutting, automation, mechatronics, and 3-D printing which will help students create a final product. Students will also learn how modernized manufacturing enables “SMART Factories” that share data between machines to facilitate “shop floor analytics” for efficient troubleshooting and better decision making. Students will have the opportunity to earn an industry credential recognizing their ability to troubleshoot issues that may arise with the operation of both manual and automated machines. After the successful completion of this course, students will have an understanding of the disciplines that underpin industrial success and can receive a Certified Production Technician (CPT) ® certification. This is an internationally recognized certification for students who demonstrate mastery of the core competencies of advanced manufacturing production.

# 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>).

**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:

<b>Theology Progression (Class of 2023 and after)</b>			
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)*.

# 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
Spanish Experienced Speakers 1	Spanish 3	Spanish 4	AP Spanish Language and Culture
	Spanish Experienced Speakers 2	AP Spanish Language & Culture	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)*

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.

## 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 learning correct pronunciation while learning 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 using 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.

