



St. Catherine of Siena Academy Program of Studies

2026-2027 ACADEMIC YEAR

GENERAL INFORMATION

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TABLE OF CONTENTS

General Information 2

 Office Personnel 2

 Guidance & Counseling 2

Mission Statement 8

Graduation Requirements..... 8

 Credit Recovery Policy..... 8

Grading System and Honor Roll..... 8

Collegiate Block Scheduling..... 9

Course Scheduling.....10

Powerschool.....10

Standardized Student Assessments.....10

 SAT & ACT Exams..... 10

 School Codes 10

 Advanced Placement (AP) Exams 11

College Preparation Information11

 SCOIR..... 11

 Your College Search Starts Here 11

 Sending Transcripts 12

NCAA Eligibility.....12

 Division 1-A / Division 1-AA (16 Core Courses)..... 12

 Division II (16 Core Courses)..... 13

 To Do List for High School Athletes Seeking to Play Sports in College 13

Service Hour Graduation Requirements.....14

Campus Ministry and Faith Formation Programs.....14

 Retreats and Pilgrimages..... 14

 Mission/Service Experiences 14

Interdepartmental Programs.....15

 Mastery Skills I/II..... 15

 Leadership Course 15

 Dual Enrollment..... 15

Art17

 AP Studio Art [1.0 credit]..... 17

 Artworks I [1.0 Credit]..... 17

 Artworks II [1.0 Credit]..... 17

 Architecture Drawing and Painting [0.5 Credit]..... 17

 Digital Art [0.5 Credit] 18

 Digital Photography [0.5 Credit]..... 18

 Drawing [0.5 Credit]..... 18

 Fashion Drawing and Painting [0.5 Credit]..... 18

 Intermediate studio art [1.0 Credit] 18

Painting [0.5 Credit]	18
Pottery Studio I [0.5 Credit].....	19
Pottery Studio II [0.5 Credit]	19
Sculpture I [0.5 Credit].....	19
Sculpture II [0.5 Credit].....	19
SIP: Independent Art [0.5 Credit].....	19
Performing Arts: Drama.....	19
Drama I [0.5 Credit].....	20
Drama II [0.5 Credit]	20
Performing Arts: Music.....	20
Treble (Choir) [0.5 Credit]	20
Choir.....	20
Chorus.....	20
Symphonic Band (Ensemble Music) [0.5 Credit].....	21
Beginning Ensemble.....	21
chamber Ensemble	21
Music Technology & Composition (Piano) [0.5 Credit].....	21
Beginning Piano	21
Advanced Piano.....	21
AP Music Theory [1.0 Credit]	21
Dual Enrollment: Madonna University.....	23
BUS 1000 explore Business [0.5 SCA credit]	23
SOC 1300 Introduction to Community Leadership [0.5 SCA credit].....	23
MTE1020 Medical Terminology [0.5 SCA credit]	23
MTH 2520 Calculus with Analytic Geometry II [1.0 SCA credit].....	23
MTH 1050 College Algebra [1.0 SCA credit]	23
BIO 1180 Fundamentals of Human Anatomy & Physiology [1.0 SCA Credit].....	24
AP/BIO 1030 General Biology I with Lab [1.0 SCA Credit].....	24
AP/CHM 1110 General Chemistry I with Lab [1.0 SCA Credit].....	24
FOR 1010.00 Introduction to Forensic Science with lab [1.0 SCA credit].....	24
MTE 2010 Introduction to Health Care Professions [0.5 SCA credit].....	24
SM 1100 Introduction to Sport Management [1.0 SCA credit].....	25
MGT 2360 Principles of Management [1.0 SCA credit].....	25
MKT 2440 Principles of Marketing [1.0 SCA credit].....	25
English.....	26
English 9 - Composition & Literature [1.0 credit].....	26
Honors English 9 – Composition & Literature [1.0 credit].....	26
English 10 - American Literature [1.0 credit]	26
Honors English 10 - American Literature [1.0 credit]	26
AP English Language and Composition [1.0 credit].....	27
AP Literature and Composition [1.0 credit].....	27

Honors World Literature [1.0 credit]	27
British Literature [1.0 credit].....	27
Women in Literature [1.0 credit].....	27
English electives	28
Contemporary Literature [0.5 credit]	28
Creative Writing [0.5 Credit].....	28
Literature through film [0.5 credit].....	28
Short Fiction [0.5 credit].....	28
Yearbook [0.5 Credit].....	28
Health & Physical Education	30
Health [0.5 Credit]	30
Physical Education [0.5 Credit]	30
Physical education Electives.....	30
Team Sports [0.5 Credit]	30
Personal Fitness [0.5 Credit].....	30
Individual Sports [0.5 Credit]	30
World Language	32
Latin I [1.0 Credit]	32
Latin II [1.0 Credit].....	32
Honors Latin III [1.0 Credit].....	32
Honors Latin IV [1.0 Credit]	32
Spanish I [1.0 Credit].....	32
Spanish II [1.0 Credit].....	32
honors Spanish III [1.0 Credit]	33
honors Spanish IV [1.0 Credit].....	33
Mathematics	34
Algebra I [1.0 Credit]	34
Algebra II [1.0 Credit].....	34
Honors Algebra II [1.0 Credit].....	34
Geometry [1.0 Credit].....	34
Honors Geometry [1.0 Credit]	35
AP Precalculus [1.0 Credit]	35
Calculus [1.0 Credit]	35
AP Calculus AB [1.0 Credit].....	35
MTH 1050 College Algebra [1.0 SCA credit]	35
MTH 2520 Calculus with Analytic Geometry II [1.0 SCA credit].....	35
Math Electives	35
Data and Statistics [0.5 Credit]	35
Math in Motion: Mechanics and Modeling [0.5 Credit].....	36
Puzzles, Logic and Strategic Thinking [0.5 Credit].....	36
STEM: Science, Technology, Engineering, Mathematics [0.5 Credit]	36

Science	38
Biology [1.0 Credit].....	38
Honors Biology [1.0 Credit].....	38
Chemistry [1.0 Credit].....	38
Honors Chemistry [1.0 Credit].....	38
Physics [1.0 Credit].....	39
Honors Physics [1.0 Credit].....	39
Environmental Science [1.0 Credit].....	39
AP Physics 1 [1.0 Credit].....	39
AP Physics C [1.0 Credit].....	39
AP/BIO 1030 General Biology I with Lab [1.0 SCA Credit].....	40
AP/CHM 1110 General Chemistry I with Lab [1.0 SCA Credit].....	40
BIO 1180 Fundamentals Of Human Anatomy & Physiology [1.0 SCACredit].....	40
Science Electives.....	40
AP Computer Science Principles [1.0 Credit].....	40
AP Computer Science A [1.0 Credit]	40
Astronomy [0.5 Credit].....	41
Biomedical Ethics [0.5 Credit].....	41
Chemistry of Fuels & Food [0.5 Credit].....	41
Earth Science [0.5 Credit].....	41
FOR 1010.00 Introduction to Forensic Science with lab [1.0 SCA credit].....	41
Introduction to Computer Aided Design (CAD) [0.5 Credit].....	42
Intro. to AP Computer Science Principles [0.5 Credit]	42
MTE1020 Medical Terminology [0.5 SCA credit]	42
MTE 2010 Introduction to Health Care Professions [0.5 SCA credit].....	42
Health Sciences Internship [2.0 Credits]	42
Social Studies	44
Ancient World History [1.0 Credit].....	44
Honors Ancient World History [1.0 Credit].....	44
Modern World History [1.0 Credit].....	44
AP Modern World History [1.0 Credit].....	44
United States History [1.0 Credit].....	45
AP United States History [1.0 Credit].....	45
Civics [0.5 Credit]	45
AP United States Government and Politics [1.0 Credit]	45
Economics with personal finance [1.0 Credit]	46
Social Studies Electives.....	46
AP European History [1.0 Credit].....	46
AP Psychology [1.0 SCA credit].....	46
Cold War [0.5 Credit].....	46
Current Events [0.5 Credit].....	46

Global War on Terror [0.5 Credit]	47
Introduction to Psychology [0.5 Credit]	47
Introduction to Sociology [0.5 Credit]	47
Law and Justice [0.5 Credit]	47
Michigan History [0.5 credit]	47
Vietnam [0.5 Credit]	47
Theology	49
Theology 9: Jesus Christ: True God and True Man [1.0 credit]	49
Theology 10: Church History [1.0 credit]	49
Theology 11: Moral Theology [1.0 credit]	49
Introduction to Philosophy [1.0 credit]	50
Theology 12: [1.0 credit]	50
Sacred Scripture and Art	50
Prayer and Discernment	50
Mariology	50
Apologetics	50
Appendix	I
TABLE 1: College Planning Resources	I
TABLE 2: Science Curriculum Pathways for Students	I
AP Commitment Form	III
Dual Enrollment Application Form	IV
Educational Development Plan (EDP)	VI
Schedule Change Request Form	XI
Senior independent Project Proposal	XII
Request for Enrollment in a Non-Recommended Course Form	XIV

MISSION STATEMENT

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

GRADUATION REQUIREMENTS

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

The following represents the minimum graduation requirements.

Credits	Subject
4.0 (4 years)	English
4.0 (4 years)	Math *4.5 credits will be required to include Personal Finance (junior or senior year)
4.0	Social Studies [including ½ credit each of Civics/Government and Economics (junior or senior year)]
3.0	Science (including 1 credit of biology and one other lab science)
4.0 (4 years)	Catholic Theology (at least 1 credit taken each year)
2.0	*Latin or Spanish ^ (Minimum of 2 consecutive years of a language)
1.0	Philosophy (taken in the junior or senior year)
0.5/0.5	Physical Education/Health
2.0	Visual/Performing/Applied Art
7.0	Electives
32 CREDITS TO GRADUATE	

A curriculum recommended for highly selective colleges should include four (4) credits in Science and World Language.

One credit of English, Math, and Theology is required senior year.

Two consecutive years of the same language, taken at SCA, are required for graduation.

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

CREDIT RECOVERY POLICY

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

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

GRADING SYSTEM AND HONOR ROLL

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

graduation, she must retake the course (summer school options are available). The grade for the completed course will be averaged into the grade point average and will not replace the failed grade.

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

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

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

Honor Roll Recommendation

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

Cum Laude Honors

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

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

COLLEGIATE BLOCK SCHEDULING

St. Catherine of Siena Academy follows a collegiate block schedule. Students are enrolled in four 80-minute classes each day in Semester I, followed by four 80-minute classes in Semester II. This provides students with the opportunity to complete eight (8) credit hours each academic year. There are numerous benefits to the college-block schedule, some of which are described here:

- Students receive more quality instructional time as less time is needed to review previously learned material.
- Longer class periods allow students to delve deeper into content areas.
- Students focus on only four (4) courses per term.
- More extended time in class allows for a broader variety of instructional techniques in the classroom to meet the needs of students with different learning styles.
- Teachers have fewer students, which allows them more time to develop closer student relationships.

COURSE SCHEDULING

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

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

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

All Schedule changes involving an ADD/DROP must be completed by the second week of school in August. This includes core and elective classes for both Semester 1 and Semester 2. No schedule changes can be made for S2 mid-year.

POWERSCHOOL

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

STANDARDIZED STUDENT ASSESSMENTS

Students will take at least one practice standardized test each year, during grades 9, 10, and 11, in preparation for the college application process. College entrance exams are used by colleges and universities (though test-optional schools do exist) to measure math, verbal, analytical, and writing skills. Standardized achievement tests are given throughout the year. St. Catherine Academy primarily uses the College Board's series of testing, administered on the National Test date, to help students prepare to ultimately take the actual test.

The test preparation schedule is as follows:

- 9th grade: PSAT 8/9
- 10th grade: PSAT10 and Pre-ACT
- 11th grade: PSAT/NMSQT (National Merit Qualifier exam)

SAT & ACT EXAMS

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

<https://saintcatherineacademy.org/my-sca/standardized-tests/>

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

<https://www.act.org/> (for ACT)

<https://satsuite.collegeboard.org/sat/dates-deadlines> (for SAT)

SCHOOL CODES

St. Catherine of Siena Academy's school code is **233-789**. This is the code students use when signing up for the tests. This code ensures that a copy of the test scores is sent to St. Catherine of Siena Academy. Most colleges and universities

will accept either the ACT or the SAT, but it is always best to verify testing requirements directly with the admissions department of the institution itself.

ADVANCED PLACEMENT (AP) EXAMS

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

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

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

A grade of C- or below in an AP course mid-semester will require a conversation with the counselor and AP teacher in order to continue in the course.

Students enrolled in AP courses will be required to take the AP exam in May. Students who do not take the AP exam for any reason will have the "AP" distinction removed from their transcript.

NOTE: The AP exam fee will be covered by SCA. Students who do not take the AP exam will be required to reimburse SCA the AP exam fee. The College Board determines these fees. The College Board incurs an additional \$40 fee for all late exams.

KHAN ACADEMY (exam prep materials)

Target: 9th, 10th, 11th, and 12th grade students

When: Throughout the Year

Where: www.khanacademy.org/sat

Fee: Free and personalized SAT practice. Counselors work with students to link their College Board PSAT scores to Khan Academy for personalized practice.

Purpose: Provides access to thousands of interactive questions, four official full-length tests, video lessons, hints, and answer explanations.

COLLEGE PREPARATION INFORMATION

SCOIR

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

YOUR COLLEGE SEARCH STARTS HERE

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

8. Attend SCA's Fall College Visits

Start early! We recommend that students begin making their post-secondary plans early. Students should:

1. List and rank the top five college choices. Do they have my major? Are they affordable? Can I get in? Can it be "home" away from home?
2. Visit the College: Investigate their degree programs, tuition, financial aid, student housing, student activities, and admissions requirements. Contact the admissions office to set it up.
3. Attend SCA's Fall College Visits: College and university admissions representatives visit SCA in the fall to share information about their schools. These visits are open to juniors and seniors and occur during the school day in September and October.

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

Senior requirements

- Complete 4th year of mathematics, English, and Theology
- Highly recommended to have a minimum of 4 core academic classes senior year (in addition to Theology)
- **May not drop a second-semester core class once college applications have been submitted.**

SENDING TRANSCRIPTS

SCA utilizes an electronic service, Parchment, to send transcripts to camps, universities, scholarship applications, and employers. Students have access to their transcripts, anytime, and anywhere. Parents can access Parchment through their daughter's account.

1. Go to www.parchment.com
2. Click on *Sign-Up* and complete the registration information.
3. Provide an email address and password (Parchment will send a confirmation email)
4. Click on *My Transcripts*
5. Search for and select transcript destination.
 - a) Free for student self-view or to send to colleges, scholarships, summer programs, and clubs/organizations.
 - b) \$2.50 transcript fee for alumna
6. Confirm destination and delivery.
7. You will receive a confirmation email once the transcript is sent.

Note: follow the instructions depending on the type of institution.

- Common Application Schools use the "Common Application" tab.
- Other universities use the "Academic Destinations" tab.
- Scholarships: use the "Select Other Destinations" tab
- NCAA: use the "NCAA" tab.

NCAA ELIGIBILITY

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

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

4 years of English

3 years of Math (Algebra 1 or higher)

2 years of Natural or Physical Sciences (Including one year of lab)

1 extra year of English, math, or natural/physical science

2 years of Social Science

4 years of extra core courses (these include English, math, natural/physical science, social science, foreign language, comparative religion, or philosophy)

- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.

- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA.
- When a student registers for the SAT or ACT, she can use the NCAA Eligibility Center code of 9999 to send their scores directly to the NCAA Eligibility Center from the testing agency.

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

DIVISION II (16 CORE COURSES)

3 years of English.

2 years of Math (Algebra 1 or higher).

2 years of Natural or Physical Science (including one year of lab)

3 additional years of English, Math, or Natural or Physical Science

2 years of Social Science

4 additional years of English, math, natural or physical science, social science, foreign language, comparative religion, or philosophy

- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA.
- When a student registers for the SAT or ACT, she can use the NCAA Eligibility Center code of 9999 to send their scores directly to the NCAA Eligibility Center from the testing agency.

<http://www.ncaa.org/student-athletes/play-division-ii-sports>

TO DO LIST FOR HIGH SCHOOL ATHLETES SEEKING TO PLAY SPORTS IN COLLEGE

Grade 9 and Grade 10

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

Grade 11

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

Grade 12

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

Why do I need to register and be certified?

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

SERVICE HOUR GRADUATION REQUIREMENTS

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

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

For the 2024-2025 academic year, we will require the following number of service hours to be completed:

- Freshmen – 25 hours
- Sophomores – 30 hours
- Juniors – 35 hours
- Seniors – 40 hours

Students may complete hours at any time during the summer or school year. There are many opportunities to serve within the SCA community throughout the year. These opportunities will be announced by the Dean of Students. If there are questions related to whether a particular activity constitutes “service”, please speak to the Dean of Students. Many activities are good and honorable but do not count toward service hours. SCA uses the MobileServe app (free to download from the app store) to record and track service hours. The organization's name is St. Catherine of Siena Academy. A student's year in school determines her registration code. Those codes are listed below. All 0s are zeroes. When an act of service is performed, the student will need to obtain two (2) forms of verification (photo, signature of supervisor, email confirmation from supervisor, or geo-locator).

- Class of 2027: 985CB5
- Class of 2028: CCF10A
- Class of 2029: EFB044
- Class of 2030: TBD

SCA Opportunities for service hours:

- March for Life/Washington DC – 10 hours if attending with SCA.
- March for Life/Lansing – 5 hours if attending with SCA.
- Dominican Republic Mission Trip – 20 hours
- EPOCH Week – some service hours may be available during EPOCH Week, depending on the project(s) selected.

CAMPUS MINISTRY AND FAITH FORMATION PROGRAMS

RETREATS AND PILGRIMAGES

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

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

MISSION/SERVICE EXPERIENCES

Epoch Week is designed to provide experiential learning for all students growing in awareness of the world around us and the needs of others. As such, students will participate in mission trips, pilgrimages, faculty-sponsored extended

learning, or school-sponsored community service. Participation in Epoch Week is a required part of the educational experience at SCA, so please do not schedule trips, college visits, or appointments during this week.

Some mission experiences include:

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

INTERDEPARTMENTAL PROGRAMS

MASTERY SKILLS I/II

Prerequisite: Freshman status

Mastery Skills I is designed to help previously identified students prepare for high school-level work. This course will be devoted to strengthening executive function skills, improving study skills, gaining a better understanding of strengths and identities as confident learners, and setting goals.

Mastery Skills II focuses on developing a growth mindset and preparing for Algebra I. Students who require academic assistance or who are unprepared for the rigor of high school coursework are highly encouraged to enroll.

(Required: Learning How to Learn (A Guide for Kids and Teens) by Barbara Oakley, PhD, and Terrence Sejnowski, PhD with Alistair McConville)

LEADERSHIP COURSE

Prerequisite: Junior/Senior status and an officer on student council.

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

DUAL ENROLLMENT

Prerequisites: Junior/Senior Status and must meet the requirements outlined below. Dual Enrollment form can be found in the appendix page. This process is not needed for Madonna's dual-enrolled courses.

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

A student seeking approval for dual enrollment must meet the following criteria:

1. College-appropriate test scores on the PSAT, ACT PLAN, or ACT (see the chart below)
2. SCA GPA of 3.8 or higher
3. Must be on track to graduate.
4. Must take courses that align with the four-year EDP.
5. Must have exhausted the highest level of coursework in the area of study.

Dual Enrollment Readiness Qualifying Assessments and Scores

	Critical Reading		Mathematics		English		Science	
	QS	AS	QS	AS	QS	AS	QS	AS
PSAT	460		510					
ACT	22		22		18		23	
SAT	480		530					

ART

In presenting art education, we look at the experience in its broadest context. The art department provides a curriculum available to both the college-bound art major as well as the student interested in expanding her knowledge base and skill development. “Artworks” is the gateway course to all other art courses. Through varied experiences, the student develops a rich understanding of the background in visual arts. Studio time allows the students hands-on experiences with art principles and elements, techniques, and media. Students can explore basic art media and techniques, such as drawing, painting, graphic design, photography, collage, ceramics, printmaking, sculpture, and more! Art criticism, aesthetics, and art history are integral parts of the program.

AP STUDIO ART [1.0 CREDIT]

Prerequisites: Senior Status. Artworks I & II, two additional art courses, and senior status. Recommendation from an art teacher.

This course is focused on the individual student developing her own unique artistic vision and building her art portfolio. This portfolio can and should be used for college applications, scholarships, and competitive exhibitions. The aim of this course is for the student to create a body of work that is representative of the high school student’s art experience and more importantly exhibit an identified direction or working towards idea exploration. Students must have completed the prerequisite courses to enroll in this course. Students will be responsible for developing their own projects and ideas and will be expected to critically engage in the process of creating work and researching concepts. A student must submit an AP portfolio in one of the three different categories: AP Studio Art Drawing, AP Studio Art 2D Design, or AP Studio Art 3D Design.

ARTWORKS I [1.0 CREDIT]

Prerequisites: None

In this introductory studio art course, students will develop an awareness and appreciation for visual arts through the study of art history, aesthetics, and various artmaking techniques. Through the exploration of various media such as paint, clay, graphite, and ink, students will develop an understanding of the elements and principles of art. As the course progresses, students will learn how to use their new skill sets to inform them of their own unique creativity. This course will provide opportunities to further critical thinking, interpret visual art, and better understand the work and world around and within it. This course serves as a required prerequisite for all additional art courses.

*Artworks I is a prerequisite for the following courses: Pottery I/II, Sculpture I/II, Drawing, Painting, Digital Art, and Digital Photography.

ARTWORKS II [1.0 CREDIT]

Prerequisites: Artworks I

Required supplies: Laptop.

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

*Artworks II is a prerequisite for the following courses: Intermediate Art, Fashion Drawing, Architecture Drawing, and AP Studio Art.

ARCHITECTURE DRAWING AND PAINTING [0.5 CREDIT]

Prerequisites: Artworks II and junior, senior status. Offered on odd years.

This course is a continuation of Drawing and Painting with an emphasis on architecture illustration and architecture design, with continued emphasis on art history, composition, and design principles.

DIGITAL ART [0.5 CREDIT]

Prerequisites: Artworks I. Offered on even years.

Required supplies: Laptop and phone.

This course is a continuation of Drawing and Photography with an emphasis on digital art applications, such as Film, Screenwriting, Digital Illustration/Animation, with continued emphasis on art history, composition and design principles. This course may be repeated to continue exploring the medium at a more advanced level.

DIGITAL PHOTOGRAPHY [0.5 CREDIT]

Prerequisites: Artworks I. Offered on odd years.

Required supplies: Laptop, DSLR camera, SD memory card.

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

DRAWING [0.5 CREDIT]

Prerequisites: Artworks I. Offered on even years.

Required supplies: Laptop.

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

FASHION DRAWING AND PAINTING [0.5 CREDIT]

Prerequisites: Artworks II and junior, senior status. Offered on even years.

Fashion Drawing and Painting: This course is a continuation of Drawing and Painting with an emphasis on fashion illustration and fashion design, with continued emphasis on art history, composition, and design principles.

INTERMEDIATE STUDIO ART [1.0 CREDIT]

Prerequisites: Artworks II and junior, senior status (with a B or higher).

Students are guided through the creation of two- and three-dimensional works encompassing art history, art criticism, and production; this will lead to the creation of portfolio-quality works. Along with the development of a portfolio of artworks, students will begin to refine their ability to engage in written reflection on their work and gain an understanding of how to talk about the work of others.

PAINTING [0.5 CREDIT]

Prerequisites: Artworks I. Offered on odd years.

This course is focused on the fundamentals of painting and how to keep ideas and processes recorded in a sketchbook. Emphasis is placed on color theory and exploration of different mediums, techniques, and subjects. Students will be using primarily acrylic and watercolor paints to experiment and grow in artistic self-confidence, increase their understanding of the components of painting, and produce successful works of art.

POTTERY STUDIO I [0.5 CREDIT]

Prerequisite: Artworks I. Offered on odd years.

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

POTTERY STUDIO II [0.5 CREDIT]

Prerequisites: Artworks I and B or higher in Pottery I. Offered on odd years..

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

SCULPTURE I [0.5 CREDIT]

Prerequisites: Artworks I. Offered on even years.

This course concentrates on fabrication and designing skills basic to creating sculptures with metal wire and a variety of recyclables. Among the technical skills taught are wrapping, sawing, texture, forging, and all finishing skills applicable to these techniques. Success will reflect good use of the elements and principles of design as well as good craftsmanship.

SCULPTURE II [0.5 CREDIT]

Prerequisites: Sculpture I. Offered on even years.

This course further explores the fabrication and design skills begun in Sculpture 1, adding the technical skills of polymer clay, glass, surface embellishment, and adding mixed media. Success will reflect good use of the elements and principles of design as well as good craftsmanship.

SIP: INDEPENDENT ART [0.5 CREDIT]

Prerequisites: Senior Status. Open to AP Studio Art seniors only.

A continuation of AP Studio Art. While this is optional for AP students it is highly recommended to finish your portfolio in time for submission to the AP Board in May.

PERFORMING ARTS: DRAMA

Taken sequentially, Drama I and II offer a wealth of opportunities for skill development in many areas. You don't have to have an eye on a career as an actor, stagehand, or theater director to benefit from a drama class. These courses offer students the opportunity to explore their creativity in a nurturing and supportive setting. The courses engage students in technique exploration and practical performance opportunities. Engaging in this learning experience will allow the students to hone skills that make them stronger leaders, more effective professionals, and even better friends. Drama I and Drama II are sequential and must be taken in order. The department also presents a fall play and a spring musical, open to everyone to audition.

DRAMA I [0.5 CREDIT]

Students will focus on developing their acting skills through physical movement, character analysis, solo, duet, and small group performances, various forms of pantomime, improvisational theatre, and vocal technique. Students will also be introduced to the art of theatrical makeup and technical theater. As part of their training, students will learn evaluation techniques to constructively critique both themselves and their classmates after each class performance activity. Students will have the opportunity to grow as speakers, improve body language when presenting, increase empathy and grow in creativity.

DRAMA II [0.5 CREDIT]

Prerequisites: Drama I or permission from the instructor.

This course focuses on advanced acting techniques, script analysis, and application of the Drama I curriculum. Students will hone their learned written, spoken, acting, and technical skills in preparation for a live community performance at the end of the quarter. Students will be responsible for all aspects of the production from script choice, directing, acting, and set building under the guidance of both the instructor and a student director.

PERFORMING ARTS: MUSIC

SCA values music as an important part of a young person's development. Musical involvement has been shown to improve a student's self-discipline, dexterity, coordination, self-esteem, thinking skills, listening skills, creative ability, and personal expression. In addition, many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. SCA recognizes the important role musical instruction can play in a student's life and commits to several opportunities for student participation. Our primary goal is to provide an excellent musical experience through performances in instrumental and choral music.

Note for Choir, Ensemble Music, and Piano classes:

Students will enhance their study of music through music appreciation, music history, and music theory. Students will be provided with knowledge of our musical past, the music of other cultures, and the mechanics and form of music. This may take the form of research projects on different components of music, famous composers, various time periods, and specific musical groups. Emphasis is on performance, and a presentation of significant works will also be included in each studio course.

Performances during and after school will be required for ALL music classes.

TREBLE (CHOIR) [0.5 CREDIT]

CHOIR

Prerequisites: None

Students will learn the basics of reading music, breathing techniques, choral singing, theory, music history, and ear training, as well as perform at various events. Mandatory graded performances are expected throughout the year.

CHORUS

Chorus is a 0-hour course, starting at 7:05AM. Students must make a semester commitment.

Prerequisites: Choir or teacher approval

This course allows students to learn more advanced music techniques, perform more challenging literature, and focus on community building. There is a greater expectation to perform solo or duet as well as to take on the role of section leader. Students are held to higher musical standards and professionalism, and memorization is expected.

SYMPHONIC BAND (ENSEMBLE MUSIC) [0.5 CREDIT]

Prerequisites: None

BEGINNING ENSEMBLE

Prerequisites: None

Students will learn the basics of reading music, phrasing, ensemble playing, theory, composition, music history, and ear training, as well as perform at various events.

Mandatory graded performances are expected throughout the course.

CHAMBER ENSEMBLE

Prerequisites: 1 year of instrumental music experience or 1 semester of Beginning Ensemble.

This course is for students who have completed the first level of Beginning Ensemble, there is a greater expectation to perform a solo or duet as well as to take on the role of leader and to mentor first-year students. Students are held to higher musical standards and professionalism, and memorization is expected.

MUSIC TECHNOLOGY & COMPOSITION (PIANO) [0.5 CREDIT]

BEGINNING PIANO

Prerequisites: None

In this introductory piano course, students will develop basic piano techniques, theory, sight-reading skills, music history, and ear training. Students move at their own pace. The format of the course offers time for private practice in the practice rooms during class time, as well as individual instruction. Beginning Piano students will practice a piece to be played as communion meditation or during another prayer opportunity.

ADVANCED PIANO

Prerequisites: Successful completion of Beginning Piano or teacher approval.

In this advanced piano course, students will build upon previously learned piano technique, theory knowledge, sight-reading skills, music history, and ear training, and perform at one event per semester. Students move at their own pace. The format of the course offers time for private practice in the practice rooms during class time, as well as individual instruction. Intermediate and Advanced Piano students will be called upon to accompany prayer on occasion during daily Mass.

AP MUSIC THEORY [1.0 CREDIT]

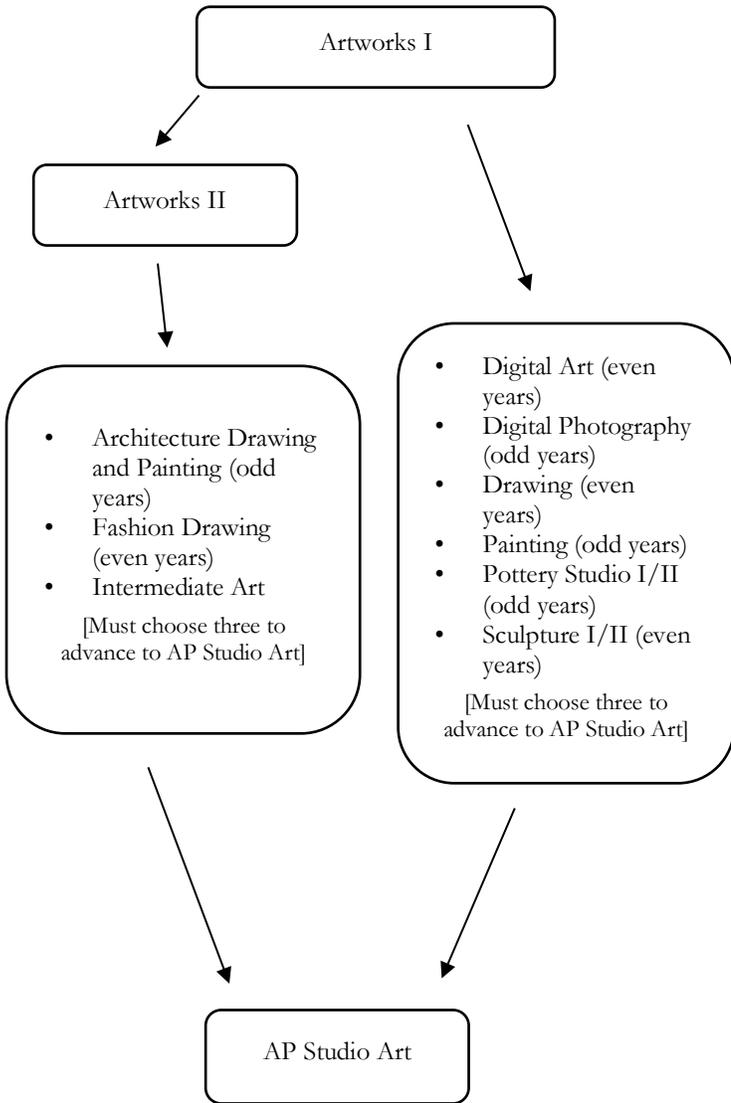
Prerequisites: Successful completion of Advanced Piano, Choir or Chorus, and teacher recommendation.

AP Music Theory is an intensive, college-level course focused on analyzing, writing, and listening to music, covering 18th-century voice leading, harmony, and ear training. Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts.

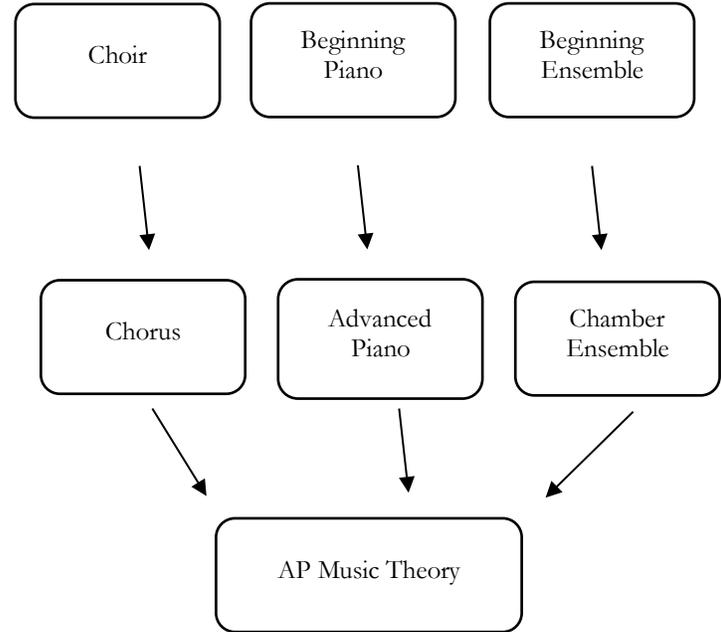
Although this course focuses on music of the Common Practice Period (1600 – 1900), global folk and popular music are included during study.

Fine and Performing Arts Sequence

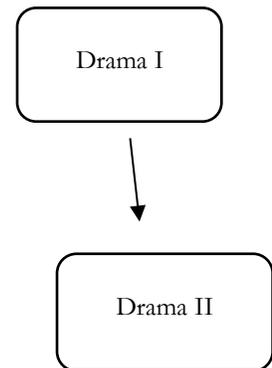
Fine Arts



Performing Arts



Performances during and after school will be required for ALL music classes.



DUAL ENROLLMENT: MADONNA UNIVERSITY

Prerequisites: Junior/Senior Status and must meet the requirements outlined below.

Students who have advanced in their academic studies are eligible to enroll in college-level courses for college credit while still in high school. Madonna University provides funding for these students to be able to take Madonna courses. Students receiving a failing grade will be responsible for paying Madonna for the course. Students will need to see their SCA counselor to complete an application. Please see your counselor for additional information.

BUS 1000 EXPLORE BUSINESS [0.5 SCA CREDIT]

Prerequisites: Junior/Senior Status

Note: Asynchronous Online

This course will assist the student in the exploration of academic majors and careers related to business: including operations, marketing, accounting, finance, human resources, data analytics, and management information systems.

This dual-enrolled course offers 1 college credit with Madonna University.

SOC 1300 INTRODUCTION TO COMMUNITY LEADERSHIP [0.5 SCA CREDIT]

Prerequisites: Junior/Senior Status

Note: Asynchronous Online

Examination of various avenues to civic involvement and their importance in maintaining civil society, with an introduction to the communitarian philosophy and to principles and best practices in service-learning. Designed to prepare students to get the most out of their community service experiences.

This dual-enrolled course offers 1 college credit with Madonna University.

MTE1020 MEDICAL TERMINOLOGY [0.5 SCA CREDIT]

Prerequisites: Junior/Senior Status

Note: Asynchronous Online

An introduction to medical vocabulary with an emphasis on foundational word building with a focus on body systems through anatomical terms, diseases, symptoms, treatments, and medical abbreviations.

This dual-enrolled course offers 1 college credit with Madonna University.

MTH 2520 CALCULUS WITH ANALYTIC GEOMETRY II [1.0 SCA CREDIT]

Prerequisites: Senior Status

Topics include a study of methods of integration, applications of integrals, sequences, series and power series, parametric curves, and polar coordinates.

This dual-enrolled course offers 4 college credits with Madonna University.

MTH 1050 COLLEGE ALGEBRA [1.0 SCA CREDIT]

Prerequisites: Senior Status

Topics include linear and nonlinear systems of equations, complex numbers, analyzing polynomial, rational, exponential and logarithmic functions, sequences and series, and counting principles; applications and problem-solving. Prerequisite: MTH 1040 or placement based on the mathematics sub-score of the SAT/ACT standardized test or departmental placement exam. This course does not apply toward a mathematics major or minor.

This dual enrolled course offers 4 college credits with Madonna University.

BIO 1180 FUNDAMENTALS OF HUMAN ANATOMY & PHYSIOLOGY [1.0 SCA CREDIT]

Prerequisites: Junior/Senior status or permission of instructor. Successful completion of Biology and Chemistry and/or recommendation of Biology and Chemistry teacher.

This course is designed to prepare students for higher division college coursework in the biological and health sciences. Major topics include body organization, chemistry of life, cell structure and function, cell division, body tissues and organs, and organ systems. Organ systems will include skeletal, muscular, nervous, immune, endocrine, digestive, urinary, and pulmonary. Respect for life and the wondrous beauty of how God made us will be emphasized. This course includes lectures and labs, as well as group and individual assignments. This dual enrolled course is a prerequisite for the Health Science Internship.

This dual enrolled course offers 4 college credits from Madonna University.

AP/BIO 1030 GENERAL BIOLOGY I WITH LAB [1.0 SCA CREDIT]

Prerequisites: Junior/Senior status. Successful completion of Honors Biology and Honors Chemistry with a B+ or better and/or recommendation of Biology/Chemistry Instructor.

This course replaces the traditional AP Biology course. This course covers the fundamental biological principles and problems as they apply to molecular, cellular, and organismic levels of the biosphere.

This dual enrolled course offers 4 college credits from Madonna University.

Students enrolled in this course may take the AP exam in May.

AP/CHM 1110 GENERAL CHEMISTRY I WITH LAB [1.0 SCA CREDIT]

Prerequisites: Junior/Senior status. Successful completion of Honors Biology and Honors Chemistry with a B+ or better and/or recommendation of Biology/Chemistry Instructor.

Principles of chemistry, including atomic structure and periodicity, chemical bonding, stoichiometry, gas laws, solution concepts, acid-base theory, redox processes, and equilibrium.

This dual enrolled course offers 4 college credits with Madonna University.

Students enrolled in this course may take the AP exam in May.

FOR 1010.00 INTRODUCTION TO FORENSIC SCIENCE WITH LAB [1.0 SCA CREDIT]

Prerequisites: Junior/Senior Status

Introduction to the theory and application of modern forensic science techniques. Fundamental science concepts applied to crime scene evidence collection and analysis.

This dual enrolled course offers 4 college credits from Madonna University.

MTE 2010 INTRODUCTION TO HEALTH CARE PROFESSIONS [0.5 SCA CREDIT]

Prerequisites: Senior Status

This course provides an investigation of the range of healthcare professions, including careers involving direct patient care, support services, health informatics, and community-based services. The course is designed to familiarize students with what it means to work as part of an interdisciplinary team, the ethical responsibilities of health care professionals, and the types of communication in health care settings.

This dual enrolled course offers 2 college credits from Madonna University and is part of the health Sciences internship program.

SM 1100 INTRODUCTION TO SPORT MANAGEMENT [1.0 SCA CREDIT]

Prerequisites: Junior/Senior Status

Exploration and analysis of sport and recreation from philosophical, historical, and organizational perspectives. Introduction to the field of sport management, examining professional opportunities available, resume writing, and professional networking in the field.

This dual enrolled course offers 3 college credits from Madonna University.

MGT 2360 PRINCIPLES OF MANAGEMENT [1.0 SCA CREDIT]

An introduction to the nature and principles of management; history, theories, practices, problems, and techniques; characteristics and qualities of managers; contemporary trends in management thought and practice.

This dual enrolled course offers 3 college credits from Madonna University.

MKT 2440 PRINCIPLES OF MARKETING [1.0 SCA CREDIT]

Prerequisites: WRT 1010 and WRT 1020. (AP score and/or PSAT/SAT scores required)

Study of marketing concepts, terminology, and applications, with special emphasis on the marketing mix relationships: e.g., product, price, promotion, and distribution. Introduction to the role and operation of marketing functions and their respective influence on the organization, both internally and externally.

This dual enrolled course offers 3 college credits from Madonna University.

ENGLISH

Throughout the English course of study at SCA we are passionate about the study of literature and effective writing. Students develop their ability to read and think critically and then to express themselves orally and in written form. Our curriculum balances the classic literature of the past with diverse literature of the present. The reading of literature develops skills such as analysis, interpretation and articulation, crucial to all fields whether scientific, humanistic, or artistic. Furthermore, our classes are designed to give students the opportunity to engage in a wide range of academic and creative areas of interest, covering a variety of subjects and genres including but not limited to the study of literature from around the globe, historical periods, literary traditions, critical viewpoints, both fiction and non-fiction as well as poetry, while instilling our Catholic faith and values, with rigorous, college preparatory practices.

ENGLISH 9 - COMPOSITION & LITERATURE [1.0 CREDIT]

Prerequisites: None

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

HONORS ENGLISH 9 – COMPOSITION & LITERATURE [1.0 CREDIT]

Prerequisites: Students testing in the 85%ile or higher on the HSPT and earning an A in 8th grade Language Arts. Enrollment in Honors Ancient World History is required for enrollment in this course.

This course introduces students to key works of world literature, both classical and contemporary. One significant difference is that this honors course is set at a faster pace, requiring students to already understand the basic literary elements as well as grammatical structures. Students should be prepared for independent reading, research and critical analysis of content as well as development of rhetoric skills and public speaking. Vocabulary is taught primarily through the context of literature. Students will also be taught the fundamentals of argumentative and research essays.

ENGLISH 10 - AMERICAN LITERATURE [1.0 CREDIT]

Prerequisites: Completion of English 9

The American Literature course builds upon the critical reading and writing skills emphasized in English 9. The course is designed to further develop students' fundamental skills in critical reading, discussion, and analytical writing that allow them to be confident, thorough, and effective in expressing their ideas. Following a thematic approach, students read material in a variety of genres set in America from the 1600s through the present. The themes addressed may address different perspectives during a historical era and connection to current issues. Students will engage in close textual analysis as they respond to the ideas authors present as well as to the literary devices they employ. Assessments include essays, class discussions, projects, presentations, and more. Supplemental material includes research, vocabulary enrichment, and grammar.

HONORS ENGLISH 10 - AMERICAN LITERATURE [1.0 CREDIT]

Prerequisites: Maintained A average in English 9 or a maintained A- average in Honors English 9.

This course focuses on literature that originates from American authors beginning circa 1500 through the present day. The selections are covered primarily in chronological order emphasizing the authors who have significantly impacted society and other authors. To fully understand and appreciate each selection, the historical background of the times and biographical information of the author will be included. In addition, the literature will be examined as to how it fits into different literary movements and genres. This course will also stress the artistic use of literary techniques and the building of vocabulary. Little remediation is given to grammar, word usage, punctuation, organization, and basic writing skills. Assessments include essays, class discussions, projects, presentations, and more.

The course is designed to prepare students interested in AP English Language and AP English Literature.

AP ENGLISH LANGUAGE AND COMPOSITION [1.0 CREDIT]

Prerequisites: Junior status. Successful completion of ENG 10 Honors with a grade of “A-” or higher. All other students must receive the recommendation of their current Literature teacher.

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

AP LITERATURE AND COMPOSITION [1.0 CREDIT]

Prerequisites: Senior status. Successful completion of AP Language and Composition with a grade of B+ or higher, **or** completion of British Literature, Women’s Literature, or World Literature with a grade of A- or higher. All other students must receive the recommendation of their current literature teacher.

This course engages students in the careful reading and critical analysis of imaginative literature: novels, drama, short stories, and poetry. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Students will read deliberately and thoroughly, taking time to understand a work’s complexity, absorb its richness of meaning, and analyze how that meaning is embodied in literary form. Based on the AP College Board Guidelines, this class will be taught at a college level. In preparation for the exam, more emphasis will be placed on impromptu writing than take-home essays. **Students are required to take the AP exam in May.**

HONORS WORLD LITERATURE [1.0 CREDIT]

Prerequisites: Junior/Senior status and Honors English 10. Teacher recommendation.

This course covers literature from around the world with a special emphasis on those countries or cultures that have had a significant impact on the rest of the world's literature. This course will cover many literary genres and different literary periods. Material covered will range from the days of the early Greeks to the Twentieth Century. The emphasis will be on novels, plays, short stories, poems, and essays, depending on the popularity of the form for the particular period and country being studied. It will also be necessary to examine sociological attitudes and ideas that are specific to each era and country to better develop an understanding of literature’s origin and purpose. This course is highly recommended for juniors who are interested in taking AP Literature and Composition senior year.

BRITISH LITERATURE [1.0 CREDIT]

Prerequisites: Junior/Senior status.

In this course, students hone interpretive skills as they are introduced to canonical texts of Britain from a variety of genres. The study of vocabulary and grammar throughout the course is to foster the expansion of vocabulary and to solidify foundational skills. Students demonstrate their knowledge of literary devices and strong argumentative writing skills in their essays based on the literature and themes of the course.

WOMEN IN LITERATURE [1.0 CREDIT]

Prerequisites: Junior/Senior status.

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

ENGLISH ELECTIVES

CONTEMPORARY LITERATURE [0.5 CREDIT]

Prerequisites: Junior/Senior status. Offered on even years.

This course is designed to expose students to contemporary literature and expression. The course provides students with a framework that enables them to respond to literature in personal, critical, and creative ways. Students read contemporary works of fiction from the last 50 years, and will also read the latest short fiction, poetry, essays, memoirs, art, music, and film reviews. Topics may include a chronological introduction to the development of contemporary literature, a consideration of a principal theme or themes common to contemporary literature through several works, a consideration of several contemporary works in the context of historical events central to the period, or a consideration of various narrative points of view.

CREATIVE WRITING [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior status. Offered on even years.

Creative writing allows students to explore the various forms of writing that appeal to them such as poetry, short stories, plays, news stories, comic strips, children's books, novelettes, and biographies with an emphasis on creativity and original expression. The value of critiquing and continuously shaping writing to its intended audience, honing semantics, pace, voice, vocabulary, and meaning are included as a hallmark to strengthen their communication as a literary tool or unique public example. The course also dovetails to self-publishing, blogging, podcasting, and interacting with literary agents, otherwise exploring an alternative publication process in today's fast-paced digital literacy world.

LITERATURE THROUGH FILM [0.5 CREDIT]

Prerequisites: Junior/Senior status. Offered on odd years.

Students will explore film through the lens of literature and society. An initial exposure to film production such as storyboarding, cinematography, sound, and editing will lead students to the various genres such as faith, biopic, action, crime, drama, black comedies, parodies, horror, science fiction, romance, and documentaries. Then an exploration of how novels and other forms of stories are adopted for the silver screen provides a backdrop for visual story analysis. Throughout the course, emphasis is placed on the roles of the various characters, protagonist, antagonist, flat, and round, as well as the *mise en scene* (the setting), plot, and how a sense of time and space are portrayed. Finally, film and its impact on society are questioned! Does film imitate art, or does art imitate film?

SHORT FICTION [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior status. Offered on odd years.

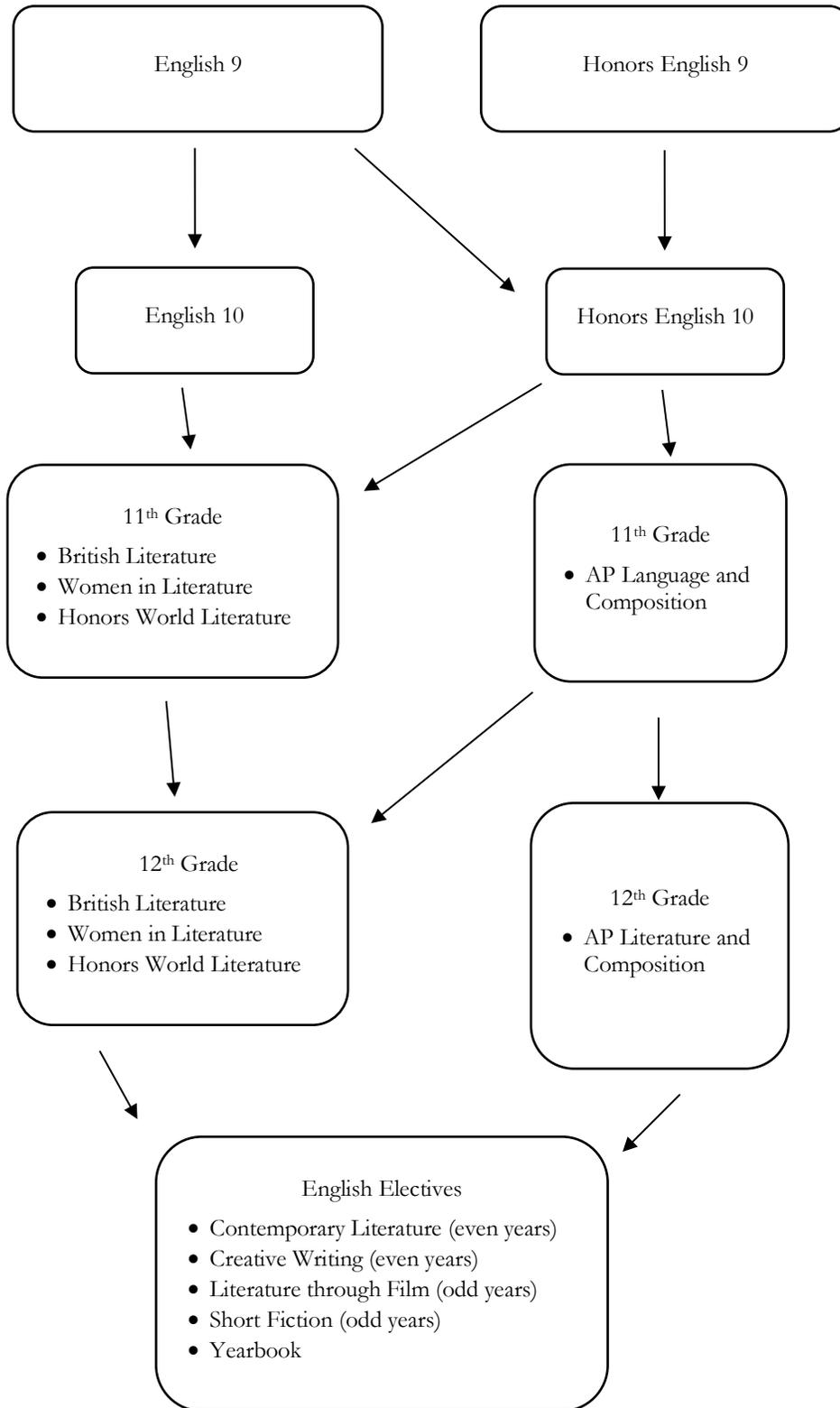
Students will read, analyze, and discuss short stories and novellas by classic and modern authors. Students will be able to analyze the use of common elements of a short story including plot, setting, character, point of view, conflict, and both implicit and stated themes. The roles of protagonist and antagonist will be studied along with opportunities to compare various stories. Nontraditional short story forms will also be examined. In addition to writing essays, students will be required to write reader's responses, reply to and/or engage in discussion prompts, and learn how to write short fiction.

YEARBOOK [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior status with a grade B or higher in English. Students may take this class more than once.

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

English Sequence



HEALTH & PHYSICAL EDUCATION

HEALTH [0.5 CREDIT]

This course will build on the knowledge and skills students need to maintain health and wellness throughout their lifetime. Students will explore many health-related topics, giving them the information and skills necessary to make healthy choices. A desired outcome is that students use the information and skills learned in this class to make healthy decisions in the present and prevent unnecessary health problems in the future.

The content areas that will be covered during this course are personal, mental, and emotional health, nutrition and exercise, prevention and control of disease and disorders including STDs, healthy and unhealthy relationships and boundaries, substance use and abuse, CPR, AED, and first aid.

PHYSICAL EDUCATION [0.5 CREDIT]

This course will build on the fundamental skills and knowledge students have already learned to be physically active and healthy, while also using teamwork and strategy to be successful in both individual and team sports and activities. Students will be exposed to a variety of enjoyable activities and sports, both traditional and non-traditional. They will learn the history, rules, and skills necessary to be successful and have fun. This class stresses the need for lifelong physical activity to achieve wellness for a lifetime.

Students will participate in many of the sports and activities listed below, but maybe not all of them. Some units will be decided based on class size and weather. The sports and activities the students may learn and participate in will include, but are not limited to, badminton, pickleball, volleyball, ultimate frisbee, disc golf, team handball, softball, floor hockey, soccer, and basketball. The students will also review the benefits of fitness and ways to incorporate it into their daily lives, including the use of the wellness center.

PHYSICAL EDUCATION ELECTIVES

TEAM SPORTS [0.5 CREDIT]

Prerequisites: Physical Education and approval of P.E. teacher

This course is designed to allow students to build on their knowledge of fitness concepts and techniques used to maintain and improve their level of physical fitness through various exercises and activities, and frequent use of the wellness center. Students are expected to have the desire to work hard each day to reach the goals they will set through the personal fitness programs that they will create. Students will also learn about the different health-related components of physical fitness including body composition, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance.

PERSONAL FITNESS [0.5 CREDIT]

Prerequisites: Physical Education and approval of P.E. teacher

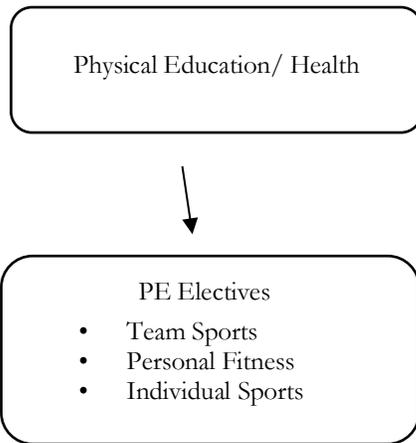
This course is designed to allow students to build on their knowledge of fitness concepts and techniques used to maintain and improve their level of physical fitness through various exercises and activities, and frequent use of the wellness center. Students are expected to have the desire to work hard each day to reach the goals they will set through the personal fitness programs that they will create. Students will also learn about the different health-related components of physical fitness including body composition, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance.

INDIVIDUAL SPORTS [0.5 CREDIT]

Prerequisites: Physical Education and approval of P.E. teacher

This course will allow students the opportunity to improve and maintain their skills in a variety of individual sports. Students will learn and gain knowledge and experience and have multiple opportunities to further develop the skills acquired in physical education and through their own previous athletic experiences. It should be understood this course will be highly competitive. Students will participate in many of the sports and activities listed below, but maybe not all of

them. Some units will be decided based on class size and weather. The sports and activities the students may learn and participate in will include, but are not limited to, badminton, pickleball, tennis, bowling, and disc golf.



WORLD LANGUAGE

The World Language Department course invites students to broaden their worldview by participating in a different culture. Latin students learn Latin within the context of ancient Roman society with a view to understanding the foundational role that Latin has played in the development of the West. The Spanish curriculum seeks to provide students with a solid grounding in the grammar and vocabulary of Spanish and to begin the process of introducing students to the variety of cultures found in the Spanish-speaking world. Whereas students of Latin are trained to become critical thinkers and careful analyzers of texts, the Spanish curriculum stresses fluency. A curriculum recommended for highly selective colleges should include three to four credits of Latin/Spanish.

LATIN I [1.0 CREDIT]

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

LATIN II [1.0 CREDIT]

Prerequisites: Latin I or passing SCA's Latin placement test

As a continuation of the beginner course, Latin II introduces more forms of Latin nouns, adjectives, and verbs and continues to build the student's storehouse of vocabulary. Emphasis will be placed again on using grammatical knowledge to read increasingly complex Latin. Cultural readings emphasize life in various locations in the vast Roman Empire.

HONORS LATIN III [1.0 CREDIT]

Prerequisite: Grade A in Latin II or teacher recommendation.

This intermediate reading course in Latin will introduce students to a college-level experience of Latin learning. Students will review and finish the basic rules of Latin grammar then begin translating prose with the assistance of commentaries and vocabulary lists. Students will learn to read works in both prose and poetry and will learn the basic rules for scanning Latin verse.

HONORS LATIN IV [1.0 CREDIT]

Prerequisites: Grade of A in Latin III or teacher recommendation.

The final course in the Latin sequence aims to give students an experience roughly equivalent to that of a third-semester college course. Students will read authentic Latin poetry and prose with the help of vocabulary and commentaries. Special attention will be given to translation and analysis of the texts.

SPANISH I [1.0 CREDIT]

This course is an introductory course to Spanish. Students will learn the basics of vocabulary and grammar. Emphasis will be placed on grasping the building blocks of the language to gain confidence in composition and conversation. Spanish 1 integrates all the modalities of Spanish, speaking, reading, writing, and listening, to help the students achieve a level of proficiency.

SPANISH II [1.0 CREDIT]

Prerequisites: Spanish I or Passing SCA's Spanish placement test.

This course builds on the foundation of Spanish 1 with an emphasis on vocabulary, grammar, conversation, and composition in Spanish. Students will learn more about the fundamentals of the language to be able to speak/write it and learn more about the culture to understand customs.

HONORS SPANISH III [1.0 CREDIT]

Prerequisites: Grade of A in Spanish II or teacher recommendation.

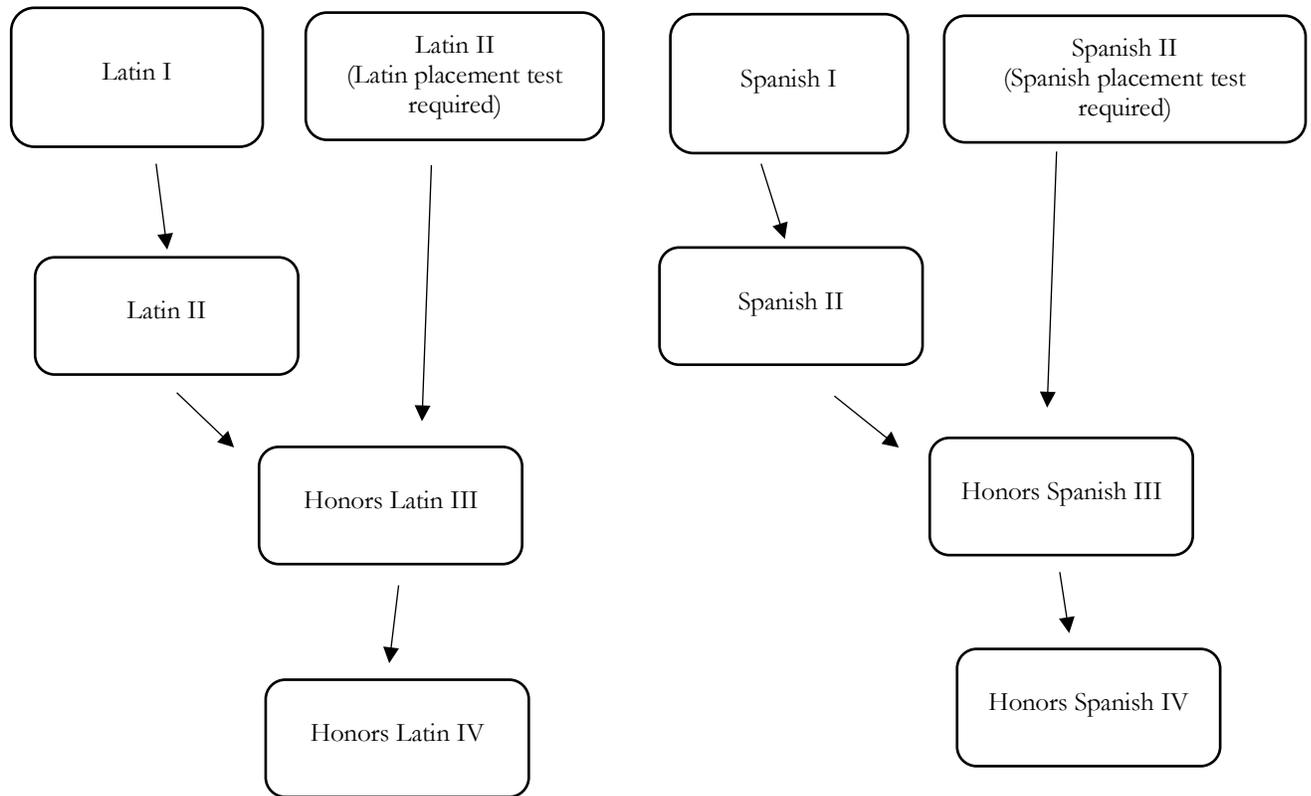
This course furthers the study of grammar, vocabulary, and cultures of Spanish-speaking countries. Students improve listening, speaking, reading, and writing skills. Students further develop reading comprehension skills through literature, oral presentations, and written exercises.

HONORS SPANISH IV [1.0 CREDIT]

Prerequisites: Grade of A in H. Spanish III or teacher recommendation.

This course furthers grammar and vocabulary studies by using real-world practice and integrating speech into everyday classroom practice. Students conduct phone conversations, oral and written exams, and projects that center on being immersed in the Spanish language and culture. Students can listen and respond to full conversations involving daily life practices, travel, culture, etc.

World Language Sequence



Two consecutive years of the same language, taken at SCA, are required for graduation.

MATHEMATICS

What is Mathematics?

Mathematics is the science and study of quality, structure, space, and change. Mathematicians seek out patterns, formulate new conjectures, and establish truth by rigorous deduction from appropriately chosen axioms and definitions.

Through abstraction and logical reasoning, mathematics evolved from counting, calculation, measurement, and the systematic study of the shapes and motions of physical objects. Practical mathematics has been a human activity for as far back as written records exist.

Today, mathematics is used throughout the world as an essential tool in many fields, including natural science, engineering, medicine, and the social sciences. Applied mathematics, the branch of mathematics concerned with the application of mathematical knowledge to other fields, inspires and makes use of new mathematical discoveries and sometimes leads to the development of entirely new disciplines. Mathematicians also engage in pure mathematics, or mathematics for its own sake, without having any application in mind, although practical applications for what began as pure mathematics are often discovered later.

A graphing calculator is required for all math courses.

ALGEBRA I [1.0 CREDIT]

Prerequisites: Students completing Pre-Algebra in 8th grade and testing at or below the 84thile on the HSPT. A Summer program is available and required for any student scoring less at or below the 50thile on the HSPT.

Students will learn and use the language of algebra to solve real-world problems involving linear, absolute value, quadratic, polynomial, exponential, radical, rational functions, and inequalities. These functions will be analyzed graphically and analytically, applying the properties of real numbers. Algebra I is a gateway course to all high school mathematics courses.

ALGEBRA II [1.0 CREDIT]

Prerequisites: Sophomore status. Successful completion of Algebra I.

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

HONORS ALGEBRA II [1.0 CREDIT]

Prerequisites: Students completing an approved Algebra I course in 8th grade and/or testing in the 85thile on the HSPT. If the student is below the required HSPT score, the student may take SCA's Math Placement Test.

Honors Algebra II covers the basic concepts that are covered in Algebra II at a faster pace and include more in-depth discussion and problem-solving skills. Additional topics will prepare the student to study Honors Geometry.

GEOMETRY [1.0 CREDIT]

Prerequisites: Algebra II

Students will learn and use the language of geometry to solve problems involving angles, polygons, and solid shapes. Students will also learn the mechanics of proof writing and have an introduction to logic in mathematics. Triangles will be studied in detail as students discover relationships between angles and sides of a triangle and are introduced to trigonometric ratios as a means to solve problems. The solving of word problems and construction techniques will also be stressed in this course.

Note: Upon completion of Geometry, all students will advance to DE College Algebra or AP Precalculus.

HONORS GEOMETRY [1.0 CREDIT]

Prerequisites: Algebra II Honors, and/or teacher recommendation, and/or placement test (transfer students)

Honors Geometry covers the basic concepts that are taught in Geometry at a faster pace and includes more in-depth discussion and problem-solving skills. Additional concepts will prepare the student to be successful in AP Precalculus.

Note: Upon completion of Honors Geometry, students should advance to AP Precalculus.

AP PRECALCULUS [1.0 CREDIT]

Prerequisites: Honors Geometry and/or placement test (transfer students). Teacher recommendation is required.

AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This research-based exploration of functions is designed to better prepare students for AP Calculus. **Students are required to take the AP exam in May.**

CALCULUS [1.0 CREDIT]

Prerequisite: DE College Algebra or AP Precalculus.

Calculus is designed to give students an overview of Calculus topics such as limits and continuity, derivatives, anti-derivatives, integrals, and differential equations. While this course covers many of the same concepts found in AP Calculus, it is not bound by the pace and rigor necessary for success on the AP Calculus exam. This course is suited for the student who is mathematically ready to learn Calculus but does not want the rigor of AP Calculus.

AP CALCULUS AB [1.0 CREDIT]

Prerequisite: AP Precalculus and/or exam placement test. Teacher recommendation is required.

Students will prepare for the AP Calculus AB exam by exploring derivatives and integrals and their applications through related rates and optimization. Thorough knowledge of limits, continuity, trigonometric functions, and the shape and behavior of curves is expected and used throughout the course. **Students are required to take the AP exam in May.**

MTH 1050 COLLEGE ALGEBRA [1.0 SCA CREDIT]

Prerequisites: Senior Status

Topics include linear and nonlinear systems of equations, complex numbers, analyzing polynomial, rational, exponential and logarithmic functions, sequences and series, and counting principles; applications and problem-solving. Prerequisite: MTH 1040 or placement based on the mathematics sub-score of the SAT/ACT standardized test or departmental placement exam. This course does not apply toward a mathematics major or minor.

This dual-enrolled course offers 4 college credits with Madonna University.

MTH 2520 CALCULUS WITH ANALYTIC GEOMETRY II [1.0 SCA CREDIT]

Prerequisite: Senior status and AP Calculus AB

Topics include a study of methods of integration, applications of integrals, sequences, series and power series, parametric curves, and polar coordinates. Prerequisite: MTH 2510.

This dual-enrolled course offers 4 college credits with Madonna University.

MATH ELECTIVES

DATA AND STATISTICS [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior status and Algebra I

Note: A laptop is required for this course.

Students learn how real-world data is collected, organized, and interpreted. The course introduces graphs, averages, surveys, sampling, and basic probability, with an emphasis on spotting misleading statistics in news and social media. Using spreadsheets and simple models, students practice analyzing patterns, drawing conclusions, and communicating

findings clearly. The focus is on building strong data literacy skills rather than on computation. Students will also work with Excel/Google Sheets to organize and analyze data.

MATH IN MOTION: MECHANICS AND MODELING [0.5 CREDIT]

Prerequisites: Junior/Senior status and Algebra II

Ever wondered how roller coasters stay on track, how athletes generate power, or how engineers predict where something will land? In Math in Motion, you will use hands-on experiments and real data to explore how math explains motion, speed, forces, and energy in the real world. Instead of long problem sets, you'll build models, test designs, analyze slow-motion video, and work on interactive projects that connect math to sports, vehicles, amusement rides, and everyday movement. If you like figuring out how things work — or prefer learning by doing — this course lets you experience math as something dynamic, practical, and surprisingly powerful.

PUZZLES, LOGIC AND STRATEGIC THINKING [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior status and Algebra II

This course strengthens students' logical reasoning through a mix of puzzles, games and problem-solving challenges. Students learn to analyze competing strategies and think critically in both structured and creative ways. Concepts of probability and randomness are explored through hands-on investigations, using classic scenarios—from Monty Hall to Monopoly—to reveal the surprising mathematics hidden inside everyday games. Throughout the course, students connect these explorations to the mathematical ideas they already know, deepening their intuition and sharpening their strategic thinking. Computation will be supported by the use of technology.

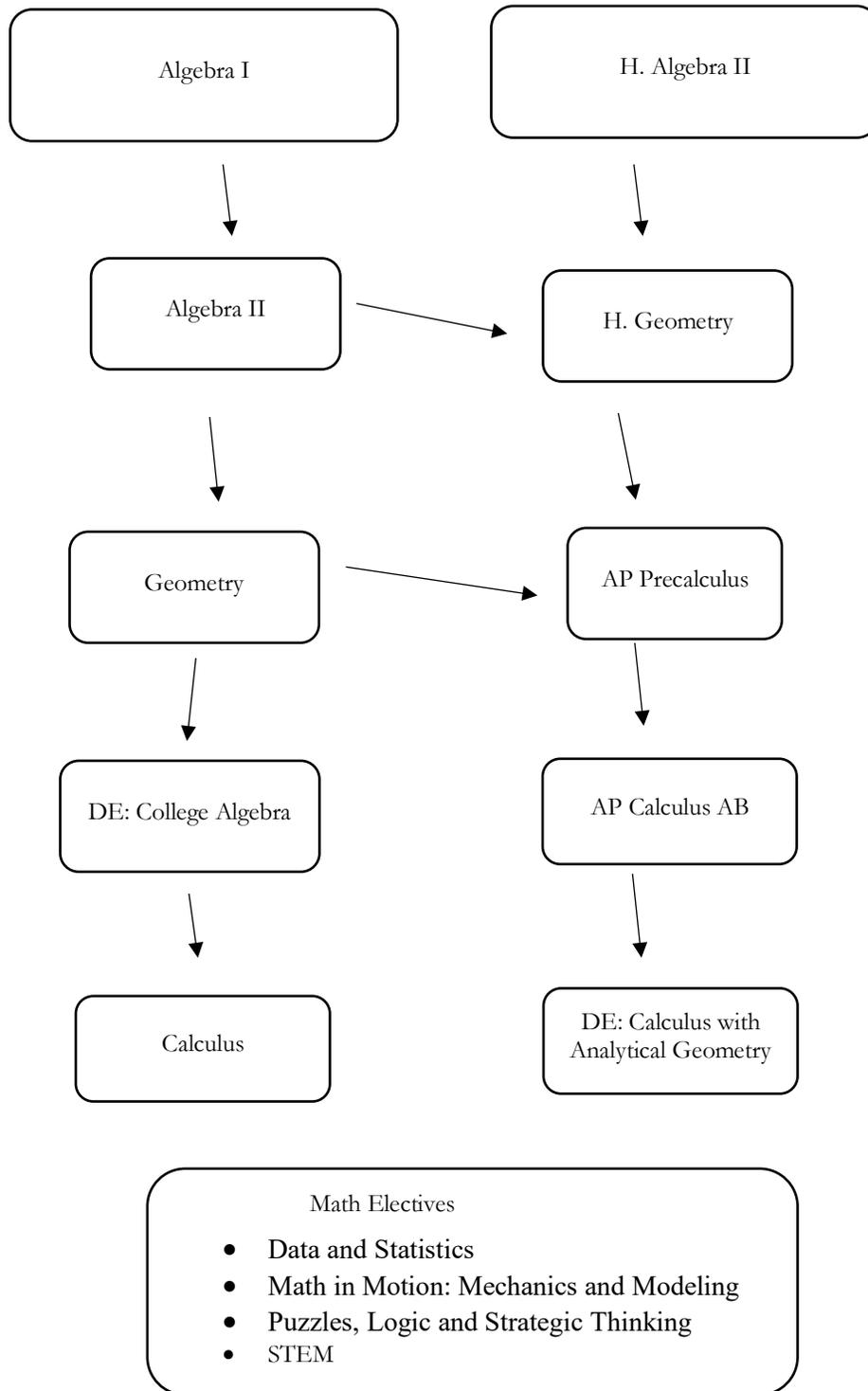
STEM: SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior status

Note: A laptop is required for this course.

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

Math Sequence



DE: Madonna University Dual Enrollment courses offered at SCA.

SCIENCE

The SCA Science Department is committed to the school's mission of educating young women to develop their feminine genius—their unique dignity, identity, and gifts as women created in the image of God. The science curriculum is committed to developing creative thinkers who collaborate effectively to solve academic and real-world problems. We offer traditional classes in biology, chemistry, and physics, as well as a broad range of science electives for students to explore a wide range of interests in science using laboratory techniques, inquiry-based investigations, case studies, primary literature, and group problem-solving.

BIOLOGY [1.0 CREDIT]

Prerequisites: None

This course is the study of living organisms and the processes by which they interact with each other and their environment. This course will address the basics of biochemistry, cell biology, genetics, evolutionary theory, ecology, systems dynamics, and biodiversity. We will also discuss current issues in biology and the Church's teachings regarding these issues. This course includes lectures and labs (including dissections) and group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry.

HONORS BIOLOGY [1.0 CREDIT]

Prerequisites: Students testing in the 85%ile or higher on the HSPT, earning an A in 8th grade science, and placement in SCA's Honors Algebra II class.

This course will focus on a more in-depth investigation of biological concepts, including biochemistry, cell biology, genetics, evolutionary theory, ecology, systems dynamics, and biodiversity. We will also discuss current issues in biology and the Church's teachings regarding these issues. This course includes lectures and labs (including dissections) and group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry. A high priority will be placed on critical thinking and problem-solving skills.

CHEMISTRY [1.0 CREDIT]

Prerequisites: Successful completion of Biology and Algebra I

Students will focus on an understanding of chemistry concepts of the basics of types of matter, chemical reactions, chemical bonding, forms of energy, energy transfer, nuclear chemistry, and laboratory safety. Students will learn to frame chemical questions in algebraic terms and solve problems. We will also discuss current topics in chemistry and the Church's teachings regarding the use of technology. This course includes lectures, labs, and group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry.

HONORS CHEMISTRY [1.0 CREDIT]

Prerequisites: Successful completion of Honors Biology and Honors Algebra II or recommendation of Biology and Algebra I teacher, and Placement Test.

This challenging course takes the skills learned in Chemistry and kicks them up a notch. Students need to be highly motivated with a desire to dive deeply into the introduced content. Students will focus on an understanding of chemistry concepts of the basics of types of matter, chemical reactions, chemical bonding, forms of energy, energy transfer, nuclear chemistry, and laboratory safety. Students will learn to frame chemical questions in algebraic terms and solve problems. We will also discuss current topics in chemistry and the Church's teachings regarding the use of technology. This course includes lectures and labs, as well as group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry. A high priority will be placed on critical thinking, modeling, mathematical rigor, and problem-solving skills.

PHYSICS [1.0 CREDIT]

Prerequisites: Sophomore/Junior/Senior status. Successful completion of Biology and Algebra I and/or recommendation of Biology teacher.

Physics is the study of the natural world, the mechanics of motion, and the interaction between electricity and magnetism. This is an introductory course that will address how objects move in various frames, forces, energy, waves and sound, light, electrostatics, and simple electrical circuits. For those students interested in pursuing a career in the engineering and allied health profession (treating patients with mobility issues), a physics course is a must! We will also discuss recent findings in physics and how they relate to our beliefs as Catholics and Christians. This course includes lectures and laboratory experiments. Students are expected to participate in all experiments to meet the objectives of the course.

HONORS PHYSICS [1.0 CREDIT]

Prerequisites: Sophomore/Junior/Senior status. Successful completion of Honors Biology and Honors Math or recommendation of Biology and math teacher.

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

ENVIRONMENTAL SCIENCE [1.0 CREDIT]

Prerequisites: Sophomore/Junior/Senior status. Successful completion of Biology, with Chemistry highly recommended.

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is a multidisciplinary science. Environmental Science is an applied science that has deep roots in problem-solving. In this class, students will be able to apply knowledge from the basic sciences and mathematics to practical real-world problems by conducting experiments and utilizing a "hands-on" learning approach. Students will explore church teaching with respect to the environment, including Laudato Si by Pope Francis. This is an upper-level course, and students are expected to have completed Biology to enroll.

Students who opt to take the AP Environmental Science exam in the spring should have completed Honors Biology and Honors Chemistry before enrolling and expect to do additional at-home study to be well-prepared. The material covered in class alone is not enough to adequately prepare for the AP exam.

AP PHYSICS 1 [1.0 CREDIT]

Prerequisite: Biology and Algebra 2 (Pre-Calculus co-enrollment strongly encouraged)

Recommended: Chemistry

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power. Through inquiry-based learning, students will develop critical thinking and reasoning skills. Successful students will have the ability to think critically about everyday phenomena and analyze those using mathematics. The course will prepare the students to take the AP Physics 1 Exam. Physics is not a prerequisite. **Students are required to take the AP exam in May.**

AP PHYSICS C [1.0 CREDIT]

Prerequisites: Successful completion of Honors Physics and concurrent or past enrollment in calculus.

This course covers the seven big ideas in physics: properties of objects and systems, fields and interactions between objects, interactions between objects and forces, conservation laws, waves and energy, and quantum mechanical systems. Students will complete a variety of investigations and projects to describe and model interactions and properties of objects, fields, waves, and systems. About 25% of the time will be dedicated to laboratory experiments. Students are expected to complete all laboratory experiments and be able to work on their own to complete some experiments or go deeper into the material learned. **Students are required to take the AP exam in May.**

AP/BIO 1030 GENERAL BIOLOGY I WITH LAB [1.0 SCA CREDIT]

Prerequisites: Junior/Senior status. Successful completion of Honors Biology and Honors Chemistry with a B+ or better and/or recommendation of Biology/Chemistry Instructor.

This course replaces the traditional AP Biology course. This course covers the fundamental biological principles and problems as they apply to molecular, cellular, and organismic levels of the biosphere.

This dual-enrolled course offers 4 college credits with Madonna University.

Students enrolled in this course may take the AP exam in May.

AP/CHM 1110 GENERAL CHEMISTRY I WITH LAB [1.0 SCA CREDIT]

Prerequisites: Junior/Senior status. Successful completion of Honors Biology and Honors Chemistry with a B+ or better and/or recommendation of Biology/Chemistry Instructor.

Principles of chemistry, including atomic structure and periodicity, chemical bonding, stoichiometry, gas laws, solution concepts, acid-base theory, redox processes, and equilibrium.

This dual-enrolled course offers 4 college credits with Madonna University.

Students enrolled in this course may take the AP exam in May.

BIO 1180 FUNDAMENTALS OF HUMAN ANATOMY & PHYSIOLOGY [1.0 SCACREDIT]

Prerequisites: Junior/Senior status or permission of instructor. Successful completion of Biology and Chemistry and/or recommendation of Biology and Chemistry teacher.

This course is designed to prepare students for higher division college coursework in the biological and health sciences. Major topics include body organization, chemistry of life, cell structure and function, cell division, body tissues and organs, and organ systems. Organ systems will include skeletal, muscular, nervous, immune, endocrine, digestive, urinary, and pulmonary. Respect for life and the wondrous beauty of how God made us will be emphasized. This course includes lectures and labs, as well as group and individual assignments.

This dual-enrolled course offers 4 college credits with Madonna University. This dual-enrolled course is a prerequisite for the Health Science Internship.

SCIENCE ELECTIVES

AP COMPUTER SCIENCE PRINCIPLES [1.0 CREDIT]

Prerequisites: Sophomore/Junior/Senior Status Concurrent enrollment in or past completion of Algebra I.

This course is developed in partnership with Code.org. CS Principles covers the basics of computer programming in Java Script, the development of new ideas in technology, and the impact of technology on the modern world. No prior experience with computer science is required, but critical thinking skills is highly recommended! Whether students are looking forward to a career in coding, want to apply their knowledge on the robotics team, or are simply interested in a better understanding of the technology we use every day, CS Principles will provide a solid foundation. **Students enrolled in the AP level course are required to take the AP exam in May.**

AP COMPUTER SCIENCE A [1.0 CREDIT]

Prerequisites: Junior/Senior status recommended. Sophomore status with some prior coding experience may also be considered.

This course focuses on the fundamentals of programming in Java. This course is open to anyone but is especially appropriate for students involved in robotics, students considering computer science and engineering after high school, and students who have previously completed Computer Science Principles. Main topics include object-oriented programming, classes, Boolean expressions, iterations, and more. Students will have firsthand experience with programming through Code.org AP-aligned curriculum and tools. **Students enrolled in the AP level course are required to take the AP exam in May.**

ASTRONOMY [0.5 CREDIT]

Prerequisite: Successful completion of Biology, recommended (not required) to have either completed chemistry or enrolled in chemistry. Offered on even years.

This course encourages students to be active learners in discovering an appreciation and understanding of our natural world and the processes that happen within it. God created this wondrous world for us to explore, understand and improve. This course will cover a wide variety of topics including an Introduction to Physics, Astronomy, Planets and Moons, Stars and Stellar Evolution, and Galaxies and Cosmology. Students will be going outside to make observations and do fieldwork as part of their grade. The class will include a lecture/discussion section and a significant number of labs and/or activities for most topics. Students will be expected to participate in daily class activities/discussions.

BIOMEDICAL ETHICS [0.5 CREDIT]

Prerequisites: Senior Status. Successful completion of Biology and Chemistry and/or recommendation of Instructor. Offered on odd years.

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

CHEMISTRY OF FUELS & FOOD [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior Status. Successful completion of Biology and Chemistry and/or recommendation of instructor is required.

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

EARTH SCIENCE [0.5 CREDIT]

Prerequisites: Biology or Honors Biology. Offered even on years.

Students will investigate and study the interactions between the four major Earth spheres including the geosphere, atmosphere, hydrosphere, and biosphere to explain Earth’s formation, processes, history, landscapes, and how and why Earth changes over time. The course will also explore how current actions of man are interacting with and affecting Earth’s spheres leading to local and global changes. Topics to be addressed include, but are not limited to science and engineering practices, nature of science, measurement, mapping Earth’s surface, minerals, rocks, plate tectonics, earthquakes, volcanoes, geologic time, meteorology, and Earth’s place in the universe. Students will participate in laboratory exercises, small group activities, web-based investigations and simulations, class discussions, projects, and research.

FOR 1010.00 INTRODUCTION TO FORENSIC SCIENCE WITH LAB [1.0 SCA CREDIT]

Prerequisites: Junior/Senior Status

Introduction to the theory and application of modern forensic science techniques. Fundamental science concepts applied to crime scene evidence collection and analysis.

This dual-enrolled course offers 4 college credits with Madonna University.

INTRODUCTION TO COMPUTER AIDED DESIGN (CAD) [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior Status.

Students will learn the CAD fundamentals needed to design houses, create three-dimensional objects, and engineer simple mechanisms, and product design utilizing professional software. Activities will include hand sketching, creating floor plans, multi-view drawings, 3D modeling, animation, rendering still images and video, using a 3D printer to create actual parts made of plastic, and hands-on model construction. Programs used for CAD modeling will be TinkerCAD, OnShape, and SolidWorks. This class is for beginners and experienced users.

INTRO. TO AP COMPUTER SCIENCE PRINCIPLES [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior Status.

Introduction to AP Computer Science Principles covers the first 4 Units of APCS Principles learning. The purpose of this introduction is to allow students to evaluate their interest and preparation to take and excel in an APCS Principles Course. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internetwork, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

MTE1020 MEDICAL TERMINOLOGY [0.5 SCA CREDIT]

Note: Asynchronous Online

An introduction to medical vocabulary with an emphasis on foundational word building with a focus on body systems through anatomical terms, diseases, symptoms, treatments, and medical abbreviations. This course is asynchronous with online learning modules and in-person proctored exams.

This dual-enrolled course offers 1 college credit with Madonna University.

MTE 2010 INTRODUCTION TO HEALTH CARE PROFESSIONS [0.5 SCA CREDIT]

This course provides an investigation of the range of healthcare professions, including careers involving direct patient care, support services, health informatics, and community-based services. The course is designed to familiarize students with what it means to work as part of an interdisciplinary team, the ethical responsibilities of health care professionals, and the types of communication in health care settings.

This dual-enrolled course offers 2 college credits with Madonna University and is part of the Health Science Internship program.

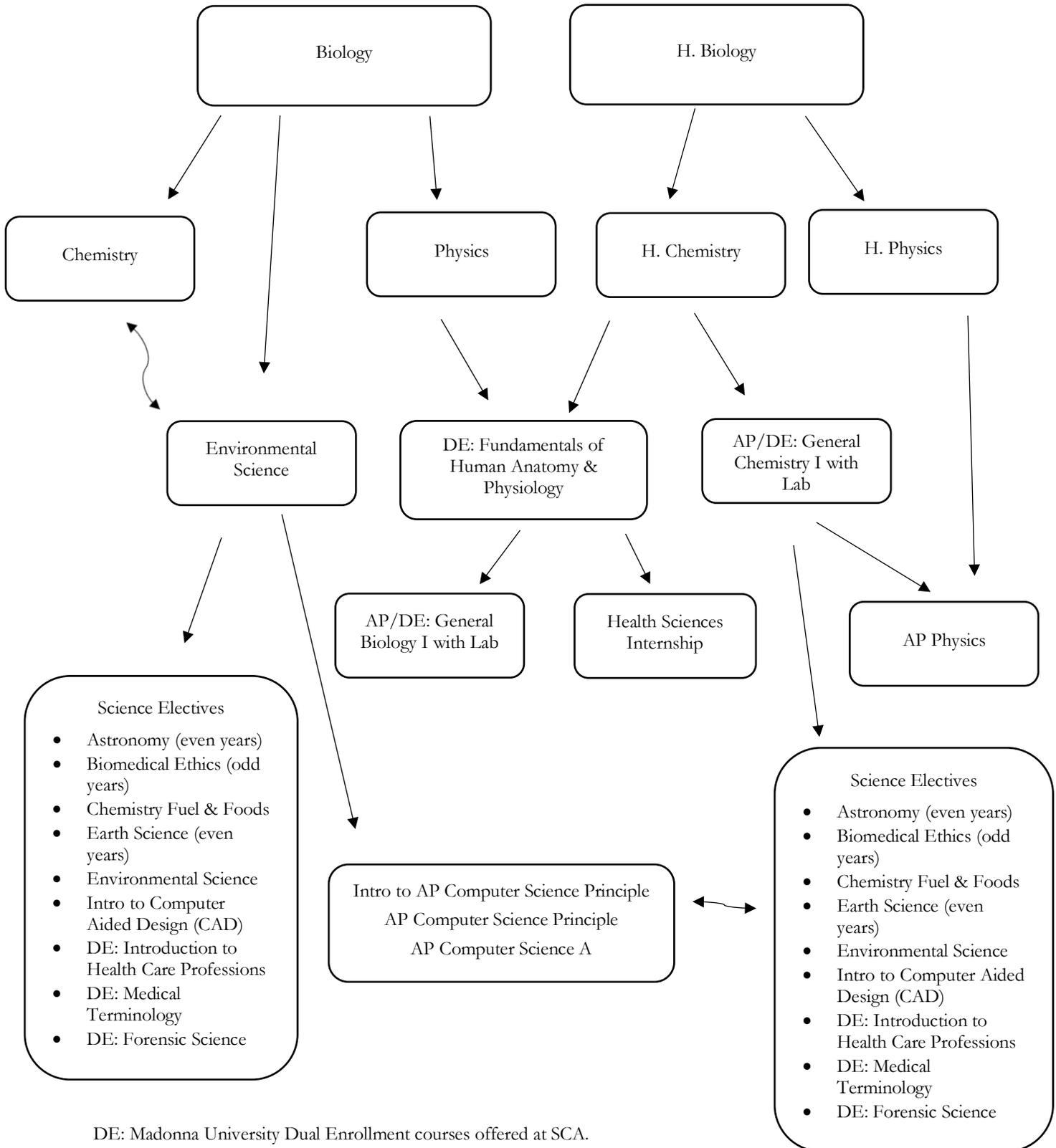
HEALTH SCIENCES INTERNSHIP [2.0 CREDITS]

Prerequisites: Senior status. Successful completion of Biology, Chemistry, and Anatomy (dual enrollment). Acceptance into the program through an application process.

This course provides students with an interest in healthcare careers to intern at off-site locations and observe and assist healthcare professionals at work. The internship will also include the study of regional anatomy, pathophysiology, and healthcare careers. First aid and CPR will also be taught. Interns are expected to maintain an overall GPA of 3.4 or higher and to maintain the highest moral character, with excellent attendance, punctuality, behavior, and demonstrated generosity. Students in the internship must be willing to submit to a background check, TB testing, and be vaccinated. It is expected that students will participate in HOSA and related service projects to support local health care. The internship opportunity is a two-credit course and will require additional time outside of class to meet all course requirements. This course is limited to 10-12 students, and selection is competitive.

This course is dual enrolled with students earning college credits in Medical Terminology and in Introduction to Health Care Professions.

Science Sequence



DE: Madonna University Dual Enrollment courses offered at SCA.

SOCIAL STUDIES

We believe in the importance of understanding the past. Studying history helps us understand how events in the past made things the way they are today. Winston Churchill believed that “those that fail to learn from history are doomed to repeat it.” The concept of historic recurrence, however, can be applied to overall human history.

Events in the past affect all people alive today. Society today is based on actions from the past. The more one learns about how and why things happened; the better today’s life is understood. History teaches us about such things as why some societies thrive while others fail; why humans have gone to war; and how people have changed society, for the better.

When we study history, we learn how we got where we are, and why we live the way we do. It’s the study of us—of humans and our place in an ever-changing world. Without it, we wouldn’t understand all our triumphs and failures, and we would continually repeat patterns without building forward to something better.

The past creates the present. Only by understanding the events of the past can we know how we got here and where we go next. History helps us change, helps us learn from past mistakes, and helps us gain context for human experience. Critical thinking skills are developed enabling our students to process facts and consider how one event affected the other. Learning to think and ask questions will lead to more active engagement with the world around us. The curriculum provides rich opportunities to engage in historical inquiry, analysis, research, writing, and discussion.

ANCIENT WORLD HISTORY [1.0 CREDIT]

Prerequisites: Freshman Status

This course will develop a student’s understanding of the political, economic, religious, social, intellectual, and geographic development of civilizations of both the Eastern and Western Hemispheres between the Paleolithic period and 1450 AD. Students will learn about the contributions of the ancient world to life in the present and future. Through the lens of the ancient world’s history, students will develop reading strategies and study skills.

HONORS ANCIENT WORLD HISTORY [1.0 CREDIT]

Pre-requisites: Freshman Status. Student testing in the 85%ile or higher on the HSPT and earning an A in 8th grade Social Studies. Enrollment in Honors English 9 is required for enrollment in this course.

This course is designed for students who have demonstrated exceptional performance and interest in social studies. Students are required to read and research intensively in this honors-level course. Analytic writing and critical thinking processes are incorporated into the coursework. Students will develop an understanding of the political, economic, religious, social, intellectual, and geographic development of civilizations of both the Eastern and Western Hemispheres between the Paleolithic period and 1450 AD. Students will learn about the contributions of the ancient world to life in the present and future.

MODERN WORLD HISTORY [1.0 CREDIT]

Prerequisites: Sophomore status and completion of Ancient World History

This course is designed to encourage discussion about how our world has been shaped socially, politically, religiously, and culturally from 1200 to the present, after the collapse or decline of the Classical Civilizations of Greece, Rome, Persia, and Byzantine. During this time, with much of the world in economic and political recovery, new states emerged, promoting a greater sense of interconnectedness through trade, and exchanging ideas. Students will investigate and interpret evidence and identify significant trends to understand major developments across the globe, using the same methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, continuity, and change over time.

AP MODERN WORLD HISTORY [1.0 CREDIT]

Prerequisites: Sophomore status and completion of Honors Ancient World History and Honors English 9. Enrollment in Honors English 10 is required for enrollment in this course.

This course is designed to encourage discussion about how our world has been shaped socially, politically, religiously, and culturally from 1200 to the present, after the collapse or decline of the Classical Civilizations of Greece, Rome, Persia, and Byzantine. During this time, with much of the world in economic and political recovery, new states emerged, promoting a greater sense of interconnectedness through trade, and exchanging ideas. Students will investigate and interpret evidence and identify significant trends to understand major developments across the globe, using the same methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, continuity, and change over time.

The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. **Students are required to take the AP exam in May.**

UNITED STATES HISTORY [1.0 CREDIT]

Prerequisites: Junior status recommended

The development of the United States from 1865 to the present is emphasized in this one-credit course. Students develop an understanding of political, economic, religious, social, intellectual, and geographic relationships affecting the United States in history and today's world. Using the Declaration of Independence, the Constitution, the amendments, and other historical documents, students develop knowledge and understanding of the application of the core democratic values given in these documents.

AP UNITED STATES HISTORY [1.0 CREDIT]

Prerequisites: Junior status and two of the following three requirements: Honors American Literature, AP Modern World History, and teacher recommendation.

In this course, students learn to use historical facts and evidence to achieve a deeper conceptual understanding of major developments in U.S. history. Higher-level writing and critical thinking processes are incorporated into the coursework. Students will need to master the kinds of thinking skills used by historians in their study of the past and become familiar with contemporary scholarly perspectives on major issues in U.S. history. Students must engage in a deep study of primary and secondary source evidence, analyze a wide array of historical facts and perspectives, and express historical arguments in writing. **Students are required to take the AP exam in May.**

CIVICS [0.5 CREDIT]

Prerequisites: Junior/Senior status

A truly democratic society relies on its citizens to be informed and ready to act. With that in mind, this course will prepare our students to become knowledgeable and proactive members of a democratic society. Four important themes will be addressed: Fundamentals of Government (how government works – how the three branches of government [executive, judicial, and legislative] work together to pass and enforce laws and how all three make up the checks and balances system); Ownership as Citizens (that as an adult, they lay claim to the government as lawful citizens – that it is the voice of the citizens that matters when it comes to shaping government, and that people have the power to vote politicians in and out of office); Proactive and Knowledgeable Voting (understanding that voting is an important duty as a citizen – every vote counts, and through voting our voices count); and Limitations of Government (knowing that every citizen has Constitutional rights that cannot be taken away or violated, as seen in the Bill of Rights and what these first 10 amendments guarantee us as Americans, and then that the remaining 17 amendments give power to the people).

AP UNITED STATES GOVERNMENT AND POLITICS [1.0 CREDIT]

Prerequisites: Junior/Senior status. AP US History, or teacher recommendation.

We realize that a truly democratic society relies on its citizens to be informed and ready to act. Knowing this and understanding the four important themes needed to be knowledgeable and proactive members of a democratic society, students seeking an intensive study of the political systems will enjoy and benefit from this course. Students will learn the following skills: connecting political concepts to real-life situations; explaining the impact and implications of certain US Supreme Court decisions; analyzing data to find patterns and trends and then draw conclusions; reading and analyzing text and visual sources; and developing a claim or thesis and supporting it in an essay. Supplemental readings to the core

text are required. Emphasis will be placed on analytical writing and critical thinking to motivate students to become active in the democratic process. Students will engage in political debate and be challenged to form arguments on issues, assessing long-term ramifications for political decision-making. **Students are required to take the AP exam in May.**

ECONOMICS WITH PERSONAL FINANCE [1.0 CREDIT]

Prerequisites: Junior/Senior status

This course gives students a look into how economic concepts affect their daily lives and provides a solid foundation from which to begin to explore micro- and macro-economics, the laws of supply and demand, and important economic policies. Students will gain a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers within the economic system. The course also includes a study of market factors and the role of government in influencing the economy. Financial literacy topics are also addressed. In the context of economics-related topics and issues, students develop content-specific literacy skills. Upon successful completion of this course, students will see 1.0 Economics with Personal Finance credit reflected on their transcript. The 0.5 credit earned for Economics in this class will count toward their GPA, while the 0.5 credit earned for Personal Finance will satisfy/meet the Michigan Department of Education (MDE) Personal Finance graduation requirement for Personal Finance but will NOT count in their GPA.

SOCIAL STUDIES ELECTIVES

AP EUROPEAN HISTORY [1.0 CREDIT]

Prerequisites: World History. Sophomore/Junior/ Senior status

In this course, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, continuity, and change over time. The course also provides seven themes that students explore throughout the course to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations of Human Geography. **Students are required to take the AP exam in May.**

AP PSYCHOLOGY [1.0 SCA CREDIT]

Prerequisites: Junior/Senior status

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation, and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. **Students are required to take the AP exam in May.**

COLD WAR [0.5 CREDIT]

Prerequisites: Junior/Senior status. Offered on even years.

A comprehensive Cold War curriculum analyzes the 1945–1991 global power struggle between the U.S. and U.S.S.R., focusing on ideological conflict (capitalism vs. communism), nuclear deterrence, and proxy wars. Key topics include the Truman Doctrine, Marshall Plan, Berlin Airlift, Korean/Vietnam Wars, and the Lavender Scare. Students will also review movies such as “Dr. Strangelove” and the Netflix documentary “Cold War”.

Guest speakers will also provide first-hand accounts of the conflict.

CURRENT EVENTS [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior Status. Offered on odd years.

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

GLOBAL WAR ON TERROR [0.5 CREDIT]

Prerequisites: Junior/Senior status. Offered on even years.

A comprehensive Global War on Terror (GWOT) curriculum for 2026 focuses on the post-9/11 era (2001–2021+), emphasizing critical inquiry, diverse perspectives, and long-term impacts. Key themes include the evolution of terrorism, U.S. foreign policy, civil liberties, the Afghan/Iraq wars, and humanitarian consequences, often using primary sources. Students will also review movies such as “Zero Dark Thirty”, “Lone Survivor” and the Netflix documentary “Turning Point: 9/11 and the War on Terror”. Guest speakers will also provide first-hand accounts of the conflict.

INTRODUCTION TO PSYCHOLOGY [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior status. Offered on even years.

This course introduces psychology and a comprehensive understanding of human behavior. Students will explore major psychological theories and the work of influential theorists while delving into topics such as perception, motivation, emotion, personality theories, stress, psychological disorders, gender, adolescent development, parenting, and social interaction. The goal of this course is to better understand ourselves and others by examining the psychological factors that shape thoughts, behaviors, and relationships.

INTRODUCTION TO SOCIOLOGY [0.5 CREDIT]

Prerequisites: Sophomore/Junior/Senior status. Offered on odd years.

This course provides a unique way to look at human behavior and social interaction. Sociology centers on the behavior of people in groups and society. Students will analyze how social structures and cultures are created, maintained, and changed. This course will focus on the fundamental ideas and concepts of culture, norms, status, roles, socialization, organizations, social institutions, and social inequalities such as class, race/ethnicity, and gender. Activities include sociological research, group activities and simulations, as well as standard testing.

LAW AND JUSTICE [0.5 CREDIT]

Prerequisites: Junior/Senior Status. Offered on even years.

This course explores topics of law that are particularly relevant to the lives of students. The Law and Justice course provides a foundation in the understanding of the law by introducing students to the basics of the legal system, ethics, criminal law and juvenile justice, torts, consumer and housing law, family law, and individual rights and liberties. Practical experiences, critical thinking, research, and student involvement are required. In the class students will view films including 12 Angry Men, Woman in Gold, To Kill a Mockingbird and a few more to get a closer look at how the American Justice system works.

MICHIGAN HISTORY [0.5 CREDIT]

Prerequisites: Junior/Senior Status. Offered on odd years.

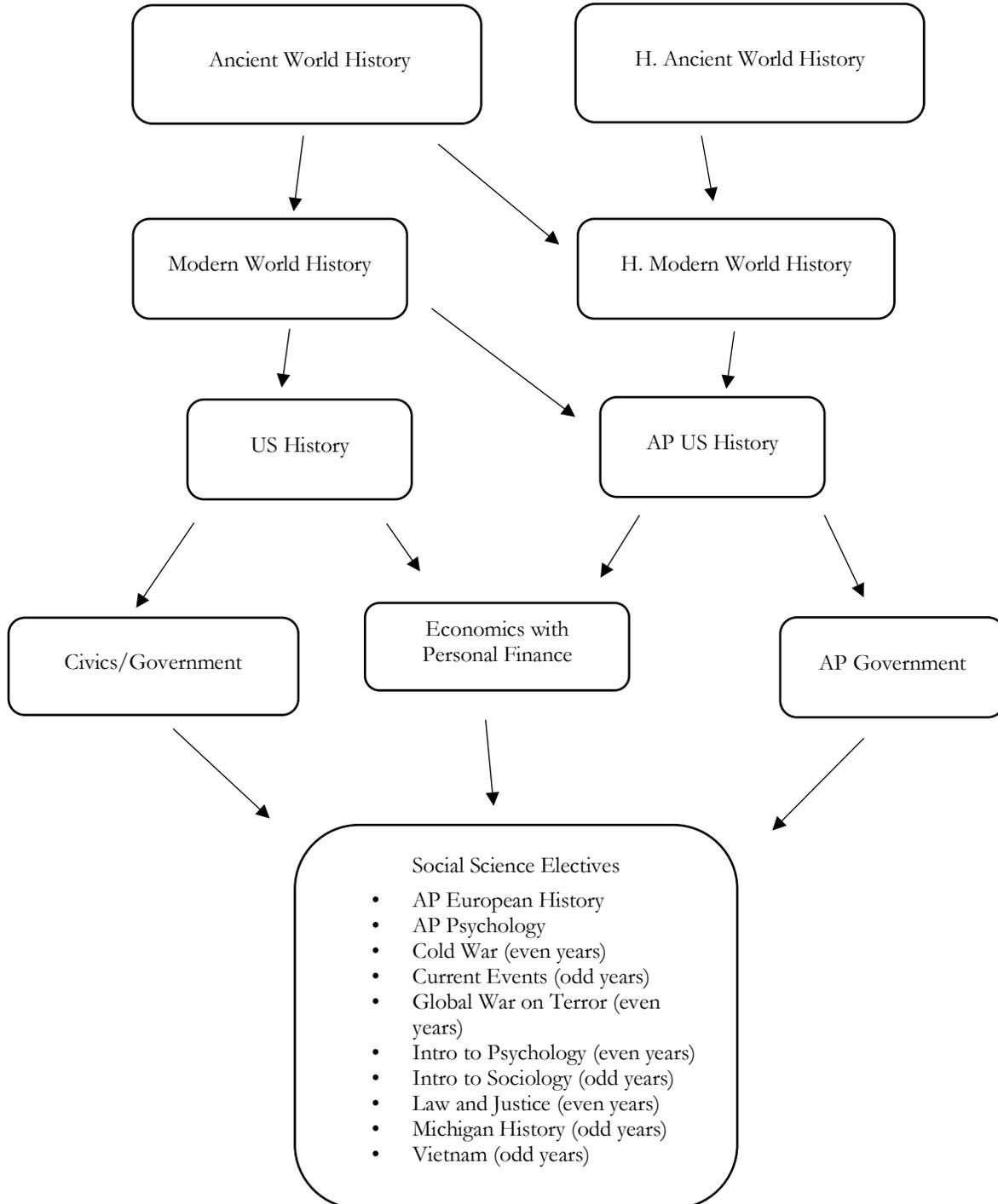
This course is a comprehensive survey of the settlement and development of Michigan with an emphasis on major events, movements, and personalities. Using several different resources and primary sources, the students develop a chronological approach to studying the history of the great state of Michigan. In addition to using those resources, students will use films, lectures, reports, and projects throughout the course to meet the intellectual curiosity of the students in the history of their own state and to evoke interest and pride in Michigan’s varied and rich heritage.

VIETNAM [0.5 CREDIT]

Prerequisites: Junior/Senior status. Offered on odd years.

A study of the U.S. military campaign in Vietnam from 1964-1973. The course emphasizes the reasons why the war in Vietnam occurred, why the U.S. war in Vietnam was unsuccessful, and how the war has influenced U.S. military and diplomatic decision-making during the Cold War and after. Students will also review movies and documentaries of this time period including but not limited to, “We Were Soldiers”, “Apocalypse Now”, and documentaries such as “Vietnam” by Ken Burns. Guest speakers will also provide first-hand accounts of the conflict.

Social Studies Sequence



THEOLOGY

St. Catherine of Siena Academy's primary mission is to develop the Feminine Genius of our students. To fulfill this mission, our theology classes strive to hand down the faith by helping each student appropriate for herself her identity as a young woman who possesses great dignity because she is beloved by God and made in His image. Each class strives to demonstrate the Catholic worldview by focusing on who each person is in Christ, God's salvific plan for each person, and how each person can receive this grace through a relationship with His Son, Jesus Christ, through His Church. Courses fulfill this mission by encouraging students to love and know Christ and His Church, to live a life of morality based in Christ, and to know God and His ways through our natural reason, tradition, and scripture.

THEOLOGY 9: JESUS CHRIST: TRUE GOD AND TRUE MAN [1.0 CREDIT]

Prerequisites: Freshman status

This course centers around Jesus Christ. Students grow in their knowledge and relationship with Him through encountering him in Scripture, Church teaching, and traditional prayers. They grow in relationships with their classmates through games and praying for each other. Students also grow in self-knowledge through journaling. Finally, students grow in knowledge of St. Catherine of Siena and the mission of the school that she has inspired: the development of each student's unique feminine genius.

Called to Protect is a 3-day video program developed by the Archdiocese of Detroit to help students be more aware of their physical, spiritual, and behavioral boundaries. This program is completed during 9th Grade Theology.

THEOLOGY 10: CHURCH HISTORY [1.0 CREDIT]

Prerequisites: Sophomore status

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

Bonus: You will learn how to pray the prayer Jesus gave us - the *Our Father* - and the prayer to His mother - the *Hail Mary* - in Latin! In addition, sophomores will complete the *Called to Serve* program developed by the Archdiocese of Detroit, which teaches them how to use their gifts and talents to serve others, be role models for younger children, and work with their peers and adult supervisors. Completion of this training allows them to volunteer in their parish.

THEOLOGY 11: MORAL THEOLOGY [1.0 CREDIT]

Prerequisites: Junior status

Moral Theology is designed to teach morality from the perspective of freedom for excellence: living a life of virtue and love of God and neighbor is the key to true, eternal happiness! First-quarter Moral Theology focuses on helping students understand the essential message of Christ's moral teaching. Students study Pope St. John Paul II's encyclical letter, *Veritatis Splendor*, to better understand the perennial principles of morality, moral decision-making, and conscience formation. While exploring current-day moral questions, students are presented with ethical and theological principles to form individual moral judgments and act uprightly before God. Although life is a spiritual battle, it is won through reliance on Christ and participation in the sacramental life of the Church, as demonstrated by the study of the life and heroic virtue of various saints.

The second quarter of Moral Theology is devoted to an in-depth study of St. John Paul II's *Theology of the Body*. God's plan for human sexuality and the vocations to marriage and family life, single adulthood, and consecrated life will be presented in-depth. Understanding the dignity of the human person, created in God's image as either male or female and in the light of the Incarnation, is key to understanding one's dignity in Christ! Through this study, students will gain knowledge of the sacramental nature of the human body and God's call to each person to express love by becoming a

gift to others. Students will grow in their understanding of their own unique feminine genius through study of Pope St. John Paul II's Letter to Women and *Mulieris Dignitatem*. Critical current moral issues related to TOB will be discussed throughout the course.

INTRODUCTION TO PHILOSOPHY [1.0 CREDIT]

Prerequisites: Junior/Senior status (required course)

This course is designed to promote confidence in the human person's ability to grow in wisdom as we ask and answer the important questions all philosophers ask: Who is the human person? What can the human person know? Does truth exist? What is freedom? Is it logical to believe that God exists? What is the meaning of life? What is necessary to live a "good life"? The class begins with an introduction to philosophy as a search for wisdom and continues with a study of the classical philosophers: Socrates, Plato, and Aristotle. Students then apply the knowledge gained from the ancient philosophers to consider what it means to be a human person: an eternal being with great dignity given her potential to know truth, freedom, happiness, and the life of virtue. Supplementary works by St. Thomas Aquinas and Pope St. John Paul II (*Fides et Ratio*) will be studied in addition to the main text for the course.

THEOLOGY 12: [1.0 CREDIT]

Seniors must select but may take more than, the required two of the four theology courses. Each of the listed senior theology courses is 0.5 credit.

SACRED SCRIPTURE AND ART

Prerequisites: Senior status

Because the human heart is constantly seeking that which will fulfill it, this course will unite our study of Sacred Scripture with our desire for Truth, Goodness, and Beauty, and art will be the unifying link! Students will read *Dei Verbum*, Vatican II's document on the *Word of God*, and Pope St. John Paul II's *Letter to Artists* in order to better understand the interrelationship between the love of Sacred Scripture and Sacred Art. Students will also study specific books of the Bible in conjunction with appropriate visual and literary works of art as a means of prayer. Opportunities to create art that reflects a reverence for the Word of God using various mediums will be present throughout the course.

PRAYER AND DISCERNMENT

Prerequisites: Senior status

Meaningful relationships must include spending time with the other, and this time helps us discover ourselves as well as the other. In our relationship with God, this time spent is called prayer, and discovering His will for us is called discernment. In this course, we will learn how to deepen our spiritual lives through prayer and discernment, explore the Church's time-tested prayers and discernment methods used by countless saints throughout the centuries, and learn how those methods can help us determine what God is calling us to do.

MARIOLOGY

Prerequisites: Senior status

This course considers the life of Mary and her role as Mother of God, Mother of the Church, first disciple, and teacher of the faith. The Blessed Virgin Mary, our Queen and Mother, is a model for all Christians because she is the privileged partner of God's revelation in Jesus Christ. To love Mary is to follow her to Jesus, doing whatever he tells us to do. This class will aid students' ability to defend the four Marian dogmas through scriptural typology; the course will also encourage a greater love of God through Mary by studying the writings of devout Marian saints. Students will also explore famous Marian apparitions and miracles, Marian hymns and prayers, and Marian art. *Totus tuus, Maria: to Jesus, through Mary!*

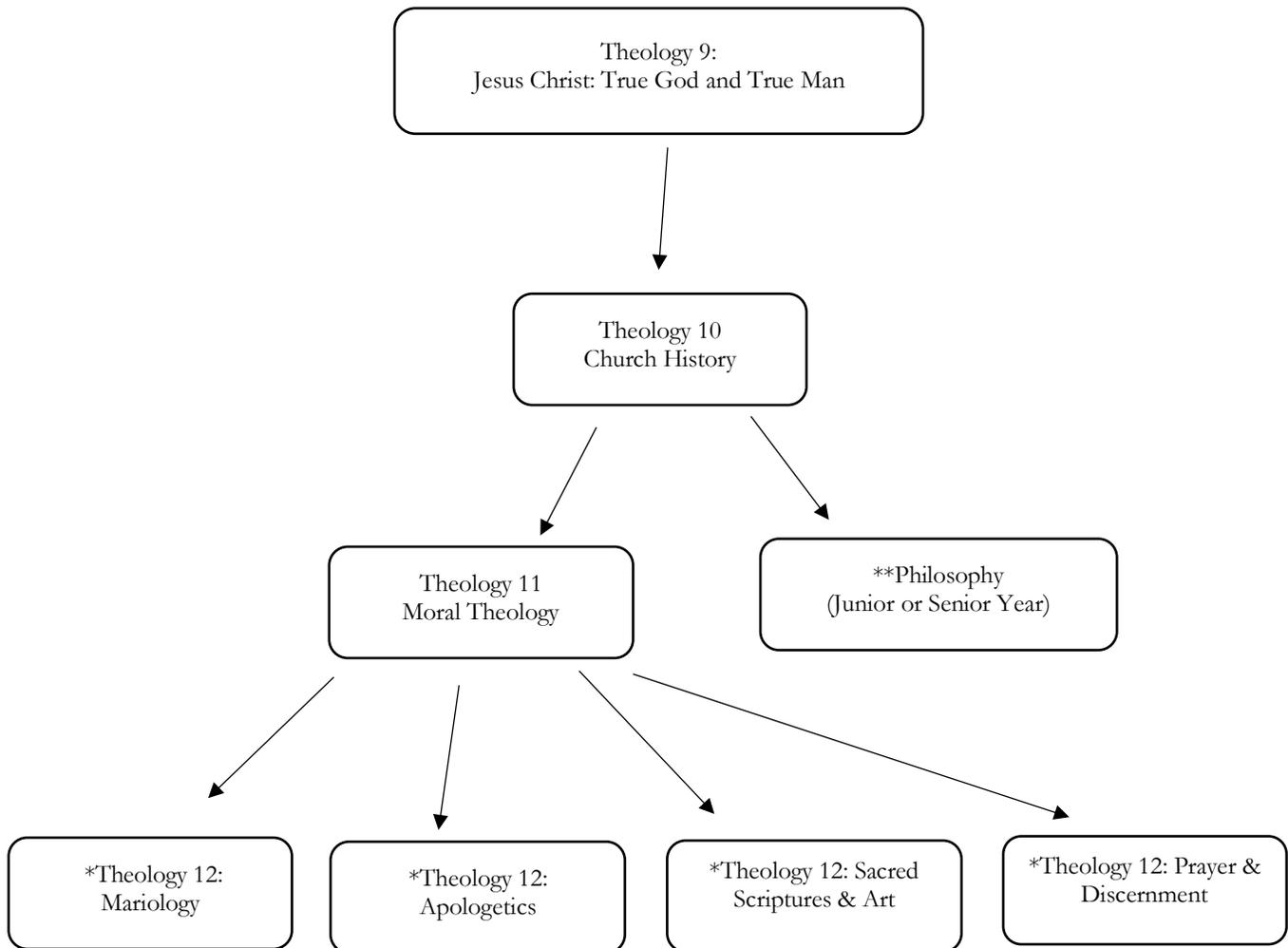
APOLOGETICS

Prerequisites: Senior status

Our first pope says in Scripture to "always be ready to give an answer for the hope that you have" in Christ and His Church (1 Peter 3:15). In this course, we will seek the wisdom needed to not only understand what our faith teaches, but

to express those teachings with truth, conviction, beauty, and love. In our current culture, misunderstandings against the Catholic Faith abound among the issues of marriage, family, human sexuality, the priesthood, the Holy Eucharist, atheism, Church Tradition, and authority, etc. Discussion and emphasis on these and other topics will help prepare students for the questions, conversations, and confrontations that may happen in their workplaces, college environments, and other settings.

Theology Sequence



* Seniors must select but may take more than, the required two of the four theology courses offered senior year.

** Philosophy must be completed in junior or senior year.

Appendix

APPENDIX

TABLE 1: COLLEGE PLANNING RESOURCES

College Planning Websites	Financial Aid Websites	Entrance Exam Resources SAT & ACT Prep
bigfuture.collegeboard.com	fafsa.ed.gov	CollegeBoard.org
michigancollegeguide.org	fastweb.com	actstudent.org
cappex.com	finaid.org	Khanacademy.org
bls.gov/ooh	ibrinfo.org	princetonreview.com
		bestcolleges.com/resources/college-entrance-exams/

TABLE 2: SCIENCE CURRICULUM PATHWAYS FOR STUDENTS

	9	10	11	12
Life Science Math Confident STEM focus	Honors Biology	Honors Chemistry	DE: Fund. Of Anatomy & Physiology AND Honors Physics OR DE: General Biology I OR DE: General Chemistry I	DE; General Biology I OR DE: General Chemistry I AND/OR Health Care Internship OR Environmental Science
Physical Science Math Confident STEM focus	Honors Biology	Honors Chemistry/Honors Physics	Honors Chemistry/Honors Physics AND DE: General Chemistry I	AP Physics C AND Computer Science OR Science Electives
Life Science	Biology	Chemistry	DE: Fund. Of Anatomy & Physiology AND Science Electives	Physics AND Science Electives
Physical Science	Biology	Chemistry/Physics	Chemistry/Physics	Science Electives

Requirements for Graduation:

- Three (3) Years of Science, including 1 year Biology, 1 year Chemistry OR Physics, 1 year any Science with lab.

College Requirements:

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

To Exceed Expectations:

- Take four (4) years of Science or double up on Science Electives
- Take Honors classes your first 3 years.
- Take Physics
- Take an AP Science class or two (these include DE: General Biology I, DE: General Chemistry I, AP Environmental Science, AP Physics C)
- DE: Fundamentals of Anatomy & Physiology
- Take Health Care Internship

AP COMMITMENT FORM

Advanced Placement Courses are extremely rigorous and are designed to follow a college-level format and curriculum. These courses move at a fast pace, and they place similar demands that would be expected from a college-level course. These courses can be as challenging as, or more challenging than a comparable college-level course. Students who enroll in AP courses must be highly motivated and willing to work responsibly to develop analytical reasoning skills and disciplined work habits. AP courses require a great deal of hard work outside the classroom.

Students enrolled in AP courses will be **required to take the AP exam in May**. Students who do not take the AP exam for any reason will have the “AP” distinction removed from their transcript. Late testing is available. If you have a conflict and know in advance you will late test, please communicate this to Mrs. Sitto. See the testing schedule attached. If an emergency should arise and you are unable to attend a regularly scheduled AP exam, please communicate with Mrs. Sitto as soon as possible to arrange late testing.

NOTE: AP examinations incur a fee. College Board determines these fees. The AP Exam fee for the 2026-27 school year is included in tuition costs. If a student does not take an AP exam, the family is responsible for repaying the test fee.

Successful completion of the AP exam may result in the awarding of college credit. This is based upon individual universities, and it is the responsibility of the student to research the policies of various institutions regarding possible credits given.

In registering for an AP course, you—the student and parents—are committing to all aspects and preparation for the AP exam in May. This includes attending and engaging in the assigned seminar review sessions. Should unusual circumstances arise where it is necessary to drop an AP course, a request will only be granted after *The Agreement of Withdrawal from AP* is signed.

By signing this form, I _____ agree to commit to a minimum of one year in the AP course of (if taking multiple AP courses, list one course per form)

_____.

I understand that transferring to another course in the semester may not be possible. I understand that I am required to take the College Board AP Exam. I understand that AP courses are intended to be college level work and as such will require my dedication to the course and diligence in coursework completed outside of class time.

Student Name & Signature: _____ Date: _____

Parent Name and signature: _____ Date: _____

Dual Enrollment Application Form – SIDE 2

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

- I understand that my college or university will bill the State directly and that my parents and I are responsible for any balance due thereafter.
- I understand that the role of Mrs. Sitto and Mrs. Tankersley is to approve me for dual enrollment, guide me through the pros and cons, and approve my course choice.
- I understand that beyond my dual enrollment application to the college or university, there may be other registration requirements that Mrs. Sitto and Mrs. Tankersley cannot assist me with, and I may have to contact my college or university directly for help.
- I understand that this is a college-level course and that the difficulty level should reflect that. I am willing to put in the time and effort to succeed in this course and know that I should work with my professor if I need outside help.
- I understand that St. Catherine is providing me with a class period to work on this course, but that other resources may not be guaranteed if they do not fall within the existing school policies. I know that I will also need to spend time working outside of school in this class.
- I understand that even though St. Catherine is providing me with a class period to work on this course, the course that I am scheduled to take at the college must be after school hours.
- I understand that if I fail my dual enrollment course, my parents and I are responsible for paying for the course.
- I understand that the final grade issued by the college will be reported as the final grade on your high school transcript.
- I understand that I must submit the college transcript to my counselor after the semester.

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

Student Name (Print): _____

Student Signature: _____ Date: _____

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

Parent Name (Print): _____

Parent Signature: _____ Date: _____

EDUCATIONAL DEVELOPMENT PLAN (EDP)

St. Catherine of Siena Academy
 Educational Development Plan
 2026- 2027

Name: _____ Date: _____ Class of _____

Graduation Requirements

4.0 credits English (4 years) 1.0 credit Philosophy
 4.0 credits Math (4 years) 1.0 credit Physical Education
 4.0 credits Social Studies 2.0 credit Vis/Perf/Applied Art
 3.0 credits Science 7.0 credit Additional Electives
 4.0 credits Catholic Theology (4 years)
 2.0 credits Latin/Spanish (minimum of 2 consecutive years must be taken at SCA)

Physical Ed

PE (0.5 Cr. required)
 Health (0.5 Cr. required)
Art
 Visual/Perf/Applied Art
 (2.0 Cr. Required)

Service Hours to be Earned Per Year:

Freshmen: 25 hours
 Sophomores: 30 hours
 Juniors: 35 hours
 Seniors: 40 hours

Career Pathways:

- _____
- _____

32.0 credits to graduate

Philosophy (required in 11th or 12th grade)
 Economics and Civics/Government (required in 11th or 12th grade)

Grade 9		Grade 10		Grade 11		Grade 12	
First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester
<input type="checkbox"/> English 9: Composition & Literature		<input type="checkbox"/> English 10: American Literature		<input type="checkbox"/> AP English Language and Composition		<input type="checkbox"/> AP Literature and Composition	
<input type="checkbox"/> Honors English 9: Composition & Literature		<input type="checkbox"/> Honors American Literature		<input type="checkbox"/> British Literature <input type="checkbox"/> Honors World Literature		<input type="checkbox"/> British Literature <input type="checkbox"/> Honors World Literature	
				<input type="checkbox"/> Women in Literature		<input type="checkbox"/> Women in Literature	
<input type="checkbox"/> Algebra I		<input type="checkbox"/> Algebra II <input type="checkbox"/> Honors		<input type="checkbox"/> Geometry <input type="checkbox"/> Honors		<input type="checkbox"/> DE: College Algebra <input type="checkbox"/> AP Precalculus	
<input type="checkbox"/> Honors Algebra II		<input type="checkbox"/> Geometry <input type="checkbox"/> Honors		<input type="checkbox"/> AP Precalculus		<input type="checkbox"/> Calculus <input type="checkbox"/> AP Calculus AB	
<input type="checkbox"/> Biology		<input type="checkbox"/> Chemistry <input type="checkbox"/> Honors		<input type="checkbox"/> Physics <input type="checkbox"/> Honors		<input type="checkbox"/> AP:	
<input type="checkbox"/> Honors Biology		<input type="checkbox"/> Physics <input type="checkbox"/> Honors		<input type="checkbox"/> AP:		<input type="checkbox"/> Elective:	
				<input type="checkbox"/> Elective:		<input type="checkbox"/> Elective:	
<input type="checkbox"/> Ancient World History		<input type="checkbox"/> Modern World History		<input type="checkbox"/> US History <input type="checkbox"/> AP US History		<input type="checkbox"/> Civics/Gov. <input type="checkbox"/> AP. Gov.	
<input type="checkbox"/> Honors Ancient World History		<input type="checkbox"/> AP Modern World History		<input type="checkbox"/> Civics/Gov. <input type="checkbox"/> AP. Gov.		<input type="checkbox"/> Economics with Personal Finance	
				<input type="checkbox"/> Economics with Personal Finance		<input type="checkbox"/> Elective:	
<input type="checkbox"/> Jesus Christ: True God and True Man		<input type="checkbox"/> Church History		<input type="checkbox"/> Moral Theology <input type="checkbox"/> Philosophy		Select Two: <input type="checkbox"/> Mariology <input type="checkbox"/> Prayer and Discernment <input type="checkbox"/> Apologetics <input type="checkbox"/> Sacred Scripture and Art	
<input type="checkbox"/> Language:		<input type="checkbox"/> Language:		<input type="checkbox"/> Elective:		<input type="checkbox"/> Philosophy	
<input type="checkbox"/> Art Elective:		<input type="checkbox"/> Art Elective:		<input type="checkbox"/> Madonna DE:		<input type="checkbox"/> Madonna DE:	
<input type="checkbox"/> PE/Health		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> SIP Elective:	

Freshman Courses Profile Sheet

2026-27

Student Name: _____

Class of 2030

Check the box for the class the student should be enrolled in for each academic area.

1. English 9:

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

Honors Composition & Literature: Designed for Students testing in the 85%ile or higher on the HSPT and earning an A in 8th grade Language Arts. Enrollment in Honors Ancient World History is required for enrollment in this course. This course introduces students to key works of world literature, both classical and contemporary. One significant difference is that this honors course is set at a faster pace, requiring students to already understand the basic literary elements as well as grammatical structures. Students should be prepared for independent reading, research and critical analysis of content as well as development of rhetoric skills and public speaking. Vocabulary is taught primarily through the context of literature. Students will also be taught the fundamentals of argumentative and research essays.

2. Social Studies:

Ancient World History: This course will develop a student's understanding of the political, economic, religious, social, intellectual, and geographic development of civilizations of both the Eastern and Western Hemispheres between the Paleolithic period and 1450 AD. Students will learn about the contributions of the ancient world to life in the present and future. Through the lens of the ancient world's history, students will develop reading strategies and study skills.

Honors Ancient World History: Designed for Student testing in the 85%ile or higher on the HSPT and earning an A in 8th grade Social Studies. Enrollment in Honors English 9 is required for enrollment in this course.

This course is designed for students who have demonstrated exceptional performance and interest in social studies. Students are required to read and research intensively in this honors-level course. Analytic writing and critical thinking processes are incorporated into the coursework. Students will develop an understanding of the political, economic, religious, social, intellectual, and geographic development of civilizations of both the Eastern and Western Hemispheres between the Paleolithic period, and 1450 AD. Students will learn about the contributions of the ancient world to life in the present and future.

3. Science:

Biology: This course is the study of living organisms and the processes by which they interact with each other and their environment. This course will address the basics of biochemistry, cell biology, genetics, evolutionary theory, ecology, systems dynamics, and biodiversity. We will also discuss current issues in biology and the Church's teachings regarding these issues. This course includes lectures

and labs (including dissections) and group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry.

Honors Biology: Designed for students testing in the 85%ile or higher on the HSPT, earning an A in 8th grade science, and placement in SCA's Honors Algebra II class.

This course will focus on a more in-depth investigation of biological concepts, including biochemistry, cell biology, genetics, evolutionary theory, ecology, systems dynamics, and biodiversity. We will also discuss current issues in biology and the Church's teachings regarding these issues. This course includes lectures and labs (including dissections) and group and individual assignments. Laboratory investigations will include primary data collection and analysis of computer-generated data from simulations, data interpretation and analysis, and student inquiry. A high priority will be placed on critical thinking and problem-solving skills.

4. Math: Placement in Honors Algebra II will be based on HSPT math scores and/or the Math Placement Test.

Algebra I: This course is a college-preparatory math class and students will learn and use the language of algebra to solve real-world problems involving linear, absolute value, quadratic, polynomial, exponential, radical, rational functions, and inequalities. Algebra I is a gateway course to all high school mathematics courses.

Honors Algebra II: Designed for students completing Algebra I in 8th grade and testing 85%ile or higher on the HSPT.

This course is a college-preparatory math class and students will analyze both graphically and analytically logarithmic and trigonometric functions. The use and operation of matrices will be studied. Complex numbers will be discussed as solutions to quadratic equations. If the student is below the 85%ile HSPT score, it is required she take SCA's Math Placement Test.

5. Theology:

Theology 9: This course centers around Jesus Christ. Students grow in their knowledge and relationship with

Him through encountering him in Scripture, Church teaching, and traditional prayers. They grow in relationships with their classmates through games and praying for each other. Students also grow in self-knowledge through journaling. Finally, students grow in knowledge of St. Catherine of Siena and the mission of the school that she has inspired: the development of each student's unique feminine genius.

6. Electives:

- All students will enroll in Physical Education/Health and Art in their freshmen year.
- Students with A/B's throughout middle school will want to begin completing their language requirement.
- Students with C/D's in middle school, will want to wait to enroll in Latin/Spanish until completing a successful year of high school work.
- Two consecutive years of a foreign language are required for graduation at SCA.
- Mastery Skills is a study skills class designed for students new to the rigor of high school academics who may need extra support and training to be successful in the classroom.

Physical Education:

This course will build on the fundamental skills and knowledge students have already learned to be physically active and healthy, while also using teamwork and strategy to be successful in both individual

and team sports and activities. Students will be exposed to a variety of enjoyable activities and sports, both traditional and non-traditional. They will learn the history, rules, and skills necessary to be successful and have fun. This class stresses the need for lifelong physical activity to achieve wellness for a lifetime.

Students will participate in many of the sports and activities listed below, but maybe not all of them. Some units will be decided based on class size and weather. The sports and activities the students may learn and participate in will include, but are not limited to, badminton, pickleball, volleyball, ultimate frisbee, disc golf, team handball, softball, floor hockey, soccer, and basketball. The students will also review the benefits of fitness and ways to incorporate it into their daily lives, including the use of the wellness center.

Health:

This course will build on the knowledge and skills students need to maintain health and wellness throughout their lifetime. Students will explore many health-related topics, giving them the information and skills necessary to make healthy choices. A desired outcome is that students use the information and skills learned in this class to make healthy decisions in the present and prevent unnecessary health problems in the future.

The content areas that will be covered during this course are personal, mental, and emotional health, nutrition and exercise, prevention and control of disease and disorders including STDs, healthy and unhealthy relationships and boundaries, substance use and abuse, CPR, AED, and first aid.

Fine and Performing Art: Select one art course.

Artworks I:

In this introductory studio art course, students will develop an awareness and appreciation for visual arts through the study of art history, aesthetics, and various artmaking techniques. Through the exploration of various media such as paint, clay, graphite, and ink, students will develop an understanding of the elements and principles of art. As the course progresses, students will learn how to use their new skill sets to inform them of their own unique creativity. This course will provide opportunities to further critical thinking, interpret visual art, and better understand the work and world around and within it. This course serves as a required prerequisite for all additional art courses.

*Artworks I is a prerequisite for the following courses: Pottery I/II, Sculpture I/II, Drawing, Painting, Digital Art, and Digital Photography.

Drama I/II:

Students will focus on developing their acting skills through physical movement, character analysis, solo, duet, and small group performances, various forms of pantomime, improvisational theatre, and vocal technique. Students will also be introduced to the art of theatrical makeup and technical theater. As part of their training, students will learn evaluation techniques to constructively critique both themselves and their classmates after each class performance activity. Students will have the opportunity to grow as speakers, improve body language when presenting, increase empathy and grow in creativity.

Ensemble Music:

Students will learn the basics of reading music, phrasing, ensemble playing, theory, composition, music history, and ear training, as well as perform at various events.

Mandatory graded performances are expected throughout the course.

Piano:

In this introductory piano course, students will develop basic piano techniques, theory, sight-reading skills, music history, and ear training. Students move at their own pace. The format of the course offers time for private practice in the practice rooms during class time, as well as individual instruction. Beginning Piano students will practice a piece to be played as communion meditation or during another prayer opportunity.

Choir:

Students will learn the basics of reading music, breathing techniques, choral singing, theory, music history, and ear training, as well as perform at various events. Mandatory graded performances are expected throughout the year.

Foreign Language: Select one language course.

Latin I:

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

Spanish I:

This course is an introductory course to Spanish. Students will learn the basics of vocabulary and grammar. Emphasis will be placed on grasping the building blocks of the language to gain confidence in composition and conversation.

Spanish II: Designed for students passing SCA’s Spanish placement test.

This course builds on the foundation of Spanish 1 with an emphasis on vocabulary, grammar, conversation, and composition in Spanish. Students will learn more about the fundamentals of the language to be able to speak/write it and learn more about the culture to understand customs.

Mastery Skills:

Mastery Skills I is designed to help previously identified students prepare for high school-level work. This course will be devoted to strengthening executive function skills, improving study skills, gaining a better understanding of strengths and identities as confident learners, and setting goals.

Mastery Skills II focuses on developing a growth mindset and preparing for Algebra I. Students who require academic assistance or who are unprepared for the rigor of high school coursework are highly encouraged to enroll.

Middle School Counselor/Teacher Signature: _____

Parent Signature: _____

Please return the form to St. Catherine of Siena Academy counselors
Mrs. Claudia Sitto (Student Last Name A – H) csitto@saintcatherineacademy.org
Mrs. Hutham Tankersley (Student Last Name I – Z) htankersley@saintcatherineacademy.org

Bring the completed and signed form to the counselor scheduling meeting.

SCHEDULE CHANGE REQUEST FORM

Student Name: _____

Grade: _____

Counselor: Mrs. Sitto Mrs. Tankersley

Date Submitted: _____

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

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

Requested course(s) to be dropped:	Requested course(s) to be added:

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

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

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

Parent/Guardian:

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

Parent/Guardian Signature	Date	Student Signature	Date
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----- **For Counselors Use Only** -----

___ Approved ___ Not Approved If approved, date class change made in PS: _____

Counselor Notes: _____

Date Received: _____ Decision communicated to student & teachers on: _____

SENIOR INDEPENDENT PROJECT PROPOSAL

The Senior Independent Project is designed to provide seniors at SCA the opportunity to explore areas of interest not represented in the curriculum. The SIP allows a senior to demonstrate her interests through a specialized project, resulting in a culminating research project, performance, or other significant work that the student will design and present. The SIP Proposal will include objectives, procedures, provisions for output/outcomes, and evaluation. A maximum of 0.5 credit in the senior year may be earned through the SIP. A complete description of the SIP may be found in the Program of Studies. This application is to be completed by the student, signed by the off-campus supervisor, and submitted to the counselor for approval during the scheduling process of her junior year. SIP off-campus supervisor may not be an immediate family member. The SIP form must be completed in its entirety with a full description of student responsibilities.

STUDENT NAME: _____

PROJECT NAME: _____

NAME OF OFF-CAMPUS SUPERVISOR: _____

SIGNATURE OF OFF-CAMPUS SUPERVISOR: _____

Phone # OF OFF-CAMPUS SUPERVISOR: _____

Email OF OFF-CAMPUS SUPERVISOR: _____

LOCATION OF PROJECT (*on-campus or address if off-campus*) _____

DESCRIPTION OF PROJECT: _____

MATERIALS NEEDED (*texts, supplies*): _____

LEARNING OBJECTIVES (*must list at least three*): _____

EVALUATION/OUTPUT (*How will success in this Project be determined?*): _____

RATIONALE/BACKGROUND: *How did you become interested in this Project? Why do you want to do this Project?*

I. Daily Journal Guided Questions

Just a few ideas to start with. You are welcome to journal as you wish.

- a. What did you do today?
- b. What did you learn?
- c. List the positive and/or negative aspects of the day's experience.
- d. Can you see yourself pursuing this career pathway?
- e. What is the educational background/degree needed for the profession?
- f. Have you interviewed others in the profession?

II. Journal Review

- a. Journals are to be given to your counselor every Friday and can be picked up every Monday morning.

III. Calendar of Activities

- a. Provide the contact information of the person you will be shadowing.
 - Dates and Time
 - Location

III. Scheduled activities/responsibilities for the day/week

IV. Presentation at the end of the Quarter

- a. Students will present to a group of faculty members two weeks before the end of the quarter.
- b. Ten-minute presentation of your experience. It can include a portfolio, a video, a speech, a PowerPoint, or any other means of showing what you learned.

V. Pass/Fail Course

REQUEST FOR ENROLLMENT IN A NON-RECOMMENDED COURSE FORM

Student Name: _____

Requested Course: _____

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

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

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

Student Signature

Date

Parent Signature

Date

School Counselor Signature

Date