
St. Rita High School

Curriculum Guide

2024 - 2025



If you would like to speak to someone in Spanish regarding the classes and their descriptions, please call the Main Office and request to speak with one of our Spanish teachers.

Si desea hablar con alguien en Espanol sobre las clases y sus descripciones, por favor llame a la oficina principal (773-925-6600) y solicite hablar con uno de nuestros profesores de espanol.

Mission Statement

St. Rita of Cascia High School is a Catholic college preparatory school for young men, rooted in the gospel of Jesus Christ and the tradition of St. Augustine, following the Augustinian philosophy of education.

St. Rita aims to form each student as a whole person: spiritually, intellectually, emotionally, physically, and socially, and to provide its young men with the necessary skills to succeed in college and in life, leading to lifelong learning and personal awareness.

Through the Augustinian core values of *Veritas* (truth), *Unitas* (unity), and *Caritas* (love), St. Rita strives to develop a bond between the members of the entire family: Augustinians, faculty, staff, students, parents, and alumni.

In the spirit of our Father, St. Augustine, we will be of one mind and one heart on our way to God.

Vision

St. Rita of Cascia High School is a private Catholic college preparatory school for boys. It operates under the auspices of the Augustinian religious order, and therefore it endorses the Augustinian philosophy of education. As an authorized Catholic school in the Archdiocese of Chicago, St. Rita of Cascia High School endorses the archdiocesan school board stated aim of “creating a Christian educational community where human culture and knowledge, enlightened and enlivened by faith are shared among teachers and students in a spirit of freedom and love.”

Because of its Augustinian roots, St. Rita of Cascia High School especially reflects the following values of Saint Augustine and finds them especially relevant to its unique role:

- a) **Veritas, truth:** “He... is called studious... who studies to hear the open and pure Truth... especially knowledge of God.” (*De Utilitate Credendi*)
- b) **Unitas, unity:** “Before all else... love God and then your fellow man, for this is the purpose of your coming together.” (*The Rule of St. Augustine*)
- c) **Caritas, love:** “You have made us for yourself, O Lord, and our hearts are restless until they rest in You.” (*The Confessions of St. Augustine*)

St. Rita of Cascia High School’s purpose is to assist each student in the orderly development of his capabilities -- intellectual, spiritual, emotional, moral, civic, and physical. Each student should become a mature Christian capable of functioning proficiently in institutions of higher learning and in adult society. The school’s primary consideration is the intellectual development of its students, a value shared with the family, church, and state. Academically, St. Rita of Cascia High School aims at a liberal education that enriches the unique personality of each individual and increases mental adaptability, awareness, sensitivity, and a spirit of inquiry, all aimed with God as a final goal. As an officially certified school in the state of Illinois, St. Rita of Cascia High School recognizes and accepts its role in developing informed and responsible citizens and leaders.

As a private Catholic school and thus an agent of the family and church, St. Rita of Cascia High School integrates the spiritual and moral aspects of life with intellectual development. St. Rita of Cascia High School endeavors to increase awareness of religious and cultural heritage. As part of its Christian ministry, St. Rita of Cascia High School strives for the ideal that it becomes a strong Catholic community in which faculty, staff, and students give daily witness of Christ’s care and concern.

Graduation Outcomes: St. Rita of Cascia High School

The successful graduate of St. Rita of Cascia High School will embody the Core Values of Veritas, Unitas, and Caritas and be able to:

1. Demonstrate an understanding of what it means to be a Christian in the Catholic and Augustinian traditions.
2. Explore and deepen his relationship with Jesus Christ with the spiritual and intellectual understanding acquired through practical experiences of prayer, reflection, worship, study and service.
3. Live ethically and morally while taking responsibility for his actions.
4. Demonstrate understanding, empathy and appreciation for others.
5. Share his gifts and talents in a spirit of unity, interdependence, dialogue, and collaboration.
6. Cultivate habits of social, emotional, spiritual, intellectual, and physical wellbeing.
7. Demonstrate an understanding and appreciation of differing points of view.
8. Listen, read, write and speak effectively for a variety of purposes.
9. Solve problems through innovation and sustained effort.
10. Conduct research and show evidence of understanding in a variety of forms.
11. Apply objective reasoning and logic in his daily life.
12. Use technology effectively and ethically.
13. Apply and synthesize what he has learned.
14. Think critically about the world.

2024-2025 Academic Requirements for Graduation for the Class of 2025

Students are to complete the following course of studies for graduation:

- 4 credits of Theology
- 4 credits of English
- 3 credits of Math
- 3 credits of Science (must include Biology and Chemistry)
- 3 credits of Social Studies (must include World History, US History, US History 3rd Semester Required Course and American Government)
- 2 credits of the same World Language
- .50 credit of Health
- .50 credit of Fine Arts

Additional elective credits are required to satisfy the minimum number of credits needed for graduation, that is, 27 credits for the class of 2025. The Principal may waive the 2 year World Language requirement for students with or without documents (IEP, 504, etc.). Fine Art or Technology courses may be encouraged in place of World Language - this done on an individual basis.

Each student will receive instruction on American patriotism, the proper use and display of the American flag and pass a comprehensive examination based on the History and Constitution of the State of Illinois and of the United States.

All Service Hours (including R.O.S.E and Caritas Projects) must be completed each year prior to graduation.

All freshmen, sophomores, and juniors must pass 7 courses each semester (3.5 credits per semester, 7 credits total) to be promoted to the next grade level. All seniors must pass at least 6 courses each semester. Any and all failures must be remediated in summer school at St. Rita of Cascia High School or a program that is approved by the Administration.

2024-2025 Academic Requirements for Graduation & Grade Advancement for the Class of 2026

Students are to complete the following course of studies for graduation:

- 4 credits of Theology
- 4 credits of English
- 3 credits of Math
- 3 credits of Science (must include Biology and Chemistry)
- 3 credits of Social Studies (must include World History, US History, US History 3rd Semester Required Course and American Government)
- 2 credits of the same World Language
- .50 credit of Health
- .50 credit of Fine Arts

Additional elective credits are required to satisfy the minimum number of credits needed for graduation, that is, 27 credits for the class of 2026. The Principal may waive the 2 year World Language requirement for students with or without documents (IEP, 504, etc.). Fine Art or Technology courses may be encouraged in place of World Language - this done on an individual basis.

Each student will receive instruction on American patriotism, the proper use and display of the American flag and pass a comprehensive examination based on the History and Constitution of the State of Illinois and of the United States.

All Service Hours (including R.O.S.E and Caritas Projects) must be completed each year prior to graduation.

All freshmen, sophomores, and juniors must pass 7 courses each semester (3.5 credits per semester, 7 credits total) to be promoted to the next grade level. All seniors must pass at least 6 courses each semester. Any and all failures must be remediated in summer school at St. Rita of Cascia High School or a program that is approved by the Administration.

2024-2025 Academic Requirements for Graduation & Grade Advancement for the Class of 2027

Students are to complete the following course of studies for graduation:

- 4 credits of Theology
- 4 credits of English
- 3 credits of Math
- 3 credits of Science (must include Biology and Chemistry)
- 3 credits of Social Studies (must include World History, US History, US History 3rd Semester Required Course and American Government)
- 2 credits of the same World Language
- .50 credit of Health
- .50 credit of Fine Arts

Additional elective credits are required to satisfy the minimum number of credits needed for graduation, that is, 27 credits for the class of 2027. The Principal may waive the 2 year World Language requirement for students with or without documents (IEP, 504, etc.). Fine Art or Technology courses may be encouraged in place of World Language - this done on an individual basis.

Each student will receive instruction on American patriotism, the proper use and display of the American flag and pass a comprehensive examination based on the History and Constitution of the State of Illinois and of the United States.

All Service Hours (including R.O.S.E and Caritas Projects) must be completed each year prior to graduation.

All freshmen, sophomores, and juniors must pass 7 courses each semester (3.5 credits per semester, 7 credits total) to be promoted to the next grade level. All seniors must pass at least 6 courses each semester. Any and all failures must be remediated in summer school at St. Rita of Cascia High School or a program that is approved by the Administration.

Report Cards and Grading

<u>Grades</u>		<u>Grade Points</u>		<u>Honors Classes</u>		<u>AP Classes</u>
A+	98-100	A+	4.4	A+	4.8	A+ 5.0
A	96-97	A	4.3	A	4.7	A 4.9
A	94-95	A	4.2	A	4.6	A 4.8
A	92-93	A	4.1	A	4.5	A 4.7
A	90-91	A	4.0	A	4.4	A 4.6
B+	88-89	B+	3.8	B+	4.2	B+ 4.4
B	86-87	B	3.6	B	4.0	B 4.2
B	84-85	B	3.4	B	3.8	B 4.0
B	82-83	B	3.2	B	3.6	B 3.8
B	80-81	B	3.0	B	3.4	B 3.6
C+	78-79	C+	2.8	C+	3.2	C+ 3.4
C	76-77	C	2.6	C	3.0	C 3.2
C	74-75	C	2.4	C	2.8	C 3.0
C	72-73	C	2.2	C	2.6	C 2.8
C	70-71	C	2.0	C	2.4	C 2.6
D	69-65	D	1.0	D	1.4	D 1.6
F	Failure	F	0	F	0	F 0
I	Incomplete					
P	Pass					

I – Incomplete can be given for a student who has been absent an excessive number of days because of illness, another serious reason, or because final exams have not been taken. Approval of the Dean of Academics is needed to use this grade for any student.

Honor Roll

The 3 levels of Honor Roll are determined by a student's semester GPA. An honor roll student cannot have a semester grade lower than a B.

Superior Honors: 4.4 and higher

High Honors: 4.2 - 4.399

Honors: 4.0 - 4.199

An example of a rigorous course sequence:

Freshman Year

Semester 1	Semester 2
Theology 1	Theology 1
English 1 Honors	English 1 Honors
Geometry or Algebra Theory Honors	Geometry or Algebra Theory Honors
Biology Honors	Biology Honors
World Language 1 Honors	World Language 1 Honors
Geography Honors	Technology
Physical Education	Health

Sophomore Year

Semester 1	Semester 2
Theology 2 Honors	Theology 2 Honors
English 2 Honors	English 2 Honors
Geometry, Algebra 2/Trig or Pre-Calculus Honors	Geometry, Algebra 2/Trig or Pre-Calculus Honors
Chemistry Honors	Chemistry Honors
World Language 2 Honors	World Language 2 Honors
AP or Honors World History	AP or Honors World History
Elective	Fine Arts Elective

Junior Year

Semester 1	Semester 2
Theology 3 Honors	Theology 3 Honors
AP English Language or Honors English 3	AP English Language or Honors English 3
Algebra 2/Trig or Pre-Calculus Honors, AP Calc or AP Stats	Algebra 2/Trig or Pre-Calculus Honors, AP Calc or AP Stats
Physics Honors	Physics Honors
World Language 3 Honors	World Language 3 Honors
AP or Honors US History	AP or Honors US History
Elective	Elective

Senior Year

Semester 1	Semester 2
Theology 4 Honors	Theology 4 Honors
AP English Literature or Honors British Lit	AP English Literature or Honors British Lit
AP Calculus AB/H Pre-Calculus/AP Stats	AP Calculus AB/H Pre-Calculus/ AP Stats
AP Chemistry	AP Chemistry
AP or Honors World Language	AP or Honors World Language
AP or Honors American Government	AP or Honors American Government
Elective	Elective

Seniors are recommended to take an appropriate number of AP / Dual Credit courses relative to personal study time, stress level, extracurriculars and other commitments.

Students are encouraged to enroll in the most rigorous schedule of classes that they are prepared to undertake. The following course sequence could/should include college prep, honors, and AP level classes: Students may be recommended for placement in Honors and AP level classes by current teachers.

Freshman Year

Semester 1	Semester 2
Theology 1	Theology 1
English 1	English 1
Algebra 1	Algebra 1
Biology	Biology
World Language 1	World Language 1
Geography or Band or Art 1	Technology or Band or Art 1
Physical Education	Health

Sophomore Year

Semester 1	Semester 2
Theology 2	Theology 2
English 2	English 2
Geometry	Geometry
Chemistry	Chemistry
World History	World History
World Language 2	World Language 2
Elective	Fine Arts Elective

Junior Year

Semester 1	Semester 2
Theology 3	Theology 3
English 3	English 3
Algebra 2	Algebra 2
Physics	Physics
US History	US History
World Language 3 or Elective	World Language 3 or Elective
Elective	Elective

Senior Year

Semester 1	Semester 2
Theology 4	Theology 4
English Elective	English Elective
American Government	US History 3rd Semester Requirement
World Language 4 or Elective	World Language 4 or Elective
AP Statistics, Pre-Calculus Honors, or College Algebra and/or Personal Finance or Elective	AP Statistics, Pre-Calculus Honors, or College Algebra and/or Personal Finance or Elective
Elective	Elective
Elective	Elective

*All students must meet the 6 semester Social Science requirement.

Fr. James Green, OSA Academic Support Program

Students are placed in classes according to their individual academic needs.

Freshman Year

Semester 1	Semester 2
Theology 1	Theology 1
English 1	English 1
Algebra 1	Algebra 1
Physical Education	Physical Education
Reading	Reading
Resource (FGP or MAP)	Resource (FGP or MAP)
Technology	Health

Sophomore Year

Semester 1	Semester 2
Theology 2	Theology 2
English 2	English 2
Geometry	Geometry
Biology	Biology
World History	World History
Physical Education	Fine Arts Elective
Resource (FGP or MAP)	Resource (FGP or MAP)

Junior Year

Semester 1	Semester 2
Theology 3	Theology 3
English 3	English 3
Algebra 2	Algebra 2
Chemistry in the Community	Chemistry in the Community
US History	US History
World Language 1 or Fine Arts Elective	World Language 1 or Elective
Elective	Elective

Senior Year

Semester 1	Semester 2
Theology 4	Theology 4
English Elective	English Elective
US Government	Social Science Elective
World Language 2 or Elective	World Language 2 or Elective
Science Choice	Science Choice
College Algebra and/or Personal Finance or Elective	College Algebra and/or Personal Finance or Elective
Elective	Elective

Advanced Placement Program

The Advanced Placement (AP) program plays an integral role in the curriculum of St. Rita High School. As a college preparatory school, St. Rita offers AP courses as its highest and most challenging academic experience. These are truly college-level courses, and as a result, many colleges and universities offer placement or credit based on students' scores on the AP exams. St. Rita recognizes the advanced nature of these courses with a weighted GPA calculation.

St. Rita currently offers the following AP Courses

1. Biology
2. Calculus AB
3. Chemistry
4. Computer Science Principles
5. English Language and Composition
6. English Literature and Composition
7. European History
8. Human Geography
9. Psychology
10. Spanish Language
11. Statistics
12. Studio Art Drawing, 2D Art and 3D Art
13. United States Government and Politics
14. United States History
15. World History

Note: Not all AP courses may be offered every year.

Criteria for assigning college placement or credit may vary from course to course and from college to college. The College Board provides an index of these policies on their website. However, whether or not a student earns college credit for an AP course, the true value of the AP experience lies in the college-level skills and content the student learns. Thus, it is important to note that a student's grade in an AP course reflects his performance in the course itself (exams, essays, labs, assignments, etc.) and is distinct from the AP exam score.

Admission to AP courses at St. Rita is based on teacher recommendations and grades in previous classes.

By enrolling in the AP program, a student acknowledges its rigorous nature and agrees to give his best effort to succeed in it – both in class and on the AP exam. AP courses at St. Rita are included in the school's overall policy for schedule changes, which can be made only within the first 10 days of class (or a period of time determined by the Administration). The principal may approve or may not approve any schedule that includes multiple AP courses in the same year. All students enrolled in an AP course are highly encouraged to take the AP exam.

More information about the AP program is available at <http://apcentral.collegeboard.com>.

Information Provided by the College Board

AP is a rigorous academic program built on the commitment, passion, and hard work of students and educators from both secondary schools and higher education. With more than 30 courses in a wide variety of subject areas, AP provides willing and academically prepared high school students with the opportunity to study and learn at the college level.

Through AP courses, talented and dedicated AP teachers help students develop and apply the skills, abilities, and content knowledge they will need later in college. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. For example, through the AP Course Audit, AP teachers submit their syllabi for review and approval by the college faculty. Only courses using syllabi that meet or exceed the college-level curricular and resource requirements for each AP course are authorized to carry the “AP” label.

AP courses culminate in a suite of college-level assessments developed and scored by college and university faculty as well as experienced AP teachers. AP exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level work. Strong performance on AP Exams is rewarded by colleges and universities worldwide. More than 90% of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. But performing well on an AP Exam means more than just the successful completion of a course; it is the gateway to success in college. Research consistently shows that students who score a 3 or higher typically experience greater academic success in college and improved graduation rates than their non-AP student peers.

AP Exam Scores

The Readers’ scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a score on AP’s 5-point scale. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement.

AP Score

5 = Extremely well qualified

4 = Well qualified

3 = Qualified

2 = Possibly qualified

1 = No recommendation

AP Exam scores of 5 are equivalent to A grades in the corresponding college course. AP Exam scores of 4 are equivalent to grades of A-, B+, and B in college. AP Exam scores of 3 are equivalent to grades of B-, C+, and C in college.

Dual Credit Program

Successful completion of the following courses earns college credits through our dual credit program with Benedictine University, Lisle, Illinois. Any credits earned through participation in the dual credit program will be applied to your high school graduation requirements and in most cases, are transferable to other colleges and universities.

The following courses qualify for dual credit at St. Rita High School and Benedictine University (Benedictine course fee is to be determined, the 2023-24 fee was \$60.00 per credit hour):

AP Calculus = BU MATH 2210 - Calculus 1 (4 Credit Hours)

AP Chemistry (1st Sem) = BU CHEM 1113/1114 Gen. Chem. 1 & Gen. Chem. 1 Lab (4 Credit Hours)

AP Chemistry (2nd Sem) = BU CHEM 1123/1124 Gen. Chem. II & Gen. Chem. II Lab (4 Credit Hours)

AP Statistics = BU MATH 1150 - Introduction to Statistics (3 Credit Hours)

The following courses qualify for dual credit at St. Rita High School and Dominican University (Dominican 2024-2025 course fee is \$300.00 - \$100.00 per credit hour):

Honor's Theology 2 - Old Testament = DU Theo 120 - The Bible: The First Five Books (3 Credit Hours)

Honor's Theology 2 - The New Testament = DU Theo 322 - Jesus and the Gospels (3 Credit Hours)

Honor's Theology 3 - Moral Theology = DU Theo 320 - Theological Ethics (3 Credit Hours)

Honor's Theology 3 - Catholic Social Teaching = DU Theo 261 - Catholic Social Thought (3 Credit Hours)

Honor's Theology 4 - World Religions = DU Theo 105 - Introduction to Interfaith Studies (3 Credit Hours)

The following course qualifies for dual credit at St. Rita High School and Grand Canyon University (GCU course fee is to be determined, the 2023-24 fee was \$52.50 per credit hour, or \$210.00 for the 4 credit course):

Introduction to Philosophy and Ethics = GCU PHI 103 - Intro to Philosophy and Ethics (4 Credit Hours)

The following course qualifies for dual credit at St. Rita High School and St. Xavier University (SXU course fee is \$100 for the course):

Introduction to Business = SXU Introduction to Business (1 Credit Hour).

STEM / ENGINEERING / APPLIED CONSTRUCTION PATHWAYS

Recommended sequence of courses for careers in Engineering and/or Construction

Freshmen Year

Algebra I, H Algebra Theory or H Geometry

Biology, H Biology

Sophomore Year

Geometry, H Geometry, H Algebra 2/Trig or H Pre-Calculus

Chemistry, H Chemistry

Junior Year

Algebra 2, H Algebra 2/Trig or H Pre-Calculus

Physics, H Physics

Senior Year

H Pre-Calculus, AP Calculus

AP Biology, AP Chemistry

Forensic Science

Computer course

Engineering

STEM Requirements

minimum 4 years of

Math

Science

Minimum 1 year of

Technology

Engineering (at St. Rita and/or online)

Must participate in all

hands on work

presentations

work experience

competitions

field trips

classes at IBEW Local 134 (may begin at 8:00am)

collaboration with Chicago Engineers Foundation

STEM / COMPUTER PATHWAY

Recommended sequence of courses for a career in Computer Technology

Freshmen Year

Algebra I, H Algebra Theory or H Geometry

Biology, H Biology

Sophomore Year

Geometry, H Geometry, H Algebra 2/Trig or H Pre-Calculus

Chemistry, H Chemistry

Junior Year

Algebra 2, H Algebra 2/Trig or H Pre-Calculus with AP Statistics

Physics, H Physics

Computer course

Senior Year

H Pre-Calculus, AP Calculus, AP Statistics

AP Biology, AP Chemistry

Forensic Science

Computer course

STEM Requirements

minimum 4 years of

Math

Minimum 2 years of

Technology

Apple App Development, H Apple Programming

Computer Science Principles

Graphic Design

2D3D Animation

Online computer classes

Must participate in all

hands on work

presentations

work experience

field trips

HEALTH SCIENCES PATHWAY

Recommended sequence of courses for a career in Health Sciences

Freshmen Year

Algebra I, H Algebra Theory, H Geometry

Biology, H Biology

Sophomore Year

Geometry, H Geometry, H Algebra 2/Trig or H Pre-Calculus

Chemistry, H Chemistry

Junior Year

Algebra 2, H Algebra 2/Trig or H Pre-Calculus with AP Statistics

Physics, H Physics

Senior Year

H Pre-Calculus, AP Calculus, AP Statistics

Human Anatomy, H Human Anatomy

AP Biology, AP Chemistry

Health Science Requirements

minimum 4 years of

Math

minimum 4 years of

Science that includes

Human Anatomy or H Human Anatomy

Biology and AP Biology and AP Chemistry

Additional online science courses are available

Must participate in all

hands on work

presentations

work experience

field trips

CRIMINAL JUSTICE PATHWAY

Recommended sequences of courses for a career in Criminal Justice

Freshman Year

Algebra I, H Algebra Theory, H Geometry

Biology, H Biology

Sophomore Year

Geometry, H Geometry, H Algebra 2/Trig or H Pre-Calculus

Chemistry, H Chemistry

Junior Year

Algebra 2, H Algebra 2/Trig or H Pre-Calculus

Physics, H Physics

Senior Year

H Pre-Calculus, AP Calculus or AP Statistics

Forensic Science

Psychology or AP Psychology

Criminal Justice Requirements

minimum 4 years of

Math

Science

Must take at least 2 classes below

Computer Science Principles

Criminal Law I

Criminal Law II

Psychology or AP Psychology

Sociology

Additional online science courses are available

Must participate in all

hands on work

presentations

work experience

field trips

BUSINESS PATHWAY

Recommended sequence of courses for a career in Business

Freshman Year

Algebra I, H Algebra Theory or H Geometry

Sophomore Year

Geometry, H Geometry, H Algebra 2/Trig or H Pre-Calculus

Junior Year

Algebra 2, H Algebra 2/Trig or H Pre-Calculus with AP Statistics

Senior Year

H Pre-Calculus, AP Calculus or AP Statistics

Accounting

Economics

Business Requirements

minimum 4 years of

Math

Must take at least 2 classes below

Accounting

Economics

Additional online business courses are available

Must participate in all

hands on work

presentations

work experience

field trips

ABC program before school (strongly suggested)

Course Descriptions by Department:

Business: page 22

Computer Technology: pages 22 - 24

English: pages 24 - 30

Fine Arts: pages 31 - 35

Math: pages 35- 39

Physical Education and Resource: page 39-41

Science and Engineering: pages 41- 46

Social Science: pages 46 - 54

Theology: pages 55 - 59

World Language: pages 59 - 65

Approved Online Courses: pages 65 - 66

COURSE DESCRIPTIONS BY DEPARTMENT

Business

Department Chair: Mr. Paul Harrington

pharrington@stritahs.com

770 Introduction to Accounting

Elective

Grades 11 & 12, Credit 0.5

This course is meant to be an introduction to accounting and the class will explore the field of accounting in the business world. The student will follow a financial transaction through the journal, ledger, trial balance, income statement, balance sheet and closing entries.

Computer Technology

Department Chair: Mr. Paul Harrington

pharrington@stritahs.com

715 Graphic Design

Elective/ Fulfills Technology Requirement

Grades 10, 11 & 12, Credit 0.5

The course, *Graphic Design*, will incorporate electronic photo editing, graphics, and page design. Students will be instructed in design theory, computer publishing skills, and creative problem solving.

The course will introduce students to computer system developed graphics. The student will learn the hardware and software components for multimedia production. Each student will explore basic computer operations, ergonomics, and file management. The course will explore the use of tools, computer graphics techniques and design layout principles to produce professional graphic designs.

The course will focus on the high-end capabilities of a raster photo-editing software as an illustration, design and photo retouching tool. The course software provides students an opportunity to work with the industry standard in graphic design software while developing a wide range of selection and manipulation techniques that can be applied to photos, graphics and videos.

717 Technology

Elective / Fulfills Technology Requirement

Grade 9, Credit 0.5

Technology is a freshman course that uses hands-on activities and projects to foster critical thinking while teaching fundamental computer skills and concepts. The course introduces students to educational and business productivity and workflow applications that they can use throughout their school career and beyond. In the course, students will develop an understanding of their responsibilities as digital citizens. They will examine online sources critically and learn how to use the Internet safely and responsibly. Students will be introduced to basic programming principles and learn to code robots and drones.

727 Apple iOS App Development

Elective/ Fulfills Technology Requirement

Grades 11 & 12, Credit 0.5

The course will focus on learning and engaging the Apple Swift programming language. As a project based course, students will learn the basics of computer science through the development of mobile apps; build iOS apps (capable of immediate use on the iPhone and iPad) using Apple's cutting edge development tools; and design Apple specific templates, frameworks, and object oriented data structures.

728 Honors Apple Programming

Elective/ Fulfills Technology Requirement

Grades 11 & 12, Credit 1.0

Prerequisites:

Any student who earns less than a C final average in either semester of his freshman Math course is disqualified from registering for Honors Apple Apps.

Regardless of semester averages in a student's freshman year, a recommendation that he not move into Honors Apple Apps by a teacher, counselor, or administrator will be a determining factor.

The Apple honors programming course is designed to provide students an opportunity to build and deploy iOS applications from end to end using Apple specific templates and frameworks. Students will learn the basics of the Swift language through sequential and object-oriented programming, basic data structures, and a foundational understanding of how iOS apps are constructed. They will learn how iOS applications are designed and developed, and use those skills to create and complete working applications.

742 Computer Science Principles

Elective/ Fulfills Technology Requirement

Grades 11 & 12, Credit 0.5

Computer Science Principles is a hands-on course that introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

The course covers many topics including the Internet, cyber security, privacy, and programming and algorithms.

743 2D and 3D Animation

Elective/ Fulfills Technology Requirement

Grades 10, 11 & 12, Credit 0.5

2D-3D Computer Animation is widely used in film animation (special effects) -video games, television - web, etc. Professionals that use Animation for their productions are web designers, visual effect Artists, motion graphic designers, film and video designers, etc.

In 2D-3D Computer Animation class students will learn how to combine sophisticated visual and audio effects to animate both objects and effects; create or render QuickTime movies, create cinematic movie titles, intros and transitions, start a fire or make it rain, animate a logo or character. Basically with 2D-3D students can take an idea and give it movement and sound!

English

Department Chair: Mrs. Rosemarie Boldt

rboldt@stritahs.com

812 English 1

Freshman Requirement

Grade 9, Credit 1.0

NCAA Clearinghouse Approved

English 1 is a one-year course divided between the teaching and analyzing of literature, writing, and grammar. In literature, the focus of study is on the definitions and applications of literary terms, comprehension, and social application of four novels, one Shakespeare play, and various short stories and poetry. In writing, emphasis is given to writing for a variety of purposes and audiences. Grammar study is intended to aid the writing process.

811 Honors English 1

Fulfills Freshman English 1 Requirement

Grade 9, Credit 1.0

NCAA Clearinghouse Approved

English I Honors is a one-year course divided between the teaching and analyzing of literature, writing, and grammar. In literature, focus of study is on the definitions and applications of literary terms, comprehension, and social application of six (6) novels, two (2) Shakespeare plays, and various short stories and poetry are studied. In writing, emphasis is given to writing for a variety of purposes and audiences. Grammar study is

intended to aid the writing process. The honors course encompasses a more complex college preparatory reading and discussion of classic and contemporary literature.

822 English 2

Sophomore Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

English 2 provides students with a diverse literary canon that explores common themes through multiple genres. Students will study works that highlight the values of people living in diverse nations and emphasize times of oppression and political indignity and times of peace throughout history. Students will have the opportunity to study texts from China, Africa, Europe, Southern and Central America, as well as British and World Classics. Students will aim to develop a wider sense of historical context in literary study and discuss compassionate solutions to hardships experienced throughout the world. In writing, emphasis is given to the building of strong paragraphs in order to achieve the ultimate goal of writing a final essay/paper. Grammar study is intended to aid the writing process. This course combines the study of traditional grammar and literature in a one-year course of study. In grammar, students study the more complex functions of the sentence including phrases, clauses, and verb tenses. Techniques in composition are practiced using themes taken from literature that include short stories and novels. Students read six (6) novels, two (2) plays, and a variety of short stories and poetry and are tested on the comprehension of the text as well as a deeper and more complex literary analysis.

821 Honors English 2

Fulfills Sophomore English 2 Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites:

- *Students with a B final average or better in each semester in English 1 Honors or at least an A final average in both semesters of English 1 qualify for consideration for entry into Sophomore Honors English.*
- *Regardless of semester averages in a student's freshman year, a recommendation that he not move into English 2 Honors by a teacher, counselor, or administrator will be a determining factor.*

English 2 Honors covers the curriculum of English 2 but is presented in greater depth. The Course provides students with a diverse literary canon that explores common themes through multiple genres. Students will study works that highlight the values of people living in diverse nations and emphasize times of oppression and political indignity and times of peace throughout history. Students will have the opportunity to study texts from China, Africa, Europe, Southern and Central America, as well as British and World Classics. Students will aim to develop a wider sense of historical context in literary study and discuss compassionate solutions to hardships experienced throughout the world. In writing, emphasis is given to the building of strong paragraphs in order to achieve the ultimate goal of writing a final essay/paper. Grammar study is intended to aid the writing process. This course combines the study of traditional grammar and literature in a one-year course of study. In grammar, students study the more complex functions of the sentence including phrases, clauses, and verb tenses. Techniques in composition are practiced using themes taken from literature that include short stories and novels. Students read six (6) novels, two (2) plays, and a variety of short stories and poetry and are tested on the

comprehension of the text as well as a deeper and more complex literary analysis.

832 English 3

Junior Requirement

Grade 11, Credit 1.0

NCAA Clearinghouse Approved

In the junior year there is a heavy emphasis put upon preparation for the ACT test which will take place in early April. Through their preparation, students will learn proper punctuation skills for sentences as well as word usage skills which will also help them in their writing. There is also an emphasis on American Literature in the junior year. An American Literature textbook will cover a diverse list of American authors. Students will also write papers on various topics chosen by the instructor covering the following areas: literary analysis, persuasion, and research with a heavy emphasis on persuasive writing prior to the ACT to prepare them for the writing section of the test. Each junior will do a research project in the second semester where the students will do a step by step process learning the proper steps to a good research paper. English teachers will work together with the junior History teachers to choose an appropriate topic. Students will also be required to read one novel per quarter on which they will be tested for content. Discussion of the novels in class may also lend to literary analysis topics for writing.

831 Honors English 3

Fulfills Junior English 3 Requirement

Grade 11, Credit 1.0

NCAA Clearinghouse Approved

- *Prerequisites: Students with a B final average or better in each semester in English 2 Honors or an A final average in both semesters combined of English 2 qualify for consideration for entry into Junior Honors English.*
- *Regardless of semester averages in a student's sophomore year, a recommendation that he not move into English 3 Honors by a teacher, counselor, or administrator will be a determining factor.*

English 3 Honors is a full-year course examining writing, reading, and audio and visual texts through rhetorical lens along with preparing for the ACT. In literature, the definitions and applications of literary terms and comprehension of three (3) novels, a play, a memoir, an analytical book, a textbook, and various short nonfiction, fiction, poetry, music, and visual texts are studied. In writing, emphasis is given to writing for a variety of purposes and audiences and examining rhetorical implications of various speakers and audiences. Presenting research and acquired knowledge and skills in written, audio, and visual forms for a variety of audiences is also involved. As an honors-level class it demands a more mature approach to study. The course encompasses a more complex college-preparatory level of reading and discussion of texts and subject matters than those of English 3.

830 AP English Language and Composition

Fulfills Junior English 3 Requirement

Grade 11, Credit 1.0

College Board Approved

Prerequisites:

- *Students with an A final average in both semesters in English 2 Honors qualify for consideration for entry into AP English Language.*
- *Students in non-honors English 2 are not eligible to take AP Language in their Junior year but may qualify for English 3 Honors.*
- *Regardless of semester averages in a student's sophomore year, a recommendation that he not move into AP English Language by a teacher, counselor, or administrator will be a determining factor.*

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

850 Honors British Literature

Fulfills Senior English 4 Requirement

Grade 12, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites:

- *Students with a B final average or better in both semesters of English 3 Honors or an A final average in both semesters combined of English 3 qualify for consideration for entry into Senior Honors English.*
- *Students with a C final average or better in both semesters of AP Language and Composition qualify for consideration for entry into Senior Honors English.*
- *Regardless of semester averages in a student's junior year, a recommendation that he not move into Senior Honors English by a teacher, counselor, or administrator will be a determining factor.*

English 4 Honors, British Literature is a year-long course that covers a greater depth, deeper analysis, and wider scope of British Literature and History than the semester-long English IV British Literature Course. The course is based on the study of literary analysis and advanced writing skills. The class engages students in the careful reading and critical analysis of a variety of British literary forms from numerous genres spanning from the Medieval period through contemporary time. Through the perceptive reading of such works, students will deepen their understanding of the ways writers use language to produce complex themes about lives, people, and the world. Students will study literary techniques and genres as they apply to particular periods of British literature. The Students will read two narratives, various poems, one Shakespearean play and one novel in first semester and various excerpts of poetry, essays, narratives, and one novel in the second semester. The students demonstrate advanced writing skills in essays, a literary analysis paper, and a research paper. In all writing assignments, the students will be expected to demonstrate college-level sentence structure, word choice, and idea development.

875 African American Literature

Fulfills Senior English Semester Requirement

Grade 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

This course explores the literary conventions, themes, and techniques employed by African American authors in a variety of genres such as the short story, drama, poetry, and the essay. Emphasis is placed on the development of Black expression in literature and criticism. Students refine critical thinking, reading and writing skills through literary analysis of a broad range of representative works. We will explore how 18th—21st century texts by African American men and women who write about, respond to, or somehow engage race in their creative endeavors. Students will not only read these authors and learn of the historical and literary periods in which they were writing and discuss the dominant issues and themes confronting them, but also become more critical and creative readers and writers.

874 Irish/Irish American Literature

Fulfills Senior English Semester Requirement

Grade 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

This class provides an educational and entertaining reflection on the deep historical and cultural intertwining of America and Ireland through literature of The Emerald Isle and that of its American descendants, and the extent to which our world is shaped by Irish people, culture and heritage. In this class we explore comparative perspectives of the cultural, economic, and political context of being Irish and Irish American. We also seek to provide new perspectives on the interconnections between Ireland and America, in the past, present and future. Based on the readings, we explore some fundamental historical questions, such as how were the Irish Famine, emigration, and economic developments of the 18-20th centuries interconnected, and how did the Irish Diaspora (the massive emigration of Irish to America and other countries around the world) shape the historical and cultural trajectory of America. Finally we explore how American, let alone global, culture is being actively shaped by Irish culture (such as literature, theater, film, music), and the extent to which this is a dynamic process. Drawing upon literature and history, this class will illustrate the different ways we can explore and conceive of the past and present world of Ireland and Irish America. Seeking answers to these questions offers students an opportunity to learn more about Ireland, America, and the connections between these cultures and people.

876 Chicago Authors

Fulfills Senior English Semester Requirement

Grade 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

Chicago author Stuart Dybek once wrote, “Perhaps more than any other American city, Chicago draws its identity from its writers and in the process imposes its identity upon them as well.” This semester course will examine the authors, themes and characters of the “Chicago tradition” in literature from the early twentieth century until the present. Through a discussion of novels and authors, the class will discover what issues, themes, and concerns may be common to Chicago writers. Other issues that will be discussed include themes of assimilation/segregation, Chicago’s place in American culture, Chicago itself as a character in fiction, and Chicago authors’ love for the city they depict.

820 Public Speaking

Fulfills Senior English Semester Requirement
Grade 11 & 12, Credit 0.5

This course is designed to teach students to think clearly and to express themselves effectively before others. Over the course of the semester the student will be introduced to the techniques necessary to enhance his speaking skills, such as the use of body and voice to accent his presentation. Various aspects of interpersonal relating and public speaking will be covered (from oral interpretation of literature to beginning argumentation skills to the proclamation of the Word of God in liturgy to extemporaneous speaking). The development of good oratory and life skills benefits the student in his education here at St. Rita, in college, and in his future career by helping him to develop self-confidence through increasing his means of self-expression. This course is intended to provide the student with opportunities to sharpen his public speaking and presentation skills.

828 Hispanic American Literature

Fulfills Senior English Semester Requirement
Grade 11 & 12, Credit 0.5

This course explores the literary conventions, themes, language, and techniques employed by Hispanic-American authors in a variety of genres such as the novel, short story, poetry, and the essay. Students refine critical thinking, reading and writing, and cultural literacy skills through literary analysis of a broad range of representative works. We will explore how 19th—21st century texts written by Hispanic American men and women confront issues of identity, assimilation, cultural heritage and artistic expression. Students will assess common experiences that we all share that transcend cultures: Coming of age, traditional family relationships, assimilation, the pursuit of the American dream, etc. Emphasis is placed on the development of Hispanic expression in literature and criticism and of the historical and literary periods in which they were writing in order to understand Hispanic American literature's place in the American literary canon.

803 Journalism

Fulfills Senior English Semester Requirement
Grade 11 & 12, Credit 0.5

Students who enroll in this class will learn important journalism skills in the areas of news writing, editing, photography, layout / design and other elements of production.

Major Topics or Themes: (additional topics may be covered)

- Writing, technology and design, digital media, marketing and sales
- Ethics / History of Journalism
- Research and the interview process
- Plan, revise, edit journalistic writing
- Adobe Indesign (layout and design)

877 Sports Journalism

*Elective (Does **NOT** fulfill Senior English Semester Requirement)*
Grades 10, 11 & 12, Credit 0.5

This course provides students with an overview of sports journalism and enhances students' writing, reporting, interviewing, and editing skills. It focuses on the unique writing and research style of sportswriters while remembering that the fundamentals of journalism still apply. Students will learn how to write games, advance, follow-up, feature and human-interest stories and columns. A study and analysis of the most successful sports writers will be included. Students will learn about writing for newspapers and magazines from covering a variety of sporting events and stories.

841 AP English Literature and Composition

Fulfills Senior English 4 Requirement

Grade 12, Credit 1.0

College Board Approved

NCAA Clearinghouse Approved

Prerequisites:

- *Students with at least an A final average in both semesters in AP Language or English 3 Honors qualify for consideration for entry into AP English Language.*
- *Students in non-honors English 3 are not eligible to take AP in their senior year but may qualify for English 4 Honors.*
- *Regardless of semester averages in a student's junior year, a recommendation that he not move into AP English Literature by a teacher, counselor, or administrator will be a determining factor.*

This course is designed to give the Advanced Placement Student a critical look at Western Literature while featuring the British Writers. The course will be taught on the level of college English. The chief emphasis of the course is extensive and varied reading, and on the critical analysis of major literary works. However, time will be spent on reviewing the craft of certain literary forms and on developing the techniques of effective expository writing. Students will also be required to examine the historical and cultural milieu in which specific works were created as well as the personal biographies of the authors. The course will also serve as a thorough preparation for the Advanced Placement Exam.

English Department Appeal Process

If a student does not meet the prerequisites for entering into or continuing in the AP/Honors level English course the next school year but the student feels he has merited entry, that student must complete the three steps of appeal:

1. The student must type a formal letter of appeal requesting he be considered for entry into the AP/Honors level the next school year. This letter must be typed, and copies of it must be provided electronically or in hard-copy to his current English teacher and the chair of the English Department.
2. The student must also submit a piece of self-produced writing that was submitted and graded that year that he feels exemplifies his credentials for entry into next year's Honors/AP course.
3. The student must schedule a subsequent interview with his current English teacher and the department chairperson after submitting copies of his letter of appeal. It is the student's responsibility to schedule this meeting at the convenience of the English faculty members (this includes during the summer if applicable).

Following those two steps, the English department will make a decision on the student's status.

Fine Arts

Department Chair: Mrs. Colleen Earley

cearley@stritahs.com

Visual Arts

602 Introduction to Art

Elective

Grade 9, Credit 1.0

This course is an introductory class designed for students that are interested in following a 4 year visual art program. A selection process will determine if a student is qualified to participate in this course of study.

The freshman introductory course will involve learning drawing and shading techniques and an introduction to multiple materials. We will expand the variety of mediums used to include painting, photography, design, and 3 dimensional work. Students will learn the possibilities as well as the limitations of materials and begin to explore making some compositional decisions based on the principles and elements of design. A student portfolio will be maintained throughout this course.

622 Mixed Media Art

Elective

Grades 10, 11 & 12, Credit 0.5

This is a one-semester course designed to give students a beginning to intermediate level experience in two and three dimensional visual art. Students will be instructed in art concepts and follow a skill-building curriculum that includes drawing and design and some painting. Principles and Elements of Design are reinforced and stressed on all projects. All students will have multiple opportunities to create original compositions in a variety of mediums. All students will maintain a portfolio throughout this course.

This course fulfills the .50 Fine Arts credit requirement for graduation.

609 Visual Art

Elective

Grades 10, 11 & 12, Credit 0.5

Prerequisite: students must have completed Mixed Media Art with a C or better OR by the approval of the teacher. Students may be asked to submit a portfolio to the teacher to determine if this course is appropriate for the student.

This is a one semester course designed to strengthen and expand the student's technical skills and explore different materials and compositional ideas. Students will draw upon their experiences in Mixed Media Art to gain more self confidence in making compositional decisions and combining materials in successful ways.

Students will be encouraged to create original pieces, but will still be allowed to reference other art for project ideas, color choices, and compositional planning.

Students will be required to maintain a portfolio, both physical and digital.

623 3D Art and Design

Elective

Grades 11 & 12, Credit 1.0

This course provides the student with introductory knowledge of three-dimensional design skills and techniques. The qualities of various materials, such as cardboard, plaster, wood, and glass are investigated and applied in the development of 3D art creations. The students will focus on creating personal and expressive works of art using new and familiar materials. Students will be instructed in fundamental art concepts and follow a skill-building curriculum that includes sculpture and 3D construction. The projects begin simple and get progressively more complex. Providing step-by-step demonstrations helps students acquire sound skills. One-on-one guidance facilitates artwork design and quality. Students must receive a positive recommendation from the teacher following the first semester of this course in order to continue for the second semester.

642 Honors Drawing and Painting Studio

Elective

Grades 11 & 12, Credit 0.5

Prerequisite: Must have completed Mixed Media Art with a B or better AND /OR the approval of the teacher. This approval process will include a student presenting some examples of his art work for assessment.

This is a one semester, honors credit course that explores different approaches to drawing and painting while applying the elements and principles of art in order to further develop skills and the creative thought process. A variety of drawing and painting materials and techniques will be explored. Students will be expected to develop their technical skills, as well as, expand on their own style of drawing and painting. An understanding and appreciation for the visual arts will be cultivated along with classroom critiques for self- evaluation in a supportive environment. The concept of creating original artwork , some based on their life experiences will be encouraged. A portfolio will be maintained by all students, both digitally and physically.

697 AP Studio Art

Elective

Grade 11 & 12, Credit 1.0

Prerequisite: Must have completed Art I, Mixed Media Art, and either Visual Art or Honors Drawing and Painting with a B or better and/or the approval of the teacher. Approval process will include a presentation of the student's portfolio for assessment- Portfolio can be in digital or physical format. Interested students who do not meet the prerequisites should see the teacher to begin the approval process.

This full year course is designed for the student that is following the AP Visual Arts Course Sequence and for other serious visual arts students. Students will complete a portfolio for submission to AP for assessment in the Spring for possible college credit. The portfolio contains both digital images of student's work as well as five actual pieces. Students will produce a series of projects working on original compositions and fine tuning their technical skills by using a variety of drawing materials. Principles and elements of art will be stressed on all assignments . A deeper understanding and appreciation for the visual arts will be cultivated along with daily

class critiques to allow for idea sharing, critical thinking, and some self-evaluation.

Student appeal process for course selection in the Visual Arts

Student situations for appeals for courses selection:

1. A student has not taken a visual arts course at St. Rita but would like to gain entry into a class.
2. A student was not approved to take an advanced visual arts course and would like to be reconsidered.

Follow the process outlined below:

1. Arrange a meeting with the teacher of the course and the department chair.
2. Be prepared to show 3 actual finished pieces that you feel show your best skills -drawing, painting, color use, composition.
3. Come to the meeting with some notes outlining why you feel you should be considered or reconsidered, and be prepared for some discussion.

Music

686 Introduction to Guitar

Elective

Grades 10, 11 & 12, Credit 0.5

This class is intended for the student interested in learning the fundamentals of guitar technique, performance, and composition. The class is appropriate for those students who have little to no experience in either music generally or guitar specifically. It is not intended for the student who has more than a year's worth of experience on guitar. **Students do not need to purchase an instrument to participate.**

653 Introduction to Piano

Elective

Grades: 10, 11 & 12, Credit: 0.5

This class is an introductory course in piano technique and theory intended for students with little to no experience on the piano or with music in general. Students will learn physical technique and practice strategies on the keyboard as well as the theory of reading and interpreting musical notation. Students will use learning examples from both the classical and modern/popular eras of music to learn on the instrument. There is no performance requirement in this course and there is no requirement to own an instrument at home as pianos will be provided in class by the school.

614 Music Technology

Elective

Grades 10, 11, 12

This course will explore a wide range of topics of music technology, with an emphasis on recording and production. Students will learn the basics of acoustics, microphones, audio recording equipment, DAW's, sampling software, music notation software, and live sound production. No prior musical experience is required, however, Intro to Piano is highly recommended to take prior or concurrently.

661 Beginning Band

Elective

Grades 9, 10, 11 & 12, Credit 1.0

Any student in his Freshman, Sophomore, or Junior year may participate in Beginning Band (seniors require a special exemption from the instructor). Beginning Band is intended for students who have either never played a musical instrument or are relatively new at their instrument. Class focuses on the fundamentals of musical literacy and the physical techniques of playing the instrument the student has chosen. Most students move on to Honors Band after an initial year in Beginning Band. **Special Note:** Depending on instrument selection, some students will be asked to provide themselves with an instrument during the year. This decision will be made about two weeks into the semester.

658 Honors Percussion

Elective

Grades 9, 10, 11 & 12, Credit 1 or 05

Honors Percussion is a year-long class (or semester) that includes beginners and all the way up to the Honors Band Percussion section. Incoming students should arrange an audition to determine appropriate placement. Students will study rhythm and notation theory, physical playing technique of a variety of different percussion instruments, and the drumming traditions of various world cultures, including American drumline and drum set technique, European classical percussion, African hand drumming, and traditional Latin American rhythms. Students will separate into solo and ensemble groups depending on ability and interest level to develop performance and composition projects during the later half of the semester. Grading will be a combination of written work and playing assessments. **Special Note:** Students who are part of the Honors Band **must** be present for a fall marching camp on campus that usually runs during the first week of August or last week of July. Honors Band Students are also responsible for attending games and concerts on the Honors Band Schedule. Additionally, this course meets on Wednesday afternoons from 3:00pm-5:30pm and attendance is a factor in a student's semester grade. Only Honors Band members receive honors credit. (This course may be repeated for additional credit)

659 Honors Winds

Elective

Grades 9, 10, 11 & 12, Credit 1.0

Honors winds are half of the Honors Band, the premiere musical ensemble at St. Rita. Students who participate in this class earn Honors credit towards their GPA. Honors Winds serves as the winds section of the marching, athletic, and concert bands for the music department. Incoming students need the approval of the director before joining their first year (this can be achieved by a quick introductory meeting and playing session). If a student has been playing for over a year and is familiar with the concepts of his Concert C, F, Bb, Eb, and Ab Major scales, he is likely a good candidate for Honors Winds. If not, he would be encouraged to join the Beginning Band for his first year as a St. Rita musician. **Special Note:** Honors Band students **must** be present for a fall marching camp on campus that usually runs during the first week of August or last week of July. Additionally, this course meets on Wednesday afternoons from 3:00pm-5:30pm and attendance is a factor in a student's semester grade. (This course may be repeated for additional credit)

613 Music Theory

Elective

Grades 10, 11 & 12, Credit 0.5

This is a one semester course designed to familiarize students with the fundamentals of music theory, written music, chord structure and its uses, as well as compositional and analysis techniques. Students must have passed a prior music course in the Fine Arts department and received honors recommendation to enroll. If a student is an experienced musician and has not taken a St. Rita music course before, they may be granted an exemption by the instructor to participate. Students will engage in projects that include analyzing both classical, modern, and popular music, as well as arrangement of other pieces of their choosing and the composition of original works. Intro to Piano is highly recommended, prior or concurrently.

688 Jazz Band

Elective

Grades 9, 10, 11 & 12, Credit 0.25

The jazz band is a performance based group. Students must be approved by the band director and/or by audition prior to enrolling in this class. The students are given a vast repertoire of music, in various styles, to learn and perform. The jazz band performs at many concerts and events throughout the year. This course meets outside of school hours.

Mathematics

Department Chair: Mrs. Geri Kupiec

gkupiec@stritahs.com

312 Algebra 1

Freshman Requirement

Grade 9, Credit 1.0

NCAA Clearinghouse Approved

This two semester course covers the fundamental properties of Algebra and prepares students to be successful in all other math courses. This course provides a background in number operations, solving and graphing of linear equations and inequalities and quadratic equations. Factoring, polynomials, rational and irrational expressions are covered, and problem-solving is central to the study of every topic.

311 Honors Algebra Theory

Fulfills Freshman Algebra 1 Requirement

Grade 9, Credit 1.0

NCAA Clearinghouse Approved

This course is designed for the freshman student with a high proficiency level in mathematics. It is the first of three honor level classes, which will prepare him for AP Calculus in his senior year. It is an intense study of Algebra covering all topics of Algebra 1 and many topics of Algebra 2. These topics will be covered in depth with emphasis on both procedures and analysis. Topics of factoring, exponents, and trigonometry normally covered in Algebra 2 are also covered. Concepts of Geometry are also used in problems requiring algebraic solutions.

322 Geometry

Sophomore Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

This course emphasizes and integrates logical reasoning and visualization skills. Theorems are studied, and the concept of proof is used to enhance the development of deductive reasoning skills. Triangles, polygons, and circles are explored in terms of characteristics, proportion, similarity, and measurement of parts. Perimeter and area of polygons, circumference and area of circles, and coordinate geometry are included.

321 Honors Geometry

Fulfills Sophomore Geometry Requirement

Grade 9 or 10, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites: Students must have earned a minimum of a "B" average in the Honors Algebra Theory course, a minimum of an "A" average in the Algebra 1 course or test into this course as an incoming freshman. Students who do not meet this criteria, but still feel they would like to be considered for Honors Geometry must get approval from their teacher and the Department Chair.

This course is a thorough study of Euclidean geometry. Basic concepts covered will include congruence, similarity, coordinate geometry, circles, polygons, area, surface area, and volume. Throughout the course, students will apply logical reasoning to the study of mathematical proof for theorems while demonstrating an appreciation for the structure and usefulness of geometry. This class continually reinforces the concepts of Algebra as it explores geometric topics.

332 Algebra 2

Fulfills Junior Algebra 2 Requirement

Grade 11, Credit 1.0

NCAA Clearinghouse Approved

This course continues the algebraic concepts taught in Algebra 1 with a greater working emphasis on reasoning skills. The significant concepts of advanced algebra – solving inequalities, linear equations and systems, polynomials, laws of exponents, quadratic equations and polynomials – are reinforced and expanded upon. Trigonometry is introduced and ACT preparation is included.

331 Honors Algebra 2/Trigonometry

Fulfills Junior Algebra 2 Requirement

Grade 10 or 11, Credit 1.0

NCAA Clearinghouse Approved

Prerequisite: A student must have completed Algebra Theory Honors as well as Geometry Honors with a minimum of a “C” average and teacher recommendation or have received an “A” in both Algebra 1 and Geometry with teacher approval .

The Algebra 2/Trigonometry Honors course is designed for students to master the concepts of Algebra and helps to prepare a student to take the AP Calculus Honors course. This course takes an extensive look at Algebra topics, such as, an in-depth study of functions, the solving of higher degree polynomial equations and inequalities, the study of logarithms, exponential functions and complex numbers. Students will also master the concepts of Synthetic and Analytic Trigonometry, and trigonometric functions.

340 Honors Precalculus and Trigonometry

Fulfills Junior Algebra 2 Requirement

Grade 10, 11 & 12, Credit 1.0

NCAA Clearinghouse Approved

Prerequisite: For rising sophomores and juniors, a student must have completed Algebra Theory Honors (or have been exempted from this course) as well as Geometry Honors with a minimum of a high “B” average and teacher recommendation. For seniors, a student must have received an “A” or high “B” average through Algebra 2 and teacher recommendation.

This course covers all of the math concepts that should be studied in high school and prepares the students to take Calculus in college. Topics include linear and polynomial functions, exponential and logarithmic functions, trigonometry, sequences, and analytic geometry. It is required for the students to have taken Algebra 1 (or been waived) and Geometry.

352 Mathematics of Personal Finance

Elective

Grade 11, 12, Credit 0.5

Prerequisites: Any junior or senior is open to take this course.

This one semester course focuses on real-world financial literacy, personal finances, and business subjects. Students apply what they learned in previous courses to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning. Students explore these concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

343 College Math

Elective

Grade 12, Credit 0.5

NCAA Clearinghouse Approved

Prerequisite: Minimum of a C in Algebra 2, however, students that have completed Algebra 2 with a “B+” or higher average and students that have taken Algebra 2 Honors will NOT be permitted to take this class, teacher recommendation.

This one semester course covers selected topics such as: algebraic functions and their graphs, exponential and logarithmic functions, trigonometry and analytic trigonometry, systems of equations and inequalities, matrices, determinants, sequences, series, and probability. The course is intended to offer a fourth year of math in combination with Mathematics of Personal Finance for the non-honors college-bound student.

350 AP Statistics

Dual Credit (3 credit hours) through Benedictine University - registration required

Elective

Grade 11 & 12, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites: Juniors who have successfully completed Geometry Honors with at least a B average in both semesters can take this course concurrently with Algebra II Honors/Trig or Pre-Calculus Honors. Seniors who successfully earned at least a B in Algebra II Honors/Trig or an A in Algebra 2 can obtain teacher’s approval to take this course.

Statistics is a collection of methods for planning experiments, obtaining data, and then organizing, summarizing, presenting, analyzing, interpreting, and drawing conclusions based on the data. In this class students will be exposed to four themes: 1) exploring data, 2) planning a study, 3) anticipating patterns, and 4) statistical inference. This course will prepare the student for the Advanced Placement examination in statistics.

341 AP Calculus AB

Dual Credit (4 credit hours) through Benedictine University - registration required

Elective

Grade 11 & 12, Credit 1.0

College Board Approved

NCAA Clearinghouse Approved

Prerequisites: Students must have successfully completed each semester of Pre-Calculus Honors or Algebra II Honors / Trig with at least an A final average in both semesters and have a combined 3.0 average for all mathematics courses.

The AP Calculus class studies the two branches of Calculus, differential and integral, and prepares students to take the AP exam. It does so in the following manner: Each topic is presented as a problem not solvable using techniques of algebra, geometry and/or pre-calculus. Then, using definitions, combined with an understanding of the concept of limits, the derivative (during the second semester, the integral) is determined. The rules for

finding the derivative (or integral) of each type of function are formulated, and then used as tools to solve problems. Applications, in the form of problems, require analysis, writing of functions that reflect the facts of the problems, and the use of calculus to solve those problems.

Mathematics Department Appeal Process

For all potential Mathematics placements, if a student does not meet the prerequisites for entering into or continuing in the AP/Honors level mathematics course the next school year, but the student feels he has merited entry, that student must complete both of two steps of appeal:

1. The student must type a formal letter of appeal requesting he be considered for entry into the AP/Honors level the next school year. This letter must be typed, and copies of it must be provided electronically or in hard-copy to his current Math teacher and the chair of the Mathematics Department.
2. The student must schedule a subsequent interview with his current Math teacher and the department chairperson after submitting copies of his letter of appeal. It is the student's responsibility to schedule this meeting at the convenience of the Mathematics faculty members (this includes during the summer if applicable)

Physical Education

Department Contact: Mr. Paul Harrington

pharrington@stritahs.com

910 Physical Education

Grades 9 & 10, Credit: 0.5

This course is intended to allow students to practice and develop skills in activities that will help students maintain fitness throughout their life. Throughout the course, students will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength, and muscular endurance. A baseline for each student will be set and the classes will be designed to improve in all of these areas. Additionally, students will learn the rules of and practice the game of various sports. Students will understand the benefits that regular exercise can provide for a person's mental, physical, and social health. Students will be required to purchase a uniform through the bookstore to wear during class. Locks will also need to be purchased for their gym lockers.

913 Health

Freshman or Sophomore Requirement

Grades 9 or 10, Credit 0.5

This course will provide the knowledge and skills related to health promotion and disease prevention as it applies to daily life. Students will develop the ability to practice health-enhancing behaviors and reduce health risks. Students will earn a CPR certification.

917 Fitness and Nutrition

Elective

Grades 11 & 12, Credit 0.5

This course will help students take charge of their health and lifestyle and examine their overall physical well-being. Students will learn the benefits of managing their health and maximizing the benefits and enjoyment of exercise. Studies have shown that individuals who maintain a regular program of aerobic exercise and physical activity derive significant physical, physiological and psychological benefits. The course includes both classroom work and exercise in the gym.

919 Strength Training

Elective

Grades 11 & 12, Credit 0.5

Aside from safety, the emphasis of the course will be to improve muscular size, muscular strength and muscular endurance. Various assessments, including weight management, body mass index and pre and post testing, will be utilized. Athletes and non-athletes are welcome, regardless of one's strength or fitness level, with the requisite that full participation is mandatory. Uniforms will need to be purchased from the bookstore and worn during this class.

Resource

Contact: Mr. Wes Benak

wbenak@stritahs.com

960 Senior Free Period

Elective

Grade 12, Credit: 0

Seniors may choose to have an "H" period as a free period for one semester or a full year. Seniors must be sure that they meet all graduation requirements.

929 Resource

Fr. Green Program and Mustang Academic Program (MAP)

Grades 9 - 12, Credit 0.5

Excellent study skills are essential to being a successful learner and student at St. Rita High School. The Resource Class is designed to develop, strengthen, and improve skills for positive academic performance and achievement. Through content area course work cognitive learning strategies are taught and will focus on reading comprehension and memory skills, organizational and study skills, test taking strategies, and the enhancement of verbal and written expression. Self-advocacy skills are also a part of the instructional program. Students' progress is monitored and reviewed throughout the year.

Science and Engineering

Department Chair: Mr. Paul Harrington

pharrington@stritahs.com

412 Biology

Freshman or Sophomore Requirement

Grade 9, Credit 1.0

Grade 10, Credit 1.0 - Fr. Green Program

NCAA Clearinghouse Approved

This course is designed to develop a student appreciation and understanding of the basic principles of Biology. The program explores current research and discoveries, while providing a historical perspective for the student. This class offers a broad range of topics from cellular biology to the exploration of the entire ecosystem. It builds a framework based on core concepts and interconnectedness of all living things. Labs include the use of equipment, statistical analysis, and dissections.

411 Honors Biology

Fulfills Freshman Biology Requirement

Grade 9, Credit 1.0

NCAA Clearinghouse Approved

This course provides a comprehensive scope and in-depth coverage of the major topics in biology today. The concepts of cell biology, biochemistry, and genetics are stressed during the first semester. The second semester studies genetics, the human body, concentrating primarily upon anatomy and physiology, as well as, the basic principles of ecology and evolution. Included is the dissection of representative animal groups.

442 Chemistry

Fulfills Sophomore Chemistry Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

Prerequisite:

- *C or higher in Algebra and Biology*

This course is designed as a first year college preparatory chemistry course. The following concepts will be covered in this course: the scientific method, the Periodic Table nomenclature, subatomic particles, stoichiometry, and basics of energy, atomic theories, and phases of matter, acids/bases, and nuclear chemistry. This class will be supplemented with several lab activities, where students will learn chemistry lab fundamentals.

443 Chemistry in the Community

Fulfills Sophomore Chemistry Requirement (for selected students only)

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

This Chemistry course is designed such that chemistry concepts are taught through societal issues. The class will use real world examples to master concepts in materials science, environmental chemistry, organic chemistry, biochemistry and industrial chemistry. The course will include several lab activities, where students will learn chemistry lab fundamentals.

420 Honors Chemistry

Fulfills Sophomore Chemistry Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

Prerequisite:

- *Students with a B final average or better in each semester in Biology Honors or at least an A final average in both semesters of Biology qualify for consideration for entry into Sophomore Honors Chemistry. As well as a B+ or higher in their Freshman math course.*
- *Regardless of semester averages in a student's freshman year, a recommendation that he not move into Chemistry Honors by a teacher, counselor, or administrator will be a determining factor.*

This course is designed as a university oriented course. Topics covered are: atomic theory, nomenclature, mole theory, reactions, stoichiometry, bonding, gasses, solids, liquids, solutions, kinetics, acid/base, molecular structure, and oxidation/reduction. Chemistry is learned using mathematics and experimentation. TI-83 Plus calculator is strongly utilized.

464 Forensic Science

Elective / Fulfills 3rd year Science Requirement

Grades 11 & 12, Credit 1.0

NCAA Clearinghouse Approved

Forensic science will increase knowledge of scientific method and scientific technology by studying the field of forensics. This course will present practical studies in how science and technology can be used to solve real-world problems. It will look at how crime can be solved using scientific methods.

462 Human Anatomy

Elective / Fulfills 3rd year Science Requirement

Grades 11 & 12, Credit 1.0

NCAA Clearinghouse Approved

This course will feature a descriptive overview of the human body. The names, locations, and physiology of the systems will be studied as well as the interaction between all systems. This course will also study the mechanisms of disease affecting individual body systems.

465 Honors Human Anatomy

Elective / Fulfills 3rd year Science Requirement

Grades 11 & 12, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites:

- *Students who have previously taken Anatomy may not take Anatomy Honors.*
- *Students with a B final average or better in previous Science classes or an A final average in both semesters combined with sophomore Science class.*
- *If previous science class was Chemistry in the Community student must obtain department chair permission*
- *Students with a C final average or better in both semesters of AP Biology or AP Chemistry qualify for consideration for entry into Honors Anatomy.*
- *Regardless of semester averages in a student's junior year, a recommendation that he not move into Honors Anatomy by a teacher, counselor, or administrator will be a determining factor.*

This course is a survey of human anatomy that parallels the anatomical characteristics of other animals. The course will focus on anatomical terminology, anatomical identification, and the physiological processes of the human body systems. Students enrolled in this course should realize that this course requires an extensive amount of time, effort, reading, and memorization. Successful completion of this class requires dedication and commitment from the student.

432 Physics

Elective / Fulfills 3rd year Science Requirement

Grades 11 & 12, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites: Must be taking or have taken Algebra 2 and a "B" average in previous math and science courses. Students enrolled in Chemistry in the Community are not eligible to take physics their junior year.

This course covers classical physics concepts and problem-solving. Included in the course are dimensional analysis, the study of motion, vector applications, application of Newton's laws, energy flow through systems, and thermodynamics. The above material is supplemented with laboratory experience and places an emphasis on logical thought and critical thinking to solve problems.

431 Honors Physics

Elective / Fulfills 3rd year Science Requirement

Grades 11 & 12, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites:

- *Students with a B+ final average or better in each semester of Chemistry Honors course or an A final average in both semesters combined of previous Chemistry courses qualify for consideration for entry into Honors Physics.*
- *Students must also have a B+ or higher in previous year Math classes. Must be taking or have taken Algebra 2.*
- *Regardless of semester averages for a student, a recommendation that he not move into Physics Honors by a teacher, counselor, or administrator will be a determining factor.*

The Honors Physics class is structured in a similar manner as the academic physics class, but the class moves at an accelerated pace. Additional topics covered include basic astronomy, biophysics, geophysics, and applications of physics principles in engineering. Additional laboratory time is provided and students are responsible for special presentations and projects throughout the year. *Prerequisites: Chemistry I and a "C" average in previous math and science courses required.*

441 AP Chemistry

Dual Credit option (8 credit hours) through Benedictine University - registration required

Elective

Grade 11 & 12, Credit: 1.0

College Board Approved

NCAA Clearinghouse Approved

Prerequisites:

- *Students with an A final average in both semesters in Chemistry Honors qualify for consideration for entry into AP Science classes.*
- *Students with a B final average in honors math or an A final average in non-honors math qualify for consideration for entry into AP Chemistry. Students must have taken or be currently enrolled in Algebra 2 or Algebra 2/Trig.*
- *Students in non-honors Chemistry/Physics are not eligible to take AP Science classes in their junior year but may qualify for Science Honors.*
- *Regardless of semester averages in a student's sophomore year, a recommendation that he not move into AP Biology by a teacher, counselor, or administrator will be a determining factor.*

This is a college-level chemistry course for competent and highly motivated students. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. Students will do hands-on lab investigations and use chemical calculations to solve problems. The nine units covered in AP Chemistry are: atomic structure and properties; molecular and ionic compound structure and properties; intermolecular forces and properties; chemical reactions; kinetics; thermodynamics; equilibrium; acids and bases; and applications of thermodynamics.

703 Honors Engineering

Elective

Grade 12, Credit 1.0

Requirements: The student who registers for Honors Engineering should have completed physics (with a grade $\geq A$) or honors physics (with a grade $\geq B$) or be currently enrolled in honors physics. The student must have also completed Algebra 2 (with a grade $\geq A$) or Honors Algebra 2 and Trigonometry (with a grade $\geq B$). Student should also be enrolled in Pre-Calculus, AP Statistics, or AP Calculus

Honors engineering is a hands-on survey class that will immerse students into multiple fields of engineering. With an increasing number of students being interested in the STEM fields, the purpose of this course is to allow students to practice and improve upon skills for the engineering design process, problem-solving, and application in order to guide their post-high school academic decisions. Units covered throughout the course include: 3D modeling, civil engineering, environmental engineering and sustainability, electrical engineering, mechanical engineering, and biomedical or bioengineering. Other topics may include robotics, material engineering, agricultural engineering, and aerospace engineering. In each unit, students will explore the field of study and complete project-based challenges in which they are required to think like engineers, work collaboratively and efficiently, and defend their research and designs mathematically, verbally, and/or through written communication. Each unit will conclude with exploring and discussing other applications of the field not covered in the project. The student who enrolls in honors engineering should be highly motivated, curious, creative, and have strong time-management skills.

This class offers hands-on learning experiences with our partners at IBEW Local 134, Chicago Engineers' Foundation and through various STEM competitions. Students will be required to attend off-campus classes at Local 134/ NECA Technical Institute. Students are responsible for transportation to and from off-campus classes. Attendance and timeliness will count towards a students' grade. In the 2022-2023 school year, classes met on Wednesday morning from 7:30-8:30 am. Time and date are subject to change and a schedule will be provided at the beginning of the year.

Science Department Appeal Process

If a student does not meet the prerequisites for entering into or continuing in the AP/Honors level science course the next school year but the student feels he has merited entry, that student must complete the three steps of appeal:

1. The student must type a formal letter of appeal requesting he be considered for entry into the AP/Honors level the next school year. This letter must be typed, and copies of it must be provided electronically or in hard-copy to his current Science teacher and the chair of the Science Department.
2. The student must also submit a piece of self-produced work (i.e.: lab report; research report) that was submitted and graded that year that he feels exemplifies his credentials for entry into next year's Honors/AP courses.
3. The student must schedule a subsequent interview with his current Science teacher and the department chairperson after submitting copies of his letter of appeal. It is the student's responsibility to schedule this meeting at the convenience of the Science faculty members (this includes during the summer if applicable).

Following those two steps, the Science department will make a decision on the student's status.

Social Science

Department Chair: Mr. Jerry Pazin

jpazin@stritahs.com

513 World Geography

Elective

Grade 9, Credit 0.5

NCAA Clearinghouse Approved

World Geography is a college-preparatory course. In this class, students will learn to work as independent learners, as well as in groups. At the end of the class, students will be able to analyze the location, movement, place, region and human/environment of geography, describe the physical, economic, and political characteristics of world regions, differentiate people and places in their reading of various texts, and read maps and other geographic representations. This course will include lecture, note taking, independent practice, group projects, and cooperative learning.

511 Honors World Geography

Elective

Grade 9, Credit 0.5

NCAA Clearinghouse Approved

World Geography Honors is a college-preparatory course that will prepare students for future AP courses. In this class students will learn to work as independent learners as well as in groups. At the end of the class students will be able to work independently, form and defend opinions, and write about them. In addition to AP preparations throughout the semester, students will have the opportunity to explore the physical, cultural, and current regions throughout our world with a thematic approach. This course will include lecture, note taking, independent practice, group projects, cooperative learning, student led projects, document based question analysis, and writing assignments. Students will be required to take the primary role in their own learning.

522 World History

Sophomore Requirement / Junior Requirement for selected students

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

This World History course is designed to cover civilization from prehistory to the Industrial Revolution. It begins with an examination of the Paleolithic and Neolithic periods, and then progresses to the early civilizations focusing on Egypt, Sumer, Greece, China, Rome, and the Americas. Later it turns its attention to Europe, the Byzantine Empire, Africa, Japan and Korea, and the birth and growth of Islam. The goal is to help the student understand and appreciate the importance and impact of the past on the present and consequently on our future. Various themes that are studied include: continuity, change, geography, political and social systems, religion, economics, technology, diversity, impact of individuals, global interaction, art, and literature.

521 Honors World History

Fulfills Sophomore World History Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites:

- *Students with a B final average or better in each semester in Honors Geography or at least an A final average in both semesters of Geography qualify for consideration for entry into Honors World History.*
- *In addition to grades, a student's annual reading exam scores will also be considered when determining appropriate placement in either academic, honors or AP courses.*
- *Regardless of semester averages in a student's freshman year, a recommendation that he not move into Honors World History by a teacher, counselor, or administrator will be a determining factor.*

The goal of the Honors World History course is to foster student understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Through a combination of developing selective factual knowledge and appropriate analytical skills, students will develop the skills necessary to meet this goal. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students will be exposed to and analyze leading interpretive frameworks in World History. Furthermore, explicit discussion of periodization will provide students an organizing principle to address change and continuity throughout the course. In developing historical skills, the course will focus on student ability to use historical evidence to form historical arguments, use chronological reasoning to understand changes and continuities in world history, compare and contextualize historical developments, and synthesize a wide range of sources to create historical arguments.

520 AP World History

Fulfills Sophomore World History Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites:

- *Students with a B final average or better in each semester in Honors Geography or at least an A final average in both semesters of Geography qualify for consideration for entry into Honors World History.*
- *In addition to grades, a student's annual reading exam scores will also be considered when determining appropriate placement in either academic, honors or AP courses.*
- *Regardless of semester averages in a student's freshman year, a recommendation that he not move into Honors World History by a teacher, counselor, or administrator will be a determining factor.*

The goal of the AP World History course is to foster student understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Through a combination of developing factual knowledge and appropriate analytical skills, students will develop the skills necessary to meet this goal. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students will be exposed to and analyze leading interpretive frameworks in World History. Furthermore, explicit discussion of periodization will provide students an organizing principle to address change and continuity throughout the course. In developing historical skills, the course will focus on student ability to use historical evidence to form historical arguments, use chronological reasoning to understand changes and continuities in world history, compare and contextualize historical developments, and synthesize a wide range of sources to create historical arguments.

532 U.S. History

Fulfills U.S. History Junior Requirement

Grade 11, Credit 1.0

NCAA Clearinghouse Approved

The goal of the class is to give students a clearer understanding of the present by studying our country's major events and discussing how they have shaped our modern world. Areas of study will include the Colonial Period, Revolutionary War, Constitution, War of 1812, Manifest Destiny, Civil War, Reconstruction, the Old West, Progressive Era, World War I, the Great Depression, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and modern day America. Each student will write a research paper on one of the major topics studied during the course.

531 Honors U.S. History

Fulfills U.S. History Junior Requirement

Grade 11, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites:

- *Students with a B final average or better in each semester in Honors World History or an A final average in both semesters combined of World History qualify for consideration for entry into Honors US History.*
- *In addition to grades, a student's annual reading exam scores will also be considered when determining appropriate placement in either academic, honors or AP courses.*
- *Regardless of semester averages in a student's sophomore year, a recommendation that he not move into Honors US History by a teacher, counselor, or administrator will be a determining factor.*

The Honors US History course is a survey course designed to provide an overview of the events, people,

innovations and struggles of our nation. In addition, we will be building up our academic skills of reading, argumentation, research and writing. Students will consistently evaluate primary and secondary sources which will be used for the development of a historical argument. These skills will build towards the research, drafting and forming of an in-depth research paper. Students will review the competing forces of expansion, nationalism, sectionalism, and immigration in America, analyze the economic, political, and social reforms and the causes and effects of the United States emergence as a world power.

530 AP U.S. History

Fulfills U.S. History Junior Requirement

Grade 11, Credit 1.0

College Board Approved

NCAA Clearinghouse Approved

Prerequisites:

- *Students with an A final average in both semesters in Honors World History qualify for consideration for entry into AP US History.*
- *Students in World History are not eligible to take AP US History in their junior year but may qualify for Honors US History.*
- *In addition to grades, a student's annual reading exam scores will also be considered when determining appropriate placement in either academic, honors or AP courses.*
- *Regardless of semester averages in a student's sophomore year, a recommendation that he not move into AP US History by a teacher, counselor, or administrator will be a determining factor.*

The AP US History course studies the time period between colonial America and modern US history. The course is taught with a heavy emphasis on the analysis and interpretation of primary sources. Students will develop the skills necessary to formulate well-informed opinions about historical issues and present them both clearly and logically in an essay format. Students will learn to assess historical materials and understand their relevance, their reliability and their importance in the context of U.S. History. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college class. Those students who pass the AP US History exam in May will be eligible to receive college credit.

564 American Government

Fulfills Senior American Government Requirement

Grade 12, Credit 0.5

NCAA Clearinghouse Approved

American Government is a one-semester course. This senior year class examines the foundation and structure of the American system of government. Basic principles of limited government, popular sovereignty, separation of powers, checks and balances, judicial review, and federalism are explored. A number of features of this course are designed to help the student understand how our government works and help the student become an active, participating citizen. The State of Illinois requires that every student pass an Illinois and U.S. Constitution test, be instructed on American patriotism, and know the proper use and display of the American flag before graduation from high school.

584 Honors American Government

Fulfills Senior American Government Requirement

Grade 12, Credit 0.5

NCAA Clearinghouse Approved

Prerequisites:

- *Students with a B final average or better in both semesters of Honors US History or an A final average in both semesters combined US History qualify for consideration for entry into Honors US Government and Senior Honors US History Courses.*
- *Students with a C final average or better in both semesters of AP US History qualify for consideration for entry into Honors Government and Senior Honors US History Courses.*
- *In addition to grades, a student's annual reading exam scores will also be considered when determining appropriate placement in either academic, honors or AP courses.*
- *Regardless of semester averages in a student's junior year, a recommendation that he not move into Honors US Government by a teacher, counselor, or administrator will be a determining factor.*

The Honors American Government course will be held in one semester. This class will examine the nature and structure of the American government. We will analyze the basic principles of limited government, popular sovereignty, separation of powers, checks and balances, judicial review, and federalism. This course will also be building towards creating engaged, participatory citizens. Therefore, we will also examine how we can interpret and debate the political landscape of America. We will do so through various projects designed to actively engage in the governmental process of determining policy. As required by the State of Illinois, every student must pass an Illinois and U.S. Constitution test, be instructed on American patriotism, and know the proper use and display of the American flag before graduation from high school.

555 The Black Experience in America

African American History

Fulfills History 3rd Semester Requirement / Elective

Grades 11 & 12, Credit: 0.5

NCAA Clearinghouse Approved

This course will place the story of African-Americans at the center of American history and incorporate the study of African states in the making of the Atlantic World. During the course, we address why African-Americans have remained on the margins of historical writing when they played such a major part in history. The course will focus on the works of a few major African-Americans, including Frederick Douglass, W.E.B. DuBois, Booker T. Washington, and James Baldwin. Throughout the course, we will focus on addressing the themes of struggle for social justice, finding an identity, progress, and place special focus on African-American contributions to the history of Chicago. The course will place a focus on debate, discussion and research.

534 The American Soldier's Experience

Fulfills History 3rd Semester Requirement / Elective

Grades 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

America has long held its military men and women in the highest regard. We do so because of the sacrifice they have made and make for us in our 241 years as a country. However, how well do we understand that sacrifice? This course pursues a deeper insight to the experience of these men and women. We will do so through the reading of two autobiographies of American soldiers who served in WWI, WWII and Vietnam. In addition, students will begin to understand how to research our National Archives, Library of Congress, etc. to discover and examine primary source documents that will shed light on these stories. We will do this in preparation for the capstone project of the course: an interview with an American veteran on their experience of military service.

535 Honors The American Soldier's Experience

Fulfills History 3rd Semester Requirement / Elective

Grades 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

Prerequisites:

- *Students with a B final average or better in both semesters of Honors US History or an A final average in both semesters combined US History qualify for consideration for entry into Honors US Government and Senior Honors US History Courses.*
- *Students with a C final average or better in both semesters of AP US History qualify for consideration for entry into Honors Government and Senior Honors US History Courses.*
- *In addition to grades, a student's annual reading exam scores will also be considered when determining appropriate placement in either academic, honors or AP courses.*
- *Regardless of semester averages in a student's junior year, a recommendation that he not move into Honors US Government by a teacher, counselor, or administrator will be a determining factor.*

America has long held its military men and women in the highest regard. We do so because of the sacrifice they have made and make for us in our 241 years as a country. However, how well do we understand that sacrifice? This course pursues a deeper insight to the experience of these men and women. We will do so through the reading of three autobiographies of American soldiers who served in WWI, WWII and Vietnam. In addition, students will research our National Archives, Library of Congress, etc. to discover and analyze primary source documents that will shed light on these stories. We will do this in preparation for the capstone project of the course: an interview with an American veteran on their experience of military service.

533 Contemporary US History

Fulfills History 3rd Semester Requirement / Elective

Grades 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

This course is an in-depth examination of the United States between the years 1945 and the present - what has been termed "the American half-century." We will focus on the political history of this era, taking into account how social movements, economics, ideas, and culture affected the nation's political composition. We will also concentrate heavily on the U.S. role in the world - foreign policy - since this is the era when the nation emerged as the dominant superpower.

572 Psychology

Elective

Grades 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

Psychology is a one semester elective in the Social Science department. It introduces students to the study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with major subfields within Psychology, as well as the ethical standards and research methods Psychologists use. In addition to the textbook, students are exposed to information about the practical use of psychological theory and current issues in Psychology. Students will complete a research paper on a specific psychological topic, as well as researching and presenting information about the life and contributions of specific psychologists.

582 Sociology

Elective

Grades 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

Sociology is a semester elective in the Social Science Department. The course is divided into the study and application of sociological perspectives and principles. The framework used is the analysis of societal institutions using the three sociological perspectives of symbolic interaction, functionalism and conflict perspectives. Use of critical thinking skills is an integral part of the analysis. This reading and analysis is of the books, Friday Night Lights, There Are No Children Here and The Other Wes Moore. Additional analysis is completed on current issues as discussed in short articles and excerpts.

552 Chicago History

Fulfills History 3rd Semester Requirement / Elective

Grades 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

Chicago History is a one-semester elective course in the Social Studies Department. Although Chicago is a relatively young city its history is steep with fascinating and compelling stories. It has grown over the years due to a vast number of businessmen, politicians, scholars, architects and countless colorful characters. During the semester students will learn about Chicago's unique culture, economy, architecture, political leaders, and major disasters. Through a variety of different activities meant to accommodate all students, we will explore how the "second city" came to be what it is today. A model of a famous Chicago structure, designing a fun weekend for out of town guests, analyzing old newspaper columns by Mike Royko, and reading numerous historical recaps in the Chicago Tribune are just some of the ways students will learn about the city.

566 Criminal Law – Part 1 – Crime in America

Elective

Grades 10, 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

This class will be a basic introduction to the criminal justice system. We will discuss what law is, lawmaking, causes of crime and crime statistics, crimes against the person, and crimes against property. We will then discuss major problems the country faces like guns, gangs, alcohol and drug abuse, and possible ways to help solve the crime problem in the country. There will also be many discussions of current events and crime in the country throughout the semester.

567 Criminal Law – Part 2 – Investigation, Trial and Punishment

Elective

Grades 10, 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

Prerequisite: Criminal Law – Part 1 – Crime in America

This is part two of the criminal law classes. We will discuss law enforcement investigations, what lawyers do, criminal defenses, the trial and sentencing process, and what the corrections department does. We will use Season 1 of the *Serial* podcast and current events in criminal law to help us in this process.

577 Introduction to Economics

Elective

Grades 11 & 12, Credit 0.5

NCAA Clearinghouse Approved

This course is designed to increase student awareness of how economics influences our daily life. It will give students the tools and knowledge to help make sound economic decisions for yourself and your future. Personal economic decision making is integrated throughout the course. Subjects studied will include personal budgets, the business world, advertising, the stock market, macroeconomics, government and global trade.

574 AP Psychology

Elective

Grades 11 & 12, Credit 1.0

College Board Approved

NCAA Clearinghouse Approved

Prerequisites: Students should have a minimum cumulative GPA of 4.0 and the Reading Test score will be a determining factor for recommendation. Having taken the general psychology class would be a helpful base for the AP class, but it is not required. Students should be aware of the demanding reading requirements of the course.

Advanced Placement Psychology is a one year elective course. The course introduces students to the systematic study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with the major subfields within Psychology. Students also learn about the ethics and methods psychologists use in their science and practice. This class is intended for students who wish to take a class equivalent to a college introductory course in Psychology.

560 AP American Government and Politics

Fulfills Senior American Government Requirement

Grade 12, Credit 1.0

College Board Approved

NCAA Clearinghouse Approved

Prerequisites:

- *Students with at least an A final average in both semesters in AP US History or Honors US History qualify for consideration for entry into AP US Government.*
- *Students in US History are not eligible to take AP US Government in their senior year but may qualify for Honors Government.*
- *In addition to grades, a student's annual reading exam scores will also be considered when determining appropriate placement in either academic, honors or AP courses.*
- *Regardless of semester averages in a student's junior year, a recommendation that he not move into AP US Government by a teacher, counselor, or administrator will be a determining factor.*

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Topics covered include the U.S. Constitution, the branches of the federal government, an analysis of the media's impact, and the political party system in the U.S. As required by the State of Illinois, every student must pass an Illinois and U.S. Constitution test, be instructed on American patriotism, and know the proper use and display of the American flag before graduation from high school.

Social Science Department Appeal Process

For all potential Social Science placements, if a student does not meet the prerequisites for entering into or continuing in the AP/Honors level Social Science course the next school year, but the student feels he has merited entry, that student must complete both of two steps of appeal:

1. The student must type a formal letter of appeal requesting he be considered for entry into the AP/Honors level the next school year. This letter must be typed, and copies of it must be provided electronically or in hard-copy to his current Social Sciences teacher and the chair of the Social Sciences Department.
2. The student must schedule a subsequent interview with his current Social Science teacher and the department chairperson after submitting copies of his letter of appeal. It is the student's responsibility to schedule this meeting at the convenience of the Social Science faculty members (this includes during the summer if applicable).

Theology

Department Chair: Mr. Tom Conlon

tconlon@stritahs.com

112 Theology 1: Introduction to Catholicism and Augustinian Values

Freshman Requirement

Grade 9, Credit 1.0

An Introduction to Catholicism will develop an understanding of the Roman Catholic Christian faith, with particular attention to revelation and worship. The course begins with understanding faith as a living relationship with God, progresses through revelation in both Scripture and sacred tradition, and concludes with a study of the Church and its liturgy and sacraments.

This course will also provide the student with a forum to explore, learn, and grow as a young man in the spirit of St. Augustine. Among other images and symbols, stories, and experiences, we will use the symbol of the heart (the *restless heart*, *cor unum*, the *pierced heart*), the Augustinian Core Values, and the image of the journey within Augustinian tradition in this venture. This class will be a place for the student to gain an understanding of who St. Augustine is and how the Augustinian Tradition has been lived and continues to be lived within the community of the Church in general, and St. Rita of Cascia High School in particular. The student will also have the opportunity to engage with theological and spiritual ideas, and to make connections in your own lives and the world around you. The student will do this on his own, but even more importantly, we will do this together as a community of learners. Also, in the spirit of the Augustinian tradition, the student will engage in service, since a hallmark of Augustinian spirituality is service to the Church, especially as Christ is present in the poor and outcast. In the end, this class hopes to be a foundation toward the student's growth as Augustinian gentlemen with a vision and purpose in the world that is rooted in the Gospel.

122 Theology 2: Introduction to the Old and New Testaments

Sophomore Requirement

Grade 10, Credit 1.0

This course serves as an introduction to the Old Testament both as a work of ancient literature and as God's privileged revelation to us through human forms. As such, attention will be given to such diverse topics as literary interpretation and biblical inspiration, and issues of faith, among others. Students will be asked to read, study, and interpret select texts in order to understand how God's self-revelation has unfolded through creation and human events. The second half of the course touches the historical setting of Jesus' life through the gospels and epistles. It covers the environment, emperors, apostles and other important people of that time period. It also traces the Acts of the Apostles and Paul's missionary journeys.

121 Honors Theology 2: The Old and New Testaments

Fulfills Sophomore Theology Requirement

Grade 10, Credit 1.0

Prerequisites:

- *Students must have at least an 80% final average of both semesters combined in theology to be considered for entry into honor's theology.*
- *Student reading scores will also be utilized to determine placement in honor's theology.*
- *Students must also demonstrate a high interest in theology, which is reflected in their participation and work ethic in previous theology courses.*
- *Regardless of a student's final semester averages, reading scores, and interest level, a recommendation that he not move into honors theology by a teacher, counselor, or administrator will also be a determining factor.*

This course covers the curriculum of Theology 2, while engaging the student with a more thorough analysis of the historical contexts of the Old and New Testament writings. This analysis examines scholarly insights from archeological discoveries, mythological studies, and from literary research on scrolls, parchments, and papyri from the ancient Near East. Furthermore, the student will be introduced to a variety of methods of contemporary biblical interpretation, which are pertinent for assisting the student to cultivate a Christian conscience and an ethical and moral perspective in an age of rapid cultural change. As part of this course, the student will be expected to read entire biblical books, submit weekly writing assignments, participate in class discussions, and create a final project.

133 Theology 3: Catholic Morality and Catholic Social Teaching

Junior Requirement

Grade 11, Credit 1.0

In the first semester of this course, students will academically explore a variety of moral issues. The course will help provide an intellectual foundation to help form men of character and virtue in the Catholic and Augustinian traditions. It will help students to think through moral issues relevant to their lives today and in the future in their civic, family, and professional lives. The second semester is designed to give students a greater understanding and awareness of Social Justice and its related teachings from a Catholic perspective. Students gain a thorough knowledge of the principles that are central to Social Justice such as the Common Good, respect for human life and the dignity of the human person.

134 Honors Theology 3: Catholic Morality and Catholic Social Teaching

Fulfills Junior Theology Requirement

Grade 11, Credit 1.0

Prerequisites:

- *Students must have at least an 80% final average of both semesters combined in theology to be considered for entry into honor's theology.*
- *Student reading scores will also be utilized to determine placement in honor's theology.*
- *Students must also demonstrate a high interest in theology, which is reflected in their participation and work ethic in previous theology courses.*
- *Regardless of a student's final semester averages, reading scores, and interest level, a recommendation that he not move into honors theology by a teacher, counselor, or administrator will also be a determining factor.*

This course offers a more rigorous exploration of moral issues. The course will help provide an intellectual foundation to help form men of character and virtue in the Catholic and Augustinian traditions. It will help students to think through moral issues relevant to their lives today and in the future in their civic, family, and

professional lives. During the second semester, students explore the rich tradition of Catholic Social Teaching and the principles that define it. Emphasis will be placed on key figures such as Helen Prejean, Dorothy Day, and Oscar Romero, who have embodied the principles of Catholic Social Teaching in recent social movements. Students will interpret primary documents and personal narratives in order to contextualize current events dealing with social injustices. In order to expose students to the experiential nature of Catholic Social Teaching, opportunities will be given for students to step out of the classroom and into the streets in order to better understand social inequalities. This course is taught at the honors level and includes the added demands of an honors curriculum.

151/152 Theology 4: World Religions and Christian Vocations

Fulfills Senior Theology Requirement

Grade 12, Credit 1.0

The first semester of this course explores the major religions, spiritualities and philosophies that shape religious experience in the United States. Students investigate extensively the religions of Hinduism, Buddhism, Judaism and Islam, along with the denominations of Christianity that are prevalent in the United States. Further investigation of other religious movements, traditions, and spiritualities will also be conducted. A key goal of this course is to expose the student to the various methods of contextualization, ecumenism, and interreligious dialogue in order to understand the diversity of different religious traditions, the divisions that arise from within these traditions, and a better appreciation for their own religious experience.

In the second semester, students are guided in discernment over who God is calling them to be as men and to what God is calling them. This course provides perspectives from the Catholic Church and other disciplines, such as sociology and psychology, on the larger questions of existence that define what might be called the human search for meaning and purpose. Such questions include: Why are we here? Where do we come from? What gifts and talents have I been given? What might be my work in the world? Do I have a vocation or purpose in life and if so, how do I discover it? In order to begin to answer these questions, this course explores the concept of masculinity, different “calling” stories from Scripture, the process of discernment, along with the specific vocations of marriage, religious life, and the single life.

153/154 Honors Theology 4: World Religions and Christian Vocations

Fulfills Senior Theology Requirement

Grade 12, Credit 1.0

Prerequisites:

- *Students must have at least an 80% final average of both semesters combined in theology to be considered for entry into honor's theology.*
- *Student reading scores will also be utilized to determine placement in honor's theology.*
- *Students must also demonstrate a high interest in theology, which is reflected in their participation and work ethic in previous theology courses.*
- *Regardless of a student's final semester averages, reading scores, and interest level, a recommendation that he not move into honors theology by a teacher, counselor, or administrator will also be a determining factor.*

The first semester of this course explores the major religions, spiritualities and philosophies that shape religious experience in the United States. Students investigate extensively the religions of Hinduism, Buddhism, Judaism and Islam, along with the denominations of Christianity that are prevalent in the United States. Further investigation of other religious movements, traditions, and spiritualities will also be conducted. A key goal of this course is to expose the student to the various methods of contextualization, ecumenism, and interreligious dialogue in order to understand the diversity of different religious traditions, the divisions that arise from within these traditions, and a better appreciation for their own religious experience.

In the second semester, students are guided in discernment over who God is calling them to be as men and to what God is calling them. This course provides perspectives from the Catholic Church and other disciplines, such as sociology and psychology, on the larger questions of existence that define what might be called the human search for meaning and purpose. Such questions include: Why are we here? Where do we come from? What gifts and talents have I been given? What might be my work in the world? Do I have a vocation or purpose in life and if so, how do I discover it? In order to begin to answer these questions, this course explores the concept of masculinity, different “calling” stories from Scripture, the process of discernment, along with the specific vocations of marriage, religious life, and the single life.

This course is intended for students who would benefit from a more rigorous theological experience in the final year of their theological studies. This course is taught at the honors level and includes the added demands of an honors curriculum. Particular emphasis is placed on personal engagement with primary sources and additional readings in secondary scholarship, along with approaches to interpretation and contextualization. Students will be expected to complete multiple readings (articles, books, etc.), writing assignments, and projects.

Theology Electives

156 Faith, Science, and Reason

Elective

Grades 11 & 12, Credit 0.5

In our modern scientific and technological culture, it is not an option for Catholics to ignore or have a shallow understanding of the relationship between religious faith and scientific knowledge. Such a lack of understanding limits our ability to spread the Gospel in a world that so needs the Good News of Jesus Christ.

This course - Faith, Science, and Reason - presents this necessary knowledge. According to recent data, 70% of young adult Catholics view science and religion as being in conflict with each other. Yet this is not a problem limited to young Catholics! The culture around us accepts the false belief that faith and reason cannot be reconciled, many even believing that science has shown that the Christian faith is irrational. We need the tools to show that both scientific inquiry and the Catholic faith ask questions and seek knowledge about the same universe, working together to come to know the truths of God wherever they may be found.

This course unveils the history of science as something that grew out of, rather than in opposition to, the Catholic faith. It describes the relationship between science and spirituality, the biblical creation accounts, the Galileo Affair, the problem of evil, the historical roots of the warfare model of science and faith, the incredible advances in the sciences of human origins, and numerous other topics essential to understanding the Church’s approach to science. This course is ideal for students seeking a greater understanding of the relationship between science and the Catholic faith!

155 Introduction to Philosophy and Ethics Honors

Elective - Grand Canyon University Dual Enrollment - 4 credit hours

Grades 11 & 12, Credit 0.5

This course is an introduction to the discipline of philosophy through a study of representative philosophical problems. Students are introduced to analytic tools that enable them to practice critical thinking, evaluate knowledge claims, and establish a rationale and justification for other academic disciplines. Topics to be considered include logic, epistemology, metaphysics, and ethics.

This is a dual enrollment course offered online, asynchronously through Grand Canyon University (GCU). This means that the student would earn four college credits and complete coursework on their schedule from one week to the next within the timeframe of a semester at St. Rita. If a student enrolls in this course, St. Rita would assign the student a class period as part of their class schedule to work on the course material, which would be set up entirely online through GCU. The course would cost approximately \$200, which would be payable to Grand Canyon University.

Theology Department Appeal Process

For all potential theology placements, if a student does not meet the prerequisites for entering into or continuing in the honors level theology course for the next school year, but the student feels he has merited entry, that student can appeal by completing the following two steps:

1. The student must type a formal letter of appeal requesting he be considered for entry into the honors theology for the next school year. This letter must be typed, and copies of it must be provided electronically or in hard-copy to his current theology teacher and the chair of the theology department.
2. The student must schedule a subsequent interview with his current theology teacher and the department chairperson after submitting copies of his letter of appeal. It is the student's responsibility to schedule this meeting at the convenience of the theology faculty members.

World Languages

Department Chair: Mrs. Colleen Earley

cearley@stritahs.com

In order to graduate from St. Rita of Cascia High School, all students must successfully complete 2 years of the same foreign language. Normally, this is met by taking levels 1 and 2 of the same foreign language. We offer Latin and Spanish as the two foreign language choices, with course offerings for all four years in either language. Our Spanish 1 and Spanish 2 classes are introductory for non native speakers. Currently, there is an optional Spanish language placement exam offered before freshmen begin their academic program at St. Rita

that can help determine which class the student should begin in. Most freshmen begin at the entry level while some may begin at Spanish 1 Honors or Spanish 2 Honors level. Many colleges and universities require that students take at least 2 years of the same foreign language in high school and many desire 3 or 4 years of language studies completed for admission into the college or university. Any student is eligible to begin in Latin 1. Our department uses the “World Readiness Standards” when it comes to language learning:

Communication, Connection, Cultures, Comparison and Communities as recommended by American Council of Teaching a Foreign Language. The emphasis is the application of learning a language beyond the instructional setting and to prepare our students with authentic resources for future careers and experiences.

Why learn a foreign language? Speaking a foreign language provides a competitive edge in almost any career choice. You are able to communicate with others as well as learn additional foreign languages once you master one. Foreign language study enhances listening skills and improves the knowledge of one's own language: English vocabulary, writing and grammar skills increase.

The World Language Department at St. Rita is very active with experiential learning through educational trips both in downtown Chicago as well as overseas with our students to destinations such as Costa Rica, Spain, France and Italy. In addition, we moderate the Spanish and Latin clubs which are open for all students.

214 Latin 1

Fulfills World Language 1 Requirement

Grade 9, Credit 1.0

NCAA Clearinghouse Approved

Prerequisite: None. This course is designed for students with no or minimal prior knowledge of the Latin language.

This course serves as an introduction to the language and culture of the Ancient Romans via Unit I of the renowned Cambridge Latin Course. From the fundamentals of Latin grammar to exploring the daily life of a Roman family, students will develop essential language skills while gaining insights into the rich tapestry of ancient Roman civilization. Through interactive lessons and engaging exercises, the course will aid in mastery of vocabulary, syntax, and cultural context, laying a solid foundation for exploration of the Classical world. Get ready to unravel the mysteries of Latin and discover the beauty of a language that has shaped the course of history!

225 Honors Latin 2

Fulfills World Language 2 Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites: Students with an A final average in both semesters in Latin 1 qualify for consideration for entry into Latin 2 Honors. Final recommendation will be made by the Latin teacher and the Department Chair.

This course serves as a continuation of the introductory course. As such, it delves into the intricacies of Latin language and literature, centering on Unit II of the esteemed Cambridge Latin Course. The course requires students to navigate more complex grammatical structures, expand their vocabulary, and deepen their understanding of Roman culture. In addition to the Cambridge materials, the Latin II students embark on an exciting literary exploration – the Roman epic masterpiece, the Aeneid – witnessing the mythological founding

of the Roman people, analyzing poetic techniques, and gaining profound insights into the hero Aeneas' journey through a compelling narrative that has enthralled readers for two-thousand years. This course combines linguistic mastery with a literary journey, offering a comprehensive study of Latin as both a living language and a key to unlocking the literary treasures of ancient Rome.

234 Honors Latin 3

Elective

Grade 11, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites: Students with a B final average or better in each semester in Latin 2 Honors or an A final average in both semesters in Latin 2 qualify for consideration for entry into Latin 3 Honors. There also needs to be a recommendation by their Latin teacher and the Department Chair.

This dynamic course marks a milestone in the exciting rewards of Latin language study, focusing on the advanced challenges presented in Unit III of the legendary Cambridge Latin Course. Building upon proficiency gained in previous levels, students will delve into the intricate grammatical structures of subordination and the subjunctive, the diverse syntax of participles and gerunds, and a wealth of advanced vocabulary. As a unique component, this course intertwines language mastery with an in-depth exploration of the history of the Roman Republic. By examining key events, political structures, and societal dynamics, students will gain a nuanced understanding of Rome's formative years and the impact of the Republic's politics and culture upon World History. Through a comprehensive and interdisciplinary approach, this course will build up its students not only to advanced language skills, but also a profound appreciation for the historical tapestry that shaped ancient Rome!

242 Honors Latin 4

Elective

Grade 12, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites: Students with a B final average or better in each semester in Latin 3 Honors qualify for consideration for entry into Latin 4 Honors. There also needs to be a recommendation by their Latin teacher and the Department Chair.

A combination of language and history class, this course serves as an exploration into the early empire and the world of the Roman Emperors. In this advanced course, the students embark on a multifaceted exploration of the Latin language, its rich literature, and the fascinating history of the Roman Empire. Unit IV of the celebrated Cambridge Latin Course will serve as a linguistic guide, challenging the students with the final elements of Latin grammar's complex structures and nuanced expression. As a unique feature, this course integrates a comprehensive study of the final great flowering of Roman society, the Empire established by Julius Caesar and Caesar Augustus. Through captivating lessons, episodes of the BBC's fabled 'I, Claudius,' and a major research project on an Emperor, the students will unravel the empire's rise, governance, and cultural contributions, delving into the lives and legacies of key figures who shaped the ancient world. In addition to linguistic and historical pursuits, this course also introduces Stoic philosophy — a cornerstone of Roman thought. Through practical daily thought exercises and philosophical discussions, the students will explore the Stoic principles that influenced Roman society, further enhancing their understanding of the Roman mindset. Latin IV an intellectually stimulating journey that combines language mastery, historical exploration, and philosophical inquiry.

210 Spanish 1 - Freshmen**230 Spanish 1 - Juniors**

Fulfills World Language 1 Requirement

Grade 9, Credit 1.0

NCAA Clearinghouse Approved

Prerequisite: None. This course is an introductory class designed for students with no or minimal prior knowledge of the Spanish language. If you have taken any Spanish courses in grammar school and/or speak Spanish at home, you need to take the language placement exam offered in the spring prior to enrolling in Spanish.

The first year of Spanish begins with the introduction of basic, useful vocabulary such as greetings, telling time, numbers, days of the week and months of the year and family in Spanish. The vocabulary learned is incorporated with the grammar taught so that the student can adequately structure the understanding of the new language. The emphasis of this course is in building skills in listening, speaking, reading, and writing. The textbook has many helpful teaching tools including, but not limited to, a supplementary learning website and videos corresponding to each unit taught. This first year of Spanish centers on the uses of the present tense in Spanish and covers the geography of Spanish speaking countries.

220 Spanish 2 - Sophomores

Fulfills World Language 2 Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

Prerequisite: Successful completion of Spanish 1.

This course, which is the second level in the structured series, is based on the belief that the purpose of learning Spanish is to communicate with the people who speak it and to understand their cultures. This course will review the basic vocabulary and fundamental grammar principles previously learned in Spanish I and ultimately move the students to a higher level of recognition, comprehension, and production of this information. New vocabulary themes such as vacations, weather, shopping, and daily routines are introduced. Students will also be introduced to more advanced grammar topics such as the preterit tense, direct and indirect objects, and reflexive verbs. Throughout the course, students participate in a variety of activities such as homework, quizzes, tests, in-class activities, writing assignments, and projects. Technology aids such as videos, online activities, education apps and other supplements are also employed. Because learning a language is a communicative process, students will also participate in paired activities, group discussions and group projects. Although the course places an emphasis on the reading and writing components of language, these activities will give students the opportunity to sharpen their communication skills in order to get them on the path to speaking the language more fluently.

221 Honors Spanish 2-Sophomores and freshmen who successfully complete Spanish entrance exam or Spanish 1 Honors

Fulfills World Language 2 Requirement

Grade 10, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites: Students with a B final average or better in each semester in Spanish 1 Honors or an A final average in both semesters in Spanish 1 qualify for consideration for entry into Spanish 2 Honors. In addition, transfer students or incoming freshmen with previous instruction in Spanish, can take an entrance exam in Spanish to qualify for consideration for entry into Spanish 2 Honors. Final recommendation will be made by the Spanish teacher and the Department Chair.

This course, which is the accelerated second level in the structured series, is based on the belief that the purpose of learning Spanish is to communicate with the people who speak it and to understand their cultures. This course will review some of the basic vocabulary and fundamental grammar principles previously learned in Spanish I and ultimately move the students to a higher level of recognition, comprehension, and production of this information. New vocabulary themes such as vacations, weather, shopping, and daily routines are introduced. Students will also be introduced to more advanced grammar topics such as the preterit tense, direct and indirect objects, and reflexive verbs. Throughout the course, students participate in a variety of activities such as homework, quizzes, tests, in-class activities, writing assignments, and projects. Technology aids such as videos, online activities, education apps and other supplements are also employed. Because learning a language is a communicative process, students will also participate in paired activities, group discussions and group projects. Although the course places an emphasis on the reading and writing components of language, these activities will give students the opportunity to sharpen their communication skills in order to get them on the path to speaking the language more fluently. This course will prepare students for the next step in their Spanish learning, Spanish 3 Honors, and eventually for the AP Language and Culture Course in Spanish 4.

231 Honors Spanish 3

Elective

Grade 11, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites: Students with a B final average or better in each semester in Spanish 2 Honors or an A final average in both semesters in Spanish 2 qualify for consideration for entry into Spanish 3 Honors. There also needs to be a recommendation by their Spanish teacher and the Department Chair.

The third year of Spanish is geared toward the reinforcement of grammar and vocabulary previously learned and the teaching of new grammar and vocabulary that will help the student in the application process of Spanish. This course is taught mainly in Spanish and students must be confident in speaking in Spanish. The coursework includes grammar exercises and tests, written essays, reading short stories and increased oral proficiency in Spanish. The essays and readings done in this third year of Spanish incorporate the many levels of grammar and vocabulary learned. In addition, students will have a portfolio project to complete throughout the academic year.

249 Honors Spanish 4

Elective

Grade 12, Credit 1.0

NCAA Clearinghouse Approved

Prerequisites: Students with a B final average or better in each semester in Spanish 3 Honors for consideration for entry into Spanish 4 Honors. There also needs to be a recommendation by their Spanish teacher and the Department Chair.

This advanced class is designed for students who wish to complete four full years of Spanish at the Honors level. Curriculum will cover advanced grammar and vocabulary and incorporate short stories, videos, readings and audio. The class will be conducted only in Spanish and students will be required to communicate in Spanish outside of the classroom through a year long supplemental project. In addition, students will read in Spanish the famous novel Don Quijote as well as examine other literary pieces. Upon completion of this course, students will be able to communicate in both formal and informal situations with appropriate grammar and vocabulary usage. Field trips may be offered to examine Art of Spain and Art from Latin America as well as attend movies in Spanish and a Spanish speaking restaurant. Students need to be highly motivated and organized to succeed.

241 AP Spanish Language and Culture

Elective

Grade 12, Credit 1.0

College Board Approved

NCAA Clearinghouse Approved

Prerequisites:

- *Students with a high A final average in both semesters in Spanish 3 Honors qualify for consideration for entry into AP Spanish Language. Sophomores in Spanish 3 Honors are required to follow the sequence of classes and take Spanish 4 Honors as a junior and AP in senior year.*
- *Students in non-honors Spanish 3 are not eligible to take AP Spanish Language but may qualify for Spanish 4 Honors.*
- *Additionally, students must be recommended by their current Spanish teacher and receive approval from the AP Spanish teacher and Department chair in order to enroll in the course.*
- *Reading test scores may be taken into consideration.*
- *Students at this level need to demonstrate oral and written proficiency in Spanish.*
- *This is the highest level Spanish class offered for seniors only, as the capstone course prior to graduation.*

This course is the most advanced level Spanish class, which examines in Spanish the following six themes: global challenges, beauty and aesthetics, families and communities, personal and public identities, contemporary life and science and technology within Spanish speaking countries. Course content includes a variety of academic and cultural topics that align with the AP Spanish Language Themes as identified by the College Board as well as prepares students for the language portion of placement tests that many colleges and universities require incoming freshmen to take. Materials include use of authentic videos, computer programs, films, presentations, newspapers and other authentic reading materials which are used throughout the year. Field trips may be offered to examine Art of Spain and Art from Latin America as well as attend movies in Spanish and a Spanish speaking restaurant. Students need to be highly motivated and organized to succeed.

World Languages Department Appeal Process

If a student does not meet the prerequisites for entering into or continuing in the AP/Honors level course the next school year but the student feels he has merited entry, that student must complete the steps of appeal outlined below:

1. The student must type a formal letter of appeal requesting he be considered for entry into the AP/Honors level the next school year. This letter must be typed, and copies of it must be provided electronically or in hard-copy to his current
2. The student must also submit a piece of self-produced writing that was submitted and graded that year that he feels exemplifies his credentials for entry into next year's Honors/AP courses.
3. The student must schedule a subsequent interview with his current World Language teacher and the department chair after submitting copies of his letter of appeal. It is the student's responsibility to schedule this meeting at the convenience of the World Languages faculty members (this appointment needs to be scheduled before summer break).

Approved Online Courses

Juniors with a grade point average of 3.75 or better may take an approved online course in place of their H period. The following courses are approved through Apex:

One Semester Courses:

English:

1873 Creative Writing

Math:

1370 Financial Literacy

Social Science:

1577 US and Global Economics Honors

1575 AP Macroeconomics

1576 AP Microeconomics

1554 Multicultural Studies

Business and Technology:

1777 Information Technology Applications

1775 Business Applications

Full Year Courses:

Science:

1452 Earth Science
1451 Earth Science Honors
1454 Environmental Science
1450 AP Environmental Science

Business and Technology:

1472 Principles of Health Science
1778 Introduction to Business and Technology
1776 Principles of Information Technology
1772 Principles of Business, Marketing & Finance
1773 Legal Environment of Business
1774 Human Resources Principles

To learn more about the courses offered through Apex please click on the following link:

<https://www.apexlearning.com/digital-curriculum/courses/catalog>