



Central Catholic High School  
**Curriculum Guide and Course Descriptions**  
Academic Year: 2024-2025



## PURPOSE OF THIS GUIDE

This guide sets forth the graduation requirements and course offerings of Central Catholic High School. Its purpose is to aid students and parents in scheduling courses during forecasting. Parents and students are encouraged to read and utilize this information to make informed choices about course offerings for the following school year in light of future goals, academic readiness and graduation requirements.

A separate publication, the Student and Parent Handbook, sets forth school policy in areas such as attendance, behavior, participation in co-curricular activities, and tuition payments. It lists and describes the administration, student services, student groups, boards and associations, and provides specific information on bell schedules, school hours, and phone numbers. The Student and Parent Handbook will be available on the Central Catholic website.

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# TABLE OF CONTENTS

Core Values/ISOs (Integrated Student Outcomes) .....	2
Academic Policies .....	3
Graduation Requirements.....	3
Oregon Public University (OPU) Standards .....	4
University of California (UC) and California State University Admissions Requirements .....	4
Student Work Ethic.....	4
No Grades, Credit Retrieval, and Incompletes .....	4
Scheduling and Schedule Changes .....	5
Advanced Placement Courses .....	5
Christian Service Program .....	6
Course Descriptions .....	8
Theology Department.....	9
English Department .....	10
Social Studies Department.....	13
Mathematics Department.....	16
Science Department .....	19
World Language Department .....	22
French Course Offerings .....	22
Spanish Course Offerings.....	23
Japanese Course Offerings.....	26
American Sign Language Course Offerings.....	27
Fine Arts Department .....	28
Technology/Business Department .....	33
Wellness and Physical Education Department .....	34
Student Support.....	35
RAMS Program.....	35
General Electives .....	36

## CORE VALUES

### Faith and Love

We instill principles central to the teaching of Jesus to inspire a life of virtue and moral integrity rooted in Catholic values.

We believe that God is love.

### Community

We foster a feeling of belonging and connectedness through our shared vision, values, and beliefs.

We are a community within the building and well beyond, with deeply connected families and alumni.

### Academic Excellence

We meet all students where they are when they enter, and develop them as leaders, critical thinkers, and lifelong learners.

We believe in everyone's potential to make a lasting impact in the world.

### Diversity

We mirror the wider world through the richness of our racial, spiritual, neurodiverse, and socioeconomic differences. We support and empower students from all backgrounds and lived experiences.

### Compassion

We speak with kindness, listen without judgment, and accept others for who they are.

We act in service to others, especially those in need.

### Integrity

We believe character matters more than anything.

We adhere to principles rooted in Catholic social teaching in our thoughts, actions, and decisions.

## INTEGRAL STUDENT OUTCOMES (ISOS)

Central Catholic's ISOs are the educational expectations students will achieve by the time they graduate. The ISOs set the direction for the school's educational and co-curricular programs.

### Faithful and Just

All members of the Central Catholic community share the responsibility to foster the spiritual growth of the student body through a Catholic worldview. Students have the opportunity to experience God personally and communally.

The Central Catholic graduate:

- Understands each individual is loved by God and by others.
- Understands Catholic Christianity through the study of and reflection on Tradition and Scripture.
- Has developed a relationship with God through prayer, reflection, liturgy, retreats, and service.
- Understands their own faith journey and seeks to deepen their understanding of faith in order to live it in an active way.
- Is able to discern and act with a spirit of justice and an informed Christian conscience.

- Understands and lives the principles of Catholic Social Teaching.
- Serves as an active witness to the Gospel message and participates in Christ's mission.

### Academic Excellence

Central Catholic students develop intellectual and critical thinking skills that exceed the academic requirements for graduation and college admission in a rigorous educational environment.

The Central Catholic graduate:

- Learns the skills required by each discipline and successfully completes academic courses required for graduation.
- Is able to employ analytical, logical, critical, and creative thinking skills.
- Is able to communicate concepts effectively in written, oral, and artistic forms.
- Is able to critically analyze contemporary issues and concepts.
- Respects and appreciates people of all cultures and nationalities.
- Appreciates the value and aesthetics of fine arts as instruments for self-expression.
- Utilizes technology and resources respectfully and responsibly to access, interpret, evaluate, and present information.
- Explores post-secondary education options and future careers.

### Relational and Responsible

Central Catholic High School forms its students to reflect the social and moral teachings of the Catholic Church. Students develop an awareness and acceptance of self and others.

The Central Catholic graduate:

- Loves and respects all people as Christ loves us.
- Uses active listening skills to listen and respond thoughtfully to others with compassion.
- Expresses self freely and genuinely.
- Demonstrates empathy toward others.
- Is responsible for and appreciative of personal relationships.
- Takes responsibility for sexuality as it relates to loving others.
- Demonstrates compassion for those enduring injustice and surviving in the margins of society.
- Exhibits leadership reflective of Catholic Social Teaching to make ethical decisions, practice stewardship, serve others, and actively work for justice.

### Healthy and Balanced

The well-being of the whole person is fundamental to effective learning and living a healthy life. Students have acquired knowledge of health, wellness, safety, and resilience, and understand the importance of respecting and caring for themselves.

The Central Catholic graduate:

- Understands that their whole being deserves respect and reverence.
- Becomes aware that physical, psychological, emotional, and spiritual well-being are interdependent.
- Engages in their physical and mental health, emotional intelligence, and spiritual development.
- Understands the benefits of participating in a variety of healthy activities.
- Recognizes their own personal limitations and is able to achieve a balanced lifestyle by utilizing resources to support health and well-being.

# ACADEMIC POLICIES

A description of courses and programs offered at Central Catholic High School is contained in this Curriculum Guide. All students must be full-time students at Central Catholic and must take a minimum of six for-credit classes each semester. Students may not be enrolled in more than one of the following per semester: teacher assistant, academic tutor, peer mentor, or study hall.

Academic objectives in a rigorous high school depend heavily on work performed at school and at home. Homework for the Central Catholic student is not limited solely to written work; it also includes reading, studying, organizing notes into usable study form, preparation for exams, projects, reports, presentations, etc. Students will generally require up to thirty minutes per class outside of classroom time for homework.

## Graduation Requirements

Graduation requirements are stated in terms of “credits earned.” One credit is awarded for each year of work successfully completed. To graduate from Central Catholic a student must earn 26 credits. Included in the accompanying list are all of the requirements for a high school diploma for the State of Oregon, and in addition, those specifically relating to the mission of Central Catholic High School. Central Catholic High School will not grant high school credit for experiences prior to enrollment in the ninth grade. All students must complete at least 80 hours of Christian Service to graduate.

Theology	4.0 credits
English	4.0 credits
Social Science	3.0 credits
Mathematics	3.0 credits
Science (Lab)*	3.0 credits
World Language	2.0 credits
Fine Arts**	1.0 credit
Wellness	1.0 credit
Physical Education	1.0 credit
Technology***	0.5 credit
Electives	3.5 credits
Christian Service Requirement****	80 hours

**Total** **26.0 credits**

- \* Students must complete a course in Biology, Physics, and Chemistry to graduate.
- \*\* Requirement is satisfied by courses listed in the Fine Arts section.
- \*\*\* Technology credit requires students to pass the Introduction to Computer Science or AP computer Science course by graduation.
- \*\*\*\* Students are required to complete 20 hours per year. A minimum of 10 hours must be completed within the first semester of each year. Excess hours performed are not transferable from year to year.

## Suggested Four-Year Schedule Plan

Freshman Year	Credits	Sophomore Year	Credits	Junior Year	Credits	Senior Year	Credits
Theology I	1.0	Theology II	1.0	Theology III	1.0	Theology IV A Theology IV B	1.0
English I	1.0	English II	1.0	English III	1.0	English IV	1.0
Mathematics	1.0	Mathematics	1.0	Mathematics	1.0		
World History	1.0			U.S. History	1.0	Government and Politics	1.0
Wellness	1.0	PE/Dance/ Weight Training	1.0				
Choose Two: Science Fine Arts World Language Technology	2.0	Choose Three: Science Fine Arts World Language Technology Elective	3.0	Choose Three: Science Fine Arts World Language Technology Elective	3.0	Choose Four: Science Mathematics Fine Arts World Language Technology Elective	4.0

The minimum standards for acceptance to most four-year colleges are: four years of English, three years of social studies, three years of mathematics at a minimum through Algebra II, three years of laboratory science, two years of the same world language, and one year of fine arts.

## Modified Diploma

Any student entering the RAMS Program will meet the requirements of the Modified Diploma. Criteria for consideration for a Modified Diploma:

- A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or a documented medical condition that creates a barrier to achievement.

The Modified Diploma is not the equivalent of a high school diploma. Students in the RAMS Program should explore post secondary options available with a Modified Diploma before graduation.

### Procedure

- A learning plan will be implemented with specific modifications/accommodations. Both the parent and student will sign an agreement to the learning plan.
- A Modified Grading rubric will be implemented to assess content mastery of modified learning targets. Letter grades will be assigned to students and will count in the computing of a grade point average.
- All students in the RAMS Program are eligible to participate in extracurricular activities under the same guidelines as all Central Catholic students.
- All students who receive a Modified Diploma participate in the Central Catholic graduation ceremony.

### Modified Diploma Requirements

English Language Arts	4.0 credits
Mathematics	2.0 credits
Science	2.0 credits
Social Studies	2.0 credits
Physical Education	1.0 credit
Wellness	1.0 credit
World Language	1.0 credit
Fine Arts	1.0 credit
Technology	.5 credit
Theology	4.0 credits
Workplace Development	1.0 credit
Electives	4.5 credits
Christian Service Requirement	80 hours
<b>Total</b>	<b>24.0 credits</b>

*To receive a Modified Diploma, a student must earn 24 credits. The above information is adopted from The Oregon Department of Education.*

### Oregon Public University (OPU) Standards

To be considered for admission to an Oregon public university, students must show satisfactory completion of at least 15 units of specific Subject Requirements (at a grade of C- or better). This must include four units of English, three units of mathematics (including Algebra II or higher), three units of science, three units of social studies, and two units of a second language.

## University of California (UC) and California State University Admissions Requirements

To meet minimum admissions requirements, students must complete 15 college preparatory courses with a letter grade of C or better. Courses must include: two years of history, four years of English, three years of college preparatory math including Algebra II (a fourth year of math is strongly recommended), two years of a laboratory science, two years of language other than English, one year of a college preparatory elective, one year-long course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art or two one-semester courses from the same discipline is also acceptable.

### Student Work Ethic

#### Classes at Central Catholic require students to

- Work independently without detailed instruction. Students are responsible to ask questions and seek help when they don't fully understand the material. Students must be prepared to spend a significant amount of time on homework.
- Develop personal commitment and a strong work ethic. Students must participate in discussion and activities, actively engage in the learning process, and commit themselves to doing their best.
- Value learning. Students must learn from mistakes, cope with ambiguity, and think through complex questions.
- Maintain a positive attitude. Discomfort with new tasks and concepts is normal, but students must be willing to take risks and do their best on work they may not like. Students should strive to see the purpose behind the work.
- Be willing to analyze their work in detail. Students must not limit themselves to the assigned material, but continually strive to learn more by engaging in outside reading, attending lectures, doing additional research, etc.
- Be present in class. Excessive absences, regardless of the reason, seriously detract from a student's ability to master the course material and experience the fullness of the Central Catholic educational experience.
- Act with integrity. When a student puts their name on homework or an assignment, it means it is the student's own work.
- Master fundamentals. Students should have mastery of the fundamental skills of the academic discipline before entering Honors and AP classes.

### No Grades, Credit Retrieval, and Incompletes

A student who does not pass a required course must establish a plan before the start of the next school year with the Assistant Principal of Curriculum Design and Instruction (Assistant Principal) to retake the class. The student's counselor is available to help with this process. Depending on the course/situation, the student may repeat the class at Central Catholic or, with the Assistant Principal's prior approval, take an approved evening school or summer school class. Online courses may be considered for credit. In the case of credit retrieval, the original "NG" will remain on the transcript, along with the grade from the class that was repeated. It is the student's

responsibility to provide the school with an official transcript of all make-up courses.

If a student receives a “D” in a class needed for advancement, the class may be repeated at Central Catholic or, with prior approval from the Assistant Principal, the course may be taken from another approved institution. The original class and grade will remain on the transcript. The new class will be noted on the transcript, but will have no impact on GPA or credits. If the student is considering attending an Oregon public university and they have received lower than a C- in a core subject area, they may need to retake the course. Students with pre-approval from the Assistant Principal may retake the course from another approved institution or retake it at Central Catholic High School if the student’s schedule allows.

An “Incomplete” is awarded when a student has not fulfilled course requirements due to extenuating circumstances (e.g., personal illness). In such cases, the student is expected to complete the requirements within six weeks of the date that the Incomplete was awarded. It is the student’s responsibility to contact the teacher with regard to correcting an Incomplete. An Incomplete that is not corrected within the six-week time span becomes an “NG” unless special arrangements are made with the Assistant Principal and the teacher involved.

### Scheduling and Schedule Changes

Because each person is unique and has special needs in preparing for college and life, Central Catholic High School provides a variety of curricular options. Each spring, students forecast classes for the coming year. Because staffing and course offerings are based on the numbers generated by this process, students and parents are expected to put serious thought into forecasting.

#### Basic points about schedule changes

Schedule changes are strongly discouraged. They are only considered when unique circumstances arise, so students must choose their courses wisely. In the event students are misplaced, they may request a schedule change. There will be no schedule changes based on teacher preference.

#### To complete an approved change, a student must

- Obtain a signed Schedule Change Form from their counselor
- Obtain the signatures of the teachers involved in the change
- Obtain a parent/guardian’s approval signature
- File the Schedule Change Form with the Assistant Principal of Curriculum Design and Instruction for approval and signature

A schedule change is not effective until the Assistant Principal and the counselor have approved the request and the student receives confirmation of their new schedule.

#### Scheduling Process

Students are encouraged to talk to teachers and their counselor to gain an understanding of the courses available, their ability to handle the coursework and their standing in relation to graduation requirements. Students and parents should discuss future goals, a

balanced and healthy course load, and the classes they think would be most beneficial in meeting these goals. Student worksheets with parent signatures and online forecasting must be turned in by the designated return date. Students who fail to complete their online forecasting will jeopardize their chance to receive their first choice course requests. Counselors will give presentations to each grade level in the spring with detailed instructions. Once forecasting is complete and the schedule has been built, students and parents will be able to view the student’s schedule for the upcoming year on PowerSchool. Students and parents should make sure that the courses selected are appropriate and meet the student’s particular curricular needs.

If an insufficient number of students forecast for an elective course, the course will be dropped or when classes are full, counselors will look to the alternate courses to complete a student’s schedule.

Course changes may only occur during the first week of each semester. Level changes supported by the teacher can occur up to four weeks in the first semester. A student’s transcript will reflect one of the following marks:

- If the withdrawal occurs within the first week of the semester, no mark is recorded on the transcript
- If the withdrawal occurs after the first week of the semester, a mark of W (withdrawal) is recorded on the transcript.

Any changes to a student’s schedule must be due to compelling circumstances. An example of a compelling circumstance would be a medical issue that would necessitate a change to a student’s schedule in the interest of their personal health and well-being. In this example, documentation from the student’s physician would be required prior to adjusting a student’s schedule.

A change of mind, lack of motivation, failure to obtain in-school or outside tutorial support, unsatisfactory academic performance, desiring an easier second semester schedule, request for a different faculty member, and/or requests for a different class period are not compelling circumstances.

**Seniors:** It is imperative that any level changes or dropped classes for an approved elective be communicated with colleges you have been admitted to, or are still in the process of applying to. If this is not done, a college or university may deem an application inaccurate, which could negatively affect the admission process.

### Advanced Placement (AP) Courses

All AP courses follow a college-level curriculum prescribed by the College Board. Since these courses move at an accelerated pace that is demanding and will require additional hours of study, Central Catholic recommends that students consider carefully and limit their enrollment of AP courses to a manageable workload in order to stay balanced and minimize stress. Advanced Placement classes culminate in a national exam given by the College Board. Scores on the exam may qualify students for college credit or advanced

course placement as determined by individual colleges. All AP students are strongly encouraged to take the AP exam. **There is an additional fee for each AP exam.** Students will be awarded a greater weighting in their GPA based on the increased expectations of these courses. Sign-ups for exams occur in October.

### What is the difference between an AP and a regular college prep class?

AP courses are accelerated classes for self-motivated students that teach a greater depth and breadth of material than is covered in the regular college prep classes. Enrichment topics are added. Standards in reading, writing, calculation, and critical thinking are higher. More independent learning takes place. Students should expect more homework in these courses and will be awarded a greater weighting in their GPA based on the increased expectations.

### What should I consider before choosing to forecast for an AP class?

- Do I have a high level of interest in this matter?
- Do I want to explore this content in more depth?
- Am I willing to engage more time, do more work, and strive to meet the higher standards?
- Do I have the time to commit to this class and still meet my obligations to family, church, friends, activities, sports, and work?
- Can I balance the stress this class may cause?
- Is it OK if I don't earn an "A" in this class?
- What other honors/AP classes am I planning to take?

### Qualities of an AP Student

- Is a self-starter
- Is persistent in learning
- Has a positive attitude
- Has strong time-management skills
- Is curious and investigates ideas at length
- Offers insights and alternative explanations
- Develops unique associations
- Has the desire and ability to work at a higher level
- Is able to work and learn independently
- Pays close attention to detail
- Works well with others to reach a goal
- Accepts responsibility and is accountable for their own actions
- Exhibits creativity

### What is the approval process to take more than three AP/Honors Courses?

Students looking to take more than three Honors/AP courses concurrently in one semester must request approval from the Appeals Committee. To request approval a student must:

- Write a short explanation of how each Honors/AP course fits into their goals for post high school plans. Additionally, please speak to how you will cope with the increase of academic rigor and time required for these courses and what resources will you rely upon to be successful.
- Complete the Healthy and Balanced Worksheet
- Have parent permission.

All of the above materials must be submitted to the Assistant Principal before the close of forecasting via email [pmordhorst@centralcatholichigh.org](mailto:pmordhorst@centralcatholichigh.org).

## CHRISTIAN SERVICE PROGRAM

The Christian Service Program develops relational and responsible students, committed to equity and justice. Students intentionally engage the needs of our community and respond with compassionate action in pursuit of change.

### Qualifying Service

All Christian Service for Central Catholic credit must:

- Be completed in-person with a registered nonprofit organization\* whose mission and work aligns with Catholic social teaching.
- Take place outside of school hours.
- Not be affiliated directly or indirectly with any political campaigns or groups.
- Not provide the student any financial gain or fulfillment of other school-affiliated requirements (i.e. Student Council or Rambassador events, National Honor Society service hours, etc.).

\* *Before serving with an unregistered organization, students must seek pre-approval from the Christian Service Office.*

### Program Requirements

- Students will complete a minimum of 80 hours of Christian Service by graduation, not including service specific to the annual Central State of Mind Human Dignity Summit.
- Students will complete their service hours by the corresponding semester due date(s). Service hours are typically due two weeks prior to the start of semester exams and fall on a Tuesday. Due dates are confirmed and set before the current academic year by the Christian Service Office.
- During the summer recess, students can complete all or part of their Christian Service requirement
  - Students who choose to complete service hours during the summer recess will submit their service hours no later than the third Tuesday of the fall semester for grading and processing.
- Students completing at least 20 service hours above the minimum requirement by graduation will earn Christian Service Honors Recognition.



- Once students complete their required service hours, they are strongly encouraged to volunteer above and beyond what is required of them.
- Extra hours completed in one year do not roll over to satisfy subsequent years' service requirements.

### Program Sequence

- Students will complete a minimum of seven hours of Christian Service in each of our four Areas of Engagement, over their first two years.
  - Freshman and sophomore students will confirm their completed service experiences by submitting an online Christian Service Report (CSR). CSRs include project details, an adult supervisor's verification, hour totals, and a written or video reflection (two minute maximum). Accurate and authentic details are expected.
  - Students will complete a unique CSR for each different service experience in a semester and are encouraged to submit their CSRs immediately following the completion of any service experience.
  - All CSRs need to be submitted within one week of the completed service for credit.
  - CSRs are accessed via Canvas (Christian Service course homepage) and the school's website (Student Life>Christian Service>CSR).
- Students will complete a minimum of three hours of solidarity or awareness-raising in each of their first four semesters.
  - Freshmen and sophomore students will confirm their completed Solidarity and Awareness Raising experiences by submitting an online Solidarity/Awareness Report (SAR). SARs include experience details, hour totals, and a written or video reflection (two minute maximum). Accurate and authentic details are expected.
  - Students will complete a unique SAR for each different solidarity or awareness-raising experience in a semester.
  - All SARs need to be submitted within one week of the completed experience for credit.
  - SARs are accessed via Canvas (Christian Service course homepage).
- Within students' junior year and first half of senior year (three semesters), students will complete a 30-hour direct service experience with one nonprofit agency that works with people on constructed margins of society.
  - Students will reflect on their direct-service experiences in a guided journal, submitted to Canvas prior to starting service and incrementally throughout the 30 hours.
  - Students will also verify service with their selected agency via a Service Contract and signed Service Hour Records, also submitted incrementally on Canvas.
- For information on students' second-semester Senior service work and culminating essay, please see the Theology curriculum.
- Students will complete a service plan for each new semester of service. These plans will be submitted in their Theology class as well as to their Service Canvas page.

- Students will be given assignments in their Theology courses that integrate their service experiences with their Religion curriculum. These assignments will be graded in their Theology courses and be reflected in their semester Religion grade.

### Areas of Engagement

#### Houselessness and Hunger

- We intentionally engage people living without shelter and experiencing food scarcity to change their circumstances and restore their dignity as fellow humans. This area is reserved for service addressing housing and hunger needs.

#### Health, Education, and Faith Formation

- We intentionally engage people living with unsatisfied physical, cognitive, or spiritual needs to support their desires and accompany them in their development. This area is reserved for service addressing health, education, and faith formation needs.

#### Diversity, Equity, Inclusion, and Liberation

- We intentionally engage people living in unjust and inhumane realities to understand and change the systems of inequity and oppression that unjustly limit their human potential and freedom. This area is reserved for service addressing diversity, equity, inclusion, and liberation needs.

#### Environmental Stewardship

- We intentionally engage our planet to understand its needs and take actions that sustain life in all its unique and varied forms. This area is reserved for service addressing environmental needs.

### Service Grading

- Students will receive a Pass (P) on their Semester Report Card when they meet the Christian Service requirement.
- Late service hour reporting in any semester will disqualify a student from receiving Christian Service Honors recognition at graduation and will be noted in the student's permanent Christian Service record.
- Students will receive an Incomplete (I) if they fail to meet their semester Christian Service requirement. An Incomplete (I) will remain on the student's transcript until they meet their semester requirement. The student must complete the past due requirement in order to receive a diploma.
- Incomplete service will require a student to complete a Service Completion Plan (SCP) in collaboration with the Christian Service Office. If an SCP is not completed within the same week as the semester Christian Service due date, the student will forfeit their eligibility to participate in any school-sponsored, co-curricular activity (i.e., athletics, theater, clubs, etc.) effective the following school day. Participation in these activities will be forfeited until an SCP is completed.

### Service Immersion

Service Immersion experiences are offered to students each year via community partnerships. Central Catholic does not directly host, plan, or organize our own Service Immersion experiences.

# COURSE DESCRIPTIONS

Credit Status refers to the course designation as either an elective or a required course for graduation. Definitions of the terms used are as follows:

- Requirement:** This specific course is needed to graduate from Central Catholic High School.
- Selective:** One of several courses that will fulfill a graduation requirement.
- Elective:** Course that contributes to the credits necessary for the student to graduate, but is not required for graduation.

## Dual Credit

Central Catholic, together with Portland Community College (PCC), offers high school students the opportunity to earn college credit through the PCC Dual Credit program. Courses identified as Dual Credit courses are eligible for college credit and have been matched by content and outcomes to a particular PCC course.

Although taught in the high school by high school teachers, the course materials, content, and instructional quality are consistent with (or “articulated” with) courses offered by PCC. Students become eligible to receive the credit by completing a registration form for the course and by successfully completing the curriculum as approved by the college. Admissions to PCC and registering for the articulated course are made available through the high school instructor of the articulated course.

Benefits to students:

- Courses are taught by high school instructors who have been pre-qualified by PCC academic departments and meet faculty hiring requirements.
- Enhanced ability and skills to do college level work.
- Saves money by receiving free college credit.
- Shortens the amount of time required to complete a college degree by developing a college transcript while in high school.
- Provides a smooth transition from high school to college in a non-duplicative program.
- PCC credits are transferable to all Oregon public universities and many other institutions in Oregon and elsewhere.

## OPU (Oregon Public University)

Courses with this designation will meet core course requirements from Oregon public universities (University of Oregon, Oregon State University, Portland State University, Western Oregon University, Eastern Oregon University, Southern Oregon University and Oregon Institute of Technology). Please check individual websites for further information.

## NCAA (National Collegiate Athletic Association)

To be eligible to compete in NCAA athletics at the Division I or II level, students must meet core course requirements. Courses with this designation will count towards these core requirements.

## Dual Credit Courses Offered at Central Catholic:

Theology IV A: World Religions • 1140

English IV • 2142

AP English IV • 2144

Spanish IVB: Short Stories and Film • 6340

American Sign Language IV • 6530

Honors Jazz Band • 7230

Band • 7243

Electronic Music I • 7244

Statistics • 4451

# THEOLOGY DEPARTMENT

The Theology Department at Central Catholic supports parents as the primary religious educators as we encourage students to live out the Gospel mission. The Theology Department leads and challenges students in faith formation through the faculties of both faith and reason. We aim to build an informed Eucharistic community by pursuing academic rigor and encouraging faith reflection and growth. With a focus on Jesus' mission, the Theology Department fosters academic sophistication, interfaith awareness, and respect in accordance with Catholic Social Teaching. We strive to answer our universal call to holiness by living out the Church's mission of service and stewardship and, in doing so, we guide our students to realize their full human potential.

## THEOLOGY I • 1115

Grade Level: 9 Credit: 1.0

The purpose of this course is to give students a general knowledge and appreciation of Sacred Scripture. Through the study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible and its value to people throughout history. Students will learn how to read the Bible and become familiar with its major sections, its content and structure, the different types of literature it contains, and the major people, places and events of Salvation History. The course will pay particular attention to the Gospels and offer students opportunities to grow in their love and knowledge of Jesus Christ. In addition, students will engage in activities to become part of the community at Central Catholic. Introductory units will help students learn about the mission and charism of Central Catholic and give them the tools they need to be successful in our four-year Theology curriculum

*Credit Status: Requirement*

## THEOLOGY II • 1125

Grade Level: 10 Credit: 1.0

This course provides an in-depth exploration of the sacred scriptures of the Bible, focusing on the Hebrew and Christian Scriptures. Students will delve into the historical, literary, theological, and spiritual dimensions of the Bible exploring the text using a Three Worlds approach (the world behind the text, the world within the text, the world in front of the text). The first semester of the course will focus on the Torah, Historical Books, & Wisdom Literature of the Tanak. The second semester of the course will focus on the Biblical Prophets, Gospels, Acts of the Apostles, Letters and the Book of Revelation. Throughout this course, students will develop a stronger sense of Biblical literacy and develop exegetical skills of Biblical interpretation.

*Credit Status: Requirement*

## THEOLOGY III • 1130

Grade Level: 11 Credit: 1.0

**COURSE OVERVIEW:** During the first semester students will be on a journey into the Church. They will explore what it means to be a community that is trying to continue what Jesus started. During each era of the Church's history, we will be asking questions of the people and their actions during that time about how well they did or did not follow the example of Jesus. Students will also explore the nature of sacrament and the seven Sacraments of the Church. The historical development of "sacrament" will be discussed alongside the historical roots and development of its practice and symbols of each of the seven sacraments. Class interaction and participation in reading, discussions, prayer, student liturgies and personal reflection will be essential to attaining the benefits of this course.

During the second semester this course is designed to engage the students in developing a personal morality, study moral issues and the teachings of the Catholic Church regarding moral issues. The course will cover topics such as the foundations of morality, secular and christian teachings, and study of moral questions from the perspective of the Catholic Church. Students will be tasked with understanding the foundations of morality, developing one's conscience and character, and applying moral principles and decision making in their everyday life.

*Credit Status: Requirement*

## THEOLOGY IV A

### World Religions/Social Justice • 1140

Grade Level: 12 Credit: 1.0

**First Semester: World Religions**

**Second Semester: Social Justice**

Students will learn about the beliefs and customs of non-Christian religions. The course begins with an inquiry into the concepts of sacred mystery, God, faith, and religion. It then analyzes religious traditions beginning with the nature of indigenous religions, Hinduism, Buddhism, Jainism, Judaism, Islam, and Christianity.

Social Justice is designed to raise students' awareness regarding social issues in our world. After learning the fundamentals of Catholic Social Teaching, the students will analyze various economic and social injustices based on these principles. Topics include, but are not limited to: discrimination, local and world poverty, hunger and oppression, and life issues. Students will draw upon their service experiences throughout the course.

*Credit Status: Selective*

*NCAA approved (first semester only)*

*Dual Credit Option:*

*4 PCC Credits for World Religions (R 210) portion*

## THEOLOGY IV B

### Christian Relationships/Social Justice • 1141

Grade Level: 12

Credit: 1.0

**First Semester: Christian Relationships**

**Second Semester: Social Justice**

This course is based on the realities that God is Trinity, Father, Son, and Spirit, and that we are created in God's image. Being made in the image of a relational God, we are made for relationships. In this course, students will explore the dimensions of relationships through a Christian lens and using Jesus Christ as an example, reflecting on topics like communication, love, sexuality, and the Christian modes of life (marriage, ordained religious life, and consecrated religious life). Students are invited to put their values, the values that the world proclaims, and Christian values into conversation. Students are challenged to consider how they can live lives of service to others through their vocation and relationships.

The second semester is designed to raise students' awareness regarding social issues in our world. After learning the fundamentals of Catholic Social Teaching, the students will analyze various economic and social injustices based on these principles. Topics include, but are not limited to: discrimination, local and world poverty, hunger and oppression, and life issues. Students will draw upon their service experiences throughout the course.

*Credit Status: Selective*

## ENGLISH DEPARTMENT

The Central Catholic High School English curriculum is rooted in the study of literature and composition. Its objectives are to cultivate critical thinking, improve written and oral expression, and develop students' creative, moral, spiritual, and intellectual potential.

### ENGLISH I: WRITING SEMINAR • 2210

Grade Level: 9

Credit: 0.5

This first-semester course, in which all students must enroll, will begin with a focus on students' summer reading. The curriculum will then resemble a writing seminar format as students practice the necessary skills for success in all of their high school classes. Students will write in both formal and informal settings in various modes—expository, narrative, argumentative, and descriptive—while working through the process of brainstorming, pre-writing, drafting, conferencing, revising, and publishing. Mentor texts will be provided throughout the semester as students model their own writing on quality short stories, essays, and more. Students will also learn and apply research and citation skills. While they will continue to select and read books independently, the main focus overall for this course will be the growth of writing skills as opposed to an in-depth analysis of literature.

## ENGLISH I: LITERATURE • 2215

Grade Level: 9

Credit: 0.5

This second-semester course will introduce students to multiple genres and formats of storytelling (e.g. graphic novels, plays, novels-in-verse, short stories, poetry, film, and young adult novels). Students will learn various literary terms that they will apply to their close reading and analysis of text. Students will also continue to develop their writing skills from first semester, particularly with crafting thesis statements and incorporating textual evidence from the works they are reading.

*Credit Status: Requirement; OPU/NCAA approved*

### HONORS ENGLISH I: LITERATURE • 2216

Grade Level: 9

Credit: 0.5

This second-semester course will introduce students to multiple genres and formats of storytelling (e.g. graphic novels, plays, novels-in-verse, short stories, poetry, film, and young adult novels). Students will learn various literary terms that they will apply to their close reading and analysis of text. Students will also continue to develop their writing skills from the first semester, particularly with crafting thesis statements and incorporating textual evidence from the works they are reading.

*Credit Status: Requirement; OPU/NCAA approved*

*Prerequisite: Interview process within English I: Writing Seminar*

## ENGLISH II • 2122

Grade Level: 10

Credit: 1.0

This literature-based course is designed for students who can read and write at the sophomore level. Students may read short stories, Greek drama, Shakespeare, and poetry in addition to a selection of novels and graphic novels. Special emphasis is placed on the writing of essays of various types, especially the writing of analytical essays in preparation for thesis writing. Vocabulary, grammar, and other writing exercises will be interspersed throughout the year.

*Credit Status: Requirement; OPU/NCAA approved*

*Prerequisite: English I*

### HONORS ENGLISH II • 2123

Grade Level: 10

Credit: 1.0

This course is designed for the advanced student. This class provides enrichment through the study of literature and literary genre. The writing instruction places special emphasis on critical thinking through analysis papers, journals, and essay exams. Students are expected to read about one-third more than the regular English II class and to write extensively.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Honors English I or student application, essay, and English department placement*

## ENGLISH III • 2132

Grade Level: 11 Credit: 1.0

With a focus on American literature, English III is a course that develops students' ability to think and communicate. Through reading, discussion, and writing, students will learn to more skillfully extract ideas from literature, to develop their own responses, and to write in a clear and logical manner.

*Credit Status: Requirement; OPU/NCAA approved*  
*Prerequisite: English II*

## HONORS ENGLISH III • 2133

Grade Level: 11 Credit: 1.0

Honors English III provides a place to develop critical thinking through the study of literature, writing, critical analysis, grammar, and vocabulary for the advanced student. The reading consists of a wide range of American Literature from fiction, non-fiction, short stories, poetry, plays, music, and other media by American authors. The course begins by studying four literary eras: Age of Reason, Romanticism, Transcendentalism, and Realism in the fall semester. In the spring, an emphasis is placed on collegiate-level research and writing that includes an 8-10 page research-based thesis paper. The Honors English III course offers the same skills of analyzing and writing about non-fiction that will be tested on the AP Language exam. While this test is optional, students who opt to take it in May and achieve a passing score on the exam can count it as WR121 credit in Oregon public universities.

Graded discussions, in class essays, personal reflections, and assessments can be expected for each unit. Additional vocabulary and writing exercises will be interspersed throughout the year.

*Credit Status: Selective; OPU/NCAA approved*  
*Prerequisite: Honors English II or student application, essay, and English department placement*

## ENGLISH IV • 2142

Grade Level: 12 Credit: 1.0

This is a full-year study of classic and contemporary literature. Students will deepen their appreciation of literary elements and expand their awareness of the cultural themes raised by specific texts. Special emphasis will be placed on the development of analytical and writing skills transferable to other disciplines. Activities will include reading, writing, oral presentations, group discussions, tests, quizzes, creative projects, and critical thinking.

*Credit Status: Requirement; OPU/NCAA approved*  
*Prerequisite: English III*  
*Dual Credit Option: 4 PCC Credits (WR 121)*

## AP ENGLISH IV • 2144

Grade Level: 12 Credit: 1.0

This advanced course provides students with the opportunity to study a variety of types of literature in depth, as well as to develop their writing skills as they analyze a variety of major literary works. Students taking this class will also prepare for the Advanced Placement Exam by working on practice questions.

*Credit Status: Selective; OPU/NCAA approved*  
*Prerequisite: Honors English III or student application, essay, and English department placement*  
*Dual Credit Option: 8 PCC Credits (ENG 104 and ENG 106)*

## SPEECH • 2321

Grade Level: 9-12 Credit: 0.5

Experience in public speaking is an invaluable asset to any college bound student. This class offers in-depth instruction in public speaking that will teach students how to deliver speeches for a variety of purposes. It will help students develop logical thinking and organizational skills, establish correct and effective voice habits, develop respect for listening as a medium of learning, and help to eliminate fear of a speech situation. Students will develop skills in writing speeches for a variety of purposes: informative, persuasive, entertainment, special occasions, group communication, readers' theatre, and debate.

*Credit Status: Elective; OPU/NCAA approved*

## CREATIVE WRITING • 2341

Grade Level: 10-12 Credit: 0.5

Creative Writing is a semester elective designed to immerse students into reading and writing fiction and poetry. Students will look at how the craft of writing brings instinct and critical understanding into creative equilibrium. Emphasis will be on the craft of composing short fiction and poetry. Students will study established writers for technique, structure, and style, and write their own sketches, stories, and poetry for class discussion, homework, workshops, and a final project.

*Credit Status: Elective; OPU/NCAA approved*

# Media Studies Emphasis

## INTRODUCTION TO MEDIA PRODUCTION • 8715

Grade Level: 9-12 Credit: 0.5

In this semester-long class, students will learn the fundamentals of yearbook and journalism by completing writing and journalism projects over the course of the semester. They will write at least three different types of newspaper stories, including news, feature, and opinion. They will learn the principles of layout and design and create a yearbook spread. They will learn how to write complete captions and create good interview questions. Every project will be designed so that it could be published in The Stark Street Journal, the school's online and print newspaper or included in The Scepter, the school's yearbook. Additional assignments include social media posts, AP style practice and the study of journalism ethics. Students who enjoy the class could continue media production by taking journalism or yearbook classes during semester two or during a subsequent year.

*Credit Status: Elective*

## JOURNALISM • 2450

Grade Level: 9-12 Credit: 0.5/1.0

This is a year-long writing and production class that encompasses aspects of online print and newspaper journalism. The purpose of the class is to expose students to the fundamentals of sound journalistic and social media practices. Students will write editorials, features, news, and sports articles that will be featured in The Stark Street Journal, our online and print student newspaper. In addition to writing, students may choose to learn other storytelling modes such as photography, broadcast and podcast. Students will become familiar with Adobe InDesign, and instruction in other Adobe software applications such as Photoshop, Lightroom Classic and Premiere Pro will be available as desired. Students who prefer a semester-long course in journalism, should sign up for the Intro to Media Production course.

*Credit Status: Elective; NCAA approved*

*Exception: This course may be repeated multiple times for credit*

## YEARBOOK • 7610

Grade Level: 9-12 Credit: 0.5/1.0

This course presents the fundamentals of yearbook production and publication including layout design, copywriting, business management, photography, thematic design, and interview skills. Students will work to master these fundamentals with opportunities to specialize as interests develop. Students should expect to spend additional time working outside class before deadlines. Because of the yearbook deadline schedule, this class is yearlong. Students who only want to take a semester-long course should sign up for Intro to Media Production.

*Credit Status: Elective*

*Exception: This course may be repeated multiple times for credit*

## EDITORIAL LEADERSHIP • 2454

Grade Level: 9-12 Credit: 0.5 and/or 1.0

This course presents the fundamentals of yearbook production and publication including layout design, copywriting, business management, photography, thematic design, and interview skills. Students will work to master these fundamentals with opportunities to specialize as interests develop. Students should expect to spend additional time working outside class before deadlines. Because of the yearbook deadline schedule, this class is year-long. Students who only want to take a semester-long course should sign up for Intro to Media Production.

*Credit Status: Elective*

*Exception: This course may be repeated multiple times for credit.*

*Prerequisite: 0.5 Credit in Journalism, Yearbook, or Introduction to Media Production*

## THE POWER OF STORYTELLING AND NARRATIVE THROUGH MEDIA • 2452

Grade Level: 9-12 Credit: 0.5

Learn and experience the power of stories. Recreate the storytelling tradition, beginning with oral stories and progressing through film and new media. Along the way, learn tried and true strategies to make stories tick and apply them to your own work. We are going to harness the power of stories to connect with—and maybe even—move others. By the end of the semester students will have completed a project by using the tools and skills learned to tell a story from beginning to end using a media format of their choice.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: 0.5 Credit in Journalism, Yearbook, Introduction to Media Production, or Creative Writing*

# SOCIAL STUDIES DEPARTMENT

The Social Studies Department at Central Catholic High School strives to inspire students to live as active, engaged citizens of their community, the nation, and the world. Social Studies course offerings are designed to help students understand both their individual rights and their responsibilities to others. Our goal is to challenge students to think critically about history, government, and human interactions and to use that disposition to be intellectually, politically, and socially involved in the world around them.

## WORLD HISTORY I • 3125 WORLD HISTORY II • 3132

Grade Level: 9 Credit: 0.5 per Semester  
Through both a chronological and thematic approach, the World History course explores the connections among the political, social, and economic forces of the past and applies their understanding to contemporary global issues. The course will emphasize such themes as power and authority, religious and ethical systems, revolutions, interaction with the environment, economics, cultural interaction, empire building, science, and technology.

*Credit Status: Requirement; OPU/NCAA approved*

## UNITED STATES HISTORY • 3332

Grade Level: 11 Credit: 1.0  
The focus of this course is the study of the historical development of American ideas and institutions from the colonial period to contemporary times. Students will obtain knowledge of America through a chronological study of major issues, movements, people, and events in its history. The goal of the course is for students to gain an understanding of the factors that lead to the development of the United States as a world leader and how America has both successfully and unsuccessfully lived up to its mission statement - the Declaration of Independence.

*Credit Status: Requirement; OPU/NCAA approved*

## AP UNITED STATES HISTORY • 3333

Grade Level: 11 Credit: 1.0  
AP U.S. History is a college-level, intensive study of the United States from its colonial beginnings to the present. The student will be asked to think historically, that is; determine validity, point of view, and bias, weigh evidence, evaluate conflicting positions, and make inferences. The student will be asked to establish relationships and facts and be able to formulate concepts and generalizations about events, people, and ideas into the present American history.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Cumulative weighted GPA of 3.0 or higher and/or teacher recommendation, application*

## GOVERNMENT • 3215

Grade Level: 12 Credit: 0.5  
This class focuses on the U.S. federal government, the constitutional basis of the three branches, the philosophy of government, and the role of citizens in a democracy. This is the first of two required semesters of government studies. Offered fall semester only.

*Credit Status: Requirement; OPU/NCAA approved*

## POLITICS • 3221

Grade Level: 12 Credit: 0.5  
This class builds on the first semester U.S. Government class by comparing the U.S. federal system to state and local governments, alternative judicial systems, and various political and economic systems in use around the world. This is the second of two required semesters of government studies. Offered spring semester only.

*Credit Status: Requirement; OPU/NCAA approved*

## AP GOVERNMENT AND POLITICS/AP COMPARATIVE GOVERNMENT AND POLITICS

This is an intensive college level study of government systems. The theory behind and the practice of these systems, political policies, and economics as they relate to systems of government; the relationship of government to citizens; and the history behind the development of various government systems will be the focus. This is a full year course, but is divided into two semesters of study: AP U.S. Government and Politics and AP Comparative Government and Politics. Each semester covers material for separate AP tests. The U.S. Government and Politics exam is usually the first week, first day of AP testing, while the Comparative Government and Politics exam is the second week of testing, usually one of the final two days.

## AP U.S. GOVERNMENT AND POLITICS • 3225

Grade Level: 12 Credit: 0.5  
This class is the study of the U.S. Government including its Constitution, institutions, policies, political parties, interest groups, role of media and civil rights and liberties. Offered fall semester only.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Cumulative GPA of 3.0 or higher and/or teacher recommendation, application*

## AP COMPARATIVE GOVERNMENT AND POLITICS • 3226

Grade Level: 12 Credit: 0.5  
This course will concentrate on the alternative government systems and politics utilized around the world, with a focus on the six core countries: Iran, Russia, China, The United Kingdom, Mexico and Nigeria. Offered spring semester only.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Cumulative GPA of 3.0 or higher and/or teacher recommendation, application*

## PSYCHOLOGY • 3334

Grade Level: 10-12

Credit: 0.5

Psychology is a semester-long elective course that aims to give students an understanding of human behavior - why people think, feel, and act the way that they do. While topics vary every semester based on student input and interest, the major units covered are neuro/brain science, human development, stress and mental health, psychological disorders, sleep and dreams, and learning and memory. This class is lecture and project based.

*Credit Status: Elective; OPU/NCAA approved*

## AP PSYCHOLOGY • 3350

Grade Level: 11-12

Credit: 1.0

AP Psychology is a course for advanced students who are interested in learning about human behavior from a scientific perspective. Like all AP courses, AP Psychology is a college-level class. As such, this is an academically rigorous course and students are expected to take a great deal of individual responsibility for their work. This survey-style course will cover a huge range of topics including neuro/brain science, learning and memory, human development, psychological disorders, sleep and dreams, and many more. Students will gain an understanding of the methods used in development and verification of these theories based on human and animal behavior. The course is designed to provide the student with an in-depth and fascinating learning experience and to prepare the student to take the Advanced Placement Examination in Psychology.

*Credit Status: Elective; OPU/NCAA approved*

*Psychology 3334 is NOT a prerequisite, application*

## SOCIOLOGY • 3336

Grade Level: 10-12

Credit: 0.5

This course is designed to introduce students to the theories, concepts and areas of inquiry that typically characterize sociological analyses. Specific areas to be covered may include: culture, socialization and social interaction, social groups, deviance, social class, race and ethnicity, sex and gender, and aging. Students will gain an understanding of what it takes to prepare for the future and the role of social problems in a changing society.

*Credit Status: Elective; OPU/NCAA approved*

## STREET LAW • 3337

Grade Level: 10-12

Credit: 0.5

This class will provide a practical understanding of law and the legal system that will be of use to students in their everyday lives. It will also promote awareness of current issues and controversies relating to law and the legal system. Students will participate in an in-class Mock Trial.

*Credit Status: Elective; OPU/NCAA approved*

## ETHNIC STUDIES • 3346

Grade Level: 10-12

Credit: 0.5

Ethnic Studies is the study of the true histories, lived experiences, contributions, and knowledge of People of Color; specifically, Indigenous, Black, Pacific Islander, Asian/Desi/Arab, and Chicana/Latine/Latinx Communities are taught and honored with a focus on anti-racism and intersectional identities. This course is meant to teach students about the full range of experiences, perspectives, contributions, knowledge, and experiences of People of Color. The content covered in this class is community-responsive, which means that it seeks to educate students about their communities in support of their communities. Students will learn about the concepts of power, privilege, and oppression, as well as activism and solidarity movements led by People of Color. The goal of this class is to open up discussion for students of all races to consider how they fit into societal structures and offer opportunities for them to challenge systems within their community that create and perpetuate inequality and bigotry.

*Credit Status: Elective, OPU/NCAA approved*

## HONORS WE THE PEOPLE (Constitution Team) • 3340

Grade Level: 11-12

Credit: 0.5

This course offers an enjoyable and rigorous counterpart (or alternative) to traditional U.S. government classes. Constitution Team is an honors-level class that prepares students to participate in the *We the People* program, a national competition focused on public speaking and knowledge of government and the U.S. Constitution. Students work in small groups, with volunteer attorney coaches, to prepare written and oral responses to a set of detailed historical, philosophical and practical governmental questions. Students are required to meet with their units and coaches outside of class 1-2 times per week, including mandatory Monday night team meetings. Class size is capped at 36 students; if the class has more than 36 signed up, seniors have top priority, followed by juniors who have participated in the Constitution Club program. Fall Semester only course.

May be taken in place of Government; may be taken at the same time as AP U.S. History or AP U.S. Government and Politics. Offered fall semester only.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Preference to juniors currently enrolled in AP U.S. History and seniors enrolled in AP U.S. Government and Politics, application*



## AP AFRICAN AMERICAN STUDIES • 3360

Grade Level: 10-12

Credit: 1

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Themes covered in the class will be: Migration and the African Diaspora; Intersections of Identity, Creativity, Expression, and the Arts; and Resistance and Resilience.

*Credit Status: Elective, OPU/NCAA approved*

*Prerequisite: Student application*

## STUDENT COUNCIL LEADERSHIP • 3450

Grade Level: 9-12

Credit: 1.0

Period: 0 Depending on group (Monday, Wednesday, Friday) or (Tuesday, Thursday, Friday)

Leadership is a course for students elected into class council, and is designed to explore a wide range of techniques and concepts to maximize student involvement in the Central Catholic community and beyond. Students will be expected to cover a wide range of material at a fast pace, to possess independent study skills, the ability to perform group work with multiple student sub-groups, and a strong work ethic. Students will focus on time management skills, motivational and marketing techniques, and basic business principles. The class will also focus on personal development of character virtues, engagement, teamwork, public speaking, time management, social justice, and personal health. Professional development of business and marketing concepts, photoshop skills, filmmaking techniques, and use of social media will also be covered. The course will include periodic self assessments, peer assessments, and group assessments. This class will meet primarily before school, but will also include hours outside of the regular school day and during the summer.

*Credit Status: Elective*

*Prerequisites: Interested participants will submit applications, essays, teacher recommendations, and will go through an interview and selection process. Students can participate for multiple years, but must reapply each year.*

## PRESIDENTIAL CHARACTER IN LEADERSHIP ACADEMY • 3655

Grade Level: 9-12

Credit: 0.5 (possible 1.0 credit)

Meeting Times: Summer workshop, weekly lunch meetings, monthly dinner meetings, and periodic off-site guest speakers  
The Presidential Character in Leadership Academy is a four-year enrichment program that will develop integrity, courage, resilience, and faith in students who desire to impact the Central Catholic High School community and beyond. This class will focus on the personal development of each student. Scholars will focus on teamwork, public speaking skills, and time management. Core lessons will revolve around building values and character, ensuring personal health, and seeking social justice for all. Students will seek to improve the culture of Central Catholic through their willingness and desire to create and maintain a positive community. This class will meet primarily during scheduled lunch periods, but will also include hours outside of the regular school day and during the summer.

*Credit Status: Elective*

*Prerequisites: Once accepted into the Academy, students will remain in the program all four years as long as they continue to meet the program criteria*

# MATHEMATICS DEPARTMENT

The Central Catholic High School Math Department will help every student realize their potential in mathematics while preparing them for college and the working world. We hope to instill in our students an appreciation for the order and logic of mathematics. We will show our students the value of mathematics by having them experience its many uses in other subject areas and in real-world applications. We will instruct them on how to use technology to help them better understand mathematical concepts and to problem-solve. We also strive to increase enrollment in our upper-division courses – especially in our female and minority populations.

Students must pass three years of math to successfully complete the minimum requirements for a Central Catholic High School diploma. Algebra II is required for admission to four-year colleges.

Mathematics Sequences			
Freshman Year	Sophomore Year	Junior Year	Senior Year
Algebra I	Geometry	Algebra II	Statistics or Precalculus
Algebra I	Accelerated Geometry/ Accelerated Algebra II	Precalculus or Honors Precalculus	Calculus or AP Calculus I
Accelerated Algebra I/ Accelerated Geometry	Honors Algebra II	Precalculus or Honors Precalculus	Calculus or AP Calculus I
Geometry	Algebra II	Precalculus or Honors Precalculus	Calculus or AP Calculus I
Accelerated Geometry/ Accelerated Algebra II	Precalculus or Honors Precalculus	Calculus or AP Calculus I	AP Calculus II

TI-84 or higher graphing calculators are required for all courses.  
Students can elect to take Statistics their senior year instead of Calculus.

## ALGEBRA I • 4412

Grade Level: 9

Credit: 1.0

This course provides a thorough study of all the important topics of algebra. Students will learn basic concepts of algebra such as solving and graphing: linear equations, linear inequalities, exponential equations, and quadratic equations. Students will also learn about other polynomials and their properties, including factoring. Radicals, along with their properties and operations, are introduced. Students will be able to interpret data through algebraic expressions and functions.

*Credit Status: Selective; OPU/NCAA approved Prerequisite: Math department placement based on placement test score*

## ACCELERATED ALGEBRA I • 4416

Grade Level: 9-11

Credit: 0.5

This course is accelerated, which means the course will cover the same standards and concepts of the year-long course in one semester. This course provides a thorough study of all the important topics of algebra. Students will learn basic concepts of algebra such as solving and graphing: linear equations, linear inequalities, exponential equations, and quadratic equations. Students will also learn about other polynomials and their properties, including factoring. Radicals, along with their properties and operations, are introduced. Students will be able to interpret data through algebraic expressions and functions.

*Credit Status: Selective; OPU/NCAA approved Prerequisite: Math department placement based on placement test score Requirement: TI-84 (or higher) graphing calculator*

## GEOMETRY • 4422

Grade Level: 9-10

Credit: 1.0

This course provides a thorough introduction to solid and plane geometry. Topics include mathematical proofs; measurement in one, two, and three dimensions; properties of polygons and circles; the concepts of congruence and similarity; and an introduction to trigonometric ratios. The course uses several different methodologies, such as constructions designed for students to formulate conjectures. Projects are assigned as an additional form of mathematical application.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Algebra I or math department placement based on placement test score (new students)*

*Requirement: Compass, protractor, ruler and a scientific calculator (this may be TI-84 or higher)*

## ACCELERATED GEOMETRY • 4426

Grade Level: 9-10

Credit: 0.5

This course is accelerated, which means the course will cover the same standards and concepts of the year long course in one semester. This course provides a thorough introduction to solid and plane geometry. Topics include: mathematical proofs, measurement in one, two and three dimensions, properties of polygons and circles, the concepts of congruence and similarity, and an introduction to trigonometric ratios. The course uses several different methodologies, such as constructions designed for students to formulate conjectures. Projects are assigned as an additional form of mathematical application.

*Credit Status: Selective; OPU/NCAA approved Prerequisite:*

*Algebra I or math department placement based on placement test score (new students) Requirement: Compass, protractor, ruler and a scientific calculator (this may be TI-84 or higher)*

## ALGEBRA II • 4432

Grade Level: 10-11

Credit: 1.0

This course is typically a third-year math class that is sequential after Geometry. The beginning of the course is a general review of the topics covered in Algebra I. Topics include quadratic equations, functions, powers and roots, and exponential and logarithmic functions. Polynomials and polynomial functions as well as rational functions are also presented. The last part of the course analyzes the topic of trigonometry, its ratios and functions. As time allows, students will study data analysis and modeling

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Algebra I, Geometry, or math department placement based on placement test score (new students)*

## ACCELERATED ALGEBRA II • 4433

Grade Level: 10-12

Credit: 0.5

This course is a second semester course to be taken following completion of Accelerated Geometry in the fall. It is an accelerated course, which means the course will cover the same standards and concepts of the year long course in one semester. Topics include matrices, determinants, quadratic equations, functions, powers and roots, and exponential and logarithmic functions. Polynomials and polynomial functions as well as rational functions are also presented. The last part of the course analyzes the topic of trigonometry, its ratios and functions. As time allows, students will study data analysis and modeling.

*Credit Status: Selective; OPU/NCAA approved Prerequisite:*

*Geometry and math department placement*

## HONORS ALGEBRA II • 4434

Grade Level: 10-12

Credit: 1.0

This course features an advanced study of topics in algebra in preparation for precalculus. This course will provide a thorough study of all the important topics of Algebra II including matrices, determinants, quadratic equations, functions, powers and roots, and exponential and logarithmic functions. Polynomials and polynomial functions as well as rational functions are also presented. Additional topics will be right triangle trigonometry, the unit circle, trigonometric ratios, analytic trigonometry, identities, graphing, radians measurements, conic sections, data analysis, mathematical modeling, sequences, and series.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Student application, Geometry*

## INTERMEDIATE ALGEBRA IIB • 4436

Grade Level: 12

Credit: 0.5

Intermediate Algebra IIB is the second-year course in a two-year course series. The course will focus on exploring functions graphically and symbolically with an emphasis on function notation. Students will investigate functions, equations, and graphs involving quadratic, rational, radical, and absolute value expressions. Students will study functions, quadratics, radical functions, and rational functions.

*Credit Status: Selective; OPU/NCAA approved (.5 credit only)*

*Prerequisite: Intermediate Algebra IIA and math department placement*

## PRECALCULUS • 4441

Grade Level: 10-12

Credit: 1.0

Students in this course work extensively with functions and their graphs, and expand on topics introduced in Algebra II. Logarithms and trigonometry are covered in depth. Students will also study the complex number system, sequences, and an introduction to limits. As time allows, students will study probability. This course is designed to increase a student's knowledge of concepts used in calculus.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Algebra II (C or higher), or Honors Geometry/ Trigonometry, and math department placement*

## HONORS PRECALCULUS • 4445

Grade Level: 10-12

Credit: 1.0

This course features an advanced study of topics in preparation for calculus. Special emphasis is placed on the study of functions (algebraic, exponential, logarithmic, trigonometric, and some non-elementary functions). This study includes the properties, graphs, and applications of these functions. Students will also study the complex number system, matrices, sequences, and probability. The calculus concepts and applications of limits, differentiation, and integration will be introduced. Problem-solving skills and mathematical precision provide a central focus for the work of this course.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Honors Geometry/ Trigonometry (B- or higher) and/or math department placement, application*

## STATISTICS • 4451

Grade Level: 11-12

Credit: 1.0

This is an elective, yearlong college-prep, dual credit mathematics class that is offered to those who have successfully completed Algebra II. The main objective of this mathematics elective is to familiarize students with the topics and concepts of descriptive and inferential statistics. Topics include: frequency distributions and graphs, data description, probability and counting rules, discrete probability distributions, normal distributions, correlation and regression, and sampling and simulations.

*Credit Status: Elective*

*OPU/NCAA approved*

*Prerequisite: Algebra II*

*Dual Credit Option: 4 PCC Credits (MTH 243)*

## CALCULUS I • 4444

Grade Level: 11-12

Credit: 1.0

This is an advanced course covering the concepts of differential and integral calculus. Calculus is explored on both a theoretical and a practical level, with emphasis placed on real-life applications. Students will learn the appropriate use of a graphing calculator to assist in the solution of higher-level problems. This class provides a useful introduction to college calculus.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Precalculus (C- or higher) and/or math department placement*

## AP CALCULUS I • 4447

Grade Level: 11-12

Credit: 1.0

Students will study the fundamental topics of calculus: limits, continuity, differentiation, curve sketching, optimization, and integration. The course will be taught on a college level in preparation for the AP Calculus AB Exam, which all students at this level are encouraged to take. Particular emphasis is placed on the varied and significant applications of calculus in today's world. The Calculus AB exam for additional college credit is strongly encouraged.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Honors Precalculus (B- or higher) and/or math department placement, application*

## AP CALCULUS II • 4448

Grade Level: 12

Credit: 1.0

AP Calculus II represents an extension of the coursework of calculus, developing the students' understanding of additional concepts of calculus and providing further experience with its methods and applications. The course emphasizes a multi-representational approach, with problems and results expressed geometrically, numerically, analytically, and verbally. Topics receiving particular emphasis include parametric, polar and vector functions, slope fields, integration by parts and simple partial fractions, improper integrals, and extensive work with series. Technology is used regularly to reinforce the relationships among the multiple representations of functions, to implement experimentation, and to assist in interpreting results. The unifying themes of derivatives, integrals, limits, approximation, applications, and modeling shape the course into a cohesive whole rather than a collection of unrelated topics. The Calculus BC exam for additional college credit is strongly encouraged.

*Credit Status: Elective*

*OPU/NCAA approved*

*Prerequisite: AP Calculus I (B- or higher) and math department placement, application*

# SCIENCE DEPARTMENT

Through faith and scientific discovery, students will gain an understanding of their surrounding environment to transform society ethically and responsibly.

- Three years of lab science are required to graduate from Central Catholic.
- Biology, Physics, and Chemistry are required to graduate.
- Students are encouraged to start their science sequence their freshman year.

Science Sequences		
	Regular College Prep	Advanced
Freshman Year	Biology	
Sophomore Year	Physics	Honors Physics
Junior Year	Chemistry Human Anatomy and Physiology Environmental Science (Semester) STEM (Semester) Forensics (Semester)	Honors Chemistry AP Biology
Senior Year	Human Anatomy and Physiology Environmental Science (Semester) STEM (Semester) Forensics (Semester)	AP Biology AP Chemistry AP Physics

**Note:** Some students may choose to begin the science sequence their sophomore year.

## BIOLOGY • 5122

Grade Level: 9-10

Credit: 1.0

This lab science course focuses on the basic characteristics of all living things and incorporates many fields of the biological sciences, through lecture, lab experiments, and group activities. The course will include a study of molecular and cellular structure and function, biochemistry and metabolism, genetics and heredity, biotechnology and DNA analysis, and evolution by natural selection. An emphasis is placed on learning through experimentation as well as gathering important facts and concepts. Lab work in this class will consist of experimentation, problem solving, data collection and analysis, and group activities. This course challenges students to think scientifically, integrate concepts and explore complex issues.

*Credit Status: Requirement; OPU/NCAA approved*

## PHYSICS • 5312

Grade Level: 10-11

Credit: 1.0

This lab science course provides the student with an in-depth understanding of the basic forces, laws, and principles that describe the physical world. The course emphasizes comprehension over computation. Algebraic formulas will be studied as guides for logical thinking rather than mathematical calculations. Topics include mechanics, electricity, magnetism, and waves. Designed for anyone with an interest in the world around them, physics offers a foundation for viewing nature more intentionally.

*Credit Status: Requirement; OPU/NCAA approved  
Prerequisite: Biology*

## HONORS PHYSICS • 5314

Grade Level: 10-11

Credit: 1.0

This honors-level lab science course will provide students with an opportunity to explore the basic forces, laws, and principles that describe the physical world. Students will build conceptual knowledge about topics including mechanics, electricity, and waves while using mathematics as a problem solving tool. Students should expect to move through material at an advanced pace while forming a stronger foundation for viewing nature more intentionally.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Biology and student application with teacher recommendation*

## CHEMISTRY • 5232

Grade Level: 11-12

Credit: 1.0

This lab science course presents a study of the principles and theories behind matter and its changes. The course content will include a good foundation in stoichiometry, gas laws, atomic structure, bonding, thermodynamics and kinetics, acid-base equilibrium, and laboratory skills. Students will develop a deeper appreciation and understanding of matter and its interactions.

*Credit Status: Requirement; OPU/NCAA approved*

*Prerequisite: Biology and Physics*

## HONORS CHEMISTRY • 5234

Grade Level: 11-12

Credit: 1.0

Honors Chemistry is designed for highly motivated students who have a strong interest in science. Students will be expected to cover material at an advanced pace which will require independent study skills, a strong work ethic, and an ability to function safely in a lab environment. Topics covered in this lab science course include stoichiometry, gas laws, atomic structure, bonding, thermodynamics and kinetics, acids and bases, oxidation-reduction reactions. Students will be challenged to think scientifically, integrate concepts, and analyze data. This course is strongly suggested for students who wish to pursue the sciences.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Biology, Physics (Honors Preferred) and student application with teacher recommendation*

## AP CHEMISTRY • 5240

Grade Level: 12

Credit: 1.0

This lab science course is designed to be the equivalent of the general chemistry course taken during the first year of college. This course differs in quality from the first-year high school chemistry course with respect to the kind of text material used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and increased complexity and variety of laboratory work done. The material is covered quickly, making the course directed to the student who is both self-motivated and disciplined in study skills.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: Chemistry (Honors preferred with B- grade or higher), Precalculus (concurrent enrollment) and student application with teacher recommendation*

## AP BIOLOGY • 5140

Grade Level: 11-12

Credit: 1.0

AP Biology is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and model of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussions, labs, and inquiry during class time. The new AP Biology curriculum encompasses four "big ideas" with Essential Knowledge and Process Skills that support each: evolution, cellular processes, genetics and information transfer, and interactions.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: Completion of Biology and concurrent Chemistry (Honors Preferred) and student application with teacher recommendation*

## AP PHYSICS • 5350

Grade Level: 12

Credit: 1.0

AP physics is a year-long lab science course designed to prepare students for the AP C exam in physics encompassing mechanics. The mechanics section will pick up from the work done in sophomore honors physics with kinematics, Newton's laws, the conservation laws of energy, momentum, angular momentum, rotational motion, and harmonic motion. Topics in mechanics that were covered in sophomore honors physics will be covered and reviewed quickly but in greater depth with calculus applications. Calculus applications will accompany all these topics. Lab experiences will accompany most units. Assignments will consist of problems from the text as well as past AP exam free response problems. Students will be encouraged to take the AP physics C exam in mechanics.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: Calculus (at least concurrent enrollment), three years of science including Honors Physics and student application with teacher recommendation*

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## **ANATOMY AND PHYSIOLOGY • 5545**

Grade Level: 11-12

Credit: 1.0

Anatomy and Physiology is an elective lab science course designed for students intent on learning more about the basic principles of biology as they apply to the form and function of the human body. Students will learn about the organization of major organ systems of the body in addition to some essential physiological concepts that apply to each. Pathological conditions will also be addressed as well as current trends in medical research. Dissections of wings, hearts, brains, eyes, and fetal pigs are part of this course.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: Biology and Chemistry (concurrent enrollment)*

## **STEM • 5710**

Grade Level: 10-12

Credit: 0.5

STEM is a semester-long lab science course created to prepare students for designing and implementing research projects. Lab experiences will accompany all units. Assignments will consist of designing research to answer questions. Students will create projects which will demonstrate knowledge relating to a variety of science topics. Units will cover topics in areas of physics, chemistry, biology, planetary science, environmental science, computer science, math, religion, and art. While some units are built to answer specific science related questions, some of the units are aimed at designing projects for the purpose of learning to help out the world's population and the environment. Students will create a semester research project and will be encouraged to enter this into a science fair.

*Credit Status: Elective*

*Prerequisite: Biology, Geometry (may be concurrently enrolled)*

## **FORENSICS • 5160**

Grade Level: 10-12

Credit: 0.5

Forensics is a semester-long elective science offering, allowing students to explore topics that intersect laboratory sciences with social-based sciences. It is a laboratory-based science class designed for students who are interested in forensic science. The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists and crime scene investigators, and to develop an understanding of the scientific concepts, which serve as the basis for these techniques.

*Credit Status: Elective; NCAA approved*

*Prerequisite: Biology*

# WORLD LANGUAGE DEPARTMENT

The World Language Department of Central Catholic High School connects our community to other places, countries and cultures. Students are immersed in different cultures while introducing and sustaining conversation, reading, listening, and writing skills in languages other than English. Students learn languages and about related cultures to cultivate the spiritual, ethical, social, and intellectual qualities essential for leadership in a rapidly changing global community while remaining rooted in the principles established by their Catholic education.

Students who would like to start their language program at Central Catholic at a level beyond the first year must take a challenge test to determine appropriate placement. Students are required to take two sequential years of a world language to graduate from Central Catholic High School.

Because of some college and university standards, students are encouraged to take two years of the same language. Teachers work to immerse students in the world language they are studying, even in entry-level courses. By the time students are in the third year of a language, courses are conducted almost exclusively in the target language.

## French Course Offerings

### FRENCH I • 6212

Grade Level: 9-11 Credit: 1.0

French I is an introductory French course. Students learn to negotiate the following situations in French: greeting and meeting others, telling time, asking directions, responding to basic questions, requesting food in a restaurant, and giving basic instructions. In addition, students develop the ability to speak, read, and write about themselves and other people, family, food, possessions, places, cities, age, hobbies, sports, and shopping. A variety of resources are used to introduce students to the geography of French speaking countries and French speakers in the United States. The course develops students' speaking, listening, reading, and writing competence in primarily memorized phrases in highly predictable situations.

*Credit Status: Selective; OPU/NCAA approved*

### FRENCH II • 6222

Grade Level: 9-12 Credit: 1.0

In French II, students further develop communicative proficiency in French and learn more about the cultures of French speaking peoples. Students learn to negotiate the following situations: asking and responding to questions, making lodging arrangements, arriving as a long term guest in a French speaking household, discussing daily routines and vacation interests, and expressing health problems and needs. In addition, students develop speaking, listening, reading, and writing competence in the above subjects and in the following areas: describing people and things in detail, travel abroad applications, finding housing, giving instructions, narrating past events, describing the past, hypothetical situations, and sports. The course heightens students' accuracy in communication and increases awareness and knowledge of culture and history through film, reading, and writing competence using sentence length discourse to respond to less predictable situations and beginning to create with the language.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: French I and/or teacher recommendation*

### FRENCH III • 6232

Grade Level: 10-12 Credit: 1.0

French III prepares students to speak, read, and write in the three major time frames (past, present, future). Students will learn to negotiate store and restaurant contexts in groups with sophistication, make travel arrangements, command proper telephone etiquette, and discuss academic topics in French. In addition, students will read about, complete special projects, and prepare reports and presentations on topics that introduce them to the art, crafts, music, dance, literature, and film of French-speaking communities. The course prepares students to develop paragraph length discourse in present, past, and future tenses, to use hypothetical discourse, and to negotiate contexts where a wide variety of vocabulary and structures is required. Students also study popular reading materials and literature. Prepare for instruction and activities to be exclusively in French.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: French II (B- grade or higher)  
and/or teacher recommendation*

### FRENCH IV • 6242

Grade Level: 11-12 Credit: 1.0

French IV develops students' spoken fluency, reading and comprehension, and writing proficiency. Oral fluency is developed through reading plays, short stories, newspapers, and discussing contemporary issues. Students read literary works by Maupassant, French African authors, and Merrimée. Students study *Le Petit Prince* and Voltaire's *Candide* in depth. Students develop their ability to express themselves in past, present, future, and hypothetical discourse in situations where the context is not predictable. This course is conducted exclusively in French. Though this is not an AP Course, students may elect to take the AP Language Exam.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: French III (B- grade or higher)  
and/or teacher recommendation*



## FRENCH V • 6252

Grade Level: 11-12

Credit: 1.0

French V is entirely conducted in French students' spoken fluency, reading and comprehension, and writing proficiency. Oral fluency and writing performance is developed through reading, grammar and conjugation plays, short stories, newspapers, (Figaro, le monde et le Parisien) and discussing contemporary issues: Preparing for Language and Culture Examination, students read literary works by Maurice le Blanc, Arsene lupin, L'etranger par albert Camus, la maladie imaginaire par Moliere, Demain des l'aube par victor hugo, and French African authors. Students will watch French films.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: French IV or AP French Language (B- grade or higher) and/or teacher recommendation*

## AP FRENCH LANGUAGE • 6272

Grade Level: 11-12

Credit: 1.0

In AP French Language, students complete a comprehensive review of French grammar, mostly through reading and presentations (with some specialized and specific attention to certain grammatical topics as needed). Students develop their speaking, listening, reading and writing proficiency in French. The AP French language curriculum requires that the students be able to write a well-developed essay in French and discuss a variety of topics in French. The course will incorporate a rich and varied selection of literary texts, historical and cultural readings, periodical readings, films, television programs, documentary and guest speakers. Students are highly encouraged to take the AP French Language exam, which is offered in May.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: French IV (B- grade or higher) and/or teacher recommendation, application*

## Spanish Course Offerings

Students who would like to move from Spanish III or Spanish for Heritage Speakers II to AP Spanish Language will need to take a challenge test.

### Spanish Sequences

Freshman Year	Sophomore Year	Junior Year	Senior Year
Spanish I	Spanish II	Spanish III	Spanish IVA or Spanish IVB
Spanish II	Spanish III	Spanish IVA or Spanish IVB	AP Spanish Language
Spanish III	Spanish IVA or Spanish IVB	AP Spanish Language	AP Spanish Literature
Spanish IVA	Spanish IVB	AP Spanish Language	AP Spanish Literature

## SPANISH I • 6312

Grade Level: 9-11

Credit: 1.0

Spanish I is an elementary Spanish course that introduces the student to the language and cultures of Spanish speaking peoples. Students learn to negotiate the following social situations: greeting and meeting others, telling time, responding to basic questions, requesting food in a restaurant, and giving basic instructions. In addition, students develop the ability to speak, read, and write about themselves and other people, family, food, possessions, places, cities, age, hobbies, sports, and shopping. A variety of resources are used to introduce students to the geography of Spanish speaking countries and the cultures of Spanish speaking communities. Students practice following instructions and activities in Spanish.

*Credit Status: Selective; OPU/NCAA approved*

## SPANISH FOR HERITAGE SPEAKERS • 6326

Grade Level: 9-10

Credit: 1.0

Spanish for Heritage Speakers prepares the native speaker of Spanish to apply academic Spanish in a college preparatory setting. The Spanish used to communicate with family and friends, in which the student is already proficient, is used as a basis for developing an additional proficiency in academic Spanish in preparation for Spanish at the collegiate level, or using Spanish in a professional setting. In order to develop writing skills in Spanish, students learn grammatical terminology and structures, perfect spelling skills and write compositions in Spanish. In order to develop critical reading skills in Spanish, students will read and discuss Spanish, Latin American, and Chicano literary works.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Native speakers with oral and aural proficiency*

## SPANISH FOR HERITAGE SPEAKERS • 6327

Grade Level: 10-12

Credit: 1.0

Spanish for Heritage Speakers II, continues to prepare the native speaker of Spanish and the Spanish immersion student to apply academic Spanish in a college preparatory setting. This class is a continuation of Spanish for Heritage Speakers and Immersion Students I. Students will continue to explore the complex grammatical structures of academic Spanish in a college preparatory context while continuing to focus on the differences between familiar/popular Spanish and academic Spanish. Students will write analytical essays, improving both their grammatical skills and literary skills. Students will analyze historic and current events, comparing history and the present to explain how their community continues to evolve.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Spanish for Heritage Speakers I*

## SPANISH II • 6322

Grade Level: 9-11

Credit: 1.0

In Spanish II, students further develop communicative proficiency in Spanish and learn more about the cultures of Spanish speaking people. Students will develop speaking, listening, reading, and writing competence in the above subjects and in the following areas: describing people and things in detail daily routine, at the doctor's office, celebrations, cultural foods, and finding housing. In addition, students will learn to give instructions, narrate past events, describe the past, and use hypothetical discourse. Students learn to write, speak, and read in past and near future tenses. Students develop speaking, listening, reading and writing competence using sentence length discourse to respond to less predictable situations and beginning to create with the language. Much of this course is conducted in Spanish.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Spanish I and/or teacher recommendation*

## SPANISH III • 6332

Grade Level: 10-12

Credit: 1.0

Spanish III prepares students to speak, read, and write in the three major time frames (past, present, future). Students will learn to negotiate and discuss academic topics in Spanish. In addition, students will read about, complete projects, and prepare reports and presentations on topics that introduce them to the art, crafts, music, dance, literature, and film of Spanish speaking communities. The course prepares students to develop paragraph length discourse in present, past, and future tenses, as well as express hypothetical ideas and to negotiate contexts where a wide variety of vocabulary and structures is required. Prepare for instruction and activities to be almost exclusively in Spanish.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Spanish II (B- grade or higher)*

*and/or teacher recommendation*

## SPANISH IVA: CULTURAL EXPLORATIONS • 6342

Grade Level: 9-12

Credit: 1.0

In this higher level Spanish course, units are geared towards advancing students' Spanish grammar, conversation, and composition through real-life scenarios. The class will be exploring several Spanish-speaking countries and their unique cultural aspects in an effort to evaluate and analyze the importance of traveling, immigration, politics, and the immersion of one's self in a different language and culture. The class will be conducted entirely in Spanish.

The end goal will be to go abroad, as a class, to a Spanish-speaking country, using the knowledge students have learned throughout the course.

Students are expected to speak in Spanish all the time in class, follow directions and conversation entirely in Spanish, write at length in multiple formats using advanced grammar, vocabulary and conventions (past, present, and future), read at length at a rigorous level, and with more independence. Students will learn and use idiomatic expressions. Additionally, students will need to commit time to reading, listening and communicating in Spanish outside of regular assignments.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Spanish III (B- grade or higher)*

*and/or teacher recommendation*

## SPANISH IVB: SHORT STORIES AND FILM • 6341

Grade Level: 10-12

Credit: 1.0

Spanish short stories and film develops students' spoken fluency as well as reading, writing, and listening proficiency. Students study Spanish-speaking cultures through short stories and film. Students use authentic reading and listening materials as they review complex grammatical structures in depth. Students study the film, literature, art, and music of Spanish speaking communities and write short essays on these topics. Emphasis is placed on further developing students' Spanish speaking, listening, reading, and writing proficiency where the context is not predictable. This course is conducted almost exclusively in Spanish.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Immersion Program, Spanish III, Placement Test,*

*Spanish for Heritage Speakers II*

*Dual Credit Option: 3 credits (SP260)*

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## AP SPANISH LANGUAGE • 6343

Grade Level: 11-12

Credit: 1.0

AP Spanish Language is conducted entirely in Spanish. Students complete a comprehensive review of Spanish grammar. Special attention is given to more complex grammatical structures. Students will develop their speaking, listening, reading, and writing proficiency in Spanish. The AP Spanish Language curriculum requires that the student be able to write a well-developed essay in Spanish and discuss a variety of topics in Spanish. The course will incorporate a rich and varied selection of literary texts, historical and cultural readings, periodical readings, and films. Students are encouraged to take the AP Spanish Language Exam.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Spanish IV Short Stories and Film (B- grade or higher) or Spanish III (B grade or higher) with a successful challenge test, and/or teacher recommendation, application*

## AP SPANISH LITERATURE • 6344

Grade Level: 12

Credit: 1.0

AP Spanish Literature is conducted entirely in Spanish and offers a historic survey of the literature of Spanish speaking cultures. Students study major movements and authors of this literature. Students learn to discuss the four genres: drama, essay, fiction, and poetry with appropriate technical terminology in preparation for the AP Exam in Spanish Literature. The AP Exam in Spanish Literature curriculum requires that students be able to analyze, place historically, and write about important Spanish and Latin American authors' works, using sophisticated language and appropriate terminology. Students are encouraged to take the AP Spanish Literature Exam.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: AP Spanish Language (C grade or higher) and/or teacher recommendation, application*

# Japanese Course Offerings

## JAPANESE I • 6412

Grade Level: 9-11 Credit: 1.0

Japanese I is an elementary Japanese course that introduces students to Japanese language and culture. Students learn how to speak in simple sentences to introduce themselves and others, to describe themselves and others, and to respond appropriately to class directions. Students master Hiragana, the primary Japanese alphabet. Students are introduced to Katakana, the secondary Japanese alphabet, and learn twenty Kanji characters. Students make origami paper sculptures and create Japanese calligraphy prints. Students study Japanese geography, and the social and family aspects of Japanese culture. Students are prepared for activities and instruction in Japanese. Students will be introduced to Japanese word processing applications.

*Credit Status: Selective; OPU/NCAA approved*

## JAPANESE II • 6422

Grade Level: 9-12 Credit: 1.0

Japanese II is an early intermediate Japanese language course. Students master Katakana and 50 new Kanji characters to gain a functional mastery of 70 Kanji characters. Students learn vocabulary and language structures that allow them to write and speak about daily activities using compound sentences. Students study Japanese holidays and Japanese food in depth. Students learn Japanese computer word processing applications. Much of the course is conducted in Japanese.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Japanese I and/or teacher recommendation*

## JAPANESE III • 6432

Grade Level: 10-12 Credit: 1.0

Japanese III is an intermediate Japanese language course. Students use Adventures in Japanese, and learn to write and talk about school, seasonal, and holiday activities. They compare Japanese daily, seasonal, and holiday activities with those of people in the United States. Students master Japanese computer word processing applications. This course is conducted mostly in Japanese.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: Japanese II (B- grade or higher)  
and/or teacher recommendation*

## JAPANESE IV • 6442

Grade Level: 11-12 Credit: 1.0

Japanese IV is an early advanced Japanese language course. Students use Adventures in Japanese as well as Deai to read actual Japanese high school students' stories. Students learn to write and talk about their family, town, school life, hobbies, and part-time jobs. Students compare the experience of Japanese students to their own experiences.

*Credit Status: Elective; OPU/NCAA approved*

*Prerequisite: Japanese III (B- grade or higher)  
and/or teacher recommendation*

## JAPANESE FOR IMMERSION STUDENTS I • 6447 JAPANESE FOR IMMERSION STUDENTS II • 6448

Grade Level: 9-12 Credit: 1.0

Japanese for Immersion Students I and II are designed for students who have gone through an immersion program or are advanced in their Japanese studies. Students read Japanese folktales and current news in Japanese. Students develop reading, writing, and speaking proficiency to negotiate the following situations: the future, trips, house, home-life, health, and communication. This class is conducted entirely in Japanese.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Japanese IV or immersion study*

## JAPANESE FOR IMMERSION STUDENTS III • 6449 JAPANESE FOR IMMERSION STUDENTS IV • 6450

Grade Level: 9-12 Credit: 1.0

Honors Japanese is designed for students who have gone through an immersion program. Students read Japanese folktales and current news. Students develop reading, writing, and speaking proficiency to negotiate the following situations: the future, trips, house, home-life, health, and communication. Students review Japanese films. This class is conducted entirely in Japanese. Though this is not an AP Course, students may elect to take the AP Language Exam. These classes receive honors credit.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: Japanese IV or immersion study*

# American Sign Language Course Offerings

**Note:** Not all Universities accept American Sign Language as credits toward admission in the World Languages. Please discuss this with College Counseling before making a final decision. Visit [aslcollege.com](http://aslcollege.com) for more information.

## AMERICAN SIGN LANGUAGE I • 6500

Grade Level: 9-12 Credit: 1.0

American Sign Language I (ASL) introduces students to the language and culture of the Deaf Community in the United States. Students learn to negotiate the following social situations: greeting and meeting others, telling time, asking directions, responding to basic questions, talking about family and relationships, and giving and following basic commands. Students will be introduced to basic ASL grammatical and linguistic structures. In addition, students develop visual listening skills and respond in ASL, and understand ASL stories. Students will also learn about various aspects of American Deaf Culture, History & Community. Most of the course is conducted in ASL.

*Credit Status: Selective; OPU/NCAA approved*

## AMERICAN SIGN LANGUAGE II • 6510

Grade Level: 10-12 Credit: 1.0

In ASL II, students further develop communicative proficiency in American Sign Language and learn more about the culture of the Deaf community. Students will learn to negotiate the following situations: asking and responding to questions, discussing daily routines and vacation interests, and in the following areas: describing people and things in detail, travel abroad, finding housing, giving instructions, narrating past events, describing the past, and sports. Students develop improved accuracy in communication and increased awareness and knowledge of culture and history through discussion, film, YouTube videos selected by the instructor and reading cultural articles. Students learn to sign past and future tenses and write in ASL grammatical order. Students also begin to learn to sign in these types of discourse. Students develop signing, listening, reading using sentence length, discourse to respond to less predictable situations, and beginning to create with the language.

Students prepare for instructions and activities to be inclusive in American Sign Language.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: American Sign Language I*

## AMERICAN SIGN LANGUAGE III • 6520

Grade Level: 10-12 Credit: 1.0

In ASL III, students further develop communicative proficiency in American Sign Language and learn more about the culture of the Deaf community. The content includes the additional basic receptive and expressive sign skills and sign vocabulary required to communicate at an advanced beginner level of American Sign Language. Also included in the course content are more advanced ASL linguistic and grammatical principles as well as the ability to expressively and receptively use the manual alphabet. Course work incorporates additional concepts in the use of facial markers, body movement, classifiers, quantifiers, directional verbs, verb tenses, the use of eye and body gaze, use of space, ASL idioms and discourse features and experiences with the deaf community and culture.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: American Sign Language II (B- grade or higher) and/or teacher recommendation*

## AMERICAN SIGN LANGUAGE IV • 6530

Grade Level: 11-12 Credit: 1.0

ASL IV is an advanced course designed to further develop knowledge, skills and application in the outcome areas of signing, comprehending sign, composing unique sentences and questions using ASL grammar, comprehension of native signers on video, and culture. The ultimate goal is for students to be able to use the language to have conversations on a wider variety of topics, especially those that are meaningful to members of the Deaf community. This class is taught using the total immersion method. Spoken English will not be used to teach ASL and students will not be able to use their voices during instructional time. ASL IV students will perform more regularly in front of the entire class and on video to show their signing and grammatical application abilities. ASL IV students will be encouraged to make real-life connections outside of school by interacting with members of the local Deaf community. ASL IV students will begin expanding their real life interactions with Deaf people through technology (YouTube videos of Deaf people signing, etc.) ASL IV students will be more involved in analyzing their own abilities in applying grammatical features studied in ASL I and ASL II in order to improve their ASL skills.

*Credit Status: Selective; OPU/NCAA approved*

*Prerequisite: American Sign Language III (B- grade or higher) and/or teacher recommendation*

*Dual Credit Option: 3 PCC credits (ASL 201)*

# FINE ARTS DEPARTMENT

Central Catholic High School's Fine Arts Department is focused on exploring, developing, and nurturing the artistic gifts of each student in the disciplines of theater, music, and visual arts.

## Visual Arts Course Offerings

### ART I • 7113

Grade Level: 9-12 Credit: 0.5

This foundation course is an overview of basic art principles, methods, and media. Basic techniques of drawing, painting, design, and mixed media are areas of exploration. Course content covers a survey of the elements and principles of art as well as art techniques, art historical context, and art related concepts. The projects will incorporate activities and assignments that will allow students to explore a variety of concepts to inform their own work. Projects emphasize critical thinking, problem solving, mindful observation, and reflection.

*Credit Status: Elective*

### ART II • 7123

Grade Level: 9-12 Credit: 0.5

This course focuses on creative problem solving utilizing art principles, methods, and media. Projects focus on visual communication and further skill development in sketching, drawing, painting, and mixed media techniques. Process and experimentation will be encouraged. Art history, critique, reflection, and discussion are integrated into the curriculum and expose students to a range of art concepts and processes. Student projects focus on practicing art as the expressive communication of experience and ideas, with increasing attention on the conceptual rather than the perceptual.

*Credit Status: Elective; Prerequisite: Art I*

### ART III • 7132

Grade Level: 10-12 Credit: 0.5

Students in this course will engage with a deeper exploration of their personal voice and visual style by engaging with more alternative techniques and contemporary art concepts. Students will be instructed in a variety of unconventional techniques and approaches to traditional themes, while entering into a regular discussion about art theory and criticism. Projects will encourage in-depth exploration of concepts often stemming from art history, contemporary art practices, and other creative disciplines such as dance, architecture, and music.

*Credit Status: Elective; Prerequisite: Art II*

### ART IV • 7142

Grade Level: 11-12 Credit: 0.5

Students in this course will contract with the instructor to produce more extensive and varied projects in each grading period. As in Art III, students work independently and are subject to direct instruction, supervision, and constructive criticism. There will also be an emphasis on aesthetics, art history, art career potentials, public displays of their work, and portfolio development. Projects will encourage in-depth exploration of concepts often stemming from art history, contemporary art practices, and other creative disciplines such as dance, architecture, and music. Emphasis on in-depth analysis, revision, persistence, craftsmanship, writing, and self-critique will serve to prepare students to develop work for public display, portfolio work, and college applications.

*Credit Status: Elective*

*Prerequisite: Art III*

### ART HISTORY IN THE ROUND • 7151

Grade Level: 10-12 Credit: 0.5

This semester-long Art History seminar course is an exploration of the art produced throughout the course of human history. During the semester, students will be exposed to works of art that speak to the historical, cultural, or religious endeavors of the human experience. We will discuss various cultural approaches to art making and the importance of the arts to these specific cultures. We will investigate the rise, and the evolution, or devolution of various societies in history—providing a deeper understanding of activities and actions which caused these societies to change. This course will also bring to life the creativity and imagination of the past; exploring the materials and processes while expanding students' knowledge of art by producing their own personal and group works in association with the cultures being studied. Along the way, we will seek out historical and contemporary artists whose work reflect thought-provoking approaches to creative expression that will inform the students' own personal vision. This is a unique art history class where the student will discuss, critique and make things to better understand the complexities of our developing world, and through these discussions and art making experiences we might possibly entertain or create solutions to current challenges that we all face as human beings on a global scale.

*Credit Status: Elective*

*Prerequisite: Art II*

**CERAMICS** *courses are highly recommended to be taken consecutively. Artistic skills are best reinforced through consistent immersion and practice. A student can recover from a semester (or more) gap in learning, but class time is best spent on gaining new knowledge and exploring new ideas.*

### **CERAMICS I • 7144**

Grade Level: 9-12 Credit: 0.5

This course introduces the student to ceramic techniques and materials. Throwing on the potter's wheel, handbuilding in clay, and introduction to sculpture are explored. Basic surface decoration and glazing techniques are covered. Students participate in stacking, firing, and the understanding of how a kiln operates.

*Credit Status: Elective*

### **CERAMICS II • 7145**

Grade Level: 9-12 Credit: 0.5

In this course, serious ceramic students will have the opportunity to expand their knowledge in three major areas: throwing on the wheel, handbuilding, and sculpture. The student will explore various artistic concepts, themes, and ideas to expand and develop in conjunction with the instructor. Working in conjunction with the teacher, the student will pick approximately three themes to explore and expand. Public exhibition of work is recommended.

*Credit Status: Elective*

*Prerequisite: Ceramics I*

### **CERAMICS III • 7148**

Grade Level: 10-12 Credit: 0.5

Students in this course will engage with a deeper exploration of their personal voice and visual style by engaging with more advanced ceramic construction techniques and contemporary art concepts. Students will be instructed in a variety of advanced techniques and approaches to traditional themes, while entering into a regular discussion about ceramic art theory and criticism. Projects will encourage in-depth exploration of concepts often stemming from a variety of creative disciplines.

*Credit Status: Elective*

*Prerequisite: Ceramics II*

### **CERAMICS IV • 7149**

Grade Level: 11-12 Credit: 0.5

Students in this course will contract with the instructor to produce more extensive and varied projects in each grading period. As in Ceramics III, students work independently and are subject to direct instruction, supervision, and constructive criticism. There will also be an emphasis on aesthetics, art history, art career potentials, public displays of their work, and portfolio development. Projects will encourage in-depth exploration of concepts often stemming from personal creative influences. Emphasis on in-depth analysis, revision, persistence, craftsmanship, writing, and self-critique will serve to prepare students to develop work for public display, portfolio work, and college applications.

*Credit Status: Elective*

*Prerequisite: Ceramics III*

### **AP 3-D ART AND DESIGN • 7150 (Ceramics Emphasis)**

Grade Level: 11-12 Credit: 1.0

Students in this course will engage with a deeper exploration of their personal voice and visual style by engaging with more advanced ceramic construction techniques and contemporary art concepts. Students will be instructed in a variety of advanced techniques and approaches to traditional themes, while entering into a regular discussion about ceramic art theory and criticism. Projects will encourage in-depth exploration of concepts often stemming from a variety of creative disciplines.

*Credit Status: Elective*

*Prerequisite: Ceramics III or IV or Teacher Recommendation, application*

### **DIGITAL PHOTOGRAPHY I • 7535**

Grade Level: 9-12 Credit: 0.5

This basic photography class will teach students about the creation and practice of fine art photography. Throughout the course, students will receive detailed instruction on the manual functions of digital, single-lens reflex cameras. Along with camera control, students will gain experience using Adobe Lightroom and Photoshop CC to correct, enhance, and construct unique photographic images. In addition to technical instruction, there will be an emphasis on design principles providing a strong basis for students' creative exploration and growth.

*Credit Status: Elective*

*Recommended: Digital camera with at least 18 megapixels with manual control of the aperture and shutter, camera instruction manual, and USB cable or card reader.*

*It is highly recommended that students take Digital photography I and II consecutively for continuity and to complete the 1.0 art credit.*

### **DIGITAL PHOTOGRAPHY II • 7536**

Grade Level: 1912 Credit: 0.5

Students will continue to build on techniques covered in the introductory course, but will drastically expand their creative horizons by digging deeper to image making and contemporary art. Technical foundations will be revisited both in-camera and in Adobe Photoshop CC, and extensive time will be spent exploring the meaning of photographs and how we convey that as artists.

*Credit Status: Elective Prerequisite: Digital Photography I*

*Requirement: Digital camera with at least 18 megapixels with manual control of the aperture and shutter (DSLR preferred), camera instruction manual, and USB cable or card reader.*

## DIGITAL PHOTOGRAPHY III • 7537

Grade Level: 10-12

Credit: 0.5

In this advanced course, students will be given more freedom to develop unique projects that are even more in line with their personal interests than previous classes. Direct instruction with more complex technical and conceptual prompts will continue, but extra emphasis will be placed on the development of long term, cohesive projects that are student-led.

*Credit Status: Elective*

*Prerequisite: Digital Photography II*

*Recommended: A personal DSLR camera with 18 megapixels*

## DIGITAL PHOTOGRAPHY IV • 7538

Grade Level: 10-12

Credit: 0.5

As in Digital photography III, students will be given more freedom to develop unique projects that are even more in line with their personal interests than previous classes. Emphasis will be placed on developing a portfolio and artistic vision to carry the student beyond high school and into college.

*Credit Status: Elective*

*Prerequisite: Digital Photography III*

*Recommended: A personal DSLR camera with 18 megapixels*

## AP 2-D ART AND DESIGN

Painting/Mixed-Media Emphasis • 7111

Photography Emphasis • 7112

Grade Level: 11-12

Credit: 1.0

This is the highest level visual arts course offered and is designed to prepare the most serious arts students by helping them develop an in-depth portfolio showcasing the breadth and depth of knowledge in their self-selected area of interest. Students are encouraged to explore their own area of proficiency in 2-D media, including (but not limited to): graphic design, photography, drawing/painting, collage, fashion design, printmaking, etc. There is no preferred or unacceptable style or content. The 2-D Design course is portfolio-based and addresses two-dimensional design issues and involves decision-making about how to use the elements and principles of art in an integrative way. Students' portfolios will demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

*Credit Status: Elective*

*Prerequisite: Digital Photography III or Art III/IV or teacher recommendation, application*

*Recommended: A personal DSLR camera with 18 megapixels for advanced photography students*

# Instrumental and Vocal Music Course Offerings

## BAND • 7243

Grade Level: 9-12

Credit: 1.0

This class is for students continuing to play a band instrument (woodwind, brass, percussion) and wanting to explore contemporary wind ensemble music, including jazz, concert band literature, and 20th century music. This course will be rooted in the techniques of wind ensemble performance and rehearsal, but will expose students to a wide range of musical styles and genres. Practice and participation in performances, including pep band, are required. Instruments are provided if the school has them available. This class is only offered during zero period.

*Credit Status: Elective*

*Dual Credit Option: 1 PCC credit each semester (up to 2 credits)*

*Exception: This course may be repeated multiple times for credit*

## HONORS JAZZ BAND • 7230

Grade Level: 9-12

Credit: 1.0

This class is designed for experienced performers of Brass, Saxophone, or Rhythm Section (piano, bass, guitar, and drum) instruments. Musical emphasis is jazz and related musical styles in both "Big Band" and ensemble formats. Special technical emphasis is given to sight-reading and improvisation skills. This group performs challenging material at concerts and festivals/competitions. Practice and participation in performances, including pep band, outside of the school day are required. Students will have opportunities to participate in Mt. Hood League, OMEA, and OSAA events.

*Credit Status: Elective*

*Prerequisite: Band, audition, application*

*Dual Credit Option: 1 PCC credit each semester (up to 2 credits)*

*Exception: This course may be repeated multiple times for credit*

## ELECTRONIC MUSIC I • 7244

Grade Level: 9-12

Credit: 0.5

Students are introduced to electronic music, beats/looping, synthesis, sampling, and composing. Prior musical knowledge is not required. In this project-based class, students will work to produce and perform a selection of original musical compositions, and gain knowledge about digital audio workstations, and specifically, Reason 12 software.

*Credit Status: Elective*

*Dual Credit Option: 3 PCC credits*

*Electronic music courses are highly recommended to be taken consecutively. Artistic skills are best reinforced through consistent immersion and practice.*



## ELECTRONIC MUSIC II • 7245

Grade Level: 9-12 Credit: 0.5  
Students continue the course sequence begun in Electronic Music I, learning live and recorded sound production, mixing, recording studio techniques, and sequencing. Students will use digital audio workstations on a variety of projects including album production, audio editing, mastering, and music notation with such programs as Reason 12, Audacity, and MuseScore.

*Credit Status: Elective*  
*Prerequisite: Electronic Music I*

## ELECTRONIC MUSIC III • 7246

Grade Level: 10-12 Credit: 0.5  
Students continue the course sequence from Electronic Music II, learning advanced production techniques while working independently to build their music portfolio. Students will plan and execute specific recording and mixing projects while working with musicians in the studio.

*Credit Status: Elective*  
*Prerequisite: Electronic Music II*

## MUSIC PRODUCTION • 7260

Grade Level: 9-12 Credit: 0.5  
Designed for the singer/songwriter or music performer outside of a traditional wind ensemble or choir (rock/folk guitar, contemporary solo piano, hip-hop/rap, electronic/DJ) – this course surveys the process of modern music marketing and production, including the use of internet, live recording, and stage performance. Students enrolled in this class learn stage presence, live sound setup, techniques of songwriting, and performance technique. Students are required to perform from their set for Open Mic Night and for a special evening of musical acts showcasing the students in this course. Students will have time in class to work in small groups (ensembles) and alone (solo) to develop their musical material and receive one-on-one training with the instructor.

*Credit Status: Elective*  
*Exception: This course may be repeated multiple times for credit*

## FUNDAMENTALS OF MAKING MUSIC • 7250

Grade Level: 9-12 Credit: 0.5  
This course covers the basic concepts of music: pitch, rhythm, meter, intervals, scales, harmony, music notation, and introduces the science of sound and music theory terminology. Students begin development of musical performance skills through singing, rhythm instruments, and performance on the piano keyboard, ukulele, or guitar. Also includes basic aural skills.

*Credit Status: Elective*

## SINGING AND VOICE • 7324

Grade Level: 9-12 Credit: 0.5  
In Singing and Voice, students will learn vocal proficiency techniques and theory necessary to develop their individual ability in solo singing. This course covers the physical aspects of singing, including how the body produces song and speech, and the application of breath support, as well as the musical aspects of singing: projection, diction, vowel placement, and phrasing. Using contemporary songs of their own choosing, students will improve, support, and develop their individual voices through solo repertoire, and have the opportunity to prepare and perform contemporary music in both solo and group settings.

*Credit Status: Elective*

## DRUMLINE • 7252

Grade Level: 9-12 Credit: 0.5  
Drumline (Percussion Ensemble) Class is designed for continuing instruction in technique on marching percussion instruments, reinforcement of ear training skills, interpretive skills and musical knowledge. It is also meant to give students the opportunity to play the standard percussion band repertoire in concert. This course emphasizes proper instrumental technique, developing an understanding of music theory and terminology, proper interpretation of musical notation, as well as professional practices and habits, as well as being a cooperative and productive member of a musical ensemble. Students in the drumline class will perform at selected Football and Basketball games.

*Credit Status: Elective*  
*Exception: This course may be repeated multiple times for credit*

## Theatre Arts Course Offerings

### ACTING I • 7450

Grade Level: 9-12 Credit: 0.5  
Students begin to learn the fundamentals of acting through improvisation, motivated movement, character development, and scene work. Students will use the playwright's text, along with the social and political context in which they were writing, to explore how to activate the dialogue to create truthful human moments that form the spine of the story. Students will explore script analysis and character development, theater history, and production, and will actively participate in front of the class in group and individual exercises, building confidence and concentration. The final project is the presentation of a monologue.

*Credit Status: Elective*

## ACTING II • 7452

Grade Level: 9-12

Credit: 0.5

Building upon Acting I, Acting II students will develop and grow past theatre experiences and enhance skills. Students will learn ensemble techniques and teamwork, movement, voice, scene and play analysis, scene work including an emphasis on objectives, obstacles, and acting techniques, improvisational skills, and audition skills. Students will demonstrate proficiency in characterization, diction, memorization, and concentration. Students will begin to explore working with an acting partner to present a final scene.

*Credit Status: Elective*

*Prerequisite: Acting I*

## MUSICAL THEATER • 7449

Grade Level: 9-12

Credit: 0.5

The focus of this course is on developing the student's music, dance, and acting techniques with a special emphasis on the fundamentals of musical theater dance and a focus on uniting dance with music in performance. Students will participate in staging, choreographing, rehearsing, and performing musical works for the stage. Students will learn vocal method, choreography, diction, blocking and stage directions, and the art of auditioning. Musical theater dance combinations will be introduced and practiced. Course content will include the development of Musical Theater; its history, playwrights, styles, genres, eras, and notable composers. The course will culminate in an end-of-semester showcase.

*Credit Status: Elective*

## MUSICAL THEATER II • 7459

Grade Level: 9-12

Credit: 0.5

Students will build on the skills learned in Musical Theater I and will begin to learn more complex dance and acting techniques. Students will direct and stage their own numbers, practice and perform solo, duet, and ensemble pieces, and will continue developing character through research, technique development, and improvisation. Students will continue to hone their vocal skills, dance technique, and audition skills, while working with the compositions of notable composers, such as Porter, Kern, Rodgers & Hammerstein, Bernstein, Lerner & Loewe, Sondheim, Webber, Kandor & Ebb, Rice, and Hart. The course will culminate in an end-of-semester showcase.

*Credit Status: Elective*

*Prerequisite: Musical Theatre I*

## TECHNICAL THEATER • 7460

Grade Level: 9-12

Credit: 0.5

Students in this class will be introduced to and learn the fundamentals of lighting, sound, set construction and design, costuming and make-up, as well as all of the "front of house" duties (ticket sales, concessions, ushering, house managing, etc.) needed when producing a play or musical. Students will provide technical support to the Central Catholic Department of Theatre's current production, which could include responsibilities outside of class time. This class is a mixture of theory and practicum and encourages active involvement in each production. It also provides activities designed to generate trust and flexibility, build confidence, and improve concentration.

*Credit Status: Elective*

## SCENE STUDY • 7456

Grade Level: 9-12

Credit: 0.5

Students will build upon their theatre experience and skills to tackle more complex theatrical texts, analyze a text actively in order to activate a character, and unleash their artistic voice. Students will strengthen their instrument for acting by practicing and performing assigned scenes, working through those scenes in class, and making real-time improvements. Students will explore self-direction, the creation of blocking, and will learn to maximize the potential of their acting instrument. Special emphasis will be placed on living truthfully under imaginary circumstances, acting moment to moment, and using actions to infuse a character and a scene with life.

*Credit Status: Elective*

*Prerequisite: Acting II or or instructor approval*

*Exception: This course may be repeated multiple times for credit*

## PLAY PRODUCTION • 7400

Grade Level: 9-12

Credit: 0.5

Play Production is a semester-long course with all meetings outside of regular school hours. This course is audition-based, and provides 0.5 credits for participating (either on stage or backstage) in one of our two yearly theater productions; a fall play that takes place in mid-November, and a spring musical we open in early March. The course can be repeated, but may not be repeated for additional credit. Students will gain hands-on knowledge of the process of putting on a show, technical theater, design, and performance. Different time commitments are required for different roles within the production. Contact instructor with any and all scheduling questions. In addition to performance, students will be introduced to scenic, lighting, costume, and make-up design elements and stagecraft, plus will have the opportunity to work with professionals from the field. Join the Central Catholic Drama Family!

# TECHNOLOGY/BUSINESS DEPARTMENT

The mission of the Central Catholic Technology/Business Department is to build a solid foundation in technology skills and business principles that will prepare the student for post secondary study, entry-level business careers, or general knowledge in adherence with the mission of Central Catholic High School.

Students are required to take at least one semester (0.5 credit) from our technology department to graduate. Students come to Central Catholic High School with a variety of experiences and education in technology. For this reason, Central Catholic High School provides two options for students to earn their technology credit:

1. Introduction to Computer Science
2. AP Computer Science Principles

## INTRODUCTION TO COMPUTER SCIENCE • 8610

Grade Level: 9-12 Credit: 0.5

This semester course meets the technology requirement for all students. The course focuses on problem solving techniques, programming methodologies, software design processes, features of JavaScript programming language, simple data structures, algorithms, and responsible use of computer systems. Students will be able to interpret existing programs, their design, and their development.

*Credit Status: Requirement*

## AP COMPUTER SCIENCE PRINCIPLES • 8615

Grade Level: 10-12 Credit: 1.0

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

*Credit Status: Elective*

*This class may be taken to meet the requirement for Introduction to Computer Science*

*Prerequisite: Completion of Algebra I, application*

## FINANCING YOUR FUTURE • 8710

Grade Level: 10-12 Credit: 0.5

Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on Personal Finance competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

*Credit Status: Elective*

## YOU ARE YOUR BRAND • 8720

Grade Level: 10-12 Credit: 0.5

This course will convey ideas and theories around personal and corporate branding, encouraging students to assess themselves, their social media, and their actions, and make them more aware of the branding around them. They will develop ideas and plans for their brand. Students will read articles and view videos to stimulate discussions on corporate and personal branding. They will further develop their brand and leadership style in a globally connected world. Finally, the student will understand their branding and how they may want to set it as they evolve and grow into adulthood.

*Credit Status: Elective*

# WELLNESS AND PHYSICAL EDUCATION DEPARTMENT

The Wellness and Physical Education Department's mission is to provide its students with the opportunity to develop in mind, body and spirit. Through a comprehensive and unified approach in instruction, students will be exposed to the key components in developing healthy physical, mental, and emotional lifelong skills. One important aspect of this is ensuring that all students are able to enjoy their chosen elective in Physical Education. We recognize that students have diverse interests, abilities, and learning styles, and we strive to offer elective options that meet these varying needs.

Wellness/Physical Education Sequences		
Freshman Year	Sophomore Year	Junior/Senior Year
<p><b>REQUIRED:</b> Wellness - Full Year</p> <p>Freshmen can also take Weight Training if schedule allows</p>	<p><b>REQUIRED:</b> Select from:</p> <p>Coed PE • Dance Weight Training</p> <p>Sophomores can mix-and-match or take the same course both semesters</p>	<p><b>ELECTIVE:</b> Juniors and Seniors are encouraged to take one or more of the following electives: Dance Weight Training Lifetime Fitness Sports Medicine</p>

## WELLNESS • 9216

Grade Level: 9 Credit: 1.0  
 The content of this course will be drawn from the broad areas of physical, social, mental and emotional health. Emphasis is placed on the wellness approach based on Christian values. The course covers some of the following health areas of study: goal setting, stress and mental health, healthy relationships, sexual health, drug and alcohol prevention, communication, and various body systems. Students will also engage in moderate physical activity during some class periods.

*Credit Status: Required*

To meet the PE requirements for Graduation, a student must complete 1.0 credits of any of the following courses: Dance, COED PE, or Weight Training. Please see courses listed as "Selective" for students to complete their Sophomore year.

## COED PE • 9115

Grade Level: 10 Credit: 0.5  
 This course will provide each student with additional exposure to a variety of activities emphasizing physical fitness, individual (lifetime) sports, recreation, and some team sports. Fundamentals, health practices, safety concerns, game rules, basic strategies, and skill development will be emphasized in each activity.

*Credit Status: Selective*

## DANCE • 9130

Grade Level: 9-12 Credit: 0.5  
 This class provides a fresh and inspiring environment that encourages personal creativity, introduces intentional physical practices, and celebrates a diverse array of cultural dance history. Students will be exposed to various styles such as: ballet, tap, jazz, hip hop, contemporary, and modern. Each discipline will increase stamina/cardio, the understanding of muscle placement and control, and injury prevention awareness.

*Credit Status: Selective*

## LIFETIME FITNESS • 9363

Grade Level: 11-12 Credit: 0.5  
 Lifetime Fitness is designed to expose students to a wide variety of activities that they can be involved in throughout their lives. Students will receive fundamental basics in selected activities as well as learn how to seek out activities based on their needs and desires. The following sports may be explored: yoga, rock climbing, mountain biking, rollerblading, orienteering, hiking, and circuit training.

*Credit Status: Elective*

## SPORTS MEDICINE • 9352

Grade Level: 11-12 Credit: 0.5  
 This semester-long course is designed to provide students with a comprehensive understanding of the principles of sports medicine, nutrition, and wellness. Through a combination of classroom instruction and hands-on experience, this class will cover a wide range of topics, including the principles of anatomy and physiology, injury prevention and treatment, nutrition and hydration, strength and conditioning, and sports psychology. Students will learn about common sports-related injuries and how to assess and treat them, as well as the importance of proper nutrition, stress management, sleep, and hydration for athletic performance and overall well-being. Our Sports Medicine and Nutrition class is ideal for students interested in pursuing careers in sports medicine, physical therapy, nutrition, or athletic training, as well as those who are interested in participating in sports or fitness at a higher level.

*Credit Status: Elective*

## WEIGHT TRAINING • 9412

Grade Level: 9-12 Credit: 0.5  
 Weight Training gives the student a base for proper and safe techniques for all lifts, teaches how and why to use different lifts, as well as the purpose of sets and reps. Through this program, the student will develop strength in the muscles that surround the major joints of the body which can help prevent athletic injuries as well as enhance their athletic ability and performance. Students will also gain an understanding of the lifelong benefits of weight training.

*Credit Status: Selective*

## EARLY BIRD WEIGHT TRAINING • 9332

Grade Level: 9-12

Credit: 0.5

Early Bird Weight Training enables the student to learn proper and safe techniques for lifting weights. The student will develop strength in the muscles that surround the major joints of the body. This can help prevent athletic injuries as well as enhance the student's athletic ability and performance. Students will also develop an understanding of the lifelong benefits of weight training. This class is only offered during zero period (7:00 A.M.). Be sure to indicate if you intend to take this course in the Fall (F), Spring (S) or for the full year (Y).

*Credit Status: Elective*

*This course does not count towards P.E. graduation requirements  
Exception: This course may be repeated multiple times for credit*

## STUDENT SUPPORT

Our goal is to maintain a high level of achievement while admitting students with learning challenges. We wish to recognize, acknowledge, and respond to our students' strengths, challenges, and learning abilities in order to help them to be successful. Our services are designed to assist students with learning challenges to succeed within the regular curriculum with support, not a separate pull out program. Students may join these classes throughout the semester, but will not receive credit if they join after the first two weeks.

## LANGUAGE ACADEMIC SUPPORT • 0415

Grade Level: 10-12

Credit: 0.5

Students receive teacher assistance in this small reading and writing intervention class. They have access to computers to help with writing assignments and homework and to practice their writing skills across grade levels. Direct instruction is given in writing essentials, such as brainstorming, outlining, and editing processes. Target skills identified through NWEA.

*Credit Status: Elective*

*Prerequisite: Department Placement*

## MATH ACADEMIC SUPPORT • 0430

Grade Level: 10-12

Credit: 0.5

Students receive teacher assistance in this small intervention class. They have access to work time to help with assignments and homework and to practice their skills. Some direct instruction is given in math foundational skills to support learning in grade-level math courses. Target skills identified through NWEA.

*Credit Status: Elective*

*Prerequisite: Department Placement*

## STUDY SKILLS SUPPORT • 0440

Grade Level: 10-12

Credit: 0.5

Students receive explicit instruction in the five key executive function processes: Goal setting; Cognitive flexibility/thinking flexibly; Organizing and prioritizing; Accessing working memory; Self-monitoring and checking. Students will apply it to their course work and their individual lives.

*Credit Status: Elective*

*Prerequisite: Department Placement*

## RAMS PROGRAM

The primary goal of the Rams Program is to provide an inclusive Catholic education to high school-age students with developmental and intellectual disabilities. This program allows us to further the mission of both The Church and Central Catholic by educating students from diverse backgrounds in a Catholic community, challenging each individual to live as a Christian witness in service to others.

## COMMUNICATIONS • 0040

Grade Level: 9-12

Credit: 1.0

Communications is a class designed to help students develop their conversational and social communication skills. Communication is not just what we say, it is also how and why we say it. This class allows students to learn and grow in their everyday communication skills and soft skills with the help of adults and peers to better set them up for success as they grow in their independence. The class includes whole group, small group, and individual practice using a variety of resources with real world practice in the community.

*Prerequisite: Enrollment in the RAMS Program*

## CONSUMER MATH • 4409

Grade Level: 11-12

Credit: 1.0

Consumer Math is a class designed to help students develop their basic math and consumer skills to grow in their independence as they transition into the real world. Consumer Math allows students the opportunity to learn and practice essential everyday math skills such as money math, budgeting, and financial literacy. Students practice their individual skills through whole group instruction inside and outside of the classroom.

*Prerequisite: Enrollment in the RAMS Program*

*Grade: Pass/No Pass*

## WORKPLACE DEVELOPMENT • 0050

Grade Level: 11-12

Credit: 1.0

Workplace Development is a class designed to help students develop their interpersonal and job-related skills to gain future employment. As high school-aged students transition, it is important to develop skills related to the workplace to better ensure the chances of maintaining employment in the future. Students work on interview skills, job readiness skills, and explore post-secondary opportunities. This class allows students to practice their skills inside of the classroom, with mentors, and in their community.

*Prerequisite: Enrollment in the RAMS Program*

## GENERAL ELECTIVES

The following courses may be taken for elective credit only and are not to be used to fulfill department requirements. Students may take only one of the following electives per semester.

### TEACHER ASSISTANT (TA) • 0196

Grade Level: 11-12 Credit: 0.5

Students are assigned to an individual teacher, librarian, staff, or administrator. Students will assist the staff member with clerical duties.

*Credit Status: Elective Grade: Pass/No Pass*

*Prerequisite: Teacher approval*

### ACADEMIC TUTOR • 0198

Grade Level: 11-12 Credit: 0.5

Students will tutor individuals as well as small groups of students in areas they have previously studied and have some expertise.

Tutors will be assigned to specific classes, such as world language or Language Arts or Math Labs. By helping others, student tutors will practice skills and concepts they have learned, thereby strengthening their own understanding. This experience may help students make a decision about pursuing a career in teaching. The academic tutor will be under the direction and supervision of the classroom teacher. Students receive a pass/fail grade. Assignment is based on only one Academic Tutor per class with a maximum of two Academic Tutors per teacher.

*Credit Status: Elective*

*Prerequisite: Advanced skills in the area in which they will tutor others, teacher recommendation and approval*

### STUDY HALL • 0510

Grade Level: 9-12 Credit: None

Students may take a study hall each semester depending on academic need. This course is not taken for credit but allows students to work on homework, and/or do research in the library. The assignment for the course must be approved.

*Credit Status: Elective*

### PEER MENTOR • 0300

Grade Level: 10-12 Credit: 0.5

Peer mentors will work collaboratively with students in the RAMS Program by accompanying them to classes and working with them in smaller group settings. Peer mentors are instrumental in providing communication to teachers to make accommodations, modifications, and the necessary support for success. Students in the Peer Mentor Program will go through a one day summer training in order to learn best practices when working with students in the RAMS Program. Peer mentor students will also attend monthly collaborative lunch meetings intended to solve problems and create ideas that will enhance both the program and the RAMS student's experience. By working with students with disabilities, peer mentors learn how compassion, empathy, and patience are important in learning.

*Credit Status: Elective*

*Grade: Pass/No Pass*

## NOTES:



# CENTRAL CATHOLIC VIRTUES

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Faithful | Just

## FAITH

We listen to our hearts and embrace hope and optimism.



Academic | Excellence

## RESPONSIBILITY

We follow through on our commitments.



Relational | Responsible

## HONESTY

We abide by truth.



Healthy | Balanced

## COURAGE

We act for the greater good despite our fears.



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