



ST. AUGUSTINE PREPARATORY SCHOOL

Course Catalog (Grades 9-12)



St. Augustine Preparatory School

ACADEMIC LEADERSHIP

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OFFICE OF
MISSION & MINISTRY

THEOLOGY
ON TAP
SERIES

Discussion & Bible Study P.M.
STUDYING THE Bible Through
the Eyes of Jesus
Why is Christ?
What does Christ mean for you?
How do we live according to Christ?
Q&A FOLLOWING THE DISCUSSION
with Jesus, the author of the Gospel of John

WHO is CH



Need help?

Our NHS Members are available

NHS Extra Help

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ST. AUGUSTINE PREPARATORY SCHOOL
From the Desk of the Head of School

DEAR MEMBERS OF THE ST. AUGUSTINE PREP COMMUNITY,

As a community of learners, St. Augustine Preparatory School strives to foster in each young man a passion for life-long learning. We seek academic excellence with integrity, and embrace inclusiveness in order to develop the skills and values to meet the challenges of an ever-evolving world. Inspired by our Catholic, Augustinian mission, students come to St. Augustine Prep and learn the words **Veritas, Unitas and Caritas**. We live our mission when we place **Truth, Unity and Love** at the core of who we are.

The academic program for grades 9-12 is based on the faculty's vision of providing a core of studies that are critical for a twenty-first century education followed by a selection of electives that allow students to meet our graduation requirements and their future needs and interests. Our elective program is assessed every year and offers courses that challenge students at the college preparatory, honors and Advancement Placement levels.

I invite you to carefully review this publication. As you explore each facet of the curriculum, you will see that St. Augustine Preparatory School continues a six-decade tradition of excellence based on our core values. We are very proud of the balanced program and strong moral foundation that our students receive on their journey to college and life.

IN CHRIST THROUGH AUGUSTINE,

Robert J. Murray, O.S.A.

FR. ROBERT J. MURRAY, O.S.A., Ph.D.
HEAD OF SCHOOL, ST. AUGUSTINE PREPARATORY SCHOOL





Academic Program for Academic Year 2024-25

Subject	Academic Requirements for Graduation
English	Four Years Required
Mathematics	Four Years Required
Theology	Four Years Required
World Language	Three Years Required
Science	Three Years Required <i>(Physics, Chemistry, Lab-Based Elective)</i>
History	Three Years Required <i>(World History, US Survey of the American Experience or AP US History, Power & Identity in the Non-Western World or AP World History: Modern)</i>
Visual Performing Arts	One Year Required <i>(Waived if multiple years of Computer Science completed)</i>
Health and Wellness	One Year Required <i>(Waived if Computer Science or Fine Arts is completed in the Freshman Year)</i>
Interdisciplinary Studies	Two Years Required <i>(Foundations of Public Speaking/Writing, Senior Seminar)</i>

ACADEMIC REQUIREMENTS FOR GRADUATION

FRESHMAN COURSE OFFERINGS

English (based on placement test)

- English I: Works & Wordcraft
- English I: Honors Works & Wordcraft

Math (based on placement test)

- Algebra I
- Honors Algebra I
- Geometry
- Honors Geometry
- Algebra II
- Honors Algebra II

World Language

- Arabic I
- Latin I
- American Sign Language I
- Spanish I
- Honors Spanish I
- Spanish II
- Honors Spanish II

Science

- Physics First
- Honors Physics First

Interdisciplinary Studies

- Foundations of Public Speaking/Writing

Theology

- The Catholic Faith

Health and Wellness Education

- Lifetime Fitness Skills

History (Online)

- World History

ELECTIVE OPTIONS

Available to students pursuing **multiple years** of study in Fine Arts or Computer Science.

(Note: Seats in elective courses have limited spots and are filled in order of course selection timestamp.)

Visual/Performing Arts

(Lifetime Fitness will be waived if taken)

- Men's Chorus
- Honors Select Chorus
- Guitar I
- Stage Band

Computer Science **(Lifetime Fitness will be waived if taken)**

- Computer Science I - Introduction to Problem Solving with Python

ADDITIONAL PROGRAM REQUIREMENTS

College Counseling and Student Services

Unitas Program

- Freshmen are assigned to a faculty advisor.
- Unitas Advisors serve as a point of contact for students and families.

Spiritual Development:

Orientation Experience & Freshman Core Values Retreat

SOPHOMORE COURSE OFFERINGS

English

- English II: American Lens
- English II: Honors American Lens

Math

- Geometry
- Honors Geometry
- Algebra II
- Honors Algebra II
- Precalculus
- Honors Precalculus

World Language

- Arabic II
- Latin II
- Honors Latin II
- American Sign Language II
- Spanish II
- Honors Spanish II
- Spanish III
- Honors Spanish III

Science

- Chemistry
- Honors Chemistry

History

- Survey of the American Experience
- Honors Survey of the American Experience
- AP United States History

Theology

- Sacred Scripture
- Honors Sacred Scripture

Visual Performing Arts

- Art and Design I
- Piano
- Guitar I
- Men's Chorus
- Broadcasting and Media Arts Production*
- Art and Design II
- Graphic Design and Photojournalism*
- Honors Select Chorus
- Guitar II
- Stage Band
- Digital Music Technology and Live Music Production*

* Limited Seats Available - (Note: Seats in elective courses have **limited** spots; these seats are filled in order of a **COMPLETED** course registration process, which ends upon the counselor's receipt of the parent's signature on the course selection form.)

ELECTIVE OPTIONS

Available to students pursuing **multiple years** of study in Computer Science or Business.

* (Note: Seats in elective courses have **limited** spots; these seats are filled in order of a **COMPLETED** course registration process, which ends upon the counselors receipt of the parent's signature on the course selection form.)

Computer Science *(Fine Arts requirement will be waived if taken)*

- Computer Science I - Introduction to Problem Solving with Python
- Information Technology (IT) Fundamentals / Introduction to Web Design
- AP Computer Science Principles

Business *(Fine Arts requirement will be waived if taken)*

- SquareSpace Web Design: Creation without Code*
(Limited Seats - refer to the message above regarding elective course seating availability)
- Entrepreneurial Thinking*
(Limited Seats - refer to the message above regarding elective course seating availability)

ADDITIONAL PROGRAM REQUIREMENTS

College Counseling and Student Services

Unitas Program

- Sophomores are assigned to a faculty advisor.
- Unitas Advisors serve as a point of contact for students and families.

Sophomore Advisory & Resume Building

Spiritual Development: Sophomore *Metanoia* Retreat

JUNIOR COURSE OFFERINGS

English

- English III - Global Voices
- English III - Honors Global Voices
- AP English Language and Composition

Math

- Algebra II
- Honors Algebra II
- Precalculus
- Honors Precalculus
- Applications in Calculus
- Honors Calculus
- AP Calculus AB
- AP Calculus BC
- AP Statistics

Science

- AP Biology with lab
- Biomedical Sciences
- Honors Biomedical Sciences
- Honors Applied Chemistry

History

- Power and Identity in the Non-Western World
- Honors Power and Identity in the Non-Western World
- AP World History: Modern

Theology

- The Moral and Sacramental Life
- Honors Moral and Sacramental Life

World Language

- American Sign Language III
- Arabic III
- Latin III
- Honors Latin III
- Spanish III
- Honors Spanish III
- Spanish IV
- AP Spanish Language & Culture

ELECTIVE OPTIONS

Note: Seats in elective courses have **limited** spots; these seats are filled in order of a **COMPLETED** course registration process, which ends upon the counselors receipt of the parent's signature on the course selection form.)

Science

- Psychology
- AP Psychology

History

- Honors Constitutional Law and Contemporary American Society
- Great Trials in History
- AP United States Government and Politics
- Honors Holocaust and Genocide Studies
- AP European History

Business

- Accounting
- Business Management (1 semester) & Marketing (1 semester)
- Entrepreneurial Thinking

Computer Science

- Computer Science I - Introduction to Problem Solving with Python
- Information Technology (IT) Fundamentals (1 semester) / Introduction to Web Design (1 semester)
- AP Computer Science A
- AP Computer Science Principles
- Introduction to Engineering Design with AutoCad (1 semester) & Advanced Engineering Design and Rapid Prototyping (1 semester)
- Introduction to XR

Visual/Performing Arts

- Art and Design II
- 2D and 3D Design: Drawing, Painting & Sculpture
- AP Studio Art - 2D, 3D or Drawing
- Graphic Design and Photojournalism
- Men's Chorus
- Honors Select Chorus
- Guitar I
- Guitar II
- Piano
- Stage Band

Interdisciplinary Studies

- Philosophy and Reasoning
- Antiquity: Archaeology, Art and History of the Ancient World

ADDITIONAL PROGRAM REQUIREMENTS

College Counseling and Student Services

- College Search and Résumé Building
- Junior Advisory and College Admission Preparation

Spiritual Development: Junior Ring Evening of Reflection

SENIOR COURSE OFFERINGS

English

- English IV: Conflict of Wills
- English IV: Honors Conflict of Wills
- AP English Literature and Composition

Math

- Precalculus
- Honors Precalculus
- Applications in Calculus
- Honors Calculus
- AP Calculus AB
- AP Calculus BC
- AP Statistics

Theology

- Religious Perspectives
- Honors Religious Perspectives

Interdisciplinary Studies

- Senior Seminar

ELECTIVE OPTIONS

Note: Seats in elective courses have **limited** spots; these seats are filled in order of a **COMPLETED** course registration process, which ends upon the counselors receipt of the parent's signature on the course selection form.)

World Language

- Honors Arabic IV
- Honors Latin IV
- Spanish IV
- AP Spanish Language & Culture

Science

- AP Biology with Lab
- AP Physics C
- Biomedical Sciences
- Honors Biomedical Sciences
- Environmental Science: Stewardship of the Earth and Sustainability
- Psychology
- AP Psychology
- Honors Applied Chemistry
- Lifetime Fitness II (online summer course and teacher approval required)

History

- AP European History
- Honors Constitutional Law and Contemporary American Society
- AP United States Government and Politics
- Honors Holocaust and Genocide Studies
- Great Trials in History

Business

- Business Management (1 semester) & Marketing (1 semester)
- Honors Macroeconomics / Honors Microeconomics
- Personal Finance
- Entrepreneurial Thinking

Computer Science

- Computer Science I - Introduction to Problem Solving with Python
- Information Technology (IT) Fundamentals (1 Semester) & Introduction to Web Design (1 Semester)
- Introduction to Engineering Design with AutoCad (1 Semester) & Advanced Engineering and Rapid Prototyping (1 Semester)
- AP Computer Science A
- AP Computer Science Principles
- Introduction to XR

Visual/Performing Arts

- 2D and 3D Design: Drawing, Painting & Sculpture
- AP Studio Art: Art 2D, 3D, and Drawing
- Men's Chorus
- Honors Select Chorus
- Guitar I
- Guitar II
- Piano
- Stage Band

Interdisciplinary Studies

- Philosophy and Reasoning
- Antiquity: Archaeology, Art and History of the Ancient World

ADDITIONAL PROGRAM REQUIREMENTS

Spiritual Development: Kairos Senior Retreat (weekend)

What is the Prep's Dual Credit Program?

St. Augustine Preparatory School's Dual Credit Program allows our high school students to take college-level courses. Humanities and STEAM dual credit courses are designated by ***DC** in this catalog. Students who receive a B or higher on the college transcript may receive college credit. A student's grade in a Dual Credit course will be part of his college academic record via an official Camden County Community College transcript and participation requires a nominal fee.

Unlike AP classes, students do not have to pass an exam to earn college credit. The single exception to this is the AP Biology course for which students must also take the College Board Advanced Placement Exam held in May. Please note that not all colleges accept dual enrollment credits and students should discuss this with their college counselors when applying to specific universities.

Theology

HUMANITIES

THE CATHOLIC FAITH (FRESHMEN)

This course “levels the playing field” for all incoming freshmen, no matter their background, as it introduces students to the Catholic Christian Faith. The course touches on the core beliefs of the Catholic Faith (CREED), how the Catholic Church celebrates those beliefs (LITURGY AND SACRAMENTS), how one tries to live those beliefs faithfully each day (MORALITY), and how one tries to sustain and deepen those beliefs through prayer (PRAYER). Creed, Liturgy and Sacraments, Morality, and Prayer are the four pillars of the Catholic Faith, and they form the foundation upon which the course builds. Additionally, there is an Augustinian component to the course, centering on the life of our patron, St. Augustine. The Catholic Faith course is a springboard into Sacred Scripture, The Moral and Sacramental Life, and Religious Perspectives.

SACRED SCRIPTURE (SOPHOMORES)

This yearlong course consists of two one semester presentations: the Old Testament and the New Testament. The Old Testament portion of the course introduces students to Sacred Scripture in general. Its particular focus is the Old Testament or Hebrew Scriptures. Students examine salvation history beginning with Genesis and continuing through the Prophets. It is designed to enable students to see Scripture as the living Word of God, applicable to their lives today. The New Testament portion investigates the New Testament as the fulfillment of the Old Testament promises. Its particular focus is on the life of Jesus, as reflected in the Gospels and the Writings of St. Paul. It centers on the message of Jesus and the way in which the early Christian communities incorporated this message into the very fiber of their lives. There is an Augustinian component to this course. Each student is encouraged to become a living witness of the Gospel message in the world today.

HONORS SACRED SCRIPTURE (SOPHOMORES)

- **Prerequisite: an average of 93 or higher in The Catholic Faith**
- **Humanities Division Chair & Theology Department Faculty Approval**

Over a span of two semesters, students come to understand the role of Scriptures in the life and teachings of the Church and how the tale of Salvation history culminates in the life and teachings of Jesus Christ. An investigative study of the bible and Church documents reveals more advanced theological concepts of the nature of Jesus and the Person of Christ and one’s personal relationship with Him. Throughout the course, students grow in their empathy for others via a close encounter with biblical criticism on various theological topics which are drawn from biblical themes and lived in the life of the Church.

THE MORAL AND SACRAMENTAL LIFE (JUNIORS)

This yearlong course consists of two components: Catholic Christian Morality and the Sacraments. Catholic Christian Morality presents morality as a personal response to Jesus Christ, and students explore conscience, laws, and the decision-making skills needed to shape sound moral judgments. The instructor highlights the teachings of Jesus which serve as a guide for the formation of Christian conscience. Additionally, students focus on contemporary moral issues in order to apply the principles of Catholic Christian Morality. Throughout the course, students gain confidence in their ability to make correct Christian choices. The Sacraments are the definitive way that Jesus remains present to the church and to the world today, and students learn concrete ways to understand the sacraments, participate in their rites, and benefit from their graces. Each sacrament is viewed as a memorial, a celebration, and a communion that can lead to transformation. The course also includes an Augustinian component.

HONORS MORAL AND SACRAMENTAL LIFE (JUNIORS)

- **Prerequisite: an average of a 93 or higher in Sacred Scripture or average of 88 or higher in Honors Sacred Scripture**
- **Humanities Division Chair & Theology Department Faculty Approval**

This course requires the student to explore, in detail, a number of sub-disciplines over and above those covered at the college prep level while also encouraging interaction with the closely related field of Philosophy. While the program concentrates on the Roman Catholic Faith, it engages and is open to a variety of faith traditions. The instructor requires outside readings by a variety of theologians and philosophers, as well as political and social commentators.

This yearlong course will cover two main topics:

Morality examines the practical implications of God's revelation through Jesus Christ in a practical way. It is concerned with what one should do in real life situations, thus reflecting the kind of people we ought to be. In pursuing its task, moral theology draws upon every available source of understanding: Scripture, Tradition, the Social Sciences (including Psychology, Sociology, Economics), and human reason/experience.

Sacraments is a scripturally-rooted, historical, and systematic exploration of the Seven Sacraments of the Catholic Church. This includes the notion of a sacrament as one that is an expression (and continuation) of the central doctrine of our Faith, namely, the Incarnation of the Son of God. This indicates that the basic meaning of "sacrament" as employed by our patron, St. Augustine of Hippo, as "A visible sign of an invisible grace."

RELIGIOUS PERSPECTIVES (SENIORS)

This yearlong course consists of two one-semester presentations: World Religions and Christian Vocations & Lifestyles. Students study world religions in order to better understand the manner in which the Catholic Church relates to non-Catholic Christians, as well as to those of other faiths around the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course helps the student recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches, ecclesial communities, and in non-Christian religions. Students also recognize the ways in which other systems of belief and practice differ from the Catholic faith. Christian Vocations & Lifestyles helps students understand the vocations of life and how Christ calls us to live. Students learn how all vocations are similar and how they differ. The course is structured around single life, married life, religious/consecrated life, and ordained life. Students learn what it means to live life for the benefit of others and the value of considering a vocation in service to the Christian community. An Augustinian component is presented in conjunction with Christian Vocations & Lifestyles.

HONORS RELIGIOUS PERSPECTIVES (SENIORS)

- **Prerequisite: an average in The Moral and Sacramental Life of a 93 or higher or an average of 88 or higher in Honors Moral and Sacramental Life**
- **Humanities Division Chair & Theology Department Faculty Approval**

This yearlong course consists of two separate sequences of study: World Religions and Christian Vocations & Lifestyles. World Religions focuses on an empathetic understanding of the faith experience toward those whose practice the religions of the world, as well as a theological examination of their beliefs. Students come to recognize the ways in which the spiritual truths of the Catholic Church are reflected in other religions while helping students recognize the ways in which other beliefs and practices differ from the Catholic faith. The duty of Christians to love the other and the practice of social tolerance are guiding principles of the course. Christian Vocations & Lifestyles helps the student understand the vocations of life and how Christ calls us to live. The course examines single life, married life, religious/consecrated life, and ordained life. Students come to better know themselves, learn to foster strong, healthy relationships and apply modern life skills to the challenge of Christian practice. Through this course, students learn what it means to live for the benefit of others by viewing life as a vocation in service to the community. Students at the honors level complete readings beyond the required textbook. These readings include selections of primary sources, such as the Quran, The Upanishads, and the writings of Saint Augustine. There are also at least three book-length secondary sources such as No God But God by Reza Aslan and Buddha by Karen Armstrong required. During the study of Christian Lifestyles, students write a major research and thesis paper (ten pages), applying an aspect of Catholic teaching to a contemporary social issue.

English

HUMANITIES

ENGLISH I: WORKS & WORDCRAFT

The Works & Wordcraft course examines an assortment of literary works through a range of genres. In doing so, students become familiar with the elements of literature in its many forms. Additionally, students practice and refine language skills, literary analysis, and vocabulary development. There is an intense concentration on the basics of writing and understanding the structure of American English. Students learn the tenets and vernacular of good grammar, and they incorporate it in their writing. Students consistently write a variety of pieces including essays of literary analysis and critical compositions. This course develops a foundation of skills upon which the student will build in their sophomore level course.

ENGLISH I: HONORS WORKS & WORDCRAFT

- **Prerequisite: Placement Test**

Honors Works & Wordcraft focuses on the development of the language arts, reading comprehension and analysis writing. It serves as both an introduction to the high school English curriculum, as well as an opportunity for students to critically explore their own maturation process through the lens of literature. Students explore all genres of literature and read 12 major works and 30 minor works. All tests in this course are at least 40% essay with a major essay written every three weeks. This course prepares students for Honors American Lens at the sophomore level.

Note: *In order to qualify for this course, proficiency in the language and effective reading comprehension skills must be demonstrated through the placement exam.*

ENGLISH II: AMERICAN LENS

This sophomore college preparatory course builds on the skills of freshman year and prepares students for the study of Global Voices in the junior year. The course explores major periods, authors, and works of North American literature and increases appreciation for the many diverse voices that have contributed to a sense of an American identity. Students in the course analyze 10 major works and 35 minor works of American Literature. The course focuses on subjective writing, note taking, language skills, literary analysis and vocabulary study. All tests are at least 30% essay and students produce one essay or longer writing piece each month.

ENGLISH II: HONORS AMERICAN LENS

- **Prerequisite: A 93 or above average in Works & Wordcraft or an 85 or above average in Honors Works & Wordcraft**
- **Humanities Division Chair & English Department Faculty Approval**

This course builds on the skills of freshman year and prepares for honors level study of Global Voices. Students explore American Literature in a continuous and chronological study in conjunction with the history, literary movements, and literary themes of each time period. Emphasis is placed on the study of major authors and various written works of our country's literary history as well as the development of critical analysis, both oral and written. Approximately 12 major works as well as 30 minor works are covered. Students continue to hone their writing by refining mechanical building blocks and their ability to analyze literature, and increasing their knowledge and use of upper level vocabulary. All tests are at least 40% essay and at least one paper is written every three weeks. .

ENGLISH III: GLOBAL VOICES

This course explores identity, culture, and meaning as portrayed in novels, short works, and poetry from around the world. Students examine how authors from different places and times approach universal questions, such as: "How does culture influence our values, attitudes, and behaviors?" "How do stories shape us?" and "What questions, concerns, and aspirations unite us no matter where we call home?" Students study topics in literature from around the world, which may include Existential Literature, Post-colonial Literature, Magical Realism, and Afro-futurism. This course focuses heavily on literary analysis, with major writing assignments for each work covered.

ENGLISH III: HONORS GLOBAL VOICES

- **Prerequisite: A 93 or above average in American Lens or an 85 or above average in Honors American Lens**
- **Humanities Division Chair & English Department Faculty Approval**

This course explores identity, culture, and meaning as portrayed in novels, short works, and poetry from around the world. Students examine how authors from different places and times approach universal questions, such as: "How does culture influence our values, attitudes, and behaviors?" "How do stories shape us?" and "What questions, concerns, and aspirations unite us no matter where we call home?" Students study topics in literature from around the world, which may include Existential Literature, Post-colonial Literature, Magical Realism, and Afro-futurism. This course focuses heavily on literary analysis, with major writing assignments for each work covered. Students on the Honors level will have more frequent and complex reading and writing assignments.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (JUNIORS) *DC

- **Prerequisite:** 97 or above average in American Lens or 93 or above average in Honors Global Voices course
- **Humanities Division Chair & English Department Faculty Approval**

English Language and Composition focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

AP English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course will deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

ENGLISH IV: CONFLICT OF WILLS

Since conflict is the center of all life and “art imitates life” conflict is the center of all literature. This thematically driven course explores the conflicts of man: the search for identity, individual vs. society, monsters and heroes, the forces of nature, the comic vision. This course examines 10 major works and at least 15 minor works of classic and contemporary literature. The central focus is on skills including subjective analysis writing, reading comprehension, the application of literature to life, the craft of formal public speaking and vocabulary development. Tests are at least 30% essay with a major essay written every four weeks.

ENGLISH IV: HONORS CONFLICT OF WILLS

- **Prerequisite: 93 or above average in Global Voices course or 85 or above average in Honors Global Voices or 80 or above average in AP English Language and Composition**
- **Humanities Division Chair & English Department Faculty Approval**

Since conflict is the center of life and “art imitates life” conflict is the center of all literature. This thematically driven course explores the conflicts of man: the search for identity, individual vs. society, monsters and heroes, the forces of nature, the comic vision. The course examines 14 major works and 20 minor works of classic and contemporary literature. The central focus is on skills including subjective analysis writing, reading comprehension, the application of literature to life, the craft of formal public speaking and vocabulary development. Tests are at least 40% essay with a major essay written every three weeks.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (SENIORS) *DC

- **Prerequisite: 97 or above average in Global Voices or 93 or above average in Honors Global Voices course, or 90 or above average in AP English Language and Composition**
- **Humanities Division Chair & English Department Faculty Approval**

The AP English Literature and Composition IV course engages students as they become skilled readers of prose and poetry written in a variety of periods, disciplines and rhetorical contexts and skilled writers who can critically analyze a variety of imaginative literature, both classic and contemporary. The purpose of this course is to give the students an opportunity to experience literature of various cultures taught on the level of college English. Since the concern of all literature is the human life experience the readings of this course will be grouped within certain themes dealing with this experience. Both writing and reading will make students aware of the interactions among a writer’s purpose as well as the way generic conventions and the resources of language contribute to effectiveness in writing. AP English Literature and Composition covers literature from 449 B.C.E to the present including 23 major works and over 25 minor works of literature. Tests are at least 50% essay with a major essay written every two weeks

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

History

HUMANITIES

HISTORY I: WORLD HISTORY ONLINE COURSE

World History is an introductory history course spanning the origins of humankind to 1800 A.D. Throughout the year, students become familiar with the development of, and interactions between peoples, states, civilizations, and empires.

Students study the rise of cities, the evolution of technology and navigation, the development of communication, the importance of agriculture, the rise and fall of empires, the evolving conduct of warfare, and the emergence of intellectual thought and world religions. The course also develops students' capacity to read nonfiction texts, evaluate sources, and write effectively in a historical context.

HISTORY II: SURVEY OF THE AMERICAN EXPERIENCE

This year-long investigation of American history highlights the most important moments in the United States' past. Keeping a collective open mind, students examine which, and why, certain narratives, events, and people are used to represent and understand the nation's past. In the process, students engage with and are challenged by historical complexity. The course draws on various primary and secondary sources that often provide conflicting interpretations of the American story. As a result, the topics and materials of the course reflect the multitude of contradictory opinions, experiences and identities within the United States- both today and throughout our history. By the conclusion of the course, students determine what constitutes reliable and valid evidence, interpret, compare, and contrast sources, think critically about how historical narratives develop, and construct a basic, meaningful, and intellectually informed narrative of American history.

HISTORY II: HONORS SURVEY OF THE AMERICAN EXPERIENCE

- **Prerequisite:** An 88 or above average in Honors Works & Wordcraft, or 93 or above average in Works & Wordcraft and English teacher recommendation.
- **Humanities Division Chair & History Department Faculty Approval**

This year-long investigation of American history highlights the most important moments in the United States' past. Keeping a collective open mind, students examine which, and why, certain narratives, events, and people are used to represent and understand the nation's past. In the process, students engage with and are challenged by historical complexity. The course draws on various primary and secondary sources that often provide conflicting interpretations of the American story. As a result, the topics and materials of the course reflect the multitude of contradictory opinions, experiences and identities within the United States- both today and throughout our history. By the conclusion of the course, students determine what constitutes reliable and valid evidence, interpret, compare, and contrast sources, think critically about how historical narratives develop, and construct a basic, meaningful, and intellectually informed narrative of American history. The honors level of Survey of the American Experience requires students to do a greater amount of reading, writing, and research than the college prep level class.

ADVANCED PLACEMENT UNITED STATES HISTORY (SOPHOMORES) *DC

- **Prerequisite:** 93 or above average in Honors Works & Wordcraft, or 97 or above average in Works & Wordcraft, and recommendation of English teacher.
- **Humanities Division Chair & History Department Faculty Approval**

AP United States History gives students the opportunity to explore the cultural, economic, political and social development of America since the 1400's. Throughout the year, students develop an understanding of the principal themes in American history and the ability to analyze historical evidence and principal themes, while expressing comprehension through written essays, discussion, and projects. The course addresses the overarching question of what it means to be an American by examining the areas of cultural history, political history, social history, economic history, and diplomatic history. Emphasis is placed on critical and evaluative thinking skills, essay writing, and the interpretation of primary documents. The course is designed to prepare students for the Advanced Placement test in May.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

POWER AND IDENTITY IN THE NON-WESTERN WORLD (JUNIORS)

The history of Non-Western countries is a too-often overlooked part of the high school curricula. This course is designed to help students understand the forces that have shaped the governments and people of Asia, the Middle East, and Russia into what they are today. Throughout the year, students will engage in a study of the regions' history, culture, and geography from the end of World War I to the present day. By the conclusion of the course, students will understand major trends in Non Western history, and will have developed an appreciation for the rich and complex politics, society, economy and culture that characterizes these regions.

HONORS POWER AND IDENTITY IN THE NON-WESTERN WORLD (JUNIORS)

Prerequisite:

- **85 or above in AP United States History**
- **88 or above average in Honors Survey of the American Experience**
- **93 or above average in Survey of the American Experience**

The history of Non-Western countries is a too-often overlooked part of the high school curricula. This course is designed to help students understand the forces that have shaped the governments and people of Asia, the Middle East, and Russia into what they are today. Throughout the year, students will engage in a study of the regions' history, culture, and geography from the end of World War I to the present day. By the conclusion of the course, students will understand major trends in Non Western history, and will have developed an appreciation for the rich and complex politics, society, economy and culture that characterizes these regions. Honors level work will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of tasks. Instruction will be structured to give students a deeper understanding of conceptual themes and organization.

ADVANCED PLACEMENT WORLD HISTORY: MODERN (JUNIORS)

Prerequisite:

- **80 or above average in a previous AP level course**
- **93 or above average in Honors Survey of the American Experience**
- **97 or above average in Survey of the American Experience**
- **Humanities Division Chair & History Department Faculty Approval**

AP World History: Modern explores the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, continuity, and change. The course is based on the following six themes, allowing students to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

ADVANCED PLACEMENT EUROPEAN HISTORY (SENIORS) *DC

- **Prerequisite: 80 or above average in a previous AP level course, 93 or above average in Honors Power and Identity in the Non-Western World, or 97 or above average in Power and Identity in the Non-Western World**
- **Humanities Division Chair & History Department Faculty Approval**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments of the world, particularly in Europe. In addition to providing a basic narrative of events and movements, the course develops an understanding of the principal themes in European History as well as the ability to analyze historical evidence and understand historical writing. The course is designed to prepare students for the Advanced Placement test which takes place in May.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS (JUNIORS AND SENIORS) *DC

- **Prerequisite:** 80 or above average in a previous AP level course, 93 or above average in Honors Survey of the American Experience or Honors Power and Identity in the Non-Western World , or 97 or above average in Survey of the American Experience or Power and Identity in the Non-Western World
- **Humanities Division Chair & History Department Faculty Approval**

This AP course is a junior/senior elective which offers students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret the United States government and politics, and an analysis of specific issues. Students are introduced to a variety of theoretical perspectives and explanations for various behaviors and outcomes. Students study key topics such as the constitutional underpinnings of the United States government; political beliefs and behaviors; political parties, interest groups and mass media institutions of national government; public policy; civil rights and liberties. At the conclusion of the course, students will know important facts, concepts and theories pertaining to the United States government and politics. Students will also understand typical patterns of political processes and behaviors and their consequences, including the components of political behavior and principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures. The course is designed to prepare students for the Advanced Placement test in May.

***DC:** *This course is part of the St. Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

HONORS HOLOCAUST AND GENOCIDE STUDIES (JUNIORS AND SENIORS)

- **Prerequisite: 85 or above average in a previous AP level course, 88 or above average in Honors Survey of the American Experience or Honors Power and Identity in the Non-Western World , or 93 or above average in Survey of the American Experience or Power and Identity the Non-Western World**
- **Humanities Division Chair & History Department Faculty Approval**

The course focuses on the modern phenomenon of genocide, beginning with the Native Americans and expands toward contemporary genocides occurring throughout the world. A special emphasis is placed on the Holocaust as the seminal example of evil in the twentieth century. Global issues examined include population, the economic realities of the First and Third Worlds, urbanization, and social movements. At the conclusion of this course, students will be able to: explore the impact of global genocide on their own lives and on the lives of people around the world; compare and contrast the “Intentionalist” and the “Functionalist” explanations for genocide, especially in relation to the Holocaust; critically examine the role of the United States in responding to global genocide; predict the location and cause of the next global genocide through research and outside readings. Students in Honors Holocaust and Genocide Studies are required to do a significant amount of additional outside reading and independent research on assigned topics in addition to the original course assignments.

GREAT TRIALS IN HISTORY (JUNIORS AND SENIORS)

One of the defining characteristics of human history is a search for justice by conflicting wills. This course will study some of the great civil and criminal trials in history to see where this trait is most evident. While keeping this experience in mind, students will see the differing historical contexts and procedures of the justice system. Of particular interest will be the trials of the ancient world (Socrates, Jesus) the Reformation (Martin Luther, Thomas More) and great trials in American History (the conspirators to assassinate Abraham Lincoln, McCarthyism and the Civil Rights struggles of the late twentieth century). Some of the many skills that will be incorporated throughout the course include: understanding legal procedures, evaluating legal arguments, utilizing critical thinking, analyzing human behavior and motivation, demonstrating historical and cultural awareness.

HONORS CONSTITUTIONAL LAW AND CONTEMPORARY AMERICAN SOCIETY (JUNIORS AND SENIORS)

- **Prerequisite:** A 85 or above average in a previous AP-level course, an 88 or above average in Honors Survey of the American Experience or Honors Power and Identity in the Non-Western World, or 93 or above average in Survey of the American Experience or Power and Identity in the Non-Western World
- **Humanities Division Chair & History Department Faculty Approval**

This yearlong class provides students with a general understanding of the major issues in constitutional law, including the separation of powers, federalism and state rights, interstate commerce, due process, equal protection, the rights of a criminal defendant and various areas of discrimination law. The highlight of the course is lectures from and simulations with practicing judges and attorneys. Students will be required to do a significant amount of outside reading and independent research on assigned topics in addition to the core course assignments.

World Languages

HUMANITIES

SPANISH I: INTRODUCTION TO THE SPANISH LANGUAGE AND CULTURE

This is an introductory course to develop proficiency in the four communicative skill areas of listening, speaking, reading, and writing. Students acquire communication skills which facilitate the exchange of ideas and information. Additionally, this course enhances problem-solving skills in a global society. Students learn vocabulary and grammar and practice the language through oral and written activities. Ancillary materials integrate technology into all components of the course, preparing students for the 21st century workplace. Students develop and expand their awareness of the rich diversity of peoples on Earth via an exploration of Spanish and Hispanic cultures.

HONORS SPANISH I: INTRODUCTION TO THE SPANISH LANGUAGE AND CULTURE

- **Prerequisite: Placement Test**

This course continues the development of students' communicative proficiency at a faster pace than at the College Preparatory level. Students develop real-world communicative skills in four areas: listening, speaking, reading, and writing. Students practice and enrich their vocabulary and grammar through oral and written activities. Ancillary materials integrate technology into all components of the course, preparing students for the 21st century workplace. Students develop and expand their awareness of the rich diversity of peoples on Earth via an exploration of Spanish and Hispanic cultures.

SPANISH II: BECOMING PROFICIENT IN SPANISH LANGUAGE AND CULTURE

- **Prerequisite: Successful completion of Spanish I or placement test**

This course expands upon the Spanish I study of the language with more emphasis on communication skills (speaking and writing) and on correct pronunciation/intonation. Students continue to perfect their communicative skills, working toward developing free expression in Spanish. Speaking and listening skill development reinforces the students' reading and writing abilities while providing vocabulary enrichment. Spanish Level II vocabulary and grammar principles are covered throughout the year. The cultures of the Hispanic world are explored in greater depth. Student multimedia presentations and dialogues are required, and students read selected, adapted short stories, newspapers, and magazine articles.

HONORS SPANISH II: BECOMING PROFICIENT IN SPANISH LANGUAGE AND CULTURE

- **Prerequisite 1:** 93 or above average in Spanish I; 90 or above average in Honors Spanish I or on the Spanish Entrance Placement test for incoming freshmen.
- **Prerequisite 2:** 90 or above on the Honors Spanish II Placement test.
- **Humanities Division Chair & World Language Department Faculty Approval**

The goals of the course are to further develop and expand the skills of listening comprehension, reading comprehension, speaking and writing through a variety of strategies at a faster pace than the college preparatory level. Students read selected, adapted short stories, newspaper and magazine articles that expand their vocabulary, reinforce grammatical skills and enhance their understanding of Hispanic cultures worldwide.

SPANISH III: BECOMING MASTERFUL IN SPANISH LANGUAGE AND CULTURE *DC

- **Prerequisite:** Successful completion of Spanish II

The Spanish III curriculum is a multi-lane route to Intermediate Spanish proficiency. The program runs along six simultaneous avenues whose paths often intersect. At the successful completion of the course, students will have created a Google portfolio that includes: a video library of their verbal practice demonstrating significant progress in fluidity, a written archive of traditional five paragraph responses to a variety of themes, and a final project that incorporates the use of the grammatical mode “subjunctive.” To increase responsible stewardship, students acquire the essential vocabulary necessary to travel as a culturally sensitive tourist in the multicultural Spanish-speaking diaspora and to express themselves at a novice-intermediate level.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

HONORS SPANISH III: BECOMING MASTERFUL IN SPANISH LANGUAGE AND CULTURE *DC

- Prerequisite: 93 test average or above in Spanish II; 90 test average or above in Honors Spanish II
- Prerequisite 2: 90 or above on the Honors Spanish III Placement test.
- Humanities Division Chair & World Language Department Faculty Approval

The Honors Spanish III curriculum is a multi-lane highway to Spanish proficiency with students moving at a more rapid rate than that of the college preparatory level Spanish III. The Honors Spanish III course runs along six simultaneous avenues whose paths often intersect. At the successful completion of the course, students will have created a Google portfolio that includes: a video library of their verbal practice demonstrating significant progress in fluidity, a written archive of traditional five paragraph responses to a variety of themes, and a final project that incorporates the use of the grammatical mode “subjunctive.” To increase responsible stewardship, students acquire the essential vocabulary necessary to travel as a culturally sensitive tourist in the multicultural Spanish-speaking diaspora and to express themselves at a novice-intermediate level.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

SPANISH IV: FOR THE LOVE OF LANGUAGE AND CULTURE *DC

- Prerequisite: Successful completion of Spanish III or Honors Spanish III

This course is designed for the language enthusiast who desires to harness the vocabulary, grammar, and speaking skills learned in Spanish I, II, and III. Students develop their Spanish fluency through daily manipulation, deconstruction, and reconstruction of the language in situational lessons. Students’ skills permit them to communicate comfortably in a variety of settings. The curriculum consists of virtual travel through the Americas, selected readings and discussions of Latin American and Spanish authors, contemporary cinema and live in-class role-play using characters from cinema and literature. Each area studied includes the authentic music of that region.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE *DC

- **Prerequisite:** 95 or above average in Spanish III; 93 or above average in Honors Spanish III
- **Prerequisite 2:** 90 or above on the Spanish Language AP Placement test.
- **Humanities Division Chair & World Language Department Faculty Approval**

This course emphasizes the use of Spanish for active communication by promoting both fluency and accuracy in language use. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students use Spanish short stories as a starting point for study of vocabulary and grammatical structures. These stories offer students topics for writing both formally and informally and for listening and speaking activities through which they can apply interpersonal, interpretive, and presentational skills to real-life situations. Additional materials include historical and cultural topics and a variety of authentic resources, from literary texts to newspapers, magazines, films, and music. All learning is in preparation for the AP Spanish Language and Culture examination held in May.

*DC: This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.

ARABIC I

This course is an introduction to the Arabic language, the written and formal spoken language of almost 200 million people from Morocco to Iraq. Emphasis is placed on developing students' communicative proficiency in reading, writing, speaking, and listening to the Arabic language. Students also explore the cultures of Arabic-speaking populations throughout the world via exposure to elements of the Arabic culture. This is a student centered immersion class where students have an opportunity to enhance their learning by taking an active role in the classroom.

ARABIC II

- **Prerequisite: successful completion of Arabic I**

This course expands upon the knowledge learned in Arabic I and builds upon the ability to use the language competently. The instructor places particular emphasis upon building vocabulary and the conjugation of verbs in both the present and past tenses. Students write longer essays about both themselves and others and give longer oral presentations to demonstrate their ability to wield the language proficiently. Throughout the course, students broaden their understanding of the Arab world, especially of Egypt and the Palestinian State. Students complete the course with a better understanding of Muslims and Islamic culture and the pivotal role that religion plays in the Arab world. Students are evaluated on completion of homework, willingness to participate in class, performance on written exams, quizzes, and essays, and oral presentations.

ARABIC III

- **Prerequisite: successful completion of Arabic II**

The third-year Arabic course promotes students' communication skills by requiring them to speak consistently in the target language in class. Assignments shift away from grammar and move towards reading longer texts written in Arabic. Students begin producing longer Arabic texts of their own and continue to learn Arabic grammar such as the Arabic root system, case endings, the simple past tense, the conditional and cause and effect. From a cultural standpoint, the course emphasizes Arabic in the media, the Egyptian and Cairene dialects, and Arab youths. Students finish the final five chapters of *Al-kitaab: A Textbook for Beginning Arabic* and are also exposed to a few short Quranic passages.

HONORS ARABIC IV

- **Prerequisite: A 90 or above in Arabic III**
- **Results of Qualifying Performance Assessment**
- **Humanities Division Chair & World Language Department Faculty Approval**

The fourth-year of Arabic study develops and refines students' written and oral communication skills through a course based heavily on Arabic-language presentations and meaningful conversation in the target language. Due to the unpredictable nature of verbal communication, particular emphasis is placed on the student's ability to communicate in Arabic during unfamiliar linguistic situations. Students are asked to complete multiple tasks in which they use the skills gained throughout the first three years of language study in order to manipulate the Arabic language to suit their own needs. Students increase their knowledge of the difference between American and Arabic cultural customs both in the home and in the public sphere, and students are also introduced to Arabic literary figures.

LATIN I: LINGUA ANTĪQUA, DĪVĪNA, ET MODERNA: FIRST STEPS IN LATIN

Who speaks Latin? Students who take this course do! Upon completion of Latin I, students are able to engage in basic conversations in Latin, understand the Latin they hear, and read stories in Latin. This course welcomes students into a language community that stretches across cultures and centuries. Latin I introduces students to the basics of the Latin language, with a special focus on building their Latin vocabulary and the linguistic skills of reading, listening, speaking and writing in Latin. Students learn about things familiar to them - like their families and communities - and things unfamiliar - like Roman families and communities. This class welcomes students to take their first steps on a linguistic journey that many throughout history have taken before. *Incipiamus!*

LATIN II: HERŌĒS ET HOSTĒS: TALES OF GREEK AND ROMAN SUPERHEROES

- **Prerequisite: Completion of Latin I**

Why do so many cultures tell stories of super powerful heroes and villains? What do a society's heroes reveal about a society's people? This course continues the journey students began in Latin I by asking them to consider these two important questions. Students deepen their knowledge of the Romans and Greeks in this course through the stories they told about heroes and villains. Students continue to deepen their Latin vocabulary and the linguistic skills of reading, listening, speaking and writing. By the end of this course, students are able to write a short story in Latin, read a Latin novel, and perform a play or short scene in Latin. Students encounter stories adapted from the Romans and Greeks and snippets of what they themselves left for today's young men to read. *Incipiamus! Qui quaerit, invenit!*

HONORS LATIN II: HERŌĒS ET HOSTĒS: TALES OF GREEK AND ROMAN SUPERHEROES

- **Prerequisite:** A 90 or above average in Latin I
- **Satisfactory performance on Honors Qualifying Assessment**
- **Humanities Division Chair & World Language Department Faculty Approval**

Why do so many cultures tell stories of super powerful heroes and villains? What do a society's heroes reveal about a society's people? This course continues the journey students began in Latin I by asking them to consider those two important questions. Students deepen their knowledge of the Romans and Greeks in this course through the stories they told about heroes and villains. Students continue to deepen their Latin vocabulary and the linguistic skills of reading, listening, speaking and writing. By the end of this course, students are able to write a short story in Latin, read a Latin novel, and perform a play or short scene in Latin. Students encounter stories adapted from the Romans and Greeks and snippets of what they themselves left for today's young men to read. This course is an Honors course, which means: 1) More Latin and more quickly; 2) Latin grammar will be a regular focus; 3) More writing will be expected, using correct Latin grammar. *Incipiamus! Qui quaerit, invenit!*

LATIN III: RĒS GESTAE MAIŌRUM: EXPLORING THE ANCIENT LIVES *DC

- **Prerequisite:** Completion of Latin II

Why read about the Romans and Greeks? Why read their stories? What do the Greeks, Romans, and other Latin speakers throughout history have to say about living a good life, being a good person, and being part of a community? This course continues the journey students began in Latin I and continued in Latin II. In Latin III, students continue to deepen their skills in speaking, hearing, reading and writing Latin and attempt to answer the questions above by encountering a diverse group of Latin writers and stories. Students consider Greco-Roman history, culture, and philosophy, and they learn about Roman history by reading about some famous Greeks and Romans. Readings for this class are a combination of adapted prose, unadapted poetry, fables, and proverbs. *Discamus et inveniamus!*

**DC: This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

HONORS LATIN III: RĒS GESTAE MAIŌRUM: EXPLORING THE ANCIENT LIVES *DC

- **Prerequisite:** A 93 or above average in Latin II; 90 or above in Honors Latin II
- **Satisfactory performance on Honors Qualifying Assessment**
- **Humanities Division Chair & World Language Department Faculty Approval**

Why read about the Romans and Greeks? Why read their stories? What do the Greeks, Romans, and other Latin speakers through history have to say about living a good life, being a good person, and being part of a community? This course continues the journey you began in Latin I and continued in Latin II. In Honors Latin III, students continue to deepen their skills in speaking, hearing, reading and writing Latin. Students attempt to answer the questions above by encountering a diverse group of Latin writers and stories. Students consider Greco-Roman history, culture, and philosophy, and they learn about Roman history by reading about some famous Greeks and Romans. Readings for this class are a combination of adapted prose, unadapted poetry, fables, and proverbs. This course is an Honors course, which means: 1) More Latin and more quickly; 2) Latin grammar will be a regular focus; 3) More writing will be expected, using correct Latin grammar; 4) Translation-skills will be developed. *Discamus et inveniamus!*

***DC:** This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.

HONORS LATIN IV: VOX LATĪNA: LATIN FROM ROME TO THE RENAISSANCE *DC

- **Prerequisite:** 93 or above average in Latin III; 90 or above average in Honors Latin III
- **Satisfactory performance on Honors Qualifying Assessment**
- **Humanities Division Chair & World Language Department Faculty Approval**

This class is a survey of Latin literature. Students read a variety of Latin prose and poetic authors chosen by the instructor. Students explore how the works read in this class fit into their respective cultural and historical contexts. For example, why did the poet Martial target fellow poets for satire? Students gain extensive practice in reading Latin at sight, both with and without prior preparation. This class is intended to prepare students for the type of intermediate-level Latin class they may have in a college setting. This course is an Honors course, which means: 1) More independent learning will be expected from students; 2) Latin grammar will be fully reviewed and covered; 3) Translation-skills will be developed, with an eye to college preparation. *Discendum est nobis! Eamus!*

***DC:** This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.

AMERICAN SIGN LANGUAGE I (ASL)

This course is an introduction to American Sign Language and the Deaf Community. Students will learn basic vocabulary, grammar, sentence structure, and cultural foundations of ASL. Students will learn to express themselves and concrete ideas through signing. Students will learn to communicate using various signs, finger spelling and grammar. Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. Novice language learners are able to communicate and understand basic signs as well as hold conversations with their teacher and peers.

AMERICAN SIGN LANGUAGE II (ASL)

- **Prerequisite: Completion of ASL I**

This course continues the study and practice of basic skills initiated in ASL I. It emphasizes comprehending, signing, developing receptive skills, and using the glossing system for written ASL. Interactive and extracurricular activities increase understanding of ASL and the deaf culture. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

AMERICAN SIGN LANGUAGE III (ASL)

- **Prerequisite: Completion of ASL II**

American Sign Language (ASL) III will expand upon the foundational skills and knowledge gained through ASL I and II, including ASL vocabulary, comprehension, production, and conversational strategies. During the year students will learn more complex grammatical features through narratives and dialogues. Student knowledge of linguistic and cultural content and behaviors will also be further enriched.

Interdisciplinary Studies

HUMANITIES

FOUNDATIONS OF PUBLIC SPEAKING AND WRITING (FRESHMEN)

Foundations of Public Speaking and Writing is rooted in the development and acquisition of writing and public speaking skills. The Foundations course is taught by faculty trained to assist students onto their four year path at Saint Augustine Prep. The ultimate goal is to begin the development of the Christian Gentleman by fitting students with the necessary skill set to meet the demands of academic life, by helping in the development of identity, and by instilling the core values of Veritas, Unitas, and Caritas that lay the blocks by which their Augustinian education is built. Students are guided into the Saint Augustine Prep community academically and socially with an integrated sense of identity, responsibility, and accountability that prepares them to live successfully as students to learn and eventually, as good men to serve.

In addition the Foundations course incorporates digital citizenship lessons to address timely topics and prepare students to take ownership of their digital lives. Topics include: balancing media and well-being, privacy and security, digital footprint and identity, relationships and communication, cyberbully, digital drama, and hate speech.

SENIOR SEMINAR

The Senior Seminar serves as the penultimate experience for St. Augustine Prep seniors in their graduation year. A successful Senior Seminar prepares high school seniors for college by acclimating them to all aspects of the college application, selection, orientation, and enrollment process. Additional focuses of the course include: Social and Emotional Learning, Growth Mindset, Mental Health and Wellness, College Lifestyle Boot Camp, and Financial Literacy.

PHILOSOPHY AND REASONING

Humanities provide a valuable study in themselves, but also provide a way in which one can effectively defeat the demands of the “real world” through the cultivation of one’s ability to think well. Critical thinking is one of the most valuable skills that a person can possess, and it finds its home in philosophical discourse. The skills found in this course will contribute to success in any area of study. Students will finish the year with the ability to adapt to situations in which a logical discussion/argument is necessary and provide a clear articulation of their position that is well-reasoned.

ANTIQUITY: ARCHAEOLOGY, ART AND HISTORY OF THE ANCIENT WORLD (JUNIORS AND SENIORS)

Sure you think about the Roman Empire, but when was the last time you thought about the Persian Empire? Antiquity: Archaeology, Art and History of the Ancient World introduces students to the history, culture, and lasting impact of a wide gamut of societies ranging from the first cities in Mesopotamia to the Fall of the Western Roman Empire in 476. By examining archaeological evidence, written historical sources, a wide variety of artistic masterpieces, and diverse literary texts, students come face to face with the people and cultures of the distant past. Students use and strengthen a wide variety of skills including critical and creative thinking in source criticism along with the use of incomplete evidence, reading comprehension in encountering the writing of vastly different cultures and thinkers, observation in the study of ancient art and other physical artifacts of the past, and their communication skills in the process of understanding the ancient world and explaining it terms understandable in the modern day. Students encounter leaders like Ramsees, Cyrus, Alexander, and Marcus Aurelius and giants of culture like Imhotep, Homer, Socrates, Senneca, and even St. Augustine himself.

A student is able to achieve a honors rigor level designation in this course. The criteria for an honors level designation is

- Student meets the standard honors level history grade standards: An 85 or above average in the previous academic year's AP-level history course, an 88 or above average in the previous year's honors level history course , ora 93 or above average in the previous year's college prep level history course
- Student commitment to a more strenuous workload: more reading, more primary source work, and more in depth art analysis
- Student interview with the teacher for approval.



STEAM

SCIENCE
TECHNOLOGY
ENGINEERING
ARTS
MATHEMATICS

Science

STEAM

QUICK GUIDE • SCIENCE REQUIREMENTS

Enrollment in all Honors and AP level science classes requires **STEAM Division Chair** and **Science Department Faculty Approval**.

Note - For students enrolled in two sciences of different levels during the junior year, the test average in the **higher-level science** class will be the test average used to decide the eligibility level for senior year sciences.

Current Level Science	Class Average Required for Enrollment in Future Honors Class	Class Average Required for Enrollment in Future AP Class
College Prep	95	97
Honors	88	93
AP	82	85

QUICK GUIDE - MATH REQUIREMENTS

Science Class	Math Requirement
Honors Physics First	Co-requisite: Enrollment in Honors English and/or Honors Algebra 1 or higher
Honors Chemistry	Co-requisite: Enrollment in a honors level math course
AP Physics C	Prerequisite: Completion of AP Calculus AB OR Co-requisite: Enrollment in AP Calculus AB

LIFETIME FITNESS SKILLS (FRESHMEN)

Lifetime Fitness contributes to student education by promoting an understanding of the development of the body as an integral aspect of the total individual. This course provides the necessary health and movement experiences to enable each student to reach his fullest potential as an individual physically, mentally, emotionally, socially, and spiritually. Lifetime Fitness fosters an appreciation for a strong, healthy body and helps individuals realize the importance of maintaining an optimum level of fitness throughout life. Students develop self-confidence, prioritize self-improvement, and foster individual initiative, recognizing their responsibility to themselves and to society. Students discover many different means to achieve fitness for life including knowledge of body composition, stress reduction, good sleeping habits, proper nutrition, supplement usage, training in cardiovascular fitness, flexibility, muscular strength, muscular endurance, drug/alcohol awareness, sexual education, and CPR/First Aid. The course consists of classroom lectures, weight room participation, various forms of exercise (yoga, pilates, CrossFit, weight lifting, hiking, swimming, etc.), discussions, and guest speakers/teachers.

LIFETIME FITNESS SKILLS II (JUNIORS AND SENIORS)

- **Prerequisite: Teacher approval and completion of a 2024 summer online core course**

Students gain a solid understanding of components that contribute to a healthy body and mind in this course. Students learn the positive effect exercise has on the body and mind, and the role that good nutrition has on their well-being. This course introduces students to weight training activities using resistance exercises, free weights, and mechanical apparatus with an emphasis on proper technique, safety, and the physiological benefits of strength, muscle tone, and power. Basic nutrition concepts and guidelines are presented as they pertain to general health, weight gain, and weight loss. Students learn the importance of preventative physical and mental health measures, establish and monitor their own health and fitness goals, and build skills that will help them make educated choices in their role as future consumers.

PHYSICS FIRST (FRESHMEN)

This course is designed to introduce students to high school science through energy concepts in physics and chemistry. It connects key concepts in these areas, as well as math, to help students understand their world and provide a solid foundation for subsequent science courses. Rather than confirming what students learn from their teacher, experiments are performed to provide opportunities for students to construct models that help them make sense of their observations. Through the overarching concept of “change”, energy is investigated. Change in position, speed, structure, and temperature of matter allows students to understand the role that energy plays in each of these scenarios. The treatment of physics concepts relating to how and why things move is carefully selected to reinforce the graphical and algebraic skills students have just learned or are concurrently learning with this course.

HONORS PHYSICS FIRST (FRESHMEN)

- **Co-Requisite: Enrollment in Honors English and Honors Algebra 1 or higher**

This course is designed to introduce students to high school science through energy concepts in physics and chemistry. It connects key concepts in these areas, as well as math, to help students understand their world and provide a solid foundation for subsequent science courses. Rather than confirming what students learn from their teacher, experiments are performed to provide opportunities for students to construct models that help them make sense of their observations. Through the overarching concept of “change”, energy is investigated. Change in position, speed, structure, and temperature of matter allows students to understand the role that energy plays in each of these scenarios. Honors students are introduced to computer coding to visualize and create quantitative models of the observed phenomena through Pyret, a coding language developed for secondary school math and physics representations. The treatment of physics concepts relating to how and why things move is carefully selected to reinforce the graphical and algebraic skills students have just learned or are concurrently learning with this course.

CHEMISTRY (SOPHOMORES)

Chemistry is often referred to as the “central science.” With a focus on studying the matter of the universe and the ways in which matter undergoes changes, chemistry stands at the crossroads of understanding all other branches of science. Learning chemistry involves more than simply studying the scientific principles that govern the behavior of matter. Guided by the scientific method, chemistry is an application-based science that challenges students to broaden their capabilities of analytical, mathematical, and critical thought. The result is a greater understanding of the world around them and the ability to effectively communicate what they observe or what they seek to uncover. To accomplish such goals, this course contains a lab component that directly reflects the topics covered in class. During labs, students perform experiments in conditions that are supervised and safe as they develop necessary skills in common laboratory techniques. By writing comprehensive lab reports, students learn to organize their thoughts and support those thoughts using evidence and reasoning. By stimulating the students’ own personal inquiry, they learn to expand upon what is learned in a way that serves as a benefit to any academic or professional pursuit they undertake.

HONORS CHEMISTRY (SOPHOMORES)

- **Prerequisite: 95 average or above in current college prep science course, or 88 average or above in current honors science course**
- **Co-Requisite: Enrollment in an honors level math course**
- **STEAM Division Chair and Science Department Faculty Approval**

Honors Chemistry is concerned with the composition and structure of matter and the changes that matter undergoes. To increase the development of scientific literacy, the increased rigor in Honors Chemistry takes numerous forms: the scope of topics is wider, the complexity of assessment problems is deeper and more challenging, the pace is faster, the expected ability to learn independently is greater, and, most tangibly, the frequency of laboratory activities is higher. With a more rigorous lab component, students further develop skills in common laboratory techniques and technical writing. Through this inquiry-based learning, students develop the ability to think critically, flexibly, and creatively as they employ the scientific method to identify the lab objective and devise a meaningful hypothesis. Students develop their information synthesis skills via data organization and analysis and comprehensive conclusion writing, which includes an introduction to the identification of meaningful sources of error. As a result, the students learn to connect the scientific cycle from the abstract lecture concept to its concrete application. Also, in Honors Chemistry, students develop communication skills by analyzing information verbally, numerically, graphically, and symbolically.

HONORS APPLIED CHEMISTRY (JUNIORS AND SENIORS)

- **Will be offered in 2024-2025 and alternating years thereafter**
- **Prerequisite: 95 or above average in current college prep science course, or 88 or above average in current honors science course, or 82 or above average in current AP level science**
- **STEAM Division Chair and Science Department Faculty Approval**

This course exposes students to a myriad of subspecialties within the field of chemistry, and, thereby, builds their fluency by widening their appreciation of the breadth of the subject matter. With its significant STEAM lesson design, the primary focus of the course is the industrial application of the theory. The students study a representative sample of specialized areas in chemistry, including analytical chemistry (qualitative and quantitative), biochemistry, environmental chemistry, and organic chemistry. These topics are typically covered in the second year and beyond in college chemistry curricula so the depth of instruction is introductory in nature. Using the scientific cycle, students further develop information synthesis, flexibility, and critical thinking skills. Rather than the traditional use of a lab activity to reinforce a lecture topic, the method of instruction is reversed; students learn to extract the theory from the lab experience. This approach cultivates the students' skills in initiative and self-directed work. Because laboratory activities are the instructional focus of the course, students build their skills in leadership, creativity, and collaboration, and, by analyzing information verbally, numerically, and symbolically, students advance their communication skills. To enhance the students' literacy skills in science, media, and technology, reading scientific literature and discussing its content is also an integral component of the course. Oral presentation skills are developed by leading the class in scientific literature discussions and lab findings.

ADVANCED PLACEMENT CHEMISTRY (JUNIORS AND SENIORS) - *DC

- **Will be offered in 2025-2026 and alternating years thereafter**
- **Prerequisite: 97 or above average in current college prep science course, 93 or above average in current honors science course, or 85 or above average or above in current AP science course**
- **STEAM Division Chair and Science Department Faculty Approval**

The concepts covered in Advanced Placement Chemistry mirror those taught in a college-level introductory chemistry course. As a result, students must have a willingness and an ability to meet the academic rigors of a college-level curriculum. The curriculum follows the suggested syllabus proposed by the Advanced Placement Program of the College Board. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas as outlined by the Collegeboard: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. To address the challenge of balancing breadth of content coverage with depth of understanding, the AP Chemistry course focuses on a model of instruction that promotes enduring conceptual understandings and the content that supports them. Through this approach, students develop information synthesis, critical thinking, collaborative problem solving, and flexibility skills. This approach enables students to spend less time on factual recall and more time on applying essential overarching concepts, and it helps students develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Chemistry. Inquiry and reasoning skills developed include designing a plan for collecting and analyzing data, creating models and representations to explain phenomena, applying mathematical routines, developing a scientific argument, and connecting concepts in and across domains. As students develop these skills in inquiry and reasoning, their skills in overall scientific fluency, communication, and literacy mature.

In preparation for the course, students are required to complete a summer assignment that reviews the introductory topics learned during Honors Chemistry. This course meets for two periods during the normal school day. All students enrolled in this course are required to either take the College Board's AP Chemistry test in May or an AP style test administered by the teacher during exam week in May. Completion of the College Board's AP Chemistry test may allow the student to earn college credit depending on his score.

**DC: This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

ADVANCED PLACEMENT PHYSICS C (SENIORS)

- **Prerequisite:** 97 or above average in current college prep science course, 93 or above average in current honors science course, or 85 or above average in current AP science course.
- **Prerequisite:** Completion of AP Calculus AB
- **Co-requisite:** Enrollment in AP Calculus AB
- **STEAM Division Chair and Science Department Faculty Approval**

AP Physics C is a full-year course where students are treated as first-year college students as this course covers topics found in the first two semesters of **calculus-based** college-level physics. Both semesters follow the curriculum outlined by the College Board. The completion of a physics course prior to enrolling in AP Physics C is strongly encouraged. The first semester covers the AP Physics C: Mechanics course and the second semester covers the AP Physics C: Electricity and Magnetism course. It is highly encouraged that students have taken a physics course prior to enrolling in AP Physics C due to the fast pace of the course. Students are expected to be self-directed learners, with readings and virtual experiences being given outside the classroom. This leaves classroom time to be used for demonstrations and inquiry-based lab experiments to enhance student learning. Emphasis is placed on multiple methods of representation of knowledge, requiring students to be able to explain concepts through written, graphical, oral, and mathematical methods. This emphasis allows students to develop scientific reasoning, communication, and problem-solving skills. There is an emphasis placed on experimental design, procedure writing, and data and error analysis. This course may be scheduled to meet for two periods during the normal school day. All students enrolled in this course are required to either take the College Board's AP Physics C test in May or an AP style test administered by the teacher during exam week in May. Completion of the College Board's AP Physics C test may allow the student to earn college credit depending on his score.

ADVANCED PLACEMENT BIOLOGY (JUNIORS AND SENIORS) - *DC

- **Will be offered in 2024-2025 and alternating years thereafter**
- **Prerequisite: 97 or above average in current college prep science course, 93 or above average in current honors science course, or 85 or above average or above in current AP science course**
- **STEAM Division Chair and Science Department Faculty Approval**

The content and skills covered in Advanced Placement Biology mirror those taught in a college-level introductory biology course. While this course follows the AP Biology syllabus presented by the College Board, students develop deeper understandings and laboratory skills that extend beyond the scope of the AP Exam. In order to address the breadth and depth of course content during the academic year, students develop skills in productivity and initiative as they independently prepare for class by developing knowledge of content prior to their arrival in the classroom. Class time is devoted to sharpening critical thinking and communication skills through lectures devoted to conceptual understanding and class discussion of the practical application of course concepts. An inquiry-based learning approach to laboratory work allows students to discover skills like creativity, flexibility, and leadership while engaging in lab experiences centered around the Big Ideas of the course. These include the ongoing process of evolution, the flow of energy through biological systems, the storage and transmission of biological data, and the diverse interactions of living systems.

In preparation for the course, students are required to complete an online course during the summer that prepares students for AP Biology with a broad overview of topics covered in the class. AP Biology meets for two periods during the normal school day. All students enrolled in this course are required to either take the College Board's AP Biology test in May or an AP-style test administered by the teacher during exam week in May. Completion of the College Board's AP Biology test may allow the student to earn college credit depending on their score.

**DC: This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

BIOMEDICAL SCIENCES (JUNIORS AND SENIORS)

Biomedical Sciences is a course that merges traditional biology and anatomy/physiology. Topics include biochemistry, the digestive system, cell transport, the urinary system, Mendelian and Non -Mendelian genetics, cell reproduction, and the reproductive system. By blending these disciplines, the course focuses on the function of living systems to engage students in how the course content can be applied to real world situations, cases, and problems. This course reaffirms and expands the students' knowledge of chemical principles as they apply to the human body, too. Students develop the ability to think critically while developing their scientific literacy. The laboratory component of this class explores biological principles as they are associated with organ systems and their contributions to the human body as a whole. Labs will require students to collaborate with others while developing creative and flexible thought processes. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field.

HONORS BIOMEDICAL SCIENCES (JUNIORS AND SENIORS)

- **Prerequisite: 95 or above average in current college prep science course, 88 or above average in current honors science course, or 82 or above average in current AP level science course**
- **STEAM Division Chair and Science Department Faculty Approval**

Honors Biomedical Sciences is a fast paced course that merges traditional biology with anatomy/physiology. Topics include biochemistry, the digestive system, cell transport, the urinary system, circulatory system, Medelian and Non -Mendelian genetics, skeletal system; bones and processes, cell reproduction, and the reproductive system. Students examine the interactions of body systems as they explore identity, communication, power, movement, and protection. By blending these disciplines, the course focuses on the function of living systems to engage students in how the course content can be applied to real world situations, cases, and problems. This course reaffirms and expands the students' knowledge of chemical principles as they apply to the human body, too. Students develop the ability to think critically while developing their scientific literacy. The laboratory component of this class explores biological principles as they are associated with organ systems and their contributions to the human body as a whole. Labs will require students to collaborate with others while developing creative and flexible thought processes. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field.

ENVIRONMENTAL SCIENCE: STEWARDSHIP OF THE EARTH AND SUSTAINABILITY (SENIORS ONLY)

- **Prerequisite: Completion of Biomedical Sciences**

This course encourages students to commit themselves to be better stewards of our Earth and emphasizes the key principles of environmental science: pollution, renewable and nonrenewable resources, and population. The course focuses on the root causes of our current environmental problems, sustainability, the need for systems reform, and the search for solutions. To this end, environmental science involves a broad multidisciplinary approach that includes biology, ecology, chemistry, geology, engineering, and physics. It continually intertwines with humanities, economics, law, and governments. Students study how humans interact with other species, their surrounding environment, and the impact they have on those systems. Sustainable development (social, economic, and environmental), conservation of species, overpopulation, government regulation, and invasive species are some of the topics the students discuss and learn. Laboratory activities focus on improving their laboratory techniques, communication experience, critical thinking processes, and scientific literacy. The labs involve subjects like climate change, greenhouse gases, genetic food engineering, population impact, landfill development, and soil remediation.

PSYCHOLOGY (JUNIORS AND SENIORS)

Psychology is the scientific study of human behavior. This course familiarizes students with the basic principles of psychology and their most essential applications: the study of behavior, the capacity to learn, memorize, process information, sensation and perception, development of a unique personality, and mental health. Students will learn a foundation of writing for research, and how to analyze a text to form an opinion. The course includes the study of the anatomy and physiology of human behavior. The course also introduces students to the extensive number of modern career opportunities in psychology and is intended for students to gain a better understanding of themselves and others. This course serves as an excellent precursor to AP Psychology.

ADVANCED PLACEMENT PSYCHOLOGY (JUNIORS AND SENIORS) - *DC

- **Prerequisite: 97 or above average in current college prep science course, 93 or above average in current honors science course, or 85 or above average or above in current AP science course.**
- **STEAM Division Chair and Science Department Faculty Approval**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first year of college. All students enrolled in this course are required to take either the College Board AP Psychology test in May or an AP style test administered by the teacher during exam week in May.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

Mathematics

STEAM

QUICK GUIDE • MATH REQUIREMENTS

Enrollment in all Honors and AP level math classes requires STEAM Division Chair and Math Department Faculty Approval

QUICK GUIDE • MATH REQUIREMENTS

Current Course	Class Average	Course Options	Comments
Algebra I	0-94	Geometry	H Geo: An online summer course is offered through St. Augustine Prep. Prerequisites to enroll in this online class are the same as those listed. Upon completion, prerequisites to enroll in Honors Algebra II are based on your in-person 2023-2024 course grade
	95-100	Honors Geometry Geometry	
Honors Algebra I	0-89	Geometry	H Geo: An online summer course is offered through St. Augustine Prep. Prerequisites to enroll in this online class are the same as those listed. Upon completion, prerequisites to enroll in Honors Algebra II are based on your in-person 2023-2024 course grade
	90-100	Honors Geometry Geometry	
Geometry	0-94	Algebra 2	
	95-100	Honors Algebra 2 Algebra 2	
Honors Geometry	0-89	Algebra 2	
	90-100	Honors Algebra 2 Algebra 2	
Algebra II	0-94	Precalculus	Move to Honors Precalculus will require extra, independent summer work to learn topics covered in Honors Alg 2 but not covered in Alg 2.
	95-100	Honors Precalculus Precalculus	
Honors Algebra II	0-89	Precalculus	
	90-100	Honors Precalculus Precalculus	

Current Course	Class Avg.	Course Options	Comments
Pre-Calculus	0-94	Applications of Calculus	
	95-100	Honors Calculus Applications of Calculus	Move to Honors Calculus will require extra, independent summer work to learn topics covered in honors precalculus but not covered in precalculus
	97-100	AP Statistics Honors Calculus Applications of Calculus	Move to Honors Calculus will require extra, independent summer work to learn topics covered in honors precalculus but not covered in precalculus; move to AP Statistics requires concurrent enrollment in Honors Precalculus and a 95 or above test and quiz average in Honors Algebra II
Honors Pre-Calculus	0-89	Applications of Calculus	
	90-100	Honors Calculus Applications of Calculus	
	93-100	AP Calculus AB AP Statistics Honors Calculus Applications of Calculus	
	97-100	AP Calculus BC AP Calculus AB AP Statistics Honors Calculus Applications of Calculus	Move to AP Calculus BC will require extra, independent summer work to cover work missed by skipping AP Calculus AB
AP Calculus AB	0-84	AP Statistics	
	85-100	AP Calculus BC AP Statistics	

ALGEBRA I

In this course, students develop their problem-solving and critical thinking skills. Upon entering this course, students are expected to be fluent in their ability to complete operations with rational numbers (decimals, fractions, percentages, proportions, and integers) without the use of a calculator. Algebra I focuses on methods to analyze and graph linear equations and inequalities, exponents, polynomials, systems of equations, multiplying binomials and polynomials, factoring, and function notation for use in future math classes. Students examine real-world applications, display creativity, and collaborate with one another as they communicate solution strategies and present solutions to their classmates. In this course, students engage in activities that enable them to discover, understand and apply mathematical concepts. A TI-84 graphing calculator (no substitutions) is required in this course.

HONORS ALGEBRA I

- **Prerequisite: Placement Test**

The Honors Algebra I course is designed for students with exceptional ability and interest in mathematics. Students in this course are expected to be independent learners with well-developed study habits. Upon entering this course, students are expected to be fluent in their ability to complete operations with rational numbers (decimals, fractions, percentages, and integers) without a calculator. Honors Algebra I is intended to provide students with an in-depth level of instruction, at an accelerated pace. The course features methods to analyze and graph linear equations and inequalities, exponents, polynomials, systems of equations, multiplying binomials and polynomials, and factoring. Additionally, students are introduced to probability and statistics and to function notation for use in future math classes. Instructional emphasis is placed on the development of critical thinking skills and algebraic problem-solving skills. Students experience engaging activities that encompass a variety of grouping styles, offering students a wide array of learning opportunities to exchange ideas and develop the ability to communicate and reason mathematically. A TI-84 graphing calculator (no substitutions) is required in this course.

GEOMETRY

- **Prerequisite: Completion of Algebra I or Placement Test**

The fundamental purpose of this course is to introduce students to formal geometric proofs, and the study of figures in Euclidean geometry. Students will study points, lines, segments, angles, triangles, polygons and circles, along with geometric postulates and theorems. Students are expected to apply the algebra skills they have developed, along with the geometric postulates and theorems to write geometric proofs. This course is designed to develop students' inductive and deductive reasoning, as well as their problems solving and critical thinking skills. A TI-84 graphing calculator is required in this course (no substitutions).

HONORS GEOMETRY

- **Prerequisite: A grade of 90 or above in Honors Algebra I, OR a grade of 95 or above in Algebra I OR Placement Test for incoming students.**
- **STEAM Division Chair & Math Department Faculty Approval**

The fundamental purpose of the Honors Geometry course is to introduce the student to a thorough study of Euclidean Geometry. In Honors Geometry each topic has an increased rigor with more in-depth analysis of problems and more challenging proofs. This course expects the student to go outside of the box of usual models and expects the student to apply what is taught to new models. These topics are covered in a pace and depth that will challenge the student with excellent mathematical abilities. Developing logical reasoning, critical thinking, and problem-solving skills is emphasized. The course content includes geometric reasoning, parallel and perpendicular lines, triangle congruence, proving geometric theorems, polygons, and quadrilaterals, right triangles and trigonometry, extending perimeter, circumference and area. The student will apply these concepts to real-world models. **A TI-84 graphing calculator (no substitutions) is required in this course.**

Honors Geometry may be taken as an online summer course offered through St. Augustine Preparatory School. Prerequisites to enroll in this online class are the same as those listed above. Upon completion of the online course, prerequisites to enroll in Honors Algebra II are the same as those listed under the Honors Algebra II course description. After successfully completing a summer online course, the student's eligibility for certain rigor levels (honors and AP) for the next core course in the sequence will also be determined by the student's current (i.e. academic year 2023-2024) **in-person course grade**. However, failure to perform well in the summer course may result in a student being removed from an Honors or AP course at the next level.

ALGEBRA II

- **Prerequisite: Completion of Geometry**

Students learn to interpret functions algebraically and graphically, as well as connect the two. There is substantial attention paid to functions in linear, quadratic, exponential, and radical form as well as complex numbers. Students learn to master problems algebraically and through the use of their graphing calculator. Students encounter both formula-based questions as well as real-life problem-solving questions to show mastery of knowledge and formula manipulation.

A TI-84 graphing calculator (no substitutions) is required in this course.

HONORS ALGEBRA II

- **Prerequisite:** A grade of 90 or above in Honors Geometry, or a grade of 95 or above in Geometry.
- **STEAM Division Chair & Math Department Faculty Approval**

This course is a continuation of Algebra I with greater emphasis on linear and quadratic functions, polynomials, rational and irrational number systems, complex numbers, analytic geometry, exponential, logarithmic and trigonometric functions, and probability and statistics. Problem-solving and reasoning skills are stressed. The increased rigor in Honors Algebra II is manifested in a faster pace, more challenging assessments, and increased independent learning. Students practice and learn test-taking techniques in preparation for standardized testing preparation throughout the year. **A TI-84 graphing calculator (no substitutions) is required in this course.**

PRECALCULUS

- **Prerequisite:** Completion of Algebra II

This course continues to build mathematical proficiency by extending the foundations and concepts of Algebra 1 and Algebra 2. Various algebraic, numerical concepts and patterns with higher-order mathematical problems prepare students for non-Advanced Placement Calculus. With an analytical and graphical approach to learning, students develop, extend, and improve mathematical fluency, knowledge, and communication. Using various learning styles, students will improve critical thinking, problem-solving, and reasoning skills. Discovery, hands-on, and cooperative learning, with the integration of technology, will be utilized throughout the course. Students study and analyze basic functions and their graphs, exponential and logarithmic functions, trigonometry, complex numbers, and series and sequences. Throughout the course, real-world models, problems, and applications are introduced. **A TI-84 graphics calculator (no substitutions) is required in this course.**

HONORS PRECALCULUS

- **Prerequisite: A grade of 90 or above in Honors Algebra II, OR a grade of 95 or above in Algebra II plus additional independent summer work**
- **STEAM Division Chair & Math Department Faculty Approval**

Honors Precalculus is a challenging course in the accelerated mathematics program. This course provides the students with concepts, background, critical thinking, problem-solving, and reasoning skills needed as preparation for Advanced Placement Calculus. This course provides the student with mathematical skills and concepts to be more diverse and creative. The curriculum includes an in-depth analysis of the theory of circular functions and trigonometry with emphasis on real-world models and applications. Additional topics include an advanced study of polynomial and rational functions with applications, polar coordinates, exponential and logarithmic functions, sequences and series, and an introduction to calculus with limit theory. Students develop fluency and understanding with mathematical vocabulary and literacy. A combination of teacher presentations, guided instruction and activities, peer discussions, classroom exercises, cooperative learning, projects, technology-based activities, and student-led discovery are utilized. **A TI-84 graphing calculator (no substitutions) is required in this course.**

Honors Precalculus may be taken as an online summer course offered through St. Augustine Preparatory School. Prerequisites to enroll in this online class are the same as those listed above. Upon completion of the online course, prerequisites to enroll in Honors Calculus and above are the same as those listed under the course description of each level of Calculus. After successfully completing a summer online course, the student's eligibility for certain rigor levels (honors and AP) for the next core course in the sequence will also be determined by the student's current (i.e. academic year 2023-2024) **in-person course grade**. However, failure to perform well in the summer course may result in a student being removed from an Honors or AP course at the next level.

APPLICATIONS IN CALCULUS

- **Prerequisite: Completion of Precalculus**

Applications in Calculus is a basic calculus course that introduces the student to the world of calculus and its applications to real-world models. This course provides the student with calculus-based skills and concepts to gain knowledge of applications in business, economics, finance, social sciences, and related fields. The two main concepts are differentiation and integration. Topics covered in these concepts include limits, continuity, derivatives, differentiation techniques, indefinite and definite integrals, and integral techniques. Emphasis will be placed on the applications of calculus in the real world such as cost functions, revenue functions, optimization, maximizing profit, and minimizing cost. Various learning techniques are implemented to ensure students develop creativity, communication skills, reasoning skills, critical thinking, and problem-solving skills. Technology is used to supplement learning and enhance student comprehension. The course focuses on elementary functions and does not contain the theory or the in-depth study of calculus required by the AP Testing program. **A TI-84 graphing calculator (no substitutions) is required in this course.**

HONORS CALCULUS (STEAM BASED)

- **Prerequisite: A grade of 90 or above in Honors Precalculus, OR a grade of 95 or above in Precalculus plus additional independent summer work**
- **STEAM Division Chair & Math Department Faculty Approval**

This course is a comprehensive introduction to differential and integral calculus. It follows the curriculum as prescribed by the College Board and is designed to be the equivalent of a first-semester college calculus course. Students learn rates of change in differential calculus and the area and volume of shapes in integral calculus. Students work with functions represented in a variety of ways: graphical, numerical, analytical, and verbal. Modeling of physical situations occurs through the use of a function, a differential equation, or an integral. Students use technology to help solve problems, determine the reasonableness of solutions, interpret results, and verify conclusions. Technology is regularly used to reinforce the relationships among functions, confirm solutions, and assist with the interpretation of results. **A TI-84 Graphing Calculator (no substitutions) is required for this course.**

ADVANCED PLACEMENT CALCULUS AB *DC

- **Prerequisite:** Test & quiz average of 90 or above in Honors Precalculus course
- **STEAM Division Chair & Math Department Faculty Approval**

This course is a comprehensive introduction to differential and integral calculus. It follows the curriculum as prescribed by the College Board and is designed to be the equivalent of a first-semester college calculus course. Students learn rates of change in differential calculus and the area and volume of shapes in integral calculus. Students work with functions represented in a variety of ways: graphical, numerical, analytical, and verbal. Modeling of physical situations occurs through the use of a function, a differential equation, or an integral. Students use technology to help solve problems, determine the reasonableness of solutions, interpret results, and verify conclusions. Technology is regularly used to reinforce the relationships among functions, confirm solutions, and assist with the interpretation of results.

A TI-84 Graphing Calculator (no substitutions) is required for this course.

All students enrolled in this course are required to either take the College Board's AP Calculus AB exam or an AP style test administered by the teacher during exam week in May.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

ADVANCED PLACEMENT CALCULUS BC *DC

- **Prerequisite:** Completion of AP Calculus AB with 85 or above average, OR 97 or above average in Honors Precalculus plus additional independent summer work.
- **STEAM Division Chair & Math Department Faculty Approval**

This course follows the curriculum set out by the College Board. While not the main focus of the course, students taking the course will be prepared to successfully take the AP Calculus BC test administered in May. Students cultivate their understanding of differential and integral calculus, as well as other topics such as sequences and series, polar and parametric equations. Students engage with real-world problems and build multiple representations of knowledge (written, graphical, analytical, and numerical) to build arguments and justify knowledge. The use of technology to develop these representations and methods of communication are key to helping the students develop the ability to attack complex, multi-step problems, and to synthesize information from previous math courses to create a richer understanding of mathematics, and ultimately the world around them. The use of a College Board approved calculator is essential for this course. **A TI-84 Graphing Calculator (no substitutions) is required for this course.**

All students enrolled in this course are required to either take the College Board's AP Calculus BC exam or an AP style test administered by the teacher during exam week in May.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

STATISTICS

- **Prerequisite: Completion of Applications in Calculus or higher**

The Statistics course provides students with an introduction to important topics in statistics, focusing on the statistical thinking behind data collection and analysis. Students develop fluency and understanding of statistical terminology and real-world applications. Cooperative and discovery learning allows students to become more discerning consumers of statistics. Through differentiated learning, innovative instruction, and various activities students interpret numbers in surveys, election polls, and medical studies. Students develop critical thinking, problem-solving, and reasoning skills. Topics include sampling, surveys, various statistical graphs, experimental design, organizing data, distributions, probability, and inference. **A TI-84 Graphing Calculator is required for this course.** This course can be taken concurrently with Precalculus as an elective.

ADVANCED PLACEMENT STATISTICS *DC

- **Prerequisite: 93 or above average in Honors Precalculus, OR if concurrently enrolled in Honors Precalculus, OR 95 or above average in Honors Algebra II**
- **STEM Division Chair & Math Department Faculty Approval**

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students develop fluency and understanding of many common statistical terms. Frequent group activities allow students to support peers as they develop their quantitative reasoning skills. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. **A TI-84 Graphing Calculator (no substitutions) is required for this course.**

All students enrolled in this course are required to either take the College Board's AP Statistics exam or an AP style test administered by the teacher during exam week in May.

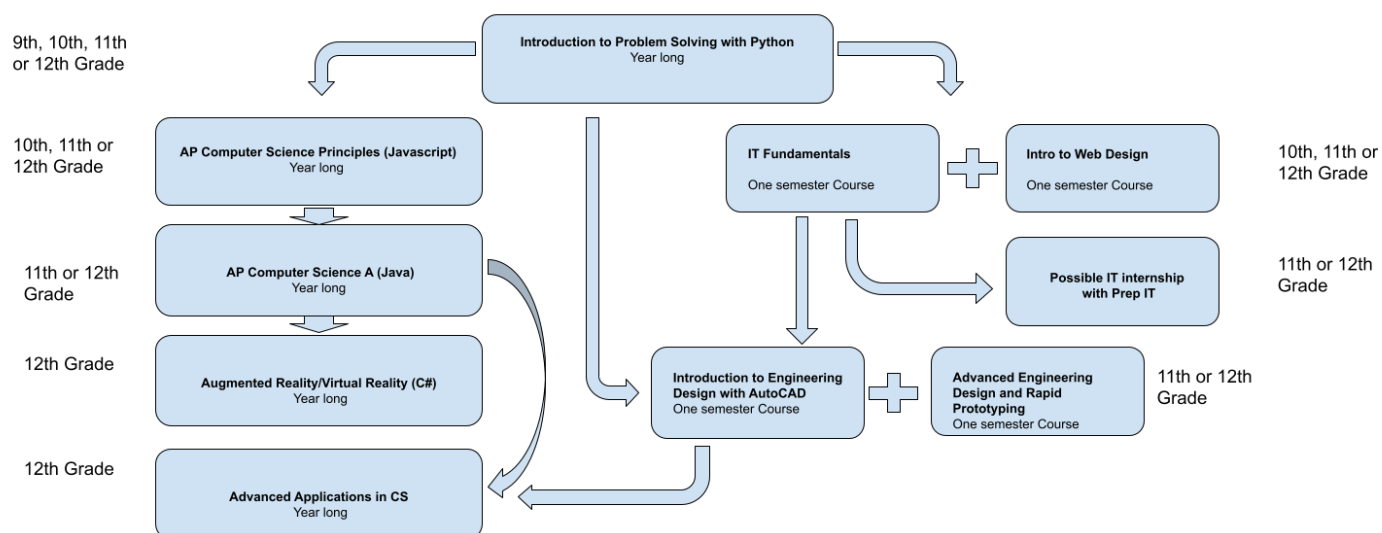
***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

Computer Science

STEAM

COMPUTER SCIENCE

CURRICULUM



COMPUTER SCIENCE I: INTRODUCTION TO PROBLEM SOLVING WITH PYTHON (ALL GRADE LEVELS)

Computer Science I is an introduction to Computational Thinking and Problem Solving using the Python programming language. By decomposing problems and thinking critically, students develop the confidence to tackle a variety of programming challenges. Students build a solid foundation of the basic computer science concepts - inputs, outputs, use of variables, repetition, and decision making. In the second semester, these basic concepts are applied to real-world problems with the addition of physical computing labs focused on the Internet of Things. Student collaboration is encouraged throughout the course and culminates with student-driven end-of-year group projects. The end-of-year project encourages the student groups to apply all they have learned throughout the year to a topic that is meaningful to them in a novel and creative way. The constant application of fundamental Computational Thinking techniques shows the student that these problem-solving skills can be applied to all areas of their lives.

INFORMATION TECHNOLOGY (IT) FUNDAMENTALS (ONE SEMESTER) - (SOPHOMORES, JUNIORS, OR SENIORS)

- **This course is linked with the semester course Introduction to Web Design**
- **Prerequisite: Grade of 85 or above in Computer Science I**

Information Technology (IT) Fundamentals is an introduction to concepts that are taken for granted by many, e.g. computer hardware, computer network connectivity and security, data reliability and recovery. IT professionals work behind the scenes to guarantee computer and technology users get the uninterrupted experience desired. This course introduces students to the history of IT and basic computer components. Student teams tear down a personal computer and rebuild it again, examining all of the components required for a working system. Students compare and contrast operating system choices and get an introduction to the popular Linux operating system. Computer networking technologies are explored starting with TCP/IP protocols and progressing to WiFi technologies. Best practices for computer, network and data security are introduced. New computing technologies are explored and the resulting IT challenges posed by these technologies are discussed. Students develop better communication skills, which are a must for an IT professional, through frequent group presentations and round table discussions. Critical thinking and problem-solving skills are also reinforced with case-studies of real-world IT problems and solutions.

INTRODUCTION TO WEB DESIGN (ONE SEMESTER) - (SOPHOMORES, JUNIORS, OR SENIORS)

- **This course is linked with the semester course of IT Fundamentals**
- **Prerequisite: Grade of 85 or above in Computer Science I**

Introduction to Web Design explores the historical and rapidly changing field of web page development. This course introduces students to basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets).

Throughout the course, students use effective planning strategies to create well-designed web pages. Students learn to enhance web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia. Through the many design projects, students develop problem-solving and critical thinking skills as well as express their creativity.

INTRODUCTION TO ENGINEERING DESIGN WITH AUTOCAD (ONE SEMESTER) - (JUNIORS OR SENIORS)

- **This course is linked with the 2nd semester course Advanced Engineering Design and Rapid Prototyping**
- **Prerequisite: Grade of 85 or above in Computer Science I**

Introduction to Engineering Design with AutoCAD (IED) introduces students to the fundamental principles of engineering design. The course includes a survey of engineering types and reviews the history of the different types of engineering disciplines. IED teaches the fundamentals of two-dimensional (2D) computer-aided design using AutoCAD. Starting with simple commands and shapes, students learn AutoCAD skills by reproducing basic 2D drawings. As the semester progresses students are challenged to visualize objects in their three-dimensional (3D) world as accurate 2D drawings. Students explore the benefits of computer-aided design and discuss the ethics of engineering design as applied to real world scenarios. Communication skills are enhanced by constant collaboration between students as they work on many design projects. The course culminates with a semester project requiring students to combine their engineering design and AutoCAD skills after carefully decomposing a 3D object.

ADVANCED ENGINEERING DESIGN AND RAPID PROTOTYPING (ONE SEMESTER) - (JUNIORS OR SENIORS)

- **This course is linked with the 1st semester course Introduction to Engineering Design with AutoCAD**
- **Prerequisite: Grade of 85 or above in Computer Science I**

Advanced Engineering Design and Rapid Prototyping (AED) teaches students to apply the complete engineering design process using three-dimensional (3D) computer-aided design combined with rapid prototyping technologies. Students learn the fundamentals of 3D design, and they model simple objects using 3D design tools. Students explore different software tools commonly used for 3D design, allowing them to gain a broad view of the similarities and differences between all major 3D design packages. Students learn the benefits of 3D computer-aided design and learn standard practices used by various industries. Engineering design is an iterative process. Using rapid prototyping technology, students quickly take their designs from conception to reality. Using 3D printing and laser cutting technologies, students make prototypes of their designs allowing them to physically check tolerances, test against design specifications and make modifications as needed. AED challenges students to critically think about all phases of the engineering design process, always looking for improvements, with both independent and collaborative design projects throughout the semester.

AP COMPUTER SCIENCE PRINCIPLES (SOPHOMORES, JUNIORS, OR SENIORS)

- **Prerequisite: Grade of 90 or above in Computer Science I**
- **STEAM Division Chair and Math and Computer Science Department Faculty Approval**

The AP Computer Science Principles course is equivalent to a first-semester introductory college computer science course and its goal is to provide a broad, inspiring overview of computer science. In this course, students develop computational thinking skills vital for success across all IT disciplines. The course fosters student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They also develop effective communication and collaboration skills working individually and collaboratively to solve problems and discussing and writing about the importance of these problems and the impacts on their community, society, and the world. By the end of the course, students are empowered to critically analyze computing innovations as well as create inspiring applications that express their interests. Students will explore computer programming with the Javascript programming language.

All students enrolled in this course are required to either take the College Board's AP Computer Science Principles exam or an AP style test administered by the teacher during exam week in May.

AP COMPUTER SCIENCE A (JUNIORS OR SENIORS)

- **Prerequisite: Grade of 90 or above in Computer Science I**
- **STEAM Division Chair and Math and Computer Science Department Faculty Approval**

The AP Computer Science A course is equivalent to a first-semester, college-level object-oriented programming course. The AP Computer Science A course introduces students to computer science through programming. Students will learn fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Collaboration is encouraged and student communication skills are further enhanced with group programming projects. Students learn the Java programming language during this course.

All students enrolled in this course are required to either take the College Board's AP Computer Science Principles exam or an AP style test administered by the teacher during exam week in May.

INTRODUCTION TO eXtended Reality (XR)

- **Prerequisite - application process**

XR is shorthand for a related set of new technologies that are changing the way we interact with the world and with each other: Virtual Reality, Augmented Reality, and Mixed Reality. To understand XR, students need to understand the technologies that enable it. This course presents an introduction to XR using a chronological approach, focusing on how all of the underlying technologies came together at key moments in the history of XR to launch the concepts of Virtual Reality and Augmented Reality into the mainstream. As students learn about the technology, they develop hands-on experience in the field along multiple tracks. Students use the C# programming language with Unity to build and run simple XR applications on their smartphones. By the end of the course, students create their own unique VR project from start to finish in Unity, beginning with a blank design document and ending with a fully functional project.

Business

STEAM

SQUARESPACE WEB DESIGN | CREATION WITHOUT CODE (SOPHOMORES ONLY)

This is a project-based course that teaches students how to build their own web pages using SaaS-based hosting platform SquareSpace. Students will gain a foundational knowledge of SquareSpace website creation and apply it to the planning, design, and development of their own website over the course of the semester. E-commerce, Marketing/Content Creation, and SEO optimization will be studied extensively. The course is hugely interactive with projects, checklists & actionable lectures built into every unit of study. Students will finish this course with tangible, professional, mobile-responsive websites.

ENTREPRENEURIAL THINKING (SOPHOMORES, JUNIORS, AND SENIORS)

In our rapidly changing world, entrepreneurial thinking is essential for academic and career success. In this course, students develop their entrepreneurial potential and foster innovative problem-solving skills to propel themselves into leaders and visionaries ready for the dynamic challenges of the 21st century. Also, students explore the confidence that comes from embracing risk as they navigate the project-based curriculum tackling real-world scenarios. Students develop collaboration, communication, and leadership skills while practicing flexibility and innovation in the face of our constantly changing financial, social, and technological landscapes.

Throughout this year-long course, students apply the key concepts of entrepreneurship while acquiring practice within a variety of innovation frameworks, including design thinking, systems thinking, and disruptive design. Students learn to effectively move innovative ideas to fruition, working individually and in teams to bring designs from conception to market implementation. The Entrepreneurial Thinking course empowers students to translate creative concepts into tangible 21st century successes.

ACCOUNTING (JUNIORS) *DC

This course provides students with a solid understanding of accounting principles. Students learn how to manually write journal entries, post to the general ledger, summarize accounts and transfer to trial balance and finalize financial statements. The focus is on the basic accounting principles concerning the accounting cycle. Students are able to recognize and analyze the balance sheet, income statement, and cash flow. Students also are able to perform many managerial accounting functions such as analytical review, accounting information systems, and internal controls. The course will also touch on accounting skills related to accounting for merchandising operations, inventories, accounting for receivables, plant assets, natural resources and intangible assets, current liabilities, and payroll. Students will discuss the relationship between course content and the real- world to build skills in creativity, critical thinking, and collaboration. The course is designed for juniors and seniors interested in pursuing a business degree in college.

***DC:** *This course is part of the St Augustine Prep Dual Credit Program, in which students can earn college credits for an additional fee.*

PERSONAL FINANCE (SENIORS)

Personal Finance prepares students with the financial skills to become productive and active participants in the business world. The course focuses on the personal financial challenges the students will encounter. Students learn how to invest and trade in the stock market using virtual investing to simulate the real world. The course explores many important areas of interest to enhance financial security. Students learn the skills necessary to make career money management, financial security, credit management, estate planning, and risk management decisions. Students gain experience in analyzing stock market movements to build skills in flexibility, critical thinking, and collaboration.

BUSINESS MANAGEMENT (ONE SEMESTER) (JUNIORS AND SENIORS) *DC

- **This course is linked with Marketing.**

Business Management is a foundational course that provides students with an introductory overview of the world of business in the following areas: Business Strategy; Management Skills and Techniques; Organizational Structures; Leadership; Global Business; Business Ethics and Social Responsibility; Forms of Business Ownership; Human Resource Management; and Operations Management. The course allows students to explore various business strategies and management practices in a diverse, dynamic environment. It combines the academic study of business with a series of real-world scenarios and simulations that provide students with a comprehensive practical, situational view of the modern business landscape. Through a series of experiential exercises, students develop and advance in-demand, both hard and soft business skills such as: critical thinking and problem-solving; collaborative project management and execution; identifying and analyzing the key data and information that drive business decisions; identifying and measuring objectives through key performance indicators and other best practices; clear, concise, effective written communication; and increased proficiency in oral communication through presentation exercises. Business Management is designed for juniors and seniors interested in pursuing a business degree in college.

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MARKETING (ONE SEMESTER) (JUNIORS AND SENIORS) *DC

- **Successful completion of Business Management.**

One of the most in-demand, dynamic growth industries and fields of specialization in the modern business environment is the critical field of Marketing. Companies are facing rapidly evolving challenges in terms of effectively engaging with their customers in order to drive business in a hyper-competitive, interconnected global market; this reality provides an array of opportunities for people with a solid foundation in Marketing fundamentals and strategies. The St. Augustine Prep Marketing course facilitates the development of a skill set that is essential in the current business environment. Through a study of foundational academic business information and best practices, and a series of real-world scenarios and simulations, the Marketing course develops key success-building skills such as collaboration and teamwork; problem-solving; data proficiency; the application of analytics; effective, persuasive written communication; the construction and delivery of an effective business narrative; and oral presentation skills. The course focuses on immersing students in the world of Marketing, and the world of marketers, through the study of the marketing mix (i.e., the four P's of Marketing - product, price, place, and promotion); defining a market; targeting; segmentation; and differentiated and undifferentiated strategies and execution. Marketing is designed for juniors and seniors who are interested in pursuing a business degree in college.

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HONORS MICROECONOMICS (FIRST SEMESTER) (SENIORS) *DC

- **This course is linked with the semester course Honors Macroeconomics**

Honors Microeconomics provides students with a comprehensive view and a solid, relational understanding of the fundamental principles, systems, and activities of Economics from a granular, detailed perspective. The objective of the course is rooted in developing students into informed, analytical participants in the U.S. Free Enterprise System and the increasingly connected global financial and economic landscapes. The course's focus is on a fast-paced but deep and interactive dive into the basic Microeconomic principles concerning the following key areas: production and production costs; opportunity cost; economic growth; market demand and supply; market structures; and markets in action. St. Augustine Prep Honors Microeconomics students are skilled in the identification, relevance, impact, and analysis of key economic performance indicators. Students are also proficient in communicating concepts and analyses clearly and effectively and are practiced in the skills of technical business writing, report and presentation construction, and oral presentation skills. Additionally, the emphasis is placed on collaboration and teamwork, critical thinking, and problem-solving. Honors Microeconomics is designed for seniors who are interested in pursuing a business degree in college.

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HONORS MACROECONOMICS (SECOND SEMESTER) (SENIORS) *DC

- **Prerequisite:** Successful completion of Honors Microeconomics

Honors Macroeconomics provides students with a comprehensive view and a solid, relational understanding of the fundamental principles, systems, and activities of Economics from an aggregated, scaled perspective. The objective of the course is rooted in developing students into informed, analytical participants in the U.S. Free Enterprise System and the increasingly connected global financial and economic landscapes. The course's focus is on a fast-paced but deep and interactive dive into the basic Macroeconomic principles concerning the following key areas: Gross Domestic Product (GDP) and other key economic indicators; business cycles and unemployment; inflation; Keynesian Economics; modern economic theory and policy; aggregate demand and supply; fiscal and monetary policy; the role of the Federal Reserve and other governmental agencies relating to Economics; the public sector; federal deficits, surpluses, and the national debt; monopolies and antitrust; and the regulatory environment. St. Augustine Prep Honors Macroeconomics students are skilled in the identification, relevance, impact, and analysis of key economic performance indicators and associated situations, issues, and policies. Students are also proficient in communicating concepts and analyses clearly and effectively and are practiced in the skills of technical business writing, report and presentation construction, and oral presentation skills. Additionally, the emphasis is placed on collaboration and teamwork, critical thinking, and problem-solving. Honors Macroeconomics is designed for seniors who are interested in pursuing a business degree in college.

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Fine Arts

STEAM

MEN'S CHORUS (ALL GRADE LEVELS)

Men's Chorus is an entry-level performance course for any student interested in singing. Any and all musical skill levels are welcome to join this group. Skills taught over the course of the year include vocal technique, basic music theory, music analysis, and performance. Repertoire includes music from various backgrounds and styles and incorporates pop and modern music. Each semester culminates with a large concert.

HONORS SELECT CHORUS

- **Humanities Division Chair & Fine Arts Department Faculty Approval**
- **Audition Required**

Honors Select Chorus is the top performing ensemble at St. Augustine Prep. Students placed in Honors Select Chorus must have an advanced understanding of music. These students perform advanced repertoire from varying styles and time periods. Students who take Honors Select Chorus learn various skills such as advanced vocal technique, sight reading, music analysis, performance, range, and musical expression. The Select Chorus participates in various performances and recording projects throughout the year.

PIANO (ALL GRADE LEVELS)

The Piano I course introduces new students to basic piano playing skills and expands on intermediate students' previously existing piano skills. This class covers basic piano technique, piano repertoire, music theory, and sight reading skills. Students work individually and in small groups during class to practice their technical and performance skills. Each student has his own self-contained headset and keyboard for individual work during class, as well as access to the piano lab for practice.

STAGE BAND

- **Prerequisite: Audition Required**

Stage Band is open to any student who plays a band instrument. This ensemble includes guitar, piano and drum set and may include saxophone, clarinet, French horn, flute, trombone, and trumpet. Students are expected to have had some prior experience in a band or with reading music. Stage Band members are introduced to music written for big bands, including jazz, rock, fusion, Latin, and pop. Students develop ensemble and solo skills and learn how to articulate and phrase different styles of music. The ensemble combines with the Stage band to perform larger Concert Band pieces. Standard instrumentation includes 5 saxophones, 4 trombones, 4-5 trumpets, piano, bass, guitar and drum set. Stage Band members play a variety of styles of jazz music in a traditional big band setting. These may include Dixieland, Big Band Swing, Bebop, Cool, fusion and Latin music. In addition to the primary emphasis on ensemble performance, students are taught fundamentals of music theory while continuing to develop their jazz improvisation skills. The Stage Band performs in both the Christmas and spring concerts.

GUITAR I (ALL GRADE LEVELS)

- **Prerequisite: Each student must provide his own acoustic guitar.**

Guitar I is an introductory course for the beginner guitar student. Students learn to read music for the guitar, chords, ensemble playing, correct position, and fundamental technique. The group performs at a concert in the spring.

GUITAR II

- **Prerequisite: Completion of Guitar I or recommendation of instructor as determined through audition.**
- **Each student must provide his own acoustic guitar.**

This is an elective course with an emphasis on music reading skills and ensemble performance practices. Students must have a good foundation in reading music and chords. Students in Guitar II play music written for 3-5 parts and learn to play independently over the range of the guitar. The group has performances at Christmas and in the spring.

DIGITAL MUSIC TECHNOLOGY AND LIVE MUSIC PRODUCTION (SOPHOMORES ONLY - LIMITED TO 10 STUDENTS)

In this course, Digital Music Technology and Live Music Production, students will embark on a journey that converges creativity and technical expertise. This course is designed to equip students with the skills and knowledge needed to navigate the powerful realm of Logic Pro X, a leading digital audio workstation developed by Apple and used by industry professionals. With its intuitive interface, comprehensive set of features, learning Logic Pro X is not just a skill acquisition; it's an exploration of the transformative capabilities that digital music technology brings to the art of music creation. As students delve into the intricacies of Logic Pro X, they will gain hands-on experience in crafting, editing, and producing music, unlocking its vast array of virtual instruments and effects. Beyond the studio, students explore the multifaceted process of live music production, real-time coordination, sound reinforcement, and stage setup. Whether a budding musician, aspiring producer, or tech-savvy enthusiast, this course is a gateway to mastering the art of digital music technology and the electrifying world of live music production. Get ready to bring your musical visions to life with skill, precision, and a touch of digital magic.

ART AND DESIGN I (SOPHOMORES, JUNIORS, AND SENIORS)

This course addresses the fundamentals of making art from technical skill development to conceptual thinking. Students explore a variety of mediums and processes including drawing, painting, mixed media, printmaking, and clay. Students will learn and apply the elements of art and principles of design to projects that reflect their personal interests.

ART AND DESIGN II

- **Prerequisite:** Successful completion of Art and Design I

Art and Design II expands and refines the concepts introduced in Art and Design I. This course stresses an increased expression of individualism through a variety of 2D and 3D media gaining project-based technical skills to strengthen students' visual literacy. Critical thinking and a problem-solving approach are used as students experiment with more advanced art media and techniques. This experimentation promotes creativity and higher-level thinking skills that benefit students in all areas of their daily lives.

GRAPHIC DESIGN AND PHOTOJOURNALISM (SOPHOMORES AND JUNIORS)

The course introduces students to the basic principles of photography and graphic design as an effective visual communication method. Students will create graphics, logos, and media kits through the use of Adobe Lightroom, Photoshop, and InDesign. This course focuses on teaching real photography skills, creativity through media art, and experiential learning with the development of media and print collateral for our student life department.

2D AND 3D DESIGN: DRAWING, PAINTING & SCULPTURE

- **Prerequisite:** Successful completion of Art and Design I & II

This course is designed to increase technical skills with a strong emphasis on drawing, painting and creating sculptural works of art. During this year, students will learn figure drawing, interior and exterior perspective, and refine their skills of still-life observation drawing. Later in the year, students utilize 2D Design skills by applying their drawing and creative planning process to explore ceramics, sculpture and other contemporary media. The elements and principles of art and design are used and applied to both 2D and 3D art forms through a wide variety of media and materials. Students build a portfolio of two-dimensional and three-dimensional artwork while exercising self-evaluation and making critical assessments during various stages of their work. This course requires a high level of commitment and motivation from the student as he develops his creative independence.

BROADCASTING AND MEDIA ARTS PRODUCTION (SOPHOMORES ONLY)

In this course, students learn to produce live events, make and produce prerecorded news stories, and post event highlight packages. They learn the basics of a live event including: writing a script for announcers, announcing live events properly, basic editing techniques, camera operations and recording procedures, how to use the production laptop, and how to create the graphics for an event. The class works with the Broadcasting Club, and there are responsibilities outside of the classroom. Evaluation of this course is largely project-based.

ADVANCED PLACEMENT STUDIO ART: 2D, 3D OR DRAWING

- **Prerequisite:** Successful completion of Art and Design I and II
- **Humanities Division Chair & Fine Arts Department Faculty Approval**

The AP Studio Art course is designed for highly self-motivated art students who wish to achieve mastery as they develop their skills in composition, problem solving and execution. This course requires intense and time-consuming focus on two sections of the AP Portfolio: sustained investigation and selected works. Students must create 20 high quality artworks which are photo-documented for submission. Students can expect to work a minimum of 5-10 hours per week outside of class.

Note: AP Studio Art is offered as a single period elective; however, a student may opt to take Studio Art as a double-period. The double period option may be taken one time during the student's high school career.

Summer at the Prep

SUMMER ONLINE COURSES

SUMMER ONLINE PROGRAM DESCRIPTION

PROGRAM DATES

The summer session will run from June 17, 2024 to August 14, 2024.

OVERVIEW

The summer program at St. Augustine Prep is designed to allow students to either take core courses to fulfill requirements and free up space in their in-person schedule for elective courses, or to take elective courses that would not otherwise be available in a regular school year. Students are encouraged to take advantage of this flexibility to maximize their experience at St. Augustine Prep.

These course offerings allow students to obtain experience in an online learning environment, an invaluable resource for their college years. Time management, self-directed learning and peer collaboration are some of the important skills gained through online learning and important skills in the development of every Prep student. These courses are conducted primarily asynchronously through our Canvas platform. All teachers of online courses are also available during the course for virtual office hours and other synchronous meetings as needed.

Although these courses are primarily asynchronous, the courses will have checkpoints every week or two in which the student must complete assignments during that time. Students who fail to keep up with checkpoints without sufficient communication and teacher approval will be removed from the course.

SUMMER COURSE REGISTRATION

The cost for each online course is \$425.

Students will register for Summer 2024 online courses at the same time that they register for their 2024-2025 in-person classes. All payments must be made at that time. Students will be required to bring a paid receipt from the Business Office to their meeting to discuss course registration with their College Counselor.

Students will have the option to withdraw and receive reimbursement for the course, but the reimbursement will depend on the date of withdrawal. Withdrawal from the course will affect a student's 2024-2025 class schedule especially if they were taking a core course in the summer.

REIMBURSEMENT POLICY

Reimbursement for withdrawn courses will follow the following schedule:

Withdrawal Date	Reimbursement Amount
Before June 17 (start of the course)	\$425
June 17 - June 30 (official end of drop-add period)	\$325
June 30 - July 15 (date of Progress Report)	\$150
After July 15	\$0

PREREQUISITES

Unless specified otherwise, the prerequisites for taking an online Summer course are the same as those for taking the course during the school year.

After successfully completing a summer online course, the student's eligibility for various rigor levels (Honors and AP) for the **next** core course in the sequence will be determined by the student's **current** (i.e. academic year 2023-2024) **in-person course grade**. Failure to perform well in the summer course may result in a student being removed from an Honors or AP course at the next level.

COURSE OFFERINGS

Core Courses

- Senior Year
 - Theology IV / Honors Theology IV
- Junior Year
 - Spanish III / Honors Spanish III
 - Power and Identity in the Non-Western World
- Sophomore Year
 - Honors Geometry

Elective Courses

- The American West
- Great Trials in History
- Business Professionalism
- Digital Publishing
- Creative Writing
- Introduction to Coding
- Sport and America

CORE COURSES

THEOLOGY IV (RELIGIOUS PERSPECTIVES)

Summer Theology IV is designed as a survey of the major religions of the world and how they relate to the beliefs of the Roman Catholic Church. Due to the size and scope of the subject matter, the course will zero in on major/core tenets of each of these religious traditions with particular emphasis on both orthodoxy (beliefs) and orthopraxy (practices). One major thinker will be highlighted in each religion as well, which will allow the students to become familiar with influential contributors to the fields of theology and philosophy. Woven into the fabric of the course will be an overarching theme of “the happy life” and how each religion presents this universal human goal. St. Augustine of Hippo will be featured and selections from his own work on the topic will be covered. This look into the happy life will include conversations which highlight the four vocations the Church offers as valid means to live our lives as followers of Christ: the single life, married life, religious/consecrated life, and ordained life.

SPANISH III / HONORS SPANISH III

Spanish III will enable the student to become more proficient in Spanish speaking, reading and writing as well as improve his knowledge and understanding of the practices, perspectives and products of Spanish-speaking cultures by accessing information beyond the classroom setting for recreational, educational and occupational purposes. This course will address the three modes of communication: Interpretive, interpersonal and presentational. Through these modes, students gain confidence demonstrating understanding in written and oral communication within appropriate cultural contexts, engage in direct oral and written communication with others, and grasp communication strategies while also developing cultural awareness. Students who enroll in the Honors level of this course are ineligible for dual credit with Camden County Community College.

NOTE: The online course is intended for students who are looking to fulfill their third year of a language requirement and open their schedule for other upperclassmen electives. This course is not intended for students who are looking to “jump” into AP Spanish IV.

POWER AND IDENTITY IN THE NON-WESTERN WORLD (JUNIORS)

The history of Non-Western countries is a too-often overlooked part of the high school curricula. This course is designed to help students understand the forces that have shaped the governments and people of Asia, the Middle East, and Russia into what they are today. Throughout the year, students will engage in a study of the regions' history, culture, and geography from the end of World War I to the present day. By the conclusion of the course, students will understand major trends in Non Western history, and will have developed an appreciation for the rich and complex politics, society, economy and culture that characterizes these regions.

HONORS GEOMETRY

Honors Geometry is the study of the measurement of the world. This is a 9-week, advanced course with a focus on application of geometric concepts. The class moves at a brisk pace, so it is imperative that students keep up with assignments and allot sufficient time to study. This course emphasizes development of problem-solving skills. Important theorems, rather than being formally presented, become apparent as students work through problems. Course content will include quadrilaterals, triangles and circles, calculation of angles, perimeter and area, transformations, parallelograms and polygons, 3D figures, logic and proofs, and triangle congruence. **A TI-84 graphing calculator (no substitutions) is required in this course.**

NOTE: both Geometry and Honors Geometry will be taught in the same blended section with assignments and methods differentiated based on the student's level of enrollment.

ELECTIVE COURSES

BUSINESS PROFESSIONALISM

This course explores Professionalism in the digital age. When you are online and post something about yourself whether it is on Instagram, Twitter, Snapchat, etc. you are creating a BRAND. Whether it is professional or personal branding you are creating an identity for yourself or your business. Business Professionalism is at the forefront of the digital world we live in today. Engage in an immersive course that will take you through the beginning stages of personal and professional branding from your digital footprint, to a first impression, wardrobe choices so you can dress to impress, as well as learn about building your network.

INTRODUCTION TO CODING

(Incoming 8th grade and Incoming Freshmen students are encouraged to strongly consider enrollment in this class)

This course covers a basic introduction to the principles of programming, including algorithms and logic. Students engage in hands-on programming opportunities using the Pyret programming language as they progress through the course. Students will write and test their own code using the approaches of real programmers in the field. Peer engagement will refine understanding of the principles involved in writing functional, readable and sustainable code. Focus will be placed on conceptual understanding and communication of these skills. Main topics in the course will include data types, naming conventions, functions, conditionals and Boolean operators, and tables and lists.







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