



*“Faith and Reason are like two wings on which the human spirit rises to the contemplation of truth.”
-St. Pope John Paul II, Fides et Ratio*

**Christ the King Catholic High School
Course Catalog
2018-2019**

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The School Mission

The Mission of Christ the King Catholic High School is to believe sincerely, think critically, act responsibly, and serve others in the name of Christ the King.

Our Beliefs

We believe individuals should model and integrate the teachings of Christ the King in all areas of conduct in order to nurture faith and inspire action.

We believe prayer, worship, and reflection are essential elements, which foster spiritual and moral development of our students, faculty, and staff.

We believe in cultivating a supportive, healthy and challenging environment that recognizes the dignity, needs, and diversity of all individuals.

We believe academic excellence is a priority as teachers set high expectations of performance while providing appropriate resources and academic challenges.

We believe opportunities should be provided for parents and the local community to participate in and support Christ the King Catholic High School.

We believe that professional dress on the part of faculty and students sets an atmosphere for serious study.

The Twin Pillars of Faith and Reason

Blessed John Paul II proclaimed in his 1998 encyclical, *Fides et Ratio*, that “faith and reason are like two wings on which the human spirit rises to the contemplation of truth.” Taking inspiration from our late Pope’s wisdom, Christ the King Catholic High School aims to lift its academic programs to a plane that is worthy of human dignity. Anchored to the twin pillars of faith and reason, all of our academic endeavors—classes, field trips, seminars, and independent study projects—are designed to develop our students’ minds within the light of our glorious Faith, and thereby empower them to soar to the “contemplation the truth.”

Christ the King Catholic High School Graduation Requirements

English (4 Credits)

✓	Year	Course Title	CP	H	AP
	9	Composition and Literature			
	10	World Literature			
	11	USA Literature -or- AP Language			
	12	Shakespeare/English 12 -or- AP Literature			

Math (4 Credits - need one senior year even if completed by junior year)

✓	Year	Course Title	CP	H	AP
	8	Algebra (if applicable)			
	9	Algebra or Geometry			
	10	Geometry or Algebra II			
	11	Algebra II/Precalculus/Stats			
	12	Precalculus/Stats/Advanced Functions and Modeling/Calculus			

Science (3 Credits)

✓	Year	Course Title	CP	H	AP
	9	Physics			
	10	Chemistry			
	11	Biology			

Social Sciences (4 Credits)

✓	Year	Course Title	CP	H	AP
	9	C/o 2020 & later - Foundations of Civilization (.5 credit) OR C/o 2019 & earlier - Big History (.5 credit) Logic and Argumentation (.5 credit)			
	10	World History			
	11	US History			
	12	Government (.5 credit) or AP Gov Philosophy (.5 credit)			

Core Curriculum for Critical Catholic Thinking (count as Social Science Credits- 1 credit)

✓	Year	Course Title (see above)	CP	H	AP
	9	Logic and Argumentation (.5 credit)			
	12	Philosophy (.5 credit)			

Theology (4 Credits)

✓	Year	Course Title
	9	The Revelation of Christ in Scripture
		Who is Jesus Christ?
	10	The Mission of Jesus Christ (The Paschal Mystery)
		Jesus Christ's Mission Continues in the Church
	11	Sacraments as Privileged Encounters with Jesus Christ
		Life in Jesus Christ
	12	Catholic Social Teaching OR Ecumenical & Interreligious Issues
		Catholic Apologetics

Health and Wellness (1 Credit)

✓	Year	Course Title
	9	Health and Wellness (.5 credit)
		Physical Education (can be fulfilled with CTK-sponsored sport, physical education, or athletic conditioning) (.5 credit)

Fine Arts (1 Credit)

✓	Credit	Course Title

World Languages (2 Credits - 3 recommended for college admissions)

✓	Year	Course Title	CP	H	AP

Electives (4 Credits)

✓	Credit	Course Title	CP	H	AP

A diploma from Christ the King traditionally requires 28 credits; however, with administrative approval (under unique circumstances) 26 credits will be acceptable.

AP Policy

At Christ the King, we limit students' AP course selections to 1 sophomore year, 2 junior year, and 2 senior year. We set this policy because we believe that limiting AP courses allows students to live more well-balanced lifestyles and focus on their grades in other courses. We explain this specifically in our college profile which is sent with Christ the King transcripts to colleges. Therefore, colleges only expect that student will take a maximum of 5 AP courses over the course of their high school careers. Students are not "penalized" for taking this amount. Any student who enrolls in an AP course at Christ the King will be required to take the AP Exam, typically in May, and pay any associated fees.

Occasionally, capable students who want to pursue even more academic rigor will be allowed to take 3 AP courses upon their request and administrative approval. We do not recommend this as it requires an extraordinary amount of hard work and time management. Therefore, in order to be permitted to take 3 AP courses, several standards must be met:

For rising seniors:

- Students must have taken 2 AP courses during their junior year
- Students must have made at least an A- in their AP courses

For rising juniors:

- Students must have taken 1 AP course during their sophomore year
- Students must have made at least an A- in their AP course
- Students must have made at least an A- in all of their honors courses during sophomore year

Grading Scale

The following numerical equivalent scale is used for all courses:

100-97	96-93	92-90	89-87	86-83	82-80	79-77	76-73
A+	A	A-	B+	B	B-	C+	C
4.33	4	3.7	3.3	3	2.7	2.3	2

72-70	69-68	67-66	65	>65
C-	D+	D	D-	F
1.7	1.3	1	.7	0

CTK Honors Diploma

The Honors Diploma at Christ the King is awarded to students who enjoy academic excellence and desire intellectual growth. It is an independent endeavor that challenges students to pursue original and creative research while establishing meaningful mentoring relationships with faculty and professionals in the community.

Honors Diploma Requirements

A student shall earn the distinction of ‘Crusader Honor Graduate’ if he or she achieves all four of the following:

- 1) A weighted GPA of a minimum of 3.75
- 2) Extraordinary Independent Initiative in two courses at either the Honors or AP-level
- 3) Completion of four Advanced Placement courses
- 4) Successful completion of the CTK Horizon Research Project

Extraordinary Independent Initiative

Extraordinary Independent Initiative in courses can be demonstrated in a variety of ways; however, the initiative should include, at minimum, ten hours of academic research and/or field experience, and some form of presentation of the research. The hours for these really should be easy. For example, if a student wants to shadow an engineer, a day’s worth of shadowing would basically take care of the hours and then the student would simply need to prepare a presentation about his/her shadowing experience. The purpose of these initiatives is to encourage the student to learn about professions or do service in an area that interests them, or be bold and embark on a day in which they learn about something new. These initiatives are meant to be as much fun and eye-opening as educational.

Independent Initiative Proposals must be approved by course instructors (refer to current year calendar for exact dates).

Some examples of Independent-Initiative projects include the following:

Research + Research Paper + Presentation

Research + Interviews/Consultations with experts in area of research + Presentation

Research + Special labs/Experiments + Presentation

Internship/Service + Presentation

Honors Diploma Concentrations

- Students who wish to earn an Honors Diploma with a STEM concentration must demonstrate their extraordinary Independent Initiative in at least one math or science course.
- Students who wish to earn an Honors Diploma with a Humanities concentration must demonstrate their extraordinary Independent Initiative in at least one history and/or literature course.
- Students who wish to earn an Honors Diploma with a Theology concentration must demonstrate their extraordinary Independent Initiative in at least one theology course.
- Students who wish to earn a General Studies Honors Diploma may demonstrate extraordinary Independent Initiative in any two courses.

Requirements/Timeline

- The student who wishes to earn an Honors Diploma should make a declaration of intent during the spring of sophomore year at the time he or she registers for his or her junior classes. A student shall complete this declaration in consultation with his or her advisor.
- Students will identify and begin meeting with a faculty mentor to determine a proposal for the Horizon Project by Thanksgiving Junior year. A written and oral proposal will be due in February. (Refer to current year calendar for required completion dates.)
- During Junior year students who wish to demonstrate independent initiative in a course must earn a B average for the first semester of a yearlong course, or the first quarter for a semester long course, and may carry out the initiative in May of Junior year. (Refer to current year calendar for required completion dates.)
- During Senior year students who wish to demonstrate independent initiative in a course must earn a B average for the first quarter, and may carry out the initiative in November of Senior year. (Refer to current year calendar for required completion dates.)
- Horizon Projects will be completed during the summer between Junior and Senior year. Students will present the Projects to the committee early in the fall of Senior year. (Refer to current year calendar for required completion dates.)

Considerations

Many competitive colleges are looking for students who take advantage of their high school's most rigorous academic offerings, and the CTK Honors Diploma is an opportunity for high-achieving Crusaders to demonstrate their academic interests and grit. Students who have discovered a passion are strongly encouraged to find avenues by

which they can pursue their passions, and demonstrate commitment to a particular area of study. For example, if a student knows that he or she is interested in becoming a diplomat, he or she might complete an independent research project in World History on the diplomacy of WWII, explore the health concerns of a third-world country in Biology, design and carry out an independent study course by interning at the World Affairs Council of Charlotte, and use the Horizon Project to investigate a particular diplomatic challenge.

It is highly recommended for Honors candidates to design and keep a portfolio of all their work, and hours involved, for both the Horizon Project and Independent Initiatives.

Departmental Descriptions and Course Descriptions

Theology

The goal of the CTK Theology program is to instill and nurture within the students both a knowledge of, and a love for, the Revelation of Jesus Christ through His Holy Church. The program has, as its aim, to bring the students to a deeper understanding of the content of the Catholic Faith and to aid the students as they internalize the teachings of Jesus Christ. Of fundamental importance is the utilization of class discussions on the theological, moral, spiritual, and social dimensions of the life of a believer in our age and culture. Students will go deeper in their faith through a practical study of the Church's teachings, technology-based exploration of the richness of Christian culture, discussions, lectures, and other teaching techniques. Through a careful study and discussion of Sacred Tradition, Sacred Scripture, the Magisterium, and the beauty of the Church's history, the students will come to a more comprehensive understanding of the truth, beauty, and reliability of the Revelation of Jesus Christ and His Holy Church.

The study of the Catholic Faith will take place, for the students of our generation, in the context of a culture characterized by doubt, disbelief, indifference, and even hostility toward the Christian faith and moral values. Being a school founded on the twin pillars of faith and reason, the Faith will be presented at CTK as something both reasonable and challenging, beautiful and demanding. As students are led into a deeper understanding of the Faith, they will be guided how to wrestle with the demands it makes of them and how to develop the skills to respond to the saving Truth.

The progression of the courses in Theology is determined by the United States Conference of Catholic Bishops who set out a general curriculum for Catholic high schools. Electives will be determined by both the suggestions of the USCCB Curriculum and those offered by Christ the King faculty.

013: Theology 9 A**The Revelation of Jesus Christ in Scripture (.5 credit)**

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. They will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally. (USCCB Curriculum Framework)

014: Theology 9 B**Who is Jesus Christ? (.5 credit)**

The purpose of this course is to introduce to students to the mystery of Jesus Christ, the living Word of God, and the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who He is, the students will also learn who He calls them to be. (USCCB Curriculum Framework)

023: Theology 10 A**The Mission of Jesus Christ (The Paschal Mystery) (.5 credit)**

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ has won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails. (USCCB Curriculum Framework)

024: Theology 10 B**Jesus Christ's Mission Continues in the Church (.5 credit)**

The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by Him through the Holy Spirit. The Student will come to know that the Church is the living

Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church. Material related to the ongoing plan of salvation history, revelation and tradition, the nature of the teaching authority of the Church and the ongoing need in the Church to address concerns of the times throughout its history in ways that are faithful to the proclamation of the Gospel will be key areas of study throughout the semester. (USCCB Curriculum Framework)

033: Theology 11 A

Sacraments as Privileged Encounters with Jesus Christ (.5 credit)

The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life. (USCCB Curriculum Framework)

034: Theology 11 B

Life in Jesus Christ (.5 credit)

The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples. (USCCB Curriculum Framework)

041: Catholic Apologetics (.5 credit)

The purpose of this course is to enable students to engage in a conversation about the fundamental principles of the Church and explain clearly with effective reason the truth of those principles of faith on which the Church is grounded. With a solid foundation in the doctrine and teachings of the Catholic faith, the student will learn reasoned answers to various questions of faith and be able to use these answers in an apologetic dialogue. Students will be given the abilities to understand the nature, power and limitation of apologetics, learn about the relationship between faith and reason, explore arguments for the existence of God, and understand objective truth and the dichotomy between Christianity and other religions. (USCCB Curriculum Framework)

042: The Social Teaching of the Catholic Church (.5 credit)

The purpose of this course is to introduce students to the Church's social teaching. In this course, students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. Students will study issues related to the unity of mankind, justice, the moral law, the dignity of human life, and the social dimensions of the Commandments.

043: Ecumenical and Interreligious Issues (.5 credit)

The purpose of this course is to help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of 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 is intended to help students recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic Faith.

053: Advanced Theology (.5 credit)

This course will be a student-interest driven course focusing on the finer points of the Catholic Faith. The content will be determined both by teacher and student input. Students will be expected to be self-motivated and ready to read and research and discuss the topics which become the subject matter for the course. Independent research, class presentations, class discussions, and theological/spiritual reading will be required of the students.

Prerequisites:

- 1) 10th, 11th, and 12th grade students only
- 2) Honors-level aptitude

English

The role of the English Department of Christ the King Catholic High School is to challenge students to be:

- Accomplished writers. Students will formulate arguments; weigh, select, and correctly cite evidence; reason logically and effectively; express personal views; use language imaginatively; and present their collected works in clear, grammatically correct prose.
- Critical readers. Students will cultivate a respect for reading a rich diversity of genres, becoming intellectually and emotionally engaged, and comprehending and appreciating an author's diction, syntax, tone, style, ideas, and methods in the historical context of the work.
- Empathetic, Catholic beings. Students will analyze and respond, both orally and in writing, to the universal connections made between works of literary merit and cultural history, as well as their own lives and the lives of others, as we all participate in the process of nurturing our faith.
- Interactive scholars of the world. Students will establish and understand the interconnectedness among each discipline in the context of our faith.

211: Composition and Literature 9 (1 credit)

The CTK freshman English class sets the framework for the writing process. In conjunction with the principles and theories learned in Logic class (see course description) and in keeping with the CTK twin pillars of faith and reason, students will navigate through the writing process, reading and referencing classic literary works. Students will recognize that successful writing requires sustained effort, sound argumentation, and persistence.

212: Honors Composition and Literature 9 (1 credit)

Honors students will complete the same coursework as the Composition and Literature students (see above) at advanced pace. They will write additional essays. Honors students will additionally read at least two to four major literary works both inside and outside of class independently.

Prerequisites:

1. Recommendation of Middle School English Teacher

2. Combination of score on essay and multiple-choice on CTK Placement Exam

222: World Literature 10 (1 credit)

To facilitate an understanding of the commonalities and the differences created by cultures, CTK sophomores will explore the strikingly similar patterns of characters and themes throughout the world. In conjunction with World History (see course description) and in keeping with the CTK twin pillars of faith and reason, through the mediums of art, literature, politics, and religion; students will make and support assertions about texts at an evaluative level.

223: Honors World Literature 10 (1 credit)

Honors students will complete the similar coursework as the World Literature students (see above) at advanced pace. They will write additional essays and read additional texts. Honors students will additionally independently read assigned texts as well as read supplementary texts in class.

Prerequisites:

1. Grade of 90 in Honors English or 93 in CP English
2. PSAT Verbal and Writing Scores of 480

232: USA Literature 11 (1 credit)

This survey course of USA literature incorporates the major genres, enabling students to understand the imagery and recurring themes that define USA literature. In conjunction with USA History (see course description) and in keeping with the CTK twin pillars of faith and reason, students focus on the essential questions of "What does it mean and has it meant to be a citizen of the United States and a Catholic?" The practice of close reading is emphasized in all literature units, while writing assignments focus on literary style and audience. Students also practice for the SAT and prepare for the college entrance personal essay.

231: Honors USA Literature 11 (1 credit)

This survey course of USA literature incorporates the major genres, enabling students to understand the imagery and recurring themes that define USA literature. In

conjunction with USA History (see course description) and in keeping with the CTK twin pillars of faith and reason, students focus on the essential questions of "What does it mean and has it meant to be a citizen of the United States and a Catholic?" The practice of close reading is emphasized in all literature units, while writing assignments focus on literary style and audience. Students also practice for the SAT and prepare for the college entrance personal essay. In addition to the reading required in English 11, students in Honors classes will read independently and be evaluated on an additional two to four major literary works per semester.

Prerequisites:

1. Grade of 90 in Honors English or 93 in CP English
2. PSAT Verbal and Writing Scores of 480

253: Shakespeare Seminar (.5 credit)

This course will explore, read, perform, and analyze many of the plays of William Shakespeare. In addition to discussing the themes and ideas that emerge in these plays, we will also explore Shakespeare's linguistic and dramatic achievements through careful reading of the texts. One very important guideline- to remember that Shakespeare's plays are just that- plays that were meant to be performed on a stage in front of a live audience. And so while the course is not an Acting or Performance course, everyone in the class should be open to and willing to participate in this aspect of the study of Shakespeare's plays.

254: Honors Shakespeare Seminar (.5 credit)

This course will explore, read, perform, and analyze many of the plays of William Shakespeare. In addition to discussing the themes and ideas that emerge in these plays, we will also explore Shakespeare's linguistic and dramatic achievements through careful readings of the texts. One very important guideline- to remember that Shakespeare's plays are just that- plays that were meant to be performed on a stage in front of a live audience. And so while the course is not an Acting or Performance course, everyone in the class should be open to and willing to participate in this aspect of the study of Shakespeare's plays.

The Honors students of the Shakespeare Seminar will read and study two additional plays by Shakespeare, to be determined by the instructor(s) teaching the class. In addition to the assessments on these plays, the students will have a number of

additional writing assignments, exploring the themes, storylines, and characters in Shakespeare's works.

Prerequisites:

1. Grade of 85 in AP English, 90 in Honors English, or 93 in CP English
2. PSAT Verbal and Writing Scores of 480

252: British Literature (.5 credit)

This semester-long course offers a comprehensive survey in British Literature. Students will examine major works of literature from Great Britain. These works will span multiple historical and literary periods. The curriculum will require students dedicate time to analyzing literature from the perspective of Catholic doctrine, in addition to studying the developing role of the Church through British history, as it is construed through fictional texts. Students will seek to make strides in their written and verbal communication as we discuss timeless themes present in literature.

Works may include *Canterbury Tales*, *Gulliver's Travels*, *Frankenstein, 1984*, *The Importance of Being Earnest*, *And Then There Were None*, and *A Man for All Seasons* .

251: Honors British Literature (.5 credit)

English 12 is a semester-long survey course built around British Literature and composition. The intent is for students to develop as strong writers through reading, writing, and revising. Students will focus on exemplary British literature, which displays different writing techniques spanning from diction to prolonged narrative tools. Beginning with the choice of a single word the student will notice the deliberateness behind the act of writing, and develop the rigor, focus, and attention required of the craft. Students will also dedicate time to uncovering perspectives of Catholic teaching in the studies of time honored literary works.

Works may include *Canterbury Tales*, *Pride and Prejudice*, *Gulliver's Travels*, *Frankenstein, 1984*, *Brave New World*, *Jekyll and Hyde*, and *Pygmalion*.

Shorter works may include poetry and prose selections from Coleridge, Wordsworth, Blake, Shelley, Byron, Yeats, Thomas, and McCourt

Prerequisites:

1. Grade of 85 in AP English, 90 in Honors English, or 93 in CP English
2. PSAT Verbal and Writing Scores of 480

250: AP Language and Composition (1 credit)

This college-level course engages students in intensive close reading and critical analysis of various genres and time periods of non-fiction texts to understand the ways writers use language for their readers. Extensive formal and informal writing, an integral part of any college-level English course, will involve response and reaction papers, as well as writing to explain and/or to evaluate a literary work. The goal of writing assignments is to increase students' ability to explain clearly and cogently what they understand about literary works and why they interpret them as they do. Also, students will complete the required coursework for Honors British Literature. All students will be required to take the AP Exam. (Syllabus on file at College Board.)

Prerequisites:

1. Grade of 90 in AP English, 93 in Honors English
2. PSAT Verbal and Writing Scores of 550

260: Modern Literature and Film (.5 credit)

This class will explore the multifaceted relationship between modern literary pieces and their film adaptations. Selections to be studied in the different genres will range from the 1950s to today. Students will analyze stories for literary elements and draw parallels between their film companions. Students will explore themes and motifs, as well as symbolism, in the novels and the films. After learning cinematographic terms, students will take both an analytical and a critical approach to the movie adaptations. The students will be exposed to different genres of literature and film ranging from Science Fiction to Historical Fiction and Romance to Horror. Students will also learn the skill of editing a novel to become a screenplay. During this semester class, they will gain an appreciation for modern literature and film.

Prerequisite: 11th and 12th Grade Students Only

261: Journalism I (1 credit)

In this elective course, students will develop investigative skills, responsible reporting, as well as photographic and journalistic writing techniques as they read and write their own news and feature articles. Students will conduct interviews, research, write, and design the school's newspaper: *The Shield*. Design of the newspaper is done with Adobe Creative Cloud InDesign, so students should be computer savvy. Successful students must have strong writing and editing skills and be self-starters.

The product of this course is a student written, photographed, laid-out, and designed issue of *The Shield*, to be published every other month. Students will also be responsible for submitting articles about CTK of interest to the general Catholic public to *The Catholic News Herald*.

Prerequisites: Students must obtain and complete a staff application. Applications are due 1 week before the first day of class registration. Applications are available on PlusPortals.

265: Creative Writing (.5 credit)

The Abstract Expressionist painter Willem De Kooning once stated about art, “All we can hope for is to put some order into ourselves.” With this idea in mind, the design for the creative writing class aims to ignite the imaginative part of the brain, build critical thinking, and guide students to a deeper understanding of the beauty of language. Taught in three sections, the course introduces the main genres of the contemporary literary landscape: creative nonfiction, fiction, and poetry. By its very nature this course focuses intensely on reading and writing. Students will study examples of each genre as well as compose and workshop their own pieces. The workshop stands as a unique place for students to learn constructive critique techniques that will aid them in their future endeavors.

Math

The goal of the CTK math program is to give students the mathematical skills, quantitative information, problem-solving techniques, and analytical skills necessary to function in today’s society. Through student-centered discussions, technology-based explorations, discovery exercises, lectures, and other teaching techniques, we encourage students to investigate and analyze a variety of mathematical problems. From exposing our students to age-old traditional problem sets to less traditional new-age real world application problems, we strive to impart in our students an ability to competently solve problems in a manner that demonstrates a well-organized effort on the task at hand.

We seek to place students in math sections relevant to their skill level, and in which they will be challenged to think quantitatively, work efficiently, and contribute actively in class discussions. The department will determine the appropriate placement of students in math courses.

600: Algebra I (1 credit)

First-year algebra deals with the properties of numbers extended to include the real number system. Linear and quadratic functions, their graphs and solutions to equations involving these functions are the core topics. Sets, equations, inequalities, and polynomial, exponential and rational functions are introduced.

Prerequisite: 8th Grade Math

622: Geometry (1 credit)

Through deduction and logical reasoning students are encouraged to investigate and then formalize their ideas relating to plane and spatial relationships. Concepts of congruence, translation, similarity, proof, area and volume are applied to triangles, polygons, circles and three-dimensional figures. Using coordinate geometry, students are encouraged to make the connections between algebra and geometry. Students will also have a brief introduction to the three basic trigonometric ratios, simple applications, and geometric probability. Students will use ALEKS, a web based artificially intelligent assessment and learning system, to complement the Geometry textbook.

Prerequisite: Algebra I

623: Honors Geometry (1 credit)

The same topics as Geometry (see above) are covered in greater depth and at a significantly swifter pace at the Honors level. The course is a problem-based course where the course material is largely presented through the problems that students solve each day. Students will also have a brief introduction to the three basic trigonometric ratios, simple applications, and geometric probability. Additional topics may include coordinate geometry, vectors and more advanced trigonometry. Students will use ALEKS, a web based artificially intelligent assessment and learning system, to complement the Geometry textbook.

Prerequisites:

1. Semester 1 Algebra I grade A- or above
2. PSAT Math Score 500
3. Teacher Recommendation

632: Algebra II (1 credit)

Second-year algebra builds on the understanding and the skills developed in the first-year course. Students are taught to use mathematical thinking in problem solving; emphasis is placed on developing student communication skills, both written and oral. The mathematical content includes the study of a variety of mathematical functions — linear, quadratic, exponential, logarithmic, radical, rational, and polynomial. Trigonometry is introduced.

Prerequisites:

1. Algebra I
2. Geometry

633: Honors Algebra II (1 credit)

The same topics as Algebra II (see above) are covered in greater depth and at a significantly swifter pace at the Honors level. Additional topics may include linear programming and sequences.

Prerequisites:

1. Semester 1 Geometry grade A- or above **or**
Semester 1 Honors Geometry grade B- or above
2. Semester 2 Algebra I grade A- or above **or**
Semester 2 Honors Algebra grade B- or above
3. PSAT Math Score 500
4. Teacher Recommendation

644: Precalculus (1 credit)

Students develop a firm grasp of the underlying mathematical concepts, while using algebra as a tool for solving problems. Topics include the expansion of trigonometry into the polar grid, sequences and series, extensive function analysis and transformations on these functions. This course differs from Honors Precalculus in its depth and pacing.

Prerequisite: Algebra II

643: Honors Precalculus (1 credit)

The same topics as Precalculus (see above) are covered in greater depth and at a significantly swifter pace at the Honors level. This course is meant to prepare you for Calculus, and additional topics may include parametric functions and limits.

Prerequisites:

1. Semester 1 Algebra II grade A- or above **or**
Semester 1 Honors Algebra II grade B- or above
2. PSAT Math score 500
3. Teacher Recommendation

651: Honors Calculus (1 credit)

The purpose of this introductory Calculus course is to establish a firm understanding of the fundamental ideas of Calculus. The course begins with an in-depth review of topics in Precalculus to ensure that all students have a strong foundation for Calculus. The course will include differentiation and integration techniques for the elementary functions and applications of these techniques in real world problems.

Prerequisites:

1. Semester 1 Honors Precalculus grade B- or above
2. PSAT Math Score 550
3. Teacher Recommendation

650: AP Calculus AB (1 credit)

The course covers the topics in differential and integral calculus that are normally covered in the first semester or two of college Calculus. This Calculus course follows the Advanced Placement syllabus and students are required to take the AP examination at the end of the year.

Prerequisites:

1. Semester 1 Honors Precalculus A- or above
2. PSAT math score 600
3. Teacher Recommendation

670: Advanced Functions and Modeling (1 credit)

The course provides students an in-depth study of modeling and applying functions. Work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications will originate. Some skills utilized to solve problems include: linear, quadratic, cubic, and exponential functions, systems of two or more equations or inequalities, trigonometric ratios, and logic and deductive reasoning to draw conclusions.

Prerequisite: Algebra II

660: Statistics (1 credit)

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will see how statistics is used to analyze and interpret data to make informed decisions.

Prerequisite: Algebra II

661: AP Statistics (1 credit)

This course will help students develop key tools and critical thinking skills needed to become well-informed consumers and citizens. Because we live in a data-driven world, the focus of the course will be more on statistical thinking than statistical calculating, though there will be that, too. Using real-world data sets, students will learn to display and describe various types of data, understand and compare data distributions, explore relationships between statistical variables, learn how to gather data, study randomness and probability, and test statistical hypotheses. All students are required to take the AP Exam.

Prerequisite: Pre-calculus grade A- or above

Science

Our science curriculum is designed to foster scientific literacy in a genuinely Catholic setting. Students will ascertain knowledge and skills to ask good questions, to design and conduct investigations, to interpret data, to build and evaluate arguments, to propose models, and to competently critique their own scientific work and the work of others. In order to execute this vision, we use a curriculum that starts with freshman physics, the most approachable of sciences. We build on this with chemistry and then biology, each vertically aligned with the other science courses and laterally integrated in a rich way with all other courses taught at our school. This sequence gives each student a portfolio of at least three solid lab sciences. We then provide our students with the opportunity to continue their science experience via a selection of upper-grade science electives and AP courses.

811: Freshman Physics (1 credit)

Freshman Physics is a required lab science course for 9th grade, which anchors the physics-first sequence in our science curriculum. This sequence allows students to learn the scientific method using approachable concepts and human-scale hands-on lab experiences. It lays a foundation for a robust Chemistry course and more importantly allows the ensuing Biology course to be truly rigorous. Freshman Physics teaches the student to think like a scientist, to design proper experiments, to deal competently with precision, to make valid graphs and interpret them, and to use the *Systeme Internationale* measurement system. Because Freshman Physics is an introductory course, it is offered only at the college prep, not honors, level.

812: Honors Physics (1 credit)

Honors Physics is a year-long elective course available to juniors and seniors who seek to strengthen their science credentials. It builds upon the freshman physics course, and addresses all topics contained in the SAT subject matter test for physics. Depending on time available and student interest, the course might also include structural analysis and an introduction to astronomy.

Prerequisites:

1. Algebra II
2. Teacher Recommendation

822: Biology (1 credit)

In Biology, students study of all living things, from the most basic forms of life to the most complex. Students learn about life through the four major units of study: the Unity and Diversity of Life, the Structures and Processes of Molecules and Cells, Inheritance and Variation of Traits and the Interactions, Energy and Dynamics of Ecosystems. Students will participate in a variety of activities to enhance learning including Project Based Learning, concept mapping, flipped classroom formatting, in depth reading and writing, and extensive lab and field work. Students will study a variety of topics in an outdoor classroom of 100+ acres that will extend scientific learning, allowing students to study plants and creatures in their natural settings.

821: Honors Biology (1 credit)

Honors Biology is a more in depth, faster-paced study of all living things, from the most basic forms of life to the most complex. Honors students learn about life through the four major units of study: the Unity and Diversity of Life, the Structures and Processes of Molecules and Cells, Inheritance and Variation of Traits and the Interactions, Energy and Dynamics of Ecosystems. Students will complete labs, projects, readings, reports, and field studies in the 100+ acre outdoor classroom that will enhance the scientific experience, allowing students to study plants and creatures in their natural settings.

Prerequisites:

1. Grade of 92 or higher in CP Physics and CP Chemistry
2. Grade of 85 or higher Honors Chemistry
3. Teacher Recommendation

841: AP Biology (1 credit)

AP Biology is a very challenging and fast-paced course. In this college-level course, students are expected to process large amounts of information outside of class. Learning will be achieved through a variety of methods including Project Based Learning, concept mapping, flipped classroom formats, in depth reading and writing, and extensive lab and field work using both the laboratory and grounds of the school. AP Biology is based on four big ideas:

- The process of evolution drives the diversity and unity of life.

- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

Students will practice questions modeled after the AP Biology exam, are required to take the AP Biology exam as part of the class, and will complete an in-depth, scientific paper.

Prerequisites:

1. Grade of 95 or higher in CP Physics and CP Chemistry
2. Grade of 90 or higher in Honors Chemistry
3. PSAT Verbal and Math Scores of 500
4. Teacher Recommendation

860: AP Environmental Science (1 credit)

AP Environmental is designed to be the equivalent of a one-semester, introductory college course in environmental science, where students will study the natural world. The goal for the course is for students to be able to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, including topics from geology, biology, environmental studies, environmental science, chemistry, and geography. All students are required to take the AP Exam.

Prerequisites:

1. Biology
2. Physics or Chemistry
3. Algebra I
4. Teacher Recommendation

849: Introduction to Aviation (.5 credit)

Introduction to Aviation is semester long course designed to introduce the student to the exciting world of flying. The student will be familiarized with the fundamentals of aerodynamics involved in small single engine airplanes and their airplane systems such

as flight instruments, engine, and flight controls. Students will learn how to read aeronautical charts and comply with the airspace system. They will also learn the communications required to communicate with air traffic control and other airplanes. Students will understand basic navigation in visual conditions. The student will also fly the Redbird TD G-1000 Basic Aviation Training Device (BATD), which is equipped with a yoke, rudders, and a throttle quadrant. This BATD is FAA approved. Students in this course will also take several field trips where they can witness aviation first hand and talk to various professionals in the aviation business.

850: Honors Aeronautical Science (1 credit)

Honors Aeronautical Science is a cross-curricular exploration of math, physics, engineering, weather, anatomy and physiology, and history, designed to further understanding of the wonder and science of flight. There are over 30 labs including electricity, fluid viscosity, optics, thermodynamics, bottle rockets, and online simulations. Redbird TD G1000 basic aviation training device is used in aerodynamics labs as a test vehicle for checking math calculations for such parameters as turn rate.

Prerequisites:

1. Intro to Aviation
2. Geometry

880: Introduction to Horticulture (.5 credit)

This course will introduce students to the art and practice of gardening. Students will have an opportunity to learn about the growth and care of trees, vegetables, and flowers. Students in this course will also be responsible for the care and maintenance of the school's greenhouse, chicken coop, and compost bins.

885: Anatomy and Physiology (1 credit)

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization; homeostasis; cytology; histology; and the integumentary, skeletal, muscular, nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Laboratory work

includes dissection of preserved specimens, microscopic study, and physiologic experiments.

Prerequisites:

1. Biology
2. Teacher Recommendation

Social Studies

The Social Studies Department at CTK will play a vital role in the intellectual, moral, and social development of the school's students. Inspired by Blessed John Paul II's encyclical *Fides et Ratio*, all of the social science courses will strive to illuminate the human condition. In each course, students will consider fundamental, perennial questions that stem from social science investigations. What does it mean to be a human? From where have humans come? To where are humans going? What is the meaning of the Incarnation in human history? What is a just law? What is a humane economy? How ought governments operate? What is the purpose of society? What is the relationship between individual and social development? Through these and other inquiries, teachers will aim to impart a Catholic worldview and develop an authentically Catholic anthropology within the hearts and minds of Crusaders. The social science courses will also be designed to equip students with the academic tools that are readily acquired through study of the social sciences—critical thinking, analytical reading, intensive research with primary and secondary sources, persuasive and elegant writing, and public speaking.

905: Foundations of Civilization (.5 credit)

This ninth-grade course will acquaint the student with the major world civilizations from the dawn of history (with a brief glance at *prehistory*) down to the fall of the Roman Empire. In doing so, we will be engaging ancient texts that attest to this history and the archaeology that supplements and even in some cases improves our understanding of the various civilizations and empires. We will have occasion, as our study moves forward in time from the hazy fringes of history, to consider in greater depth issues of politics, international affairs, economics, society, culture, and religion and how these things contributed to the rise and fall of successive city-states and empires over the several thousand years we will study. The course culminates with the Roman Empire, the later centuries of which correspond to the early Church and the

period of the Apostolic and Church Fathers. This will give us the opportunity to study the sources of our own Catholic faith.

908: Logic (.5 credit)

Traditional Logic & Argumentation is a foundational course within the CTK curriculum. The course is designed to train students to think and write seriously about intellectual matters. Students will inquire philosophically into man's ability to reason, and consider the ways that Catholics are called to put this unique human capability to use. In order to develop and hone their reasoning powers, students will learn Aristotelian logic, and complete exercises, which demonstrate the usefulness of Aristotelian logic in all branches of knowledge. The course will also be quite concerned with imparting the disposition and skills (namely the development and analysis of arguments, systematic thinking, and precise writing) necessary for success in a rigorous academic environment. Public speaking and debate will also be incorporated throughout the course.

921: World History 10 (1 credit)

World History is a survey of the human experience from the earliest civilizations to contemporary times. By approaching each unit as historians, students seek to make real world connections by evaluating the impact that past events have on the present. The role of the Church and how the Church has shaped our world is a theme that is explored throughout the course. Historical simulations, case studies, multi-genre projects, interdisciplinary activities, primary source analysis, historical fiction, and essays will be used to accomplish the course objectives.

924: Honors World History 10 (1 credit)

Honors World History students will be expected to explore the same topics as World History (see above) in more depth. This will be accomplished through complex readings, primary and secondary source analysis, Socratic seminars, document -based questions, essay writing, and personal research projects. Students in Honors World History will also learn critical reading and writing skills to equip them to take Advanced Placement courses in the social sciences.

Prerequisites:

1. Grade of 93 in History

2. Grade of 90 in Honors English or 93 in CP English
3. PSAT Verbal and Writing Scores of 500
4. Teacher Recommendation

947: AP World History (1 credit)

The Advanced Placement Course in World History is a college-level survey course of all of the world's history. The grandness of the course requires a presentation of the material that is both quick and broad; the focus is on the big picture of the history of humankind, from the point of origin to the present. In addition to familiarizing students with major themes in world history, a heavy emphasis is also placed on the development of thinking and writing skills that are readily acquired through the study of history. Students who enroll in this course will take the AP World History exam during May, and those who do well will be able to earn college credit from many colleges and universities.

Prerequisites:

1. Grade of 85 in AP History, 90 in Honors History, or 93 in CP History
2. Grade of 85 in AP English, 90 in Honors English, or 93 in CP English
3. PSAT Verbal and Writing Scores of 500
4. History Teacher Recommendation
5. English Teacher Recommendation

951: AP Psychology (1 credit)

AP Psychology is a college level survey course that examines the study of human behavior from various perspectives such as sociocultural, biological, psychodynamic, and behavioral. Topics studied in this course include research methods, personality, sensation and perception, abnormal psychology, treatment of psychological disorders, testing and individual differences, social psychology, and states of consciousness. Students will also learn the biological basis of behavior by exploring the brain, nervous, and endocrine systems. Case studies, primary and secondary source analysis, free response essay writing, project-based learning, experiments, and critical reading of college level texts will be used to accomplish course objectives. Students who perform well on the AP Psychology exam will have the opportunity to be awarded college credit by many colleges and universities. All students are required to take the AP Exam.

Prerequisites:

1. Grade of 85 in AP History, 90 in Honors History, or 93 in CP History

2. PSAT Verbal Score of 500
3. Teacher Recommendation

931: United States History 11 (1 credit)

The eleventh-grade survey course in United States history is designed to acquaint students with significant events, eras, trends, and themes of United States history and to provide an interpretation of the meaning of those events, eras, trends, and themes. The course will examine the nation's politics, economics, geography, society, culture, and religion from pre-colonial times to the present. A deliberate effort will also be made to cover significant developments in the country's Catholic history and to interpret the meaning of our nation's past through a Catholic lens. Additionally, there will be a strong emphasis on the development and honing of skills that are readily acquired through the study of history—analytical reading and writing, critical thinking, public speaking and debating. This course builds upon all of the history courses offered at CTK, and students will be expected to move at ease through the text and primary sources.

932: Honors United States History 11 (1 credit)

The same topics are covered in Honors United States History (see above), but Students in the honors-level course will have more reading and writing, and assignments that require higher-level thinking.

Prerequisites:

1. Grade of 85 in AP History, 90 in Honors History, or 93 in CP History
2. PSAT Verbal and Writing Scores of 500
3. Teacher Recommendation

933: AP United States History (1 credit)

Students in the Advanced Placement section of United States history will be expected to think, work, and study at a college level. Students in this course will have an abundance of outside readings and writings to complete. The additional work for the AP section will, of course, prepare students to take the national AP exam in United States History, which is offered every year in May. Successfully passing the AP exam will qualify students to receive college credit for this course at many colleges and universities throughout the United States. All students are required to take the AP Exam.

Prerequisites:

1. Grade of 85 in AP History, 90 in Honors History, or 93 in CP History
2. PSAT Verbal and Writing Scores of 500
3. Teacher Recommendation

960: Introduction to Philosophy (.5 Credit)

This course will serve as an introduction to major thinkers, writers, and philosophies. Students will be asked to examine a wide array of ideas and be pressed to analyze philosophical texts with a critical eye. Introduction to Philosophy will seek to extend the mind of Christ the King students in their pursuit of becoming critical Catholic thinkers.

Prerequisite:

This class is open to seniors only

961: Introduction to Metaphysics & Epistemology (.5 credit)

Metaphysics is a branch of philosophy that tries to comprehensively describe the world at a very fundamental and abstract level. Metaphysical questions include: Are people's actions determined? Do people have free will? What is the nature of physical objects? Do any things other than physical objects (for example numbers, qualities, God) exist? Can anything from the present time cause things to happen in the past? What is the nature of persons? Is there such a thing as a perfect circle?

Epistemology is the study of the nature, scope, and limits of knowledge. It seeks to provide an answer to some of the big issues: How do we know (or do we know) that we're not just brains in vats (Matrix)? Are the sources of justified belief internal or external? Are there some beliefs which are 'basic' in nature, such as beliefs concerning self-evident truths?

Together, both branches of philosophy will be used to address lifelong questions about the individual and his or her relationship to the external world and God.

Prerequisite: Logic

945: Government (.5 credit)

The 12th grade Government course is a survey of the United States political system, including its foundations in Western political thought. The course is taught through a series of seminars on topics that include Greek and Roman antecedents (particularly Plato and Aristotle), Sts. Augustine and Aquinas, and the early modern philosophers Locke and Montesquieu. With that foundation, we then examine the constitutional underpinnings of the United States government, political ideologies and parties, the role of interest groups and mass media in the political process, voting behaviors, institutions of government, public policy, and civil rights and civil liberties. Through a continual interaction with Church teachings, we will also learn the nature of virtuous statesmanship.

944: Honors Government (.5 credit)

Honors Government students will explore the same topics as Government (see above), but will be expected to explore these topics in greater depth. Honors Government students will take on leadership roles by presenting topics and leading discussions in the seminar series. Honors students will also have more outside reading and writing, and assignments that require higher-level thinking.

Prerequisites:

1. Grade of 85 in AP History, 90 in Honors History, or 93 in CP History
2. PSAT Verbal and Writing Scores of 500
3. Teacher Recommendation

940: AP United States Government and Politics (1 credit)

The Advanced Placement course in U.S. Government and Politics provides students with an analytical perspective on government and politics in the United States. Topics covered in the course include 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, and civil rights and liberties. The course is taught at the college level utilizing college texts, primary sources, and essay writing to prepare students to take the AP exam in May. All students are required to take the AP Exam.

Prerequisites:

1. Grade of 85 in AP History, 90 in Honors History, or 93 in CP History
2. PSAT Verbal and Writing Scores of 500
3. Teacher Recommendation

943: Introduction to Economics (.5 credit)

Economics is the study of human action, particularly as it is directed toward the use of means to achieve ends. In this course students will learn how to think like an economist: they will learn the various major “laws” of economics and how they form the foundation for understanding anything that occurs within the realm of economic activity. Students will also learn the major fallacies in economic thinking, with ample opportunity to apply their learning to current events in the economic life of Charlotte, the Carolinas, or wherever they choose to live. Economics is not history, but an understanding of history—particularly post-Renaissance Western history—supports the study of economics very well. It is not “political” in nature, but invariably “the economy” becomes a political issue and subject to political manipulation. In addition, though economics is a social science (akin to political science or sociology), it grew out of the musings of the philosophers and theologians and still contains a significant philosophical and even theological component, particularly in terms of its doctrine of man (anthropology) and its theory of knowledge (epistemology). A good grasp of economics serves our overall objective of cultivating wisdom and virtue in students who will one day take leadership in the economic sphere.

Prerequisites:

This class is open to juniors and seniors only.

Special Topics: The American Supreme Court (.5 credit)

This course will examine the US Supreme Court as a player in American history. Through texts and selected seminal cases, it will study the nature and development of the judiciary and its styles of judicial reasoning; the Court’s relationship with the political branches of the US government and with the states; and its influence on the definition of foundational doctrines, notably, in areas like federalism, separation of powers, economic regulation, and civil liberties. By exploring both how the Court has shaped American political history and how politics has shaped its composition, functioning, and rulings, it aims to foster an understanding of the Court’s role in

American political life and to develop the critical skills to analyze and evaluate claims and commentary about the Court's work.

Prerequisites: Junior and Seniors students only

World Languages

Students are encouraged to undertake the study of a world language while at Christ the King. Aside from the gratification of mastering listening, reading, speaking and writing skills in a second language, world language study enables students to enhance their understanding of the subtle and complex relations among the world's peoples. The world languages department aims to not only help students become literate in another language, but to increase their awareness of the history and current issues facing other countries and societies where the target language is spoken.

414: Spanish I (1 credit)

Spanish I introduces students to effective strategies for beginning Spanish language learning and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication.

424: Spanish II (1 credit)

Spanish II builds on the effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions.

Prerequisite: Spanish I

435: Spanish III (1 credit)

Spanish III encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity.

Prerequisites: Spanish II

443: Spanish IV Honors (1 credit)

Spanish IV Honors provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Students will develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture.

Prerequisites:

1. Spanish III
2. Teacher Recommendation

450: Spanish V Honors (1 credit)

Spanish V Honors continues the development of language acquisition skills through the use of authentic resources, film, literature and music. Emphasis will be on refining presentational speaking and writing skills, interpersonal communication, and interpretation of written and spoken language. Instruction will prepare students for the AP Spanish Language and Culture exam, should they choose to take it.

Prerequisites:

1. Spanish IV Honors
2. Teacher Recommendation

413: Latin I (1 credit)

This course emphasizes the elements of Latin grammar, level-appropriate readings, and basic Latin vocabulary, and culture. Students will learn Latin language usage mainly through the exercises which reinforce the lessons in each chapter. They will begin to read Latin passages adapted to the beginners' level and expected to understand elementary Latin literature. (1 credit)

423: Latin II (1 credit)

A continuing study of elementary Latin grammar, literature and culture: students will learn Latin grammar usage through reading passages adapted from the original Latin for the intermediate level. Students will be expected to read and understand elementary Latin literature.

Prerequisite: Latin I

436: Latin III (1 credit)

A continuing study of Latin grammar, literature and culture: students will further learn Latin grammar through writing and reading passages of original Latin. Students will be expected to read and understand higher-level Latin literature.

Prerequisite: Latin II

441: Latin IV (1 credit)

A reading course designed both to develop students' facility in reading authentic Latin texts and to transition students away from mere passive recognition of Latin words and grammatical constructions toward active generation of written Latin. Latin composition will largely be based on imitation of a selection of the writers whom we read. In order to develop students' reading fluency, the class will read excerpts from a variety of genres and periods, including, but not necessarily limited to, Republican prose (e.g., Caesar, Cicero, and Sallust); Augustan poets (primarily Vergil); the Latin Vulgate; and Church Fathers (e.g., Augustine).

Prerequisite: Latin III

437: AP Latin (1 credit)

This course consists of an in-depth study of the Latin language through the prose and poetry of Vergil and Caesar. In accordance with the requirements of the AP[®] Latin Exam, the course will cover the entire required reading list as detailed in the *AP[®] Latin Course Description*. In addition to translation of these texts, students will discuss the major themes that these authors develop in the literary techniques they use to develop their themes. In order to become better readers of Caesar, students will learn the historical context of Caesar's commentaries on his wars in Gaul: the "Roman Revolution"; Caesar's biography; and the basic geography of Italy, Gaul, and Britain. To become better readers of the *Aeneid*, students will develop their understanding of the epic genre; their literary background-knowledge of the *Aeneid*, including both the Trojan War saga and the characters and plot of the *Aeneid* itself; their historical background-knowledge of the events that influenced the writing of the *Aeneid*, the end of the Roman republic and the violent transition during the first century B.C. into the "Golden Age of Augustus." In addition, students will become familiar with dactylic hexameter and major figures of speech; and their knowledge of basic Latin grammar and of poetic exceptions and special case-usage. Additionally, students will develop their general facility with the Latin language through the practice of reading selected passages of literature at sight. All students are required to take the AP Exam.

Prerequisites:

1. Latin III
2. Teacher Recommendation

Fine Arts

The role of the Fine Arts Department of Christ the King Catholic High School is to challenge students to be the following:

- accomplished artists. Students will learn to expand on individual creativity through hands-on projects, incorporating the principles and elements of design or drama, demonstrating initiative and self-direction.
- critical thinkers. Students will use problem solving skills to promote innovation in the fine arts, learning to communicate effectively through in-class critique sessions and small group collaboration. Flexibility and adaptability are highly regarded in the fine arts classroom.
- empathetic, Catholic beings. Students will analyze and cultivate a respect for differences through the study of cross-cultural and historical genres of works of art.
- interactive scholars of the world. Students will establish and understand the interconnectedness among each discipline in the context of our faith, especially through the introduction and analysis of Catholic works of art.

311: Art I (.5 credit)

Through the mediums of graphite pencil, color pencil, and oil pastel drawing, as well as, watercolor, and acrylic painting, this course emphasizes the use of basic elements, color theory, and principles of design in two-dimensional art. There is also an introduction into ceramics with clay slab construction and time on the pottery wheel.

321: Art II (.5 credit)

Building upon Art I, this course will introduce additional mediums such as relief carving with linoleum-block prints, scratchboard and micro mosaics using glass tiles, hand-cut by the students. More involved ceramic pottery techniques will be introduced along with clay sculpture, using a three-dimensional model for reference.

Prerequisite: Art I

331: Art III (.5 credit)

The course begins with pattern design, clay sculpture and architectural model making. Students are then free to create their own portfolio pieces.

Prerequisites: Art I and Art II

319: Art IV Independent Study (.5 credit)

Prerequisites: Art I, II, and III

314: Music Appreciation (.5 credit)

This course aims to explore the following questions: What is it about music that moves us so profoundly? Where do the men and women composers and performers get their inspiration? How is a man like Mozart relevant in today's world? Where do I fit into the musical fabric of society? This course is designed for those who enjoy composing, playing, or simply listening to music.

313: Drama (.5 credit)

This course provides students opportunities to develop an appreciation and respect for the craft of acting as well as for the collaborative effort of all involved in producing works of theater/ film. Attention is also given to improvement of personal and interpersonal skills through collaborative work and dramatic activities including improvisation and scenework.

Digital Design

333: Digital Design I (1.0)

334: Digital Design I (.5 credit)

335: Digital Design II (1.0)

336: Digital Design III (1.0)

337: Digital Design IV (1.0)

Digital design students work as a team to collaborate on the school yearbook, social media, community advertisements, and photography. Students in this course commit to learning and using different technological programs to work on design, advertising, photo composition, and social media. Additionally, students will evaluate pieces of

journalism and develop their own writing and interviewing skills. Students with interests in advertising, social media, photography, and digital design are encouraged to take this class. This individualized course allows students to build upon their skills each semester and assume more responsibilities and lead their peers. Students need to display good time-management and an ability to adhere to deadlines.

Prerequisites:

Students must obtain and complete a staff application. Applications are due 1 week before the first day of class registration. Applications are available through the current Digital Design instructor (Ms. DeVore).

353: Industrial Design (.5 credit)

358: Industrial Design II

359: Industrial Design III

361: Industrial Design IV

This hands-on course is an introduction into the creative process of product design that covers orthographic and isometric drawing, modeling, prototype development and reverse engineering. Students visualize and create 3D designs. Each consecutive course builds on previous skills.

Glassworks (.5 credit)

354: Glassworks I

355: Glassworks II

356: Glassworks III

357: Glassworks IV

Students in this course explore the beauty of glass with an introduction into traditional stained glass window making and kiln formed glass. Students will learn to design and create their own pieces of glass art. Additional costs may apply.

Prerequisite: Art I

370: Voice I (.5 credit)

This course will instruct students on the physical makeup of the voice, the use of breath and muscles to produce a vocal line. Students will learn about the history of singing and significant vocalists and composers from the past. They will also have a chance to explore sacred, folk and art song, repertory from Broadway and contemporary music.

371: Voice II (.5 credit)

This course is designed for students who want to further develop the power and strength of their singing voice. Students will explore all aspects of musical theater (movement, costume, makeup, monologue, ensemble) performance with an emphasis on becoming a complete musical theater performer. The students will also develop a personal portfolio of music for performance and auditions.

Prerequisite: Voice I

380: Guitar I (Acoustic/Electric) (.5 credit)

This course will be designed to accommodate beginning and intermediate level students. Beginning students will learn music notation and basic chords. Intermediate level students will work on advanced chords and scales, technique, and improvisation. Students will need to provide their own instrument.

381: Guitar II (Acoustic/Electric) (.5 credit)

A continuation of the techniques and theory taught in Guitar I. Students will begin to expand on reading notation on the guitar, outside of the open position and learn both major and minor scales as well as more advanced open and bar chords.

Prerequisite: Guitar I (or the equivalent)

382: Guitar III (Acoustic/Electric)

This course builds upon the skills of Guitar I and II.

Prerequisite: Guitar I and II

360: Survey of Fine Arts (.5 credit)

The survey of fine arts will explore major developments in the history of painting, sculpture, architecture, music, and drama. Particular emphasis will be placed on imparting an understanding and appreciation of Catholic art in these various media.

Health and Wellness

514: Athletic Conditioning (.5 credit)

Designed to be a cross-training workout, this class combines movements from various sports, boot camp drills, and muscle conditioning to improve cardio and muscular endurance and agility. Each student is required to plan, teach, and lead several classes under the guidance of the instructor. The physical education graduation requirement can be completed using either this class or completion of a CTK-sponsored sport.

515: Health (.5 credit)

The course content will help establish patterns of behavior that will assist a person in achieving complete health. Complete health is accomplished by having a balance of physical, social, mental/emotional, and spiritual well-being. This course is designed to offer the students opportunities to acquire knowledge, integrate skills, and develop positive attitudes about life, and make healthy decisions. Development of a healthy body and a healthy mind will assist young people in living active, productive, and successful lives.

Informational Technology

733: Technology Independent Study (.5 credit)

This class is designed for the highly motivated, self-directed student in mind. Students will choose a technology related topic they are interested in learning more about, as long as they remain focused and moving forward in their learning. The following are examples of topics students may want to research: Computer Programming, Web Design, Robotics/Lego EV3 Projects, Computer Aided Design, Video Game Creation, App Design, and Raspberry Pi Microcomputer Projects.

Learning Support

148: Academic Skills

This course will provide students who may need extra help with additional support and resources. The primary goal of Academic Skills is to help students reach their maximum potential and achieve success by helping them develop the skills necessary to meet the demands of high school and beyond. Students will learn to recognize their strengths and areas for growth, and learn strategies to help them navigate these demands.

Academic Skills has a flexible agenda, which changes as students' needs change. The three primary topics covered include: Organization and executive skills, subject area strategies, including writing, math, physics, and self-advocacy.

999: Senior Independent Study (.5 credit)

For a senior student to be considered for an independent study course, they must submit the following components to administration during the course registration process in their junior year:

1. Selection of a narrowed topic of study. This topic cannot be similar to a student's Horizon Project, if applicable.
2. Development of a course syllabus (meeting times, topics of study, and grading rubric all must be included)
3. Learning Objectives (What does the student expect to learn throughout the course?)
Arrange by units or topics
4. Benchmarks (projects, papers, presentations, etc.)
5. A final assessment (project, presentation, paper, portfolio, etc.)
6. Mentor request and approval for administrative consideration.

Prerequisites:

1. Only available to senior students
2. Student must maintain a minimum GPA of 3.3
3. Student must be enrolled in or have previously taken at least 2 AP courses
4. Student must maintain an excellent attendance record
5. Limited number of students per semester