

St. Joseph Central Catholic High School



Graduation Requirements and Course Descriptions

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College Preparatory	Honors & Dual Credit	Advanced Placement
Theology: A, B, C, D (4 credits) Grades: 9, 10, 11, 12		
English: (5 credits) Grades: 9, 10, 11, 12	Honors English 11 College English 12 - ENG 101/201 - <i>6 dual credits</i> College Communications - CMM 103/213 - <i>6 dual credits</i>	
Mathematics: (4 credits) Algebra I Geometry Algebra II Pre-Calculus/Trigonometry	Honors Advanced Algebra II College Algebra - MTH 127 - <i>5 dual credits</i> Introductory Statistics - STA 225 - <i>3 dual credits</i> Concepts & Applications - MTH 121B - <i>4 dual credits</i>	AP Pre-Calculus AP Calculus AB AP Calculus BC
Science: (3 credits) Earth & Space Biology Chemistry	Honors Chemistry Honors Engineering	AP Biology AP Chemistry AP Environmental Science AP Physics
History: (4 credits) Grades: 9, 10, 11, 12	History History 11 - HST 230/231 - <i>6 dual credits</i>	AP Government AP Human Geography AP US History
Modern Languages: (3 credits) Spanish I, II, III French I, II, III English as a second language (ESL)	Honors Spanish IV - SPN 101/102 - <i>6 dual credits</i>	
P.E. & Health (2 credits)		
	Business & Entrepreneurship Introduction to Business - BUSN 100 - <i>3 dual credits</i> Introduction to Entrepreneurship - ENT 280 - <i>3 dual credits</i>	
Fine Arts: (1 credit) Art and/or Band/Choir		AP 2D Art & Design AP Drawing
Technology: (1 credit) Computer Science	Business Computer Applications - MIS 200 - <i>3 dual credits</i>	

General Elective Options:

Anatomy & Physiology
Astronomy
Creative Writing
Current Events
Engineering
Financial Algebra
Myths & Legends
Psychology
Sociology
Yearbook

Electives are subject to change based on course enrollment.

Theology

Theology A

In the first semester, we will explore the Bible, both the Old and New Testaments, and gain general knowledge and appreciation of Sacred Scripture. Students will become familiar with the major sections of the Bible with a particular emphasis on the Gospels. In the second semester, students will be introduced to Christology - the mystery of Jesus Christ. They will come to understand that Christ is the ultimate revelation from God. In learning about who He is, students will also learn who He calls them to be.

Theology B

The first semester will continue Christology, emphasizing Christ's saving work in the Paschal Mystery and its effects on the Church. We will return to Sacred Scripture in the context of the Paschal Mystery and explore the implications of those events on the world. The second semester will concentrate on an in-depth study of the marks of the Church and its role in the world.

Theology C

The first semester will be an in-depth exploration of the sacraments, as the Catechism says, "efficacious signs of grace, instituted by Christ and entrusted to the Church, by which divine life is dispensed to us." In the second semester, we will explore the foundations of Catholic morality, including the demands of the Gospel, which conflict dramatically with the values of our contemporary culture. We will better understand the Christian message by relating it to the great existential concerns common to all and the major moral questions that confront humanity today.

Theology D

The first semester, we will do a survey of Church history from the time of Christ at its founding to the present. In the second semester, we will explore the major religions of the world in addition to some of the more interesting cults that have popped up over the last century.

English

Overview: At St. Joseph Central Catholic High School, English courses play a significant role in students' ability to think critically, engage with texts, learn necessary grammatical and mechanical rules, and strengthen reading and writing skills. These outcomes are all present through interesting, engaging modalities, projects, and assignments. The English Department at St. Joseph Central Catholic High School stays contemporary by producing lessons that are both creative and fundamental for students in 9-12 grade. In addition, the English Department produces one English elective each year, such as Creative Writing, for students to extend and further the concepts they learn in the required English courses. Currently, St. Joseph offers the following courses for students: 9th, 10th, 10th Honors, 11th, 11 Honors, 12th, 12 Dual Credit. Each summer, students are tasked to read from a selection of texts, write essays analyzing texts, and create projects to be presented at the start of the school year. This ensures an extension of learned concepts from the classroom; students enrolled in this program are *always* learning. Lastly, the St. Joseph English Department is immensely pleased to offer the National English Honor Society to the roster, an exclusive service club dedicated to literacy and learning.

Required Courses:

1. 9th grade English
2. 10th grade English
3. 10th grade Honors English
4. 11th grade English
5. 11th grade Honors English
6. 12th grade English
7. 12th grade Dual Credit English (ENG 101-201 through Marshall University)

9th Grade ELA

In 9th grade English, there are two core tasks for the student body: students will learn foundational skills that will enable them to work towards the production of strong, compelling writing, and students will read compelling works of both classic and contemporary literature for the purpose of navigating a text's themes and ideas. These two tasks will give students a strong introduction to academic English.

10th Grade ELA

This course introduces literary theory, interpretation, and application to fiction texts. Students will be immersed in literature spanning from Shakespeare to modern-day Lockhart. Throughout the course, students will hone their knowledge of literary terms and applications while reading texts that challenge their perceptions of race, class, belonging, and identity. Students will be tasked with weekly journal writing (“daybooks”), academic essays, projects, and presentations to exemplify their knowledge. Ultimately, by looking at these themes in different literary forms and eras, students will better understand the human experience and the societal response to them.

10th Honors ELA

This exciting new (2022-2023) honors English course centers around these essential questions: What or who is a monster? How are they made? Students will be assigned readings that illustrate and complicate these questions throughout the year. Students will thoroughly analyze and investigate this theme across a broad spectrum of literature using new literary techniques and terminology. Specifically, students will learn close reading skills, professional and academic writing genres, and the importance of writing processes via drafting and revision. Ultimately, by examining monsters' literature, students will better understand narrators, characters, and society by crafting polished writing pieces, projects, and presentations, which will prepare them for future upper-level writing courses.

11th Grade ELA

This themed course focuses on *madness*—what makes someone different, an outcast, a rebel? And how do we, as readers and as society members, respond to them? The texts of this course seek to answer these fundamental questions. They will challenge students not only in literary construction and application but will also challenge their perceptions of themselves, society, and the world. We will be introduced to narrators of all different circumstances and walks of life and journey with them through their trials of identity, acceptance, and belonging. Throughout the course, students will be tasked with weekly journal writing (daybooks) and practice academic writing responses with appropriate citation practices to the works we will read. At the end of each unit, students will be required to write, present, and professionally respond to readings.

11th Honors ELA

This high-level course challenges students with a multitude of texts that span genres—students will read dystopic fiction, twisted nonfiction, and nonfiction via podcast, which will expose students to the different forms of literature. As such, students will respond to these texts in a similar fashion—through multimodal responses in the form of journal entries (“daybooks”), academic practice essays (“reading responses”), and full-length essays, presentations, and projects. Ultimately, this fast-paced course will cultivate literary knowledge, strengthen critical thinking, and polish the academic writing skills necessary for university.

12th Grade English

This exciting course introduces students to the power of nonfiction writing. These nonfiction texts center around witnessing—what does it mean to be a witness? A researcher? A complicit member of society? This course seeks to dive into these complicated questions. Specifically, students will read works that present prominent issues in America, specifically gun violence, the opioid epidemic, and racism. In addition, while reading about these key issues, students will see nonfiction appear in an array of different forms—from books to comics. While reading these works, students' literary knowledge will be honed and challenged through reading responses, weekly journal writing (“Daybooks”), and polished academic essays. Ultimately, this course will focus on research, writing, and their power and influence on society.

12th Dual Credit (ENG 101-201)

This course will emphasize critical thinking by analyzing literature-based and real-world texts. Students will be introduced to analytical tools to successfully compose different (and versatile) modes of collegiate and academic writing. In this course, students get real-world writing practice through the form of creative nonfiction essays for college application essays, as well as creative writing practice by looking at films as a different kind of “text.” In the second semester, students learn the concept of critical thinking through critical inquiry into popular culture topics in America and gain experience with university-level research processes and writing, such as summary and response, annotated bibliographies, research proposals, synthesis, and argumentation. As such, this course’s secondary focus will be honing and cultivating good writing habits of the writing process through free writing, reading responses, and essay revisions. Because this is a college-level course, the curriculum is fast-paced and writing intensive. Students will be required to complete many writing prompts, essays, and projects demonstrating their ability to think critically about texts, themselves, the world around them, ultimately preparing them for writing assignments across disciplines and curriculums in other university-level courses.

Electives

Creative Writing

This creative writing elective seeks to introduce students to how literature is made rather than interpreted and analyzed; in this way, students get an inside look at written texts. Throughout the year, students will learn the structure and technique of fiction, poetry, and nonfiction.

Throughout these units, students will be introduced to writing creative genres and tasked with exercises that utilize each genre's techniques. Then students will participate in a “workshop-style” presentation, where they will read their own work! At the end of the year, students will also be introduced to other modes of writing: blogging, podcasting, and screenplay. Ultimately, this course will strengthen students' reading and writing skills while introducing them to entertaining and powerful creative works.



The NEHS motto, "gelast sceal mid are," is Old English for: "duty goes with honor." The motto represents one of the earliest forms of our language—it affirms and celebrates an obligation to use one's gifts in service to others. Service to peers, school, and community is part and parcel of the NEHS mission. This group focuses primarily on literacy and learning, forming community through the written word. Only Honors-level students can have entry into this exclusive membership.

Mathematics

At St. Joseph Central Catholic High School, we believe that “Mathematics is the language with which God has written the universe” (Galileo). With that in mind, we have developed the following course guidebook and sequencing pathways for our students. Our school requires that students take a math course **every** year in which they are enrolled, and with that in mind, there are plenty of options. Since at least one mathematics course is required for all college majors, we have various choices for students going into both math fields and non-math fields upon graduation, including three Advanced Placement (AP) courses and 12 hours of Dual Credit mathematics through Marshall University. Dual credit hours earned while at St. Joseph will transfer to any university that accepts credits from Marshall.

Required Courses:

Students are required to take the following courses to graduate:

1. Algebra I
2. Geometry
3. Algebra II (Advanced or Regular)
4. One elective listed below

Electives:

- ❖ Financial Algebra
- ❖ Concepts & Applications (MTH 121B - 4 hours dual credit)
- ❖ College Algebra (MTH 127 - 5 hours dual credit) → 1st Semester
Introduction to Statistics (STA 225 - 3 hours dual credit) → 2nd Semester
- ❖ Pre-Calculus/Trigonometry
- ❖ AP Pre-Calculus
- ❖ AP Calculus AB
- ❖ AP Calculus BC

Course Sequencing Options

	Pathway 1	Pathway 2	Pathway 3	Pathway 4	Pathway 5	Pathway 6	Pathway 7
8th			Algebra I	Algebra I	Algebra I	Geometry	Algebra II
9th	Algebra I	Algebra I	Geometry	Geometry	Geometry and Adv. Algebra II	Adv. Algebra II	AP Pre-Calculus
10th	Geometry	Geometry and Adv. Algebra II	Algebra II	Adv. Algebra II	AP Pre-Calculus	AP Pre-Calculus /Trig	AP Calculus AB
11th	Algebra II or Adv. Algebra II	AP Pre-Calculus	Financial Algebra	AP Pre-Calculus	AP Calculus AB	AP Calculus AB	AP Calculus BC
12th	4th course option	4th course option	Concepts & Applications	4th course option	4th course option	4th course option	4th course option

- 4th course options include: Financial Algebra, Concepts & Applications, Pre-Calc/Trig, College Algebra/Intro to Stats, AP Calculus AB, and AP Calculus BC (these courses have different prerequisites).
- Students may double up and take Geometry and Algebra II Advanced in the same year, upon completion of an entrance exam and with a teacher recommendation (see Pg. 13). The ONLY reason a student should “double” in Geometry/Advanced Algebra II is that they wish to take Calculus AB/BC. A student can receive credit in all other courses without taking two math classes in one year.
- Students may double up on Pre-Calculus/Trig and Financial Algebra in their junior year.
- Students may double up on any combination of Financial Algebra, College Algebra/Statistics, Concepts, Pre-Calculus/Trigonometry, Calculus AB, and Calculus BC (with the exception of pairing AB and BC in the same year) in their senior year.
- College Algebra/Statistics and Concepts & Applications are reserved for Seniors.
- **Any student wishing to deviate from these tracks must receive written approval from the math department and school administration.**

Required Mathematics Classes

Algebra I

Students in this course will focus on five critical units that deepen understanding of the relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling.

Geometry

Students in this course will explore complex geometric situations and relationships, focusing on: congruence, proof, and constructions; similarity, proof, and trigonometry; extending to three dimensions; connecting algebra and geometry through coordinates; circles; applications of probability; and modeling with geometry. *Prerequisite: Algebra I*

Algebra II

Students in this course will build on their work with linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, and radical functions, as well as modeling with functions. *Prerequisite: Geometry*

Advanced Algebra II (Honors)

Students in this course will build on their work with linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, and radical functions, as well as modeling with functions, going above and beyond the scope of regular Algebra 2.

Prerequisite: Geometry with a grade of B or better. Corequisite: Must be accepted via teacher recommendation and entrance exam.

Pre-Calculus/Trigonometry

Students in this course will take an extensive look at the relationships among complex numbers, vectors, and matrices, as well as solving exponential equations using the properties of logarithms. Students will also study the relationships involving lengths of sides and angles of triangles and expand their work with trigonometric functions and their inverses, including the use of trigonometric identities. *Prerequisite: Algebra II*

Financial Algebra

Students in this course will focus on financial applications designed to deepen and extend their understanding of mathematics, through developing a strong foundation in logical thinking and problem solving that will enable students to make informed decisions regarding matters of money and finance in their daily lives. *Prerequisite: Algebra II.*

Concepts and Applications

Students in this course will develop quantitative reasoning, logical thinking, and problem-solving skills through topics such as linear modeling, beginning statistical methods and probability, exponential and logarithmic models, formula use, spatial and geometric modeling, and financial concepts. *Prerequisite: Algebra II*

Dual Credit: Students may earn 4 hours credit from Marshall University for MTH 121B Concepts and Applications. *Prerequisite: 3.0 GPA and have taken the ACT or SAT.*

College Algebra / Intro to Statistics (Honors)

During the first semester of this course, students will have a brief but careful review of the main techniques of Algebra, including polynomial, rational, exponential, and logarithmic functions, as well as graphs, equations and inequalities, and sequences. During the second semester of this course, students will cover basic probability, descriptive statistics, fundamental statistical inference procedures, parameter estimation, and hypothesis testing for a variety of situations with wide applications. *Prerequisite: Algebra II*

Dual Credit: Students may earn 5 hours credit the first semester from Marshall University for MTH 127 College Algebra. Students may earn 3 hours of credit in the second semester from Marshall University for STA 225 Introductory Statistics. *Prerequisite for MTH 127: 3.0 GPA and an ACT Math score of at least 17 or SAT Math Score of 460.*

AP Pre-Calculus (Advanced Placement)

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP Calculus AB (Advanced Placement)

Calculus is a transition course to upper-division mathematics and computer science courses. Students will extend their experience with functions as they study the fundamental concepts of calculus: limiting behaviors, difference quotients, and the derivative, Riemann sums and the definite integral, antiderivatives and indefinite integrals, and the Fundamental Theorem of

Calculus. Students review and extend their knowledge of trigonometry and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students' problem-solving skills and to teach them to read, write, speak, and think in the language of mathematics. In particular, students learn how to apply the tools of calculus to a variety of problem situations. Students are required to take the AP Calculus AB exam at the end of this course. *Prerequisite: Advanced PreCalculus/Trigonometry with a grade of B or better.*

AP Calculus BC (Advanced Placement)

AP Calculus BC is a course designed to develop a student's conceptual understanding of calculus. Students will use their reasoning to solve specific applications through the use of appropriate technology, including the use of graphing calculators. Applications will be presented analytically, numerically, graphically, and verbally, and students are expected to communicate their solutions and justifications verbally and in written form. Special attention is given to helping students use the correct justification of answers using specific theorems and correct units as part of their analysis. Students are required to take the AP Calculus BC exam at the end of this course. *Prerequisite: AP Calculus AB with a grade of B or better.*

Geometry/Advanced Algebra II Doubling

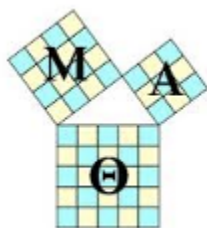
Specific prerequisites are required for any student who wishes to take both Geometry and Advanced Algebra II math classes in a single school year. The student must have earned an A in Algebra I, pass a written entrance exam, and have a written recommendation from your Algebra I teacher. The recommendation form can be found on our school website.

In the spring of each year, a study guide for the entrance exam will be posted to www.stjosephhs.org or can be obtained from the school office. The entrance exam will be administered *at least twice* before the start of school: once in May and once in August. Exact dates will be announced each spring.

Please think carefully before deciding if this is the path for your student. The transition into our high school academic arena is difficult, and adding two math courses can be a challenge to some students. **However, once you have decided on your math path, it will dictate what options are available in the subsequent years.**

Please check our website, www.stjosephhs.org, for updated information.

Mu Alpha Theta



Mu Alpha Theta is a National High School and Two-Year College Mathematics Honor Society. As of June 2014, Mu Alpha Theta had 105,000 student members in more than 2,100 schools nationwide. In order to be involved in St. Joseph's chapter of Mu Alpha Theta, *students must maintain an overall GPA of a 3.0, a mathematics GPA of a 3.5, and have completed Algebra II.* The goal of Mu Alpha Theta is to instill a keen interest in mathematics in students and to promote the enjoyment of mathematics. St. Joseph's chapter of Mu Alpha Theta strives to uphold these standards in our school and community.

Mu Alpha Theta club meetings are typically held once a month during lunch. Members of Mu Alpha Theta sponsor math tutoring for all St. Joseph High School students once a week after school. Club members also participate in several service projects throughout the year.

Applications for admission are taken at the beginning of each school year.

Science

As Rosalind Franklin once said, “Science and everyday life cannot and should not be separated.” At St. Joseph Central Catholic High School, we recognize the importance of science in education as well as in our daily lives. Success in any area requires knowledge of the world around us. In our science curriculum, we want to help students learn to think critically about the world around them, to ask questions, and to seek solutions to problems that may seem beyond their reach. With an assortment of high-level electives, we provide our students with the opportunities to explore topics relevant to their interests and future plans.

Required Courses:

Students are required to take the following courses, along with at least one of the electives listed below in order to graduate from St. Joe:

- ❖ Freshman: Earth & Space
- ❖ Sophomores - Biology or AP Biology
- ❖ Juniors: Chemistry or Honors Chemistry

Electives: *While many of our students take several science electives during their high school careers, students are required to take at least one elective from the list below. They are eligible to take Science electives beginning in their junior year as long as they meet the prerequisites for the class. Students must get written permission from a teacher to take an elective prior to their junior year.*

<i>Elective Course</i>	<i>Prerequisites</i>
<i>Anatomy and Physiology</i>	<i>Biology or AP Biology</i>
<i>AP Biology</i>	<i>May be taken as an elective if Biology (not AP) was taken in the 10th grade</i>
<i>AP Chemistry</i>	<i>Honors Chemistry and Algebra II</i>
<i>AP Environmental</i>	<i>Physical Science and any Biology</i>
<i>AP Physics-I</i>	<i>Trigonometry</i>
<i>Honors Engineering / S.T.E.M.</i>	<i>Earth & Space</i>

Course Descriptions

Earth and Space

Earth and Space Science content provides opportunities for students to investigate processes that operate on Earth and address its place in the solar system and the galaxy. The content encompasses three central ideas: Earth's Place in the Universe; Earth's Systems; and Earth and Human Activity. As students investigate the atmosphere, hydrosphere, geosphere, and biosphere, they gain an understanding of the different sources of energy, matter cycles, multiple systems' interconnections, and feedback that cause Earth to change over time.

AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. College Course Equivalent for the AP Biology course is equivalent to a two-semester college introductory biology course for biology majors.

This class would be suggested for students interested in going into a STEM field. Students must have at least a B average in previous science courses.

Biology

This course is designed as an introduction to biology, the scientific study of life. Students will learn about living organisms and the vital processes required for organisms to survive. Laboratory skills will also be introduced, and students will gain hands-on experience with multiple forms of biotechnology.

AP Chemistry

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year.

This class is offered to students who earn at least a B in Honors Chemistry and have already passed Algebra II.

Honors Chemistry

Honors Chemistry teaches students the introductory material of a high school chemistry class but is more accelerated. Students will study the fundamentals of matter and then move on to concepts that will be more advanced and prepare them for other chemistry classes. In-depth laboratory skills will be taught and assessed throughout the year.

This class is suggested for students interested in STEM and interested in taking higher-level chemistry courses. Passing with at least a B is required for AP Chemistry.

Chemistry

This course will be treated as an introduction to chemistry with a focus on real-world applications. Students will learn about the properties and interactions of matter while applying that knowledge to what they see in the world around them. Laboratory skills will also be taught and assessed throughout the year.

This class is suggested for students with interests outside of STEM.

Anatomy/Physiology

Anatomy and physiology is offered as an introduction to the human body's structures and functions. Students will gain deeper insight into the biological processes that our bodies undergo and will study anatomy through lectures and labs.

This class is for students who have already completed any biology course.

Astronomy

Astronomy is an elective course which provides a broad survey of the field of astronomy in one semester of study. The course is designed to have a minimum of mathematical investigation and to be accessible to a diverse population. The project-based course is easily differentiated for students with a variety of educational needs. Astronomical investigations are highlighted from ancient peoples to the most modern methods, which are explored with the internet and other resources. This one semester course provides the opportunity to develop knowledge and understanding about the solar system, galaxy, and universe in which we live. Much attention is given to an appreciation for how we have obtained this information about the universe. Students use tools of observation to learn about space and learn how other astronomers past and present have used tools available. Areas of study include: the process of science, including use of the tools used to observe the sky; stellar astronomy and how stars change over time; and planetary astronomy and how interstellar spacecraft are obtaining information about other bodies in the solar system.

Engineering / S.T.E.M. This is an introductory course that is appropriate for students who are interested in design and engineering. The major focus is to expose students to design processes, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems.

AP Physics-1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, and rotational motion—College Course Equivalent for AP Physics 1 is the equivalent of a first-semester introductory college course in algebra-based physics.

AP Environmental Science

The AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students 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, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Students taking this course should have at least a B average in previous science courses.

Science Honor Society



SNHS is a prominent scientific organization that will engender a new group of young thinkers who will be the future of industry, research, and scientific exploration for America. The purpose of this organization shall be to encourage participation in and recognition of scientific and intellectual thought. It is to advance the students' knowledge of classical and modern science, to communicate with the scientific community, and to aid the civic community with its comprehension of science. It is to encourage students to participate in community service and, in turn, encourage a dedication to the pursuit of scientific knowledge that benefits all mankind. The St. Joseph Catholic High School chapter was established in 2020 with 25 inaugural members.

Social Studies

Welcome to the Social Studies department of Saint Joseph Central Catholic High School. It is our goal as professional educators to provide all of our students with a well-rounded foundation of history and the social sciences. Each class is designed to meet the standards set forth by the state of West Virginia Department of Education and those associated with a rigorous Catholic standard of instruction. Students must complete all required coursework to graduate from high school, with dual credit or AP being substituted in to meet the criteria. Please note that all history dual credit courses are accredited by Marshall University, but it is up to each individual university to accept those credits. If you have any questions, please contact SJHS's counseling office.

Required History Classes

9th Grade- Ancient History

This course offers an in-depth study of history, geography, and cultures of selected civilizations from the Western and non-Western worlds. It will also examine prehistoric societies that gave rise to river civilizations. The course will also highlight map skills so students will understand the origins and evolutions of many existing civilizations. The time periods that will be covered will be from the beginning of time to Colonization. Each of the units is designed around a project-based learning environment to help students achieve a deeper level of understanding of the concepts.

10th Grade- Pre-American History to 1900

American History for 10th grade begins with an investigation of the various theories of how prehistoric peoples found themselves in North, Central, and South American and the early civilizations that were present with the 1492 “discovery” by Western Europeans of the New World. The course will continue through the colonial period, American Revolution, the founding of a new nation, exploration, and expansion of its land, development of the American political system, and the sectionalization of regions that would eventually erupt into full-scale war, eventual healing of a broken nation, full scale industrialization, and the Gilded Age. Throughout the entire course, race, gender, ethnicity, and class will be examined in how these impact and shape people's experiences and define their position within the interpretations of history. Students will develop critical thinking skills with analysis of primary and secondary sources in an educational environment that utilizes lectures, activities, and projects to develop an understanding of the key concepts and a deep understanding of the material.

11th Grade- 1900 to the Modern American World

American History for 11th grade continues the development of critical thinking skills by exploring isolationism to imperialism, Progressivism, world wars among modern societies, hot spots in a Cold War, and when terrorism attacks freedom. These topics will again be taught using various primary and secondary sources by framing how race, gender, ethnicity, and class shape and define people's events and historical interpretations. Students will be taught using various educational paradigms that include but are not limited to lectures, activities, and projects developing skills beneficial in numerous areas and career choices.

12th Grade- American Civics

The purpose of this course is to ensure that students have the knowledge and skills to be active participants in the opportunities and obligations of being an active American citizen. Students will gain an understanding of how the three branches of government are designed to function and the Bill of Rights that are there to protect and define all citizen's basic rights.

Dual Credit

HST 230: American History To 1877 (3 credit hours) 11th Grade Only

History 230 is a survey of American History since the settlement of North America. We'll be discussing a variety of topics, including the settlement of the New World, the Revolution, establishing a new country, regionalization, and the American Civil War. By the end of the semester, you will be able to use both primary and secondary sources to construct arguments about the past and will have a basic understanding of a variety of historical trends and processes. By the end of the semester, you'll be able to use both primary and secondary sources to construct arguments about the past, and will have a basic understanding of a variety of historical trends and processes. . This course meets the Multicultural Thinking objectives of Marshall University. Multicultural Thinking will have the students (1) **evaluate** generalizations about cultural groups, (2) **analyze** how cultural beliefs might affect communication across culture, (3) **evaluate** how specific approaches to global issues will affect multiple cultural communities, and (4) **untangle** competing economic, religious, social or geographical interests of cultural groups in conflict.

HST 231: American History Since 1877 (3 credit hours) 11th Grade Only

History 231 is a survey of American History from Reconstruction to the present. We'll be discussing a variety of topics, including the period of Reconstruction, the closing of the West, American Industrialization, the World Wars, and the Cold War. By the end of the semester, you will be able to use both primary and secondary sources to construct arguments about the past and will have a basic understanding of a variety of historical trends and processes. This course meets the Multicultural Thinking Objectives of Marshall University. Multicultural Thinking will have the students (1) **evaluate** generalizations about cultural groups, (2) **analyze** how cultural beliefs might affect communication across culture, (3) **evaluate** how specific approaches to global issues will affect multiple cultural communities, and (4) **untangle** competing economic, religious, social or geographical interests of cultural groups in conflict.

Advanced Placement (AP)

AP United States History 10th Grade Only

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP Government 12th Grade Only

The AP U.S. Government and Politics course detailed in this framework reflect what political science teachers, professors, and researchers agree that a college-level government and politics course should teach students to do: analyze and interpret the Constitution, important political documents, and data to better understand the American national government and the political actors who interact with it. Students will be required to take the AP test at the end of the year.

AP Human Geography Open to all grades

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The AP Human Geography course is equivalent to an introductory college-level course in human geography. Students will be required to take the AP test at the end of the year.

Electives

Psychology

This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. The purpose of this class is to broadly cover several areas within psychology. The different types of topics covered will be psychological research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders. There will also be theories presented to students to help them understand how Psychologists are thinking. Each unit will be designed to have students critically think about certain parts of psychological research.

Sociology

This course illustrates how the groups, or social structures, that one belongs to have a profound influence on the way you think, feel, and act. Sociology looks at groups rather than individuals. Major themes include deviance and social control, inequalities of gender and age, family and marriage, and social issues surrounding the modern sport. Throughout this class, students will be required to complete multiple project based learning assignments that revolve around the major themes.

Mythology

The students will study the stories of the gods of the Greeks, Romans, and Danes (Vikings) and how these characters have found their way into modern cultures. There will also be examinations of popular monsters and how their legends developed and are still used today to warn and thrill individuals. Although the topics studied may appear fanciful, students will be developing their critical thinking skills and drawing on numerous other disciplines to analyze the societies that could develop these tales that have become part of Hollywood legend and American culture

Modern Languages

As mentioned in the book of Acts verse 2-11 “How hear we every man in our language wherein we were born?” (verse 11). The gift of tongues is the miraculous ability to speak a modern language. With that in mind, we have developed the following course guidebook and sequencing pathways for our students. Our school requires that students complete three modern language credits. Our language programs prepare students to read, speak, and write in a modern language from level 1. We maintain a rigorous curriculum and want to ensure all our students are successful and placed at the level they will continue their language growth. Even though students are only required to have three modern language credits, our students can study a Modern Language all four years of high school, from level 1, and choose a path to complete an Honors course.

We currently offer Spanish and French as Modern Languages, and students can choose between either one of those paths to complete their journey at St. Joe.

Required Courses:

Students are required to take the following courses to graduate:

1. Spanish 1 or French 1
2. Spanish 2 or French 2
3. Spanish 3 or French 3

Electives:

- ❖ Honors Spanish IV

Course Sequencing Options

	Pathway 1	Pathway 2	Pathway 3	Pathway 5	Pathway 7	Pathway 8
8th			Spanish 1	Spanish 1		
9th	Spanish 1	French 1	Spanish 2	Spanish 2	Spanish 1	French 1
10th	Spanish 2	French 2	Spanish 3	Spanish 3	Spanish 2	French 2
11th	Spanish 3	French 3	Honors Spanish (optional)	French 1	French 1	Spanish 1
12th	Honors Spanish (optional)			French 2		

- Students must earn 2 credits from the same Modern Language in St. Joe before switching to a different language.

Course Descriptions

Spanish I

Students in this course will focus on developing basic vocabulary and Spanish grammar with the purpose of students being able to communicate in everyday situations, providing information about the school, family, likes and dislikes. The course follows the national grammar standards: nouns and articles, numbers from 0 to 1,000 and higher; present tense of -AR, -ER, -IR verbs; stem changing, irregulars; telling time; forming questions; descriptive and possessive adjectives; present progressive; direct and indirect nouns and pronouns; indirect object pronouns. Students will be able to write in full sentences, understand small readings, and participate in simple conversations. They will also learn about the culture in the different Hispanic countries.

French I

Students in this course will focus on developing basic vocabulary and French grammar with the purpose of students being able to communicate in everyday situations, providing information about school, family likes and dislikes. Students will be able to write in full sentences, understand small readings, and participate in simple conversations. They will also learn about the culture in the different French-speaking countries.

Spanish II

Students in this course will focus on expanding their vocabulary and grammar. Students will be able to talk about illnesses, food, technology, and nature. Students will begin to compare and integrate different grammar structures. Students will be able to write in paragraph length, understand printed press (articles, books), and participate in everyday conversations. The course follows the national grammar standards: imperfect and preterit verbs; constructions with SE; adverbs; familiar commands; use of POR and PARA; reciprocal reflexives; stressed adjectives and pronouns; relative pronouns; present subjunctive; subjunctive with verbs of will and influence; subjunctive in adjective clauses; the present perfect; the preterite perfect; the present perfect subjunctive; the future and future perfect. They will also learn about the culture in the different Hispanic countries. *Prerequisite: Spanish I*

French II

Students in this course will focus on expanding their vocabulary and grammar. Students will be able to talk about hobbies, holidays, and the house. Students will begin to work with more complex grammar structures. Students will be able to write in paragraph length, understand printed press (articles, books), and participate in everyday conversations. They will also learn about the culture in the different French-speaking countries. *Prerequisite: French I*

Spanish III

By the end of this course students will be able to conjugate in 16 different tenses in Spanish and know how to combine them in a writing and speaking setting. The course follows the national grammar standards: Verbs in progressive forms; object pronouns; Gustar and similar verbs; reflexive verbs; the preterit; the imperfect; subjunctive in noun clauses; commands; POR and PARA; comparative and superlatives; negative, affirmative and indefinite expressions; the subjunctive in adjective clauses; the future; the subjunctive in adverbial clauses; the present perfect; the past perfect; diminutives and augmentatives; the conditional; the past subjunctive; SI clauses with simple tenses; relative pronouns; the neuter LO; the future perfect and the conditional perfect. Students will be able to research and present diverse topics in Spanish. Students will be able to write different types of essays. They will also learn about the culture in the different Hispanic countries. *Prerequisite: Spanish 2*

French III

By the end of this course students will be able to talk about food, housing, health, and the city. Students will be able to express ideas in the present and past. Students will be able to write in essay form. They will also learn about the culture in the different French-speaking countries.

Prerequisite: French 2

Dual Credit

Spanish (Spanish IV)

First Semester -

SPN 101: Introduction Spanish (3 College credit hours)

Pronunciation, vocabulary, and basic language structures. The course follows the national grammar standards: nouns and articles, numbers from 0 to 1,000 and higher; present tense of -AR, -ER, -IR verbs; stem changing, irregulars; telling time; forming questions; descriptive and possessive adjectives; present progressive; direct and indirect nouns and pronouns; indirect object pronouns.

Second Semester-

SPN 102: Introductory Spanish II (3 College credit hours)

Pronunciation, vocabulary, and basic language structures. The course follows the national grammar standards: imperfect and preterit verbs; constructions with SE; adverbs; familiar commands; use of POR and PARA; reciprocal reflexives; stressed adjectives and pronouns; relative pronouns; present subjunctive; subjunctive with verbs of will and influence; subjunctive in adjective clauses; the present perfect; the preterite perfect; the present perfect subjunctive; the future and future perfect.

Prerequisite: Spanish 3

National Hispanic Honor Society



The Hispanic Honor Society is an honor society for high school students enrolled in Spanish and/or Portuguese, sponsored by the American Association of Teachers of Spanish and Portuguese ([AATSP](#)).

The Hispanic Honor Society was formally organized as the Spanish National Honor Society in 1953. The name was changed to Sociedad Honoraria Hispánica in 1959. At present, there are over 2,500 national and international chapters of the HHS.

The mission of the Sociedad Honoraria Hispánica is to recognize high school achievement in Spanish and Portuguese and to promote interest in Hispanic and Luso-Brazilian studies. To be eligible to join, students must have completed Spanish 2, be enrolled in a Spanish class, and have a grade average in their Spanish classes of 90 or higher.

The Hispanic Honor Society meets at the discretion of the president during lunch. Members of the Hispanic Honor Society sponsor Spanish tutoring for all St. Joseph High School students, if needed, after school. Club members also participate in several service projects throughout the year.

Applications for admission are taken at the beginning of each school year, and new members are inducted in September.

Business/Entrepreneurship

Dual Credit

Introduction to Business (MGT 100)

Introduction to the business disciplines including the importance of each individually and the synergy of working together in the context of business innovation and entrepreneurship. Utilizes experiential learning to solidify the concepts and incorporates career exploration.

Introduction to Entrepreneurship (ENT 280)

A study of the functions, techniques and problems of management of the small business enterprise as opposed to the large-scale corporate situation.

Health / Physical Education

Health

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Physical Education

Objectives of the PE grade curriculum are to develop movement skills and movement knowledge; to develop a positive self-image; and to develop social skills by working in a team setting. The curriculum adheres to the state framework guidelines where students work within the emphasis of fitness, team sports. The curriculum includes volleyball, track & field, ultimate frisbee, basketball, field games, dance, indoor hockey, indoor games, flag football, softball and physical fitness concepts. Students are graded on the following criteria: effort/participation, enthusiasm/leadership/sportsmanship, movement skill development & understanding, knowledge of rules/strategies/etc.

Fine Arts

Music

The primary objective of music class at St Joseph High School is to gain a deeper understanding of music through performing in musical ensembles. The sort of musical ensemble we create each year depends on the interest and musical skill level of the student enrolled in the class. In past years, we have formed a choir, a band, a bell choir, and a percussion ensemble.

Along the way, we delve into improving our knowledge of the more academic aspects of the study of music: theory and history.

Music Ministry at St Joseph High School is the musical ensemble (mainly choir) that provides musical support for the liturgy during school masses. Students may participate in music ministry without being enrolled in music classes.

Visual Art

The SJHS Visual Art course provides an experiential opportunity for all students to explore their artistic identity.

Students will learn to make personal connections and meaningful conclusions by investigating historical, cultural, and contemporary artmaking.

Hands-on coursework will apply Elements and Principles of Art and Design. Students will learn to express their artistic voice by applying Line, Shape, Form, Color, Texture, Space, Value, Movement, and Scale, Proportion as communication tools.

Course evaluations will be determined based on student engagement, adherence to creative processes, and evidence of personal growth.

Advanced Placement

AP 2D Art & Design

This is a full-year course developed to accommodate students who have demonstrated a strong interest and commitment to excel in computer-generated artwork. These students will complete an AP 2-D Art and Design portfolio emphasizing computer-generated media. Research, field trips, and regular (at least biweekly) oral and written critiques will be integral parts of this course. All students will submit a portfolio at the end of the course following the

AP Art and Design Portfolio Submission requirements. With direct teacher instruction, the emphasis will be placed on the development of the AP Portfolio. The students will complete both sections (Sustained Investigation and Selected Work Quality Section) of the portfolio. The course will emphasize ongoing documented experimentation with design concepts, composition, and media that uses ‘Design Journals (DJs)’ (sketchbooks). Students will use these DJs daily, and they will be the core source of ideation and documentation of their artmaking. Artist growth, ideas, and final artworks will be investigated through the use of these books.

AP Drawing

This AP class corresponds to the equivalent of a one-semester introductory drawing or painting course. Students create a portfolio of work to demonstrate inquiry through art and design and the development of materials, processes, and ideas over the course of a full academic year. The final portfolio includes works of art and design, process documentation, and written explanations of artistic submissions.

The final portfolio presentations are evaluated based on specific criteria, which include skillful synthesis of materials, processes, and ideas. The student’s sustained investigation work should also show practice, experimentation, and revision.

Alternative to an all-inclusive AP Design course, AP Drawing hones in on specialized artistic techniques such as line quality, composition, and the use of mark-making to render the illusion of form and depth.

Technology

Digital Media/Computer Science 9-12

This is a course designed to focus on coding and technology projects, such as computer simulation, programming languages, microcontrollers (e.g., Raspberry Pi, Arduino), App designs, scientific applications and web development. Also, in this course, students will be introduced to the concepts of digital multimedia. Students will explore the path of contemporary digital design, highlighting the importance of process, innovation, and communication. Students will also have the opportunity to take a Marshall dual-credit course for one semester. This class is online through Marshall University, with the students being able to obtain 3 hours of college credit.

Dual Credit

MIS 200 - Business Computer Applications

An introduction to computer applications in business, including spreadsheets, databases, presentations, and word processing. Students also learn to integrate spreadsheet and database outputs into presentations and reports.

Senior Communications

Seniors are transitioning to the next phase of life. The year-long class is filled with Admissions Counselor visits, scholarship searches, completing college applications, and touring a college campus.

Internships

All seniors go out on two week-long internships in two career fields of their choice. During that time, they keep a journal documenting their week, along with photos. Upon returning to school, students complete a presentation to the underclassmen detailing their experiences. Internships often lead to summer jobs, excellent recommendations, and useful advice about their future.

Dual Credit

First Semester-

CMM 103 - Introduction to Public Speaking (3 hours)

A course designed to enhance the development of critical-thinking skills and their application to verbal and nonverbal interaction in interpersonal and public communication contexts.

Second Semester-

CMM 213 - Interpersonal Communications (3 hours)

Introduction to principles and practices related to productive interpersonal communication. Emphasizes competence in using verbal and nonverbal message systems to promote effective communication in social and task relationships.