

# FRASSATI CATHOLIC HIGH SCHOOL

## Curriculum Guide



2025 – 2026

**FRASSATI CATHOLIC HIGH SCHOOL  
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## INTRODUCTION

This Curriculum Guide will assist you in planning your course of study for the coming year. It includes course descriptions as well as other information that you will need. Your teacher recommendations and previous grades and test scores are used to place you appropriately in some courses. As you consider course options, familiarize yourself with the graduation requirements. Use the *Student High School Course Inventory Checklist* on the last page of this *Guide* for your planning to ensure that you will fulfill course prerequisites and graduation requirements. You will be able to take eight courses per semester. Be sure to discuss your options with your parents/guardians.

## COURSE SELECTIONS IN THE 2025-2026 SCHOOL YEAR

Frassati Catholic High School course descriptions are listed by academic department. The course descriptions follow an explanation of the mission and philosophy of that department. Each course description includes the course number and name, prerequisites, and credit earned. Full year courses earn one credit and one semester courses (half year) earn 0.5 credit. All courses are college preparatory. Those courses which are Advance Placement (AP), Dual Credit (DC), or honors level are indicated as such in the title.

Both students and their parents will be involved in the course selection process, and every effort will be made to accommodate each student's academic interests.

## COURSE SCHEDULING DATES

### Returning Students

March 24, 2025	Academic Advising begins (rising seniors first followed by rising juniors then rising sophomores)
March 20-21, 2025	Students receive Elective Forms to rank electives
March-April, 2025	Elective Forms due for all students at the time of advising AP/DC Policy Forms due for any student who plans to take at least one AP/DC class Request for Exception Forms due for any student who plans to take more than two AP/DC classes

### New Students

April 22-23, 2025	Placement tests (mathematics and world languages)
May 1, 2025	Welcome Night – students receive Course Form
May 9, 2025	Elective Forms due

## GRADUATION REQUIREMENTS

A minimum of 28 credits are required for graduation; students may complete up to 32 credits. A full credit is awarded for successful completion of a full year course and 0.5 credit is awarded for successful completion of a one-semester course. Although a student might earn the 4.0 English, mathematics, science, religion, or history credits prior to senior year by taking elective classes, all students are expected to take English, mathematics, science, religion, and history courses all four years. Additionally, no more than one study hall may be taken each semester. Required courses and the number of credit hours for graduation are as follows:

4 credits	<b>RELIGION</b>
2 credits	<b>ETHICS and CULTURE</b> (+Logic & Rhetoric for 10 <sup>th</sup> grade)
4 credits	<b>ENGLISH</b>
4 credits	<b>MATHEMATICS</b>
4 credits	<b>SCIENCE</b>
4 credits	<b>HISTORY</b>
2 credits	<b>WORLD LANGUAGE</b>
1.5 credits	<b>FINE ARTS</b>
1 credit	<b>PHYSICAL EDUCATION</b>
1.5 credits	<b>ELECTIVES</b>

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28 credits

## BLOCK SCHEDULE

Frassati Catholic High School operates on an A/B block schedule that permits students to take up to eight classes with four classes meeting each day.

## ACADEMIC COURSE LEVELS

Many required courses are also offered at honors levels. Students are placed in the level within each subject area according to demonstrated aptitude and performance. While each level of the course has similar goals and objectives, the application of instruction varies by methodology, degree of difficulty, and amount of information presented. Principles and concepts are explored in greater depth and more independent work is required of the student. The honors course is designed to prepare the student for AP courses in which the course content, homework load, and pace are college level. Thus, those students who can excel with a challenging college preparatory curriculum, who are highly motivated, and who have a high level of responsibility, aptitude and achievement are eligible. Grades earned in honors and AP or DC courses are weighted. (For example, on a 4-point scale, an A in an AP or DC course is 5.0 points, in an honors course it is 4.5 points and in a college prep course it is 4.0.)

## COURSE CHANGE POLICY

Each student is expected to remain in the courses scheduled. For justifiable and serious reasons, a semester course or full year course may be changed during the first two weeks of the course. Full year courses may not be changed mid-year. During the second semester, elective semester courses may be changed during the first two weeks of the course, only if the schedule permits.

Students are not permitted to change courses to change teachers or to raise grades. There is a \$60.00 fee for each course change. Changes in course level require an Add/Drop Form and must be approved by the teacher, parents/guardians, and Dean of Academics.

## ADVANCED PLACEMENT (AP) and DUAL CREDIT (DC) COURSE POLICY

Advanced Placement and Dual Credit courses are designed to meet the needs of students who want an advanced college preparatory curriculum and have a high level of responsibility, interest, aptitude, independence, and achievement. Course content and concepts are explored in greater depth, and more independent work is expected of the student. At Frassati Catholic High School, registration for Advanced Placement or Dual Credit involves several steps. The student must (1) meet the prerequisite requirements, (2) be recommended for the AP or DC course by the department faculty, and (3) read and agree to the Frassati Catholic High School AP/DC Policy (below).

It is important that students make careful decisions about course selection as it will impact the overall academic schedule, teacher assignments and hiring.

The Frassati Catholic High School AP/DC Policy consists of the following conditions, on which the student must agree before registering for any AP/DC course:

1. AP/DC courses require considerably more homework and studying than an honors course. AP courses are college level courses. Work will be assigned and will be graded accordingly.
2. No student will be registered for an AP/DC course unless he or she meets all prerequisites and has obtained both department faculty recommendation and AP/DC teacher approval.
3. Parents will not be able to request an override of an AP/DC teacher's decision or teacher recommendation regarding AP/DC courses.
4. Once a student is enrolled in an AP/DC course, he or she will need to remain in the course until the completion of the course. Only **exceptional** circumstances will be considered to drop an AP/DC course.

5. Students requesting more than two AP classes in the same year must submit a “Request for Exception to AP/DC Course Policy” Form and must meet the stringent requirements outlined on the form.
6. Students enrolled in any AP class will take the AP exam in the spring. Exams cost approximately \$98 and should be paid in full by October 1 of the school year the course is taken. The school does not cover the cost of exams.
7. Students enrolled in a DC class through another institution will pay all tuition and fees directly to the institution associated with the course being taken.

### **HONORS COURSE POLICY**

Honors courses are designed to meet the needs of students who want an advanced college preparatory curriculum, have an innate interest in learning, and possess a high level of responsibility, aptitude, and achievement. Course content and concepts are explored in greater depth compared to college prep level courses, and more independent work is expected of the student. At Frassati Catholic High School, registration for honors courses involves several steps. The student must (1) meet the prerequisite requirements, and (2) be recommended for the honors course by the department faculty.

It is important that students make careful decisions about course selection as it will impact the overall academic master schedule. Once a student is enrolled in an honors course, he or she may not drop the class after the usual two-week Course Change Policy.

The Frassati Catholic High School Honors Policy consists of the following conditions:

1. Honors courses require considerably more homework and studying than a college prep course. Work will be assigned and will be graded accordingly.
2. No student will be registered for an honors course unless he or she meets all prerequisites and has obtained both department faculty recommendation and teacher approval. Honors course recommendations are final.
3. Each honors class has a limited number of students. Actual honors course offerings will depend on student interest and qualifications.
4. Once a student is enrolled in an honors course, he or she may not drop the class after the usual two-week Course Change Policy.

## RELIGION DEPARTMENT PHILOSOPHY AND MISSION

The Frassati Catholic High School Religion Curriculum comes directly from the High School Religion Curriculum for the Archdiocese of Galveston-Houston, which, in turn, is based on the curricular framework of the United States Conference of Catholic Bishops. The two freshmen courses focus on Sacred Scripture and Christology. Sophomores continue their study of Christology and examine the role of the Church (Ecclesiology). Juniors concentrate on the Sacraments in the first course and then on Morality in the second. The senior capstone religion courses focus on living the faith through Catholic Social Teaching and Vocations. Through coursework, participation in the Liturgy, and a program of service, students are encouraged to learn and live the teachings of the Catholic Church.

Because the opportunity to grow in faith is integral to Frassati Catholic High School, the Religion Curriculum guides the entire school curriculum by helping students to see that faith is not hostile to reason. Rather, faith and reason together provide the surest path to truth, to Truth Himself— Jesus Christ. Students are encouraged to shape the culture of the school and to transform society at large. In this way, they will be answering the Church’s call for the New Evangelization, by which the Gospel is proclaimed in a way that modern culture can truly hear and receive. The Frassati Catholic High School Religion Curriculum is designed to equip students to answer this call with lives rooted in prayer, humility, and courage in the face of the Cross.

*The mission of Frassati Catholic High School’s Religion Department is to give knowledge of Jesus Christ through the doctrines of the Roman Catholic Church so that students can grow in friendship with Him; to provide opportunities to develop a rich prayer life, especially in the Sacraments of Reconciliation and the Eucharist; and to articulate the faith in truth and charity.*

The Frassati Catholic High School Religion Department offers Pier Giorgio Frassati to students as an example of holiness and happiness. His “spontaneous and profound love for God, his total immersion in the Catholic faith, his unflinching dedication to prayer”<sup>1</sup> make him a fitting patron for the school community. The Frassati Catholic student who imitates this avid mountain climber sees life as a joy-filled climb to eternal life with God. Pope John Paul II called Pier Giorgio *Man of the Beatitudes*. Thus, the Beatitudes are the student’s compass and guide for the journey, encouraging an “untiring commitment to active Christian love” through devotion to family, authentic friendships, and dedicated service to those in need.

### Required Courses:

The Revelation of Jesus Christ in Scripture / Who is Jesus Christ? (Grade 9)

The Mission of Jesus Christ / Jesus Christ’s Mission Continues in the Church (Grade 10) Sacraments as Privileged Encounters with Christ / Life in Jesus Christ (Grade 11)

Living as a Disciple of Jesus Christ in Society / Responding to the Call of Jesus Christ (Grade 12)

**Elective Courses:** History of the Catholic Church (Grades 11-12)

*Shaded courses are not offered for the 2025-2026 school year.*

*Frassati Catholic follows the High School Religion Curriculum required by the Archdiocese of Galveston-Houston which is in accord with the United States Catholic Bishops’ Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age.*

**1101 The Revelation of Jesus Christ in Scripture****Grade 9****0.5 credit**

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scripture. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In this course, students will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. They will learn how to read the Bible and will become familiar with the major sections of the Bible and books included in each section. Attention is given to salvation history and the preparation of the coming of the savior, Jesus Christ.

**1102 Who is Jesus Christ?****Grade 9****0.5 credit**

The purpose of this course is to introduce 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. Students will study the Gospels, where they may grow to know and love Jesus Christ more personally.

**2101 The Mission of Jesus Christ****Grade 10****0.5 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 from the first moment of creation, God has planned for us to share in Divine life as children of God the Father, sisters and brothers of the Son, united in the Holy Spirit. This is accomplished through the Redemption Christ has won for us. Students will learn how we share in this redemption through Christ and will also be introduced to what it means to be a disciple of Jesus Christ, responding to his call in our lives.

**2102 The Mission of Jesus Christ Continues in the Church****Grade 10****0.5 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 students 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 the events in the life of the Church, but about the sacred nature of the Church.

**3101 Sacraments as Privileged Encounters with Christ****Grade 11****0.5 credit**

The purpose of this course is to help students understand that they 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 to learn how they may encounter Christ throughout life. Particular attention is paid to the liturgy and the Eucharist as the source and summit of our faith.



**3102 Life in Jesus Christ****Grade 11****0.5 credit**

The purpose of this course is to help students understand that it is only through Jesus 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. In imitation of Pier Giorgio Frassati, our patron and the Man of the Beatitudes, students find a life of virtue and living in the beatitudes as the path to eternal happiness with God.

**4104 Living as a Disciple of Jesus Christ in Society****Grade 12****0.5 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 in Church's social teaching and mission. An examination of the principles and themes of Catholic social teaching provides a foundation for students' response to justice and the defense of the human person in our culture today.

**4102 Responding to the Call of Jesus Christ****Grade 12****0.5 credit**

The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. In this course, students should learn how all vocations are similar and how they differ. Students learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community. Particular attention is paid to the universal call to holiness and our Christian mission to evangelize and lead others to the fullness of life in Christ.

**4103/4604 History of the Catholic Church****Grades 11-12****0.5 credit**

This elective course is designed to build on the sophomore catechesis on the Church. It will supply students with a general knowledge of the Church's history from Apostolic times to the present, noting for them both the Divine and human elements of the living Body of Christ throughout its 2000 years of history.

## ETHICS AND CULTURE DEPARTMENT PHILOSOPHY AND MISSION

The Ethics and Culture Department is an aspect of Frassati Catholic High School's response to the call for the New Evangelization:<sup>1</sup> that is, the Church's call to find new ways to transmit the faith amid cultures that are steeped in secularism and relativism. Fundamentally flawed ideas about the human person are embodied in modern culture, and this has fostered a kind of spiritual blindness and deafness. So simply shouting the message louder will not help people hear the truth and find the path of true happiness. The New Evangelization calls for us to consider new ways to open minds and hearts so as to receive the true freedom and happiness for which they were created. The Ethics and Culture curriculum is one of these new ways to contribute to the New Evangelization. To understand how, it is necessary first to define the terms *Ethics and Culture*:

*Ethics* is the science that studies human acts to determine whether they are good or evil. "The science of ethics starts with this self-evident truth that we should do what we are designed to do: pursue happiness. From this first principle, the science of ethics proceeds to draw conclusions about what specific acts we should and should not do if we are going to achieve the happiness we so naturally desire."<sup>2</sup>

*Culture* is a broad term that refers to the values, beliefs, and ideals of a particular people that manifest themselves in such things as social customs, art, music, and film. "Culture is like an ocean, surrounding us as water a fish; an environment that seems natural, especially if it is the only one we know; a lens, something we see through without realizing that it is not the only way of seeing."<sup>3</sup>

Our ideas about the human person take shape in our culture, and then over time, our culture shapes the way we think about the human person. Uniting the study of ethics and culture into one department gives students the tools to apply right reason to each academic discipline as well as to all aspects of the culture that surround them. Concepts taught in Ethics and Culture courses are integrated and reinforced in other areas of study, enabling students to see that truth is not compartmentalized. This philosophical approach imparts a deep sense of the inter-relatedness and meaningfulness of all reality. Students learn to recognize the messages that are embodied around them in culture so as not to be passive receptors of whatever is placed before their minds and hearts, but rather to be active agents who analyze their culture with discerning eyes.

*The mission of the Ethics and Culture Department is to enable students to:*

- *see the inherent dignity bestowed on each human person;*
- *acquire logical habits of thinking in accord with right reason to discern what will bring true fulfillment to our human nature;*
- *understand the complementary relationship between faith and reason;*
- *understand the role of culture in forming and shaping the way we see ourselves, others, the world, and God.*

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<sup>1</sup> Reading the signs of the times, Pope Saint John Paul II called for a "New Evangelization," and in 2010, Pope Benedict XVI continued this call by establishing the *Pontifical Council for Promoting the New Evangelization*. See *Ubicumque et Semper*, the apostolic letter establishing the *Pontifical Council for the New Evangelization*.

<sup>2</sup> From Sr. Terese Auer, O.P.'s textbook *Called to Happiness: Guiding Ethical Principles*, 2009.

<sup>3</sup> From Michael Paul Gallagher's *Clashing of Symbols: An Introduction to Faith and Culture*, 2003.

Freshmen begin this coursework with an in-depth philosophical study of the human person and then are introduced in their sophomore year to the principles of ethics. This study imparts an understanding that judgments about good and evil acts are not arbitrary, that is, not based merely on a personal view; rather, they are based on an objective standard that all reasonable people should be able to acknowledge. Once this foundation has been laid, the students are ready in their junior year to delve into the current issues themselves, first in bioethics and then in the Ethics & Culture Leadership Seminar, during which they review and learn the philosophical and entrepreneurial principles and practices needed to become agents of change in the culture. Throughout each course, the students consider aspects of culture, discerning the underlying beliefs about God, man, and the cosmos.

The Ethics and Culture Department is timely for our modern culture and is fitting for a high school with Pier Giorgio Frassati as its patron. While still a student, Pier Giorgio Frassati was passionately involved in the political, ethical, and cultural issues of his time, serving as an exemplar of the intelligent integration of faith and reason in daily life. Pier Giorgio was a master of what Pope Benedict XVI calls “the art of living,”<sup>4</sup> and even amid trials and suffering, achieved the happiness and fulfillment that all desire.

**Required Courses:**

The Human Person (Grade 9)  
Principles of Ethics (Grade 10)  
Logic & Rhetoric (Grade 10)  
Bioethics (Grade 11)  
Ethics & Culture Leadership Seminar (Grade 12)

**Elective Courses:**

Social Dance  
Introduction to Dance  
History of Media  
Philosophy of the Human Person (Dual Credit)  
Ancient Philosophy (Dual Credit)

*Shaded courses are not offered for the 2025-2026 school year.*

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<sup>4</sup> From the “Address to Catechists and Religion Teachers on the Jubilee of Catechists,” given by Joseph Cardinal Ratzinger on 12 December 2000.

## **1201 The Human Person**

**Grade 9**

**0.5 credit**

This course studies what it means to say that human beings are persons, *i.e.*, beings endowed with freedom and an inner life capable of knowing and loving. Topics include: the union of body and soul; the powers of the rational soul and its immortality; human passions and temperaments, the complementarity of the sexes, an introduction to sexual ethics, and an evaluation of cultural views of the human person. From this study, the student will come to appreciate the profound dignity of every human person.

## **2201 Principles of Ethics**

**Grade 10**

**0.5 credit**

***Prerequisite:*** *The Human Person*

Based on reasoning derived from experience, this course introduces students to the study of voluntary human acts which lead to true human flourishing. St. Thomas Aquinas is used as a guide to investigate the purpose of human life, the nature of human action, the determination of good and evil acts, and the role of moral law, conscience, and virtue in achieving genuine human fulfillment. Students will also be introduced to more specific ethical principles which apply to moral choices in health care, war, and other cultural situations.

## **3201 Bioethics**

**Grade 11**

**0.5 credit**

***Prerequisite:*** *Principles of Ethics*

In seeking to apply ethical principles learned in *Principles of Ethics* to contemporary bioethical issues, this course focuses primarily on issues that concern human life from its earliest to its final stages. Using the dignity of human life and its inviolability as its starting point, this course studies such beginning of life topics including fertility care, abnormal pregnancies, assisted reproductive technologies, contraception, sterilization, abortion, vaccines linked with abortion, embryo adoption, scientific experimentation on human persons, stem cell research and genetic manipulation. Understanding the human person to be a unified totality with a supernatural end, this course also addresses such end-of-life topics including the meaning of suffering, brain death, organ transplantation, suicide, assisted suicide, euthanasia, proportionate and disproportionate means, artificial nutrition and hydration, and terminal care. General medical ethics topics include an introduction to secular medical ethics, gender dysphoria and transgenderism, doctor-patient relationships, and contemporary biomedical questions.

## **4201 Ethics & Culture Leadership Seminar**

**Grade 12**

**0.5 credit**

***Prerequisite:*** *Bioethics*

Why was Hitler also engaging in a cultural battle in addition to just taking countries by brute force? Why did young college students like Karol Wojtyla (St. John Paul II) fiercely fight back in this cultural battle? What is culture and why does it matter? What is the relationship between philosophy (and specifically, ethics) and culture? How is family life the primordial culture? What are the primary elements and influences in today's culture? How do virtuous leaders understand ethics and effectively create a culture around them that serves both the common good, as well as the good of each individual person? This class will explore questions such as these, discussing the relationship between philosophy and culture to understand what is at stake in the current cultural battles. Students will analyze aspects of culture to discern what philosophical beliefs about the human person are embodied therein and understand how culture then plays a pivotal role in shaping the way we see the world and each other. Readings and class discussion will focus on growing in self-knowledge, models of leadership, and the role and responsibility that each student is called to play in shaping a culture that is in keeping with the dignity of the human person. Students will

review and learn philosophical and entrepreneurial principles and methods for identifying needs and problems and devising ways to solve them. This capstone course and the Culture of Life Project ultimately seek to prepare student leaders to make their own contribution to a culture of life in which people truly flourish. All students will also complete the remaining modules of CEDE (Catholic Entrepreneurship & Design Experience), a program from the Catholic University of America, which students began in other courses.

### **5201 Ethics & Culture Leadership Seminar**

**Grade 12**

**0.5 credit**

**Prerequisites:** Bioethics and teacher recommendation

In addition to the objectives and topics listed above, the students will complete independent reading about culture and models for cultural change, including the business model. They will also do additional research about a need in the culture. To receive dual credit, students will need to complete two projects and submit them to the Catholic University of America Busch School of Business. Students will have the opportunity to earn three (3) business credits from CUA. ***This course will require additional tuition and fees paid directly to CUA for the dual credit registration.***

### **2202/2602/2001 History of Media**

**Grades 10-12**

**0.5 credit**

**Prerequisite:** Keyboarding as satisfied through the Typing Club

Students will acquire understanding of the origins and development of mass communication in the United States beginning with the dawn of writing and extending through modern day mass media in America to include print, electronic and social media. Students will develop critical thinking skills by examining the impact of mass media and social communication on American society, education, culture, politics, and values.

### **0202/0808/1905 Social Dance**

**Grades 9-12**

**0.5 credit**

This course provides instruction in the basic techniques, concepts, skills, and step patterns of social dances of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will learn both solo and partner steps as well as techniques for leading and following in line, swing, square, contra, and ballroom dancing. Though the focus of the class will be studio practice, students will also examine the socio-historical significance of social dance. Attendance at performances and rehearsals is mandatory.

### **2203/2802 Logic & Rhetoric**

**Grade 10**

**0.5 credit**

This course uniquely fits into both the Ethics and Culture and Fine Arts Departments as it integrates habits of good thinking (logic) with communication skills (rhetoric), allowing students to develop skills which will help them become effective agents of change in the culture. Students will study the basics of symbolic logic, learning to recognize and make logical arguments in speech. They will also learn how to recognize, avoid, and refute common logical fallacies. In this performance-based course, students learn effective speechwriting, speaking, and listening skills for giving and appreciating various kinds of speeches, including oratory, extemporaneous, and improvisational, among others. Students also learn the skills needed to debate for and against a position or policy, as in policy debate. The course is designed to improve the students' knowledge of communication skills as well as develop their self-confidence in speaking and debating before an audience. By studying actual debates and speeches, students evaluate the influence of media in shaping popular opinion and culture.

### 0203/0810/1907 Introduction to Dance

Grades 9-12

0.5 credit

This course provides beginning instruction in classical ballet, modern and jazz. Proper alignment, anatomy, musicality, expression, aesthetic, dance history, choreography and technical proficiency will be emphasized in all genres as students develop kinesthetic versatility and awareness. Attendance at rehearsals and performances is mandatory.

### 3232 Philosophy of the Human Person (Dual Credit through the University of St. Thomas)

Grades 11-12

0.5 credit

**Prerequisites:** An 85 or higher in Human Person and Principles of Ethics and recommendation of the department based on previous academic record

A study of the many aspects of human nature: sensation, emotion, thought, will, habits, soul, and body. At the end of the course, the student will have a more in-depth but still introductory understanding of some of the key philosophical insights regarding the nature of philosophy, the human person and knowledge. Students will have the ability to analyze and synthesize both primary and secondary sources in philosophy, including Plato, Aristotle, Thomas Aquinas, and modern philosophers such as John Paul II. ***Students who wish to take this class will be required to enroll with the University of St. Thomas. There will be tuition expenses to the University of St. Thomas related to this course along with book(s) and other possible expenses.***

### 3233 Ancient Philosophy (Dual Credit through the University of St. Thomas)

Grades 11-12

0.5 credit

**Prerequisites:** An 85 or higher in Human Person and Principles of Ethics and recommendation of the department based on previous academic record

A study of being, nature, knowledge, man, and the state, as developed by the pre-Socratics, Plato, Aristotle, the Epicureans, the Stoics and Plotinus. At the end of the course, the student will have an introductory understanding of some key philosophical insights of important figures in ancient philosophy and will demonstrate knowledge through analysis and synthesis of primary resources in the early history of thought. ***Students who wish to take this class will be required to enroll with the University of St. Thomas. There will be tuition expenses to the University of St. Thomas related to this course along with book(s) and other possible expenses.***

## ENGLISH DEPARTMENT PHILOSOPHY AND MISSION

*"...A selfless desire for a commitment to calling, a sense that honor is far more valuable than life—these are aspects of the soul that must be awakened by a vision of the high and the noble. And herein lies one of the great values of studying the classics: our poetic heritage gives imperishable form to the heroic aspiration."*

*-Dr. Louise Cowan<sup>5</sup>*

By placing before us examples of the high and noble, the classic works of literature ignite in us the desire to reach such heights of greatness as well. While distinct from philosophy and science, literature as an academic discipline is comparable to both in its breadth and depth of imparting knowledge. Moreover, as the ancient Greek writer Cicero pointed out, "nothing is sweeter and more useful than the study of literature" because of its power to illuminate the beauty of the truth about the human person. For these reasons, the English program approaches literature as a vehicle of truth that imparts wisdom.

Thus, the English curriculum seeks to cultivate the students' ability to understand, appreciate, and respond to the great works of our literary tradition. Students search out the wisdom of the poets and refine their judgment by taking part in seminar discussions focused on the chief works of major authors. Students are encouraged to learn what the best of the writers understand about human nature and the human experience throughout the ages. In doing so, they also follow in the footsteps of Blessed Pier Giorgio Frassati, who so loved Dante's great epic *The Divine Comedy* that he committed large passages to memory and would spontaneously recite them for his friends.

Throughout the English course of study, students develop their ability to read and think critically, and then to express themselves orally and in written form. Special emphasis is placed on mastery of the written word through an intensive writing program that is carefully woven into each course. The course sequence parallels the Ethics and Culture department courses. The freshmen English course is organized thematically around the question of the human person's search for identity, thus dovetailing with the Ethics and Culture course, *The Human Person*. In the sophomore English course, the literature explores the question of man's search for happiness, complementing the Ethics and Culture course, *Principles of Ethics: The Search for Happiness*. The study of logic, rhetoric, and analytical writing in the junior and senior courses also helps students as they address the more complex issues in Bioethics and in their senior writing project.

*The mission of Frassati Catholic High School's English Department is twofold: 1) for students to achieve excellence in writing, interpretive, and critical language skills and 2) for students to achieve a certain excellence of soul, by learning to integrate the knowledge to be gained from great literature not only into their other courses but into their own lives.*

### Required Courses:

English I or English I Honors (Grade 9)  
English II or English II Honors (Grade 10)  
British Literature or AP English Literature and Composition (Grade 11)  
World Literature or AP English Language and Composition (Grade 12)

### Elective Courses:

Special Topics in Literature  
Journalism Practicum  
Creative Writing - Prose  
Creative Writing – Poetry  
Honors 20<sup>th</sup> Century Literature  
Intro to Latin Language & Culture

*Shaded courses are not offered for the 2025-2026 school year.*

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<sup>5</sup> from the article entitled "The Necessity of the Classics," published in the *Intercollegiate Review* Fall 2001

### **1311 English I**

#### **Grade 9**

**1 credit**

English I encompasses all the major strands of English composition and literature—grammar, usage, mechanics, composition, speech, and the various literary genres—and is thereby designed to give freshmen a strong foundation in analytical reading and writing. The literature selections are organized thematically around the question of the human person’s search for identity, thus dovetailing with the freshman Ethics and Culture course, *The Human Person*. Learning how to approach different types of literature such as poetry, short story, novel, non-fiction, and drama, students are encouraged to consider the unique wisdom that imaginative literature imparts. The writing program, which uses as its core the required literary selections, emphasizes effective sentence structures and paragraph development as preliminary to excellence in writing essays. Basic techniques of research are also introduced, and the course culminates with a researched-based essay.

### **1321 English I Honors**

#### **Grade 9**

**1 credit**

**Prerequisites:** A in eighth grade English and recommendation of the department based on previous academic record including standardized test scores

This honors level course follows the same general course of study as English I, but it includes a more intensive study of each literary work as well as more extensive essay writing assignments. This course is designed for those freshmen who demonstrate an advanced proficiency in reading and writing.

### **2311 English II**

#### **Grade 10**

**1 credit**

**Prerequisite:** English I

This course builds on the foundation laid in English I. Students continue to study all the major strands of English composition and literature: grammar and usage, vocabulary, composition, and major literary genres. Paralleling the ethics course, the literature of this course is organized thematically around man’s quest for happiness and fulfillment as he struggles with the problem of both external and internal evil. The literature selections also consider the relationship of justice, mercy, and grace—proposing that a proper understanding of these things plays a powerful role in our personal happiness. By the conclusion of this course, students will be proficient in writing literary analysis essays.

### **2321 English II Honors**

#### **Grade 10**

**1 credit**

**Prerequisites:** An 85 or above in English I Honors, or an A in English I with recommendation of the department based on previous academic record. A target PSAT score of 500 is preferred and a strong work ethic should be demonstrated in class during 9<sup>th</sup> grade.

This honors level class follows the same general course of study as English II, but it includes a more in-depth study of these works. Students will be required to read additional pieces of literature and to analyze these at a more sophisticated level. Writing expectations are higher, both quantitatively and qualitatively. This course is designed to direct students toward AP Literature and Composition in their junior year.



### **3311 British Literature**

#### **Grade 11**

**1 credit**

**Prerequisite:** English II or English II Honors

This course provides a historical survey of English language and literature from the 5<sup>th</sup> Century through the 21<sup>st</sup> Century. Emphasis is placed on literature as a mode of knowledge which embodies both the ideals of a historical period as well as universal truths that transcend time. Since students' ability to read analytically will be best evidenced in extensive writing assignments, the study of writing is interwoven throughout the literary study. A formal research paper will be the culmination of practice in close reading, note taking, paraphrasing, quotation blending, and outlining.

### **3331 AP English Literature and Composition**

#### **Grade 11**

**1 credit**

**Prerequisites:** An 85 in English II Honors or an A in English II with permission of the department based on a high level of performance in previous English courses. A target PSAT score of 550 is preferred and a strong work ethic should be demonstrated in class during 10<sup>th</sup> grade.

This course follows the same general course of study as English III, but it includes a more extensive and intensive study of British literature and writing. The college-level course is designed to engage students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Writing is an integral part of this course, with an emphasis on writing about literature. The goal of these writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. All students take the Advanced Placement exam in May.

### **4311 World Literature**

#### **Grade 12**

**1 credit**

**Prerequisite:** British Literature or AP Literature and Composition

Effective writing and comprehensive reading are the keynotes for this college preparatory English course. This course features a selection of the great literary works of the world. Pride of place is given to Dante's unparalleled Italian epic, *The Divine Comedy*. Students study rhetorical devices through the study of poetry, fiction, and non-fiction writing. In addition to writing literary analysis essays, students also learn how to use rhetorical strategies to achieve a specific effect in their writing.

### **4331 AP English Language and Composition**

#### **Grade 12**

**1 credit**

**Prerequisites:** An 85 or above in AP English Literature and Composition or an A in British Literature with permission of the department based on a high level of performance in previous English courses. A target PSAT score of 550 is preferred and a strong work ethic should be demonstrated in class during 11<sup>th</sup> grade.

This course follows some of the same general course of study as World Literature but with the added focus on AP Language and Composition content and requirements. Ultimately, it is a course devoted to teaching students the craft of writing. To increase their understanding of rhetoric and its significance, students read, analyze, and write about the form, content, rhetorical strategies, and effects of works written in a variety of time periods, disciplines, contexts, and genres, including essays, letters, speeches, images, short stories, novels, non-fiction books, poems, and dramatic plays. Students are expected to analyze and understand writing strategies in what they read and to effectively employ those same strategies in their own

compositions. Over the course of the two semesters, students write analytical, argumentative, reflective, and persuasive essays; they read multiple novels from literature around the world and numerous speeches. By the conclusion of the course, students will be proficient in analyzing how a writer uses rhetorical strategies to achieve a specific effect and capable of using those same techniques in their own writing. All students take the Advanced Placement exam in May.

**3302 Journalism Practicum/3003 Desktop Publishing**  
**Grades 10-12**

**1 credit**  
**(maximum of 2 credits)**

Students will learn and practice print media publishing and working on a creative team. Students will work on the production of *The Ascent*, the annual yearbook, and *La Stampa*, a monthly newspaper for the school. Journalism Practicum will review the history, ethics, and laws surrounding journalism, and practice sports, broadcast, opinion, and feature-writing for school events. Students will learn effective layout techniques, typography, color theory, and discuss the important elements of photography such as white balance, aperture, ISO and shutter speed. Both *The Ascent* and *La Stampa* are student publications, and each student brings his or her voice and talents to the team. Keeping in mind Frassati's mission and vision, students of this course will work to represent the people and works of the Frassati Catholic community with dignity and respect. The course is titled a practicum due to the application of design and writing skill sets.

**3304 Creative Writing – Prose**  
**Grades 10-12**

**0.5 credit**

This course focuses on short story writing. Using the examples of James Joyce's collection of short stories, *The Dubliners*, and Flannery O'Connor's short stories, students learn the art of chapter writing. The class is a workshop class; much of the writing can take place in class. The student will write several drafts and exercises in character, setting, tension, conflict. The result for the student is a finely crafted short story, of around 20 pages, that incorporates lessons learned from the great authors.

**3305 Creative Writing – Poetry**  
**Grades 10-12**

**0.5 credit**

This course is a workshop that allows students to learn new forms and techniques while also writing. Referencing Lewis Turco's guide *The Book of Forms*, students will see examples of formal poetry to imitate. Students will complete and turn in as many as 20 different types of poetry, which include: Villanelle, Sonnet, Aubade, Vesper, Japanese forms (Mondo, Katauta, Choka, Waka, Tanka, Haiku), Dirge, Ballad, Rondeau, Soliloquy, Ode, Qasida, Nonsense Verse, and others. This class presents several and various forms and techniques so that the student can feel free to not only express themselves but also to go beyond expression and articulate the realities of our experience.

**3341 Honors 20th Century Literature**  
**Grades 11-12**

**1 credit**

**Prerequisites:** 90+ in CP English, 85+ in Honors/AP English, teacher recommendation, department chair approval, and a target PSAT verbal score of 500

This honors English elective provides students with an in-depth experience of the fiction and poetry of the 20th century, with a particular focus on the World Wars and Catholic authors. Students will also read non-fiction and engage with multimedia sources to gain a greater synthesis of the culture-forming events of this century and how great artists engaged with these events. This course will ask students to read, analyze,

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and synthesize works of great complexity and emotional intensity, requiring them to integrate content from across the curriculum. Students will also cultivate their analytical and communication skills through essays and oral presentations.

### **3306 Introduction to Latin Language & Culture**

**Grades 10-12**

**0.5 credit**

This elective provides students with a systematic introduction to the Latin language, suitable for those who have never studied it or for those who have received some instruction at the elementary level. This course will be interdisciplinary, with a particular focus on history and poetry. Students will gain greater knowledge and appreciation of the role of Latin in Western civilization and in the development of the English language. Students should expect memorization assignments as they study the language as well as written and oral assignments analyzing Latin poetry and translations of this poetry.

### **3303 Special Topics in Literature**

**Grades 11-12**

**0.5 credit**

This course provides the opportunity for a detailed study of a particular author, theme, or genre, including film. Varying in content from semester to semester, course topics include a study of novels by Dostoevsky, short stories by Flannery O'Connor, the Christian epics by Dante, Milton, and Tolkien and Shakespeare's sonnets.

## MATHEMATICS DEPARTMENT PHILOSOPHY AND MISSION

The Frassati Catholic High School Math Curriculum will provide each student with the essential knowledge and thinking skills not only foundational for future math courses but also useful throughout life. The program provides a rigorous framework to gain understanding of concepts more deeply and more completely with every course. It allows opportunity to practice and apply these concepts to confirm understanding and as a springboard for even greater clarity. Integration between math and science courses played a key factor in the development of the curricula of each of these departments.

The reasoning required for mathematics is a higher level of abstraction in which the student must learn to leave behind all the concrete particulars of a situation and focus on quantity. The student must represent a situation symbolically, manipulate the symbols, and then relate the symbols back to the specific situation. This kind of thinking reveals the order inherent in creation as part of God's design. It also opens the student up to consider those questions that are at the very core of being—about worth, purpose, cause, truth, beauty, goodness, and God.

*The mission of the Frassati Catholic High School Math Department is to equip students with those essential skills and knowledge required for further study and to help students mature into logical, clear thinkers. Not only will they learn to properly use mathematical thinking in everyday situations in their own lives, but also to recognize the inherent order of creation as part of God's design.*

The ability to reason logically and abstractly as developed in studying mathematics certainly crosses over to other coursework. In particular, the Ethics and Culture classes employ the same thinking skills. Moreover, they make explicit some of the philosophical explanations for how the human person thinks, especially about the abstract qualities mentioned above of worth, purpose, cause, truth, beauty, goodness, and God.

### Required Courses:

Algebra I or Algebra I Honors  
Geometry or Geometry Honors  
Algebra II or Algebra II Honors  
*Electives to complete 4 credits*

### Elective Courses:

*to complete 4 credits in mathematics*  
College Algebra I (one semester)  
College Algebra II (one semester) [dual credit course]  
Precalculus or Precalculus Honors  
Algebraic Reasoning  
Statistics and Personal Finance  
AP Calculus AB  
AP Calculus BC  
AP Statistics

*Shaded courses are not offered for the 2025-2026 school year.*

See the following page for possible mathematics course sequences.

## Mathematics Course Sequence (4 credits required)

GRADE 9		GRADE 10		GRADE 11		GRADE 12
Algebra I	→	Geometry	→	Algebraic Reasoning	→	Algebra II
Algebra I	→	Geometry	→	Algebra II	→	Statistics and Personal Finance <b>OR</b> College Algebra/College Algebra II <b>OR</b> Precalculus
Algebra I Honors	→	Geometry Honors**	→	Algebra II Honors	→	Precalculus <b>OR</b> Precalculus Honors <b>OR</b> Statistics and Personal Finance <b>OR</b> AP Statistics
Geometry Honors	→	Algebra II Honors	→	Precalculus Honors Precalculus	→	Statistics and Personal Finance <b>OR</b> Introduction to Calculus <b>OR</b> AP Calculus AB/BC <b>OR</b> AP Statistics

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\*\*Students may take Algebra II Honors concurrently with Geometry Honors with Mathematics Department Chair approval

## **1411 Algebra I**

**Grade 9**

**1 credit**

The foundation course in a college preparatory mathematics sequence, Algebra I defines variables and provides the basis for working with real numbers to solve a wide variety of problems. Students are guided in the problem-solving process that begins with identifying significant information and continues through evaluating the reasonableness of the solution. A graphing calculator is used as an exploratory tool during concept formation, as well as during instruction requiring technology such as regression and matrices. Topics explored in Algebra I include numerical and variable expressions, one-variable equations and inequalities, systems of equations, and polynomial expressions. The concept of a function is introduced, with an emphasis on applications involving linear, quadratic, and exponential relationships to prepare students for future work in mathematics. Concepts are integrated with the curriculum of the freshman science course, Physics.

## **1421 Algebra I Honors**

**Grade 9**

**1 credit**

**Prerequisites:** Recommendation of the department based on math placement evaluation and previous academic record including standardized test scores

Students are selected for this course in place of Algebra I based on their previous coursework and standardized test scores. In addition to the topics covered in Algebra I, this class considers more abstract problems in the same areas. Additional topics covered will be linear programming, piece-wise functions, and polynomial division.

## **2411 Geometry**

**Grade 10**

**1 credit**

**Prerequisites:** Algebra I or Algebra I Honors

This course in Euclidean geometry emphasizes and integrates logical reasoning and spatial visualization skills. Students use both inductive and deductive reasoning to solve a variety of geometric problems. Major topics of study include two-column proofs, right triangle trigonometry, constructions, solid geometry, coordinate geometry, and probability.

## **2421 Geometry Honors**

**Grades 9-10**

**1 credit**

**Prerequisites:** A in Algebra I or 85 or above in Algebra I Honors and recommendation of the department based on previous academic record including standardized test scores and math placement evaluation

The honors section of geometry covers the same topics as Geometry but pursues these in greater depth. The emphasis in the honors section is on proofs, application, and problem solving, developing a solid conceptual foundation for the higher-level courses of Pre-Calculus and AP Calculus. Trigonometric concepts are approached using the integration of geometry and algebra. The graphing calculator is used.

## **2412 Algebraic Reasoning**

**Grades 10-11**

**1 credit**

**Prerequisites:** Geometry

In this course, students will continue to build on the knowledge and skills from Algebra I and Geometry. Emphasis is on the development of mathematical reasoning related to algebraic understandings and processes in order to strengthen the foundation for subsequent math courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data

using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

### **3411 Algebra II**

**Grades 10-12**

**1 credit**

**Prerequisite:** Geometry or Geometry Honors

This second year of algebra emphasizes the connection between algebra and geometry by applying algebraic tools to solve geometric problems. New classes of functions are introduced, including polynomial, rational, radical, exponential, and logarithmic, and are included in the students' problem-solving experiences. Students will connect functions to their inverses in both mathematical and real-world situations. The students' knowledge of number systems is extended to include complex numbers and rational exponents.

### **3421 Algebra II Honors**

**Grades 10-11**

**1 credit**

**Prerequisites:** A in Geometry or 85 or above in Geometry Honors; recommendation of the department based on previous academic record including standardized test scores

The honors section of Algebra II covers the same topics as Algebra II but pursues these in greater depth. The emphasis in the honors section is on problem solving and developing a solid conceptual foundation for higher level mathematics courses.

### **3413 Precalculus**

**Grades 11, 12**

**1 credit**

**Prerequisites:** A in Algebra II or B or above in Algebra II Honors

After a firm foundation in algebra and geometry, this course extends the study of functions. Students compare the key characteristics of each major class of functions: polynomial, rational, exponential, logarithmic, and trigonometric. Technology is used to explore the representations of each of these classes of functions numerically, algebraically, and graphically. Additional topics include series and sequences, polar and parametric equations, and conic sections.

### **3422 Precalculus Honors**

**Grades 11-12**

**1 credit**

**Prerequisites:** A in Algebra II or 85 or above in Algebra II Honors; recommendation of the department based on a strong work ethic, previous academic record, and college-ready standardized test scores.

The honors section of Precalculus covers the same topics as Precalculus but pursues these in greater depth. The emphasis in the honors section is on problem solving and developing a solid conceptual foundation for the higher-level mathematics course of calculus.

### **3414 Statistics and Personal Finance**

**Grades 11, 12**

**1 credit**

**Prerequisites:** Algebra I

This course will help students have a better understanding of data analysis and statistics to become informed, critical users of data. The critical thinking skills developed through this course will help students apply data analysis to everyday life through a wide variety of careers. These same skills transfer to sound financial decision making for college and beyond. This course will strengthen the student's quantitative reasoning skills through

the process of analyzing complicated real-life scenarios and then using the analyses to make inferences or financial decisions. The course introduces students to statistics topics such as data analysis, data collection, summary statistics, basic probability, confidence intervals, and hypothesis testing, as well as a variety of personal finance topics. The statistical capabilities of the graphing calculator and other computer programs will also be used.

### **3431 AP Statistics**

**Grades 11-12**

**1 credit**

**Prerequisites:** A in Algebra II or 85 or above in Algebra II Honors and permission of the department based on a high level of performance in previous mathematics courses and on standardized test scores, as well as evidence of a strong work ethic

This college level statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will design, administer, and tabulate results from surveys and experiments. Students interpret univariate data and explore bivariate data, probability theory, the normal curve, hypothesis testing, confidence intervals, and tests of significance. In addition to the curriculum outlined by the College Board, this course includes a study of the Poisson distribution, Geometric distribution, and various inferential methods. The statistical capabilities of the graphing calculator and other computer programs will be used. Students take the Advanced Placement exam in May.

### **4431 AP Calculus AB**

**Grade 11-12**

**1 credit**

**Prerequisites:** An 85 or above in Precalculus Honors and permission of the department based on a high level of performance in previous mathematics courses and on standardized test scores and based on evidence of a strong work ethic.

A culminating course in the study of mathematics in high school, this course develops the three fundamental concepts of calculus in detail: limits, derivatives, and integrals. It meets all the topical requirements for students to be successful on the AP Calculus Exam. Emphasis is placed on conceptual understanding as well as proficiency in problem solving. Use of the graphing calculator is essential to this course. Students take the Advanced Placement exam in May.

### **4432 AP Calculus BC**

**Grade 11-12**

**1 credit**

**Prerequisites:** A in Precalculus Honors and permission of the department based on a high level of performance in previous mathematics courses and on standardized test scores and based on evidence of a strong work ethic.

The BC section of AP Calculus covers the topics of AP Calculus AB in greater depth. Additional topics covered in the BC section include parametric curves, sequences, and series. Students take the Advanced Placement exam in May.



**4411 College Algebra I****Grade 12****0.5 credit*****Prerequisite:*** Algebra II or Algebra II Honors

Following three years of formal mathematical study, this course reinforces the student's background in fundamental algebra and the mathematical manipulations required for a further study of mathematics. Functions will be explored through multiple representations, with emphasis on linear and quadratic relationships. Students will use a variety of methods to solve linear and quadratic equations involving rational expressions, radical expressions, complex numbers, and absolute value.

**4414 College Algebra II\*****Grade 12****0.5 credit*****Prerequisite:*** Algebra II or Algebra II Honors

Following three years of formal mathematical study, this course integrates the study of algebra and geometry to expand understanding of mathematical concepts and the correlation of concepts in numerical, algebraic, and graphical forms. Polynomial, rational, exponential, and logarithmic functions are studied in greater depth. Students explore a variety of real-life applications. Work with graphing calculators supports the concepts presented.

\*This is a dual credit course taught on campus endorsed by Lone Star College

**4413 Introduction to Calculus****Grade 12****0.5 credit*****Prerequisite:*** Precalculus or Precalculus Honors

This course introduces students to topics developed in entrance level courses in many college mathematics programs. The concepts of limits, derivatives, and integrals are explored from a conceptual level using polynomial, rational, exponential, and logarithmic functions.

## SCIENCE DEPARTMENT PHILOSOPHY AND MISSION

The purpose of the Frassati Catholic High School Science Curriculum is twofold. First, it seeks to provide each student with the essential knowledge and thinking skills foundational for future courses. The course sequence that starts with *Physics* will begin this process in a particularly effective way for freshmen. Second, it seeks to impart a philosophy of science which is scientific rather than scientistic. A scientific philosophy recognizes that science studies the material world while, at the same time, acknowledges that transcendent reality beyond what is perceived by the senses. It regards reason and faith as complementary. In contrast, a scientistic philosophy accepts only what is empirical and quantifiable as having value. It denies any reality beyond what can be measured.

The Frassati Catholic High School Science curriculum gives each student a rigorous foundation in scientific practice and concepts. Students gain knowledge in the same manner as practicing scientists—through reading and listening, through discovering and analyzing, through critiquing and concluding. Courses therefore include a significant laboratory component, through which student scientists collaborate in experiments to gain understanding through the scientific method. Throughout this process of learning, students develop the ability to reason logically from evidence. They will see that the study of science is limited to the created world of matter but that such study respects, acknowledges, and validates a higher order of reality beyond the methods of science. This approach is a scientific approach rather than a scientistic one.

*The mission of the Frassati Catholic High School Science Department is to provide each student with the foundational knowledge and thinking skills essential for future academic endeavors and for life in general.*

The Ethics and Culture Department and the Religion Department both reinforce this purpose of the Science Department. For example, freshmen taking the Ethics and Culture course *The Human Person* course put into practice what they learn about how the human person acquires knowledge. They use philosophical terms to help describe physics concepts beyond mathematical expression. As juniors, the students have acquired the maturity to address the issues in *Bioethics*. Since *Biology* is taken in the same year, discussions can easily extend into this course.

### Required Courses:

Physics or Physics Honors (Grade 9)  
Chemistry or Chemistry Honors (Grade 10)  
Biology or Biology Honors (Grade 11)  
*One additional year of Science elective*

### Elective Courses:

*to complete 8 semesters of Science*  
Anatomy and Physiology I (one semester)  
Anatomy and Physiology II (one semester)  
Environmental Science  
Introduction to Agricultural Science  
AP Physics 1  
AP Biology  
AP Chemistry

*Shaded courses are not offered for the 2025-2026 school year.*

### 1511 Physics

#### Grade 9

1 credit

Physics introduces the student to the skills necessary in the study of science. This is accomplished through an experiment-oriented program that focuses on the appropriate physical laws and science concepts. Students learn the scientific method by investigating as scientists Newton's laws of motion, forces, projectile motion, momentum, energy, light and sound waves, electricity and magnetism. Students become adept at designing experiments to test hypotheses, developing models to explain physical behavior graphically and algebraically, evaluating results based on expected findings, solving problems, and communicating effectively. Overall, they learn to think and communicate scientifically. It will introduce the student to an authentically scientific rather than scientific approach to science by applying those relevant philosophical concepts from the freshmen Ethics and Culture course *The Human Person*. Math concepts applied in this course will correlate with those studied in Algebra I.

### 1521 Physics Honors

#### Grade 9

1 credit

**Corequisite:** Geometry Honors

The general topics covered in this course are identical to Physics. However, the mathematical operations necessary for this course material require that the student has a firm foundation in Algebra I before starting this course. Students will be expected to use higher level analytical and evaluative skills. The course is designed with a depth and pace appropriate for students considering AP science level courses as later science electives.

### 2511 Chemistry

#### Grade 10

1 credit

**Prerequisites:** Physics, Algebra I

This course familiarizes the student with the basic concepts of chemistry. The topics include the following: measurement, classification of matter, chemical nomenclature, the mole concept, atomic structure, the periodic table, chemical bonding, states of matter, the gas laws, solution chemistry, acids and bases, oxidation and reduction reactions and nuclear chemistry. Students learn to write chemical formulas and reactions, with an emphasis on organic molecules in preparation for the study of biology. They determine and describe chemical behavior from laboratory-derived data. The course continues the goals of practicing authentic science over scientism from *Physics* by applying the philosophical understanding of change and cause to the field of chemistry. Those scientific thinking and communication skills introduced in *Physics* are further refined.

### 2521 Chemistry Honors

#### Grade 10

1 credit

**Prerequisites:** A in Physics or 85 or above in Physics Honors; A in Algebra I or Geometry, or 85 or above in Algebra I Honors or Geometry Honors; recommendation of the department.

Students in Chemistry Honors will study the same topics as in *Chemistry*, plus some added material. Overall, it is a more rigorous and mathematical introduction to the subject of chemistry. The depth and pace of this course demand successful completion of Algebra I Honors and a strong mathematical maturity. Students will be required to read on a more advanced level and apply higher analytical and evaluative skills. Laboratory work and application problems at the honors level require more intuitive reasoning on the part of the students.

### **3511 Biology**

**Grade 11**

**1 credit**

**Prerequisite:** Chemistry

In Biology, students are introduced to the basic life processes that unify living organisms. The fields of cell biology, classification, plant and animal physiology, genetics, evolution, and ecology are included in the course. The relationship of science, philosophy and faith is further developed with a focus on moral considerations that augment or complement what the student learns in *Bioethics*. The laboratory component informs class discussion in a way that research mirrors the discussion of a team of biologists.

### **3521 Biology Honors**

**Grade 11**

**1 credit**

**Prerequisites:** A in Chemistry or 85 or above in Chemistry Honors and recommendation of the department

In Biology Honors, students study the basic life processes that unify living organisms. Topics include the following: biochemistry and metabolism, genetics, cell biology, evolution, multicellular life, and ecology. Concepts are illustrated through the study of selected human body systems and homeostasis. The relationship of science, philosophy, and faith is further developed with a focus on moral considerations that augment or complement what the student learns in *Bioethics*. The laboratory component informs class discussion in a way that research mirrors the discussion of a team of biologists. Self-motivation and personal responsibility are essential qualities of the honors student at this level.

### **4501 Environmental Science**

**Grade 12**

**1 credit**

**Prerequisite:** Biology

Environmental Science provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of environmental systems, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science embraces a wide variety of topics--energy as the basis of ecological systems, biotic and abiotic factors in habitats, ecosystems and biomes, human interactions with interconnected life processes, social and cultural aspects of environmental problems, and the need to develop sustainable systems. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

### **4502 Anatomy & Physiology I**

**Grade 12**

**0.5 credit**

**Prerequisite:** Biology

This course studies human anatomy and physiology. It begins with less complex organisms and ends with an exploration of the structure and function of the human body. Comparisons between species are made with an emphasis on evolutionary relationships. The first semester of this course includes a study of the integumentary, muscular, skeletal, nervous and endocrine systems. Each semester can be taken as an individual semester course. Both semesters of this course include various required lab dissections. In addition, a foundational knowledge of biochemistry, cell structure and function and the basics of physiology from *Biology* are presumed.

### **4503 Anatomy & Physiology II**

**Grade 12**

**0.5 credit**

**Prerequisite:** Biology

This second semester course includes a study of the pulmonary, cardiac, digestive, urinary, and reproductive systems. Each semester can be taken as an individual semester course. Both semesters of this course include various required lab dissections. In addition, a foundational knowledge of biochemistry, cell structure and function and the basics of physiology from biology are presumed.

### **4532 AP Physics 1**

**Grade 11-12**

**1 credit**

**Prerequisites:** 85 or higher in Physics Honors, Chemistry Honors, and Algebra II Honors; 90 or higher in Physics, Chemistry, and Algebra II; permission of the department based on a high level of performance in previous science and math courses and on standardized test scores and evidence of a strong work ethic

This course is designed to be the equivalent of a first semester algebra-based college physics course. The syllabus of this course is appropriate preparation for the College Board Subject Test. It emphasizes the development of in-depth conceptual understanding and problem-solving ability by applying knowledge through inquiry labs. Topics include a study of classical Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves, and electric circuits. Students also develop the philosophical foundations of the basic principles of physics that were introduced in their freshmen course. The course includes a laboratory component integral to the course content. Students take the Advanced Placement exam in May. *Due to the significant lab component of the Advanced Placement sciences, flextime may periodically be required to complete an extended lab or activity.*

### **4533 AP Biology**

**Grade 12**

**1 credit**

**Prerequisites:** 85 or higher in Biology Honors or 90 or higher in Biology; permission of the department based on a high level of performance in previous science courses and on standardized test scores, and based on evidence of a strong work ethic

The equivalent of a college-level introductory biology course, the content of Advanced Placement Biology is divided into three general areas: molecules and cells, heredity and evolution, organism and populations. Students are assisted in developing a conceptual framework for modern biology and in appreciating science as a process. Students must be able to recognize unifying themes that integrate the major topics of biology. In addition, they will be required to apply biological knowledge and critical thinking skills to environmental and social concerns. Advanced Placement Biology is a rigorous course that differs from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, and the time and effort required by the students. The laboratory component follows the design of the Advanced Placement Biology syllabus as outlined by the College Board. All students take the Advanced Placement exam in May. *Due to the significant lab component of the Advanced Placement sciences, flextime may periodically be required to complete an extended lab or activity.*

**4531 AP Chemistry****Grade 11-12****1 credit**

**Prerequisites:** 85 or higher in Physics Honors, Chemistry Honors, and Algebra II Honors; 90 or higher in Physics, Chemistry, and Algebra II; permission of the department based on a high level of performance in previous science and math courses and on standardized test scores and evidence of a strong work ethic

This course is designed as the equivalent of a college-level freshman general chemistry course. Students attain a depth of understanding of the fundamentals of chemistry and competence in dealing with chemical problems. It is a rigorous course that is qualitatively different from the high school chemistry sequence in topics covered and the mathematical applications and laboratory work that is required. Quantitative differences appear in the number of topics treated and the time required by students outside of class for successful work in the course. The nature and variety of experiments done in the laboratory require a high level of analytical and evaluative skills. This course is based on the AP Chemistry syllabus as outlined by The College Board. All students take the Advanced Placement exam in May. *Due to the significant lab component of the Advanced Placement sciences, flextime may periodically be required to complete an extended lab or activity.*

**1512 Introduction to Agricultural Science****Grades 9-12****0.5 credit**

This applied science course is designed for students who wish to gain knowledge and experience in the care of livestock. Students will become familiar with livestock terminology, anatomy and physiology, nutrition, genetics, and basic care. Students will also learn about livestock management and the various types of livestock production. Fieldwork will be a regular part of the course as students engage in data-gathering and decision-making.

## HISTORY DEPARTMENT PHILOSOPHY AND MISSION

Livy claimed in his *Early History of Rome* that “in history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find yourself and your country both examples and warnings; fine things to take as models, base things rotten through and through, to avoid.” In the spirit of this tradition, the purpose of the Frassati Catholic High School History Curriculum is to encourage students to learn from the past and so acquire the wisdom necessary to live as responsible citizens and, if necessary, as heroic citizens. Through the integrated study of history, cultures, and geography, students acquire a deep understanding of the world around them—both past and present—so that they may walk intelligently into the future.

*The mission of the Frassati Catholic High School’s History Department is that through an analytical reading of and critical thinking about the past, students will be able to weigh historical evidence and interpretations to arrive at sound conclusions about historical figures, epochs, governments, and cultures. The aim of such historical analysis is for students to gain practical wisdom, and by lives of virtue and valor, they may write a new page of greatness in the history of mankind.*

After a solid historical foundation has been established in the coursework of the freshman and sophomore years, the overall emphasis then shifts to a deeper consideration of current political, economic, and cultural issues both national and international. Since ideas and socio-political ideologies that move history often manifest themselves concretely in culture and art, the history courses give special attention to the cultural expression of the arts evolving during the epoch studies. In coordination with the Fine Arts Department and the Ethics and Culture Department, students study the history of art and culture to deepen their understanding of the key elements of a given historical period. Moreover, such study not only teaches students to read cultures of the past but also of the present. This prepares them to recognize the underlying ideas and beliefs about the human person that are made manifest in their own culture and judge their veracity.

Here again, Blessed Pier Giorgio Frassati serves as an exemplar for our students. During the turbulent times of the post-World War I era when the Fascists took control of the Italian government, Pier Giorgio was actively engaged in fulfilling his civic duty. After careful study of the issues, he became involved in a Catholic political organization at the university which sought just laws to protect the dignity of every human person. He was a frequent speaker and leader in peaceful political demonstrations.

### Required Courses:

Western Civilization & Geography I (Grade 9)  
Western Civilization & Geography II (Grade 10)  
U.S. History or AP U.S. History (Grade 11)  
U.S. Government or AP U.S. Gov. and Politics – semester (Grade 12)  
Economics – semester (Grade 12)

### Elective Courses:

History of Media  
Modern Global Issues  
History of Japan  
History of the Catholic Church  
The Age of Revolutions  
Introduction to Law

*Shaded courses are not offered for the 2025-2026 school year.*

### **1601 Western Civilization & Geography I**

**Grade 9**

**1 credit**

This course is designed to immerse students in the serious study of history. As such, it comprises an investigation of the people, ideas, events, and ways of life that have had a substantial impact on the course of human affairs. The first semester will commence with an examination of civilizations in the ancient East and conclude with a look at Alexander the Great and his vast empire. The second semester will pick up the inquiry with the founding of the city of Rome and close with an introduction to the civilization of Europe during the early Renaissance. Students also study the history of art, broadening their understanding of the various civilizations and of the fine arts in general. The cultivation of the student's understanding of history will take place with a view to furthering his grasp of human nature and character. Instruction will foster careful reading, attentive listening, clear and coherent writing, reflective and orderly thinking, and thoughtful, articulate speaking.

### **2601 Western Civilization & Geography II**

**Grade 10**

**1 credit**

**Prerequisite:** Western Civilization & Geography I

Beginning with Niccolo Machiavelli's *The Prince*, students will engage a movement in thought across time simply called The Modern. From this first High Renaissance challenge to the Western tradition regarding virtue, prudence, and knowledge, rival ideas concerning freedom and the human will emerge. Tracing the ideas and events that attended this conflict, this course is oriented both chronologically and thematically. Rounding out the survey, students will study the development of culture, as well as of politics and economics, in many nations and physical regions across the world by formally viewing, listening to, and reporting on the literary, visual and musical arts of the 16th through the 20th centuries. Reflective writing, formal research papers and individual presentations will allow students ample opportunity to express themselves and their discoveries across the course of the year.

### **3611 U.S. History**

**Grade 11**

**1 credit**

**Prerequisite:** Western Civilization & Geography I and II

This survey course examines the development of the American nation from the colonial period to the present. The course will engage students with conflicts, beliefs, and ideas that have shaped US culture and society over time using and analyzing primary sources in order to create a sense of the lived experience of the past. Ultimately, students will examine whether this republic, created by and for the people, has shown itself to be, as Lincoln boldly claimed, "the last best hope of Earth," exemplar to the world. In addition, students will develop the ability to think critically, articulate themes, and write succinctly. Historians and historiography are studied to acquaint students with differing interpretations of past events.

### **3631 AP U.S. History**

**Grade 11**

**1 credit**

**Prerequisites:** A in Western Civilization & Geography II and permission of the department based on a high level of performance in previous History courses and on standardized test scores, and based on evidence of a strong work ethic

Entertaining serious questions about one of the greatest adventures in human history, students in this course will: a) ponder whether the United States has risen above the injustices attending its founding and growth and, through its moral purpose and political activity over the years, atoned for them; b) assess the mixture of altruism and self-interested ambition that has shaped the nation, considering how each force at times swelled or diminished in the quest for building the perfect human community; c) examine whether this republic, created by and for the people, has shown itself to be, as Lincoln boldly claimed, "the last best hope of Earth,"



exemplar to the world. To achieve this, students perform a careful chronological survey of the United States' past, reading a considerable selection of original sources from within that history, and writing weekly response papers to the ideas espoused therein. They also engage in a careful study of social and cultural expressions emanating from the American people over time, concentrating mainly on visual and musical media to get a sense of a lived experience of the past. Most importantly, daily classroom conversation demands student preparedness of thought and firmness of purpose in asserting his "reading" of the past. Excellent reading and writing skills are required. More independent work is required of the students. All students take the Advanced Placement exam in May.

#### **4601 Economics**

**Grade 12**

**0.5 credit**

**Prerequisite:** U.S. History or AP U.S. History

This course is an introduction to the science of economics. Topics of study include the laws of supply and demand, basic market structures, various business organizations, and the common causes and measures of economic growth. Students also study the principles of different kinds of economic systems, including an examination of the fundamental beliefs which support those systems. In addition, they look at the basic principles of investment, followed by a simulated exercise in which they make their own investment decisions. Finally, students consider the pros and cons of using credit and borrowing money.

#### **4611 U.S. Government**

**Grade 12**

**0.5 credit**

**Prerequisite:** U.S. History or AP U.S. History

This course is designed to deal with the civic and political culture of the United States. Students will become familiar with the three branches of the federal government as well as with the state and local government. Students will study the fundamental principles and values underlying our Constitution, laws and legal system and apply them to current issues, especially as they relate to ethics and bioethics.

#### **4631 AP U.S. Government and Politics**

**Grade 12**

**0.5 credit**

**Prerequisites:** A in U.S. History or AP U.S. History and permission of the department based on a high level of performance in previous history courses and on standardized test scores, and based on evidence of a strong work ethic

This class is chiefly concerned with developing the students' understanding of the principles on which the government of the United States is founded. As such, students in this course engage in a thorough study of documents generally considered to be of seminal importance for the formation of its political institutions and way of life. The course commences with a substantial interface with the political philosophers whose writings either directly shaped the thinking of our Founding Fathers and the creation of the US Constitution, followed by an examination of the functioning of the US Government in all of its branches, as well as the elements that influence the development of policy. All students take the Advanced Placement exam in May.

#### **2602/2202/2001 History of Media**

**Grades 10-12**

**0.5 credit**

**Prerequisite:** Keyboarding as satisfied through the Typing Club

Students will acquire understanding of the origins and development of mass communication in the United States beginning with the dawn of writing and extending through modern day mass media in America to include print, electronic and social media. Students will develop critical thinking skills by examining the impact of mass media and social communication on American society, education, culture, politics, and values.

**3602 Modern Global Issues****Grades 11-12****0.5 credit**

This course examines current world events from geographical, political, economic, social, and cultural perspectives. Major global issues are examined through in-class reading and discussion, research, and debate. There will be an emphasis on discourse about major issues using target research and preparing for various debate formats. Possible topics may include geo-political trends, international social issue analysis, and comparative government. The course makes use of prominent journals and periodicals, as well as online research.

**3603 History of Japan****Grades 11-12****0.5 credit**

This course examines the history of Japan from its feudal era into contemporary Japan. Students will be exposed to the cultural, political, and economic developments of Japan during its history with special emphasis on the development of culture and an in-depth exploration of the phenomena surrounding the Christianizing of Japan and subsequent persecution. In addition, students will develop the ability to think critically, articulate themes, and write succinctly about an Eastern Civilization allowing for an analytical comparison to their studies of Western Civilization.

**3604 Introduction to Law****Grades 11-12****0.5 credit**

This course is primarily a discussion-based course with a focus on giving students a practical knowledge of law and the American legal system. Students will engage in active learning experiences such as mock trial arguments, case studies, informal debates, and small group exercises. These experiences will help students hone higher-level thinking skills and become more effective communicators. Topics covered include the following: legal philosophy, criminal law and procedure, torts, and Constitutional Law.

**4604/4103 History of the Catholic Church****Grades 11-12****0.5 credit**

This elective course is designed to supplement the sophomore catechesis on the Church. It will supply students with a general knowledge of the Church's history from Apostolic times to the present, noting for them both the Divine and human elements of the living Body of Christ throughout its 2000 years of history.

**2603 The Age of Revolutions and the Modern Era****Grades 10-12****0.5 credit**

This elective course is designed to supplement and complement core history courses by broadening the student's understanding of the modern world. It begins with a general discussion of the concept of political and social revolution. From there, it will guide the students through a survey of some of the most influential political revolutions of the Modern Period. It is especially oriented toward revolutions in Latin America, Asia, and Africa. Some of the most influential revolutions highlighted in this course include the revolutions in Mexico, China, Cuba, India, and Turkey.

## WORLD LANGUAGE DEPARTMENT PHILOSOPHY AND MISSION

The goal of the World Language Department is for each student to develop proficiency in reading, writing, and speaking in a modern (French or Spanish) language. The students have an opportunity to take four years of language at the high school level, even if they have placed out of the initial level course in their chosen language based on their experience in their pre-high school coursework. AP courses are offered to eligible students.

Advanced language courses are intended for students who want to continue in their chosen language beyond the required two years but may not want to pursue this at the AP level. These advanced level language courses are for students who enjoy the study of the world language, have demonstrated a strong academic performance in their previous language classes, and have a strong work ethic. The difficulty level of the AP exam is such that it is important for students to have an intensive preparation before the year that the AP level course is taken.

The AP courses may be taken by students who have completed 3 or 4 levels of their language courses. They are intended for highly motivated students and are comparable in content and difficulty to a language course at the third-year college level.

*Frassati Catholic High School World Language Department's mission is that by learning another language and its cultural context, students will grow both in appreciation of the rich diversity of cultural expression as well as in their understanding of how different cultures manifest the same universal aspects of our common human nature.*

### Courses:

*Students complete 2 credits in the same language*

Spanish I	Spanish for Heritage Speakers I	French I
Spanish II	Spanish for Heritage Speakers II	French II
Spanish III		French III
Spanish IV Honors		French IV Honors
AP Spanish Language & Culture		AP French Language & Culture

*Shaded courses are not offered for the 2025-2026 school year.*

**1711 French I****Grades 9-11****1 credit**

This is an introductory course in the basic understanding of the French language and culture. Vocabulary and grammar presented in this course enable students to communicate and discuss everyday topics such as greetings, academic life, daily activities, family relations and pets, places and activities, sports, leisure activities and weather conditions. In addition to basic grammar structures, students focus on the present tense of commonly used regular and irregular verbs. Culture is presented as an integral part of the course. Students are expected to develop the five essential components in language acquisition: speaking, reading, listening, writing and cultural awareness. Students will be encouraged to participate in the Texas French Symposium and take Le Grand Concours in the spring semester.

**2711 French II****Grades 9-12****1 credit**

**Prerequisites:** French I and, for freshmen, recommendation of the department by placement evaluation and previous academic record including standardized test scores

This course continues the study of the French language and culture. Vocabulary and grammar structures are presented through thematic units covering housing and chores, food and dining, personal routines, health and fitness, travel, driving and directions, professions, and the arts. Students study the present, past, and imperfect tenses in addition to more advanced grammar structures. Students are expected to participate in the Texas French Symposium and take Le Grand Concours in the spring semester.

**3711 French III****Grades 9-12****1 credit**

**Prerequisites:** B or above in French II, placement test for new students

This course continues with students focusing on understanding and using the subjunctive, conditional, and future tenses in addition to more complex tenses and grammar structures. Themes include city and country life, relationships, university life, family issues, social issues, and travel. Students are expected to participate in the Texas French Symposium and take Le Grand Concours in the spring semester.

**4721 Honors French IV****Grades 9-12****1 credit**

**Prerequisites:** B or above in French III

This is an advanced course emphasizing the study of history, geography, and culture of francophone countries. Students will study each country's history, traditions, cuisine, art, and literature. Students will complete oral presentations and will put into practice advanced grammar concepts. Students are expected to participate in the Texas French Symposium and take Le Grand Concours in the spring semester.

**4731 AP French Language and Culture****Grades 10-12****1 credit**

**Prerequisites:** B or above in French III/IV and permission of the department

Proficiency and understanding of all components of language are expected at the outset of this course. This is equivalent to a college-level course. Students continue their study and understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations. Concepts studied and explored are based on thematic units related to family and community, personal and public identities, the concepts of beauty and aesthetics, science and technology, contemporary life, and global challenges. Students are expected to participate in the Texas French Symposium and take Le Grand Concours in the spring semester. Additionally, students are required to take the AP French Language and Culture exam in May.

### **1713 Spanish I**

**Grades 9-11**

**1 credit**

This is an introductory course in the basic understanding of the Spanish language and culture. Vocabulary and grammar presented in this course enable students to communicate and discuss everyday topics in the following thematic units: greetings, school topics, transportation, food, family, and friends. Students focus on the present tense throughout the year and are introduced to the preterit tense the second semester in addition to other basic grammar concepts. Culture is presented as an integral part of the course. Students are expected to develop the five essential components in language acquisition: speaking, reading, listening, writing and cultural awareness. Students are encouraged to take the National Spanish Exam in the spring semester.

### **1714 Spanish for Heritage Speakers I**

**Grades 9-11**

**1 credit**

**Prerequisites:** Restricted for native/heritage speakers of Spanish who already have some oral proficiency, but little or no formal training in the language. Recommendation of the department by placement evaluation.

Students will expand their knowledge of the grammatical, mechanics and spelling of the Spanish language. Increase vocabulary and learn to properly express themselves both written and orally in formal settings. The course offers an introduction to Spanish and Latin American literature and explores linguistic differences between Spanish and English.

### **2713 Spanish II**

**Grades 9-12**

**1 credit**

**Prerequisites:** Spanish I or, for freshmen, recommendation of the department by placement evaluation

This course continues the study of the Spanish language and culture. Vocabulary and grammar structures are presented through thematic chapters covering daily technology, health and fitness, city life, and entertainment. Students review the present tense and have a more detailed study of the preterit. Commands and imperfect tenses are introduced and studied as well as more advanced grammar structures. Spanish is spoken in the class to develop speaking and listening skills. Grammar and language structures are discussed in English to ease understanding and mastery of these concepts. Students are encouraged to take the National Spanish Exam in the spring semester.

### **2714 Spanish for Heritage Speakers II**

**Grades 10-12**

**1 credit**

**Prerequisites:** B or above in Spanish for Heritage Speakers I, recommendation of the department by placement evaluation.

The course focuses on the development of Spanish communicative competence in reading, writing, speaking and listening, as well as understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Spanish language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically read and evaluate various Hispanic literary works.

### **3713 Spanish III**

**Grades 9-12**

**1 credit**

**Prerequisites:** B or above in Spanish II, B or above in Spanish for Heritage Speakers I, recommendation of the department by placement evaluation

This course is for more advanced students. This course is conducted in Spanish and students are expected to have the necessary speaking, reading, listening, and writing skills to be active participants in this course. Students must have previous knowledge of the uses of the present, preterit, and imperfect tenses and understand the differences between the imperfect vs. preterit tenses. The focus of level III studies are the command forms, the subjunctive and the perfect tenses. Thematic units include school activities, recreational activities, jobs and occupations, friends, family and their routines, activities in a house and household items, headlines and events in the news, art, music, cultural fiestas, festivities, and literature. Students will be expected to take the National Spanish Exam in the spring semester.

### **4723 Honors Spanish IV**

**Grades 10-12**

**1 credit**

**Prerequisites:** B or above in Spanish III; B or above in Spanish for Heritage Speakers II, recommendation of the department by placement evaluation

This advanced course is for students who are interested in an immersion course and who love learning about other cultures. Students must have the necessary speaking, listening, reading, and writing skills to participate in this class. This course emphasizes the study of history, geography, and culture of the countries that comprise the Spanish speaking world. Students will study the geographical areas that were colonized by Spain and the impact of the encounters in each country's history, traditions, cuisine, art, and literature. Students will do oral presentations at the end of each geographic area covered to demonstrate their understanding and appreciation of each country's rich traditions, history, and culture. Students will put into practice advanced grammar concepts and further develop analytical and synthesis skills. Students will be expected to take the National Spanish Exam in the spring semester.

### **4733 AP Spanish Language and Culture**

**Grades 10-12**

**1 credit**

**Prerequisites:** A in Spanish IV or A in Spanish for Heritage Speakers II and permission of the department based on a high level of performance in previous Spanish courses and on standardized test scores, and based on evidence of a strong work ethic

Proficiency and understanding of all components of language are expected at the outset of this course. The course advances comprehension in formal and informal Spanish, through the reading of current events presented in multimedia resources, such as magazines, newspapers, informative reports, and literature. Accuracy in auditory skills are sharpened by listening to audio excerpts from a variety of native speakers. Oratory skills are further developed through presentations, speeches, and formal and informal conversation opportunities. Students will be expected to take the National Spanish Exam in the spring semester. Students are required to take the AP Spanish Language and Culture exam in May.

## FINE ARTS DEPARTMENT PHILOSOPHY AND MISSION

The fine arts enhance the human experience and enrich the human person. The Fine Arts Curriculum at Frassati Catholic High School provides opportunities for students to explore the arts and to acquire historical and cultural knowledge while developing creative skills across various fine arts. The study of the fine arts guides students' creativity towards an informed and authentic expression, in service of beauty and truth.

As educators in the arts, and sensitive to the integral union of body and soul, the Frassati Catholic Fine Arts faculty work towards awakening in their students an appreciation for the beauty of truth: "Wherever there is truth, beauty must be born, wherever human beings are fulfilled in a correct and good way, they express themselves in beauty. The relationship between truth and beauty is inseparable and therefore we need beauty."<sup>6</sup>

*The Frassati Catholic High School Fine Arts Department's mission is to radiate the true, good and beautiful in the world, expressing the life of beatitude through artistic media that probes and contributes to modern culture.*

This mission particularly complements and supports those of the Ethics and Culture Department, the History Department, and the Digital Communications and Media Arts Department. The culture of a society is manifested and promulgated in its art. Thus, art is a barometer to discern the values of the culture as well to influence those values. A work of art provides a visual historical record on which history discussions can be based, giving both context and perspective. Today, artistic form may find technological expression as in Graphic Design, which is therefore cross listed as a Digital Communications and Media Arts course.

### **Elective Courses:**

*to complete one credit of electives*

Band

Advanced Band

Music Appreciation and History

Chorus

Advanced Chorus

Introduction to Theater

Musical Theater Performance

Stagecraft & Production

Applied Stagecraft & Production

Visual Arts Survey

3D Design

Studio Art 1

Studio Art 2

Social Dance

Introduction to Dance

Graphic Design

AP Art History

AP Music Theory

Logic & Rhetoric

*Shaded courses are not offered for the 2025-2026 year.*

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<sup>6</sup> Pope Benedict XVI, 6 November 2010.

**0818 Band****Grades 9-12****1 credit**

**Prerequisites:** Demonstrated level of proficiency as determined in advance by instructor or through auditions; May be repeated for a maximum of 3 credits

Students will play musical styles and genres that are tailored to the combination of abilities and instrumentation. Ensemble music demands that everyone engage in a close musical dialogue with the other performers. Their collective musical instinct, experience, knowledge, and talent guide the process of interpreting, rehearsing, and performing. Focusing on tone quality, intonation, rhythm, and articulation, students will continue to build their musical abilities. The group performs in the stands at select football and basketball games, as well as at pep rallies and other community events. Attendance at performances and rehearsals is mandatory.

**0828 Advanced Band****Grades 10-12****1 credit**

**Prerequisites:** Successful completion of Band the previous year; May be repeated for a maximum of 3 credits

This course continues to offer instruction in the methods and techniques of one's instrument with an added emphasis on solo performance and applying musical literacy to performance. In addition to refining performance techniques, students will learn music theory, history, and sight reading, and will be coached to compete in various competitions and performances. Each quarter will feature an additional project, such as preparing for the Texas Private School Music Educator's Association's (TPSMEA) All State Band, playing at all sporting events, preparing for the TPSMEA Solo and Ensemble Contest, and completing a music theory/history project. Attendance at performances and rehearsals, as well as the purchase of the band uniform, is mandatory. Because of the added rigor, successful completion of the course will result in students being awarded the GPA value points of an honors-level course.

**0817 Chorus****Grades 9-12****1 credit****(maximum of 4 credits)**

This course offers instruction on methods and techniques for developing one's voice, including good vocal health habits, applying correct breathing habits to improve one's vocal flexibility and tone quality, using good diction, achieving excellent blend and balance within the ensemble, and utilizing proper phrasing and dynamics. A wide variety of music from different genres in multiple parts will be performed. Students will perform at least three times a semester and will participate in various competitions, clinics, and events. Attendance at performances and rehearsals, as well as the purchase of choral attire, is mandatory.

**0816 Advanced Chorus****Grades 10-12****1 credit**

**Prerequisites:** Successful completion of Chorus the previous year; May be repeated for a maximum of 3 credits

This course continues to offer instruction in the methods and techniques of developing one's voice with an added emphasis on solo singing. In addition to refining performance techniques, students will learn music theory, history, and sight reading, and will be coached to compete in various competitions and performances. Each quarter will feature an additional project, such as preparing for the Texas Private School Music Educator's Association's (TPSMEA) All State Choir, leading the National Anthem at school sporting events, preparing for the TPSMEA Solo and Ensemble Contest, and completing a music theory/history project. Attendance at performances and rehearsals, as well as the purchase of choral attire, is mandatory. Because of the added rigor, successful completion of the course will result in students being awarded the GPA value points of an honors-level course.



**2805 Music Appreciation and History****Grades 10-12****0.5 credit**

Students will trace the development of Western classical music from the medieval period to its influence in American popular music (jazz, rock, country, folk). Students will be exposed to compositions by renowned composers and will explore the interplay of society and politics in determining the compositions success. No musical background is assumed or required.

**0814 Introduction to Theater****Grades 9-12****0.5 credit**

Students will study the background, framework and vocabulary for the appreciation of major areas of theater performance (movement, improvisation, script analysis, playwrighting, etc.) and the various historical, textual and performance elements that inform theatrical practice, focusing especially on those elements that influenced the culture of the time. This course is an introductory level survey course intended, through the study of acting techniques as well as play attendance, to provide students with a broad base of knowledge about the theatre in its ability to influence culture and society. This is designed to acquaint students with all aspects of the art of theater; especially the influence theater has in our society. Attendance at performances and rehearsals is mandatory.

**2804 Musical Theater Performance****Grades 10-12****0.5 credit*****Prerequisite:*** Introduction to Theater

This class is designed to introduce students to the performance requirements of musical theater through individual and collective class work on songs and scenes. Through the study of acting, singing and dancing, students will explore the repertoire from the Golden Age and traditional musical theater genres. In addition, students will study industry professionals, theaters and theater companies to develop an understanding of the field today. Attendance at performances and rehearsals is mandatory.

**0815 Stagecraft & Production****Grades 9-12****0.5 credit**

Through exposure, exploration, and project-based learning, students identify and understand the various areas of technical theatre including scenic design, lighting, sound, costumes, and makeup. The course culminates with a project where students work in groups to design and plan technical elements as they would for a production.

**2815 Applied Stagecraft and Production****Grades 10-12****0.5 credit*****Prerequisites:*** Stagecraft and Production

Applied Stagecraft is an advanced course for the independent student who possesses a foundation in theater and is eager to explore the intricacies of stage management, lighting, sound, scenic, and costume/hair/makeup design and production. This class offers a comprehensive exploration of the design and production process, from script to stage. Through engaging discussions and practical lab work, students will develop the skills needed to analyze scripts, collaborate with other designers, and create fully realized design portfolios. Students will choose a particular craft as their focus, and work to develop a portfolio for that particular skill.

**0808/0202/1905 Social Dance****Grades 9-12****0.5 credit**

This course provides instruction in the basic techniques, concepts, skills, and step patterns of social dances of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will learn both solo and partner steps as well as techniques for leading and following in line, swing, and ballroom dancing. Though the focus of the class will be studio practice, students will also examine the socio-historical significance of social dance. Attendance at performances and rehearsals is mandatory.

**0810/0203/1907 Introduction to Dance****Grades 9-12****0.5 credit**

This course provides beginning instruction in classical ballet, tap, jazz, and modern dance. Proper alignment, anatomy, musicality, expression, aesthetic, dance history, choreography and technical proficiency will be emphasized in all genres as students develop kinesthetic versatility and awareness. Attendance at rehearsals and performances is mandatory.

**0809 Visual Arts Survey****Grades 9-12****0.5 credit**

The purpose of the Visual Arts Survey Course is to introduce students to a variety of artistic methods. Students will explore how the elements and principles of art are affected by varying techniques and materials. Using charcoal, aqua media (watercolor, gouache, and tempera), oil and acrylic paints, pastels, inks, clay and glazes, students will create original prints, sculpture, and mixed media. In addition, students will develop standards by which to judge a work of art, critically evaluating how the artist stirs emotions, creates a mood, and demonstrates virtuosity.

**0803 3D Design****Grades 10-12****0.5 credit*****Prerequisite:*** Visual Arts Survey

This course focuses on creative problem-solving by exploring the principles of visual perception and the meaning of form, space, function, mass, and structure as they relate to three-dimensional design. Students will develop a personal style while experiencing a variety of materials and techniques, including but not limited to clay, wood, plaster, foam, and paper mâché. The course will culminate in work displayed at the Semi-Annual Fine Arts Presentation.

**2803 Studio Art 1****Grades 10-12****1 credit*****Prerequisite:*** Visual Arts Survey

This course continues to build upon the elements and principles of art as they apply to 2D and 3D mediums. Students will explore a wide range of materials and techniques including charcoal, acrylic paint, prismacolor, hand building, paper mache and calligraphy. The student will participate in critiques and learn to evaluate his/her work. The student will have the opportunity to participate in the Houston Livestock Show and Rodeo Art Contest.

**3801 Studio Art 2****Grades 11-12****1 credit*****Prerequisite:*** Studio Art 1 or permission from the instructor

This course focuses on portfolio building and competition. A variety of concepts and mediums will be explored that will challenge the student to think critically about his/her work. Artwork will include experiences in drawing, printmaking, oil on canvas, portrait/figure drawing, and coil and modeling with clay. Students will participate in competitions at the local and national level.

### **2801/3001 Graphic Design**

**Grades 10-12**

**0.5 credit**

**Prerequisite:** Keyboarding as satisfied through the Typing Club

Students study professional graphic design techniques to produce their own creative work. Principles of graphic design will be critiqued, including layout, typefaces, image choice, formatting, and color schemes. Students apply their knowledge of design elements as they develop individual pieces such as logo creation, posters, event programs, and album or book covers. Students use industry-standard technology to create their work, gaining experience with Adobe Photoshop, InDesign, and Illustrator.

### **3832 AP Art History**

**Grades 11-12**

**1 credit**

**Prerequisites:** Permission of the department based on academic performance in English and history courses and evidence of a strong work ethic

This course is designed to be a college-level survey of art from the dawn of civilization to the present time. Students will learn from a College Board set list of 250 artworks beginning with Paleolithic art and ending with post-modern and contemporary art. Additional artworks not on the AP list will enrich the course as well. Most time is spent on the art of the Renaissance through 21<sup>st</sup> century, but there are also sections on global arts including Africa, the ancient North and South Americas, Asia, Near East, Oceania, and Islamic tradition. Throughout the year, students are guided by the College Board's Essential Questions. First semester introduces the topic of art history and covers art through the late Medieval. Second semester includes the Italian Renaissance through the present. All students will take the Advanced Placement exam in May.

### **3833 AP Music Theory**

**Grades 11-12**

**1 credit**

**Prerequisite:** Permission of the instructor

This course seeks to develop a student's ability to recognize, understand and describe basic materials and processes of music that are heard or presented in a score. In addition to the rudiments of musical literacy (intervals, scales, rhythms, etc...), students will learn elementary music composition, analytical skills, history, and style through the study of the classical music canon. This course seeks to integrate melody, harmony, texture, and form through sight singing, dictation, and elementary keyboard skills. All students take the Advanced Placement exam in May.

### **2802/2203 Logic & Rhetoric**

**Grade 10**

**0.5 credit**

This course uniquely fits into both the Ethics and Culture Department and Fine Arts as it integrates habits of good thinking (logic) with communication skills (rhetoric), allowing students to develop skills which will help them become effective agents of change in the culture. Students will study the basics of symbolic logic, learning to recognize and make logical arguments in speech. They will also learn how to recognize, avoid, and refute common logical fallacies. In this performance-based course, students learn effective speechwriting, speaking, and listening skills for giving and appreciating various kinds of speeches, including oratory, extemporaneous, and improvisational, among others. Students also learn the skills needed to debate for and against a position or policy, as in policy debate. The course is designed to improve the students' knowledge of communication skills as well as develop their self-confidence in speaking and debating before an audience. By studying actual debates and speeches, students evaluate the influence of media in shaping popular opinion and culture.

## PHYSICAL EDUCATION DEPARTMENT PHILOSOPHY AND MISSION

Physical Education forms an important and necessary part of the Frassati Catholic High School Curriculum. Each student is encouraged to perform on the level of his or her own capability within the framework of teams and in the pursuit of a common goal.

*The mission of the Frassati Catholic High School Physical Education Department is to teach the knowledge, skills, and experience of overall health, fitness, and recreation. Moreover, the mission holds up Pier Giorgio Frassati as the model of a true athlete who can lead his companions to the heights of virtue, friendship, sportsmanship, and holiness.*

In the spirit of the school patron, each student learns to be a source of encouragement and enthusiasm on the field of competition. In short, each student should strive to be a source of hope and joy in an athletic environment. Pier Giorgio Frassati was an avid mountain climber, and he found sports and recreation as a vehicle for deepening friendship, virtue, and prayer. He was a gifted athlete who led his friends in scaling both the Italian Alps as well as the inner heights of virtue and valor. He took as a personal motto the phrase *Verso l'alto*: "To the heights!" The Physical Education Department offers this motto to each student.

### Required Courses:

Physical Education 1/Health

### Elective Courses

*students take one credit*

Aerobics Activities  
Lifetime Sports and Fitness  
Social Dance  
Introduction to Dance  
Strength Training and Conditioning I  
Strength Training and Conditioning II  
Sports Medicine  
Introduction to Culinary Arts

*Shaded courses are not offered for the 2025-2026 year.*

**1901 Physical Education 1/Health****Grade 9****0.5 credit**

Physical Education 1 gives students a basic understanding of the principles of individual and team sports. Health education helps students develop an awareness of and appreciation for the total human person, body and soul. This goal is accomplished through a syllabus that includes the topics of study skills, relationships, nutrition, substance abuse, physiology, and first aid.

**1903 Lifetime Sports and Fitness****Grades 10-12****0.5 credit**

The purpose of this course is to equip students with the knowledge and motivation to pursue a life of physical activity. Students will learn that they can live a physically active and healthy lifestyle even if they do not participate in competitive sports. This course will focus on sports and activities that align closely with fall sports as well as other types of physical activity.

**2901 Aerobics Activities****Grades 10-12****0.5 credit**

This course is designed to motivate and teach students about aerobic and anaerobic movement as a method of achieving personal health and fitness. Students will be given the opportunity to learn various forms of aerobic and anaerobic exercises. The class will also demonstrate the significance and importance of personal safety while training and exercising. Physical activity is critical to the development and maintenance of good health. Our goal is to inspire you to have the knowledge, skills, and confidence to become lifetime participants and advocates of physical fitness.

**1905/0808/0202 Social Dance****Grades 9-12****0.5 credit**

This course provides instruction in the basic techniques, concepts, skills, and step patterns of social dances of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will learn both solo and partner steps as well as techniques for leading and following in line, swing, square, contra, and ballroom dancing. Though the focus of the class will be studio practice, students will also examine the socio-historical significance of social dance. Attendance at performances and rehearsals is mandatory.

**2906 Strength Training and Conditioning I****Grades 10-12****0.5 credit**

This course is designed to improve the overall physical fitness level of the student-athlete. Students will learn and practice training techniques that will help to improve their strength, agility, and conditioning. The class will cover different types of fitness training such as: weightlifting, plyometrics, aerobics, and agility training. Any student can choose to take this elective, but the class will be especially geared toward students participating in school athletics. Students will learn some “sport specific” training that will help to improve their ability to compete in different sports.

**2907 Strength Training and Conditioning II****Grades 11-12****0.5 credit**

**Prerequisite:** Strength Training and Conditioning I

This course is designed to help students identify and understand the benefits of weight training, how weight training affects the body, and learn intermediate and advanced level training routines for complete muscular development. Students will also be required to partially design their own sport specific workout programs. This is a highly involved workout class, and only those with serious aspirations of weight training should enroll.

**1907/0810/0203 Introduction to Dance****Grades 9-12****0.5 credit**

This course provides beginning instruction in classical ballet, modern and jazz. Proper alignment, anatomy, musicality, expression, aesthetic, dance history, choreography and technical proficiency will be emphasized in all genres as students develop kinesthetic versatility and awareness. Attendance at rehearsals and performances is mandatory.

**2908 Sports Medicine****Grades 10-12****0.5 credit**

This class is designed for students interested in the career of athletic training. The primary focus will include, but not be limited to, the following topics: the sports medicine team, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sports injury/illness, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, CPR/bloodborne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, basic exercise rehabilitation, drug use/abuse in sports, and skin disorders.

**3901 Introduction to Culinary Arts****Grades 11-12****0.5 credit**

In Introduction to Culinary Arts, students investigate food safety and sanitation, culinary preparation foundations, basic culinary skills, diverse cuisines, service styles, basic nutrition, and the economics of food. Students will explore postsecondary education options and career opportunities within the food service industry. Fundamental techniques, skills, and terminology are covered and applied with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance, and operation procedures. Students may have an additional class fee to purchase foods and/or equipment used in class. Upon completion of this course students may be eligible to take a kitchen certification examination.

## DIGITAL COMMUNICATIONS AND MEDIA ARTS DEPARTMENT PHILOSOPHY AND MISSION

*The mission of the Frassati Catholic High School Digital Communications and Media Arts Department is to empower students to use all forms of technology and media for the promotion of what is true, good, and beautiful.*

Although simply stated, this mission requires careful examination to unpack its significance. First, students will have a current working knowledge of technology so that it can enhance learning and communication. The courses, therefore, provide students with a disciplined understanding of modern media trends, technologies, and skills.

Second, students will develop the ability to assess various ways of communicating and acquiring information so that they can choose the most appropriate for a particular circumstance. Students will become adept in this decision making by asking themselves questions such as: Does it promote what is authentically true, good, and beautiful? How will the message be received? What impression will the message leave?

Third, Frassati Catholic High School students will learn how to identify those aspects of our culture which can be transformed effectively through technology and media. They will recognize the impact media can have on society and the individual. Although Pier Giorgio Frassati did not have access to digital technology, he understood the power of effective communication. He made good use of modes available to him—letters, speeches, posters, newspapers—to influence political opinion, student groups, and the lives of his friends. Through the courses offered in the Digital Communications and Media Arts Department, students will be given the opportunity to actively use technology and media to lift our culture up to what is true, good, and beautiful. The project focused hands-on training of these courses forms students into knowledgeable, responsible, and effective communicators.

The mission of the Digital Communications and Media Arts Department will support those of the other Frassati Catholic High School departments. Its mission is deliberately integrative since communication through effective use of technology is crucial to all educational endeavors. It particularly promotes the mission of the Ethics and Culture Department--fostering an intelligent and discriminating use of technology and media to communicate truth and create a culture of communication that upholds the dignity of the human person.

### **Elective Courses:**

Computer Applications

Graphic Design

History of Media

Desktop Publishing/Journalism Practicum

Web Design

Introduction to Programming

AP Computer Science Principles

*Shaded courses are not offered for the 2025-2026 year.*

### **1001 Computer Applications**

**Grades 9-10**

**0.5 credit**

**Prerequisite or Corequisite:** Keyboarding as satisfied through the Typing Club

During this introductory course, students learn to effectively use the Internet. They will gain skill and practice at word processing applications, presentation preparations, and spreadsheet-based analysis. They will also consider the impact of technology on society and on the individual. Classwork culminates in a project that not only demonstrates the technical skill of the student but also the ability of technology to transform modern culture.

### **2001/2202/2602 History of Media**

**Grades 10-12**

**0.5 credit**

**Prerequisite:** Keyboarding as satisfied through the Typing Club

Students will acquire understanding of the origins and development of mass communication in the United States beginning with the dawn of writing and extending through modern day mass media in America to include print, electronic and social media. Students will develop critical thinking skills by examining the impact of mass media and social communication on American society, education, culture, politics, and values.

### **3001/2801 Graphic Design**

**Grades 10-12**

**0.5 credit**

**Prerequisite:** Keyboarding as satisfied through the Typing Club

Students study professional graphic design techniques to produce their own creative work. Principles of graphic design will be critiqued, including layout, typefaces, image choice, formatting, and color schemes. Students apply their knowledge of design elements as they develop individual pieces such as logo creation, posters, event programs, and album or book covers. Students use industry-standard technology to create their work, gaining experience with Adobe Photoshop, InDesign, and Illustrator.

### **2002 Introduction to Programming**

**Grades 10-12**

**0.5 credit**

**Prerequisite:** Keyboarding as satisfied through the Typing Club

In this introductory course, students will learn basic computer programming concepts. Topics include problem solving, programming language syntax, data types, logic control structures, and debugging. Students will also explore ethical issues related to computer science.

### **3003 Desktop Publishing/3302 Journalism Practicum**

**Grades 10-12**

**1 credit  
(maximum of 2 credits)**

Students will learn and practice print media publishing and working on a creative team. Students will work on the production of *The Ascent*, the annual yearbook, and *La Stampa*, a monthly newspaper for the school. Journalism Practicum will review the history, ethics, and laws surrounding journalism, and practice sports, broadcast, opinion, and feature-writing for school events. Students will learn effective layout techniques, typography, color theory, and discuss the important elements of photography such as white balance, aperture, ISO and shutter speed. Both *The Ascent* and *La Stampa* are student publications, and each student brings his or her voice and talents to the team. Keeping in mind Frassati's mission and vision, students of this course will work to represent the people and works of the Frassati Catholic community with dignity and respect. The course is titled a practicum due to the application of design and writing skill sets.



### **3004 Web Design**

**Grades 11-12**

**0.5 credit**

**Prerequisite:** Keyboarding as satisfied through the Typing Club

This is an introductory class in the essentials of web development and design. The class will include terminology, copyright laws, evaluation of existing websites and introduction to HTML programming. Students will develop and build websites using Adobe Dreamweaver web design software and Adobe Photoshop graphics design software.

### **3031 AP Computer Science Principles**

**Grade 10-12**

**1 credit**

**Prerequisites:** Keyboarding as satisfied through the Typing Club, Sophomores taking this must have earned an 85 or above in Geometry Honors during 9<sup>th</sup> grade

This course will teach the principles of computation using a creative and collaborative approach. Topics include computational thinking, algorithms, programming, and the global impact of computing. Students will take the written AP Exam in May and complete performance tasks (a computer program, a written response about a computing innovation, and a related digital artifact).

## STUDENT HIGH SCHOOL COURSE INVENTORY CHECKLIST

Use this table to plan your courses.

DEPARTMENT (credits required)	FRESHMAN COURSES (credits)	SOPHOMORE COURSES (credits)	JUNIOR COURSES (credits)	SENIOR COURSES (credits)
RELIGION (4)	The Revelation of Jesus Christ in Scripture (0.5) Who is Jesus Christ? (0.5)	The Mission of Jesus Christ (0.5) Jesus Christ's Mission Continues... (0.5)	Sacraments as Privileged Encounters with Christ (0.5) Life in Jesus Christ (0.5)	Living as a Disciple of Jesus Christ in Society (0.5) Responding to the Call of Jesus Christ (0.5)
ETHICS & CULTURE (2)	The Human Person (0.5)	Principles of Ethics (0.5)	Bioethics (0.5)	Ethics & Culture Leadership Seminar (0.5)
ENGLISH (4)				
MATHEMATICS (4)				
SCIENCE (4)				
HISTORY (4)	Western Civilization & Geography I (1)	Western Civilization & Geography II (1)		
WORLD LANGUAGE (2)				
FINE ARTS (1.5)				
PHYSICAL EDUCATION (1)	Physical Education 1/Health (0.5)			
ELECTIVES (1.5)		Logic & Rhetoric (0.5) – required course		
Sum of credits each year:				
TOTAL CREDITS 28 required				