

# 2026-27 PIUS XI CURRICULUM GUIDE





# **CURRICULUM GUIDE**

## **2026-2027**

### **Our Mission**



Pius XI Catholic High School exists to prepare a diverse community of students to achieve their unique and highest potential. Guided by our Franciscan values of dignity, peace, and respect, we nurture students to excel academically, develop moral courage, and live lives of faith and service.

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# PRINCIPAL'S MESSAGE

Dear Students, Parents, and Guardians,

As the principal of Pius XI Catholic High School, I am excited to present our 26-27 Curriculum Guide. Pius XI Catholic High School aspires to prepare our graduates to experience a rewarding life beyond high school. This is accomplished through a school culture noted for its supportive and caring style, where every student feels a sense of belonging. Each student is nurtured to excel academically through course offerings intentionally designed to develop 21<sup>st</sup> century skills, whether students choose to continue in higher education or embark upon a fulfilling career path.

This curriculum guide serves as a valuable resource to assist students and parents/guardians with course selection. It contains information on course offerings, graduation requirements, and new course offerings. Below you will find contact information for members of our academic leadership team who guide teaching and learning at Pius XI.

We invite parents/guardians to actively participate in their child's academic journey through the course selection and registration process. You have received the information needed to help you and your child make course selections for next school year.

Please do not hesitate to reach out to me or any member of our team if you have any questions, concerns, or suggestions. Together, we can continue to help each student at Pius XI find their niche and live our motto of "Be More You."

Blessings,  
*Ryan Krienke*  
Principal

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# COLLEGE & CAREER PLANNING

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## College & Career Planning Timeline

Adapted from the MN Office of Higher Education <https://www.ohs.state.mn.us/mPg.cfm?pageID=1176> and the Port Jefferson School District [https://www.portjeff.k12.ny.us/download/PDFs/HS/TIMELINE\\_FOR\\_COLLEGE\\_PROCESS.pdf](https://www.portjeff.k12.ny.us/download/PDFs/HS/TIMELINE_FOR_COLLEGE_PROCESS.pdf)

### FRESHMAN & SOPHOMORE YEARS

- Focus on class work and achieve the best grades possible in your courses.
- Join interesting clubs, sports, and activities.
- Participate in community service opportunities.
- Meet with your counselor to review first term progress, midyear progress, and to plan for next year's course load.
- Take interest and skills assessments to help you explore career options.
- Talk with your school counselor about career options and the education required for those careers.
- Familiarize yourself with the college process. Talk with friends, teachers, counselors and your parents about college.
- Review your high school plan with your counselor.
- Sign up for classes that will earn college credit during your junior year through Advanced Placement or concurrent enrollment.
- Plan for meaningful summer work, volunteer experience, and leadership opportunities.

### JUNIOR YEAR

- Focus on class work and achieve the best grades possible in your courses.
- Pursue clubs, sports, and activities that hone and refine special talents and interests, particularly those that demonstrate leadership qualities.
- Participate in community service opportunities.
- Meet with your counselor to review first term progress, midyear progress, and to plan for next year's course load. Sign up for classes that will earn college credit during your senior year through Advanced Placement or Concurrent Enrollment.
- Take interest and skills assessments to help you explore career options.
- Take the PSAT/NMSQT (National Merit Scholarship Qualifying Test) in October.
- Attend the College and/or Career Fair, as well as other college and career events.
- Talk to friends and alumni, and utilize various college & internship/apprenticeship search resources. Think about the type of college (size, location, etc.) that suits you and possible majors.
- Think about career fields and the type of education needed.
- Attend the Counseling Center's Junior Conferences with your parents/guardians to review your high school class plan to make sure you are on track to graduate, discuss interests, develop a list of colleges, and more clearly define your specific college plan.
- Research colleges' admission requirements: GPA, SAT/ACT, SAT Subject Test requirements, and application deadlines.
- Prepare for the spring ACT and the SAT if it is a college admissions requirement.
- Request materials from schools that interest you and visit their websites.
- Arrange campus visits to those schools that interest you. It's okay to go more than once.

## **JUNIOR YEAR**

- Take the ACT and/or SAT in the Spring.
- Research private scholarship options.
- Select the schools to which you will apply. Make a list of deadlines for each school.
- Plan to retake the ACT and/or SAT in the fall.
- Plan for meaningful summer work, volunteer experience, and leadership opportunities. Consider getting a job to earn and save money for college, or explore your skills through volunteer work, internship, or apprenticeship.

## **SENIOR YEAR**

- Focus on your classes and achieve the best grades possible in your senior program.
- Pursue clubs, sports, and activities that hone and refine special talents and interests, particularly those that demonstrate leadership qualities.
- Participate in community service opportunities.
- Meet with your counselor to review first term progress, midyear progress, and to plan for your post-secondary plans.
- Attend the College and/or Career Fair, as well as other college and career events, and utilize college & career search websites.
- Research colleges' admission requirements, SAT/ACT testing requirements, and APPLICATION DEADLINES.
- Arrange campus visits, interviews, and attend prospective student open houses.
- Register for SAT & ACT retakes, if needed.
- Request letters of recommendation and provide them with your earliest deadline.
- File NCAA Clearinghouse form if you hope to play Division I or Division II sports in college.
- Start completing your applications, especially if you are applying Early Action or Early Decision.
- Draft essays for applications and have them proofread.
- Know when FAFSA opens.
- Attend the FSA ID Event and FAFSA night.
- Check-in with your counselor
- Continue to focus on maintaining solid senior grades. Colleges receive midyear and final report cards.
- Visit or interview at schools you may not have previously seen. It is best to see a college when classes are in session.
- Apply for internships, apprenticeship, or part-time employment that may lead to full-time employment.
- Complete any additional financial aid forms required by each individual school.
- Communicate to your counselor college acceptances and scholarship awards.
- Apply for all scholarships for which you are eligible.
- Complete your Senior Survey.
- Thank your counselor and teachers who supported you with letters of recommendation, essay proofreading, advice, and support. Let them know your plans!



# COLLEGE & CAREER PLANNING

For students with disabilities

## College Planning Timeline

Getting ready for college takes a lot of planning.

Use this timeline during grades 9 to 12 to get started on the process.



### EVERY YEAR IN HIGH SCHOOL

#### BUILD YOUR COLLEGE READINESS SKILLS.

Take general education classes to make your academic skills stronger. These classes can also help you to explore your career interests. Understand your disability and your learning style so you can share this information with your college advisor and disability services specialist. Practice using accommodations in high school, so you'll be ready in college.

#### DEVELOP A PERSON-CENTERED PLAN.

Ask family, friends, and other people to help you figure out your goals for after high school.

#### EXPLORE AND COMMIT TO EXTRACURRICULAR ACTIVITIES.

High school is a great time to try different extracurricular activities, like clubs, to see which ones are most interesting to you. This is also a great chance to make new friends.

#### FIND SUMMER VOLUNTEER OPPORTUNITIES/JOB/INTERNSHIPS.

Summer is a wonderful time to earn extra money and explore different career fields. Check with your transition specialist for information about Pre-Employment Transition Services (Pre-ETS) and work opportunities in your area.

#### MEET REGULARLY WITH YOUR IEP TEAM AND GUIDANCE COUNSELOR.

Make sure your goals and disability needs are included in your Individualized Education Program, or IEP, and your Transition Planning Form. It's important to speak up about your desire to go to college so your team has time to help you prepare.

### JUNIOR YEAR

#### LEARN MORE ABOUT COLLEGE.

Start by talking with your family, IEP team, guidance counselor, and classmates. Research colleges online, and make a list of schools that match your career and personal goals. Use Think College's College Search to find options.

#### MAKE VISITS TO COLLEGE CAMPUSES NEAR YOU.

Go to open houses, take campus tours, and meet with disability services staff. These staff people can tell you about accommodations, and how they're different in college from what you've had in high school.

### SENIOR YEAR (FALL)

#### PUT TOGETHER ALL APPLICATION MATERIALS.

Make sure you and your guidance counselor have all the materials you need for college admission. If you don't know what these materials are, ask your guidance counselor. If they've never heard of this, share this timeline with them.

#### HAVE UPDATED EVALUATIONS BEFORE STARTING COLLEGE.

Be strategic about when your last 3-year evaluation will occur, prior to college. One way to be strategic is to plan for this evaluation with your IEP team. You may need to complete some evaluations, or tests, to make sure you have the most current information for disability services staff. These evaluations will help them make sure you get the accommodations you need.

### SENIOR YEAR (SPRING)

#### SUBMIT YOUR APPLICATION.

Most colleges have due dates between January 1 and March 1 of each year. Check the websites of the colleges you're interested in to see what their exact deadline is.

#### SET UP AN APPOINTMENT WITH YOUR COLLEGE ADVISOR.

Share a current copy of your person-centered plan. It will help your college advisor get to know your interests, preferences, strengths, and needs.

#### SET UP AN INTAKE MEETING WITH YOUR COLLEGE'S DISABILITY SERVICES.

Work with your IEP team to get a current copy of your documentation of disability to share at your meeting. This will help you get the accommodations you need.

#### REGISTER FOR CLASSES.

Most colleges offer registration to new students beginning in April. Set up a meeting with your college advisor to get the classes you want at the times you need.

#### LEARN HOW TO USE PUBLIC TRANSPORTATION.

Contact your local transit authority to enroll in a travel training program. Your transition specialist can help you set this up.

#### ATTEND NEW STUDENT ORIENTATION.

Most colleges offer orientation for their new students between June and August. Don't miss this chance to get to know your new school and classmates!

### FOR MORE INFORMATION

TY HANSON

Think College Transition Project  
Institute for Community Inclusion  
University of Massachusetts Boston  
ty.hanson@umb.edu



[www.thinkcollege.net/tct](http://www.thinkcollege.net/tct)



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# COLLEGE & CAREER PLANNING

## NCAA High School Timeline

**9<sup>th</sup>**  
GRADE

**REGISTER**



- » If you haven't yet, [register](#) for a free Profile Page account at [eligibilitycenter.org](#) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.

- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](#) to ensure you're taking the right courses, and earn the best grades possible!

**10<sup>th</sup>**  
GRADE

**PLAN**



- » If you're being [actively recruited](#) by an NCAA Division I or II school, [transition](#) your Profile Page account to the right [certification account](#).
- » Monitor the [task list](#) and [sign up for text alerts](#) in your [Eligibility Center account](#) for next steps.
- » Research the admission requirements for NCAA schools you're interested in attending.

- » At the end of the school year, ask your high school counselor from each school you attended to upload your [official transcript](#) via the High School Portal.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

**11<sup>th</sup>**  
GRADE

**STUDY**



- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).

- » Take [unofficial and official visits](#) to NCAA schools you're interested in attending and start applying early.
- » At the end of the school year, ask your high school counselor from each school you attended to upload your [official transcript](#) via the High School Portal.

**12<sup>th</sup>**  
GRADE

**GRADUATE**



- » Be accepted to the NCAA school you plan to attend.
- » Ensure your [sports participation](#) information is correct and [request your final amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account.

- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your [final official transcript with proof of graduation](#) via the High School Portal.



ELIGIBILITY CENTER

NCAA, Make It Yours, March Madness and Sports Science Institute are trademarks of the National Collegiate Athletic Association. All other trademarks are property of their respective holders. August 2024.



# Division I Academic Standards

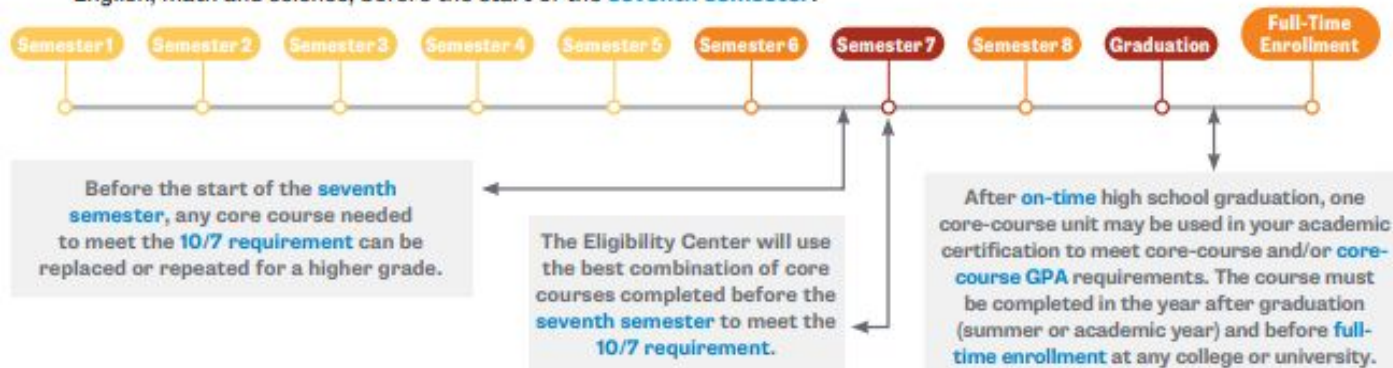
Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:



1. Register for an Academic and Athletics Certification account.
2. Earn 16 NCAA-approved core-course credits in the following areas:



3. Complete 16 NCAA-approved core-course credits in four consecutive academic years (eight semesters) from your initial start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
4. Meet the 10/7 requirement by completing 10 of your 16 NCAA-approved core-course credits, including seven in English, math and science, before the start of the seventh semester.



» Students with solely international academic credentials are not required to meet the 10/7 requirement.

5. Earn a minimum 2.3 core-course GPA.
6. Ask your high school counselor to upload your final official high school transcript with proof of graduation to your Eligibility Center account.
7. Receive academic and athletics certifications from the Eligibility Center.

## Example Schedule

How To Plan High School Courses  
To Meet the 16 Core-Course Requirement

$$4 \times 4 = 16$$

### 9<sup>th</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social science and/or additional

4 CORE COURSES

### 10<sup>th</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social science and/or additional

4 CORE COURSES

### 11<sup>th</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social science and/or additional

4 CORE COURSES

### 12<sup>th</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social science and/or additional

4 CORE COURSES

# COLLEGE & CAREER PLANNING

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To assist students and parents/guardians with postsecondary planning, we have included the undergraduate admissions requirements for the UW System and Marquette University.

## UW System

At a minimum, all UW campuses require students to complete at least 17 college preparatory credits in high school. Each campus has specific guidelines.

Please go to: [uwhelp.wisconsin.edu/admission-guidelines/freshman](http://uwhelp.wisconsin.edu/admission-guidelines/freshman)

Social Science - 3 credits

Natural Science - 3 credits

Math - 3 credits

English - 4 credits

Electives - 4 credits

(Fine Arts, World Language, Computer Science, Other Academic Areas)



## Marquette University



Marquette's minimum recommended preparation for undergraduate admissions differs depending on a student's major. Below are the requirements for a major in Arts & Sciences. For more information by intended major, please go to:

<https://bulletin.marquette.edu/admission-costs/undergrad-admission/>

Social Science - 3 credits

Science - 2 credits

Math - 3 credits

English - 4 credits

World Language – 2 credits

Electives - 2 credits

# GRADUATION REQUIREMENTS

Upon completion of four years at Pius XI, students will have earned a minimum of 25 credits. Below are the graduation credit requirements.

Electives	3.0 credits
English	4.0 credits
Fine Arts	1.0 credits
Fitness (PE) & Wellness (Health)	1.5 PE credits & 0.5 Health credit
Mathematics	3.0 credits
Science	3.0 credits
Social Science	3.0 credits
Theology	4.0 credits
World Language	2.0 credits





# FOUR YEAR PLANNER

25 credits required for graduation

## FOUR YEAR PLANNING WORKSHEET

	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
<b>ENGINEERING</b>				
<b>ENGLISH*</b> 4 cr.	English 9 or Accelerated English 9 (1.0)	English 10 or Accelerated English 10 (1.0)	Writing for College/Career (0,5) & 1 elective (0.5) or AP Language (1.0)	
<b>FINE ARTS</b> 1 cr.				
<b>FITNESS &amp; WELLNESS</b> 1.5 PE 0.5 Health	PE (0.5) & Health 9 (0.5)			
<b>MATHEMATICS*</b> 3 cr.	Algebra or Accelerated Algebra (1.0)	Geometry or Accelerated Geometry (1.0)	Algebra 2 & Trigonometry or AP PreCalculus (1.0)	
<b>SCIENCE</b> 3 cr.				
<b>SOCIAL SCIENCE*</b> 3 cr.		US History or APUSH (1.0) (NEW in 26-27 for Class of 2029)	US History or APUSH (1.0) (in 26-27 for Class of 2028)	
<b>THEOLOGY</b> 4 cr.	Living Our Faith (1.0)	Hebrew/Christian Scripture (1.0)		
<b>WORLD LANGUAGES</b> 2 cr.				
<b>ELECTIVES</b> 3 cr.				
<b>TOTAL CREDITS</b>				

**Other required courses include:** Biology (9th or 10th), American Government (11th or 12th), Personal Finance and Economics (11th or 12th), and Morality and Ethics (11th or 12th).

\*Accelerated course pathway fulfills graduation requirements.



# EARNING COLLEGE CREDIT

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## PROJECT LEAD THE WAY (PLTW)

The PLTW program believes all students need access to real world, applied learning experiences that empower them to gain the skills they need to thrive in college, career, and beyond. That is why our pathways in engineering and biomedical science provide hands-on learning opportunities. PLTW's research-supported approach empowers students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers.

At Pius XI, we offer the following PLTW courses:

- Principles of Engineering
- Civil Engineering and Architecture
- Principles of Biomedical Science
- Medical Interventions
- Human Body Systems
- Biomedical Innovation



Colleges and universities across the U.S. recognize and reward PLTW students for their great work. These postsecondary institutions recognize PLTW students with scholarships, admissions preference, course credit, and more. Students will take the new End of Course Assessment at the end of the school year and will receive a detailed score report that highlights their subject matter knowledge and mastery of in-demand, transportable skills.

Students can use their test results to bolster college applications or resumes or can send their score report directly to higher education institutions and employers, who may use it for admissions, scholarships, dual credit opportunities, campus experiences, internships, apprenticeships, industry certifications, and more. For the most up to date information on how each PLTW course will be beneficial at various colleges and universities, see the following website: <https://www.pltw.org/experience-pltw/student-opportunities>

## ADVANCED PLACEMENT (AP) PROGRAM

Are you ready for a unique learning experience that will help you succeed in college? Each year, students around the world who want to learn and achieve at the highest possible level in high school become Advanced Placement (AP) students. The College Board, a not-for-profit membership association, whose mission is to connect high school students to college success and opportunity, supports the AP Program. AP courses, taught at a college level, offer a rigorous and rewarding challenge for high school students. Through AP's college-level courses and exams, students can earn college credit and advanced placement, and stand out in the admissions process. According to the College Board, completion of an AP class during high school correlates directly to success and persistence in college. To register for an AP course, students must meet certain criteria as specified by the academic department. These might include prerequisites and/or an application process, which would be indicated in the course descriptions.

At Pius XI, we offer a wide range of AP courses:



<b>Art &amp; Design</b>	AP Studio Art Portfolio Preparation, AP Studio Art-11, & AP Studio Art-12
<b>English</b>	AP English Literature and Composition & AP English Language and Composition
<b>Mathematics</b>	AP Pre-Calculus, AP Calculus AB, AP Calculus BC, & AP Statistics
<b>Science</b>	AP Biology, AP Physics I, AP Environmental Science, AP Chemistry
<b>Social Science</b>	AP Human Geography, AP Macroeconomics, AP Microeconomics, AP Psychology, & AP US History

Registration in an AP course automatically includes registration for the AP exam. Each AP exam is approximately \$100 with a reduced fee rate of \$62 (may vary each year) for students whose parents/guardians qualify for free/reduced lunch. Students may decide to take an AP course but not the exam. All AP exams must be canceled or paid for by mid November in order for parents/guardians not to incur the \$40 exam cancellation fee for any exam that is not taken.

AP classes are taught daily during one semester with the addition of a mandatory weekly Flex in the opposite semester. In AP Flex, students earn a grade and .25 credit for passing grades, or they earn an F which does not grant credit and does slightly impact their GPA. Semester grades that students receive in their AP courses are weighted. This means an "A" is figured into a student's grade point average as five points rather than four, etc. Any grade lower than a C+ is not weighted. Students do not receive a weighted grade if they don't take the AP exam in May. Pius XI recognizes and will accept AP credit from other accredited sources but the grade will not be averaged into a student's GPA as a weighted grade. To have a successful, complete experience in an AP course, students should take the AP exam for that course in May.

## DUAL ENROLLMENT

Pius XI Catholic High School partners with local universities to offer dual enrollment. These courses allow qualified high school students to learn a college curriculum as part of their high school curriculum. Some of these courses are taught at Pius XI by credentialed Pius XI staff; some are taught at Pius XI by college/university staff; and some courses require students to travel to the college/university campus. Students who choose to enroll pay a substantially reduced tuition rate for the college credit and are admitted to the University as "non-degree seeking students." Upon successful completion of the course, these students will receive high school credits, as well as college credits and an official University transcript. The official University transcript verifies to other colleges/universities that the student has received college/university credits. Currently, we offer dual enrollment credit in Computer Science 150 & 250 (UW – Milwaukee) and Spanish 5 (UW-Oshkosh).

## OTHER IMPORTANT INFORMATION

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### STEM.ORG ACCREDITATION

Pius XI is officially recognized and accredited by STEM.org as an exemplary STEM school. Being STEM.org accredited is, in part, a recognition of how we offer excellent STEM education to students at any level. In keeping with our core values, we are committed to fostering diversity and inclusivity within our STEM programming. We actively encourage students from all backgrounds to pursue STEM classes and recognize the importance of a diverse workforce to address current and future global challenges.



### INFORMATION FOR INCOMING FRESHMEN & TRANSFERS

If you want to concentrate on a particular area of study, it is best to talk to the Division Head to plan for your complete four years of study. It is wise to take a variety of courses and to explore some unfamiliar areas. Trying to “get required courses out of the way” in the first year or two may not be the most appropriate choice for you. Students should take courses when it is most beneficial for them. For example, a student who really wants to take four years of Art, Performing Arts, or Engineering might need to wait until sophomore year to take World Language or Social Sciences. All of our departments offer a variety of electives. It comes down to deciding what the student really wants and then planning all four years carefully. For rising freshmen and transfer students, a placement test for reading, math, and/or world language may be required to place the student appropriately.

### COLLEGE REQUIREMENTS

Some colleges may require coursework in areas such as World Language or Visual or Performing Arts. Please consult with the Counseling Center about requirements for specific colleges. If you have a strong interest in a particular department, be sure to speak to the Division Head for information about specialized colleges. Some UW campuses and other universities and colleges require at least two years (sometimes three) of a world language for admission. To be competitive in applying to these schools, many students take three or four years of a world language. Many colleges and universities have world language exit requirements, which can be satisfied by taking four years of a world language in high school.

### YOUTH APPRENTICESHIP & WORK BASED LEARNING



Juniors and Seniors in good academic standing at Pius XI may be able to participate in Youth Apprenticeship or Work Based Learning experiences. Youth Apprenticeship is a work-based learning course offered to approved juniors and seniors who wish to explore career interests with local employers while earning wages and credit. Students gain industry experience and learn valuable employability skills. Students must be enrolled in approved, concurrent courses that align with their designated career pathway. There is a minimum work requirement of 450 hours over the course of the school year which

can be completed during the school day (approved release), after school, and/or on weekends.

Work based learning experiences “allow K-12 students to participate in career awareness, career exploration, and career development” and required hours may vary depending upon the type of experience.

*Prerequisite:* Junior or Senior (16 years or older); approved transportation arrangements; satisfactorily meeting graduation credit requirements; parent/guardian permission; and administrative approval.

## COURSE DURATION CODES

In our 4x4 A/B schedule, term courses meet on alternating days for an entire semester and semester courses meet on alternating days for the entire year. Please be advised that course offerings may change due to enrollment or scheduling restrictions.

## NEW COURSES

As we work to improve teaching and learning, each year we analyze our course offerings and make needed revisions. We are excited to add the following courses for 2026-27: AP Microeconomics, Writing for College and Career, Nutrition and Exercise Science, and Discover AI: Biotechnology.





# COURSE DESCRIPTIONS

## ART & DESIGN

The nationally recognized Pius XI Visual Arts Program is designed to be taken all four years. The scope and sequence of our curriculum develops strong technical and conceptual thinking skills while focusing on personal voice. Our students are prepared for college admission and scholarship if they choose to pursue it. Pius XI has a one credit fine arts requirement, as do most colleges and universities; however, most Art colleges and Universities with strong art programs require an Art Portfolio for college admission and scholarship. Visual art careers include, but are not limited to, digital arts, architecture, animation, graphic design, game design, web design, fashion design, industrial design, transportation design, product design, interior design, package design, toy design, fashion, textile design, photography, film, video, costume design, set design and more. One credit in either Visual Arts, Performing Arts, or a combination is required for graduation. Underclassmen who are interested in being better prepared for AP are invited to take the Summer Portfolio class after taking Art Fundamentals. Please contact Cathy Burnett for more information.

### AP ART PORTFOLIO CLASS - REQUIRED FOR ALL STUDENTS TAKING ALL LEVELS OF ART PORTFOLIO CLASSES - Summer only

The expectation for students registered for AP Studio 11, Portfolio, is that they attend the one-week summer class that runs May 26, 27, 28, 29 and June 1, 9 am - 4 pm. This 5-day intensive class informs and launches the work for the following year for AP students. There is a fee for this class. Please see Cathy Burnett for details.

Credits	Course	Year	Comments
1.0	801 - Art Fundamentals	9-10-11-12	Pathway to AP
1.0	811 - Figure Drawing & Design	10-11	Required for AP Portfolio
0.5	831 - Ceramics	10-11-12	
0.5	817 - Experimental Drawing	11-12	Pathway to AP
0.5	819 - Fibers, Fashion Construction & Design	11-12	Pathway to AP
0.5	841 - Painting 1	9-10-11-12	Pathway to AP
0.5	842 – Advanced Painting Techniques	11-12	
0.5	805 - Photography 1	11-12	Pathway to AP
0.5	806 – 4D Experimental Sound, Video, & Animation	11-12	
0.5	832 - 3D Sculptural Forms and Architecture	10-11-12	Pathway to AP
1.0	843 - AP Studio Art 11	11	
1.0	844 - AP Studio 12	12	
1.0	845 - AP Art Portfolio Preparation	12	One-week summer class May 26, 27, 28, 29 and June 1 9 am - 4 pm

## **1.0 CREDIT REQUIRED FOR GRADUATION**

1.0 Credit of Art & Design OR Performing Arts is required for Graduation. 801 - Art Fundamentals is a prerequisite for all art courses besides 831 - Ceramics. Dance Courses can count as Fitness & Wellness Credits OR Performing Arts Credits. AP Courses are available to be taken upon meeting all requirements.

### **801 - ART FUNDAMENTALS □ 1.0 credit**

Art Fundamentals is a semester-long foundation course and the prerequisite for all other classes in our program. It marks the start of a student's artistic development, focusing on building skills that teach them how to observe and build confidence in their abilities. In the first term, students explore a range of strategies centered on observational drawing, honing their skills in seeing and translating what they observe. The second term builds on these foundations by introducing the use of color, culminating in a completed self-portrait painting by semester's end. Throughout the course, students are required to document their classwork and homework assignments on a weekly basis. Homework assignments are designed to reinforce class concepts and typically require 30-45 minutes to complete. *This AP Portfolio track course is recommended for students to take during their freshman year.*

### **811 -FIGURE DRAWING and DESIGN: INTRODUCTION TO PHOTOSHOP AND ADOBE ILLUSTRATOR □ 1.0 credit**

This one semester course is taught in 2 terms. In Figure Drawing students are taught step by step how to render the figure with speed and accuracy through careful observation of gesture, structure and form. Students will explore the figure with a variety of media working directly from one another as a models. Design introduces students to the foundational principles of design and equips them with technical skills in Adobe Photoshop and Illustrator. Students will explore digital and print media with an emphasis on developing creative problem-solving and compositional skills, along with refining artistic ideas. By the end of the course, students will have a versatile portfolio showcasing traditional drawing and digital techniques.

*PREREQUISITE: 801 Art Fundamentals. This course is recommended for sophomore year and required for students pursuing AP Portfolio. If a student needs to take either one term of figure drawing or one term of design due to schedule constraints they may register for that by notifying their art teacher or fine arts division head to be scheduled into the class by term.*

### **831 - CERAMICS □ 0.5 credit**

In this one-term course, students will work with clay, learning various hand-building techniques such as coil and slab construction. They will explore a range of finishing and surface design methods, including the application of glazes, oxides, and sgraffito. By the end of the semester, students will have gained hands-on experience and developed a foundational understanding of both the sculptural and functional aspects of working with clay. Additionally, students will have the opportunity to experiment with wheel throwing, further expanding their skill set and understanding of pottery as an art form. *PREREQUISITE: Sophomore standing. This AP Portfolio track course is recommended for students to take during their sophomore year.*

### **817 - EXPERIMENTAL DRAWING □ 0.5 credit**

Drawing is a universal language. Experimentation is a process rooted in play and the exploration of the unknown. In this context, Experimental Drawing is designed to help students become re-acquainted with the joy, excitement and potential of mark making and the image making process as a way to communicate ideas. In this one-term course, students will learn to coordinate their hands and eyes to explore and depict ideas and subjects that they are interested in. Students will develop an individualized repertoire of skills and techniques using both traditional and non-traditional drawing tools and media to create art that is significant

on a personal level. *PREREQUISITE: 801 Art Fundamentals. This AP Portfolio track course is recommended for students to take during their junior year.*

### **819 - FIBERS, FASHION CONSTRUCTION AND DESIGN □ 0.5 credit**

Fashion often starts out as outrageous and impractical as seen on runways in Milan and Paris. The emphasis of this one term course engages students in constructing wearable art and sculptural fashion pieces using alternative materials and construction methods. The processes may include assemblage of found objects, sewing, paper maché, and hand-built materials. Experimentation and discovery with unusual materials will drive our methods as we work to construct original fashion pieces. Technical and conceptual problem-solving skills will be developed in this class. This course is recommended for students interested in developing or adding to an AP 3D portfolio in fashion or sculpture. *PREREQUISITE: 801 Art Fundamentals. This AP Portfolio track course is recommended for students to take during their junior year.*

### **841 – PAINTING 1 □ 0.5 credit**

In this one-term course, students will learn foundational techniques in various painting mediums, including acrylic and other water-based media while developing an understanding of color theory, composition, and brushwork. The course will cover a variety of styles and genres, from realistic to abstract, allowing students to discover their personal artistic voice. Through guided projects, individual practice, and critiques, students will build technical skills and creativity. Emphasis will also be placed on developing an appreciation for art history and the cultural significance of painting. By the end of the course, students will complete a series of pieces showcasing their technical and personal growth. *PREREQUISITE: 801 Art Fundamentals. This AP Portfolio track course is recommended for students to take during their second semester freshman year or sophomore year.*

### **842 – ADVANCED PAINTING TECHNIQUES □ 0.5 credit**

In this one-term course, students explore color as a driving force behind the evolution of their intuitive and technical abilities. Expanding upon their understanding of mixing, blending, and application, students will be guided through various painting strategies rooted in both historical art and contemporary practices. Students will work on a variety of sizes and surfaces using acrylic based media and will also develop an altered book/sketchbook. Interplay between realism and abstraction is the primary goal of the course with a particular emphasis on each student developing an individualized body of work that is personally relevant. *PREREQUISITE: 801 Art Fundamentals, subject to Department approval. This AP Portfolio track course is recommended for students to take during their junior year. Additionally, it's advised that students have previously taken 821 Figure Drawing and 803 Painting I.*

### **805 - PHOTOGRAPHY 1 □ 0.5 credit**

Photography 1 offers students an immersive experience in both digital and 35mm film photography. This one-term course covers camera functions, photographic composition, and the creative use of light and shadow. Students will learn technical and experimental skills in film development, darkroom techniques, and Adobe Photoshop. By combining traditional and modern approaches, students will create a personal body of work that reflects their technical skills and artistic vision. *PREREQUISITE: 801 Art Fundamentals. This AP Portfolio track course is recommended for students to take during their junior year.*

### **806 - 4D EXPERIMENTAL SOUND, VIDEO, & ANIMATION □ 0.5 credit**

This is an advanced course in alternative processes that include experimental sound, video and where applicable animation. This course encourages students to blur the boundaries between analogue and digital photographic methods, integrating emerging trends in contemporary art. The course emphasizes the concepts of time, space, and the relationship between the still and moving image, encouraging students to explore photography's role in storytelling, memory, and the construction of meaning. Students will create a

cohesive body of work that reflects their unique artistic voice, drawing inspiration from contemporary practices such as installation art, performance documentation, and time-based media. Through guided research and experimentation, students will push both formal and conceptual boundaries while diving deeply into areas of personal interest. Ideal candidates for this course are curious, self-directed and eager to explore the intersection of photography and new media. Juniors in this class will have the opportunity to prepare an AP Portfolio in photography for college credit (submitted the following year). This class is excellent preparation for students interested in installation, experimental media, and immersive art practices. *PREREQUISITE: 801 Art Fundamentals; 805 Photography or Design. This AP Portfolio track course is recommended for students to take during their junior year. Junior senior standing.*

### **832 - 3D SCULPTURAL FORMS AND ARCHITECTURE □ 0.5 credit**

Through idea building, experimentation and discovery students in this one term course will build architectural models and sculptural forms. We will build using cut and folding methods and ~~the~~ laser cut materials to create and construct forms. Materials vary with each problem and the student's vision for a solution. Concepts covered include space, form, light, scale, movement, flow and structural integrity. This class is beneficial to students interested in architecture, set design, package design, environmental design, and sculpture. It is recommended for students interested in developing or adding to an AP 3D portfolio in any of those areas. *PREREQUISITE: 801 Art Fundamentals. This AP Portfolio track course is recommended for students to take during their sophomore year.*

### **843 - AP STUDIO ART 11 □ 1.0 credit**

This is a portfolio course designed for the highly motivated junior level art student, who is ready to prepare a focused body of work for college admission and Advanced Placement credit. Students will create a 2-D Design AP portfolio as they refine their technical skills and begin to work more conceptually by demonstrating a sustained investigation through practice, experimentation and revision. The individualized body of work they create will prepare them to enter national competitions and compete for summer scholarships to prestigious art colleges and universities. Attendance at Art College Presentation Days, and Pius XI Fine Arts Day is mandatory. This course is not required for a student to take AP Art Portfolio Senior year. Students completing AP successfully will receive 3 college credits with a score of 3 or higher. *PREREQUISITE: 801 Art Fundamentals and two of the following courses: Figure Drawing, Design, Painting 1, 3D Sculpture or Architecture. It is recommended that in addition students take two Junior- level courses concurrently with AP Studio 11. The Summer Portfolio Prep class is strongly recommended for students enrolled in AP Studio 11. Forms will be available after registration. In order to have a successful experience in this AP course, students must complete the AP portfolio. If a student does not complete the AP portfolio, they will not receive a weighted grade.*

### **845 - AP ART PORTFOLIO PREPARATION □ 1.0 credit**

AP Portfolio is an individualized studio course designed for students to discover their visual voice through the continual refinement of their technical and conceptual skills. The emphasis is on completing a body of work in any medium, e.g. Drawing, Fashion, Architecture, Painting, Animation and Film, Photography, Sculpture, etc. The body of work students build will prepare them to enter national competitions, admission, and scholarships to prestigious art colleges and universities. The Context of Western Culture course is a critical component to success in this class and therefore, concurrent enrollment in AP Portfolio and Context of Western Culture is required. Attendance at MIAD's Portfolio Day, Art College Portfolio Presentation and Review Days, and Pius XI Fine Arts Days are mandatory. Students completing AP successfully will receive 3 college credits with a score of 3 or higher.



*PREREQUISITE: Art Fundamentals, Figure drawing and Design course. Prerequisites also include at least three or more of the following courses: Figure Drawing, Design, Painting 1, Experimental Drawing, Advanced Painting, Photography, 3D Design, Fashion and Fibers, AP Studio 11, or Consent of instructor. Required: Concurrent enrollment in Context of Western Culture, a Social Science (0.5 credit). It is recommended that students have at least one art class per semester Freshman through Junior year. Summer Portfolio Prep class is strongly recommended for students enrolled in AP Portfolio. Enrollment forms will be available after registration. In order to have a successful, complete experience in this AP course, students must complete the AP portfolio. If a student does not complete the AP portfolio, they will not receive a weighted grade. One-week summer class: May 26, 27,28,29 and June 1 from 9 am - 4 pm.*

#### **844 - AP STUDIO 12 □ 1.0 credit**

This course requires concurrent enrollment in AP Portfolio and is designed for the motivated senior who is preparing a second body of work for college admission and AP credit, with the potential to earn an additional 3 college credits. Students will create an AP portfolio by demonstrating sustained investigation through practice, experimentation and revision. This course is for students who want to complete all 3 AP art exams. Students can enter in any category that they have not previously entered. AP credits can be earned in Drawing and Painting, 2-D Design/ Photography, and/or 3-D Design. However, most students in Studio 12 complete a 3D portfolio through Fashion Design, Architectural Design, Sculpture, Installation- using video, photography or sculpture. The completed work from prior classes lay the groundwork and direction for the AP 3D Portfolio. Attendance at MIAD'S Portfolio Day, College Presentation Days, and Pius XI Fine Arts Day is mandatory. *PREREQUISITE: Prerequisites preferred for Studio 12 include Photography, Fashion and Fibers, 3-D Sculpture, and Architectural Design, Ceramics or AP Studio 11. Required concurrent enrollment in AP Art Portfolio and Context of Western Culture. It is recommended that students have at least one art class per semester Freshman through Junior year. Summer Portfolio Prep class is strongly recommended for students enrolled in AP Portfolio. Forms will be available after registration. In order to have a successful, complete experience in this AP course, students must complete the AP portfolio. If a student does not complete the AP portfolio, they will not receive a weighted grade.*

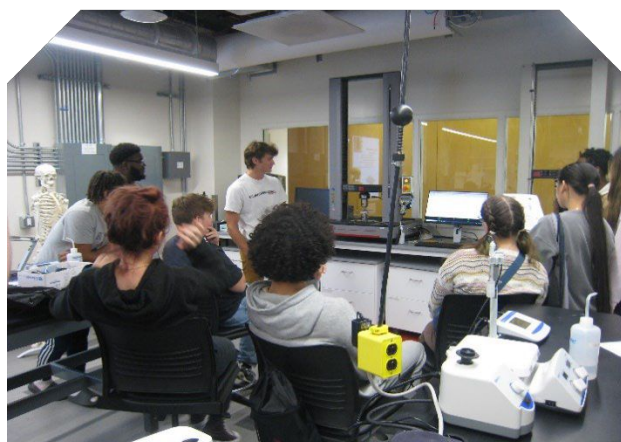


# COURSE DESCRIPTIONS

## ENGINEERING

The Engineering Program is designed to be taken all four years. It allows students to earn college credit for each of the courses and introduces students to the scope, rigor, and discipline of engineering prior to entering college. However, even if a student is not planning to pursue a four-year college degree, they will benefit greatly from the knowledge and thought processes that result from taking some or all of the courses provided in this program. Please note: Project Lead the Way students must have access to a computer with internet access and Microsoft Office.

Credits	Courses	Year	Comments
1.0	641 - Introduction to Engineering and Design (IED)	9-10-11-12	
1.0	642 - PLTW: Principles of Engineering (POE)	10-11-12	
1.0	644 - PLTW: Civil Engineering and Architecture (CEA)	11-12	Satisfactory completion of IED & POE; Offered 2027-28
0.5	643 - Discover AI: Biotechnology	10-11-12	Satisfactory completion of DISCO
0.5	635 - Computer Science Discoveries (DISCO)	9-10-11-12	
1.0	648 – UWM Computer Science 150: Survey of Computer Science	11-12	C or higher in Algebra 1; Dual Enrollment Credit
1.0	649 – UWM Computer Science 250: Introductory Computer Programming	12	C or higher in Algebra 2/Trig or Completion of CS 150; Dual Enrollment Credit
1.0	650 - Rube Goldberg Machine Design	10-11-12	Completion of IED or DISCO



**We recommend at least one Engineering & Technology course in your four years.**

**641 - INTRODUCTION TO ENGINEERING AND DESIGN (IED) □ 1.0 credit**

This course emphasizes the development of design and teaches problem-solving skills in a project- based environment. Teams of students use solid modeling computer design software to produce, analyze and evaluate models of project solutions.

**642 - PLTW: PRINCIPLES OF ENGINEERING (POE) □ 1.0 credit**

In this second-year course students design and program robotics devices, build and test various machines, and test different materials and systems. Students use math, science and technology to understand, design, and build their prototypes. The course also addresses concerns about the social and political consequences of technological change. *PREREQUISITE: Satisfactory completion of IED.*

**644 - PLTW: CIVIL ENGINEERING AND ARCHITECTURE (CEA) □ 1.0 credit**

This course offers an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real- world problems and present solutions to hands-on projects and activities in multiple formats, such as PowerPoint, brochures, posters and oral presentations. *PREREQUISITE: Satisfactory completion of IED and and POE.*

**643 - DISCOVER AI: BIOTECHNOLOGY □ 0.5 credit**

Students will explore the intersection of AI and biotechnology with the NeuroMaker Hand 2.0—a robotic prosthetic they build and code, integrating smart sensors and a brain-computer interface to detect and respond to muscle signals, brainwaves, and environmental inputs. *PREREQUISITE: Satisfactory completion of Disco.*

**635 - COMPUTER SCIENCE DISCOVERIES (CODE.ORG) [DISCO] □ 0.5 credit**

In this introductory computer science, course students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Student will learn problem solving, programming, physical computing, user centered design, and data skills in order to build their own websites, apps, animations, games, and physical computing systems.

**648 – UWM COMPUTER SCIENCE 150: SURVEY OF COMPUTER SCIENCE □ 1.0 credit**

This semester-long course covers a survey of computer science. Topics include data storage and manipulation, operating systems and networks, algorithms and data structures, programming languages, artificial intelligence, and computability. This course is taught in partnership with the University of Wisconsin-Milwaukee's dual-enrollment program. Students in this course earn college credit right from our computer lab! *PREREQUISITE: C or higher in Algebra 1. See page 10 for dual enrollment information.*

**649 - UWM COMPUTER SCIENCE 250: INTRODUCTORY COMPUTER PROGRAMMING □ 1.0 credit**

A dive into the Java Programming Language. Topics include writing and compiling programs using Java and Eclipse, Java syntax and variables, arithmetic, user input and output, Boolean logic, loops, methods, UX/UI, arrays, and recursion. This course is taught in partnership with the University of Wisconsin-Milwaukee's dual-enrollment program. In addition to earning college credit, students also gain experience creating software in collaboration with a client. *PREREQUISITE: C or higher in Algebra 2/Trig or Completion of CS 150. See page 10 for dual enrollment information.*

### **650 - RUBE GOLDBERG MACHINE DESIGN □ 1.0 credit**

A team of students will follow the Engineering Design Process to design and construct a complex machine to accomplish a particular task. The team will work throughout the year to research, sketch, build, and present the device. They will compete in the Rube Goldberg Machine Contest in early March. The students and teacher will decide on specific goals, objectives, and responsibilities for both individuals and the team. *PREREQUISITE: Satisfactory completion of IED or DISCO.*  
*Application required.*





# COURSE DESCRIPTIONS

## ENGLISH

Pius XI's English curriculum is designed to not only hone students' analysis and writing abilities, but also emphasizes diverse perspectives in literature and those problem-solving and social skills critical for success in today's changing, global society. Pius XI students are required to successfully complete at least four credits of English prior to graduation.

Credits	Courses	Year	Comments
1.0	105 – English 9	9	Grad Requirement
1.0	104 – Accelerated English 9	9	Offered to Freshmen in 75 <sup>th</sup> Percentile or higher on English Entrance Exam; AP Pathway
1.0	181 – English 10	10	Graduation Requirement
1.0	180 – Accelerated English 10	10	Pathway to AP
0.5	165 - Writing for College & Career	11	Grad Requirement (starting with the Class of 2028)
0.5	171 – Contemporary Literature	11-12	Rotates with Sci Fi; Offered 26-27
0.5	173 - Creative Writing	11-12	
0.5	174 – Multicultural Literature	11-12	Rotates with Women's Lit; Offered 26-27
0.5	172 - Research & Presentation	11-12	
0.5	121 – Science Fiction & Fantasy	11-12	Rotates with Contemporary Lit; Offered 27-28
0.5	163 – Women's Literature	11-12	Rotates with Multicultural Lit; Offered 27-28
1.0	150 - AP English Language and Composition	11-12	C or higher in previous English courses and Dept. Approval; Fulfills jr writing grad req.
1.0	155 - AP English Literature and Composition	12	C or higher in previous English courses and Dept. Approval
0.5	WR TUT - Writing Center Tutor Program	11-12	Must complete Writing Tutor Summer Training Program
0.5	Writing Tutor Summer Training Program	11-12	<b>8/3/26 - 8/12/26 (8a-2p M-TH &amp; 8a-12p F).</b>



#### **4.0 CREDITS REQUIRED FOR GRADUATION**

105 – English 9, English 10, and Writing for College & Career are graduation requirements. An additional 1.5 credits is required for graduation.

##### **105 – ENGLISH 9 □ 1.0 credit**

In this introductory English course, students will be exposed to a variety of literary classics in multiple genres: short stories, novels, plays, and poetry. Featured texts include, but are not limited to, Lorraine Hansberry's, *A Raisin in the Sun*, F. Scott Fitzgerald's, *The Great Gatsby*, and Langston Hughes', *Thank You, Ma'am*. Students will also master the essential skills necessary to craft complex paragraphs and essays. These fundamental reading and writing skills are an integral and vital component of all subsequent English courses.

##### **104 - ACCELERATED ENGLISH 9 □ 1.0 credit**

This foundational course is designed for the freshman students who demonstrate ability and proficiency in reading and writing. The accelerated course is faster-paced, with more complex literature studied as compared to the standard English 9 course. Featured texts include, but are not limited to, Sandra Cisneros, *A House on Mango Street*, Markus Zusak's, *The Book Thief*, and two independent novel selections. *PREREQUISITE: Top 75th percentile of class on English Entrance Exam.*

##### **181 – ENGLISH 10 □ 1.0 credit**

Students will have the opportunity to read a variety of fiction and nonfiction texts and will be encouraged to connect their reading to themselves, other content discipline areas, other fiction and nonfiction texts, and ultimately to their larger global community. In addition, students will learn a variety of different essay modes including argumentative, persuasive, analytical, reader response, narrative, expository, and research writing.

##### **180 – ACCELERATED ENGLISH 10 □ 1.0 credit**

In this sophomore writing course, students will be given the opportunity to hone the writing skills established during freshman year, while broadening students' exposure to the myriad styles and genres of writing. Emphasis will be placed on writing with clarity, voice, organization, purpose, and audience. Students will become familiar with writing as a *process*, with peer evaluations and revision an integral part of class time. *PREREQUISITE: Accelerated English 9 or Department Approval.*

##### **165 - WRITING FOR COLLEGE & CAREER □ 0.5 credit**

In this required junior writing course, students will develop the practical and sophisticated writing skills necessary for success in a post-secondary and professional environment. Students will master different writing styles and formats including personal essays (college application essays), personal belief statements related to a career, professional emails, memos, resumes, as well as developing research and citation skills required for higher-level coursework. Students will also delve into how to tailor their writing (tone, style, and structure) to meet the needs of various professional and academic audiences and contexts.

### **171 - CONTEMPORARY LITERATURE □ 0.5 credit**

Juniors and seniors who take this course will analyze contemporary fiction and apply myriad approaches to literary interpretation. Featured literature selections include Yann Martel's, *Life of Pi* and Anthony Burgess', *A Clockwork Orange*. Students will also be challenged to fine-tune their digital literacy by interpreting literature through audiovisual writing. Students will depict their critical analysis of texts through sound, lyrics, and fine art, ultimately devising a product that blends their visual and audio interpretations of the feeling and imagery of the text into a single product.

### **173 - CREATIVE WRITING □ 0.5 credit**

This course is designed for juniors and seniors who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, and peer reviews and conferences. To show evidence of writing development throughout the course, students will be required to engage in writing community activities that require sharing one's work and in publishing one's writing beyond the classroom setting.

### **174 - MULTICULTURAL LITERATURE □ 0.5 credit**

In this course, students will examine literature from Black, Latinx, Indigenous, and/or Asian authors. The course will focus on diverse approaches to the themes of ancestry, family, authority, freedom and love. Multicultural Literature is intended to expand the horizons of our students, who, in previously literature classes, have been predominantly exposed to the literature from European backgrounds.

### **172 - RESEARCH AND PRESENTATION □ 0.5 credit**

This course prepares students for a variety of academic and formal situations in which presentations or public speaking is required. Students who intend on pursuing a career that will require an emphasis on professional communication, such as law, medicine, sales, or education would benefit from this class. Students, who feel self-conscious about their public speaking skills and are looking to improve before graduation, would greatly benefit from enrolling. Topics covered will include reducing speech anxiety, interviewing skills, conflict resolution, and techniques of oral presentation.

### **121 – SCIENCE FICTION & FANTASY □ 0.5 credit**

This course offers an immersive exploration into the captivating realms of Science Fiction and Fantasy literature, providing students with a unique opportunity to delve into imaginative worlds and speculative futures. Through a diverse selection of novels, short stories, and critical essays, students will analyze the thematic elements, literary techniques, and cultural significance inherent in these genres. This course is designed to foster a love for imaginative storytelling, encourage critical thinking, and provide students with a broader perspective on the possibilities and implications of speculative fiction.

### **163 - WOMEN'S VOICES IN LITERATURE □ 0.5 credit**

This course examines contemporary literature (short stories, novels, memoirs, and poetry) by women writers including Octavia Butler and Lindy West, who come from diverse social, cultural, economic, and personal perspectives. Students will become acquainted with the contribution of these women writers to the English literary tradition, with a particular focus on literature of dissent. Juniors and seniors who take this course can expect to complete rigorous reading and writing assignments, as well as participate in thoughtful class discussions, on a daily basis.

**150 - AP ENGLISH LANGUAGE AND COMPOSITION □ 1.0 credit**

In this AP English Language and Composition course, students will study the use of language through various forms. The primary goal of this course is to analyze the author's purpose by engaging in conversation through texts of various disciplines. Through the study of rhetoric, students will develop the ability to analyze effectively language in a variety of forms such as argumentative, synthesis, and rhetorical analysis. While interacting with the author's purpose of the text, the students will also discern how the author uses language to convey this message to the audience. Students will be required to brainstorm, create outlines, revise through several drafts, and utilize the Pius XI Writing Center regularly to engage in conversation about their writing. These conversations through writing are an integral component of the course and will be practiced through writing circles, peer conferences, and teacher conferences. *PREREQUISITE: C or higher in previous English courses and department approval. Fulfills jr. writing graduation requirement. To have a successful, complete experience in this AP course, students must complete the AP English Language & Composition Exam.*

**155 - AP ENGLISH LITERATURE AND COMPOSITION □ 1.0 credit**

This course is designed for seniors who have shown exceptional interest and ability in the study of literature and writing. AP Literature and Composition is a rigorous course, which relies on the dedication and active participation of each student involved. The novels, short stories, plays and poems are college-level texts, as recommended by the College Board. College credit may be earned by completing the course and the AP Literature exam in the spring. *PREREQUISITE: C or higher in previous English courses and department approval. Fulfills jr. writing graduation requirement. To have a successful, complete experience in this AP course, students must complete the AP English Language & Composition Exam.*

**WRITING CENTER TUTOR PROGRAM □ 0.5 credit**

As a Pius XI writing tutor, students work with writers through any stage of the writing process on all forms of writing. Writing tutors engage in discussion that revolves around the formation of ideas and the structure of writing. Throughout this course, students not only help others to become better writers, but also, in turn, become better writers themselves. *PREREQUISITE: Completion of the writing tutor training before 1st year as a writing tutor; Junior or Senior standing course during the summer. Elective - Does not count toward English requirement for graduation. Application required.*

**WRITING TUTOR SUMMER TRAINING PROGRAM □ 0.5 credit**

This is a required course for students, before their junior or senior year, who have been accepted into the Writing Tutor Program. In this class, students read and analyze texts to understand the foundation and pedagogy behind being a writing tutor. After understanding the foundation, students work with all types of writing to understand how the process varies with each genre of writing. Students visit college Writing Centers such as Marquette University and UW-Madison to talk with university writing tutors on their experiences and practice mock conferences. Students also tutor incoming freshmen students through the writing process to practice their tutoring skills. This course is primarily based upon collaboration, discussion, and reflection.

***Course Dates: 8/3/26 - 8/12/26 (8a-2p M-TH & 8a-12p F). Elective - Does not count toward English requirement for graduation.***

# COURSE DESCRIPTIONS

## FITNESS AND WELLNESS

The Fitness & Wellness Program is designed to be taken for four years. Although state law requires only 1.5 credits of Physical Education and 0.5 credits of Health, we recommend that students view their coursework not in terms of credit hours, but instead as something they can pursue seven days a week, developing the skills, creating the routine, and acquiring the discipline for a healthy lifestyle.

Credits	Courses	Year	Comments
1.0	085 - Co-ed Physical Education 9 & Health	9	Graduation Requirement
0.5	092 - Nutrition and Exercise Science	10-11-12	
0.5	091 - Competitive Team Activities	10-11-12	
0.5	086 - Lifetime Fitness	10-11-12	
0.5 / 1.0	093 / 094 - Body Development	10-11-12	1 or 2 terms
0.5 / 1.0	095 / 096 - Female Body Sculpting	10-11-12	1 or 2 terms
0.5 / 1.0	087 / 088 – Athletics Physical Education	10-11-12	1 or 2 terms Administrative Consent





## **2.0 CREDITS REQUIRED FOR GRADUATION**

085 – Freshman PE/Health is a graduation requirement. An additional 1.0 credit of PE is required for graduation.

### **085 - CO-ED PHYSICAL EDUCATION 9 & HEALTH □ 1.0 credit**

In this course, students will be introduced to a variety of individual and team activities designed to promote interpersonal and social development. Activities will be centered on lifetime sports, improvement in coordination, muscular strength, muscular endurance, and team- building skills. Students will also learn basic wellness information that can be applied throughout their lives. Students will study topics such as first aid, CPR, substance use and abuse and nutrition. Students will learn current trends and statistics about these topics and will use this information to weigh options and help develop behaviors to make responsible decisions that promote a healthy lifestyle.

### **092 - NUTRITION SCIENCE □ 0.5 credit**

This course explores the relationship between nutrition, physical activity, and overall wellness. Students will examine how the human body uses food for energy, growth, and repair, and how exercise influences physical health, performance, and disease prevention. Through a combination of classroom learning and hands-on activities, students will learn to analyze dietary habits, design balanced meal plans, and develop personalized fitness programs based on scientific principles. Emphasis is placed on building lifelong healthy habits and understanding how nutrition and exercise impact physical, mental, and emotional well-being.

### **091 - COMPETITIVE TEAM ACTIVITIES □ 0.5 credit**

This course is designed for students interested in developing sport-specific leadership, fitness, and sportsmanship goals through different competitive team activities. Students will accomplish this through several different units including Basketball, Flag Football, Team Handball, Ultimate Frisbee, Floor Hockey, Eclipse Ball, Sabaki Ball, Kickball, Soccer, Softball and Volleyball. Student input will be used in selecting units for individual classes and organizing tournaments, game play and rule development. *This is an advanced class for highly skilled and motivated students. This class may be taken twice.*

### **086 - LIFETIME FITNESS □ 0.5 credit**

The focus of this course will be to engage students in a variety of lifetime activities. Students will acquire a solid understanding of factors necessary to maintain a high level of fitness and wellness. In addition, students will participate in a weekly fitness class which will enable them to better understand the importance of good cardiovascular fitness. Fitness equipment, including the use of heart rate monitors, will enable students to evaluate and monitor their personal level of fitness.

### **093 / 094 - BODY DEVELOPMENT □ 0.5 OR 1.0 credit**

This class is designed for students interested in developing their muscular strength and fitness through an intensive weight training program. The core program consists of learning and mastering the proper techniques for the bench press, squat, deadlift, and hang clean. Students will create attainable, yet challenging goals by tracking and managing their own daily workout progress. Athletes and non-athletes will benefit from this course. Using peer motivation, individuals will also work to achieve personal success with regard to the Pius XI weightlifting records. Students taking this class for repeat credits must carry a minimum level of credits in addition to this class. This class may be taken for one term or two terms.

### 095 / 096 - FEMALE BODY SCULPTING □ 0.5 OR 1.0 credit

This class, designed for women only, will focus on sculpting the major muscle groups of the body. Using TRX, free weights, resistance bands, core body exercises and cardiovascular activities, students will sculpt and tone their body in relation to their personal goals. Students will monitor their progress by keeping a log of their workouts. Individual goals are monitored and adjusted throughout the course. This class may be taken for one term or two terms.

### 087 / 088 – ATHLETICS PHYSICAL EDUCATION □ 0.5 OR 1.0 credit

This class is for student athletes who participate in regular, rigorous physical training in Pius XI athletics or through community-based club sports. Students will create attainable, yet challenging goals. Students will track and manage their progress and engage in routine teacher conferencing. This course will be in the student's schedule but is not assigned a course period. **PREREQUISITE: Sophomore, Junior, or Senior and standard PE courses do not fit in the student's schedule.** Prior participation on high school level team or club sport. Students will complete an application which will require a coach's signature prior to the beginning of the school year. Administrative consent required.



# COURSE DESCRIPTIONS

## MATHEMATICS

The Mathematics program is designed to be taken for four years. Students must complete Algebra, Geometry, and Algebra 2 & Trigonometry for graduation. The accelerated course pathway fulfills graduation requirements.

**Most colleges and universities require three or four years of college preparatory mathematics; therefore, students are strongly encouraged to go beyond the minimum graduation requirement.**

Placement in all courses is determined by the student's ability and interest, as well as by consulting with the student's Mathematics teacher. ACT preparation is emphasized throughout the math curriculum.

Credits	Courses	Year	Comments
1.0	313 - Algebra 1	9	Graduation Requirement
1.0	311 - Accelerated Algebra 1	9	Pathway to AP; Fulfills Algebra Graduation Requirement
1.0	323 - Geometry	10-11-12	Graduation Requirement
1.0	321 - Accelerated Geometry	9-10-11	Pathway to AP; Fulfills Geometry Graduation Requirement
1.0	332 - Algebra 2 and Trigonometry	11-12	Graduation Requirement
1.0	343 – AP Pre-Calculus	10-11-12	
1.0	341 - AP Calculus AB	11-12	
1.0	340 - AP Calculus BC	12	
1.0	350 - AP Statistics	11-12	
1.0	344 - Integrated Math Applications	12	



### **3.0 CREDITS REQUIRED FOR GRADUATION**

Algebra, Geometry, and Algebra 2 & Trigonometry are graduation requirements. The accelerated course pathway fulfills graduation requirements.

#### **313 / 311 - ALGEBRA 1: ACCELERATED AND STANDARD □ 1.0 credit**

This course provides students with the fundamental mathematical knowledge to deal successfully with later math and science courses. Students will study the real number system through a variety of topics including creating and graphing linear functions and inequalities, as well as solving systems of linear equations, and more. There are two levels of Algebra 1: Accelerated and Standard. If students are interested in a very challenging study of math, they should take Accelerated Algebra 1. *PREREQUISITE: Placement based on entrance exam, standardized test scores, and previous grades. Students will need a TI-84+ (preferred) or a TI-84 Silver Edition Graphic Calculator for this class.*

#### **323 / 321 - GEOMETRY: ACCELERATED AND STANDARD □ 1.0 credit**

In this course, students will work with various geometric tools to discover and learn about many geometric shapes, properties and relationships. In the process, students will learn the language of geometry and many of its practical applications. There are two levels of Geometry: Accelerated and Standard. Both levels teach the same concepts but Accelerated Geometry will also include mathematical proofs of the geometric theorems. The student's Algebra teacher will help the student select the appropriate level. *PREREQUISITE: Completion of Algebra I. Students will need a TI-84+ (preferred) or a TI-84 Silver Edition Graphic Calculator for this class.*

#### **332 - ALGEBRA 2 & TRIGONOMETRY □ 1.0 credit**

In this course, students will strengthen their mathematical and problem-solving skills. Students will deepen their understanding of algebra and learn advanced relationships such as quadratic, radical, exponential functions. Students will use their new knowledge of this topic in many real-life applications. This course will prepare students for further study in college preparatory mathematics, including Pre-Calculus. *PREREQUISITE: Completion of Algebra I and Geometry. Students will need a TI-84+ (preferred) or a TI-84 Silver Edition Graphic Calculator for this class.*

#### **343 – AP PRE-CALCULUS □ 1.0 credit**

This course has multiple objectives, all of which should help prepare students for Calculus. Specifically, students will study functions, function behavior, polynomials, trigonometry, and statistics in depth. Students will learn to identify, graph, and transform functions and polynomials. This course will extend students' knowledge of trigonometry and apply it to various real-world contexts. Students will develop a more solid comprehension and mastery of important mathematical skills and concepts to which they have already been exposed. *PREREQUISITE: Accelerated Algebra and Accelerated Geometry and the recommendation of the current math instructor. Students will need a TI-84+ (preferred) or a TI-84 Silver Edition Graphic Calculator for this class. In order to have a successful, complete experience in this AP course, students must complete the AP Pre-Calculus Exam.*

#### **341 - AP CALCULUS AB □ 1.0 credit**

This course covers those topics identified by most colleges and the College Board for inclusion in the first semester of college scientific calculus. Students will focus on solving problems related to the mathematical concepts rather than on simply performing isolated mathematical operations. Students will view course content from numeric, algebraic and graphic perspectives with an emphasis on the communication of mathematical ideas. Students enrolled in the course are prepared to take the Advanced Placement Calculus AB Exam.



**PREREQUISITE:** Grade of B or better in AP Pre-Calculus or the consent of the instructor. Students will need a TI-84+ (preferred) or a TI-84 Silver Edition Graphic Calculator for this class. In order to have a successful, complete experience in this AP course, students must complete the AP Calculus AB Exam.

### **340 - AP CALCULUS BC □ 1.0 credit**

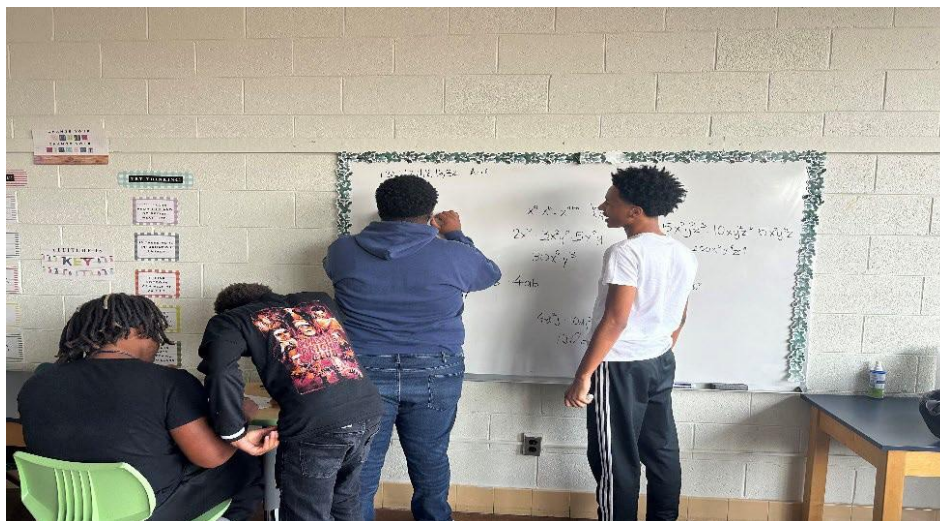
This course covers topics identified by the College Board for inclusion in the first and second semester of college calculus. Students will develop mathematical knowledge conceptually, and apply this knowledge to accurately solve diverse types of problems. Students will cover differential and integral calculus including limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. Students enrolled in this course are prepared to take the Advanced Placement Calculus BC Exam. **PREREQUISITE:** Successful completion of AP Calculus AB and department consent. Students still need a TI-84+ (preferred) or a TI-84 Silver Edition Graphic Calculator for this class. In order to have a successful, complete experience in this AP course, students must complete the AP Calculus BC Exam.

### **350 AP STATISTICS □ 1.0 credit**

AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Reference. AP Statistics is an **elective** course and does **not** replace any math course in the graduation requirements. This course may be taken alone or concurrently with Pre-Calculus or AP Calculus. **PREREQUISITE:** Grade of C or better in Algebra 2 & Trigonometry or AP Pre-Calculus and/or recommendation of current math teacher. Students will need a TI-84+ (preferred) or a TI-84 Silver Edition Graphic Calculator for this class. To have a successful, complete experience in this AP course, students must complete the AP Statistics Exam.

### **344 - INTEGRATED MATH APPLICATIONS □ 1.0 credit**

This course will extend students' Algebra, Geometry, Trigonometry, and Statistics skills beyond what they have learned in their previous coursework. Students will engage in problem solving and project-based learning to apply their content knowledge and skills to real-world contexts. **PREREQUISITE:** Successful completion of Algebra 2 and Trigonometry OR AP Pre-Calculus.





# COURSE DESCRIPTIONS

## PERFORMING ARTS

The Performing Arts Program prepares passionate, dedicated high school performers for college entrance and careers in the performing arts. This program offers a four-year scoped and sequenced curricular program that empowers students with the technical and interpretive tools to communicate effectively through their medium of performance. Pius XI has a one-year fine arts requirement, as do many colleges and universities. One credit in either Visual Arts, Performing Arts or a combination is required for graduation.

CHORAL MUSIC			
Credits	Courses	Year	Comments
1.0	852 - Pius XI Chorus	9-10-11-12	
1.0	854 - Concert Choir	10-11-12	Successful Completion of Chorus
INSTRUMENTAL MUSIC			
Credits	Courses	Year	Comments
1.0	860 - Band	9-10-11-12	
1.0	863 - Percussion Ensemble	9-10-11-12	Department approval or previous experience; <b>Offered before school (7am)</b>
1.0	865 - Strings	9-10-11-12	<b>Offered before school (7am)</b>
DANCE (Can count for Fitness & Wellness or Fine Arts credits)			
Credits	Courses	Year	Comments
1.0	751 - Dance 1	9-10-11-12	

1.0	752 - Dance 2	9-10-11-12	By audition
1.0	753 - Dance 3	9-10-11-12	By audition
1.0	754 - Dance 4	9-10-11-12	By audition
1.0	755 - Dance 5	9-10-11-12	By audition & experience

## **THEATER**

<b>Credits</b>	<b>Courses</b>	<b>Year</b>	<b>Comments</b>
0.5	790 - Basic Improvisation	9-10-11-12	
0.5	791 - Advanced Improvisation	10-11-12	
0.5	780 – Acting 1	9-10-11-12	
0.5	782 – Acting 2	10-11-12	
0.5	783 – Acting 3/4	10-11-12	
0.5	853 – Musical Theater	10-11-12	
0.5	778 - Technical Theater Fundamentals	9-10-11-12	



**1.0 Credit of Performing Arts OR Art & Design is required for Graduation.**

## **CHORAL MUSIC**

### **852 - PIUS XI CHORUS □ 1.0 credit**

Choir is open to all singers at any grade level without audition. Students will learn all of the technical skills they need to be confident about singing. The Pius Choir sings a wide variety of musical styles. This group participates in the Pius XI concert season and performs occasionally in the community. For freshmen, the path to discovering choral music begins here. In addition, other performing experiences are offered, such as State Honors Choir auditions, Solo and Ensemble Festival, choral festivals and voice master classes.

### **854 - CONCERT CHOIR □ 1.0 credit**

This choir is an advanced ensemble of juniors and seniors who have shown exceptional musical achievement. Challenging choral repertoire from all major style periods will be studied and performed. This group participates extensively in the Pius XI concert season and performs frequently in the community. *PREREQUISITE: Pius XI Chorus*

## **INSTRUMENTAL MUSIC**

### **860 - BAND □ 1.0 Credit**

Band is for any student who plays or is interested in playing one of the following instruments: Flute, Oboe, Clarinet, Bassoon, Saxophone, French Horn, Trumpet, Trombone, Euphonium, or Tuba. This course develops performance and music reading skills in a supportive, enjoyable ensemble experience. No prior experience playing an instrument or reading music is required. Advanced skill building will be taught for students entering with experience. The Band will perform in concerts during the Pius XI instrumental concert season. Attendance at these performances is required as is daily practice at home. *PREREQUISITE: Instrument required - personal or rental.*

### **863 - PERCUSSION ENSEMBLE □ 1.0 credit**

This ensemble is for any student with at least one year of percussion experience on both mallet instruments and drums. This course develops an understanding and application of correct performance techniques on all percussion instruments. The percussion ensemble will perform as a drum line, as an ensemble, and as the percussion section of the Band in concerts during the Pius XI instrumental concert season. *PREREQUISITE: Department approval or previous experience. Instrument required - personal or rental.*

## 865 - STRINGS □ 1.0 credit

This ensemble is for any student who plays or is interested in learning how to play one of the following bowed instruments: violin, viola, cello, or double bass. This course offers beginning, fundamental technical skills and music reading in a supportive, enjoyable ensemble experience. No prior playing experience is necessary. Advanced skill building will be taught for students entering with experience. Students will be introduced to different styles of music including folk and classical. Strings will perform in concerts during the Pius XI instrumental concert season. Attendance at these performances is required as is daily practice at home.  
*PREREQUISITE: Instrument required - personal or rental.*



# DANCE

## **751 - DANCE 1 □ 1.0 credit**

Using a ballet-based approach, Dance 1 explores movement as a creative art form. Students will become acquainted and develop a basic understanding of dance fundamentals including terminology, placement and strength. Through dance ensemble work and improvisation, students use creative and critical thinking skills to create and communicate meaning through dance movement. No previous dance experience is necessary. Students will also explore jazz, hip hop and modern styles. Students will be introduced to the history of ballet, jazz, and modern dance genres as well as explore a variety of career opportunities in dance. This is a two- semester course that includes a performance opportunity at the end of the year.

## **752 - DANCE 2 □ 1.0 credit**

Dance 2 will emphasize the students' acquisition of intermediate movement skills and refined motor control. Students learn to take responsibility for their personal health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements and composition as both dancer and choreographer. Further awareness is enhanced through the study of dance history, the exploration of dance through a variety of cultural contexts and dance as a career choice. *PREREQUISITE: Audition*

## **753 - DANCE 3 □ 1.0 credit**

Dance 3 students demonstrate a commitment to attaining an intermediate level of technical skill and performing with greater fluency, precision and articulation as well as a commitment to a dancers' personal fitness. Students will combine the use of improvisation, dance elements, choreographic principles and technical/theatrical elements to explore the creation of meaningful dance compositions. Students are encouraged to communicate personal feelings, thoughts, ideas and concepts through the skillful use of dance movement and in the presentation of their choreography. Students will also analyze and evaluate in a constructive manner the impact of their choreography and work of others. Students will continue their study of dance through cultural and historical viewpoints. Dance 3 will prepare dancers for the audition process and inform dancers of the occupational opportunities available after high school. *PREREQUISITE: Audition*

## **754 - DANCE 4 □ 1.0 credit**

Dance 4 provides the student with the opportunity to develop an advanced level of dance technique and refine their skills as both performer and choreographer. This course is designed to prepare the student for continuing or pre-professional training in the disciplines of Dance. Students apply their creative and technical knowledge and skills through a variety of performance opportunities. Using expanded aesthetic criteria students analyze, synthesize and evaluate their choreography as well as works of others. Students will explore the current developments in dance and of the twentieth century. Studies include the purpose of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues and significant contributors. Students will focus on the development and achievement of their personal dance goals. *PREREQUISITE: Audition*

## **755 - DANCE 5 □ 1.0 credit**

Dance 5 provides the student with the opportunity to develop a pre-professional level of dance technique and learn repertoire in a professional dance atmosphere. This course is designed to prepare the student for continued dance training following high school in professional or collegiate



dance programs. Students apply their advanced technical knowledge to create original works and perform professional level repertoire in a variety of performance opportunities. Studies include the purpose of dance, dance genres and styles, artistic choices, and innovations as well as current dance topics and contributors. Students will focus on the development and achievement of their personal dance goals. *PREREQUISITE: Audition and Experience*

## **THEATER**

### **790 - BASIC IMPROVISATION □ 0.5 credit**

In this course, students will explore the creation of characters and scenes through games, free-form exercises and script writing. Emphasis will be placed on learning and mastering the fundamentals of improvisation including: spontaneity, listening and responding to your partner, and making/accepting offers. Additionally, students will learn to critique and evaluate their own work and the work of their peers. Students will demonstrate their mastery of these skills in a final class performance in front of an audience.

### **791 - ADVANCED IMPROVISATION □ 0.5 credit**

In this course, students will continue the exploration of character and improv techniques. Emphasis will be placed on developing the skills acquired during Basic Improvisation and expanding on them. The course will culminate in the production of an improvised show. *PREREQUISITE: Basic Improv.*

### **780 – ACTING 1 □ 0.5 credit**

Acting 1 is a thorough, fundamental acting class. Students will explore the basic skills of acting as they learn how to create a truthful, sustained character in a scripted or improvised scene. The focus point of this class is the application of given circumstance, objective, action and obstacle in performing scenes from classic and contemporary plays. Students will explore thorough discussion and written work how plays reflect society and how they connect to their own lives. Hagen, Meisner, Stanislavsky, and Chekov techniques will be explored.

### **782 – ACTING 2 □ 0.5 credit**

Acting 2 is a rigorous, practical acting class. Students will explore improvisation, scenes, monologues and plays as tools for unlocking truthful, spontaneous behavior and refining their skills as actors. Emphasis will be on physical and emotional characterization with the application of previous techniques (given circumstance, objective, action and obstacle), as well as new skills introduced. Laban Movements, Thought exercise, The Masks, and Stanislavski Techniques will be explored. Students will demonstrate their mastery in a final performance and talkback with an invited audience. *PREREQUISITE: Acting 1.*

### **783 – ACTING 3/4 □ 0.5 credit**

Acting 3/4 can be taken twice, once as Acting 3 and once as Acting 4. 3/4 is a rigorous, practical acting class. Students will explore deep emotional character development and connection skills as actors. Emphasis will be on emotional characterization with the application of previous techniques (given circumstance, objective, action and obstacle, Laban), as well as new skills introduced. Students will demonstrate their mastery in a final performance and talkback. The Masks, and additional Stanislavski Techniques will be explored. *PREREQUISITE: Acting 2 or instructor's consent.*

### **778 - TECHNICAL DESIGN IN THEATRE FUNDAMENTALS □ 0.5 credit**

The primary goal of this class is to provide access to terms, concepts, and design principle applications for theatrical scenery, costume, makeup/hair, sound, and lighting design. The students will contribute to the construction of sets and designs for all shows. The students will learn how to safely and properly use various construction tools, both power tools and hand tools. Additional volunteer time outside of the normal class time may be requested of the student. *PREREQUISITE: Acting 1.*

### **853 – MUSICAL THEATER □ 0.5 credit**

This performance-oriented, interdisciplinary course provides a fundamental introduction to the art of musical theater. Course content will focus on the development of foundational skills in singing, acting, and dancing. Students will explore through discussion and written work how musical theater reflects society and how musicals connect to their own lives. *PREREQUISITE: Acting 1 or Chorus.*



# COURSE DESCRIPTIONS

## SCIENCE

The Science Program is designed to be taken for four years. The recommended science curriculum for all students includes the foundation of the “core three” courses: Biology, Chemistry, and Physics. Advanced Placement (AP) and Project Lead the Way (PLTW) courses and additional electives are also encouraged to enrich students’ science backgrounds and prepare them for science beyond high school. Successful completion of Biology is a requirement for all students. Each student must obtain 3 credits in science as a graduation requirement.

Credits	Courses	Year	Comments
1.0	373 - Biology	9-10	Graduation Requirement
1.0	376 - AP Biology	11-12	C or higher in Bio and Chem
1.0	381 - Chemistry	10-11-12	C or higher in Algebra I
1.0	380 - AP Chemistry	11-12	C or higher in Chem; Rotates with AP Physics. Offered 2026-27
1.0	392 - Physics	10-11-12	C or higher in Algebra I
1.0	391 - AP Physics	11-12	C or higher in in Algebra I & Geometry; Rotates with AP Chemistry. Offered 2027-28
1.0	366 - AP Environmental Science	11-12	
1.0	369 - PLTW: Principles of Biomedical Science	9-10-11-12	College credit available
1.0	370 - PLTW: Human Body Systems	10-11-12	C or higher in Bio or PBS; College credit available
1.0	371 - PLTW: Medical Interventions	11-12	C or higher in Chem, PBS, HBS, or AP Bio; College credit available
1.0	372- PLTW: Biomedical Innovation	11-12	College credit available; PBS or HBS AND MI or MI and AP Bio; Offered every other year. Will be offered 2026-2027
1.0	BIOSLR - Students Understanding Principles of Research Education through Medicine, Engineering and Science (SUPREMES)	11-12	Application required; Application window: Feb. 1- Apr. 1
0.5	364 - Earth Science	10-11-12	Rotates with Space Science Offered 2027-2028
0.5	365 - Space Science	10-11-12	Rotates with Earth Science Offered 2026-27

### **3.0 CREDITS REQUIRED FOR GRADUATION**

Three credits including Biology are required for graduation.

#### **373 – BIOLOGY □ 1.0 credit**

Biology is the study of living organisms and the Earth they live on. In this course, students will begin by investigating the basic unit of life: the cell. As the course progresses, students will gain useful scientific skills through hands-on inquiry labs that utilize biological tools, current technology, data collection and analysis. The knowledge and skills acquired in Biology will be applied to real-life concepts.

#### **376 - AP BIOLOGY □ 1.0 credit**

This rigorous course gives students a grasp of science as a process of testing and revising ideas and to help students apply their knowledge and critical thinking skills to environmental and social concerns. Students will gain an understanding of the course content through extensive lab-work and the use of technology. Students will be required to do a considerable amount of reading on their own. *PREREQUISITE: Completion of Biology and Chemistry with a grade of C or better in both. In order to have a successful, complete experience in this AP course, students must complete the AP Biology Exam.*

#### **381 - CHEMISTRY □ 1.0 credit**

Chemistry is the study of matter and how it changes. In this class, students will perform a variety of laboratory investigations as a means of studying these changes and providing a foundation on which to build an understanding of concepts, such as how atoms are structured and how chemicals react and bond with one another. By studying how matter and energy interact, students will gain a greater understanding of the chemical nature of the world and how chemistry is a part of everyday life. *PREREQUISITE: C or better in Algebra I or consent of instructor.*

#### **380 – AP CHEMISTRY □ 1.0 credit**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic & compound structure, properties of substances & mixtures, chemical reactions, kinetics, acids & bases, thermodynamics, and electrochemistry. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational chemistry principles and apply the science practices. *PREREQUISITE: Grade of C or higher in Chemistry. In order to have a successful, complete experience in this AP course, students must complete the AP Chemistry Exam.*

#### **392 - PHYSICS □ 1.0 credit**

In this course, students will view real-life situations conceptually and mathematically and explore the laws of physics that govern them. Each week students will work in the laboratory collecting and analyzing data while conducting experiments that will demonstrate, verify, and allow them to discover these laws of physics. *PREREQUISITE: C or better in Algebra I or consent of instructor.*

#### **391 AP PHYSICS □ 1.0 credit**

This Algebra-based course is the equivalent to a first- semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, 38 and power, mechanical waves and sound. It will also introduce electric circuits. This material is organized

around seven foundational big ideas in physics that structure the course. Focus on a series of learning objectives that combines physics content with one or more of seven fundamental science practices provides a more engaging and rigorous experience for AP Physics students. *PREREQUISITE: C or better in Algebra I & Geometry. Successful completion of Physics is recommended but not necessary. In order to have a successful, complete experience in this AP course, students must complete the AP Physics Exam.*

### **366 - AP ENVIRONMENTAL SCIENCE □ 1.0 credit**

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The Earth itself is one interconnected system, and humans affect this system. Environmental problems have a cultural and social context. Our very survival depends on developing practices that will achieve sustainable systems. In this course students will identify and analyze environmental problems, both natural and human-made. Students will learn to evaluate the relative risks associated with these problems and alternative solutions for resolving or preventing them. *PREREQUISITE: Completion of Biology and C or better in Algebra 1; To have a successful, complete experience in this AP course, students must complete the AP Environmental Exam.*

### **369 - PLTW: PRINCIPLES OF BIOMEDICAL SCIENCE (PBS) □ 1.0 credit**

In this course, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve. *PREREQUISITE: Can be taken concurrently with Biology or after successful completion of Biology.*

### **370 - PLTW: HUMAN BODY SYSTEMS (HBS) □ 1.0 credit**

In this course, students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. *PREREQUISITE: C or better in Biology or PBS.*

### **371 - PLTW: MEDICAL INTERVENTIONS (MI) □ 1.0 credit**

In this course, students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. *PREREQUISITE: C or better in Chemistry, PBS, HBS, or AP Biology.*

### **372 - PLTW: BIOMEDICAL INNOVATION (BI) □ 1.0 credit**

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may



include representatives from the local business and healthcare community. *PREREQUISITE: Completion of MI & one other PLTW Biomed Course [PBS or HBS] OR completion of MI & AP Biology.*

### **364 - EARTH SCIENCE □ 0.5 credit**

In this course, students will learn about the origin, composition and physical features of our planet. Through hands-on lab investigation, class discussion, experiments and technology, students will analyze and describe the Earth's interconnected systems and examine how the Earth's materials, landforms and continents change over time. Topics include earthquakes and plate tectonics, Earth's geological history, the atmosphere, weather, rivers and streams and the impact on the environment.

### **364 - SPACE SCIENCE □ 0.5 credit - NEW BEGINNING 2026-27**

In this course, students will study the science of the universe. Through hands-on models, experiments and technology, students will investigate properties of other planets and explore the evolution of stars. Other topics include universe expansion, life on other planets, creation of the universe, dynamics of the Earth, Moon, & Sun, and the Space Race.

### **BIOSLR - STUDENTS UNDERSTANDING PRINCIPLES OF RESEARCH THROUGH MEDICINE, ENGINEERING AND SCIENCE (SUPREMES) □1.0 credit**

In this course, students will gain educational experience in biomedical research, clinical research, and technology development in funded laboratories at the Medical College of Wisconsin, Marquette University, Children's Hospital of Wisconsin Research Institute and Zablocki Milwaukee VA Medical Center. Students will be introduced to new technologies, cutting-edge research, and exciting laboratory practices, guided and taught by highly skilled, established faculty investigators. *PREREQUISITE: Application required; Application window - Feb. 1- Apr. 1*



# COURSE DESCRIPTIONS

## SOCIAL SCIENCE

The Social Sciences Program is designed to be taken, as required by the State, for a total of 3 credits, with students opting to take additional coursework based on individual interest. Students must take the one-semester Foundations of American Government or Accelerated American Government, United States History or AP US History, and one semester of Economics. The Economics requirement can be fulfilled by taking Economics or AP Macroeconomics. All students are encouraged to pursue advanced work in Social Sciences.

Credits	Courses	Year	Comments
1.0	411- World History	9	
1.0	412 – AP Human Geography	9-10	Strongly recommended for AP US History
1.0	431 - US History: 1800- Present	10-11	
1.0	434 - AP US History	10-11	Completion of AP HUG, Accelerated English 9, or Dept. Approval
0.5	421 - Foundations of American Government	11-12	Graduation Requirement
0.5	420 - Accelerated American Government	11-12	Fulfills Government Grad. Requirement
0.5	461 – Personal Finance & Economics	11-12	Graduation Requirement
1.0	459 - AP Microeconomics	11-12	C or better in previous Soc Sci and Math course and Dept Approval; Rotates with AP Macro; Offered 26-27; Fulfills Econ Grad Req
1.0	460 - AP Macroeconomics: Principles of Macroeconomics	11-12	C or better in previous Soc Sci and Math course and Dept Approval; Rotates with AP Micro; Offered 27-28; Fulfills Econ Grad Req
0.5	456 - Introduction to Psychology	11-12	
1.0	455 - AP Psychology	11-12	C or better in previous Soc Sci and Department Approval
0.5	415 - Diversity and Human Rights	11-12	
0.5	465 - Sociology	11-12	
0.5	851 – The Context of Western Culture 1700 to Present – Art History	12	

### **3.0 CREDITS REQUIRED FOR GRADUATION**

Three credits including US History (Sophomore & Junior Year), American Government and Personal Finance & Economics courses (Junior or Senior Year) are required for graduation.

#### **411 - WORLD HISTORY □ 1.0 credit**

This course is designed to take students around the world on a journey through time. In each unit students will analyze history, geography, and culture through different points of view, historical evidence, and enduring themes that lead to the state of the modern world. This is a fast-paced course designed to challenge students to think beyond what they've already learned in history, using complex texts and communicating through advanced level writing and discussion.

#### **412 – AP HUMAN GEOGRAPHY □ 1.0 credit**

This course is designed to explore how humans have understood, used, and changed the surface of Earth. Students will use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use. In addition, the course exposes students to economic theories and models as well as world religions and the origins and diffusion of languages. *PREREQUISITE: Subject to Department Approval; To have a successful, complete experience in this AP course, students must complete the AP Human Geography Exam; Recommended for path to AP US History.*

#### **431 - US HISTORY: 1800 - PRESENT □ 1.0 credit**

This is a general survey course of the history of the United States, covering the period from 1787 to the recent past. Students will learn about the political, social, and economic factors that shaped America. US History or AP US History is required for graduation.

#### **434 - AP UNITED STATES HISTORY □ 1.0 credit**

This Advanced Placement course is an in-depth study of the history of the United States from the age of discovery to the present. It emphasizes the political, social, and economic factors that shaped American institutions. This course is taught at a college level and requires significant independent effort on the part of the student. US History or AP US History is required for graduation. *PREREQUISITE: Completion of AP HUG, Accelerated English 9, or Dept. Approval. To have a successful, complete experience in this AP course, students must complete the AP US History Exam.*

#### **421 - FOUNDATIONS OF AMERICAN GOVERNMENT □ 0.5 credit**

In this course, students will study the Constitution as the basis for our political system, along with federal, state and local governments.

#### **420 - ACCELERATED AMERICAN GOVERNMENT □ 0.5 credit**

This course helps students develop the skills and strategies necessary for achieving success in social science Advanced Placement courses. The course focuses on the structure, formation and function of American government and the early history of the United States. This course will introduce content in more depth than the Foundations of American Government class. *PREREQUISITE: C or better in US History and Department Approval*

#### **461 – PERSONAL FINANCE & ECONOMICS □ 0.5 credit**

In this course, students will gain an understanding of the “economic way of thinking” and how it is used in life decisions. Economic thinking focuses on how to meet people’s unlimited wants with limited resources. It will be applied to the study of personal investing, the stock market, different business enterprises and the role of prices in the economy. This course is important for all students, especially for those who are up to the challenge of unpacking the economic questions in life. *Personal Finance and Economics or AP Macroeconomics or AP Microeconomics is required for graduation.*

#### **459 - AP MICROECONOMICS - 1.0 CREDIT (DS) - NEW IN 26-27**

AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. *PREREQUISITE: C or higher in previous Soc Sci and Math course and Dept Approval; Rotates with AP Macro; Offered 26-27*

#### **460 - AP MACROECONOMICS □ 1.0 credit**

This course offered to sophomores, juniors and seniors. The course is designed to help students develop critical-thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students will be expected to apply economic logic to a wide variety of real-world and hypothetical situations. The goal is to understand the “linkages” describing the chain of events leading to economic conclusions. This AP course can be taken even if a student has passed the regular Economics course. *PREREQUISITE: C or higher in previous Soc Sci and Math course and Dept Approval; Rotates with AP Micro; Offered in 27-28; In order to have a successful, complete experience in this AP course, students must complete the AP Macroeconomics Exam; Personal Finance and Economics or AP Macroeconomics or AP Microeconomics is required for graduation.*

#### **456 - INTRO TO PSYCHOLOGY □ 0.5 credit**

This course is designed to introduce students to the study of the behavior and mental processes of human beings. Students will learn about psychological principles and phenomena seen in real life, as well as research methods used to study human behavior. The course will instill knowledge, skills, and attitudes that can be applied to the student’s own life.

#### **455 - AP PSYCHOLOGY □ 1.0 credit**

This course will dive deep into the systematic and scientific study of human behavior and mental processes. Students will learn psychological theories, principles, and phenomena with an emphasis on applying those concepts to real life. Students will also learn about the research methods and data analysis psychologists use to explain human behavior. This college level course offers the possibility of obtaining AP credit and requires significant independent work, but will instill knowledge, skills and attitudes to the student’s own life. *PREREQUISITE: C or higher in previous Soc. Sci. and Department Approval. To have a successful, complete experience in this AP course, students must complete the AP Psychology Exam.*

#### **415 - DIVERSITY AND HUMAN RIGHTS □ 0.5 credit**

This is a course designed to expand our understanding of human rights, what that means, and how they are both honored and violated. The centerpiece of this course is the Universal Doctrine of Human Rights, established after World War II. The diversity component will analyze the history of American diversity to its present-day situations and attempt to find the vessels that bring understanding and resolution.



#### **465 - SOCIOLOGY □ 0.5 credit**

This course examines the fundamental concepts of Sociology. Its main purpose is for students to develop an understanding of how larger social forces affect our everyday lives and behavior. Some of the topics discussed will be conflict, interactionist and functionalist theory, labeling, sociological imagination, aspects of culture, research methods, communication and social norms.

#### **851 - THE CONTEXT OF WESTERN CULTURE 1700 TO PRESENT: Art History □ 0.5 credit**

In this course, students will investigate issues, define movements, and contextualize the history of art through cultural happenings. Students will research the interaction of art and recent society with emphasis on Modern through Contemporary periods. This course covers the biographical and societal contributions of major artists, the development of notable mediums, changes in critical attitudes towards art, and prepares students for college-level Art History and theory. This course is required for AP Portfolio students and is open to all interested Seniors. A class museum visit to Chicago is required. *This course counts towards a student's Social Science credit requirements.*





# COURSE DESCRIPTIONS

## THEOLOGY

The Theology Department's four-year curriculum supports students in developing and deepening their relationship with God and using that relationship to interpret and guide their life in this world. Pius XI has a 4 credit Theology requirement for graduation.

Credits	Courses	Year	Comments
1.0	005 - Living Our Faith	9	Graduation Requirement
1.0	001 - Hebrew/Christian Scripture	10	Graduation Requirement
0.5	051 - Morality and Ethics	11-12	Graduation Requirement
0.5	075 - Biblical Themes in Literature	11-12	Rotates with Church History; Offered in 26-27
0.5	065 - Catholic Social Justice	11-12	
0.5	031 - Christian Spirituality	11-12	
0.5	006 - Church History	11-12	Rotates with Biblical Themes; Offered in 27-28
0.5	041 - World Religions	11-12	
1.0	037 – Advanced Theology: Philosophy of Theology	12	Dept. approval required; Offered in 27-28



#### **4.0 CREDIT REQUIRED FOR GRADUATION**

One credit of Theology is required to be taken each year. 005 – Living Our Faith, 001 – Hebrew/Christian Scripture, & 051 – Morality and Ethics are required for graduation.

#### **005 - LIVING OUR FAITH □ 1.0 credit**

This course is designed to provide students with the basic teachings of the Catholic faith, and to help them understand how those teachings and practices help them grow in love of God, self, and others. Students will come to understand that the Catholic Church is a community of people who believe in the reality of God and shape their lives accordingly. Graduation requirement.

#### **001 - HEBREW / CHRISTIAN SCRIPTURE □ 1.0 credit**

In this course, students will examine biblical roots as their ancestors' paths are traced from their early understanding of God through their deepening appreciation of God's salvation, be introduced to Jesus the Christ, and learn how Jesus came to fulfill the Hebrew expectations for the Messiah. Connections will be made between the faith journeys of our ancestors and a student's faith journey and relate to modern day issues within the Catholic Church and the world. Graduation requirement.

#### **051 - MORALITY AND ETHICS □ 0.5 credit**

This course is designed to help students understand and evaluate their own personal morality through prayer experiences, reflection and class discussions. Students will critically examine contemporary ethical issues such as lying, cheating, teen sex, abortion, euthanasia and the death penalty in light of the Catholic faith, Scripture and the inherent dignity of the human person. Graduation requirement.

#### **075 - BIBLICAL THEMES IN LITERATURE 0.5 credit**

This course will examine major life themes found both in the Bible and modern or contemporary literature. Some of the themes that will be discussed are love, forgiveness, journey of the hero, conflict, and salvation, amongst others. Students will read The Gospel of John, a selection of short stories, poetry as well as selected novels. The purpose of this course is to gain an appreciation for life themes that have been present since the beginning of civilization and are still relevant today. This course will seek to find answers to humanity's struggles and rejoice in humanity's triumphs. *Rotates with Church History; Offered in 26-27.*

#### **065 – CATHOLIC SOCIAL JUSTICE □ 0.5 credit**

In this course, students will examine scripture writings related to themes such as diversity, gender, economics and non-violence in an attempt to help them think about and discuss how these themes are still very much part of our world today. Students will also explore how the Gospel message of justice and liberation, as expressed in Catholic Social Teaching, continues to challenge them to respond.

#### **031 - CHRISTIAN SPIRITUALITY □ 0.5 credit**

Spirituality represents a calling and longing that all people experience. Independent of personal religious beliefs, each of us desires to live a life of purpose, meaning, and personal fulfillment. This class will explore the many paths to finding and following God. Christian thought and tradition offer the opportunity to examine the lives of those who have responded to God's call to become holy examples of discipleship and love. We will study and reflect on the writings of influential spiritual leaders who discerned, often through trial and error, God's plan for their lives. In addition, we will focus on the call to live a life that matters through our relationships with God, self and others.

### **006 - CHURCH HISTORY □ 0.5 credit**

“Foundations of Church History” is a Theology course that will examine the individuals and major events that have shaped the Catholic Church. Students will explore the roots of Catholic doctrines as well as the evolution of thought in the Church. By looking at the past, we will better understand the present. *Rotates with Biblical Themes; Offered in 27-28.*

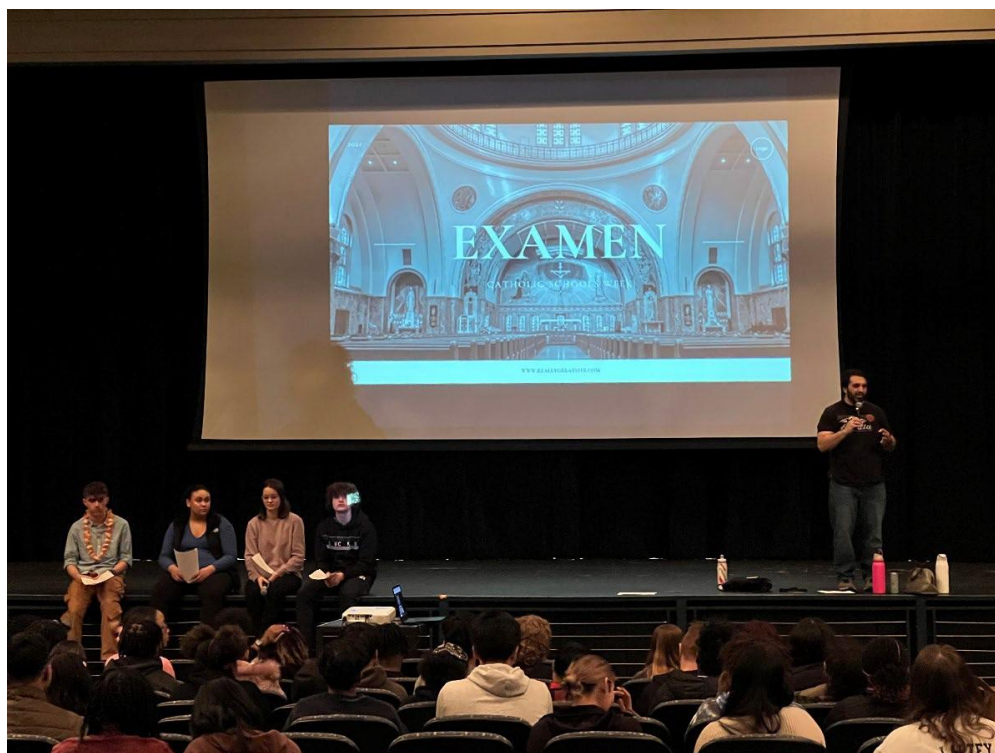
### **041 - WORLD RELIGIONS □ 0.5 credit**

This course introduces the student to the major religious traditions of the world. Course includes a rationale for studying world religions and cultures, a brief overview of ancient religions, indigenous religions and contemporary religions. Study will focus on the major founders (where applicable), beliefs, scriptures, practices, and ethics of the traditions as well as contemporary issues, and interfaith dialogue around common issues of concern to the traditions.

### **037 – ADVANCED THEOLOGY: PHILOSOPHY OF THEOLOGY □ 1.0 credit**

An historical and methodological overview of philosophical themes and concepts important in the study of religion and Christian theology, with emphasis on the modern and contemporary periods. The main objectives of the course are to become familiar with important philosophical figures, issues, and methods, and to gain an appreciation of the relation of these to a variety of contemporary approaches in theological study.

*PREREQUISITE: Department approval. Offered in 27-28.*



# COURSE DESCRIPTIONS

## WORLD LANGUAGES

The World Languages Program is designed to be taken all four years for language proficiency. Some universities require two, or in some cases, three or four years of a single world language for admission. Opportunities for advanced study in language are offered and students may choose to study more than one language. The more levels taken at Pius XI, the more likely it is that a student can place higher into a college's program, where they would earn college credit for some or all of the prerequisite courses. A program is available for heritage Spanish speakers to help strengthen and develop their Spanish language skills.

Credits	Courses	Year	Comments
1.0	511 - French 1	9-10-11	
1.0	512 - French 2	9-10-11-12	Successful completion of French I or placement exam
1.0	513 - French 3	9-10-11-12	C or higher in French II
1.0	514 - French 4	10-11-12	C or higher in French III
1.0	527 - Spanish for Heritage Speakers	9-10-11	Native or near- native ability in spoken Spanish and instructor consent
1.0	521 - Spanish 1	9-10-11	
1.0	522 - Spanish 2	9-10-11-12	Successful completion of Spanish I or placement exam
1.0	523 - Spanish 3	9-10-11-12	C or higher in Spanish II and instructor consent
1.0	524 - Spanish 4	10-11-12	C or higher of Spanish III or Spanish for Heritage Speakers and instructor consent
1.0	525 – Spanish 5	12	C+ or better in Spanish 4 and department approval. This course MAY be taken for dual credit through UW-Oshkosh CAPP.**Should students choose to take the class for college credit, they must earn a B- or better to get the college credits.





## **2.0 CREDITS REQUIRED FOR GRADUATION**

Two credits of the same World Languages is required for graduation.

### **511 - FRENCH 1 □ 1.0 credit**

In French 1, students will begin to acquire skills in speaking, writing, and comprehending spoken and written French. Students will perform conversation activities in real-life situations, engage in language and culture projects, interpret music and videos, and perform online activities to increase their communication skills and knowledge of Francophone cultures.

### **512 - FRENCH 2 □ 1.0 credit**

In French 2, students will continue to develop their speaking, listening, reading, and writing skills. Students will perform a variety of activities and projects to increase their proficiency, including many authentic speaking assessments. Students will continue to explore the cultures of France and other Francophone countries through cultural projects and web-based activities. *PREREQUISITE: Successful completion of French I or placement exam.*

### **513 - FRENCH 3 □ 1.0 credit**

In French 3, students will expand and strengthen their skills in speaking, listening, reading, and writing. Students will implement their speaking skills in various real-life situations. Students will analyze important works of French literature, art, current events, music, and film. They will also be creating their own compositions to demonstrate their knowledge of vocabulary and grammar. *PREREQUISITE: Successful completion with a C or higher of French II.*

### **514 - FRENCH 4 □ 1.0 credit**

In French 4, students will speak and hear French almost exclusively. This course is designed to emphasize the use of French for active communication. As it is instructed entirely in French, the goal is to perfect the student's speaking, listening, reading, and writing skills. Students will develop expanded vocabulary and higher-level grammatical structures adequate for interpreting authentic French- language resources. This course also develops the students' ability to express themselves with reasonable fluency in various situations and contexts. *PREREQUISITE: Successful completion with a C or higher of French III.*

### **527 - SPANISH FOR HERITAGE SPEAKERS □ 1.0 credit**

Heritage Speakers is a program that has been developed for students who speak, read and/or write in Spanish at home. The course is designed on a rotating two- year curriculum so a student can enter either phase of the program their first or second year of high school. The purpose of this course is to strengthen and develop a student's language skills as a heritage speaker of Spanish. The course explores literature, vocabulary and grammar by way of thematic units focusing on specific countries and cultures throughout the Spanish speaking world, including Latinos in the United States. By taking this course, students will reinforce their reading comprehension, grammar, composition and presentational speaking skills. *PREREQUISITE: Native or near-native ability in spoken Spanish and instructor consent.*



### **521 - SPANISH 1 □ 1.0 credit**

In Spanish 1, students will begin to acquire skills in speaking, writing, and comprehending spoken and written Spanish. Students will engage in partner conversation activities, projects, writing, reading, and listening tasks, and online activities to acquire language skills and cultural knowledge of the Spanish-speaking world. Emphasis is on the acquisition of authentic communication skills and an abundance of vocabulary and grammar skills in order to be successful in Spanish II.

### **522 - SPANISH 2 □ 1.0 credit**

In Spanish 2, students will continue to focus on building vocabulary and grammar knowledge to speak and understand basic Spanish. In this course students will perform a variety of class activities and create projects to develop their skills in listening, speaking, reading and writing. Students will continue to broaden their knowledge of the Spanish-speaking world through cultural projects and Internet activities. *PREREQUISITE: Successful completion of Spanish I or placement exam.*

### **523 - SPANISH 3 □ 1.0 credit**

In Spanish 3, students will expand what they have learned in Spanish I and II. The emphasis will be on conversation and reading. Students will be expected to use the language and be able to function appropriately in various situations as they increase their knowledge of Spanish vocabulary and grammar. Students will be reading literary passages and articles on current events, watching Spanish films, and studying the cultures of various regions. Students will also be using Internet resources to acquire new language skills and cultural knowledge. *PREREQUISITE: Successful completion with a C or higher of Spanish II and instructor consent.*

### **524 - SPANISH 4 □ 1.0 credit**

The fourth level of Spanish focuses on allowing students to practically apply their language skills, using the foundation established in the first three levels. The course focuses on interpersonal (speaking/writing) skills, presentational (speaking/writing), and interpretive skills (listening/reading). The course is conducted primarily in Spanish and students will expand their vocabulary, improve their conversational skills, and refine their pronunciation. Through the study of various themes, students will discuss aspects of history and culture of several Spanish-speaking countries. *PREREQUISITE: Successful completion with C or higher of Spanish III or Spanish for Heritage Speakers and instructor consent.*

### **525 – SPANISH 5 □ 1.0 credit**

Spanish language study culminates with Spanish 5. This course is designed to emphasize the use of Spanish for proficient communication. Students will be working towards mastering interpretive, presentational, and interpersonal skills in Spanish. As it is instructed entirely in Spanish, students will be expected to engage in a variety of oral discussions, write essays using advanced grammar skills, and read and analyze literature in the target language. The goal is to perfect the student's aural/oral skills, reading comprehension, grammar and composition skills, as well as study cultures of the Spanish speaking world. Students will develop an active vocabulary and skills adequate for reading current news articles, magazines, literature and other daily authentic source materials in the target language. The course develops the students' ability to express themselves with fluency in various situations and contexts. Spanish 5 places the student in an environment that prepares the serious student for continued growth in preparation for further study and enjoyment. *PREREQUISITE: Successful completion of Spanish 4 with a C+ or better and department approval. This course MAY be taken for dual credit through UW-Oshkosh CAPP.\*\*Should students choose to take the class for college credit, they must earn a B- or better to get the college credits. Weighted Grade.*

### **521 - SPANISH 1 □ 1.0 credit**

In Spanish 1, students will begin to acquire skills in speaking, writing, and comprehending spoken and written Spanish. Students will engage in partner conversation activities, projects, writing, reading, and listening tasks, and online activities to acquire language skills and cultural knowledge of the Spanish-speaking world. Emphasis is on the acquisition of authentic communication skills and an abundance of vocabulary and grammar skills in order to be successful in Spanish II.

### **522 - SPANISH 2 □ 1.0 credit**

In Spanish 2, students will continue to focus on building vocabulary and grammar knowledge to speak and understand basic Spanish. In this course students will perform a variety of class activities and create projects to develop their skills in listening, speaking, reading and writing. Students will continue to broaden their knowledge of the Spanish-speaking world through cultural projects and Internet activities. *PREREQUISITE: Successful completion of Spanish I or placement exam.*

### **523 - SPANISH 3 □ 1.0 credit**

In Spanish 3, students will expand what they have learned in Spanish I and II. The emphasis will be on conversation and reading. Students will be expected to use the language and be able to function appropriately in various situations as they increase their knowledge of Spanish vocabulary and grammar. Students will be reading literary passages and articles on current events, watching Spanish films, and studying the cultures of various regions. Students will also be using Internet resources to acquire new language skills and cultural knowledge. *PREREQUISITE: Successful completion with a C or higher of Spanish II and instructor consent.*

### **524 - SPANISH 4 □ 1.0 credit**

The fourth level of Spanish focuses on allowing students to practically apply their language skills, using the foundation established in the first three levels. The course focuses on interpersonal (speaking/writing) skills, presentational (speaking/writing), and interpretive skills (listening/reading). The course is conducted primarily in Spanish and students will expand their vocabulary, improve their conversational skills, and refine their pronunciation. Through the study of various themes, students will discuss aspects of history and culture of several Spanish-speaking countries. *PREREQUISITE: Successful completion with C or higher of Spanish III or Spanish for Heritage Speakers and instructor consent.*

### **525 – SPANISH 5 □ 1.0 credit**

Spanish language study culminates with Spanish 5. This course is designed to emphasize the use of Spanish for proficient communication. Students will be working towards mastering interpretive, presentational, and interpersonal skills in Spanish. As it is instructed entirely in Spanish, students will be expected to engage in a variety of oral discussions, write essays using advanced grammar skills, and read and analyze literature in the target language. The goal is to perfect the student's aural/oral skills, reading comprehension, grammar and composition skills, as well as study cultures of the Spanish speaking world. Students will develop an active vocabulary and skills adequate for reading current news articles, magazines, literature and other daily authentic source materials in the target language. The course develops the students' ability to express themselves with fluency in various situations and contexts. Spanish 5 places the student in an environment that prepares the serious student for continued growth in preparation for further study and enjoyment. *PREREQUISITE: Successful completion of Spanish 4 with a C+ or better and department approval. This course MAY be taken for dual credit through UW-Oshkosh CAPP.\*\*Should students choose to take the class for college credit, they must earn a B- or better to get the college credits. Weighted Grade.*

# SCHEDULE EXAMPLES

## Example Schedules

Note: Lunch can be either Early (before Period 3), Split (Period 3, Lunch, Period 3), or Late (after Period 3).

<b>Freshman - 7 credits</b>	TERM 1 A DAY	TERM 1 B DAY	TERM 2 A DAY	TERM 2 B DAY	TERM 3 A DAY	TERM 3 B DAY	TERM 4 A DAY	TERM 4 B DAY
1	Algebra		Algebra		Algebra		Algebra	
2	Theology	French	Theology	French	Theology	French	Theology	French
3	PE	English	PE	English	Disco	English	Disco	English
4	Biology	Health	Biology	Health	Biology	Act 1	Biology	Act 1
<b>Freshman - 8 credits</b>	TERM 1 A DAY	TERM 1 B DAY	TERM 2 A DAY	TERM 2 B DAY	TERM 3 A DAY	TERM 3 B DAY	TERM 4 A DAY	TERM 4 B DAY
1	Algebra	Chorus	Algebra	Chorus	Algebra	Chorus	Algebra	Chorus
2	Theology	French	Theology	French	Theology	French	Theology	French
3	PE	English	PE	English	Disco	English	Disco	English
4	Biology	Health	Biology	Health	Biology	Act 1	Biology	Act 1

<b>Jr/Sr - 7.5 credits</b>	TERM 1 A DAY	TERM 1 B DAY	TERM 2 A DAY	TERM 2 B DAY	TERM 3 A DAY	TERM 3 B DAY	TERM 4 A DAY	TERM 4 B DAY
1	AP Calc	Spanish	AP Calc	Spanish	AP Calc	Spanish	AP Calc	Spanish
2	Sociology	AP Bio	Sociology	AP Bio	Creat Writ	AP Bio	Creat Writ	AP Bio
3	Choir		Choir		Choir	World Rel	Choir	World Rel
4	Morality	Multi Lit	Morality	Multi Lit	Nutrition	Econ/Fin	Nutrition	Econ/Fin

## NOTES

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