



Mater Dei Catholic High School

CURRICULUM GUIDE 2023-2024

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This booklet lists and describes all courses offered for the school year. Regardless of the current status of a student, the minimum number of units required for graduation from Mater Dei Catholic High School is two hundred eighty. Five units are awarded for completing a semester course.

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Why Do We Exist? (Core Purpose)

We exist to inspire & educate the hearts, minds and souls of our students.

What Do We Do?

We provide a Catholic college preparatory education for high school students.

INTEGRAL STUDENT OUTCOMES

Mater Dei Catholic High School prepares its graduates to be:

Christ-Centered Persons who:

1. Are dedicated to the Catholic values of dignity, humility, and compassion
2. Possess a generous heart and are committed to a spirit of service
3. Embody a love of God and love of neighbor

Life-Long Self- Directed Learners who:

1. Are determined to pursue higher education
2. Demonstrate integrity as they form identity and discover their purpose
3. Embody a growth mindset and apply their learning to real world issues

Effective Communicators who:

1. Exemplify emotional and spiritual sensitivity
2. Articulate ideas clearly, creatively, and logically
3. Possess the skills to resolve conflicts in a global society

Collaborative Individuals who:

1. Respect and value individuals from diverse backgrounds and abilities
2. Demonstrate social awareness and good judgment
3. Engage in a variety of leadership and supportive roles

ACADEMIC POLICIES

1. **REGISTRATION FOR COURSES:** Registration for courses for the following school year takes place during the third quarter. The student, along with his parents/guardians, prepares his next year's schedule by reading the information in this curriculum guide and reviewing graduation requirements and course requirements for admission to the colleges of his choice. Students must have 7 courses during regular school hours.
2. **DROPPING OR ADDING COURSES AFTER SEMESTER HAS BEGUN:** Students may request to drop a class during the **first week of each semester**. The course change form must be completed prior to the deadline with all required signatures. The student is responsible for all the work that was previously assigned to the new course. AP classes may be dropped up to the end of the **SECOND** week of the class. If a student decides to drop an AP class during the semester, the exam fee will NOT be refunded. Dropping a course after the deadline will result in a Withdraw/Fail.
3. **REQUEST FOR TEACHER CHANGES:** All student schedules are generated by computer. The computer program utilized for scheduling of students balances all class sizes and assigns teachers to students in a random manner. To maintain proper class balance and fairness to all, students/parents may not request a schedule change to accommodate a teacher of their choice.
4. **SUMMER SESSION:** Summer session is open to ALL students including incoming ninth graders. Summer session is also an opportunity for Honors and regular track students to take elective courses to open opportunities to take additional courses. It is also a chance for students to retake courses in which they did not earn a passing grade. **All summer session classes MUST be approved by a Mater Dei Catholic High School counselor prior to enrollment for credit to be accepted by MDCHS.**
5. **COURSE WAIVERS:** Juniors who plan their program to include four years of Mathematics, four years of World Language and four years of science and are unable to complete all graduation requirements may petition to have a course waived. Petitions must be made in the junior year for course waivers.
6. **COMMUNICATION WITH THE SCHOOL:** We encourage parents to contact teachers as often as necessary to keep abreast of their students' progress by electronic mail or voice mail. When a parent has a concern or question about a student's progress, the teacher should be contacted first. If the concern is teacher related, the parent must contact the chairperson for that department. Parents are urged to follow this chain of command before contacting the Assistant Principal for Academics or Principal.
7. **COURSE FAILURE:** Any student enrolled in MDCHS who fails a course(s) MUST retake the course during the summer immediately following the failed course. If a failed course is offered through the MDCHS summer school program, then the student must retake the failed course at MDCHS. If MDCHS does not offer the failed course through summer school program, then the student must obtain written approval from a MDCHS counselor **BEFORE** enrolling in the course at another educational institution to receive credit for the course. For science courses not offered through the MDCHS summer school program, students must also obtain prior written approval from the MDCHS science department chair and take the course at a community college. Any Student who fails a course and wishes to return to MDCHS the following August must make up all credits lost due to these failures before he/she is reinstated.
8. **FINAL EXAMS:** All students must take a final exam if one is required. All final exams should be taken at the regularly scheduled times. Parents should not schedule vacations during the days of exams. Please check the school calendar for the exam dates. Students who miss a regularly scheduled semester exam may receive an 'F' grade for that exam. Exceptions must be approved by the Assistant Principal for Academics.
9. **ATHLETIC ELIGIBILITY:** Standards for athletic eligibility have been set aside by the California Interscholastic Federation Office (SDS-CIF). Athletic eligibility is determined each quarter. Student eligibility includes having a 2.00 GPA at the end of each quarter. Eligible students may participate in extracurricular activities including but not limited to holding office or campaigning for office in the Associated Student Body ("ASB"), school clubs, plays, or participating in athletics. Any student who fails to meet the minimum 2.00 eligibility G.P.A. at the end of each semester may regain eligibility through summer session attendance and may be eligible for the fall semester. The student must meet with their academic counselor and/or the Assistant Principal for Academics who will recommend and authorize required coursework in the summer. When new courses are taken in summer school, all grades received in the semester together with all summer session grades shall be counted in the computation of a GPA. If the average is 2.00 or better, the student shall be eligible for the first quarter of the next school year. Students who are deemed ineligible at the quarter and/or have D's or Fs on their progress report/transcript may be assigned Mandatory After School tutoring. Failure to attend may result in academic dismissal from Mater Dei. Ineligibility does not pertain to school events such as dances and attendance at athletic events as a spectator. Students will be deemed ineligible during any nine-week grading period in which ANY of the following criteria are met:
 - Weighted GPA for the grading period is below 2.0
 - Student earns 2 "U's" for Citizenship

- Student earns 2 “F” grades

10. ACADEMIC REVIEW BOARD: The Academic Review Board (“ARB”) consists of five current MDCHS faculty members and is facilitated by the Vice Principal for Academics. The ARB will convene at the end of each semester to review the progress of every student who has been on Academic Probation for at least two consecutive semesters, or any student whose total weighted cumulative GPA is below 1.75. The ARB will then make recommendations to the principal to retain or dismiss these students. (APPENDIX A)

11. ACADEMIC DISMISSAL: In the following cases, a student is subject to academic dismissal:

- Student has been notified by ARB and does not raise his/her overall G.P.A. above 2.0
- Student has not satisfied the summer school requirements to return for the following year
- Student has not met academic requirements to make up an “F” grade
- Ninth grade students with two (2) or more F’s at the end of the first year must attend summer school. Failure to do so may result in not being allowed to return for their sophomore year (tenth grade)
- Any students who have not fulfilled the requirements listed above will not graduate from MDCHS.

MDCHS GRADUATION REQUIREMENTS

| COURSE | SEMESTER UNITS | MD High School Graduation Requirements |
|---|-------------------|--|
| Theology | 40 | 4 Years To Include: One semester Social Justice Senior Year |
| English | 40 | 4 Years |
| Mathematics | 30 | 3 years To Include: Algebra 1* Geometry Algebra 2/Trigonometry |
| Social Science | 30 | 3 years To Include: World Cultures (1 year) U.S. history (1 year) American Government (1 Semester) Economics (1 semester) |
| Science | 20 | 2 years To include: Biology (1 year) Physical Science (1 year) |
| World Language | 20 | 2 Years same language |
| Physical Education | 20 | 2 Years |
| Visual & Performing Arts | 10 | 1 Year same discipline |
| Speech/Academic and Technical Literacy | 10 | 1 Semester each Offered to all Freshman |
| Other Elective Courses | 70 | |
| * Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. | | |

- Students must carry seven classes (35 units) at minimum each semester.
- Students complete and PASS each class they attempt while in attendance at MDCHS.
- Students must maintain an overall GPA of 2.00 (C).
- Students must fulfill service requirements for each academic year. (**APPENDIX B**)
- Students must complete two semesters of Physical Education. A student may earn 20 PE units for participation on an interscholastic team (including stats personnel and managers) or cheerleading for one full season. The credit is approved through the principal's office.
- Any students who have not fulfilled the requirements listed above will not graduate from MDCHS.

Valedictorian and Salutatorian

In order to be considered for Valedictorian or Salutatorian, the student must have attended MDCHS for at least three years and in that timeframe, all classes must have been taken at MDCHS. Only classes taken at MDCHS beginning in freshman year through the fall of senior year will be calculated toward the Valedictorian and Salutatorian GPAs. Credit can be granted for courses taken outside MDCHS or before freshman year, but those classes will NOT be included in Valedictorian and Salutatorian GPA calculation.

California Scholarship Federation (CSF)

Eligibility for membership is determined by semester grades (10th - 12th only). Students must maintain satisfactory citizenship as well. Seniors who have earned membership in CSF at least four of the last five semesters of high school (which includes at least one semester in the senior year) are designated as Seal bearers and receive the Lamp Pin, tassel, cord and CSF diploma w/ cover.

National Honor Society (NHS)

Juniors with a cumulative, unweighted 3.50 grade point average should apply for membership spring semester. Applicants must have their school and community activities certified by the adult sponsor of each activity.

MDCHS TYPICAL FOUR-YEAR STUDY PLAN

| | SEMESTER ONE | SEMESTER TWO |
|-----------------|--|---|
| GRADE 9 | Theology English Mathematics World Language World Cultures Academic and Technical Literacy Biology | Theology English Mathematics World Language World Cultures Speech Biology |
| GRADE 10 | Theology English Mathematics World Language Biology//Earth Science/Chemistry Visual & Performing Arts Physical Education | Theology English Mathematics World Language Biology/Earth Science/Chemistry Visual & Performing Arts Physical Education |
| GRADE 11 | Theology English Mathematics Chemistry/Earth Science/Science U.S. History World Language Elective(s) | Theology English Mathematics Chemistry/Earth Science/Science U.S. History World Language Elective(s) |
| GRADE 12 | Theology English American Government Mathematics Science World Language Elective(s) | Theology English Economics Mathematics Science World Language Elective(s) |

REQUIREMENTS FOR UNIVERSITIES/COLLEGES

In planning your high school program, you should know the subject and grade requirements for the university and/or college you may be selecting.

University of California (UC) Requirements

e.g., UCSD, UCLA, UC Berkley

A-G REQUIREMENTS: All students are required to be satisfied with an A - G overall G. P. A. of 3.00 and a minimum grade of 'C'.

A-HISTORY/SOCIAL SCIENCE - Two years required.

Two years of social science, including one year of world history, cultures and geography; and one year of U.S. History or one-half year of U.S. History and one-half year of civics or American Government.

B-ENGLISH - Four years required.

Four years of college preparatory English that include frequent and regular writing and reading of classic and modern literature. Not more than two semesters of ninth grade English can be used to meet this requirement.

C-MATHEMATICS - Three years required, four years recommended.

Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

D-LABORATORY SCIENCE - Two years required, three years recommended.

Two years of laboratory science providing fundamental knowledge in two of these three core disciplines: biology, chemistry, earth/space and physics. The latter two years of an approved three-year integrated science program may be used to fulfill this requirement. Not more than one year of ninth grade laboratory science can be used to meet this requirement.

E-LANGUAGE OTHER THAN ENGLISH - Two years required, three years recommended.

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in language other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

F-VISUAL AND PERFORMING ARTS (VAPA) - One year required.

One year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art.

G-COLLEGE PREPERATORY ELECTIVES - One year required.

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language.)

In deciding admission to the UC System, 10th and 11th grade GPA is used with SAT I or ACT scores.

California State University (CSU) Requirements

e.g., San Diego State, Cal Poly San Luis Obispo, CSU San Marcos

Required Courses: Same as University of California minimum course requirements. Science must include Biology and may include Physical Science.

Subject Requirements: The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course you use to meet any subject requirement.

| | |
|---|---|
| Four years | • English |
| Three years | • Mathematics (Algebra 1, Geometry, and Algebra 2; or integrated mathematics including these) |
| Two years | • Social Science, including one year of U.S. History or U.S. History and Government <ul style="list-style-type: none"> • Science with a laboratory (one year biological and one year physical) • World Language (the same language) |
| One year | • Visual and Performing Arts: Art, Dance, Theatre/Drama, or Music <ul style="list-style-type: none"> • Elective chosen from the subject areas listed above or approved college preparatory elective courses. • 2 years preferred |
| 15 units total subjects | |
| https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html | |

Private Colleges

e.g., University of San Diego, Stanford, Occidental, Loyola Marymount

ADMISSIONS COMMITTEES MAKE THEIR DECISIONS ON A VARIETY OF FACTORS:

1. Subject requirements are often similar to CSU requirements.
2. Highly favored is the applicant who has a talent or a demonstrated ability in some area (athletics, leadership, music, etc.) and/or involvement in constructive school/community projects.
3. The most highly selective colleges look for students who have excelled in academics (most rigorous courses), extra-curricular areas, and leadership.

Community Colleges

e.g., Mesa, City, Grossmont

Responsibility: A high school diploma (or its equivalent) or being 18 years of age or older. No tests are required for admission, but placement tests are required for some subjects.

ADVANCED PLACEMENT (AP) PROGRAM GUIDELINES

Advanced Placement is a program of college-level courses and exams offered for secondary students in American high schools for potential college/university credit. The following Advanced Placement courses are offered at Mater Dei Catholic High School:

| AP COURSE | DURATION | PREREQUISITES |
|--|----------|--|
| AP African American Studies | Year | English course: C- or better |
| AP Art History | Year | B- or better in World Cultures |
| AP Biology | Year | Complete Honors Biology and Honors Chemistry with a B- or better; Biology and Chemistry with a B+ or better |
| AP Calculus AB | Year | Complete Pre-Calculus with a B+ or Honors Pre-Calculus with a B- |
| AP Calculus BC | Year | Complete Calculus A/B with a B- or better |
| AP Chemistry | Year | Complete Honors Biology, Honors Chemistry, and Honors Algebra 2/Trig with a B- or better; Biology, Chemistry, Algebra 2/Trig with a B+ or better Currently enrolled in Pre-Calculus |
| AP Computer Science Principles | Year | Complete Algebra, English 1, Biology/Honors Biology, Chemistry/Honors Chemistry, Earth & Space with a B or better |
| AP Computer Science A | Year | Complete AP Computer Science Principles with a B- or better Currently enrolled in Algebra 2/Trig or better |
| AP English Language and Composition | Year | Complete English 2 with a B+ or Honors English 2 with a B- or better |
| AP English Literature | Year | Complete English 3 with a B+ or Honors English 3 with a B- or better |
| AP Environmental Science | Year | Complete Biology/Honors Biology, Chemistry/Honors Chemistry with a B- or better Currently enrolled in Algebra 2/Trig or better |
| AP French Language and Culture | Year | Complete French 3 with a B+ or Honors French 3 with a B- or better |
| AP Government and Politics United States | Semester | Complete US History with B+ or AP US History with a B+ and English 3 with a B+ or Honors English 3 with a B- or better |
| AP Human Geography | Year | Complete English course with a B- or better |
| AP Microeconomics | Semester | Complete English and Math course with a B- or better |
| AP Macroeconomics | Semester | Complete English and Math course with a B- or better |
| AP Physics 1 | Year | Complete Honors Biology and Honors Chemistry with a B- or better; Biology and Chemistry with a B+ or better Currently enrolled in Pre-Calculus |
| AP Pre-Calculus | Year | Complete Geometry and Algebra 2/Trig with a B+ or better or Honors Geometry and Honors Algebra 2/Trig with a B- or better |
| AP Psychology | Year | Complete English course with a B- or better |
| AP Research | Year | Complete AP Seminar with a B- or better |
| AP Seminar | Year | Complete English Course with a B- or better |
| AP Spanish Language and Culture | Year | Complete Spanish 3 or Spanish 4 with a B+ or Honors Spanish 3 with a B- or better |
| AP Spanish Literature | Year | Complete AP Spanish Language with a B- or better |
| AP Statistics | Year | Complete Algebra 2/Trig with a B+ or Honors Algebra 2/Trig with a B- or better |
| AP United States History | Year | Complete previous History classes with a B- or better and English 1 & 2 with a B+ or Honors English 1 & 2 with a B- or better |
| AP World History | Year | Complete World Cultures and English 1 with a B+ or Honors English 1 with a B- or better |

REQUIREMENTS FOR ADVANCED PLACEMENT (AP) PROGRAM

- Mater Dei supports the social and emotional well-being of their students and believes in the importance of providing balance for students in their academic choices. For this reason, students are permitted a maximum of 4 Advanced Placement and Southwestern College classes per semester.
- Students are admitted to Advanced Placement courses based on grades from previous courses.
- Requests for exceptions to enroll in more than four AP courses may be addressed to their assigned guidance counselor. These exceptions will be considered on a case-by-case basis by the Counseling Department, the Assistant Principal for Academics, and the involved AP teachers.
- Students are expected to maintain a **minimal grade of B- (80%) in that Advanced Placement course**. If a student receives a first semester grade of **less than a B- (80%)**, that student may be asked to drop that class at the semester. **Fees for AP testing will not be refunded**.
- All students are encouraged to maintain perfect attendance to achieve success in the AP course. Accordingly, the following guidelines will be in effect:
 - After three **(3) absences** in any given grading period, the teacher may initiate a meeting with the student, parent and his/her academic counselor concerning the student's eligibility in the course.
 - Students may **NOT** miss a class for an extra-curricular activity such as sports, ASB meeting, etc., unless **PRIOR** notification has been given to the Advanced Placement teacher.
- Students enrolled in an AP class must take the National Advanced Placement Exam in May.
- The National Advanced Placement Exam fee must be paid by the end of September. Students will not be allowed to continue in their AP class without payment completed.
- If, for any reason, the student does not take the National Exam, they will not receive Advanced Placement notation or weighting in their GPA or their transcript. These students will also not receive a refund for the AP exam.
- Students signing up for an Advanced Placement class may expect to receive a summer reading list of selected works that they will be held accountable for in that course. Failure to be prepared may result in a poor academic beginning to that semester and may result in a low fall semester grade.
- If a student **NOT ENROLLED** in an AP course wishes to take an Advanced Placement Exam, he/she must notify the Advanced Placement coordinator in writing **BEFORE** September 15 so that we may order that exam and payment is received by September 30.
-

NCAA REQUIREMENTS

NCAA Requirements NCAA ELIGIBILITY REQUIREMENTS for Division I freshmen student-athletes will need to present sixteen core courses in the following:

- Four years of English
- Three years of mathematics (Algebra I or higher)
- Two years of natural/physical science (one lab science a must)
- One year of additional English, math, or science
- Two years of social studies
- Four years, additional approved core courses from any listed

Students must complete 10 of the 16 core courses, including seven in English, Math, or Natural/Physical Science, before the start of their seventh semester.

Once students begin their seventh semester, they may not repeat or replace any of those 10 courses to improve their core - course G. P. A. Students must also take either the SAT or the ACT college entrance tests and report their scores (9999) to the NCAA Eligibility Center.

See the NCAA Eligibility Center websites for more information:

www.ncaa.org

www.ncaaeligibilitycenter.net

ACADEMY OF SCIENCE

MDCHS' Academy of Science is a comprehensive program specifically designed for academically motivated students interested in pursuing STEAM: Science, Technology, Engineering, Arts, and Mathematics. In addition to gaining a deeper understanding of these fields of study, the Academy of Science provides students with an experience that helps them find their passion and develop their future career path. MDCHS' primary goal for Academy graduates is to become thoughtful and productive members of an increasingly global and technologically advanced society. MDCHS' secondary goal for Academy graduates is to promote success and preparedness in a college-level science class and lab section. The Academy's academically rigorous STEAM-based learning environment addresses these goals by offering diverse coursework while emphasizing a culture of innovation based on leadership, social justice, and community service. Upon completing the Academy of Science academic track, students earn an Academy of Science diploma with the potential of "Honors" distinction and better preparedness to pursue courses at the collegiate level or a future career. However, more importantly, students will have the opportunity to develop their mastery of soft skills (i.e., creativity and collaboration), scientific inquiry, critical thinking, problem-solving, and interpersonal communication. For Requirements: **(APPENDIX C)**

LANGUAGE ACADEMY

The Language Academy provides additional instruction and support for students who may need additional support to reach proficiency. The program was developed to assist students in achieving the academic English necessary for success in a college preparatory high school environment. Students will gain proficiency in English, as well as receive additional academic support. Coursework through the Academy is mandatory for any student who may need additional support to reach proficiency. Students are placed in the Language Academy based on High School Placement Test language scores.

AQUINAS CENTER FOR LEARNING

The Aquinas Center for Learning ("Aquinas Center") provides accommodation for students with learning disabilities. The Aquinas Center is designed to promote academic inclusion of MDCHS's curriculum. Cultivating a support network between families, teachers, and our program, we strive to nurture each student's unique gifts while developing strong study skill habits, such as self-advocacy, effective communication, time-management, organization and SMART (Specific, Measurable, Attainable, and Timely) goal coaching. Enrolled students are offered study skills courses and tutoring, which allows for individualized re-teaching, revision, and strategy implementation for students with disabilities. In addition, we create individualized, appropriate accommodations crafted to support and enrich their education.

SUMMER SCHOOL

Summer School at Mater Dei Catholic High School is intended to provide an opportunity for students to improve basic skills, further academic progress, and/or improve a deficient grade. Summer School provides students with the opportunity to meet the expected learning results and earn credit to advance to the next level.

APPENDIX D

| Summer School Advancement Courses Grade | |
|---|------------------|
| Honors | B+ or Higher |
| Regular | B, B-, C+, C, C- |
| Retake | Below a C- |
| Eligibility to Take Summer School Advancement | |
| Eligible | B+ or Higher |
| Math Teacher Recommendation Letter | B or B - |
| Ineligible | Below a B - |

COURSE LISTINGS BY DEPARTMENT

Course Difficulty Level:

| | |
|---|---|
| 3 | Coursework is rigorous and meets MD graduation requirement expectations. Average nightly homework is 90-120 mins. Check Course prerequisites. |
| 2 | Coursework is somewhat rigorous and meets MD graduation requirement expectations. Average nightly homework is 45-90 mins. Check Course prerequisites. |
| 1 | Coursework meets MD graduation requirement expectations. Minimum of 0-45 mins of nightly homework. Check Course prerequisites. |

Theology Department

| Course # | Title | Grade |
|----------|------------------------------|-------|
| 113 | Divine Revelation | 9 |
| 114 | Introduction to Christology | 9 |
| 123 | Paschal Mystery | 10 |
| 125 | Introduction to Ecclesiology | 10 |
| 134 | Catholic Morality | 11 |
| 135 | Campus Ministry Practicum I | 11 |
| 136 | Campus Ministry Practicum II | 12 |
| 137 | Sacraments | 11 |
| 141 | Social Justice | 12 |
| 142 | Christian Call | 12 |

| Course Number | Course Name | Requirement Met | Grade Level | Semester or Year | Course Difficulty level | Estimated Nightly Homework |
|---|-------------------|-----------------|-------------|------------------|-------------------------|----------------------------|
| 113 | Divine Revelation | MDCHS Theology | 9 | Fall Semester | 1 | 0-45 mins. |
| Course Description: This semester course is an introduction to the Word of God. It aims to focus the foundation of our faith in God the Father, Son and Holy Spirit. While this course includes a study of both the Old and New Testament, it begins by centering the study of Scripture on a person's instinct to search for God. The purpose of this course is to give students a general knowledge and appreciation of Sacred Scriptures. In the course they will learn about the Bible authored by God through Inspiration, and its value to people throughout the world. They will learn how to read the Bible and will become familiar with the major sections of the Bible. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester or Year | Course Difficulty level | Estimated Nightly Homework |
|--|-----------------------------|-----------------|-------------|------------------|-------------------------|----------------------------|
| 114 | Introduction to Christology | MDCHS Theology | 9 | Spring Semester | 1 | 0-45 mins. |
| Course Description: After a semester of Scripture, this course deepens the study of Jesus, highlighting key events in his earthly ministry while unpacking his teachings about God the Father, Jesus the Son and the Holy Spirit, the Trinity, and Mary. Students will be introduced to key vocabulary terms, explore relevant questions of faith, profile famous Christian disciples, and offers several applications to put the lessons of discipleship into action. The purpose of this course is to introduce students to the mystery of Jesus Christ as the living Word of God | | | | | | |

and to begin experiencing discipleship as a life of grace and holiness which will lead them to experience God's everlasting Kingdom. This course calls on teens to "pick up their cross" and follow the Lord in this life and beyond.

| Course Number | Course Name | Requirement Met | Grade Level | Semester or Year | Course Difficulty level | Estimated Nightly Homework |
|--|-----------------|-----------------|-------------|------------------|-------------------------|----------------------------|
| 123 | Paschal Mystery | MDCHS Theology | 10 | Fall Semester | 1 | 0-45 mins. |
| Course Description: This course proclaims the Good News of the Paschal Mystery of Christ's Cross and Resurrection. In this course students will explore in greater depth the saving actions of the Lord. This course unpacks and studies the meaning of God's sacred and mysterious plan from creation, onward to the consequences and the promises of a Savior, while ultimately focusing on the Life, Passion, Death, and Resurrection of Jesus Christ. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entail. The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Students will seek to understand God's plan for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester or Year | Course Difficulty level | Estimated Nightly Homework |
|---|------------------------------|-----------------|-------------|------------------|-------------------------|----------------------------|
| 125 | Introduction to Ecclesiology | MDCHS Theology | 10 | Spring Semester | 1 | 0-45 mins. |
| Course Description: This course will provide a means for understanding the interrelationship of the various components of the Catholic Church. While acknowledging the importance of the historical perspective this course emphasizes the living Church and what it is in the present moment. The course is constructed around those themes that represent Church practice and belief such as the Church as the People of God, the Church as servant, and the Church as sacrament. Each theme has a historical component tracing the theme through major periods of Church history and providing insights as to how the Church has come to its contemporary expression. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty level | Estimated Nightly Homework |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 137 | Sacraments | MDCHS Theology | 11 | Fall Semester | 2 | 45-90 mins |
| Course Description: This course emphasizes the seven Sacraments as the definitive way Jesus remains present to the Church and the world today. It expresses concrete ways for understanding the Sacraments, participating in their rites, and benefiting from their graces. The four dimensions of each Sacrament including memorial, celebration, communion, and transformation will be emphasized. Each of these elements offers students the opportunity to further their relationships with Christ and the Church. The purpose of this course is to help students examine each of the Sacraments to understand that they can encounter Christ today and throughout their life, especially through the Eucharist. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty level | Estimated Nightly Homework |
|---|-------------------|-----------------|-------------|-----------------|-------------------------|----------------------------|
| 134 | Catholic Morality | MDCHS Theology | 11 | Spring Semester | 2 | 45-90 mins. |
| Course Description: The purpose of this course is to present the essential message of Christ's moral teaching. This course focuses on love of God and love of neighbor and is presented in manner that is clear and applicable to the lives of today's teenagers. Students will learn the moral concepts and precepts that govern the lives of Christ's disciples. Students will be challenged to develop a well-formed conscience and incorporate virtue into their lives, which will serve them as Catholic Christian adults to make moral choices and grow in their faith. The course covers the major points of the "Life in Christ" section of the Catechism of the Catholic Church. It pulls together these elements by using specific step to take on the road to becoming a moral Christian living within the context of Catholic teaching and incorporates the discussion of general principles of morality and focuses on real world | | | | | | |

scenarios to help students understand how their actions and choices contribute to a moral Christian living within the context of Catholic teaching.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty level | Estimated Nightly Homework | Prerequisites |
|---|-----------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 135 | Campus Ministry Practicum I | MDCHS Theology | 11 | Year | 2 | 45-90 mins | Application Letter of intent Interview Teacher recommendation Minimum 3.0 GPA. |
| Course Description: Students will learn the purpose and meaning of the seven Sacraments in the Church and their lives. In addition, students will learn Liturgical Theology. Students will also learn how to plan, organize, and facilitate on-campus liturgical celebrations. Second semester, students are challenged to develop a well-formed conscience and incorporate virtue into their lives. The course incorporates the discussion of general principles of morality and focuses on real world scenarios to help students understand how their actions and choices contribute to a moral society. In addition, students will begin their leadership training to organize retreats as senior campus ministers. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty level | Estimated Nightly Homework | Prerequisites |
|--|------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 136 | Campus Ministry Practicum II | MDCHS Theology | 12 | Year | 2 | 45-90 mins. | Application Letter of intent Minimum 3.0 GPA |
| Course Description: Students will come to an understanding of the Catholic Social Teaching and Christian life choices as described in both the Catholic Social Justice and Christian Call courses. In addition, students will learn the Christian theology and spirituality of retreats. Students will learn the basic leadership skills in planning, organizing, and facilitating retreats for students of various grade levels at MDCHS. Students will use these skills to lead student facilitated and organized retreats for their peers. Throughout the year, students will put to practice their instruction of Catholic Social Teaching by implementing campus-wide social justice education and charity drives. Students assume active ministerial roles to their peers and leadership roles on campus. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty level | Estimated Nightly Homework |
|--|----------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 141 | Social Justice | UC/CSU-G | 12 | Fall Semester | 3 | 90-120 mins. |
| Course Description: This course introduces high school students to issues surrounding the key principles of the Church's rich body of social teaching that comes to us from the strong tradition of the writings of the popes, especially since Pope Leo XIII. This course awakens students to the social commitment of our Catholic Christian faith and begins to empower students to respond to the critical collective and ethical issues of our day. This course aims to examine the essential elements required in creating a just society as expressed in the Scriptures, and the mission and social teaching of the Catholic Church. Two important principles, including the life and dignity of the human person and respect for life, are the foundational principles for this course. A strong emphasis will be placed on Christ's concern for others, especially the poor and vulnerable members of our domestic and global society as witnessed in the Gospel, the common good, solidarity, and stewardship. Topic and issues studied will include right to life, poverty, hunger, economic justice, housing, employment and the rights of workers, power, racism, oppression, conflict and war, peaceful resolutions, and an ecological mandate for stewardship. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty level | Estimated Nightly Homework |
|---------------|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 142 | Christian | MDCHS | 12 | Spring | 3 | 90-120 mins |

| | Call | Theology | | Semester | | |
|---|------|----------|--|----------|--|--|
| Course Description: Young adulthood is an important transitional period in every person's life. This course is designed to aid high school senior in facing the challenges of young adulthood so that they can shape a future that is hopeful, healthy and fulfilling. The belief that underlies this course is that as Catholic Christians, each student is being called by God to proclaim the Good News of the coming Kingdom and to enthusiastically live a life of service. This course will focus on topics that are of utmost importance to seniors as they grow towards young adulthood, as well as offer tools that will be useful in their mission of vocational discernment to grow in living a fully committed Christian life. | | | | | | |

Social Science Department

| Course # | Title | Grade |
|----------|---|-------|
| 610 | World Cultures | 9 |
| 630 | United States History | 11 |
| 631 | AP United States History | 11 |
| 641 | AP American Government | 12 |
| 642 | AP World History | 10-12 |
| 645 | Microeconomics | 11-12 |
| 647 | Comparative Ethnic and Cultural Studies | 11-12 |
| 651 | U.S. Government | 12 |
| 652 | Economics | 12 |
| 653 | AP Macroeconomics. (Offered 2024-2025) | 11-12 |
| 654 | AP Microeconomics | 11-12 |
| 655 | AP Human Geography (Offered 2024-2025) | 10-12 |
| 656 | AP Psychology | 11-12 |
| 657 | AP African American Studies | 11-12 |
| 849 | American Pop Culture | 10-12 |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|----------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 610 | World Cultures | UC/CSU-A | 9 | Year | 1 | 0-20 mins |
| Course Description: World Cultures is the study of the origins, development, and history of major civilizations from prehistoric times to today. The geographic, religious, economic, scientific, cultural, social, and political factors influencing these civilizations are examined. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|-----------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 630 | United States History | UC/CSU-A | 11 | Year | 1 | 0-45 mins |
| Course Description: United States History helps students understand the political, economic, and social development of our nation. The first semester emphasizes the visions and realities experienced by Americans from the Colonial Period through the 19th century. The second semester focuses on events throughout the 20th century with an emphasis on setting priorities for the American of the future. The influence of geographical factors such as climate, landforms and physical regions are discussed in this course. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|--------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 631 | AP United States History | UC/CSU-A | 11 | Year | 3 | 45-60 mins | Previous History Class: B- or better English 1 and 2: B+ or better Honors English 1 and 2: B- or better |

Course Description: Advanced Placement United States History is a college level program of studies in American History focusing on the components, methods, problems, and consequences facing the United States from colonization to the present day. College level texts and primary source documents are used, providing students with the analytical skills and factual knowledge necessary to deal critically with topics significant to American history. Advanced Placement American History requires extensive reading and study. All students enrolled in the class take the Advanced Placement exam in American History in May (an additional fee is required.)

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 641 | AP American Government | UC/CSU-A | 12 | Year | 3 | 90-120 mins. | AP History: B- or better US History: B+ or better English 3: B+ or better Honors English 3: B- or better |

Course Description: Advanced Placement American Government is a survey course designed to provide students with the analytic skills and factual knowledge equivalent to an introductory college course in Political Science or American Government. The students will trace the development of our Government from the Constitution through today's major civil rights battles. They will examine in-depth the three branches of our government as well as everyone's role in Government. Students will take the Advanced Placement exam in American Government in May

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 642 | AP World History | UC/CSU-A | 10-12 | Year | 3 | 45-60 mins | World Cultures AND English 1: B+ or better Honors English 1: B- or better |

Course Description:

This full-year college level is a survey of global history from ca. 1200 CE to the present. AP World History: Modern will focus on the regional histories of Africa, the Middle East, Asia, the Americas and Europe. It will emphasize interaction between cultures and regions as well as the causes and consequences of global relationships. Although the focus is 1200 CE to the present, the course will include cultural, religious, economic, and social development from previous eras that influence the modern world. Students who take AP World History: Modern will be expected to handle a rigorous curriculum as well as intensive reading assignments. In addition to covering course content, the class will emphasize historical thinking skills and writing skills. It is assumed that students enrolling in this course are willing to assume university-level responsibility.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---------------|----------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 645 | Microeconomics | UC/CSU-G | 11-12 | Semester | 1 | 45-60 mins |

Course Description: Microeconomics is a one semester course with emphasis on how individuals, families and organizations make decisions to allocate their resources, how these decisions affect the supply and demand for goods and services, which determines prices which, in turn, determines the supply and demand of goods and services.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---------------|---|-----------------|-------------|---------------|-------------------------|----------------------------|
| 647 | Comparative Ethnic and Cultural Studies | UC/CSU-G | 11-12 | Semester | 1 | 0-45 mins. |

Course Description: Comparative Ethnic and Cultural studies encompass the history, culture, struggles, and experiences of different racial groups within the United States. Students will gain an understanding of how particular institutions, laws, and years of systematic power have affected a variety of cultural groups. Furthermore, students will understand how human freedom has been interpreted differently by these communities due to oppression and injustice. As a result, students will also strive to create solutions for said people through class discourse, research, and community outreach.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---------------|---------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 651 | US Government | UC/CSU-A | 12 | Semester | 1 | 45-60 mins |

Course Description: This is a one semester class which surveys the functions of the United States Government. Emphasis is placed on the organization and function of foreign, domestic, and economic policies and their problems are also studied.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---------------|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 652 | Economics | UC/CSU-G | 12 | Semester | 1 | 45-60 mins. |

Course Description: Economics provides the student with the basic concepts of the economic systems and institutions of the nation and the world. To make sensible decisions on a variety of economic principles and concepts, students will develop skills based on the knowledge of fundamental economics, comparative economic systems, micro and macroeconomics.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|---------------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 653 | AP Macroeconomics (Offered 2024-2025) | UC/CSU-A | 11-12 | Semester | 3 | 45-60 mins. | English 1: B+ or better Honors English 1: B- or better |

Course Description: AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|-------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 654 | AP Microeconomics | UC/CSU-A | 11-12 | Semester | 3 | 45-60 mins. | English 1: B+ or better Honors English 1: B- or better |

Course Description: 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.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|---|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 655 | AP Human Geography (Offered 2024-2025) | UC/CSU-A | 10-12 | Year | 3 | 45-60 mins. | English 1: B+ or better Honors English 1: B- or better |
| Course Description: AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|---------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 656 | AP Psychology | UC/CSU-A | 11-12 | Year | 3 | 45-60 mins. | English 1: B+ or better Honors English 1: B- or better |
| Course Description: AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-----------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------------|
| 657 | AP African American Studies | UC/CSU-A | 11-12 | Year | 3 | 45-60 mins. | English Course: C- or better |
| Course Description: AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|----------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 849 | American Pop Culture | UC/CSU-G | 10-12 | Year | 1 | 0-45 mins. |
| Course Description: American Popular Culture Popular culture – or pop culture – is the term used to describe cultural behaviors and patterns that are favorites of large numbers of people. This course will explore what American pop culture from the 1950s-2000s reveals about society and how pop culture is shaped by history. Students will consider the interplay between history and topics such as music, television, movies, fashion, sports, print media, celebrities, fads, and technology. | | | | | | |

English Department

| Course # | Title | Grade |
|----------|--|-------|
| 210 | English 1: Composition & Literature | 9 |
| 212 | English 1 Honors: Composition & Literature | 9 |
| 220 | English 2: World Literature | 10 |
| 222 | English 2 Honors: World Literature | 10 |
| 230 | English 3: American Literature | 11 |
| 235 | English 3: AP Language and Composition | 11 |
| 240 | English 4: British Literature | 12 |
| 243 | English 4: AP Literature and Composition | 12 |
| 245 | World Fiction | 12 |
| 253 | ERWC-Expository Reading and Writing | 12 |
| | AP Seminar | 10-12 |
| 815 | Academic and Technology Literacy | 9 |
| 820 | Speech | 9 |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---------------|
| 210 | English 1: Composition & Literature | UC/CSU-B | 9 | Year | 1 | 0-45 mins. | HSPT Score |
| Course Description: English 1 is an in-depth study of grammar, composition, and literature. The study of literature will emphasize the five genres of epic/oral tradition, fiction, non-fiction, drama, and poetry. Students will study both contemporary literature and the literary classics. Students will be introduced to the Analytical Writing Program (AWP), a structured writing system that helps students develop comprehensive planning, writing and critical thinking skills. Students also progress in oral communication and collaborative skills. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|--|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 212 | English 1 Honors: Composition & Literature | UC/CSU-B | 9 | Year | 2 | 45-90 mins. | HSPT: Reading Comp: Above 85% Verbal and Language: Above 75% |
| Course Description: English 1 Honors covers all topics of English 1 but is taught at a more demanding and accelerated pace. Students will read many more literary classics, have more written assignments, and will learn how to better analyze literary works in greater depth. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|----------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 220 | English 2: World Lit | UC/CSU-B | 10 | Year | 1 | 0-45 mins. |
| Course Description: English 2 is a review of world literature with an emphasis on non-British and non-American | | | | | | |

works. The course covers ancient Greece to present day works. Students further develop critical thinking and analysis skills by using advanced Analytical Writing Program (AWP) concepts. Literary terminology, writing, vocabulary, grammar, and SAT preparation are also embedded in instruction.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-----------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 222 | English 2 Honors: World Lit | UC/CSU-B | 10 | Year | 2 | 45-90 mins. | English 1: B+ or better English 1H: B- or better |
| Course Description: This course covers all topics of English 2, above, but is structured to challenge the more advanced student. Students read more material and analyze literary pieces with greater depth, maturity, and intensity. Just as in English 2, this is a survey course of world literature that exposes students to masterpieces from ancient Greece to contemporary literature. Students further develop critical thinking and analysis skills by using more demanding, advanced Analytical Writing Program concepts. Literary terminology, writing, and SAT preparation are also primary components. . | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|---------------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 230 | English 3: American Literature Survey | UC/CSU-B | 11 | Year | 1 | 0-45 mins. |
| Course Description: English 3 is a review course of American literature that exposes students to significant American literary pieces from the early 17th century to the present. Students examine American heritage and culture as presented in literary form across novels, short stories, dramatic pieces, poetry, and nonfiction accounts. Students further practice critical thinking, drafting, peer editing, and revision skills by using more advanced Analytical Writing Program concepts and research processes. The year culminates in a research paper. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 235 | English 3AP | UC/CSU-B | 11 | Year | 3 | 90-120 mins. | English 2: B+ or better English 2 H: B- or better |
| Course Description: In accordance with the College Board's AP description, this year-long course enables "students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." This course explores the complexities of writing in America with the goal of making students critical thinkers and readers of culture. Although the course includes poetry and fiction prose literature, the course emphasizes readings in oratory, visual argument (including advertising), and non-fiction prose literature. As a composition course, this offering will require frequent expository, analytical, argumentative, and personal writing through which students will learn to express themselves convincingly in a variety of contexts. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|-------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 240 | English 4: British Literature | UC/CSU-B | 12 | Year | 1 | 0-45 mins. |
| Course Description: This is a survey of English/British Literature from the writings of Beowulf around 800 A.D. to the present. Students study works representing the six genres of literature, including Medieval epics and folk tales, short stories, poems, plays, and novels. These genres are studied along with literary movements and trends and analyzed and applied in various written forms. Students demonstrate mastery of writing concepts, critical thinking, and analysis skills through continued use of the structured writing program. Students engage in various | | | | | | |

collaborative projects, oral presentations, and research processes. The year culminates in a term paper.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|--|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 243 | English 4: AP Literature and Composition | UC/CSU-B | 12 | Year | 3 | 90-120 mins. | English 3: B+ or better English 3H: B- or better |
| Course Description: Advanced Placement Literature and Composition, a college level course established by The College Board in Princeton, New Jersey. Students will read selections of poetry and prose fiction according to the Board's high standards of "recognized literary merit" from the early Classical Greeks to the present. This course focuses on close reading for literary content and interpretation. The course will test a student's ability to comprehend and interpret both the form and the substance of poetry and prose selections. Students are expected to write clear, concise, and persuasive interpretive papers and exams in which you demonstrate your understanding of the broad implications of works of literature. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|---------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 245 | World Fiction | UC/CSU-B | 12 | Year | 1 | 0-45 mins. |
| Course Description: Students may take World Fiction instead of English/British Literature for their Senior English requirement. This course is a survey of fiction from around the world. Students will read a diverse range of critically acclaimed short stories and classical novels by world renowned authors thematically, not chronologically. Students will discuss, analyze, and write about these works as they impact personal relationships, environmental and cultural change, one's own free will, racism, gender discrimination, existentialism, and the ravages of war as it relates to nations, communities, and the individual human psyche. Students will increase their understanding of all peoples around the world as well as their reasoning and writing skills, vocabulary, language usage, analytical thinking, reading comprehension and research techniques. Students engage in various collaborative projects, oral presentations, class discussions and research processes. Students further practice advanced analytical writing program concepts. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|--|-----------------|-------------|---------------|-------------------------|----------------------------|
| 253 | CSU-Expository Reading and Writing 3.0 | UC/CSU-B | 12 | Year | 2 | 45-90 mins. |
| Course Description: Teachers and schools build and personalize the yearlong course by selecting from approximately 40 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from three categories: 1) Shakespeare drama; 3) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three mini modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, and Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|---------------|
| | AP Seminar | UC/CSU-B | 10-11 | Year | 3 | 90-120 mins. | |
| Course Description: AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|----------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 815 | Academic and Technology Literacy | UC/CSU-G | 9 | Semester | 1 | 0-45 mins. |
| Course Description: Academic and Technological Literacy is intended to strengthen the basic academic and technological skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of high school/ college preparatory education by cultivating essential academic skills such as critical inquiry, research deliberation, argument, reading, writing, listening, and speaking. Completion of this entry- level course provides the base for subsequent courses in general and specialized curricula which continue building technology, rhetoric, and composition skills. This course fulfills an MDCHS requirement but DOES NOT fulfill one of the four-year English requirements. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 820 | Speech | UC/CSU-G | 9 | Semester | 1 | 0-45 mins. |
| Course Description: This course instructs students in various methods and styles of public speaking. Students learn to plan, organize, and deliver public messages. Logical reasoning, listening, collaborative, and critical thinking skills are cultivated. This course fulfills MDCHS requirement but DOES NOT fulfill one of the four-year English requirements. | | | | | | |

Mathematics Department

| Course # | Title | Grade |
|----------|-------------------------------------|-------|
| 410 | Pre-Algebra | 9 |
| 420 | Algebra 1 | 9-10 |
| 421 | Geometry Honors | 9-11 |
| 430 | Geometry | 10-11 |
| 431 | Algebra 2/Trigonometry Honors | 10-11 |
| 440 | Algebra 2/Trigonometry | 11-12 |
| 441 | Pre-Calculus Honors | 11-12 |
| 442 | Pre-Calculus | 11-12 |
| 446 | Financial Algebra | 11-12 |
| 450 | AP Pre-Calculus (Offered 2024-2025) | 11-12 |
| 451 | AP Statistics | 10-12 |
| 452 | AP Calculus AB | 11-12 |
| 453 | AP Calculus BC | 12 |
| 569 | AP Computer Science A | 11-12 |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 410 | Pre-Algebra | UC/CSU-C | 9 | Year | 1 | 0-45 mins. | HSPT: 30 th percentile or below |
| Course Description: This course is designed to facilitate student preparedness in pre-algebra for higher mathematics. It covers an introduction to numbers and numerals, sets, variables, addition of real numbers, solving equations and problems, inequalities, and equations in two variables, basic linear graphing, and factoring. Placement in this course is based on entrance examination results. Freshmen entering MDCHS who are placed in pre-algebra are required to take four years of mathematics. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 420 | Algebra 1 | UC/CSU-C | 9-10 | Year | 1 | 0-45 mins. |
| Course Description: Algebra 1 introduces the student to mathematics beyond arithmetic. It is the first course working with abstract concepts, the use of symbols other than numerals, and translating word problems into mathematical symbols. The basic topics include number sets, factoring, operations of algebraic expressions, equations of lines and their graphs, and quadratic functions and their graphs. Placement in this course is based on entrance examination results or successful completion of pre-algebra. SAT Prep is included in the curriculum. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 430 | Geometry | UC/CSU-C | 9-11 | Year | 1 | 0-45 mins. | Algebra 1: C – or better Incoming 9 th grade HSPT: 90 th percentile or better |

Course Description: Geometry is a course concerned with inductive and deductive proof, angles, perpendicular and parallel lines, congruent triangles, similar polygons, circles, and constructions, right and congruent triangles, areas of volumes and solids, coordinate Geometry and areas of plane figures. SAT Prep is included in the curriculum.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|-----------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 421 | Geometry Honors | UC/CSU-C | 9-11 | Year | 2 | 0-45 mins. | Algebra 1: B+ or better Incoming 9 th grade HSPT: 95 th percentile or better |

Course Description: This course covers the same topics as Geometry but includes more emphasis on formal proofs and constructions and more challenging problems and applications. SAT Prep is included in the curriculum.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 440 | Algebra 2/Trigonometry | UC/CSU-C | 11-12 | Year | 1 | 0-45 mins. | Geometry or Honors Geometry: C- or better |

Course Description: Algebra 2/Trigonometry is concerned with the axioms of the real number system, solving equations, relations and functions, polynomials and their graphs, the complex number system, logarithms, and trigonometric functions. SAT Prep is included in the curriculum.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|-------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 431 | Honors Algebra 2/Trigonometry | UC/CSU-C | 10-12 | Year | 2 | 0-45 mins. | Geometry: B+ or better Honors Geometry: B- or better |

Course Description: This course covers the same topics as Algebra 2/Trigonometry but with more challenging problems and applications. SAT Prep is included in the curriculum.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|--------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 442 | Pre-Calculus | UC/CSU-C | 11-12 | Year | 2 | 0-45 mins. | Algebra 2/Trig or Honors Algebra 2/Trig: C- or better |

Course Description: Pre-calculus provides preparation for calculus by continuing the development begun in the algebra courses. Practice in the topics covered in the previous courses is interspersed with more advanced topics in logarithms and exponential functions, trigonometry, vectors, polynomial functions and an introduction to limits and derivatives.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|---------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 441 | Honors Pre-Calculus | UC/CSU-C | 11-12 | Year | 3 | 0-45 mins. | Algebra 2/Trig: B+ or better Honors Algebra 2/Trig: B- or better |
| Course Description: Pre-Calculus Honors provides a more accelerated preparation for Calculus by continuing the development begun in the Algebra courses. Practice in the topics covered in the previous courses is interspersed with more advanced topics in logarithms and exponential functions, trigonometry, vectors, polynomial functions and an introduction to limits and derivatives. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---------------|
| 446 | Financial Algebra | UC/CSU-C | 12 | Year | 1 | 0-45 mins. | |
| Course Description: Financial Algebra is an application-based math elective course that introduces students to the importance of financial literacy. The course is designed to develop a strong foundation in logical thinking and problem solving that will enable students to make informed decisions regarding matters of money and finance in their daily lives. Financial Algebra tackles real-world topics such as banking, budgeting, consumer credit, investments, taxes, as well as the important concept of stewardship. Concepts from Algebra1, Algebra 2, and Geometry are incorporated while exploring practical and finance applications. Financial Algebra is designed as an option for the 4th-level math course for seniors or as an additional math elective course for 12th-grade students. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---------------|
| 450 | AP Pre-Calculus (Offered 2023-2024) | UC/CSU-C | 11-12 | Year | 3 | 45-90 mins. | |
| Course Description: AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|---------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 451 | AP Statistics | UC/CSU-C | 10-12 | Year | 3 | 45-90 mins. | Algebra 2/Trig: B+ or better Honors Algebra 2/Trig: B- or better |
| Course Description: AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variations and distribution, patterns and uncertainty, and data-based predictions, decisions, and conclusions. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|----------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 452 | AP Calculus AB | UC/CSU-C | 11-12 | Year | 3 | 45-90 mins. | Pre-Calculus: B+ or better Honors Pre-Calculus: B- or better |
| Course Description: Advanced Placement Calculus is a rigorous, in-depth course which includes functions and their inverses, limits, continuity, derivatives of algebraic, transcendental, and trigonometric functions, anti-derivatives and definite integrals, and applications of both derivatives and integrals. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|----------------|-----------------|-------------|---------------|-------------------------|----------------------------|----------------------------|
| 453 | AP Calculus BC | UC/CSU-C | 11-12 | Year | 3 | 45-90 mins. | Calculus A/B: B- or better |
| Course Description: Advanced Placement Calculus is a rigorous, in-depth course which includes functions and their inverses, limits, continuity, derivatives of algebraic, transcendental, and trigonometric functions, anti-derivatives and definite integrals, and applications of both derivatives and integrals. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-----------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 569 | AP Computer Science A | UC/CSU-C | 11-12 | Year | 3 | 90-120 mins. | AP Computer Science Principles: A or better All Math Classes: B- or better Concurrent Enrollment: Algebra 2/Trig |
| Course Description: AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. | | | | | | | |

Science Department

| Course # | Title | Grade |
|----------|--|-------|
| 520 | Biology | 9-10 |
| 521 | Biology Honors | 9-10 |
| 530 | Chemistry | 10-12 |
| 531 | Chemistry Honors | 10-12 |
| 532 | Anatomy & Physiology | 11-12 |
| 533 | AP Biology | 11-12 |
| 534 | AP Chemistry | 11-12 |
| 540 | Physics | 11-12 |
| 545 | AP Physics 1 | 11-12 |
| 544 | Science Academy 1 | 10-12 |
| 547 | Science Academy 3 | 10-12 |
| 550 | AP Environmental Science | 11-12 |
| 551 | Forensic Science | 12 |
| 553 | Sports Medicine | 11-12 |
| 562 | Geography 120 (Human Geography) | 11-12 |
| 563 | Geography 100 (Physical Geography) | 11-12 |
| 564 | Geography 101 (Physical Geography Lab) | 11-12 |
| 566 | Earth and Space Science | 10-12 |
| 568 | Intro to Engineering | 11-12 |
| 845 | AP Computer Science Principles | 10-12 |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 520 | Biology | UC/CSU-D | 9-10 | Year | 1 | 0-45 mins. | HSPT: Math: 35 th percentile English: 50 th percentile |
| Course Description: This course is a general survey of Biology. It includes a study of cell anatomy and physiology, genetics, taxonomy and surveys of the major biological kingdoms. Students engage in a variety of laboratory activities to enhance, discover, and confirm their knowledge of Biology. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|----------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 521 | Honors Biology | UC/CSU-D | 9-10 | Year | 2 | 45-90 mins. | HSPT: Cognitive: above 90 th percentile 10th Grade: English and Math Classes: B+ or better |
| Course Description: Biology Honors provides an accelerated survey of general Biology. It includes all of the topics covered in the biology course, as well as protein synthesis, advanced genetics, and statistical methods applicable to the biological sciences. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 530 | Chemistry | UC/CSU-D | 10-11 | Year | 1 | 0-45 mins. | Complete FULL Year: Biology and Geometry: C- or better. Concurrent Enrollment: Algebra 2/Trigonometry or Honors Geometry (10th grade). Recommendation from Biology teacher |
| Course Description: This is a general, college preparatory Chemistry course designed for students with a sufficient background in mathematics. Topics covered include the nature and behavior of matter, atomic theory, the periodic law, the gas laws, the mole, chemical reactions and equilibrium, and acid sand bases. Students engage in a variety of laboratory activities with an emphasis on problem solving and scientific methods. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 531 | Honors Chemistry | UC/CSU-D | 10-11 | Year | 2 | 45-90 mins. | Biology: B+ or better Honors Biology: B- or better Complete both semesters: Geometry: B+ or better Honors Geometry: B- or better Concurrent Enrollment: Algebra 2/Trigonometry |
| Course Description: This is a general, college preparatory Chemistry course designed for students with a sufficient background in mathematics. Topics covered include the nature and behavior of matter, atomic theory, the periodic law, the gas laws, the mole, chemical reactions and equilibrium, and acid sand bases. Students engage in a variety of laboratory activities with an emphasis on problem solving and the scientific method | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 532 | Anatomy and Physiology | UC/CSU-D | 11-12 | Year | 2 | 45-90 mins. | Complete BOTH: Biology and Chemistry: C or better |
| Course Description: Anatomy and Physiology is an advanced, college preparatory elective course, equivalent to a first-year college level course, focused on human biological structure and function. Topics covered include all the human body systems, in addition to immunology and histology. There is a major laboratory component to this course and students will be tested through laboratory practical examinations. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 533 | AP Biology | UC/CSU-D | 11-12 | Year | 3 | 90-120 | Biology and Chemistry: B+ or better Honors Biology and Honors Chemistry: B- or better |
| Course Description: Advanced Placement Biology is an advanced elective course designed to be the equivalent of a college-level introductory Biology course. The intent of the course is to expose students to higher-level biological principles, concepts, and skills and to allow them the opportunity to apply their knowledge to real-life | | | | | | | |

applications. Following an accelerated curriculum, the course content adds breadth and depth to previous science classes, namely Honors Biology and Honors Chemistry; the course content, however, is largely determined by the College Board, in preparation for the national AP exam in May. Through rigorous studies, laboratory activities and projects, students are expected to learn not by memorization of facts, but through content and concept applications.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|--------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 534 | AP Chemistry | UC/CSU-D | 11-12 | Year | 3 | 90-120 mins. | Biology, Chemistry, Algebra 2/Trig: B+ or better Honors Biology, Honors Chemistry, Honors Algebra 2/Trig: B- or better Concurrently enrolled: Pre-Calculus |
| Course Description: Advanced Placement Chemistry is an advanced elective course designed to be the equivalent of a college-level introductory Chemistry course. The intent of the course is to expose students to higher-level Chemistry principles, concepts, and skills and to allow them the opportunity to apply their knowledge to real-life applications. Following an accelerated curriculum, the course content is largely determined by the College Board and adds breadth and depth to previous science classes, namely Honors Chemistry. Topics covered are aimed at preparing students effectively for the national AP exam in May. Rigorous laboratory work is used to enhance student learning throughout the course. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 540 | Physics | UC/CSU-D | 11-12 | Year | 2 | 45-90 mins | Both Biology and Chemistry: C or better Concurrently enrolled: Pre-Calculus |
| Course Description: Physics is an introductory, college preparatory elective course, equivalent to a lower-level college course in the subject matter. The course focuses mainly on classical Newtonian mechanics and covers a variety of topics, including kinematics, dynamics, optics, electricity, magnetism, wave properties, and atomic physics if time permits. Throughout the course, students will engage in a variety of laboratory and hands-on activities to demonstrate, reinforce, and clarify basic Physics concepts and principles. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|--------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 545 | AP Physics 1 | UC/CSU-D | 11-12 | Year | 3 | 90-120 mins. | Both Biology and Chemistry: C or better Concurrently enrolled: Pre-Calculus |
| Course Description: AP Physics is an introductory, college preparatory elective course, equivalent to a lower-level college course in the subject matter. The course focuses mainly on classical Newtonian mechanics and covers a variety of topics, including kinematics, dynamics, optics, electricity, magnetism, wave properties, and atomic physics if time permits. Throughout the course, students will engage in a variety of laboratory and hands-on activities to demonstrate, reinforce, and clarify basic Physics concepts and principles. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 544 | Science Academy 1 | UC/CSU-D | 10-11 | Year | 2 | 0-45 mins. | Admission into Science Academy 10 th grade: Biology, English, Algebra or Higher Math: B+ or better 9 th Grade: 3.25 GPA, No D's or F's |
| Course Description: This is an applied science course for first year students in the Science Academy. Students will learn new material during the process of research and project-based learning. Students will be introduced to the methods and technologies of meteorology, environmental chemistry, biomechanics, physics, oceanography, engineering and health sciences, and will use the scientific method to observe, hypothesize about and explore the natural world. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 547 | Science Academy 3 | UC/CSU-G | 12 | Year | 2 | 45-90 mins. | Complete APPROVED Internship BEFORE beginning 12 th grade Maintain Prerequisites in Science Academy See pg. 11 |
| Course Description: This is the culminating course in the sequence for seniors in the Science Academy. Students will understand the importance of Science, Technology, Engineering and Mathematics (STEM) to the San Diego region and to our global economy. They will model the practices of theoretical research and applied science by informing peers about their summer internship. Students will learn to develop effective explanations, construct and defend reasoned arguments, and respond appropriately to critical comments. Students will continue to focus on developing career goals, resumes and technical writing, so they may be competitive for college admissions and scholarships in STEM career fields. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|--------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 550 | AP Environmental Science | UC/CSU-D | 11-12 | Year | 3 | 45-90 mins. | Complete Biology and Chemistry (Honors for each preferred): B- or better Concurrently enrolled: Algebra 2/Trig or better |
| Course Description: Advanced Placement Environmental Science is a course designed to be the equivalent of a one semester, introductory college course in environmental science. It integrates a wide variety of science disciplines including geology, biology, chemistry, and geography. The course content is designated by the College Board. Students who complete this course will learn scientific principles, concepts and methodologies required to understand the interrelationships of the natural world and analyze and identify environmental problems, both natural and man-made. This course has a significant laboratory component, conducted both in and out of the classroom, which is aimed at enhancing student learning and achievement. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--------------------------------|
| 551 | Forensic Science | UC/CSU-G | 12 | Semester | 1 | 0-45 mins. | Complete Biology and Chemistry |

Course Description: Forensic Science is an introductory-level, semester-long elective course aimed at the exploration of a wide range of scientific topics and principles related to forensics and crime scene investigation. The focus of the course will be to provide students with the basics of some of the specialized fields of forensic science, the principles of science and technology upon which they are based (Biology, Chemistry and Physics will all be emphasized), and the application of these principles to various analyses of crime scene evidence. This course will hopefully make science real for the CSI generation, while also introducing students to the many career choices related to forensics. The fundamental objective of this semester course will be to teach a foundation on the subject to solve specific multidisciplinary problems using the scientific method.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|-----------------|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------------------|
| 553 | Sports Medicine | UC/CSU-G | 11-12 | Semester | 1 | 0-45 mins. | Biology and Chemistry: C or better |

Course Description: The Sports Medicine curriculum at Mater Dei Catholic High School is to provide an opportunity for the study and application of the components of sports medicine including but not limited to athletic training, physical therapy, medicine, nurse, fitness, physiology of exercise, kinesiology, nutrition, EMT and orthopedics. It is offered as a classroom and lab course to provide students with an avenue through which to explore these fields of study. Through classroom engagement and hands-on experience, students will become familiar with the concepts relevant to sports medicine. Students will learn to prevent, treat, and evaluate athletic injuries and maintain an efficient, professional athletic training facility. Students may also demonstrate a basic knowledge of applied anatomy. Labs include spine boarding, wrapping, taping, first aid/AED and CPR concepts.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|-------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 556 | Earth and Space Science | UC/CSU-D | 10-12 | Year | 1 | 0-45 mins. | Biology: C- or better Algebra: C- or better |

Course Description: Earth Science is the study of the Earth and its neighbors in space. Nearly everything we do each day is connected in some way to the Earth: oceans, atmosphere, plants, animals, and the environment. This course will cover topics from the areas of Earth Science: geology, oceanography, meteorology, and astronomy. This is an exciting science with many interesting and practical applications, which will be looked at in more detail. Students will explore scientific methods, structure and models of the Earth, properties of the ocean floor, atmospheric forces dealing with climate and weather, as well as the night sky as it relates to our solar system.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---------------|----------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 567 | California Geography | UC/CSU-G | 12 | Semester | 1 | 0-45 mins. |

Course Description: This course thematically covers various issues faced by the state of California that are relevant to the discipline of geography, including water resources, vegetation patterns, landforms and geomorphology, climate, agriculture, cultural landscapes, ethnic diversity, urbanization and economic patterns. Special attention is paid to human-environment interactions that have resulted in the formation of California's unique human and cultural landscapes.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---------------|-----------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 568 | Introduction to Engineering | UC/CSU-D | 11-12 | Year | 2 | 0-45 mins. | Biology or Honor Biology: C- or better Chemistry or Honors Chemistry: C- or better Algebra 2/Trig or |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | Honors Algebra 2/Trig: C- or better |
| Course Description: This course will begin with a reiteration of general scientific concepts and indicate how these are the basis for applications to real-world problems. Geometry concepts will be used to show the design of aero foils and low-friction projectiles. Students will get a true hands-on introduction. Rather than merely learn the concepts from a book, they will be expected to design, build, test, and finalize real projects with actual functions. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|--------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 845 | AP Computer Science Principles | UC/CSU-D | 11-12 | Year | 3 | 90-120 mins. | Biology and Chemistry, and Earth/Space Science: B- or better |
| Course Description: This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. | | | | | | | |

The following courses are offered in conjunction with Southwestern College's College Bound Program:

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|---------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------|
| 562 | Geography 120 (Human Geography) | UC/CSU-D | 11-12 | Semester | 2 | 45-90 mins. | Min. 2.5 GPA No F's |
| Course Description: This class receives college credit upon completion. Surveys the world's regions and nations, including physical, cultural, and economic features. Emphasizes regional similarities and differences in human ethnicity, language, religion, urban systems, and political organizations. Includes cultural and historical influences on population growth, transportation networks, and natural environments. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|------------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------|
| 563 | Geography 100 (Physical Geography) | UC/CSU-D | 11-12 | Semester | 2 | 45-90 mins. | Min. 2.5 GPA No F's |
| Course Description: This class receives college credit upon completion. Focuses on the physical forces that help shape the landscape. Analysis of Earth's interior and exterior characteristics, including oceanographic, climate, pedologic, and biographic patterns. Includes map reading and interpretation. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|--|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------|
| 564 | Geography 100L (Physical Geography Lab) | UC/CSU-D | 11-12 | Semester | 2 | 45-90 mins. | Min. 2.5 GPA No F's |
| Course Description: This class receives college credit upon completion Provides laboratory exercises to solidify concepts learned in physical geography. | | | | | | | |

World Language Department

| Course # | Title | Grade |
|----------|-----------------------|-------|
| 310 | Spanish 1 | 9-12 |
| 320 | Spanish 2 | 9-12 |
| 332 | Spanish 3 | 9-12 |
| 330 | Spanish 3 Honors | 9-12 |
| 340 | Spanish 4 | 10-12 |
| 350 | AP Spanish Language | 10-12 |
| 352 | AP Spanish Literature | 11-12 |
| 311 | French 1 | 9-12 |
| 321 | French 2 | 10-12 |
| 331 | French 3 | 10-12 |
| 334 | French 3 Honors | 11-12 |
| 344 | French 4 | 10-12 |
| 351 | AP French Language | 11-12 |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 310 | Spanish 1 | UC/CSU-E | 9-12 | Year | 1 | 0-45 mins. |
| Course Description: Spanish 1 is an introductory course intended to develop the student's ability to listen, speak, read and write Spanish correctly. Major emphasis is placed upon the ability to speak with accurate pronunciation. This course fulfills the first year of the World Language graduation requirement. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 320 | Spanish 2 | UC/CSU-E | 9-12 | Year | 2 | 0-45 mins. | Spanish 1: C- or better Incoming Students: Performance on Spanish Placement Exam |
| Course Description: Spanish 2 is intended to extend the student's ability in listening, speaking, reading, and writing. Major emphasis is placed upon developing fluency and accuracy of speech. Also included in this course will be topics emphasizing Hispanic culture. This course fulfills the second year of the World Language graduation requirement. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 332 | Spanish 3 | UC/CSU-E | 9-12 | Year | 2 | 0-45 mins. | Spanish 2: C- or better Incoming Students: Performance on Spanish Placement Exam |
| Course Description: This is an advanced Spanish course. The material covered is a reinforcement and advancement of that covered in Spanish 1 and 2. There is continued emphasis on pronunciation, writing, speaking, and listening skills with a focus on conversation. Advanced grammar points are introduced, and students are exposed to literary works of Spanish and Latin-American writers. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 330 | Spanish 3 Honors | UC/CSU-E | 9-12 | Year | 3 | 45-90 mins. | Spanish 2: B+ or better Incoming Students: Performance on Spanish Placement Exam |
| Course Description: This is a more accelerated pace in reading and writing in Spanish with the reading selections more numerous and advanced in vocabulary and interpretive issues. See Spanish 3 above for the general course description. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|-----------------------|
| 340 | Spanish 4 | UC/CSU-E | 10-12 | Year | 3 | 0-45 mins. | Spanish: C- or better |
| Course Description: This is an advanced course in the Spanish language. Students will focus on a broad range of Spanish literature selected to enrich the understanding of Spanish culture. Emphasis on developing an advanced degree of proficiency in listening, speaking, reading, composition, vocabulary, grammar, and analytical methods in Spanish will be of prime importance. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|---------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 350 | AP Spanish Language and Culture | UC/CSU-E | 11-12 | Year | 3 | 0-45 mins. | Spanish 3 or 4: B+ or better Honors Spanish 3: B- or better |
| Course Description: Advanced Placement Spanish Language is comparable to an advanced level college Spanish language course. This advanced Spanish course will continue to offer a continued emphasis on developing optimum proficiency in listening, speaking, reading, composition, vocabulary, spelling, grammar, and critical thinking in the Spanish language. It will also expose the student to a broad range of Spanish writings selected to promote understanding of Hispanic literature and its place in Hispanic culture. The AP Spanish student is expected to take the AP Exam in May. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-----------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|-----------------------------------|
| 352 | AP Spanish Literature and Culture | UC/CSU-E | 11-12 | Year | 3 | 0-45 mins. | AP Spanish Language: B- or better |
| Course Description: Advanced Placement Spanish Literature is taken after AP Spanish Language and is comparable to a college course on the introduction to Hispanic literature. It is based on a required reading list. The works on the list are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world. The objective of the course is to help you interpret and analyze literature in Spanish. The AP Spanish student is expected to take the AP Exam in May. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 311 | French 1 | UC/CSU-E | 9-12 | Year | 1 | 0-45 mins. |
| Course Description: This introductory course in French is intended to provide students with the ability to listen, speak, read and write French correctly. Major emphasis is placed upon the ability to speak with accurate pronunciation. An introduction to French culture is integrated into the language study. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------|
| 321 | French 2 | UC/CSU-E | 9-12 | Year | 2 | 0-45 mins. | French 1: C- or better |
| Course Description: French 2 is intended to extend the student's ability in listening, speaking, reading, and writing. Major emphasis is placed upon developing fluency and accuracy of speech. Also included in this course will be topics emphasizing French culture. Required for those who meet prerequisite. <i>Prerequisite: Grade of "C-" or better in French 1.</i> | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------|
| 331 | French 3 | UC/CSU-E | 10-12 | Year | 2 | 0-45 mins. | French 2: C- or better |
| Course Description: French 3 will review grammar previously studied and emphasis will be placed on the reading of short stories, conversation, and the writing of free composition. Individual projects will allow students to research cultural aspects that interest them personally. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-----------------|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------|
| 334 | French 3 Honors | UC/CSU-E | 11-12 | Year | 3 | 0-45 mins. | French 2: B- or better |
| Course Description: This is a more accelerated pace in reading and writing in French with the reading selections more numerous and advanced in vocabulary and interpretive issues. See French 3 above for the general course description. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|---------------------------------|
| 344 | French 4 | UC/CSU-E | 10-12 | Year | 3 | 45-90 mins. | French 3/3 Honors: B- or better |
| Course Description: The focus of the course is to provide students with the skills they need to create a language for communication. the students continue their study of French from the introduction of new material, through reinforcement, evaluation and review, presentations, exercises, and activities, all of which are designed to improve student proficiency across the three modes of communication. The French 4 course will continue to delve deeply into the nuances of the language, instill a student awareness of culture, discusses economic and political topics, make historical connections with the world, offer and analyze selections from various literary periods and movements, and encourage students to use their critical thinking. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|--------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 351 | AP French Language and Culture | UC/CSU-E | 11-12 | Year | 3 | 90-120 mins. | French 3: B+ or better Honors French 3: B- or better |
| Course Description: This Advanced Placement French course exposes the student to third year university level French. A broad range of literature and an in-depth review of grammar are integral to this course. An advanced emphasis is placed on proficiency in listening, speaking, reading, composition, vocabulary, and grammar. The AP French student is expected to take the AP French Language exam in the spring. | | | | | | | |

Visual & Performing Arts Department

| Course # | Title | Grade |
|----------|-------------------------------------|-------|
| 702 | Introduction to Theatre | 9-12 |
| 703 | Advanced Theatre | 10-12 |
| 704 | Stagecraft | 10-12 |
| 705 | Advanced Theatre Honors | 10-12 |
| 712 | Graphic Design | 10-12 |
| 714 | Choral Music | 9-12 |
| 718 | Introduction to Music | 9-12 |
| 719 | Advanced Music | 10-12 |
| 726 | Yearbook | 10-12 |
| 730 | Art | 10-12 |
| 732 | AP Art History | 10-12 |
| 740 | Studio Art | 10-12 |
| 741 | Film Study | 10-12 |
| 742 | 3-D Design | 10-12 |
| 743 | Introduction to Digital Photography | 9-12 |
| 744 | Video Production | 10-12 |
| 746 | Digital Photography 2 | 10-12 |
| 836 | Social Entrepreneur | 11-12 |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|-------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 702 | Introduction to Theatre | UC/CSU-F | 9-12 | Year | 1 | 0-45 mins. |
| Course Description: In the words of William Shakespeare, "All the world's a stage." In theatrical and dramatic arts, we observe the world around us and perceive how art and life imitate each other. Introduction to Theatre is a year-long elective course designed to introduce students to a variety of theatrical areas, including acting, directing, production, and theatre history. Students will learn theatre terminology, will participate in performances and class discussions, and will undertake projects and activities. These activities will expand students' imaginations, strengthen life skills, and help students to gain an appreciation of the theatre as a tangible art form. Class is UC approved. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--------------------------------|
| 703 | Advanced Theatre | UC/CSU-F | 10-12 | Year | 1 | 0-45 mins. | Intro to Theatre: C- or better |
| Course Description: In Advanced Theatre students will be taking a "Styles of Acting and Directing" approach. The course is designed to support theatre practitioners as they deepen their understanding of style, context, audience, and point-of-view from the perspective of actor, director, and designer. Using seminal plays from periods of artistic work, participants will engage in research, direction, analysis, design, and performance. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 704 | Stagecraft | UC/CSU-F | 10-12 | Year | 1 | 0-45 mins. |
| Course Description: This course trains the student in all areas of theatre practice except acting. Students will have both exposure to and experience in all elements of technical theatre, including scenery, props, lighting, sound, costume, and makeup. The four strands emphasize creating, performing/presenting, responding, and connecting. In Creating, students generate ideas and original tangible works. In performing and presenting, students perform tasks associated with technical theatre and present their work to others. Through responding, students examine works already created by themselves, their peers, or others to analyze the artistic merit and refine work. Through connecting, students discover connections between theatrical works and historical, societal, and cultural context. Additionally, students will be able to identify terminology, tools, and procedures used in basic technical applications within a theater production. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|--|
| 705 | Honors Advanced Theatre | UC/CSU-F | 10-12 | Year | 1 | 0-45 mins. | Intro to Theatre: C- or better Advanced Theater: C- or better |
| Course Description: In Advanced Theatre Honors students will build on previous scaffolding in prior theatre courses on topics including, but not limited to; dramatic action, character development, monologues, scene study and analysis including relevant acting theories, elements of style, improvisation, directing, production design and implementation, classical theatre including Shakespeare, dramaturgy, voice, movement, and theatre history. Students will participate in collaborative and individual projects, resume writing, research and technical theatre projects, scene performance, presentations, show performances, and pre-production portfolio from page to stage as well as exams and written analysis of both self and peer performances. The course culminates in a capstone performance where students will collaborate within an ensemble to cast, direct, design, act, tech, and manage the production utilizing skills acquired and refined throughout the year. The performance may be from an existing text or a devised original piece of theatre. Students will then critically critique both themselves and the work of their peers in addition to comprehensive instructor evaluation of the capstone performance. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|----------------|-----------------|-------------|---------------|-------------------------|----------------------------|-------------------|
| 712 | Graphic Design | UC/CSU-F | 10-12 | Year | 1 | 0-45 mins. | Art: C- or better |
| Course Description: Graphic Design is a course for students who are interested in pursuing dynamic concepts and learning how to develop them into the business world by utilizing the computer through software such as Adobe Photoshop, Adobe InDesign and Adobe Illustrator. Students will develop an understanding of the elements and principles of art and explore the difficulties in how to maintain those standards by completing numerous projects. Students will develop basic skills in how to create design from simple sketches to final presentation quality. Students will respond to and judge design through their own knowledge of art and how they believe the concepts could be used in the corporate world. In addition, students will study and research the development of design through cultural and historical context. Students will then relate those experiences and knowledge into their own life experiences and design creations. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|--------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 714 | Choral Music | UC/CSU-F | 9-12 | Semester | 1 | 0-45 mins. |
| Course Description: Students learn the art of solo and choral singing. They also study choral harmony, music notation, intonation, diction, vocalization exercises and vocal repertoire. Two performances per semester are | | | | | | |

required: one choral concert and one vocal recital including music from the contemporary and classical repertoire. Two consecutive semesters will fulfill the Visual & Performing Arts Department requirement.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|-----------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 718 | Introduction to Music | UC/CSU-F | 9-12 | Year | 1 | 0-45 mins. |
| Course Description: This course is designed for the introduction of basic musicianship. This includes elementary music theory, basic singing, and instrumental performance. This course will give the student a basic comprehension of music and should ease transition into the following courses: Beginning Guitar, Beginning Piano and Choral Music | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|----------------|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------------|
| 719 | Advanced Music | UC/CSU-F | 10-12 | Year | 2 | 0-45 mins. | Intro to Music: C- or better |
| Course Description: Advanced Instrumental Music is a yearlong course for students who already have a solid foundation of musicianship, music theory, and performance. Students will broaden their understanding of tonal music through the analysis of chords, chord progressions, and music history of the 20th and 21st centuries. This analysis will occur through collaborative projects, a set of repertoires selected by the teacher for each end of the semester concert, a music theory textbook, and an overview of music in the modern world. This course will give students all the necessary tools to effectively participate in any musical, creative environment, whether they choose to continue their studies in college, or continue as a hobbyist. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 726 | Yearbook | UC/CSU-F | 10-12 | Year | 1 | 0-45 mins |
| Course Description: Yearbook is a year-long course designed to enhance students' creative and critical thinking while understanding the role of visual art and design in publication mediums. Students will use online publishing software to develop skills in writing, written and visual communication, art design and page layout, photography, and typography. Throughout the course, students will use creativity in design elements by creating layouts, coordinating colors, fonts, shapes, and photos, to artistically create pages for the school yearbook. The artistic element is prevalent in all units and aspects of the course, including photography, through the basics of and the more advanced elements of photography as art and in representing the culture and meaning of the school and its activities and events. Students will collaborate on all elements of the design process. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|---|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 730 | Art | UC/CSU-F | 10-12 | Year | 1 | 0-45 mins. |
| Course Description: Art is a survey course involving the elements and principles of perspective drawing techniques using live models, copying the work of master artists and original work. The class includes work in pencil, charcoal, ink, and a variety of paint media. Exhibition of work is expected. Students are critiqued individually, and oral presentations/essays are required, as well as artwork. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|----------------|-----------------|-------------|---------------|-------------------------|----------------------------|------------------------------|
| 732 | AP Art History | UC/CSU-F | 10-12 | Year | 3 | 90-120 mins. | World Cultures: B- or better |
| Course Description: This one-year Advanced Placement course has the same requirements as a college survey course in art history. It is a historical and cultural world- wide context from the Classical World of the East and the West to the modern 21st Century. Students will be expected to objectively identify and write comprehensive essay exam answers on extensive works of art, the artist, the various schools and/or stylistic characteristics of that historical period and their collective impact on our world-wide civilization. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|-------------------|
| 740 | Studio Art | UC/CSU-G | 10-12 | Year | 2 | 0-45 mins. | Art: C- or better |
| Course Description: Studio Art explores the principles of design concepts through assignments and projects in various two-dimensional and three-dimensional media, as well as the expression of ideas and feelings through art. The course will build upon prior art knowledge, going into depth with creative expression, cultural context, artistic perceptions, and aesthetic valuing. The course will expose students to various art media including drawing, painting, arts history, and mixed media. In addition, students will learn new techniques attributed to the media. Students learn and apply skills through experimentation and refinement of new techniques and develop personal preferences from observation and participation. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 741 | Film Study | UC/CSU-F | 10-12 | Year | 1 | 0-45 mins. |
| Course Description: This course is an introduction to the language of film. It examines the broad questions of form and content, aesthetics and meaning, and history, and culture. We will combine weekly film screenings that you watch with discussions about issues such as imagery and characterization, the use of symbolism, and the effect of realism, and fantasy in motion pictures. We will also consider thematic coherence, structural unity, technical achievement, and visual beauty. Topics include modes of production, narrative and non-narrative forms, visual design, editing, sound, genre, ideology and how the business of making film can influence cinema as an art form. Film Studies is structured to develop students' understanding of the impact of film across the world and throughout history. Students will become familiar with the basic terminology and elements of filmmaking and narrative structure to improve their critical thinking, as well as their ability to communicate critical responses to films. Through class demonstrations, hands-on assignments, and critiques, students will be exposed to concepts such as the aesthetic, compositional, technical, and sensory properties of film. In-depth study of several movements in film will broaden the student's knowledge of the medium's history and evolution. Students will analyze films and study filmmakers from various cultures and eras. They will apply the standards and language of art criticism when critiquing filmmakers' works. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|-------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 742 | 3-D Design | UC/CSU-F | 10-12 | Year | 1 | 0-45 mins. |
| Course Description: Three-Dimensional Design is a course that blends academic and technical understanding with creative development. Students will explore aesthetic perception, creative expression, historical and cultural context, as well as aesthetic valuing and connections, relationships, and applications. Through this course, students will build confidence in their artistic ability, as well as build communication skills, heighten sensitivity to one's environment and increase aesthetic awareness. Additive, subtractive, and manipulation techniques will be used with a variety of media, including clay, to explore the sculptural form. Students will investigate the history of | | | | | | |

Three-Dimensional Design as well as view work by historically significant and contemporary artists as they develop sculptural forms. Using the language of visual art, students will evaluate, analyze, and respond to their own works, the works of peers and works of professional artists.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|------------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 743 | Intro to Digital Photography | UC/CSU-F | 9-12 | Year | 2 | 0-45 mins. |
| Course Description: Digital Photography is an introductory, year-long Art / VAPA course intended for students in 9-12 grades. In Digital Photography the student will gain a working knowledge in digital image creation, from designing a class photography shoot, through post-photo image editing using professional software such as Adobe Photoshop and other related photo-editing programs. Students will also learn the technical computer process of image editing tools, color correction, special effects, printing options, and more. The emphasis in the course is on content and design, and a good working knowledge of the different uses of lighting on different photo images and locations. Careers in Photography will also be covered. Basic computer literacy is highly recommended. Students will be exposed to the important elements of photographic composition and design, including use of color and black and white selections, conceptual and technical computer skills. The program includes classes in computer software programs such as Adobe Photoshop, Adobe Illustrator, and various digital image-enhancing programs. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|-------------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 744 | Video Production (MDTV) | UC/CSU-F | 10-12 | Year | 1 | 0-45 mins. |
| Course Description: Video Production is a college and career technical education course that integrates Visual and Performing Arts and CTE standards for the Media Arts Production Pathway. Video Production students will be taking a "Video Production and Directing" approach and are focused on digital media that includes both visual and audio concepts in preparation for a career in the video/film/broadcast industries. Students will channel their knowledge into the creation of original works, in alignment with the visual principles that they learn. This will include building techniques in writing for film, capturing characters and scene with various camera techniques, and video editing using Adobe's Creative Cloud Suite. Focus is placed on story structure, shot lists, and on-set production. Students will generate a digital portfolio demonstrating their abilities for college entrance for the film production strand of the Visual and Performing Arts Concentration. | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework | Prerequisites |
|---|-----------------------|-----------------|-------------|---------------|-------------------------|----------------------------|---|
| 746 | Digital Photography 2 | UC/CSU-F | 11-12 | Year | 3 | 0-45 mins. | Intro. To Digital Photography: C- or better |
| Course Description: The Digital Photography 2 course builds on the skills learned in Digital Photography (1). Students will strengthen technical abilities and further develop individual photographic style. It offers a continued study of photographic theory, composition, content development, digital camera/hardware handling, studio lighting, and industry standards for color management and printing techniques. Students explore photography as a visual language and expressive medium, and they observe industry practices through on-site visits in their local community. The course combines creation and production to result in a professional level portfolio of photographs. Instruction is based on the California State Standards for the Visual Arts and CTE Arts, Media and Entertainment. Work examples will include weekly shooting assignments, demonstrations, discussions and class critiques. | | | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Course Difficulty Level | Estimated Nightly Homework |
|--|---------------------|-----------------|-------------|---------------|-------------------------|----------------------------|
| 836 | Social Entrepreneur | UC/CSU-G | 11-12 | Semester | 1 | 0-45 mins. |
| Course Description: In this course, you will focus on developing yourself as an entrepreneur and cultivating leadership, communication, presentation, critical thinking and analytical skills while working in a project-based learning environment. You will explore and approach ethical, economic, and social issues as opportunities in the context of your venture creation. Each student will acquire a unique understanding of the entrepreneurial process – a process of venture development, resource acquisition, and team building – driven by business strategies in idea generation, feasibility analysis, and venture communications. The course is delivered with the integration of multiple themes: Entrepreneurs identify opportunity; Entrepreneurs pivot concepts; Entrepreneurs create solutions. Team milestones relate to one or more of these themes. Students will understand an entrepreneurial approach to idea generation and problem solving for economic, social and ethical issues as well as the areas of opportunity framed by these themes. | | | | | | |

Physical Education Department

| Course # | Title | Grade |
|----------|--------------------------|-------|
| 910 | Physical Education 9-10 | 9-10 |
| 911 | Physical Education 11-12 | 11-12 |
| 961 | Introduction to Dance | 10-12 |
| 917 | Swim PE | 10-12 |
| 952 | Team Participation | 9-12 |
| 953 | Weight Training | 10-12 |
| 962 | Mind, Body Wellness | 11-12 |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Difficulty Level |
|--|---------------------------|-----------------|-------------|---------------|------------------|
| 910 | Physical Education (9-10) | CA / MD Req | 9-10 | Semester | 1 |
| Course Description: This is a beginning course designed to target fitness, health and wellness for life and life-long physical activities through a variety of fitness activities, recreational activities, and individual and team sports. Students will be introduced to the rules, skills, and strategies of a variety of team sports. Students will also participate in fitness testing and activities, weight training, and conditioning. This course seeks to enhance lifetime wellness by improving physical competence, health-related fitness, self-responsibility and enjoyment of physical activity so students can be physically active for a lifetime. | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Difficulty Level |
|--|----------------------------|-----------------|-------------|---------------|------------------|
| 911 | Physical Education (11-12) | CA / MD Req | 11-12 | Semester | 2 |
| Course Description: This course is designed to give students the opportunity to learn basic weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from beginning weight training and cardiorespiratory endurance activities. Students learn the fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will also participate in fitness testing and activities, weight training, and conditioning. | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Difficulty Level |
|---|-----------------|-----------------|-------------|---------------|------------------|
| 917 | Swim PE (Co-Ed) | CA / MD Req | 10-12 | Semester | 1 |
| Course Description: <u>Beginning:</u> This course includes instruction in aquatic skills in the following: rhythmic breathing, floating, kicking, front and back crawl, jumping and diving, in addition to basic water safety. <u>Intermediate:</u> This course includes instruction in the following four competitive strokes: freestyle, backstroke, breaststroke, butterfly and two non-competitive strokes – elementary backstroke, side stroke. Additionally, starts, turns, treading and basic water safety skills will be taught. Knowledge of basic water polo rules, skills, and game philosophy. | | | | | |

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Difficulty Level |
|--|-----------------------|-----------------|-------------|---------------|------------------|
| 961 | Introduction to Dance | CA / MD Req | 10-12 | Semester | 1 |
| Course Description: Introduction to Dance is a course in which students will learn the beginning skills and fundamental basics of dance in a variety of styles including jazz, ballroom, Hip Hop, and modern. Students will | | | | | |

improve flexibility, coordination, range of motion, musicality, and poise. Students will also develop greater self-confidence, self-expression, and body awareness. Students will learn how and be required to compose and choreograph dances. Presentations in class will be held as a part of the course. Participation is required.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Prerequisites | Difficulty Level |
|---------------|-----------------|-----------------|-------------|---------------|--|------------------|
| 953 | Weight Training | CA / MD Req | 10-12 | Semester | The student must be a Varsity or Junior Varsity athlete. | 2 |

Course Description: This course is designed to give students the opportunity to learn basic weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from weight training and cardiorespiratory endurance activities. Students learn the fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year | Difficulty level |
|---------------|---------------------|-----------------|-------------|---------------|------------------|
| 962 | Mind, Body Wellness | CA / MD Req | 11-12 | Semester | 2 |

Course Description: Mind and Body Wellness is a course designed to focus on building strength, flexibility and balance through the practice of daily yoga postures and mindfulness exercises. Through discussions, meditation exercises, and consistent exercise, students will gain a better understanding in how stress impacts their daily lives and will learn coping skills for stress management.

Alternative Ways to Gain Course Credit:

| Course Number | Course Name | Requirement Met | Grade Level | Semester Year |
|---------------|--------------------|-----------------|-------------|---------------|
| 952 | Team Participation | CA / MD Req | 9-12 | Year |

Description:

A student may earn five P.E. units for participation on an interscholastic team (including stats personnel and managers) or cheerleading for one full season. The credit is approved through the principal's office.

APPENDIX A

ACADEMIC STATUS PROBATION AND DISMISSAL

Academic standing is calculated at the end of each semester after deductions have been made for Incomplete grades or classes that received an "F" grade. Mater Dei Catholic GPA includes all courses taken through summer school classes or approved grade recovery on-line courses.

A student is in good academic standing when their total GPA is 2.0 or higher. If the total GPA fall below a 2.0, a student will be placed on academic probation. Being on academic probation means that a student's academic performance is below the state minimum required for graduation and that improvement is required. Students are placed on academic probation at the end of the semester when their total GPA is less than 2.0 (less than a "C" average).

Students on academic probation may be subject to academic dismissal after their 2nd semester on probation. Dismissed students may reapply to Mater Dei Catholic upon completion of any outstanding classes with an "F" grade and official transcript has been received with a minimum 2.0 GPA. You must meet the Mater Dei Catholic admission criteria that exist at the time you reapply to be considered for readmission. Readmission is not automatic and is not guaranteed. Current admission criteria are available on the Mater Dei Catholic Admissions website.

A student may be removed from academic probation when they have raised their GPA to 2.00 or completed any outstanding classes with an "F" grade. While on probation, you will be asked to attend Mandatory Academic Tutoring, check in with your counselors at the 5-week, quarter grade, and semester grade mark. Extra-curricular activities, including but not limited are holding office, campaigning for ASB office, school clubs, plays or participating in athletics. Your tuition assistance also be affected if your total GPA is below 2.0 and continue academic probation after the first semester.

- 1st Semester Academic Probation-
 - Student receives below a 2.0 total GPA at the semester grade.
 - Student placed on Academic Mandatory Tutoring schedule.
 - Student is asked to make up "F" grades in 2 or more classes via approved on-line classes and/or summer school.
- 2nd Semester Academic Probation-
 - Student continues to receive below a 2.0 total GPA at the semester grade.
 - Student may lose Tuition Assistance
 - Students continues Academic Mandatory Tutoring schedule.
 - Student still needs to complete "F" grades in 2 or more classes via approved on-line classes and/or summer school.
- 3rd Semester- Academic Dismissal
 - Student receives a below a 2.0 total GPA for the semester grade.
 - Student has not consistently attended Academic Mandatory Tutoring
 - Student has not completed or attempted to make up "F" Grades in 2 or more classes via approved online classes and or summer school.

APPENDIX B: **GRADUATION SERVICE REQUIREMENTS**

In addition to the eight-semester Theology requirement, students must complete a Christian Service component, which is implemented through Campus Ministry and the Theology department. Service must be performed at a non-profit organization in the United States or pre-authorized site in Tijuana. At least half of the hours must be for off campus activities supporting the community. All hours, except for the Freshman Service Retreat and Night for the Homeless, must be done outside of school hours. The Christian Service Coordinator will produce a list of some organizations and can help students find community placements. Service hours requirements are different for each year to correspond to allow students to grow incrementally in their life of Christian Service. Hour's requirements by year are as followed:

Service Requirement 2023-2024

FRESHMAN YEAR: Forget About Me I Love You (10 hours)

1. Goal: Move from an I mentality to a you/we mentality. Engage our San Diego community as our extended family and support those who need the support, from self to service.
2. Biblical emphasis: Romans 12:10
 - a. 7 hours for Freshman Retreat
 - b. Remaining 3 hours may be at school, outside, or attending Night for the Homeless
 - c.

SOPHOMORE YEAR: Men and Women for Others (20 hours)

1. Goal: Continue the emphasis on love of neighbor as central to our Catholic identity, while breaking down the "us" and "them" distinction that students may have in relation to those in need.
2. Biblical Emphasis: Luke 10:29-37 (Who is my neighbor?)
 - d. 10 hours may be for serving the Mater Dei Catholic School Community or any non-profit
 - e. Junior Year: Christian Charity (30 hours)

JUNIOR YEAR: Christian Charity (30 hours)

1. Goal: To develop the students' recognition of Christ in others, especially the poor and the sick.
2. Biblical Emphasis: Matthew 25: 32-40
 - a. All hours must be with external organizations serving the underprivileged
 - b. Students will choose a category of service at the end of sophomore year.

SENIOR YEAR: Gifts and Talents in Service of God and Neighbor (40 hours)

1. Goal: To help students to develop and use their talents in the construction of the Kingdom.
2. Biblical Emphasis: Matthew 25: 14-40; Micah 5:8
 - a. All hours must be with external organizations serving the underprivileged
 - b. Students will choose a category of service at the end of junior year

The service coordinator will have some suggestions of places to serve that will be placed on the theology class's Schoology page. He will also offer some activities during the year. There will be the opportunity to participate in a mission trip (there is a cost) during Spring Break and Summer. All services in Tijuana must be pre-approved due to verification issues. All hours will be logged into and verified through the student's X2VOL account. These instructions on Schoology.

APPENDIX C

SCIENCE ACADEMY

WHAT IS STEAM?

“Study the science of art. Study the art of science.” - Leonardo Da Vinci

STEAM (Science, Technology, Engineering, Arts, and Mathematics) is an educational discipline designed to spark an interest and lifelong passion for the arts and sciences. STEAM-based learning aims to help students develop the skills they need to succeed in the future. STEAM-based learning versus traditional learning provides students with the skills needed to succeed in the 21st century:

- Critical Thinking & Problem Solving
- Communication
- Collaboration
- Creativity & Innovation

Whether they go to college or directly enter the workforce, students need to have well-rounded skills to help them adapt to an ever-evolving and fast-paced world. Strengthening these skills in our students leads to more engaged and active learners with greater critical thinking, problem-solving, and communication skills. These students are better prepared for higher education post-high school and are generally better prepared for life, regardless of the profession they choose to follow. STEAM-based learning's holistic approach is ideal for fostering students' overall preparedness for college and beyond.

WHAT CAN STUDENTS EXPECT?

Academy of Science students are the leaders, creative thinkers, and innovators ready to tackle the issues of tomorrow. Whether a student wants to research the next great scientific breakthrough, create stunning visual art, or simply try to discover their passions, the Academy of Science can help prepare them for the future, whatever they decide to make of it.

In addition to regular coursework, Academy of Science students may participate in projects and activities such as:

- Maintaining the Earth Bench
- Sea Bass in the Classroom Program (Hubbs-SeaWorld Research Institute)
- Academy of Science Senior STEAM Poster Night
- Field trips to the San Diego Zoo Safari Park, Sea World, Fish Hatchery, San Diego Harbor Sailing, San Diego Museum of Art, and Balboa Park
- Internships through UCSD, USD, or SDSU

WHAT CAN PARENTS & GUARDIANS EXPECT?

Over the past 13 years, the Academy of Science has seen exponential growth in both our program and students. The Academy of Science saw its largest enrollment to date in 2020/2021, with a total of 305 students – of whom 51% were female. As the Academy of Science programs expand, our educators are committed to offering quality educational experiences for each student. At MDCHS, we do not passively teach the material—we want our students to be active learners.

In addition to participants' regular coursework and activities, Academy of Science students also participate in resume-enhancing activities that support their preparedness for college, such as:

- Lions' Club Speech Tournament
- Ford Salute to Education Scholarship Program
- Collegiate-level internships

THE ACADEMY OF SCIENCE CORE OBJECTIVES

The Academy of Science promotes three student objectives:

1. Establish and develop STEAM fundamentals for college preparedness
2. Introduce work-based learning, including hands-on STEAM research and innovative experiences with San Diego County's STEAM community professionals
3. Explore potential careers and real-world skills, such as resume drafting, practice interviews, and presentations

Students admitted to the Academy of Science begin their coursework in their sophomore year. In addition to their regular coursework, students can meet with STEAM professionals through visits and partnerships at local educational institutions, including:

- The University of California, San Diego (UCSD)
- University of San Diego (USD)
- San Diego State University (SDSU)

These partnerships include laboratory visits, providing access to doctoral and post-doctoral scientists for mentorship, and summer internship opportunities in the laboratories and research facilities they represent.

ACADEMY OF SCIENCE STUDENT ELIGIBILITY

Entrance to Academy of Science 1 as an incoming Sophomore

Following their freshman year, eligible students must:

- Have earned a B+ or higher in their Math, Science, and English classes
- Have completed Biology, Algebra 1, and English 1 with a B+ or higher
- Have a weighted cumulative 3.25 GPA or higher

NOTE:

- Only sophomores will be accepted into the Science Academy 1 class
- MD and Transfer students are welcome to apply
- Students are ineligible to apply if they received a D or an F grade in any of their classes during their freshman year

Entrance to Academy of Science 2 as an incoming Junior

Following their sophomore year, eligible students must:

- Earn a B+ or higher in their Math, Science, and English classes
 1. Applicants must have completed both semesters of Geometry and Biology with a B+ or higher. Advanced Geometry taken over the summer is accepted
- Have a weighted cumulative 3.5 GPA or higher
- Enrolled in an Academy of Science-approved STEAM class: any AP Science, AP Calculus AB or AP Calculus BC, AP Statistics, Anatomy, Physics, Engineering, AP Art History, Advanced Theater, Studio Art, Advanced Music, MDTV (Video Production), Dual Enrollment Psychology, Human Geography or Physical Geography

NOTE:

- Transfer students are welcome to apply
- Students are ineligible to apply if they received a D or an F grade in any of their classes during their first or second year

Entrance to Academy of Science 3 as a Senior

Following their junior year, eligible students must:

- Have completed a pre-approved internship
- Have a weighted cumulative 3.75 GPA or higher
- All MDCHS opportunities are approved
- Any non-MDCHS sponsored internship opportunity must be approved by the Academy of Science Coordinator

- Applicants must have a journal or portfolio to document their internship if completed outside of the MDCHS community. Academy of Science coordinator will provide a template

NOTE:

- Only seniors will be accepted into the Science Academy 3 class
- Transfer students are welcome to apply

PARTICIPATION REQUIREMENTS FOR ACADEMY OF SCIENCE

Science Academy 1

Students are highly encouraged to take Science Academy 1 as an elective. Benefits to completing Science Academy 1 include:

- Providing students with math, science, reading comprehension, data analysis, and science communications skills required to succeed in college
- Exposing students to STEAM career opportunities
- Allowing students time to complete STEAM projects and participate in STEAM competitions; these activities can be great additions to a college or internship application
- Teaching students how to create a college resume
- Providing opportunities for students to participate in STEAM summer internships
- In cooperation with STEAM professionals and organizations throughout California, providing enriching and engaging field trip opportunities

Science Academy 2

Students must complete, with a passing grade of C or higher, one (1) of the following year-long STEAM classes:

- Select any AP Science Course
 - Biology
 - Chemistry
 - Physics
 - Computer Science Principles
 - Environmental Science
- AP Calculus or AP Calculus BC
- AP Pre-Calculus
- AP Computer Science A
- AP Statistics
- Anatomy
- Physics
- Engineering
- AP Art History
- Advanced Theater
- Studio Art
- Advanced Music
- AP Psychology
- AP Seminar
- Human Geography or Physical Geography

Note: Students must also complete a STEAM summer science internship to be eligible for Science Academy 3 as a senior

Science Academy 3

Designed for Seniors, especially those who have completed a summer internship:

- Required for Academy of Science Honors Diploma
- Students will create a college undergraduate-level research poster based upon the summer internship or a student research topic
- Students will present the poster at STEAM Poster Night in October
- Students will research STEAM major options at Cal State Universities, Universities of California, and private universities
- Students will learn how to input Academy of Science activities into the resume section of the college application.
- Students will learn how to transform the research poster into a college application essay.

- Students will complete at least one scholarship application.
- Field trips are provided, along with resume-enhancing STEAM activities

To participate in the Academy of Science and receive an Academy of Science Diploma, there are two different tracks available:

Academy of Science and Academy of Science with Honors. The table below explains the requirements for each track.

| TRACK & DIPLOMA | SCIENCE ACADEMY HONORS DIPLOMA | SCIENCE ACADEMY DIPLOMA |
|---------------------------------------|--|--|
| GPA Requirement* | 3.75 Weighted Cumulative GPA after December of senior year (7 semesters), and maintaining 3.75 Semester GPA during 3 rd GP of Senior Year | 3.25 Weighted Cumulative GPA after December of senior year (7 semesters), and maintaining 3.25 Semester GPA during 3 rd GP of Senior Year |
| REQUIRED CLASSES AND GRADES: * | 2 years of laboratory science with a passing grade of a B+ in all semesters. | 2 years of laboratory science with passing grades of C in all semesters |
| | 3 years of mathematics and 4 years of English with a passing grade of B+ in all semesters | 3 years of mathematics and 4 years of English with a passing grade of C in all semesters. |
| SOPHOMORE YEAR | Science Academy 1 with a passing grade of B+ both semesters | Science Academy 1 with a passing grade of C both semesters** |
| JUNIOR YEAR | Complete one approved Science Academy 2 class with a passing grade of B+ both semesters | Complete one approved Science Academy 2 class with a passing grade of C both semesters** |
| SENIOR YEAR | Science Academy 3 with a passing grade of B+ | Science Academy 3 with a passing grade of C (approved internship required for entrance to Science Academy 3)** |
| STEAM SUMMER INTERNSHIP | Approved internship required. | Approved internship required for entrance to Science Academy 3 |

*Grades to determine Science Academy recognition for graduation ceremonies are determined at the end of the 3rd grading period senior year.

**Must complete a MINIMUM of two of these three requirements

APPENDIX D

SUMMER SCHOOL

COURSE REGISTRATION FEES

All course registration fees must be paid in FULL before the start of Summer School. The regular registration period is from April 1st to June 1st. In the case that a course does not go through due to low enrollment, a full refund will be issued. Refunds will not be issued for any other reason.

ATTENDANCE

Students are expected to ATTEND all classes. Students may not miss more than 1 class during summer school. A second absence in a class may lower the final grade by one full letter grade. **Students missing more than 2 days may be dismissed from summer school WITHOUT a refund or credit for the course(s).**

TARDINESS

Students are expected to be ON TIME for all classes. Classes begin promptly at 8:00 am. Arrival more than 1 hour late to class (after 9 am) may count as an absence. **Three tardies count as one absence**

COURSE OUTLINE/SYLLABUS

The teacher will provide each student with the course outline/syllabus on the first day of summer school. The syllabus will identify the expected learning outcome of the course, assessment and evaluation procedures, contact information, and more.

GRADES

Grades are available on Schoology and should be checked frequently. No printed progress reports will be issued.

| GRADE | A | A- | B+ | B |
|-------|--------|-------|-------|-------|
| | 100-94 | 93-90 | 89-87 | 86-83 |
| | B- | C+ | C | C- |
| | 82-80 | 79-77 | 76-73 | 72-70 |
| | D+ | D | D- | F |
| | 69-67 | 66-63 | 62-60 | 59-0 |

ASSIGNMENTS

Students are expected to submit all assignments and homework on time. In the case of any absences, students are responsible for obtaining and completing all missed work.

DISCIPLINE

Students attend Summer School by choice; therefore, discipline problems will not be tolerated. Summer School will enforce the policy and procedures of Mater Dei Catholic High School, including a modified dress code (see below). Disciplinary problems will result in the student being withdrawn from the program with no refund or credit.

DRESS CODE

Students must wear clothes that are neat in appearance and appropriate for school. While students may wear shorts and tee shirts, jeans, tennis shoes and sweatshirts, all clothing items must be modest. Closed-toed shoes are mandatory for science classes. The administration reserves the right to determine the appropriateness of all clothing.

Specific items NOT to be worn (This list is NOT exclusive, but intended to provide just some examples):

- Advertisements for tobacco/alcohol/drugs/weapons etc.
- Pictures or writing that is obscene/suggestive/violent etc.
- Clothing representing ANY team
- Hats, caps, visors, hairnets, do-rags, bandanas, etc.
- No sweatpants or pajama pants/tops
- Shorts that are cut-off, immodest, or extend below the knee
- Half shirts, crop tops, halters, backless, sleeveless, strapless, low neckline shirts, spaghetti strap shirts/blouses, or tank tops
- Pendleton or flannel shirts buttoned at the top or not tucked in
- Oversized pants or shirts
- Pants / shorts that "sag" below the waistline

- Flojos / zories / flip-flops, Crocs, steel-toed boots, corduroy, slipper shoes, boots that extend over the knee, excessively high-heeled /soled shoes
- Earrings (Boys)
- Body-piercing, specifically: navels, noses, eyebrows, tongues
- Beards / goatees
- Radical haircuts/styles, colors (tipping), bleaching, braids
- Tattoos

Possible Classes for (Credit Recovery)-

English 1, 2 and/or 3

Algebra 1

Geometry

Algebra 2 Trig

Biology

Chemistry

Earth and Space

***Theology**

**(Attendance is Required for both sessions as this is an Independent Study class with 3 Classroom meetings during the week for a total of 15 class meetings)*

Possible Classes for (Advancement)

Algebra 1

Geometry / Honors Geometry

Algebra 2 Trig / Honors Algebra 2 Trig

Incoming Freshman Classes (Recommended for Admission)

Pre-Algebra

English for Academic Purpose