



EASTSIDE CATHOLIC
SCHOOL

2010-11
CURRICULUM GUIDE

6-12 ACADEMIC PHILOSOPHY

Our 6-12 academic program and our coordinated bell schedule between the high school and middle school allow many advantages to our academic community. Although we acknowledge and support a clear developmental distinction between our middle school and high school students, our common schedule offers opportunities for collaboration across the grades. Our schedule allows our high school and middle school faculties to meet periodically in their 6-12 academic departments to plan curriculum and develop an articulated program of study allowing specific learning objectives to build on each other. Younger students who are advanced in their learning have the advantage of taking upper division classes and developing academic skills and study habits. Similarly, our high school program is informed by the integrated and experiential curriculum of our middle school. This year we have 23 middle school students taking high school classes primarily in world languages and mathematics.

Perhaps most importantly, we have many opportunities for our students to share in the rich culture for which Eastside Catholic is so well known. Cross-age connections include time for common prayer and liturgy as well as for student assemblies and mentoring projects. By the time our students are ready to graduate from our seven-year program, we believe they will have both the academic foundation and study skills required for a successful transition to college curriculum, as well as a strong grounding in their faith that will enable them to be positive contributors to society.

FACULTY

Of the 78 faculty members, 60 hold Master's degrees, 2 hold a J.D. and 2 hold a Ph.D.

AFFILIATIONS

Accredited by Pacific Northwest Association of Independent Schools (PNAIS) and Northwest Association of Schools and Colleges. Approved as a Catholic school by the Archdiocese of Seattle. Approved by the State of Washington Office Department of Education. Member of the National Catholic Education Association.

AVERAGE CLASS SIZE

22-HS

24-MS

STUDENT TEACHER RATIO

HS – 14:1

MS – 14:1

Our Essential Questions are overarching guiding themes

- Grade 6: What does it mean to be a part of a community?
- Grade 7: What does it mean to be me?
- Grade 8: What does it mean to be a responsible global citizen?
- Grade 9: What does it mean to be an individual in a value-based community?
- Grade 10: What does it mean to be human and how do we develop faith and reason?
- Grade 11: What is the relationship between the ideals of a culture and the lived experience of its members?
- Grade 12: What does it mean to act responsibly in the world?

MIDDLE SCHOOL CORE CLASSES

Humanities, Math, Health and Fitness, Art, Science, World Language, and Religion.

HIGH SCHOOL GRADUATION REQUIREMENTS

- 4 years of English
- 3 years of advanced Math (Algebra 1-2, Geometry, Algebra 3-4/Trigonometry)
- 2 years of a single World Language (although 3 years are recommended)
- 3 years of Lab Science including Conceptual Physics, Biology and Chemistry
- 3 years of Social Studies
- 1.5 year of Fine Arts: Visual or Performing
- .5 year of Information Technology
- 1.5 years of Physical Education
- 4 years of Theology
- 100 hours of community service (25 hours each year)

ADVANCED PLACEMENT AND COLLEGE CREDITS IN THE HIGH SCHOOL

Ten AP* classes are offered in the high school, including Biology, Chemistry, Physics, Environmental Science, Calculus, Statistics, Government, US History, Spanish, French, Literature and Composition, Studio Art, Computer Science. College credits are also available through Seattle University's Matteo Ricci program, the University of Washington and Bellevue College.

* Students sit for an AP exam in the spring to determine college credit.

HUMANITIES/ENGLISH/ SOCIAL STUDIES

In the middle school, the Humanities Program integrates English, Social Studies and issues of social justice. As a transition from elementary school, students typically have one teacher for more than one subject.

In the high school, all ninth graders take a blocked course of English, Religious Studies and Social Studies. High school students also study in specific departments of English and Social Studies to fulfill high school graduation and college entrance requirements. Juniors and seniors have the options of American Government and Economics, British Literature, and AP Government, AP United States History, as well as a college level blocked course coordinated with Seattle University's Matteo Ricci Program.

GRADE 6 Sixth Grade Humanities

Students learn in integrated units that include Language Arts, Social Studies, Science, Mathematics, World Languages, and the Arts. Sixth graders begin the year with an integrated study of the novel *Seedfolks* by Paul Fleischman. This unit includes reading skills, collaborative learning, public speaking, creative writing, and integration with a soils unit in science and a drawing project for the visual arts. Students learn to write proficiently in various modes and forms: narrative, expository, description, poetry, letters, reports, notes, and responses, including literary analysis. Social Studies units include prehistory, Mesopotamia, Ancient Egypt and Ancient Greece. Readings include historical fiction to complement the integrated units of study, including a retelling of *The Odyssey*.

GRADE 7 Seventh Grade Humanities

Students continue to refine their skills in reading, writing, and communication. They read relevant cultural and historical works and write in a variety of modes and forms, including narrative, expository, poetry, and research papers. Literature includes novels relating to themes in Social Studies, Science, and Health and Fitness. Seventh graders also analyze and examine primary and secondary sources such as historical documents, music, and maps to gain insight into the development of medieval times. Through engagement in various classroom activities and projects, students develop the skills of critical thinking and making sound judgments. Seventh graders learn to approach past and current events in a scholarly and empathetic manner.

GRADE 8 Eighth Grade Humanities

Students continue to develop written and spoken communication skills in Language Arts and Social Studies, becoming more articulate, detailed, and incisive in their writing and thinking. Writing instruction continues to include varied forms in preparation for high school expectations.

Creating and supporting thesis statements, selecting effective evidence, and articulation of a persuasive argument is emphasized. The study of Literature, History, Art, Music, and Religion through reading, discussing, analyzing, writing, and presenting supports students in their development of personal understanding and beliefs. The Social Studies component of this eighth grade block meets the Washington State History requirement for graduation.

GRADE 9 English 9 (Honors placement is available)

In this course, students will examine and reflect on the question: What does it mean to be both an individual and a member of society? Students are expected to think critically about themselves, their culture/subculture, and information gained from multiple sources. Challenging texts in many genres, such as fiction, nonfiction, essay, poetry, and drama will be read. A focus on formal academic writing will prepare students for subsequent high school English classes; students will also practice creative responses to texts read and ideas studied.

Thinking, analyzing, discussing, reading, writing, presenting, and reflecting are significant components of this class, and students will actively participate to maximize their learning and support a community of scholars.

GRADE 10

English

English 10 (Honors placement available)

In this course, tenth grade students will further develop critical reading, effective writing, and persuasive argumentation skills as they reflect on the question: What does it mean to be human, and how do we develop faith and reason? Students will examine a variety of text and media from multiple cultures around the world, and study universal themes and challenges—regardless of location or historical era. Understanding diversity of “voice,” participating in thoughtful analysis, and demonstrating respect for alternate perspectives are expected in this class.

Students will read complex texts, research cultural and historic context, and evaluate authors’ use of stylistic devices to affect reader emotion and understanding. Multiple assignments of informal, semi-formal, and formal writing with MLA citation of evidence are included in this course.

Social Studies

World History

(Grade 10; Honors placement is available)

This course examines basic principles of historiography and addresses varied interpretations of World History. Students understand geographic context and apply their knowledge to analyze causal factors that shaped major events in history. In this class, students research ideals, individuals, and movements; develop insightful questions; and generate working theses regarding controversial historical topics. Themes include social, government, and economic systems, conflict generated by limited natural resources, differing cultural and religious beliefs, gender/race/ethnicity issues, and the challenges of discovering historical truth.

GRADE 11

English

American Literature

(Honors placement is available)

In this eleventh grade class, students will study and analyze traditional and diverse literature of the United States, from early representations of story to communication through contemporary technology. At this grade level, students address the question: What is the relationship between the ideals of a culture and the lived experience of its members? The themes, ideals, and challenges of the American Experience are reflected through the fiction, nonfiction, essays, poetry, and drama of varied U.S. authors from differing backgrounds.

In addition to formal essays of literary analysis, expository, and persuasive essays, students will participate in research, presentations, and creative writing activities. Attention to reflective reading, stylistic devices and structure, analysis of bias and propaganda, and effective argumentation are significant to this course.

Social Studies

Advanced Placement United States History (Grades 11 and 12)

This year-long class allows students to participate in a college freshmen-level social studies course within the high school. AP United States History explores the history of the United States from the first European explorations to present day events and cultural trends. This inquiry-based class goes beyond the memorization of facts to the interpretation and analysis of historical data and writings. Students develop the critical thinking and effective communication skills necessary to participate in a democracy. In addition to the class text, students will read primary and secondary sources, which they will process through synthesis essays, structured academic controversies, and Socratic seminars.

This class prepares students for the mandatory AP United States History exam in May. Students enrolling in this course should anticipate the need for substantial independent work. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen. Students must complete online application and submit to Student Services by March 29.

Social Studies

United States History

(Grade 11; Honors placement is available)

Themes addressed in this course include multicultural America, revolution, democracy, the Civil War, economy, foreign policy, and civil rights. Students evaluate relationships between key ideals, and historical and current realities. Knowledge of the United States’ government, law, politics, and fundamental documents allow students to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

In this class, students are challenged to grow as self-reflective critical thinkers, recognize their own assumptions, and become better historians. Using an inquiry-based research approach, students are expected to evaluate resources for authority and validity, and determine the bias within a text. Students participate in national U.S. History Day each spring.

GRADE 12

Senior Plan

Students that do not choose a year-long English class in twelfth grade may combine a senior *core* for one semester with a *selective* for the second semester to meet a 1.0 English credit.

Senior core is defined as one semester of either English Literature or British Literature, or a year of AP Literature and Composition. The other semester is a student selection of Dramatic Text Analysis and Performance; Tell a Story, Change the World; Visual Literacy; a continuation of British Literature; a continuation of English Literature; or a continuation of AP Literature and Composition.

AP Literature and Composition (Grades 11 and 12)

This year-long class allows students to participate in a college freshman-level English course within the high school. Reading selections for the class are sophisticated and include non-fiction, essays, poetry, drama, and longer works of prose fiction from the 1800's to the modern era. Students will further develop their ability to analyze written text, identify the author's literary technique and its effect on the reader, and construct a persuasive response within a short period of time.

This class prepares students for the multiple choice and essay components of the mandatory AP English Literature and Composition exam in May. Students enrolling in this course should have knowledge of basic grammar and anticipate the need for substantial independent reading. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen. Students must complete online application and submit to Student Services by March 29.

English Literature (Grade 12 only)

By reading, analyzing, understanding, and synthesizing literary works written in English, students develop new knowledge and appreciation for texts significant to Western culture. Classic and contemporary fiction, nonfiction, essay, poetry, and drama provide the foundation for this class. Critical thinking, thoughtful analysis, respectful discussion, and effective persuasion are hallmarks of this course.

British Literature (Grade 12 only; Honors placement is available)

In-depth reading, reflecting, and writing on the literature of major British authors comprise the focus of this class. Beginning with texts of early British settlement and concluding with contemporary authors of Great Britain, students will explore cultural themes, historic context, and literary movements of the British Empire. Critical thinking, thoughtful analysis, respectful discussion, and effective persuasion are hallmarks of this course.

Dramatic Text Analysis and Performance (Grade 12 only)

This semester-long class appeals to theater, English, and literature lovers that enjoy reading and performing dramatic texts. Students will read and analyze scripts from a literary perspective, as well as study character motivation and development, plot structure, scene objectives, and beauty in the written and spoken word. Classic and contemporary plays of diverse authors will be studied. Research of historical, political, and biographical context will allow students to understand drama as a reflection of time, place, and personality.

Student participation in dramatic "table work" will include study and analysis of script, evaluation of characters from multiple perspectives, identification of subtexts, and understanding cultural context of the play. After reading, studying, and performing certain scripts, students will attend live performances in the Seattle Area. Participation in out-of-school field trips is expected.

Tell a Story, Change the World: Nonfiction and Social Justice (Grade 12 only)

Recent nonfiction writing has inspired people to change the way they think and act. Students in this class explore several "game-changing" works, for sheer reading pleasure, to learn about new subjects, and to study the craft of nonfiction writing that deeply engages and motivates readers. Students will read a wide range of subjects: psychology, human trafficking, environmentalism, war, and the politics of food. Texts will take students to faraway hot-button locations, such as Afghanistan, Iraq, Kenya, and the Congo.

Nonfiction writing is regularly required of students and professionals alike. Learning to understand and emulate the techniques of compelling nonfiction will serve students well as they enter college, go on to future careers, and work to create a more just world.

Visual Literacy (Grade 12 only)

“Visual literacy is the ability to decode, interpret, create, question, challenge, and evaluate texts that communicate with visual images as well as, or rather than, words.”

Diana Dumetz Carry, Ph.D.

In this semester course, students learn to analyze visual and literary rhetoric through units of communication history, media and popular culture, political agendas, elements of visual storytelling, characterization, technology and media. Analysis and discussion of notable visual texts, including Pulitzer Prize and other award winning graphic novels, are featured in this class. Films, paintings, posters, scholarly articles, web sites, comic strips, advertisements, propaganda, and additional visual forms are also studied in this course. Students considering a career in web design, communications, advertisement, marketing, drama, film review, art, or creative writing will find this class useful and interesting.

Social Studies American Government and Economics

This course is a study of the complex political life of the United States, including an intense look at the framework established by the Constitution, civil rights protected by the first ten Amendments, and the separation and balance of government powers. Knowledge of the United States’ government, law, politics, and fundamental documents allow students to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship. Students also learn micro- and macroeconomics, to analyze the effect of planned and market economies, and to evaluate advantages and disadvantages of different economic systems for countries and groups of people.

Advanced Placement American Government (Grades 11 and 12)

This year-long class allows students to participate in a college freshmen-level Social Studies course within the high school. Knowledge of the United States’ government, law, politics, and fundamental documents allow students to make decisions about local, national, and international issues and

to demonstrate thoughtful, participatory citizenship. In this class, students are challenged to grow as self-reflective critical thinkers, recognize their own assumptions, and become better historians. Course content also includes basic economic thinking, micro- and macroeconomics, concepts of supply and demand, and government spending.

This class prepares students for the mandatory AP American Government exam in May. Students enrolling in this course should anticipate the need for substantial independent work. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen. Students must complete online application and submit to Student Services by March 29.

Integrated Senior Social Science and Humanities: Block (Grade 12 only)

Combining senior requirements for Theology, Government and Economics, this class allows students to earn 10 college credits through Seattle University’ Matteo Ricci II program. By studying the major social, religious, and political movements that shaped world history, as well as significant historical individuals that influenced those movements, students develop an understanding of world history that can prevent problems today. Students tackle such essential questions as “What is freedom and oppression?” and “How should one act if one’s values clash with societal values?” The last unit focuses on “What is our individual responsibility to create a more just world?” Students must complete online application and submit to Student Services by March 29.

RELIGIOUS STUDIES

Eastside Catholic's Religious Studies Department reflects the mission of the Catholic Church and encourages students to explore and develop in their faith through teaching, modeling, and promoting Gospel values. The Eastside Catholic faculty support balance in the academic discipline of theology and in faith formation that enables students to see, celebrate, and live as Catholic Christians in a contemporary world.

Focused on Jesus Christ as teacher and Savior, this program provides a comprehensive curriculum appropriate for the psychological and faith readiness of each age group. The basic beliefs of Catholicism, the richness of Scripture, Tradition, spirituality, Sacrament, Church history, and challenges of Christian living are central to Religious Studies. Students are expected to think critically about contemporary issues as guided by Catholic values, and become young adults who live their faith through prayer, worship, service, and social justice. Course curriculum is augmented by varied Campus Ministry retreats and faith experiences, including regular opportunities for Mass.

GRADE 6 Religion

Students focus on the Old Testament as the central text. Using the Sacred Scripture and Church teaching provide both meaning and resources for moral decisions in a complex world. The Church is the community of Christ's disciples, and the Seven Sacraments are encounters with Christ, which enables the growth and responses of a disciple. Through varied forms of personal prayer, students deepen their sense of being loved, belonging, and making a difference for others. Scripture is the source of nourishment for a life with God and neighbors. Creation is God's first revelation of love and an invitation to grow in a loving relationship with creation, neighbor, and God.

GRADE 7 Religion

In this course, students come to know Jesus both as a person and God. They are challenged to recognize the presence of Jesus in the ordinary events of life and in the Seven Sacraments. The Eastside Catholic community prays together in varied ways, studies the New Testament and what it reveals about Jesus, and examines specific teachings and events in Jesus' life. Studies are centered on the liturgical year, readings from Sunday Mass, and principles of Catholic Social Teaching.

Students are challenged to "be Jesus" to the world through relationships, leadership, and community service.

GRADE 8 Religion

Students vitalize their own spiritual life and develop an active, informed, and personal faith in God. In addition to learning about the Christian tradition, history, and theology of the Catholic Church, the students are introduced to major faith traditions or the world: Judaism, Islam, Buddhism, Taoism, Sikhism, and Hinduism. The primary emphasis of the class is on Catholic Social Teachings and an examination of its implications to one's thinking and being. A basic introduction to ethics and morality is also included in this class.

GRADE 9 The Spiritual Journey: Intro to Catholicism and World Religions

This course explores the history of human search for God and the expression of our experience of God in religion and culture. Students will explore aspects of faith, dimensions of religion, and the relationship between faith and culture. Catholicism and other world religions are studied to help develop personal understanding of faith and action in the contemporary world.

GRADE 10 Old and New Testament

The foundational documents of Judaism and Christianity, the Hebrew and Christian Scriptures, are studied within the framework of God's covenant with humanity. Students explore themes of creation, salvation, community, faithfulness, justice, compassion, and discipleship. Students apply Scriptures to their own lives through regular reflection on the Sunday readings.

GRADE 11 Church History

In this historical study of the Catholic Church, students study Church development up to contemporary times, and examine the tensions that forged the Church as herald, servant, community of believers, institution, and sacrament. Students are also challenged to view Church history as the simultaneous guidance of the Holy Spirit working within the achievements and failures of its members.

Christian Values in Human Relationships

Students in this course focus on the belief that humans live in relationship with oneself, God, others, and society. From the perspective of Catholic moral teaching, students explore what it means to be Christian in today's society. The course progresses from a focus on the individual, the development of positive self-concept, and achieving one's full potential. Study shifts to interpersonal relationships, including the many dimensions of mature Christian loving, communication skills, sexuality, and morality.

GRADE 12

Introduction to Catholic Social Teaching (Required for all seniors)

"If you want Peace, work for Justice." So said Pope Paul VI in 1967. In this course, students examine Church teachings about a just society and the connection to building a kingdom of God. This course examines the core principles of Catholic Social Teaching and the application of these principles in contemporary society. *Required for all seniors.*

Integrated Social Science and Humanities: Block (Grade 12 only)

Combining senior requirements for Theology, Government and Economics, this class allows students to earn 10 college credits through Seattle University's Matteo Ricci II program.

This course fulfills the Introduction to Catholic Social Teaching requirement. See page 5 for description.

ELECTIVES (MUST CHOOSE 1)

Christian Apologetics

In this class, students will encounter and analyze the arguments for belief in the Christian God. Through study of primary source documents, seminar discussions, reflective writing, and authentic dialogue, students will raise reflective and thought-provoking questions, and explore answers Christians have reached for centuries to confirm and support their faith. Possible questions: Does God exist? How does the Catholic faith reveal the truth of God's existence? What difference does that create in our lives? Students are expected to actively participate to maximize their learning and support an environment of respect, scholarship, and faith.

Spirituality and Prayer

This course traces the human quest for the spiritual and divine from the earliest human societies to contemporary Christian prayer and liturgy. Both Christian and non-Christian spiritualities and prayer forms are examined and experienced. Students focus on planning and implementing liturgies and prayer services in small groups or for the whole school.

Issues in Science and Religion

Some people believe that science and religion are rivals in contemporary society, but others find the two quite compatible. In this course, students attempt to answer questions of faith and science through an examination of the origins of modern scientific methods, and differing views among various religions regarding the role of science and religion in the modern world. Students will examine the major areas of conflict between science and religion (evolution, bioethics, and cosmology/world origins), and study the teaching of the Catholic Church in those areas.

Religions of the World

This course surveys major religious traditions of the world in dialogue with the Catholic tradition. Students will study both the Eastern and Western world, learning the religious traditions of India, China and Japan (Hinduism, Buddhism, Sikhism, Jainism, Confucianism, Taoism and Zen), as well as major traditions originating in the Middle-East (Judaism, Christianity and Islam).

Contemporary Culture, Values, and Faith

The impact of contemporary American culture on faith and spirituality is central to this course. Students will explore the question of whether culture shapes beliefs or merely reflects them. The challenges of developing and maintaining personal values and morality in a consumer culture hostile to Christianity are topics of study, discussion, and reflection. Through classic and contemporary films, and other media messages, students in this class attempt to understand an approach for living one's faith in the 21st Century.

MATHEMATICS

Our students live in a mathematical and technological world. To contribute and succeed in their lives, students need understanding of math concepts, plus skill and fluency in math computation. In addition to essential math knowledge and proficiency, Eastside Catholic students learn individual accountability, critical thinking, collaborative inquiry, and personal challenge.

At Eastside Catholic, all students have the opportunity to maximize intellectual growth and allow for varied career and college choices. Students may advance in the curriculum sequence as they are able. Placement in the math courses, for both middle and high school, is determined by performance on a placement exam taken during the registration period each spring.

GRADE 6 Math

Students develop number sense and computational fluency with fractions, decimals, and percents. Students focus on knowing how to do math but also explaining and adapting their mathematical ideas and strategies to solve a variety of problems. Students learn how to use logical reasoning to create valid arguments to support their methods and solutions. They also create and use tables, graphs, equations, and geometric formulas to describe and make sense of their world.

GRADE 7 Math

Students begin developing a foundation for algebra by studying ratios, rates, operations with rational numbers, and properties of the rational number system. Building on this foundation, a major portion of the course focuses on linear algebra. Students represent data from linear situations with tables, graphs, and equations and use information gained from these representations to interpret situations and solve problems. They extend their ability to create and communicate reasoned arguments to support their methods and solutions. Students also study probability, statistics, and similarity and end the year learning about square roots and the Pythagorean Theorem.

GRADE 8 Math

Students expand their understanding of linear algebra to include inequalities and systems then focus on non-linear algebra. Students represent data from exponential and

quadratic situations with tables, graphs, and equations and use information gained from these representations to interpret situations and solve problems. They increase their ability to recognize various kinds of patterns in their world and to use and transform equations to address a variety of objectives related to these patterns. Students enhance their ability to create and communicate reasoned arguments by writing formal technical reports and applying their mathematical knowledge and skills to the analysis of data from statistical investigations.

GRADES 9-12

Algebra A/Algebra B (Grade 9 and Grade 10)

This two-year introductory Algebra program includes a review of basic operations, linear equations and inequalities, graphing, and solving linear systems. Students will also learn algebraic properties, signed numbers, linear equations and inequalities, radicals, systems of linear equations and inequalities, linear inequalities, factoring, graphing, linear functions, polynomials, and exponents. This course allows students additional opportunities to study key concepts, practice skills, develop understanding, and reflect on their learning. ***Algebra A and Algebra B together earns a student one year toward the three year graduation requirement.***

Algebra (Grade 9)

Students in this course learn algebraic concepts, and study algebraic properties, signed numbers, linear equations and inequalities, radicals, systems of linear equations and inequalities, linear inequalities, factoring, graphing, linear functions, polynomials, and exponents.

Geometry (Honors placement available. Grade 10 or 11; Grade 7, 8 or 9 – by placement exam)

Students in this course will study major geometric topics including lines, planes, angles, triangles, quadrilaterals, area and perimeter, surface area & volume, circles, and arcs. Core students will study right triangle trigonometry while honors students will learn proof for all major geometric concepts.

Advanced Algebra (Grades 9, 10, 11 or 12)

Building upon the algebraic concepts learned in Algebra, topics in this course include quadratics and the complex number system, functions and relations, systems of equations, exponents and radicals, polynomials, and data analysis and probability.

Honors Integrated Algebra/Geometry (Grade 9; Grades 7, 8 by placement exam)

This course is designed for students with a strong foundational understanding of linear algebra. Students will study geometric concepts including lines, planes, angles, triangles, quadrilaterals, area & perimeter, surface area & volume, circles, and arcs. Non-linear algebraic topics, such as exponents, radicals, polynomials, factoring, and quadratics, will be integrated throughout the course.

Advanced Algebra/Trigonometry (Honors)

Building upon the algebraic concepts learned in Algebra, topics in this honors course are the same as in Advanced Algebra but in greater depth and at a quicker pace. Basic trigonometric functions and relations are also introduced.

Pre-Calculus (Honors placement is available)

This course prepares students with the mathematical skills required for the study of Calculus. This course builds on advanced algebra topics with further study of polynomial, rational, exponential, and logarithmic functions. The second semester of Pre-Calculus includes an in-depth study of both circular and right triangle trigonometry. Students completing either non-honors or honors Pre-Calculus will have college level mathematics readiness.

Advanced Placement Statistics

This year-long class allows students the opportunity to study college level statistics. Course study includes the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be introduced to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advanced and statistical inference. Students will often work on projects involving the hands-on gathering and analysis of real-world data.

This class prepares students for the mandatory AP Statistics exam in May. Students enrolling in this course should anticipate the need for substantial independent work. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen.

Calculus

This course covers major topics from the Advanced Placement course at a slower pace with emphasis on concept mastery and connections. Additionally, the course continues to build on and review key areas of study from Pre-Calculus. The major topics are differential and integral calculus, including such topics as limits and continuity, differentiation, the Intermediate and Mean Value Theorems, Rolle's theorem, velocity and acceleration, applications of differentiation (such as related rates, optimization, curve sketching and differentials), techniques of integration, the Fundamental Theorem, and integration by parts. As time allows, the course will continue to area between curves and volume of a solid of revolution.

Advanced Placement Calculus

This year-long class allows students to participate in a college freshmen-level Math course within the high school. Students study limits and continuity, then proceed to major topics of differential calculus, including differentiation methods, Intermediate and Mean Value Theorems, Rolle's Theorem, L'Hopital's Rule, velocity and acceleration, related rates, optimization, curve sketching, and Newton's method. Major topics in integral calculus include techniques of integration, integration by parts, the Fundamental Theorem, area between curves, and volumes of solids of revolution.

This class prepares students for the mandatory AP Calculus exam in May. Students enrolling in this course should anticipate the need for substantial independent work. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen.

See Course Progression Chart on page 22.

WORLD LANGUAGE

World Language classes at Eastside Catholic School focus on five areas of language learning: speaking, listening, reading, writing, and cultural knowledge. Students that can communicate in languages other than English, gain knowledge and understanding of other cultures, and make connections with other disciplines, languages, cultures, and communities around the world. Placement at middle and high school for students with previous foreign language experience is determined by a placement test prior to final scheduling of classes the coming year.

GRADE 6

Introduction to World Languages

Students in this course develop sensitivity and appreciation for other cultures and their practices, as well as expand their English language knowledge through the study of Latin and Greek roots. Exposure to other languages may include Chinese, French, Japanese, and/or Spanish. Students not only work on reading, writing, and speaking language skills, but also experience language acquisition through both direct instruction and hands-on learning. Moreover, students uncover cross-discipline connections that further enrich language knowledge and skills.

GRADE 7 AND 8

Spanish 1A and 1B

In this two-year sequence, students continue to develop cultural knowledge, sensitivity, and appreciation for other people and their practices. Students expand their linguistic knowledge through further study of Spanish and the Hispanic culture. Instruction develops communication accuracy and fluency in all four skills (reading, writing, speaking, and listening) through direct instruction and regular communication practice. Students discover and develop connections with other disciplines and participate in integrated studies throughout the year.

GRADES 9–12

French and Spanish Level I

Students communicate using basic vocabulary, grammar, and structures. Students expand their linguistic knowledge through further study of French and Spanish cultures. The four skills of listening, speaking, reading, and writing are emphasized to promote communicative proficiency. Students are introduced to contemporary culture and diversity of the world where French and Spanish languages are spoken.

French and Spanish Level II

Students further develop the French or Spanish skills introduced in Level I, with increased emphasis on speaking and writing. The majority of class is conducted in the target language. By focusing on communication with accuracy, students develop proficiency at a higher level. In addition to conversational skills, curriculum includes short literature, presentations, and current events. Students further their knowledge of the culture and people who speak the language worldwide.

French or Spanish Level III

Students review previously taught French or Spanish material in Levels I and II, and are introduced to remaining grammatical concepts of the language. Emphasis is placed on meaningful conversation between individuals and among group members. Students are introduced to the art, music, literature, history, current events and cultural traditions of French and Spanish-speaking countries.

French or Spanish Level IV (Honors)

Students continue their study of language through literature, current events, and conversation. They interact and communicate in real life situations using the target language and authentic cultural behaviors. Students are introduced to the art, music, literature, history, current events and cultural traditions of French and Spanish-speaking countries.

University of Washington French 103/ Spanish 103 (Honors)

This course includes all areas of language learning (speaking, listening, reading, writing, and knowledge of culture) using University of Washington curriculum, activities, text, tests, and grading scale. Upon successful completion of this course and payment of UWHS fees, students may earn credit for French 103/Spanish 103, which satisfies the UW requirement in World Languages for most degree programs.

Advanced Placement French/Advanced Placement Spanish (Grades 11 and 12)

This year-long class allows students to participate in a college freshmen-level French or Spanish course within the high school. Students continue their study of language through literature, current events and conversation.

This class prepares students for the mandatory AP French or Spanish exams in May. Students enrolling in this course should anticipate the need for substantial independent work. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen.

SCIENCE

The Science curriculum provides students with a strong foundation in scientific content and the opportunity to study the laws of the natural world through methods of inquiry and scientific investigation. Students practice their knowledge and skills by using critical and analytical approaches to problem solving. Throughout academic experience in the sciences, students will develop the perspective and skills needed to analyze the role of science in their own lives and the natural world around them.

GRADE 6 **Soils, Ecology, Evolution, Earth, Solar System, Weather, and Climate**

In sixth grade science, students have an opportunity to explore a number of science topics centered on the sixth grade Essential Question, “What does it mean to be a community?” This includes soils, ecology, evolution, weather and atmosphere, earth in space, and our solar system. By studying a variety of science topics connected to our Essential Question, students have many opportunities to connect studies in science to topics in Humanities, Math, and Theology. Throughout the year, the focus is on acquiring science process skills and applying learning to real world human and environmental problems. Students will learn to keep a science notebook and write formal laboratory reports.

GRADE 7 **Studying People Scientifically: Body Works, Micro Life, and Genetics**

Students are challenged through the investigation and exploration of Life Science, with the focus on the Essential Question for seventh grade, “What does it mean to be me?” Through studying a variety of science topics connected to the seventh grade Essential Question, such as studying people scientifically, the human body, cells, and genetics, students have many opportunities to connect studies in science to topics in Humanities, Math, and Theology. Students are expected to work cooperatively, think critically and creatively,

think at a high level, ask authentic questions, use different forms of technology and lab equipment, discuss ideas, create projects, design and conduct experiments, and keep a scientific lab journal.

GRADE 8 **Water, Soil, Chemistry, Energy, Hazardous Waste, and Wetlands**

Using the living lab that is the Eastside Catholic School campus wetland, 8th graders explore the topics of water, soil, rocks, erosion and deposition, material science, and hazardous waste. They incorporate these topics into a final project where they examine the science and trade-offs involved in developing a community. Students continue to develop increasingly insightful science thinking and challenging lab work to prepare for high school science courses.

GRADE 9 **Conceptual Physics**

This course will present physics to freshmen students through conceptual lab-based learning. Based on early science skills learned in middle school, students are introduced to the scientific method while studying physical principles. These principles include chemical and physical properties of matter, classical mechanics, thermodynamics, and electricity.

GRADE 10 **Biology (Honors placement available)**

This course emphasizes the study of living things and their interactions with the physical environment. Students study the unity, as well as the diversity, of living organisms. Lab safety techniques, scientific method, and the field of biotechnology are studied. Students will investigate the themes of scientific inquiry, ecology, evolution, cell biology, DNA, genetics, infectious disease, and bioethics.

GRADE 11 **Chemistry (Honors placement is available)**

The Chemistry laboratory course explores the molecular and physical world. Students discover and work with the relationships fundamental to chemical reactions and the structure of matter. This course emphasizes the qualitative and quantitative concepts that explain and support matter, mass, energy, and the interconnectedness of the three. Students will understand chemistry as the “central science.” Honors Chemistry coursework involves more in-depth

knowledge and complex concepts, topics, and progresses at an accelerated pace.

GRADES 11 AND 12

Advanced Placement Biology: BioMed (College credit available)

This year-long class allows students to participate in a college freshman-level science course within the high school. Content follows closely the college level text: Campbell Biology. Students of AP Biology (Biomed) are expected to challenge conventional thinking, discuss ideas, express thoughts in writing, as well as conduct sophisticated experiments using advanced scientific tools and technology. Bioethics is a unifying perspective.

This class prepares students for the mandatory AP Biology exam in May. Students enrolling in this course should anticipate the need for substantial independent work. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen. Students must complete online application and submit to Student Services by March 29.

1.5 Science credit and 0.5 of Theology elective credit.

Advanced Placement Chemistry

This year-long class allows students to participate in a college freshmen-level science course within the high school. Students will be challenged to achieve a depth of understanding of the fundamentals of inorganic chemistry, as well as demonstrating competence in solving chemical problems.

This class prepares students for the mandatory AP Chemistry exam in May. Students enrolling in this course should anticipate the need for substantial independent work. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen. Students must complete online application and submit to Student Services by March 29.

Advanced Placement Environmental Science

This year-long class allows students to participate in a college freshmen-level science course within the high school. It is an opportunity for students interested in expanding their life science and physical science learning. The focus of this interdisciplinary course is scientific principles, concepts, and methodologies to analyze natural and man-made

environmental problems. Students learn to evaluate risks and examine alternatives for resolving, mitigating, or preventing environmental problems. Students in this course research and perform field work on the Eastside Catholic campus, learning vital environmental lessons and practicing the science conducted by environmental scientists and engineers.

This class prepares students for the mandatory AP Environmental Science exam in May. Students enrolling in this course should anticipate the need for substantial independent work. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen. Students must complete online application and submit to Student Services by March 29.

Human Anatomy and Physiology

In Human Anatomy and Physiology, students study the structure and function of the human body. This laboratory course focuses on human health, disease, and scientific medical research in human biology. Students enrolled in this class continue to develop their ability to understand, question, analyze, and perform as scientists by designing and performing their own experiments, and expressing ideas with clarity and logic.

Honors Physics (College credit available)

Students in this algebra-based Physics course study the physical principles that govern our world. Through class discussions, demonstrations, and laboratory exercises, students explore the areas of motion, forces, energy, sound, optics and electricity. Problem-solving, both mathematical and verbal, is heavily emphasized throughout the course.

Advanced Placement Physics B (College credit available)

This year-long class allows students to participate in a college freshmen-level English course within the high school. In AP Physics B, students use algebraic solutions to problems, not methods of calculus. This course provides a systematic introduction to foundational principles and concepts of Physics through challenging problems that require applications of mathematics.

This class prepares students for the mandatory AP Physics B exam in May. Students enrolling in this course should anticipate the need for substantial independent work. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen. Students must complete online application and submit to Student Services by March 29.

See Course Progression Chart on page 22.

FINE ARTS

Education in the fine arts develops a student's aesthetic and artistic sensibilities in order to enhance the quality and meaning of life. Through the study of art, students develop curiosity, creativity, and the spirit of wonder. Art allows individuals to appreciate the Divine in the richness of the human spirit and beauty of creation. The student's unique, God-given talents will be nurtured by interacting with multiple mediums of expression and through rigorous development of artistic skills.

GRADES 6–8 Visual Arts

The middle school visual arts program develops artistic confidence, and serves as a foundation for future studies in Visual Arts. As students develop understanding of the elements and principles of art, they also make connections with other disciplines of study, such as science, history, and English. Through hands-on experiences with varied materials and techniques, students are encouraged to experiment and develop their problem-solving skills. Reflection and self-evaluation are incorporated in every project, and are important to the students' growth and understanding of artistic process. Participation in fine arts classes allow students to realize their potential in the arts.

GRADES 6 AND 7 Drama

In this course, students explore the concepts and skills of dramatic presentation, including character development, vocal expression, staging, and working cooperatively. Students explore a wide range of topics, including script writing, improvisation, scenic design, and puppetry. In sixth grade, emphasis is placed on building confidence and trust while sampling a wide variety of drama activities. In seventh grade,

students begin to explore traditional acting concepts and performance theory.

GRADE 8 Drama

Students in this class learn of international cultural through reading, adapting, and performing regional dramatic literature. In addition to development of basic acting techniques, character development, voice development, presentation skills, script writing, and technical theatre skills, students will explore creative dramatics, improvisation, and common themes of international literary drama. Participation in this course supports students' understanding of world cultures and helps them connect to a wider, more diverse world.

GRADES 6–8 Music

In middle school music, students are introduced to various musical cultures, and explore world languages by singing songs from diverse countries, such as Ghana, China, Japan, Thailand, France, Canada, and Mexico. Cross-curricular learning is enriched as students connect international cultural knowledge and the musical attributes of specific selections.

Band

This course of study serves both beginning and experienced instrumentalists. Throughout the year, students will develop skills in reading music and successful performance on their instrument. Learning experiences include independent practice, ensemble playing in public, and preparation for the next level of expertise in high school. Band instruments are flute, oboe, bassoon, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba, and percussion instruments.

Choir

Enrollment in Choir allows students to connect learning in other subject areas with music in an integrated curriculum. Students are introduced to singing techniques necessary for a proper choral harmony and tone. Writing and transcribing class songs helps develop musical expertise and appreciation for regional characteristics. Compositions feature Mandarin, Japanese, Thai, Spanish, French, German, and Ghanaian world languages, and the Renaissance, Baroque, Classical, Romantic, and modern compositions are studied. Performance opportunities include Eastside Catholic liturgies, assemblies, and other events in the community.

HIGH SCHOOL PERFORMING ARTS

Choir

(Open to MS students by audition)

High School Choir is a performance-based course for beginning and advanced students interested in choral techniques and group singing. Students continue to develop their understanding of choral elements and strengthen their ensemble and solo skills. Writing and transcribing class songs develop musical expertise and appreciation for regional characteristics. Compositions feature diverse world music; students will study varied classical Western and other musical movements. Performance opportunities include Eastside Catholic liturgies, assemblies, and other events in the community.

String Orchestra (formerly “Chamber Ensemble” - Open to MS students by audition)

This course of study serves both beginning and experienced string players. Students learn foundational music theory, proper instrumentation and skills for collaborative performance. Learning experiences include independent practice and ensemble playing at seasonal concerts, school functions and the Washington Music Educators’ Association, Eastshore League festivals.

Rock Band and Music Production

A performance based course focused on the rock ensemble instrumentation of electric guitar, electric bass, keyboards, drums and vocals. Students will learn and perform appropriate rock tunes to provide spirit at Friday home basketball games, record and mix these songs and selections of student’s choice. Students will compose their own piece and then produce their own CD using the Mac lab.

Jazz Ensemble

(Open to MS students by audition)

Students will explore standard jazz styles and literature. Instrumentation is saxophones, trumpets, trombones, bass, guitar, piano, and drums. The Jazz Ensemble performs at football games, seasonal concerts, jazz festivals, school functions and other community events.

Wind Ensemble

(Open to MS students by audition)

The focus of this course is woodwind, brass and percussion pedagogy. Students will study scales, rhythm etudes and the

performance of symphonic band literature, chamber music and contemporary music. The Wind Ensemble performs at home football games, seasonal concerts, school functions, and Washington Music Educators’ Association Eastshore League festivals.

Percussion Ensemble

(Open to MS students by audition)

A performance based class where students perform literature specifically written for the percussion ensemble genre. Latin and African music, as well as transcriptions of orchestral works and contemporary original literature, are all part of the repertoire. Students will be exposed to rudimental snare technique, mallet percussion (Xylophone, Marimba, Vibraphone, etc), auxiliary percussion and world percussion instruments. The Percussion Ensemble serves as the drum line for home football games, performs at seasonal concerts, school functions, and Washington Music Educators’ Association Eastshore League festivals.

Advanced Placement Music Theory (Grades 11 and 12)

This year-long class allows students to participate in a college freshmen-level music course within the high school. Focus of the course is music theory, sight singing, ear training, and an understanding of the cultural context that produces specific compositions. Students are expected to work effectively independently and in cooperative groups.

This class prepares students for the mandatory AP Music Theory exam in May. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen.

Drama I

This course provides an introduction to theater – with an emphasis on acting. Students will be exposed to improvisation, vocal control, scene blocking, characterization, movement and dance.

Drama II

This course takes a closer look into several aspects of theater with a strong emphasis on genre and memorizing. This course will include script writing, script and character analysis, directing, technical theater production and stagecraft as units of study.

HIGH SCHOOL VISUAL ARTS

In Search of the Divine (Art course for grade 9)

The Catholic faith has a long tradition of expressing itself and teaching the faith to its members through the use of the fine arts. Freshmen will concurrently take a Theology course and an Art course with linked curriculums. They will address the questions about how art began and why it looks the way it does throughout history. Students will also explore the elements of art by learning to create their own art work through the exploration of drawing, color, and basic claybuilding.

Drawing

Students will learn to draw using the methods and techniques related to the right side of the brain. The five basic perceptual skills are further developed while exploring various drawing techniques and media.

Graphic Design

This course is designed to introduce students to the principles of good design and how to apply them through creating projects using Adobe Photoshop and InDesign, as well as some Illustrator. Typical projects involve advertising and newsletter layouts, layered images in Photoshop, working with text and fonts, among others.

Painting

Students learn the basic techniques of both watercolor and acrylic painting. Studio exercises include still life, landscapes and portraiture.

Ceramics I/Ceramics II

This course is designed to give students in-depth knowledge in the use of clay, including hand-building techniques, wheel thrown projects, firing, kiln use, and clay and glaze production. Repeating students work on advanced projects.

Digital Filmmaking

Students will learn about and explore the numerous visual, dramatic, and technical challenges that directors face. In addition to writing, producing, directing, and editing their own films, students assist other members of their crews in the roles of director of photography, assistant photographer and gaffer/grip, providing everyone with an authentic set experience.

Digital Photography

Digital Photography will teach the principles of good composition, lighting and balance in order to create exceptional images. On the technical side, students will learn about the specific features of their own digital cameras and how to finalize their images for either print or electronic output using Adobe Photoshop.

Advanced Placement Studio Art

AP Studio Art is a year-long college level, intensive study course, which emphasizes creating a body of work that expresses the students own individual style and visual language. Students will learn the elements of a formal critique, and will learn to constructively discuss the critical aspects of the artwork presented in class. Students can choose to concentrate on Photography, Drawing, Painting, Ceramics, Design, and so much more! Each student will be expected to complete an AP Portfolio for the Exam in May and contribute to art exhibits throughout the year. Students must complete online application and submit to Student Services by March 29.

HIGH SCHOOL FINE ARTS – WRITING

Yearbook I/Yearbook II

Yearbook is a production, layout and design course to prepare the Eastside Catholic High School yearbook. Students must commit to working both in class and after school to meet production deadlines. Students must complete online application and submit to Student Services by March 29.

Creative Writing

This class is designed for students who enjoy writing and are willing to experiment with new ideas and forms in a supportive atmosphere. Members of the class contribute to Eastside Catholic's literary magazine, "The Sandbox."

Journalism

In this class students study journalistic writing and produce a monthly newspaper. Students learn to research, interview, write, revise and edit news stories and other types of writing found in journalism. Students also assist in the production and layout of the Eastside Catholic student newspaper. Students must complete online application and submit to Student Services by March 29.

Mock Trial (Grades 9-12)

This class provides students with a practical understanding

TECHNOLOGY AND BUSINESS

of civil and criminal law as taught through “mock trial” and “pre-law.” Students learn to analyze and evaluate the role of national and local governments to establish or preserve individual rights and/or promote the common good. Participation in King County District Mock Trial competition (if selected) is mandatory; participation in the Washington State Mock Trial competition (if selected and the team qualifies) is mandatory.

In general, “mock trial” ends after the competition that occurs in February; “pre-law” completes the second semester. If a student enrolls in a second or third year of Mock Trial, to avoid taking “pre-law” again, the student is removed from the class and placed in another course. In such case, the student’s transcript for the second semester will list the second course, not Mock Trial. This class is open to all students, grades 9-12. Students must complete online application and submit to Student Services by March 29.

Speech

This workshop provides the opportunity for students to develop skills both in organization of speech content and in speech delivery. The format consists of introductory work in oral interpretation and a speech practicum in which students write and deliver a variety of speeches.

Speech and Debate

Students will study the fundamentals of public speaking, rhetoric and argumentation through formal speech and debate events. This class is designed to give students an introduction to speaking persuasively in a variety of contexts, including formal oratory, debates, and a mock-congress. In addition, students will practice analyzing arguments for their internal structure and logic. If students desire to compete on the Eastside Catholic Speech and Debate team, this class will effectively prepare them for competition.

Advanced Debate/Speech and Debate II

This class will further student’s study of debate and argumentation, focusing on principles of logic and in-depth examinations of major ethical philosophies. Designed for students competing with the Speech and Debate team, this class will also require significant competition in debate, and as such will give students class time to work on other academic courses. It is repeatable for additional fine arts credit. All students taking the course must be approved by the teacher.

For students in the 21st Century, technology is both a tool and its own academic discipline. Eastside Catholic School is committed to continued integration of technology in all classrooms and a variety of advanced technology courses. Students enrolled in technology and business courses learn state-of-the-art software, the benefits and limitations of technology, and develop their ability to evaluate and anticipate the use of technology in the future.

GRADES 6-8

Students develop technology skills, critical analysis of media and consumerism, and the ability to assess the many applications of contemporary technology. As participants in a technology-rich culture, students will learn strategies for thoughtful and effective use of technology.

GRADE 9

Integrated Technology and Study Skills

This required class teaches the academic applications of technology as students prepare for challenging high school and college classes. Learning tasks cut across subject areas, grade levels, and teaches school-wide initiatives, such as the 2009 MLA guidelines. Students learn Office 2007 suite, web site conventions, and ethical use resources.

GRADES 10-12

Marketing Business Academy (MBA) and DECA I

(Prerequisite: application, interview, and teacher approval)

In this course, students learn the foundations and functions of marketing within a consumer culture. Mandatory participation in DECA requires that students enrolled submit a written business manual, and join in individual or team DECA competitions. Each student is assigned a mentor from the local business sector. Second semester students will also learn small business operations by staffing the Eastside Catholic DECA student store. Time out of class is required for concessions, field trips and leadership activities, including fundraising. Students must complete online application and submit to Student Services by March 29.

GRADES 11-12

Marketing Business Academy (MBA) and DECA II

(Prerequisite: MBA/DECA I, application, interview, and teacher approval) Seniors without MBA/DECA I experience may also apply.

This class offers advanced study of business marketing and entrepreneurship. In addition to managing the Eastside Catholic DECA student store, students will also mentor and train the MBA/DECA I students. Mandatory participation in DECA requires that students enrolled submit a written business manual, and join in individual or team DECA competitions. Each student is assigned a mentor from the local business sector. Market research, business proposals and entrepreneurship are the focus of this course. Time out of class is required for concessions, field trips and leadership activities, including fundraising. Students must complete online application and submit to Student Services by March 29.

Web Development and Design 1.0

Students are taught the essential skills necessary to conceptualize, create, and publish a professional web site on the Internet. Basic HTML coding skills, Adobe Dreamweaver CS3, and Fireworks CS3 are significant components of Web Development and Design. Students will understand web industry standards for web design, site management, and ethical use of technology.

Web Development and Design 2.0

Prerequisite: Web Design I

This advanced class is appropriate for students knowledgeable about basic web development. Students should have experience working with Flash, Fireworks, and Dreamweaver. In this course, students will learn increasingly complex web concepts, advanced computer programming in Flash/ActionScript and Dreamweaver, and the application and implications of internet web communication.

Technology Teaching Assistant

Prerequisite: application, interview, and teacher approval

Technology TA is an independent study course for advanced and motivated technology students. Students should be comfortable working with teachers and other schoolhouse adults to assist with various technology tasks, such as preparing material for faculty web sites, supporting classroom lessons with needed technology, and even teaching some specific computer skills.

Advanced Placement Computer Science A

This year-long class allows students to participate in a college freshmen-level Technology course within the high school. This class prepares students for the multiple choice and essay components of the mandatory AP Computer Science exam in May. AP Computer Science A emphasizes object-oriented programming methodology, with an emphasis on problem

solving and algorithm development. It also includes study of data structures and abstraction. Successful completion of the class and exam may provide students with college credit or advanced standing as freshmen.

HEALTH AND FITNESS/ PHYSICAL EDUCATION

Eastside Catholic 6-12 Physical Education is a planned, sequential program of curricula and instruction.

Students develop the knowledge, attitude, motor skills, self management skills, and confidence needed to adopt and maintain a physically active and healthy lifestyle. In physical education courses students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge as defined by the National and State Educational Standards.

GRADE 6–8 Health and Fitness

Similar to the National Association for Sport and Physical Education (NASPE), Eastside Catholic believes that every student in our school should have the opportunity to participate in quality physical education. It is our unique role to help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity. Providing students with this opportunity will allow them to acquire skills to adopt physically active and healthy lifestyles. It is important that our program provides learning experiences that fulfill each child's developmental needs, thereby improving mental alertness, academic performance, and an enthusiasm for learning.

GRADE 9 Physical Education (PE)

PE 9 is a required course for all ninth grade students. This course focuses on the fundamentals of Physical Education by developing knowledge of human physiology, especially musculature. Students develop the knowledge, attitude, motor skills, self management skills, and confidence needed to adopt and maintain a physically active and healthy lifestyle. Skills are developed for team and individual sports, basic weight training and conditioning, and an appreciation for sportsmanship, teamwork, and exercise in their lives.

HEALTH AND FITNESS ELECTIVES

PE Elective

This course engages students more deeply in the skills of racket sports, team sports, and weight lifting and conditioning. Students develop the knowledge, attitude, motor skills, self management skills, and confidence needed to adopt and maintain a physically active and healthy lifestyle.

Strength and Agility

This is a fitness-training course that can be custom tailored for serious athletes and other students interested in increasing their physical potential. Students participate in a variety of weight lifting and concentrate on muscular endurance and strength.

Introduction to Sports Medicine and Athletic Training

This class will cover the basics in first aid, biomechanics, orthopedic injuries, taping for athletic injuries and discuss other fields within sports medicine.

Karate

This course will introduce students to various martial arts and their traditions. Students will learn how to recognize and avoid potentially dangerous situations as well as basic self defense strategies and techniques.

Yoga

This semester-long, high school Physical Education elective course focuses on the highly-skilled, flexibility exercise practiced in many cultures. This course provides students with a fitness approach that emphasizes relaxation, stress reduction through proper breathing, and body awareness. One of the many benefits of yoga is its ability to be performed in any location with minimal expense or equipment. Yoga can be practiced lifelong. In this course, students will develop strength, flexibility, stress-reduction techniques, while making connections among the mind, body, and spirit.

ADDITIONAL HIGH SCHOOL ELECTIVES

Student Government/Leadership (HS Only)

This course facilitates the development of leadership skills through the coordination and organization of Eastside Catholic activities. Special emphasis is placed on techniques for managing projects, leading discussions, conducting meetings,

setting personal and team goals, evaluating individual and group dynamics, and dealing with conflict. Students in Student Government/Leadership are expected to attend out-of-school activities and fully participate in all activities. Students must complete online application and submit to Student Services by March 29.

Campus Ministry Leadership (Grades 11 and 12)

This course provides students with the opportunity to put faith into action and develop leadership skills through Campus Ministry. Activities may include: peer leadership of retreats, social justice and outreach service activities, school liturgies, and prayer services. Classroom lessons ground students in theology and introduce pastoral practices for each area. Campus Ministry student leaders will collaborate with the Student Government/Leadership class to learn techniques of leading meetings, goal setting, planning, evaluation, group dynamics, conflict resolution, and fostering active participation in school and Campus Ministry activities. Applications of learning include working in teams to plan, facilitate, and evaluate a Campus Ministry event, and serving as school leaders to help create an Eastside Catholic community of faith and service. Students must complete online application and submit to Student Services by March 29.

Options Peer Tutor (HS only)

This elective class is for college-prep students who wish to assist their age peers with mild-to-moderate cognitive disabilities. Students will work one-on-one, in small groups, and in mainstream classes to moderate academic and social challenges. Peer tutoring allows Options students to access general education curriculum and all the activities of a typical high school student. Serving as a peer tutor allows general education students to strengthen positive social relationships between students with and without disabilities.

Teaching Assistant (Grades 11 and 12 only)

Students enrolled as teaching assistants are assigned to a specific teacher and class period during the school day. Within the classroom, teaching assistants may help with routine procedures, assist classroom students, or support specific projects. Placement in a teaching assistant position requires approval of the high school administration.

STUDENT SUPPORT SERVICES

The Eastside Catholic Student Services Department serves the academic, personal, and social needs of all students, while recognizing each student's uniqueness. Student Services professionals are student advocates that support students throughout their 6-12 Eastside Catholic experience and help students prepare for post-secondary life. Working in partnership with teachers, parents, guardians, community members, and other professionals, the Eastside Catholic counselors and psychologist strive to ensure that all students develop the skills, knowledge, and understanding necessary for success in a complex society.

College Counseling

Nearly ninety-nine percent of graduating Eastside Catholic seniors enter a four-year undergraduate program at universities and colleges around the country. The Eastside Catholic College Counseling service provides information and guidance to students and their families. Students receive personal support to research colleges, make informed decisions, prepare application materials, meet deadlines, and communicate with selected colleges. Counselors are available to meet with students and parents throughout the high school years.

ACADEMIC SUPPORT

(Student Learning Team review; Placement by Eastside Catholic administration)

English Math Class (EMC) (Middle School)

The Eastside Catholic learning community is founded on principles of academic excellence, relationships, and leadership. Recognizing that students enter Eastside Catholic with differing levels of academic knowledge and learning styles, the faculty is dedicated to providing students an opportunity to develop study strategies, content understanding and academic skills so students can meet their fullest potential.

The English/Math Class (EMC) supports students with identified learning needs in the areas of English and/or Mathematics. Using sequential materials that parallel general education curriculum, EMC teachers may provide additional instruction, homework assistance, or other aid to meet the needs of individual students. EMC students develop new English and Math understanding within a small group, helping students increase their potential for success in middle and high school.

Academic Coaching Class (High School)

Students receiving Academic Coaching support need to review recent achievement, set goals, plan and manage time, organize school materials, and check grades on Edline. In addition, the academic coach may communicate with other EC faculty, parent or guardians, and/or community resources to promote the student's academic performance. The goal is for students to become strong self-advocates and empowered to be in control of their own academic journey. The academic coach and student work together toward this goal.

Placement in Academic Coaching class is determined after a review and recommendation by the Student Learning Team (SLT), and approval of the Eastside Catholic administration.

Academic Resource Class (High School)

The Academic Resource class supports high school students with varied, identified learning challenges and disabilities. This course teaches students strategies to enhance literacy, study skills and academic preparation, with particular emphasis on organization, note taking, memory techniques, text book reading, writing, test taking, use of relevant technology, and self advocacy to ensure full participation in the EC academic program.

Placement in Academic Resource class is determined after a review and recommendation by the Student Learning Team (SLT), and approval of the Eastside Catholic administration. SLT review must include recent (within three years) diagnostic educational testing and/or other relevant physical health information by a licensed professional health care provider.

THE OPTIONS PROGRAM

The High School Options Program supports the belief that high school students with special needs deserve the same opportunity as their Eastside Catholic peers to maximize academic, social, and spiritual potential. Courses in Options offer specialized language-based instruction to a small group of students with mild to moderate developmental disabilities. Student academic performance ranges from second to sixth grade levels.

The program's unique curriculum emphasizes academic development rather than vocational content. Vocational experiences occur through a careers class, field trips, and life-skills math. The Options Program provides students with the confidence and skills to succeed in life after high school, and many Options students pursue continuing education opportunities.

HIGH SCHOOL ACADEMIC HISTORY CREDIT CHECK

STUDENT NAME (PLEASE PRINT): _____ GRADE: _____

ENGLISH – 8 CREDITS REQUIRED

- English 9** (Honors)
English 10 (Honors)
Am. Lit (Honors)
 Eng. Lit
 Brit. Lit. Honors
 Senior Selective
 AP Literature & Comp.

Credits to Date	Credits Needed	Must Take 10-11
	8	

MATH – 6 CREDITS REQUIRED

- Algebra A
 Algebra B
 Algebra (Honors)
 Int. AlgGeo (Honors)
 Geometry (Honors)
 Adv. Algebra
 Adv. Alg. Trig (Honors)
 Pre Calc
 Pre Calc (Honors)
 Calculus
 AP Calculus
 AP Statistics

Credits to Date	Credits Needed	Must Take 10-11
	6	

SCIENCE - 6 Credits Required

- Conceptual Physics (9)**
Biology (10) (Honors)
 Chemistry (Honors)
 Human Anat. & Phys (Honors)
 Physics Honors
 AP Bio Med
 AP Bio Theo
 AP Chemistry
 AP Physics B
 AP Environmental Science

Credits to Date	Credits Needed	Must Take 10-11
	6	

SOCIAL STUDIES – 6 Credits Required

- World History (10)** (Honors)
US History (11) (Honors)
 AP US History
 AP Govt.
 Am Gov/Econ 12
 Block: Int. **SS/Humanities**

Credits to Date	Credits Needed	Must Take 10-11
	6	

INFORM. TECHNOLOGY – 1 CREDIT REQUIRED

- Integrated Tech & Study Sk.**
 Web Design 1
 Web Design 2
 AP Computer Science

Credits to Date	Credits Needed	Must Take 10-11
	1	

PHYSICAL EDUCATION – 3 Credits Required

- PE 9**
 PE Elective
 Applied Athletic Training
 Strength & Agility
 Karate
 Yoga
 ***Athletic Waivers

Credits to Date	Credits Needed	Must Take 10-11
	3	

WORLD LANGUAGE – 4 CREDITS REQUIRED

- Spanish 1
 Spanish 2
 Spanish 3
 Spanish 4
 AP Spanish
 UWHS Spanish 103
 French 1
 French 2
 French 3
 French 4
 AP French
 UWHS French 103

Credits to Date	Credits Needed	Must Take 10-11
	4	

THEOLOGY – 8 Credits Required

- Search Theo (9)**
Judeo-Christian Scrip. (10)
Church History (11)
Human Relations (11)
 Block: Int. **SS/Humanities**
Social Justice (12)
Senior Elective (12) –
 (Choose 1)
 Spirituality & Prayer
 Science & Religion
 Religions of the World
 Cont. Culture, Faith Values

Credits to Date	Credits Needed	Must Take 10-11
	8	

Please see reverse side for
 Fine Arts Selections

HIGH SCHOOL ACADEMIC HISTORY CREDIT CHECK

FINE ARTS – 3 Credits Required

Performing Arts

- Choir
- Chamber Ensemble
- Rock Band
- Stage Band/Jazz Ens.
- Music Explorations
- Percussion Ensemble
- AP Music Theory
- Drama I
- Drama II
- Speech & Debate
- Adv. Spch & Debate
- Mock Trial

Writing

- Creative Writing
- Speech

Visual Arts

Search Art (9)

- Ceramics
- Ceramics II
- Drawing
- Graphic Design
- Painting
- AP Studio Art
- *Digital Filmmaking
- Digital Photography
- *Journalism
- Yearbook 1
- *Yearbook 2

Credits to Date	Credits Needed	Must Take 10-11
	3	

MISCELLANEOUS

- Leadership
- Deca: Business Academy I and II

Peer Tutor (will receive a letter grade)

- Options
- AR

TA

- Attendance
- Teacher
- Counseling
- ****Tech TA
- Library

Academic Resources

- AR 9
- AR 10
- AR 11
- AR 12

Study Hall

Credits to Date	Credits Needed	Must Take 10-11

Other Courses Taken

- _____
- _____
- _____
- _____
- _____
- _____

BOLD Indicates Required Course

* Indicates Courses Counts As A Fine Arts **OR** Information Technology Credit Only

**Fulfills Fine Arts Credit

***Athletic Waivers Do Not Count Toward Your Total Credit Requirements

****Fulfills Technology Credit

Required Signatures

Student: _____

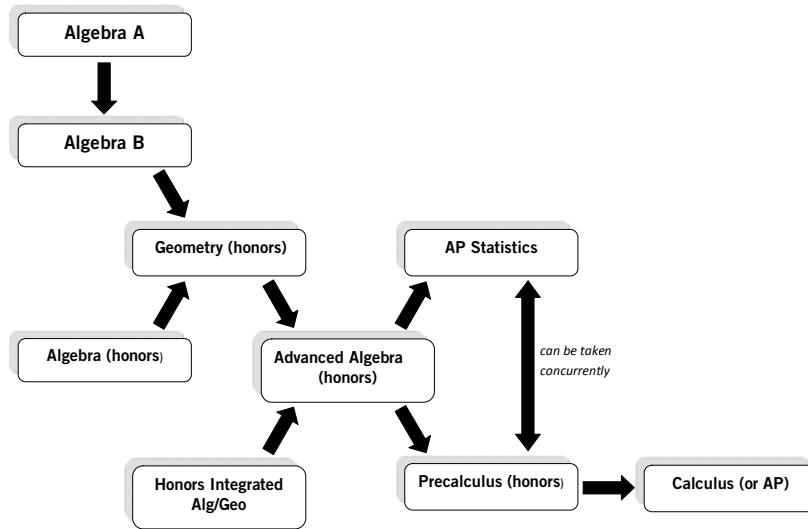
Mentor: _____

Total Credits Earned to Date	Total credits Needed	Must Take 10-11

TOTAL CREDITS REQUIRED TO GRADUATE = 52

COURSE SEQUENCE FOR MATHEMATICS GRADES 9-12

Initial math placement determination is based on previous course completed, grades in those courses, teacher recommendation, and assessment scores such as ISEE, WASL, IOWA, etc. Additionally, some students will be required to take a placement exam to determine competencies and readiness; thus, a student can enter the sequence anywhere from Algebra A to Precalculus in their ninth grade year. All mathematics courses from Algebra through Precalculus have an honors placement option.



POSSIBLE SCIENCE PATHS FOR SCIENCE GRADES 9-12

**Colleges strongly recommend three lab based sciences: Biology, Chemistry and Physics. Eastside Catholic requires three years (six credits) of science, including Conceptual Physics and Biology.

