



ANTONIAN COURSE CATALOG

2026/2027

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San Antonio, TX 78213

COURSE DESCRIPTIONS

ENGLISH I 9

Students enrolled in English I continue to increase and refine their communication skills.

Students will:

- be expected to plan, draft, and complete written compositions on a regular basis
- edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students will:

- write to persuade, report, and describe
- will be expected to extensively read multiple genres such as selected stories, dramas, novels, and poetry
- learn literary forms and terms associated with selections being read
- demonstrate critical thinking skills to interpret the possible influences of the historical and symbolic context on a literary work.
- learn the research process and practice the steps to writing a research paper.

ENGLISH I HONORS 9

Students in English I Honors will read a wide selection of literary and informational texts across various genres and are expected to read critically and analyze the written word.

Students will:

- produce a variety of written compositions using the writing process and technology to revise, edit, and polish their original work
- work collaboratively in classroom cooperative teams to enhance learning and strengthen oral and written communication skills.

The Pre-Advanced Placement curriculum will prepare students for the demands of the tenth grade Honors class and the eleventh and twelfth-grade Advanced Placement classes.

ENGLISH II 10

English II emphasizes the continued development of advanced language and composition skills. Such development involves the identification and application of literary forms and themes, the use of effective reading strategies, and the ongoing development of analysis and critical thinking skills. With multiple writing experiences, the students develop ideas, work on fluency, present material in a logical manner, and practice appropriate conventions of language.

Students will:

- fulfill the requirements necessary to complete compositions, improve grammatical skills, expand their vocabularies, and gain a familiarity with major literary works in World Literature
- familiarize themselves with special terminology associated with said literature and employ it in their analyses of a range of both literary and visual texts.

ENGLISH II HONORS 10

English II Honors students will read selected fiction and nonfiction texts to analyze how an author uses literary techniques to achieve a particular purpose and address a particular audience.

Students will:

- write clearly, correctly, and effectively in various modes and discourses
- use similar techniques in their own discourse as they write clear and convincing expository, reflective, and argumentative compositions that introduce complex central ideas
- participate in special reading and writing projects to enrich their vocabulary, syntax, and awareness of key contemporary issues that shape our society and culture.

Additional outside reading for this course will be required.

COURSE DESCRIPTIONS

ENGLISH III 11

English III is a survey course of American literature. The focus of writing in this year is persuasive: how to write a clear, concise, and grammatically correct paper with arguments supporting a thesis. The purpose of this year's study of English is to expand the students' understanding and appreciation of American literature as a whole and to express themselves well in written argument.

AP LANGUAGE ENGLISH III HONORS 11

English III AP is a survey course of American Literature. The focus of writing in the junior year is persuasive: how to write a clear, concise, and grammatically correct paper with arguments supporting a thesis. The purpose of this year's study of English is to enlarge the students' understanding and appreciation of American Literature as a whole and to express themselves well in written argument. When the student successfully completes this course, he/she will have a background in major American literary works and will be sufficiently proficient at the persuasive essay that they will be poised to build on that writing ability in English IV and beyond. This course of study is equivalent to an introductory college English course and is available to the student interested in taking the Advanced Placement Examination in English Language and Composition.

ENGLISH IV 12

This course continues an emphasis on advanced reading strategies and composition techniques integrated with a study of selected British and other world literature. Using the writing process, students work on refining their skills in composition and on developing mature grammatical and stylistic features. In addition, students are expected to demonstrate writing proficiency in various kinds of discourse including exposition and persuasion.

AP LITERATURE ENGLISH IV HONORS 12

In English IV AP, students read and write about poetry, drama, and fiction. Students deepen their understanding of the material in order to successfully synthesize critical responses. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Students will compose several formal papers and two or three in-class essays per quarter. The structure of this course is intended to follow the AP English Course Description framework. Students read widely and reflect on their reading through extensive discussion, writing, and rewriting. Students should assume considerable responsibility for the amount of reading and writing they do.

COURSE DESCRIPTIONS

ENGLISH IV DUAL CREDIT - ST. MARY'S UNIVERSITY 12

English IV Dual Credit is comprised of two college semesters of English courses over the course of the school year. Each course is crafted per St. Mary's University's standards and approval. Emphasis in the first semester is on the composing process, including development and control of authorial voice through pre-writing, shaping, and editing of product, as well as an emphasis on revision for clarification, organization, and refinement of product for the audience. The second semester is a survey of British Literature. This will feature selections from the whole range of British Literature, from Beowulf to the present. Critical writing and research will be based on the readings.

SPEECH AND DEBATE 9 10 11 12

Speech and Debate is an elective course designed to develop students' verbal and intellectual skills. In short, this course is supposed to make you a more confident speaker and thinker. Students will receive encouragement and gain confidence as they practice argument and debate skills in a spirit of fellowship. The Debate course focuses on the argument and debate fundamentals of the different types of arguments, constructing arguments, defending positions, choosing evidence, documenting sources, studying logical reasoning, recognizing fallacies of reasoning, cross-examining opponents, delivering rebuttal speeches, and studying platform speaking are all facets of learning the skills of Debate.

**We will combine the drama department with the speech events to attend tournaments. The tournaments will be optional, but will be highly encouraged to develop your skills in Congressional Debate, Policy Debate, Lincoln Douglas Debate, Public Forum Debate, Extemporaneous Speaking, Oratory, and Informative speeches. You can choose the events that fit you as an individual.*

YEARBOOK I 9 10 11 12

Requirement: Ability to consistently attend school functions outside of the normal school day and independently complete assigned coverage.

Yearbook I is a course that gives students entry level experience in print media publications. This course is designed to support the production of The Warrior which documents the school year for current students and serves as a historical record for the school. Yearbook I students will focus on curating content for the yearbook with the large part of their year spent developing skills in feature identification, scheduling, interviewing techniques, photography and photo editing. Yearbook I will spend the final quarter of the year learning about design principles and our publishing application.

YEARBOOK II/III/IV 10 11 12

Prerequisite: Yearbook I, Digital Photography or Art II/III/AP

Requirement: Ability to consistently attend school functions outside of the normal school day and independently complete assigned coverage.

Yearbook II/III/IV students will expand on their experience in Yearbook I, digital photography or advanced art classes by taking leadership roles in the publication process of The Warrior. While Yearbook I is structured like a traditional class with lessons, assignments and tests this course functions as a working publication office. These students will gain real world experience in project management and publication design as they manage the entire project from building the publication ladder, selecting a theme and content, designing each layout and editing completed spreads.

COURSE DESCRIPTIONS

PHILOSOPHY 12

Introduction to Philosophy covers topics explored in classical and modern philosophical works and their prominent subjects, such as the nature of truth, good and evil, knowledge, freedom and determinism, right and wrong, ethics, morality, and the existence of God.

The course explores major philosophers including, but not limited to, Plato, Aristotle, Augustine, Kierkegaard, Kant, and Camus. Exploring these perspectives helps individuals understand the world in which we live and the structure of our worldview thanks to its influential thinkers.

Beginning with the origins of Western thought with a glimpse into the ancient Greek world with Plato and the Roman Christian world with Augustine; these early thinkers left a noticeable legacy – their metaphysics, epistemology, and ethics have been formative to the way we think today.

This introductory course, will focus on developing an understanding of the methods and aims of philosophical thinking. Main objectives will introduce several of the major texts in the history of philosophy, to read and discuss authors who have shaped Western culture and the history of Western philosophy and who have a vision for a future philosophy, and to develop our ability to raise critical questions and enhance our writing and conversation skills in an academic setting.

BROADCAST JOURNALISM

10 11 12

Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

COURSE DESCRIPTIONS

ALGEBRA I 9

Algebra I begins the study of functions. Functions represent the systematic dependence of one quantity on another. Students use functions to represent and model problem situations and to analyze and interpret relationships. Students work in many situations to set up equations and inequalities and use a variety of methods to solve them. Coursework concentrates on foundations for functions, linear functions, and quadratic and other nonlinear functions

ALGEBRA I HONORS 9

After an in-depth study of the structure of the real number system, key topics to be covered will be of linear and quadratic equations, systems of equations, graphs of linear equations, and operations on rational expressions. Problem solving is stressed throughout the year, with a special focus on the mathematical modeling of real-world situations.

GEOMETRY 9 10

Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships having to do with size, shape, location, direction, and orientation of these figures. The students will use a variety of representations, tools, and technology to solve meaningful problems by representing figures, transforming figures, analyzing relationships, and proving things about them. Topics will include congruency, reasoning/proof, trigonometry, similarity, dimensionality, and patterning of all geometric figures. The particular concepts studied are those that provide a background for advanced math-concepts. The course's guiding principle is to provide students opportunities to become adept problem solvers and clear thinkers.

GEOMETRY HONORS 9 10

The particular concepts studied are those that provide a background for advanced math-concepts. The course's guiding principle is to provide students opportunities to become adept problem solvers and clear thinkers. In addition, geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships having to do with size, shape, location, direction, and orientation of these figures. The students use a variety of representations, tools, and technology to solve meaningful problems by representing figures, transforming figures, analyzing relationships, and proving things about them. Topics will include congruency, similarity, dimensionality, and patterning of all geometric figures.

ALGEBRA II 10 11

In Algebra II, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Students will use technology, specifically the graphing calculator, to collect and explore data and analyze statistical relationships.

ALGEBRA II HONORS 10 11

Algebra II Honors continues the study of functions that began in Algebra I, utilizing a more sophisticated approach. Students use functions and equations as a means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations. The course emphasizes the use of equations and functions to represent geometric curves and figures and the connections between algebra and geometry as tools of one to help solve problems in the other. Functions studied include quadratic and square root, rational, exponential and logarithmic. Conic sections (nonfunctions) are also studied. Graphing calculators will be used extensively.

COURSE DESCRIPTIONS

ALGEBRAIC REASONING 12

In Algebraic Reasoning, students will continue with the development of mathematical reasoning related to algebraic understandings and processes and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application, including explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build the workforce and college readiness.

PRE-CALCULUS 11 12

The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Pre-Calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

PRE-CALCULUS HONORS 11 12

Pre-Calculus Honors is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems.

Students systematically work with functions and their multiple representations. The study of Pre-Calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. The Pre-Calculus Honors course goes into greater depth in the topics of analytic trigonometry, series, and probability. In addition, four weeks of the course are devoted to the first chapter of Calculus AB, including limits, the tangent line problem, and the area problem.

AP PRE-CALCULUS 11 12

Pre-Calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college.

STATISTICS CP 11 12

Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations as well as extend their knowledge of data analysis.

COURSE DESCRIPTIONS

AP STATISTICS 11 12

This class is designed to prepare students for the AP Statistics test. The pace is more rigorous than Honors. The course will utilize AP sample questions and resources from the College Board. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations as well as extend their knowledge of data analysis.

CALCULUS HONORS 12

This course was designed for the student who wants to take Calculus but does not want to move at an AP pace. The first six to nine weeks will be spent reviewing major Pre-Calculus topics that are needed for Calculus. These will include: trigonometry, special right triangles, polynomials and factoring, rational functions, transcendental functions (exponential and logarithmic), summations, and curve sketching. The rest of the year will focus on the first semester of AP Calculus AB – differential calculus. The course will move at a much slower place than AP Calculus and give students mastery of the concepts of derivatives, limits, continuity, and the relationship between the three. The course will also highlight applications for business and economics, including marginal cost.

CALCULUS AB AP 11 12

This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus AB (equivalent to a one-semester college course). The major topics of this course are limits, derivatives, integrals, and the Fundamental Theorem of Calculus. This course will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications, in particular to solid geometry and physics, will be studied where appropriate.

CALCULUS BC AP 12

AP Calculus BC is roughly equivalent to both first and second semester college Calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. Students are taught to approach Calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

COURSE DESCRIPTIONS

BIOLOGY 9

Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Students conduct laboratory and field investigations, use scientific methods during investigations and make informed decisions using critical thinking and scientific problem-solving.

BIOLOGY HONORS 9

Biology is the study of all living things. It is a lab-oriented course, which emphasizes structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. The primary objective of the course is to provide students with a fundamental understanding of modern biology and scientific processes, building a foundation for success at the college level.

CHEMISTRY 10

Students study a variety of topics that include characteristics and changes of matter, use of the periodic table, the development of atomic theory, chemical bonding and reactions, stoichiometry, gas laws, solutions, acids and bases, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

CHEMISTRY HONORS 10

Honors Chemistry is a lab-oriented course where gathering and interpreting data are emphasized. The following topics are studied: properties and measurement of matter, atomic theory, nuclear chemistry, periodic table, chemical bonding, chemical formulas and nomenclature, chemical equations and reactions, stoichiometry, properties of gases and the gas laws, thermochemistry, solutions and acids and bases. In this course, students will also investigate how chemistry is an integral part of our daily lives. As an honors level course, it is meant to prepare the students for the AP level chemistry course or for future college chemistry courses.

PHYSICS 11

The major topics of study in this lab-oriented course are mechanics of particles and rigid bodies, thermodynamics, fluids, heat, wave motion, sound, light, electricity, magnetism, and electromagnetism. Some topics in modern physics are considered at the end of the year. Emphasis is placed upon the identification of fundamental quantities and the principles, which are used to organize and comprehend physical events.

PHYSICS HONORS 11

Physics is the study of the laws of nature. Topics of study in this lab-oriented course are mechanics of particles and rigid bodies, thermodynamics, fluids, heat, wave motion, sound, light, electricity, magnetism, and electromagnetism. Some topics in modern physics are considered at the end of the year. These concepts are reinforced with inquiry-based labs, problem-solving techniques, and mathematical models. Honors Physics will include more depth of material and mathematics with increased free-response/open-ended questions.

COURSE DESCRIPTIONS

BIOLOGY AP 11 12

Advanced Placement Biology affords students the opportunity to complete an introductory course at the college level. Focused on building connections between biology at the cellular and molecular level though biology at the environmental level. The curriculum is built around the four big ideas in AP Biology, including: the process of evolution drives the diversity and unity of life; biological systems utilize free energy and molecular building block to grow; reproduce and maintain dynamic homeostasis; living systems store, retrieve, transmit and respond to information essential to life processes; and biological systems interact. There is an emphasis on the math component of the course. There are some basic statistical tools that are essential in the analysis of biological experiments. This curriculum includes that students are familiar with Chi-square, standard deviation, standard error, and the T-test. In addition, the students need to understand the importance of identifying mathematic trends. This includes generating a line of best fit for certain data.

CHEMISTRY AP 11 12

This AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work in which scientists engage, with learning objectives that combine content with inquiry and reasoning skills. During the year, students will use demonstrations and other simulations that work with course content in ways that cannot easily be duplicated in the lab. Students will also take part in discussions that will relate topics covered to real world applications of the concepts.

PHYSICS 1 AP 12

The AP Physics Course has been designed by the College Board as a course equivalent to the algebra-based college-level physics class. Content for the course is based on six big ideas: Big Idea 1- Objects and systems have properties such as mass and charge. Big Idea 2 - Fields existing in space can be used to explain interactions. Big Idea 3 - The interactions of an object with other objects can be described by forces. Big Idea 4 - Interactions between systems can result in changes in those systems. Big Idea 5 - Changes that occur as a result of interactions are constrained by conservation laws. Big Idea 6 - Waves can transfer energy and momentum from one location to another without the permanent transfer of mass. This serves as a mathematical model for their phenomena.

AQUATIC SCIENCE 11 12

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and fieldwork in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

ASTRONOMY CP 11 12

This is an introductory course of the composition and structure of the universe. Astronomy is the scientific study of the contents of the entire universe. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars. The ultimate goals are to engage learners and to develop their conceptual understanding of the natural world around them.

COURSE DESCRIPTIONS

ENVIRONMENTAL SCIENCE

AP 12

AP Environmental Science is a college-level integrated study of ecology and environmental issues. In addition to the fundamental concepts of ecology, students will study a wide range of environmental concerns, connections, and solutions. Topics will include: the structure and function of ecosystems, population dynamics, climate, water resources, global food resources, biodiversity, energy resources, and environmental economics and politics. The significant laboratory portion of this course will include fieldwork on water quality, plant and animal population studies, and local environmental monitoring.

It will also draw on Civics, History, and Math. The goal is to introduce students to several processes of scientific crime scene investigation. The students will use proper data collection, forming and testing hypotheses, and writing conclusions to link the suspect, victim, and crime scene into a courtroom. Major topics of study include Introduction to Forensics (Investigative Processes), Items of Interest (Evidence), and The Body As Evidence (Death Investigation). Forensics relies heavily on the student analysis of labs, scenarios, case studies, current events, and legal issues. As in a working forensics lab, most of the lab activities will rely on collaboration with a team. The subject matter in Forensic Science can be of a serious and troubling nature. Students are expected to conduct themselves appropriately.

ANATOMY AND PHYSIOLOGY HONORS 11 12

Anatomy and Physiology is an honors science course that investigates the workings of the human body. The curriculum focuses on the anatomy of the human systems. In addition, students will become familiar with the physiology and biochemistry of the human systems. The course includes laboratory investigations. Students will engage in investigations and a variety of dissections which include the heart and the mink (which will take several weeks to complete). Another important aspect of the course includes the examination of a variety of case studies from the University of Buffalo, allowing students to see practical applications of the content to actual human cases.

APPLIED FORENSIC HONORS 12

Forensic and Investigative Sciences Levels I and II at TEEX: Prerequisites: Completed Forensics Honors or an AP course.

Unlock the Mysteries of Forensics: Dive into the fascinating world of forensic science with TEEX's Forensic and Investigative Sciences courses! This program offers a unique blend of theoretical knowledge and practical skills in forensic investigation. Learn cutting-edge techniques from uncovering fingerprints to documenting crime scenes and testifying in court. These courses offer a thrilling blend of science, investigation, and real-world applications. Master the art and gain essential skills in crime scene analysis, from collecting evidence to cracking complex cases, investigative tools, scene documentation, and courtroom testimony. It is a must-join program for passionate students who are dynamic and self-motivated, have a keen eye for detail, have a curiosity for science and law, solve mysteries, and want an impactful forensics or criminal justice career.

FORENSIC SCIENCE HONORS 11 12

(Prerequisite: Honors Biology, Honors Chemistry, or approval from counselors or teachers): Honors Forensic Science is a year-long upper-level science elective course (1.0 credit) that is rich in exploration, laboratory investigation, creative, problem-solving, and inquiry-based approach. This course will incorporate multidisciplinary instruction using topics from Biology, Chemistry, Physics, and Earth Science.

NOTE: The course incurs an additional charge, which will be added to your FACTS account.

COURSE DESCRIPTIONS

ENGINEERING DESIGN

HONORS 10 11 12

This course is designed to enhance the academic success of students majoring in Engineering or the sciences, and is open to all students. It introduces contemporary issues and applications relevant to the various engineering fields and professional careers as well as to the engineering problem-solving approach. Topics of emphasis include technical communication, team-based engineering design, licensure, ethics, and computer applications.

ENGINEERING DESIGN DC

10 11 12

Engineer Your World (EYW) I: Engineering Design and Analysis is a hands-on, design-based, inquiry-focused engineering course for all learners. In this course, students discover the engineering design process, make data-driven decisions, and work in multi-level teams to solve complex challenges.

ENGINEERING COM APP

10 11 12

Engineering Applications of Computer Science is an engineering course that engages students in programming and computational thinking to solve hands-on engineering design challenges that illustrate how these fields can improve people's lives and health, conserve resources, and enable creativity in the arts. Students build on the skills and habits of mind that they developed in EYW I: Engineering Design and Analysis to solve more technically challenging projects at the intersection of engineering and computer science (CS).

COURSE DESCRIPTIONS

WORLD GEOGRAPHY 9

In this course, students analyze the relationships between people, places, and environments. A significant portion of the course will center on physical processes, places, and regions, the environment, the political, economic and social processes that shape cultural patterns, human systems such as population distribution and urbanization patterns, and the economic conditions, which have led to and reinforced the developed and developing world. Students will explore our responsibilities as stewards of God's earth through the themes of ecology, justice, and peace. Incorporated into our studies will be some sociology, economics, political science, and current events.

WORLD GEOGRAPHY HONORS 9

World Geography is an introduction to how the discipline of geography makes sense of the world, its different people, places, and regions. Central to this disciplinary perspective is an emphasis on the ways in which people and places interact across space and time to produce particular outcomes. It is important to recognize that this course is not an empirical survey of place names and national statistics. Rather, this course is an exploration of several key issues shaping our world today. This course will address important issues in a way that highlights historical roots, local experiences, and the global processes that shape it.

WORLD HISTORY 10

World History is a comprehensive survey course on the history of the ancient, medieval, and modern world. Its purpose is to provide students with a thematic study of world history. Students study and answer questions surrounding major themes in history including environment, government, economics, belief systems, cooperation and conflict, and humanities. This approach allows students to make connections between historical and current events.

WORLD HISTORY HONORS 10

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WORLD HISTORY AP 10

The AP World History course is the equivalent of a college-level world history course. It is a survey course with a global approach, reflecting human development and interaction from the earliest societies to the end of the 20th century. Much more than an effort to learn and memorize all that has happened in history, the focus of the course is on the development of four historical thinking skills and five themes in world history. The five main themes are: interaction between humans and the environment (demography and disease, migration, patterns of settlement, technology); development and interaction of cultures (religions, belief systems, philosophies, and ideologies, science and technology, the arts and architecture); state-building, expansion, and conflict (political structures and forms of governance, empires, nations and nationalism, revolts and revolutions, regional, trans-regional, and global structures and organizations); creation, expansion, and interaction of economic systems (agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism and socialism); and development and transformation of social structures (gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes).

COURSE DESCRIPTIONS

U.S. HISTORY

11

This course design provides a college-level preparation. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century.

U.S. HISTORY HONORS

11

This course design will provide college-level preparation. Students will gain a historical perspective about our nations' past in order to determine how the past influences our own times. The course will lead students beyond mere memorization of names, dates, and facts to an understanding of trends, movements, and events, and a sense of why things happen in the course of history in the United States. Students will learn to distinguish fact from opinion, recognize bias or slant in history, and to form their own opinions after careful weighing of the facts. Students will become aware of their role as citizens and how future voters should use this knowledge to make good decisions.

U.S. HISTORY AP

11

AP U.S. History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through seminar reports, discussions, debates, and role-playing activities is required. Special emphasis is placed on critical reading and essay writing. The course is structured chronologically, divided into 21 units. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History curriculum framework. Students will develop their abilities to read, understand, and use these sources.

U.S. HISTORY DUAL CREDIT

11

Dual Credit United States History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. An emphasis is placed on interpreting documents, mastering a significant body of information, and writing critical essays. Specific topics during the first semester include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, Manifest Destiny, the Civil War, and Reconstruction. The spring semester will cover the spectrum of American history since the end of Reconstruction. Specific topics during the second semester include early progressive movements, American imperialism, the First and Second World Wars, the economic depression of the 1930s, Cold War culture and society, and new conservatism in the 1980s.

COURSE DESCRIPTIONS

GOVERNMENT 12

This one semester course will give students opportunities to investigate the workings of American government at the federal, state, and local levels. Through this knowledge students will make connections between the concept of popular sovereignty, which states that all political power resides with “We the People,” and the actual powers government exercises. Students will learn how to exercise the powers and responsibilities of citizenship to contribute to the advancement of American society, and to ensure the success of democracy. Topics of discussion include but are not limited to: The Constitution, Federalism, Separation of Powers, Checks and Balances, the Executive, Legislative, and Judicial Branches, Judicial Review, The Bill of Rights, Political Parties, Special Interest Groups, and the operation of Texas State and Local Governments.

GOVERNMENT AP 12

This one-semester course provides students with the opportunity to study in depth the various elements of American national government. The course includes, but is not limited to the study of the foundations of American government, the federal system, civil rights, the structure and operation of the three branches of the federal government, the functioning of political parties and special interest groups, and will place a special emphasis on the formation and application of public policy. Throughout the course, students will be expected to analyze and interpret tables, charts, cartoons, graphs, and primary documents relevant to U.S. government and politics.

ECONOMICS 12

This one-semester emphasizes the basic concepts of the American economic system and its comparison with principles of other economic systems. The course will familiarize students with the principles and theories of current economic issues and the global economy. The course will also introduce practical consumer economics related to banking, taxes, U.S. fiscal and monetary policy, international trade, and consumer law.

ECONOMICS AP 12

AP Macroeconomics is a one-semester course designed to provide students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students taking the course can expect to learn how the measures of economic performance, such as GDP, inflation, and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic analytical tools of macroeconomics, primarily the aggregate demand and aggregate supply model and its application in the analysis and determination of national income, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, the students will also have ample time to examine the impact of international trade and international finance on national economies. Various economic schools of thought introduced as solutions to economic problems are considered.

COURSE DESCRIPTIONS

ROMAN HISTORY A/B HONORS

10 11 12

This course is a survey of the history of Rome from its humble beginnings as a village on the Tiber in the 8th century B.C. through its meteoric rise as an imperial power to its inevitable fall. In addition to history, students will examine the culture, religion, art, architecture and legacy of Rome.

PERSONAL FINANCE/PERSONAL WELLNESS

11 12

Personal Finance is designed to teach students to discern their current knowledge of and relationship with money and the various ways finances impact their lives. They will learn principles that will help them wisely and responsibly develop, plan for, and achieve their financial goals.

Health is a one-semester course. Health students will learn many skills and be provided the information needed to help make healthy decisions while maintaining or improving their current health. Health class will build, teach, and motivate students to gain the knowledge necessary through the emotional, mental, physical, and social aspects of health. The main focus of the course is to guide students to live a completely healthy and positive lifestyle.

Students have the opportunity to become CPR certified.

COURSE DESCRIPTIONS

THEOLOGY I 9

This course is comprised of two major units. The first semester covers Jesus Christ: God's Revelation to the World, a study of Sacred Scripture. The course intends to help students clearly understand the stages of divine revelation, culminating in the life, death, and resurrection of Jesus Christ. While a major focus of the course is on the study of Sacred Scripture, it begins by focusing on the more basic natural instinct of a person to search for God. The naming and acknowledgement of this instinct for God leads students to desire a way to uncover the path of God's Revelation, beginning with the creation of man and woman, God's response to Original Sin, the forming of a Chosen people, the giving of the Law, and the ultimate gift of his Son.

The second semester covers Jesus Christ: His Mission and Ministry, a course in Christology, the study of the history of Jesus' people, the events of Jesus' life, the main elements of his teaching, the Paschal Mystery, beliefs about him through the ages, and His relevance for today. The major focus of this semester is on the mission of Jesus Christ as it is presented in the Gospel and through the teachings of the Church.

THEOLOGY II 10

This course is comprised of two major units. The first semester covers Jesus Christ: Source of Our Salvation. Students delve deeply into the saving actions of the Lord. This semester unpacks the meaning of God's sacred and mysterious plan from creation, onward to the consequences of the fall and the promise of a Savior, while ultimately focusing on the Life, Passion, Death, and Resurrection of Jesus Christ.

The second semester covers Jesus Christ: Fullness of God's Revelation, students encounter Jesus in the living Body of Christ, the Catholic Church. As they engage with the content of this semester, students will recognize Christ present and active in their lives through the visible and vibrant mission of Church, defined by her four characteristics—one, holy, catholic, and apostolic. While Jesus and the Church places the foundations of the Church in their historical and scriptural context, the course content goes further by guiding students to recognize the sacred nature of the Church and engaging them to more actively participate in the living Body of Christ and serve as witnesses to the sacred Gospel in the world today.

COURSE DESCRIPTIONS

THEOLOGY III

11

This course is comprised of two major units. The first semester covers Meeting Jesus in the Sacraments. The sacraments reveal the definitive way that Jesus remains present to the Church and the world today. The course explores concrete ways for students to understand the sacraments, participate in their rites, and benefit from their graces. This class will discuss the four elements of each of the seven sacraments: memorial, celebration, communion, and transformation. The objective is to find and meet Jesus in the Sacraments through gaining a better understanding of the nature and purpose of the Sacraments as a instrumental in our Salvation.

The second semester covers Your Life in Christ: Foundations of Catholic Morality which focuses on the essential message of Christ's moral teaching, the importance of love of God and neighbor. The course covers the major points from the "Life in Christ" section of the Catechism of the Catholic Church, and the class considers major moral issues present in life today. The class will study basic principles of natural moral law to know not simply what the Church teaches about these moral issues but to understand the timeless logic behind the subjects. The objective is to be able to logically defend Church teaching on moral issues and to integrate the principles into daily life and personal formation.

THEOLOGY IV

12

This course is comprised of two major units. The first semester covers Ecumenical and Inter-Religious Issues (World Religions). In this course, students explore the major religions of the world: Judaism, Christianity, Islam, Hinduism, Buddhism, Chinese religions, Japanese religions, and five smaller groups indigenous to the United States such as Jehovah's Witness and Seventh-day Adventist. For each religion, a brief historical overview is given along with four patterns or elements. These are sacred texts and stories, beliefs and practices, sacred times, and sacred places. Each unit also includes how to understand other religions through the "lens of Catholicism." Furthermore, students have opportunities for Christian/Catholic prayers and reflection.

The second semester covers Catholic Social Teaching. In this course students are introduced to seven major themes of Catholic Social Teaching. The themes are: Life and Dignity of the Human Person, Call to Family, Community and Participation, Rights and Responsibilities, Option for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity, and Care for God's Creation. Other important topics include the principle of subsidiarity and the common good. Students have an opportunity to reflect on the teachings and apply them to real life situations. Prayer and reflections are also integrated into the course.

COURSE DESCRIPTIONS

AMERICAN SIGN LANGUAGE I

9 10 11

American Sign Language I is an introduction of principles, methods, and techniques for communicating with people who sign. This course has a focus on the development of expressive and receptive sign skills, manual alphabet, numbers, and sign vocabulary. Students will gain an overview of syntax, grammar, and culture related to American Sign Language.

AMERICAN SIGN LANGUAGE II

10 11 12

American Sign Language II focuses on the development of expressive and receptive sign skills and sign vocabulary. Students will emphasize meaning rather than individual signs during conversation, focusing on the whole rather than parts of the message.

AMERICAN SIGN LANGUAGE III

11 12

In ASL III, we take sign language to the next level for students who already know the basics. We learn fancier signs, improve how we put sentences together, and dive deeper into the Deaf community and its culture. This class is a bit challenging, but it's rewarding as it helps us become skilled in sign language and fosters a deeper appreciation for the Deaf community, especially through hands-on community projects.

AMERICAN SIGN LANGUAGE IV HONORS

12

ASL IV Honors is for sign language enthusiasts ready to take it up a notch. We delve into advanced signs, sophisticated conversations, and creative storytelling. Exploring Deaf community issues is a highlight. The hands-on part includes community projects. Tests showcase our skills, and it's a stepping stone for careers linked to sign language or supporting the Deaf community. It's a dynamic class that goes beyond the basics, preparing us for real-world applications and meaningful connections within the Deaf world.

LATIN I HONORS

9 10 11

The purpose of this course is to introduce the student to Latin and to develop skills in the reading and writing of the language. Emphasis is placed on reading comprehension, understanding of grammar and its applicability to English, and vocabulary with English derivatives. Studies are made of the ancient Roman world, daily life, mythology, and history, including life, art, and architecture.

LATIN II HONORS

10 11 12

Latin II is a continuation of Latin I. New grammar and concepts are introduced with an increased emphasis on reading, writing, speaking, and listening. Students will continue the study of Roman daily life with an emphasis on Roman entertainment, classical mythology with an emphasis on heroes, the study of Latin mottoes and abbreviations, Latin derivatives, and Roman history with a focus on the Regal Period and the Republic.

LATIN III HONORS

10 11 12

Latin III completes the grammar phase of our Latin offerings. During the second semester, students will read Latin selections that are slightly adapted or unadapted from such authors as Cicero, Catullus, Martial, Horace, Livy, and Pliny the Younger. This course continues the development of the four skills of reading, writing, speaking, and listening. Students will continue the study of Latin derivatives, Roman history, Roman culture and classical mythology.

LATIN III DUAL CREDIT

11 12

Latin III completes the grammar phase of our Latin offerings. During the second semester, students will read Latin selections that are slightly adapted or unadapted from such authors as Cicero, Catullus, Martial, Horace, Livy, and Pliny the Younger. This course continues the development of the four skills of reading, writing, speaking, and listening. Students will continue the study of Latin derivatives, Roman history, Roman culture and classical mythology.

COURSE DESCRIPTIONS

LATIN IV HONORS 11 12

Latin IV Honors is approached thematically. Students will read and translate original Latin from a variety of writers according to themes such as slavery, entertainment, philosophy, the *cena*, *pietas*, religion, Latin inscriptions, and Roman art and architecture. As with all Latin courses, students will continue the development of the four skills of reading, writing, speaking, and listening. In addition, students will continue the study of Latin derivatives, Roman history, Roman culture, and classical mythology.

LATIN IV AP 12

This course follows the College Board's Advanced Placement Curriculum syllabus covering selections from Caesar's *De Bello Gallico* and Vergil's *Aeneid*. The student will engage directly with the original texts of these authors with an emphasis on understanding, analyzing, and interpreting the authors' styles, motives, and the historical contexts in which their works were produced. The student will gain a sure grasp of advanced grammar and the ability to analyze Latin for its literary merits. Advanced topics in Roman history and culture will also be covered to provide detailed context for the works of focus.

SPANISH I 9 10 11

This course introduces students to Spanish and develops their proficiency in speaking, listening, reading, and writing in Spanish. Grammar and verb conjugations are introduced and practiced. At the end of Spanish I, students should be able to engage in simple conversations within the limitations of their knowledge of vocabulary and sentence structure. They will also become acquainted with cultures of Spanish-speaking countries.

SPANISH I HONORS 9 10 11

The four basic language skills introduced in Spanish I (speaking, listening, reading, and writing) are further developed in Spanish II. Conversational and reading materials are based upon Spanish and American life, thereby giving the student further insight into these cultures. Communication in the language remains the main goal; hence, classes are conducted in Spanish within practical limits. Vocabulary is also stressed, while reading serves to reinforce oral skills.

SPANISH II 10 11 12

The four basic language skills introduced in Spanish I will be further developed in Spanish II. Vocabulary is stressed, while reading serves to reinforce oral skill. Communication in the language remains the main goal; hence, classes are conducted in Spanish within practical limits. Conversational and reading materials are based upon Spanish and American life, thereby giving the student some insight into these cultures.

SPANISH II HONORS 10 11 12

The four basic language skills - speaking, listening, reading, and writing - introduced in Spanish I will be further developed in Spanish II. Vocabulary is stressed while reading serves to reinforce oral skill. Communication in the language remains the main goal; hence, classes are conducted in Spanish (with English clarification if needed), and emphasis is placed on reinforcement of the four basic skills. Conversational and reading materials are based upon Spanish and American life, thereby giving the student some insight into these cultures.

COURSE DESCRIPTIONS

SPANISH III HONORS 10 11 12

Spanish III Honors provides an enhanced understanding of the Spanish language and the life of the Spanish-speaking world. Continued emphasis is placed on increased proficiency in speaking, listening, reading, and writing. Classes are conducted in Spanish with English clarification and emphasis is placed on reinforcement of the four basic skills and increased cultural awareness. This level implements the knowledge of the language in all its components: grammar, culture, communication and learning strategies.

SPANISH III DUAL CREDIT 11 12

This course provides an enhanced understanding of the Spanish language and the life of the Spanish-speaking world. Continued emphasis is given to increased proficiency in speaking, listening, reading and writing. Classes are conducted in Spanish with English clarification and emphasis is placed on reinforcement of the four basic skills and increased cultural awareness. This level implements the knowledge of the language in all its components: grammar, culture, communication and learning strategies. Students in the third level gain knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures.

SPANISH IV AP LITERATURE

11 12

Spanish IV H Literature introduces students to high-level critical thinking as it prepares them for success in the production of the Spanish language, while incorporating every theme in its own historical and cultural context. It also emphasizes the 5 Cs (Communication, Cultures, Comparisons, and Connections) and adds a sixth: Creativity. The chronological approach allows students to study the historical context in which the work was written and to appreciate how authors see, engage, and influence their world. It also encourages students to first examine each text within its own historical and cultural context, setting aside personal/cultural values of their time to hear the author's voice inside the text. At the same time, students are challenged with creative activities and authentic media exercises to cultivate interdisciplinary cultural comparisons. This course is conducted solely in Spanish.

SPANISH IV AP LANGUAGE

11 12

This course follows College Board's Advanced Placement curriculum, allowing students to demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparison), and use the target language in real-life settings (Communities). This level continues to provide an enhanced understanding of the Spanish language and the life of the Spanish-speaking world. A continuous emphasis is given to increase proficiency in speaking, listening, reading, and writing. Classes are conducted in Spanish and emphasis is placed on reinforcement of the four basic skills and increased cultural awareness. This course is conducted solely in Spanish.

COURSE DESCRIPTIONS

CYBER SECURITY AP 9 10 11 12

Cybersecurity is a year-long, introductory cybersecurity course. The overarching goal of the course is to introduce students to the foundational concepts, principles, and tools of cybersecurity. The course is centered on the Cybersecurity Curriculum Guidelines and is thus situated in eight big ideas: ethics, establishing trust, ubiquitous connectivity, data security, system security, adversarial thinking, risk, and implications. After this course, students should understand that cybersecurity has broad implications and ethical reflection and judgment are required. Students should also understand the fundamental cybersecurity principles necessary to determine security requirements and mechanisms. Students will also study historical events and their cybersecurity implications; relevant laws and policies governing data; and economic concerns and risk management trade-offs involved in making cybersecurity decisions from various stakeholder perspectives. Students will challenge assumptions and practice thinking about opposing forces and will employ these techniques to analyze threats, vulnerabilities, and attacks. Students will also evaluate the tools used to connect cyber-physical systems and practice using the encryption techniques needed to secure data across networks.

VISUAL MEDIA 10 11 12

This class is about understanding the governing principles of creating professional video, the stakes involved, the power it wields, the legacy tools and techniques that will transfer into the future, and the fast transformation that is occurring. All facets of professional movie making are covered such as pre-production, lighting, sound, editing, animation, front-of-camera, interviewing, cinematography, traditional production, non-traditional hack, etc. Within this cultural context, business, marketing, social media making, documentaries, culture-shaping, politics, future technology, algorithms, metaphors in life, platforms technologies, sharing economies, the blockchain, and other emerging movements are discussed.

ARTIFICIAL INTELLIGENCE 10 11 12

In this Honors-level Artificial Intelligence course, junior and senior students will explore the theoretical underpinnings of AI, develop virtues such as collaboration, inclusivity, adaptability, ethics, and learning, and consider the ethical implications of AI development and deployment. The course will challenge students to examine how AI can promote human productivity and advance the common good while avoiding harm to individuals and society. Students will work collaboratively, gain practical experience evaluating the effectiveness of different AI software in specific domains, engage in ethical discussions, and demonstrate mastery through regular assignments, exams, and research projects. The course aims to prepare students to become informed and thoughtful leaders in the AI revolution, ensuring that the benefits of this technology are distributed equitably and in service of the common good.

ROBOTICS HONORS 10 11 12

Robotics will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Through data analysis, students will identify task requirements, plan search strategies, and use robotic concepts to access, analyze, and evaluate information needed to solve problems. By using robotic knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts.

COURSE DESCRIPTIONS

GAME DESIGN 10 11 12

Principles of Game Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel.

AP COMPUTER SCIENCE A

10 11 12

AP Computer Science A is equivalent to a first-semester, college-level CS1 course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java programming language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

AUDIO MEDIA

10 11 12

This course is designed to teach students the fundamentals of sound, microphone functionality, industry best practices for on-set audio recording, audio post-production, and music composition. Students will learn from industry-leading filmmakers through a series of practical and theoretical lessons.

Learning Objectives

Students will develop a comprehensive understanding of sound, how it is captured and recorded, and the techniques for achieving professional-quality audio on set. Key areas of focus include:

- Theory of Sound: Understanding decibels, frequency, hertz, sound waves, and more.
- Signal Levels and Connections: Proper handling of audio signals and connections.
- Microphone Usage: Selecting and positioning microphones for various applications.
- Audio Recording Devices: Working with both analog and digital recorders, and connecting them to mixing boards.
- Signal Flow: Understanding signal routing through mixing boards.
- Equalization and Effects: Equalizing instruments, using effects, and connecting signal processors.
- Recording Techniques: Techniques for recording bands in a studio and creating a balanced mix.
- Audio students will need to assist the band with the following:
 - - Setting up microphones and speakers for band halftime shows and competitions during weekends such as TAPPS
 - - Assisting with audio for band concerts and Theatre plays throughout the school year.

COURSE DESCRIPTIONS

ART I

9 10 11 12

Art I is designed to provide a foundation of skills and knowledge in the field of visual arts. The art forms experienced include illustration, painting, and sculpture, among others.

ART II

10 11 12

PREREQUISITE ART I: Art II is designed to elaborate on the skills and knowledge previously experienced in Art I. This course is a student-centered single genre study course. Students will:

- select a single art form to work on throughout the year, focusing on the refinement of their skills and knowledge of the various media selected
- decide all projects, timeframes, media, etc.

The instructor will provide guidance in the development of their works.

ART III

11 12

PREREQUISITE ART II: Through more individualized instruction, greater independence, and an increased knowledge of media and techniques, students will:

- continue to develop artwork that reflects a personal style and interpretation and build a portfolio.

Further study of art criticism and aesthetics will continue to be part of the curriculum.

AP ART DRAWING

11 12

Develop your skills in drawing as you experiment with different materials and processes. You'll create artwork that reflects your own ideas and skills and what you've learned. A one-year, introductory college course in drawing. AP Drawing students must submit digital portfolios to AP on or before the deadline.

*All portfolio types (Drawing) are submitted digitally only.

*Students are prohibited from using any and all artificial intelligence tools in any AP assessment work.

DIGITAL MUSIC COMPOSITION

9 10 11 12

The Digital Music Composition is a music course for the student who desires a course that focuses on creating, arranging, and understanding various music genres. Students will learn how to use a digital software program to create their works. No music experience is required, just creativity.

AP MUSIC THEORY

10 11 12

The AP Music Theory course covers topics such as musicianship skills, including dictation and other listening skills, sight-singing, and harmony. Students will

- Develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score.

The development of aural skills is a primary objective. Performance is part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

BENNER BAND

9 10 11 12

The year-long beginner band course is open to any student at Antonian who wants to learn an instrument. Students will participate in the marching band, which performs at Antonian sports events, and the concert band. Students will receive P.E. credit for participating in the marching band. Email Mr. Haynes (jhaynes@antonian.org) for more information.

BAND

9 10 11 12

Band is a year-long course open to any student at Antonian (Students without instrumental music experience are encouraged to take the Beginner Band course). Students will participate in the marching band, which performs at Antonian sports events, and the concert band. Students will receive P.E. credit for participating in the marching band. Email Mr. Haynes (jhaynes@antonian.org) for more information.

COURSE DESCRIPTIONS

DRUM LINE

9 10 11 12

Drumline is a year-long course open to any student at Antonian (Students without percussion experience are encouraged to take the Beginner Band course). The students will learn how to play many percussion instruments and participate in the marching band, concert band, and percussion ensemble. Students will receive P.E. credit for participating in the marching band. Email Mr. Haynes (jhaynes@antonian.org) for more information.

COLOR GUARD

9 10 11 12

Color Guard is a year-long course open to any student at Antonian. No experience necessary! Students are taught fundamental skills and choreography with flags and rifles. The color guard performs alongside the marching band in the fall and as a color guard ensemble in the spring. Students will receive P.E. credit for participating in color guard. Email Mr. Haynes (jhaynes@antonian.org) for more information.

THEATRE I

9 10 11 12

This elective course is an introduction to theatre that requires the expressive use of body and voice in interpreting and performing dramatic literature. Concepts and skills in areas of acting and theatre history will be emphasized. Specific topics include pantomime, stage movement, improvisation, monologue and duet acting performance, and evaluation of theatrical experiences. Note: Performance of scenes and monologues is the main focus of this course as well as class performance.

THEATRE II

10 11 12

This Performance course further refines concepts and skills of acting. An integral part of this course is the performance of scenes and plays with costumes, make-up, and scenery.

THEATRE III/IV

11 12

This performance course allows the actor to refine concepts and skills through public performance, specifically, but not limited to one-act play as well as class performances and TAPPS competitions.

TECH THEATRE II-IV

10 11 12

Technical Theatre will introduce the first year technician to the areas of stagecraft and theatrical production. Students will climb ladders, lift things, build (with power tools), paint, work online, research, work with makeup, and handle expensive equipment in this class. The theatre elements to which students will be introduced will include, but are not limited to: stage elements, stage properties (props), crews/assignments, theatre appreciation, costumes/makeup, sound engineering/recording, scene design, lights & lighting design, fly system/safety, box office/ticket sales, stage management, and publicity.

DIGITAL PHOTOGRAPHY

10 11 12

This is an entry-level course to photography designed to offer experiences with digital single-lens reflex (DSLR) cameras. This course will address photographic theory, applications, composition, practice, and history. Various camera settings will be learned to offer greater creative and technical control. Students learn framing within the viewfinder and explore various compositional principles. Students also learn to examine images critically through photo critiques. Digital processing techniques are introduced using Adobe Lightroom and Photoshop.

COURSE DESCRIPTIONS

PHYSICAL EDUCATION



The Athletic Department offers a health and fitness program. Students will experience a variety of cardiovascular and fitness-related activities, as well as develop physical skills while participating in individual and team-centered activities.

Students will also acquire the practical experience and knowledge required to establish a healthy lifestyle, both as an adolescent and a maturing adults. The benefits derived from the Physical Education course depend on the amount of effort and positive attitude that the student displays during class activities.

ATHLETICS



Antonion offers a variety of athletic programs to its students. These programs include:

- Cross Country
- Volleyball
- Football
- Girls Basketball
- Boys Basketball
- Girls Soccer
- Boys Soccer
- Baseball
- Tennis
- Swim
- Golf
- Softball
- Track and Field
- Cheer
- Dance
- Band