

Saint Jeanne de Lestonnac Catholic High School

2019 - 2020

COURSE CATALOG

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The courses listed in this catalog are subject to change. Only Freshman and Sophomore offerings are currently listed. Course progression charts are given to indicate future course offerings. Course availability is based on student interest and enrollment. All the coursework listed within this catalog were submitted for UC/CSU approval from the College Board. Approval is indicated by each course description.

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Integral Student Outcomes

The scholars of Saint Jeanne de Lestonnac Catholic High School live the values and traditions of the Catholic Church through the three tenets of the charism of the Company of Mary, Our Lady. The scholars strive for and exemplify the following qualities:

Live Up to Your Name:

- Identify as sons and daughters of Our Lady by living out the teachings of Jesus and modeling Mary's "yes" to God's plan for their own lives.
- Practice the beliefs and traditions of the Catholic faith to which they were called in Baptism.
- Contribute to the scholastic tradition of the Catholic Church as passionate learners who demonstrate their skill and competence in a variety of disciplines.
- Are innovative thinkers who integrate knowledge and critical thinking.

Extend Your Hand:

- Are global citizens who learn to respect the uniqueness of all people, aware that each is created in God's image.
- Spread the Kingdom of God by reaching out to those in need through prayer and actions.
- Demonstrate empathy for others

Maintain the Flame:

- Acknowledge the Gifts of the Holy Spirit in their lives and ignite these virtues to strengthen their moral compass.
- Work to the best of their ability, developing academic, artistic, physical, and social talents that enrich the whole person.
- Seek God in all things.
- Live an integrated life that balances spiritual, intellectual, physical and emotional aspects.

Curriculum Overview

The curriculum at Saint Jeanne de Lestonnac Catholic High School was developed with our scholars in mind. The goal was to create a course of study that prepared scholars to develop and utilize their emerging gifts and talents while engaging with others for the benefit of others. Saint Jeanne de Lestonnac Catholic High School's takes its roots in a pedagogy known for international success for over 400 years.

- **Humanities-focused**
Humanities is the cornerstone of the Saint Jeanne de Lestonnac Catholic High School curriculum. This does not mean that one simply emphasizes Science and Technology or the Arts and Literature. Our approach is that a sound education must be balanced with each area providing insight into the human experience. Education ultimately is at the service of humanity and we want our scholars to become leaders who make a difference in our world no matter what career path they choose.
- **Sustained Inquiry Learning (SIL)**
SIL is a learning methodology that requires students to take significant responsibility for their own learning. It is academically rigorous requiring students to ask complex questions, develop strategies for research/investigation, evaluate and analyze information, and arrive at conclusions based on evidence. Depending on the project, scholars may need to engage experts in the field and report their findings to an audience of teachers, parents, and industry leaders within the local community. The process itself and what is learned throughout have real-world application and prepare scholars for today's workplace.
- **Service Oriented**
Scholars will be required to do service hours on an individual basis and work collaboratively as a team. The program is designed to empower our scholars to make a difference. They will grow in faith and maturity, learn the importance of living in solidarity with the poor and marginalized and develop a greater sense of community. Service projects will focus on local needs combined with opportunities abroad as part of the Company of Mary worldwide network.
- **Dual and Concurrent Enrollment Opportunities**
Saint Jeanne de Lestonnac Catholic High School is partnering with local institutes of higher education to develop opportunities where Saint Jeanne's juniors and seniors can take coursework that allows for college and high school credit.
- **Online and Blended Instruction**
This form of instruction will permit students greater flexibility and options in personalizing his or her educational goals.

Graduation Requirements

The mission of Saint Jeanne de Lestonnac Catholic High School is to prepare youth and young adults in faith who are leaders at the service of others. We strive to educate the whole person through a program marked by academic rigor in an environment that fosters the responsible exercise of personal liberty, a sense of the wider community and active compassion for others.

Religious Studies	8 semesters
English	8 semesters
Fine Arts	2 semesters (must be in the same discipline)
Mathematics	6 semesters
PE/Health	4 semesters (Health is a graduation requirement; 2 years of PE is a State of California requirement)
Science	6 semesters
Social Science	6 semesters
Languages	4 semesters (must be in the same language)
Elective courses	6 semesters
Community service	80 hours to be completed by grade twelve. Possible breakdowns in each year as follows:
	-9 th grade 16 hours
	-10 th grade 16 hours
	-11 th grade 24 hours
	-12 th grade 24 hours

Seniors will also be required to successfully complete a Senior Exit Interview, and a Senior thesis comprised of an ethics component and subject matter based on student interest.

Advanced Placement Courses

In order to meet the needs of our scholars, Saint Jeanne de Lestonnac Catholic High School will offer Advanced Placement (AP) courses based on student interest. Offerings could include coursework in the Arts, English, Foreign Language, Math, Music, Science, and Social Studies departments that will prepare scholars for the College Board Advanced Placement Examinations. As AP courses are offered, scholars must meet prerequisites and be recommended for these courses by their Arts, English, Foreign Language, Math, Music, Science, or Social Studies teachers, must pass the appropriate placement exams, and must have the approval of the respective Department Chair.

Advanced Placement courses are instructed on a college level, and students, after successfully passing the standardized AP exam, may receive college credit upon admission to participating universities. The students must meet course entrance requirements and successfully complete all summer work (if applicable). Students enrolled in AP courses are required to take the AP exam in May. In order to receive the AP grade point average (GPA) boost, students must sit for and take the AP exam. It is advised that students check with the colleges for AP course acceptance policies. Acceptance of AP coursework for college credit varies among colleges and universities.

All scholars in Advanced Placement Courses (AP) are required to take the AP Exam in that subject and must pay the fee (approximately \$110.00* per exam) by mid-December. AP Fees will be paid through your FACTS account. You will receive a notification from FACTS via email in late October. *Fee is subject to change by the College Board.

A student who earns a 3, 4, or 5 on the AP Exam *may* receive credit and/or placement towards his/her B.S/B.A. degree depending on the requirements established by the college/university of choice. College credit is not guaranteed.

College Prep Program of Studies

The following chart is *an example* of the course of study followed by our scholars to complete the Saint Jeanne de Lestonnac Catholic High School graduation requirements. Counseling personnel will work with scholars to create schedules based on course offerings that best meet the scholars' needs and interests. Please refer to course description and prerequisites for all course requirements.

	Freshman Year	Sophomore Year	Junior Year	Senior Year
1	No Block or Elective (optional)	No Block or Elective (optional)	No Block or Elective (optional)	No Block or Elective (optional)
2	Religious Studies	Religious Studies	Religious Studies	Religious Studies
3	English	English	English	English
4	Mathematics	Mathematics	Mathematics	Social Studies
5	Science	Science	Science	Elective

6	World Languages	World Languages	Social Studies	Elective
7	Visual or Performing Arts	Social Studies	Elective	Elective
8	Physical Education	Physical Education/Health	Elective	No Block or Elective

Schedules and Course Changes

Class choices and course alternates should be made with careful consideration since these choices are considered final. Classes without a minimum enrollment will be dropped from the schedule and a scholar will be placed in his/her alternate choice. The Administration and academic counselors reserve the right to make schedule changes as necessary.

A scholar/parent-initiated change may occur ONLY THROUGH THE SECOND WEEK of the semester provided the scholar is able to adapt to the new course. Schedule changes are not made due to a preference for a certain teacher. Changes made at semester for a year-long class are rare and occur only under special circumstances. It is the responsibility of the parent and scholar, in consultation with the academic counselor, to plan a program that will meet graduation requirements and the requirements of the post-graduation/career program of their choice.

California State University and University of California Requirements

CALIFORNIA STATE UNIVERSITY (CSU) REQUIREMENTS

- 4 years English
- 3 years Math (Algebra I & II, Geometry; 4 years recommended)
- 2 years History/Social Science
- 2 years World Language (same language)
- 2 years Laboratory Science
- 1 year Visual or Performing Arts
- 1 year College Preparatory Elective

UNIVERSITY OF CALIFORNIA (UC) REQUIREMENTS

- 4 years English
- 3 years Math (Algebra I & II, Geometry; 4 years recommended)
- 2 years History/Social Science
- 2 years World Language (3 years recommended)
- 2 years Laboratory Science (3 years recommended)
- 1 year Visual or Performing Arts
- 1 year College Preparatory Elective

NOTE: UNIVERSITY OF CALIFORNIA, CALIFORNIA STATE UNIVERSITIES, AND MOST 4-YEAR COLLEGES ACCEPT ONLY GRADES OF C OR BETTER.

Grading Information

Cumulative grade point averages (GPA) will be reported both weighted and un-weighted to colleges and universities. Scholars will be evaluated on a semester system. Progress reports will be issued at the mid-point of each semester.

Grade	Percentage	Weight for College Prep	Weight for Honors Course	Weight for AP Courses
A	93 – 100	4.0	4.5	5.0
A-	90 – 92	4.0	4.5	5.0
B+	87 – 89	3.5	4.0	4.5
B	83 – 86	3.0	3.5	4.0
B-	80 – 82	3.0	3.5	4.0
C+	77 – 79	2.5	3.0	3.5
C	73 – 76	2.0	2.5	3.0
C-	70 – 72	2.0	2.5	3.0
D+	66 – 69	1.3	0	0
D	62 – 66	1.0	0	0
D-	60 – 61	0.7	0	0
F	59 and Below	0.0	0	0

Scholar Athlete Information

Saint Jeanne de Lestonnac Catholic High School is a member of the Southern Section of CIF, South Valley Division. Scholars must meet the qualifications of CIF *and* the high school to participate as a scholar athlete. Physicians reports and physicals must be submitted no later than one week prior to the training (pre-season) of the sport.

Theology and Religious Studies Department

EIGHT SEMESTERS REQUIRED FOR GRADUATION

Saint Jeanne de Lestonnac Catholic High School implements the “Doctrinal Elements of a Curriculum Framework for High Schools,” which was developed by the Committee on Evangelization and Catechesis of the United State Conference of Catholic Bishops. Students are required to take and participate in the Religion courses offered at Saint Jeanne de Lestonnac Catholic High School.

The Theology and Religious Studies program balances information and formation, theology and spirituality, theory and practice. There is no attempt to convert non-Catholic students as all faith traditions are respected. The Religion department integrates the service components and Campus Ministry programs into the curriculum.

110 REVELATION OF JESUS CHRIST IN SCRIPTURE

Fall Semester

Grade 9

The purpose of this course is to give scholars a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course, they will learn about the Bible, God’s revelation and the history of our salvation, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The scholars will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

111 WHO IS JESUS CHRIST?

Spring Semester

Grade 9

This course will introduce scholars to the mystery of the Trinity focusing on each person of the Blessed Trinity. There is emphasis on Jesus as the second person of the Trinity. In this course scholars will understand that Jesus Christ is God’s ultimate Revelation to us. In learning about who He is, the students will also learn who Jesus calls them to be.

120 THE MISSION OF JESUS CHRIST (The Paschal Mystery)

Fall Semester

Grade 10

This course is designed to help scholars understand all that God has done for us through his Son, Jesus Christ. Scholars will learn that for all eternity, God has planned for us to share eternal happiness with Him which is accomplished through the redemption Christ won for us. Scholars

will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

121 JESUS CHRIST'S MISSION CONTINUES IN THE CHURCH

Spring Semester
Grade 10

This course is designed to help scholars understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that Christ founded the Church through the Apostles and is sustained by Him through the Holy Spirit. Scholars will learn that the Church is the living Body of Christ today. This Body has both divine and human elements. Scholars will learn about the sacred nature of the Church.

130 MEETING JESUS IN THE SACRAMENTS

Fall Semester
Grade 11

The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

131 YOUR LIFE IN CHRIST: FOUNDATIONS IN CATHOLIC MORALITY

Spring Semester
Grade 11

The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the life of Christ's disciples.

140 FOUNDATIONS OF CATHOLIC SOCIAL TEACHINGS: LIVING AS A DISCIPLE OF CHRIST

Fall Semester
Grade 12

The purpose of this course is to introduce students to the Church's social teaching. In this course, students are to learn how Christ's concerns for others, especially the poor and needy, is present today in the Church's social teaching and mission.

141 EXPLORING THE RELIGIONS OF OUR WORLD

Spring Semester

Grade 12

The purpose of this course is to help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith.



English Department

EIGHT SEMESTERS REQUIRED FOR GRADUATION

HONORS ENGLISH COURSE POLICIES

The Honors English program at Saint Jeanne de Lestonnac Catholic High School is composed of rigorous coursework demanding significantly more time and effort than the grade-level English classes. Therefore, it is important to understand the demands and the responsibilities of the program. Students can be dropped from Honors English at any time in the semester and will be placed into the grade level coursework.

ADMISSION

Any student, who receives an “A” both semesters in 8th grade English classes, has a cumulative 3.5 GPA, receives a score of at least 6 on the HSPT writing assessment, and is in the 90th percentile on the HSPT for ELA earns admission to the 9th grade Honors program. The expectations of the program are explained to all prospective scholars. Scholars and parents will be required to sign a contract stating the class expectations prior to acceptance into the program.

SUMMER READING ASSIGNMENT

All students are required to complete a summer reading assignment of one work of literature from the grade level list, prepare notes and be prepared to discuss the chosen work upon returning to school. All Honors scholars must complete the summer reading assignment of two to three (2-3) works of literature, satisfactorily complete the written summer assignment, and pass an exam on the literature given the first week of school.

GRADE POINT REQUIREMENTS

To advance in the Honors English program, the scholar must maintain a minimum grade of “B” both semesters in the Honors course. Failure to maintain the minimum means that the scholar will be placed in the regular college preparatory English class for the following school year.

English Courses

210 ENGLISH I – LITERARY FORMS AND COMPOSITION

Year Course Grade 9

UC/CSU Approved

This one-year course is an introduction to a variety of literary genres including the short story, poetry, drama, the novel, and mythology. Grammar is taught both formally and within the context of writing. Vocabulary includes the study of root word meanings, synonyms, antonyms, analogies, and usage. Words for this study come from vocabulary texts and the literature. Writing instruction stresses the paragraph and the five-paragraph essay form. Creative writing is also taught and practiced.

211 HONORS ENGLISH I – LITERARY FORMS AND COMPOSITION

Year Course Grade 9

Prerequisites listed above

UC/CSU Approved for Regular Credit (Students do have the advantage of Honors grading system and more rigorous coursework)

This is a rigorous study course for those meeting the requirements. It is a one-year course in advanced literature including mythology, drama, poetry, the short story, and the novel. Writing instruction stresses critical and analytical thinking. A variety of rhetorical modes are taught and practiced. Vocabulary includes the study of classical Greek and Latin roots, synonyms, antonyms, analogies, and usage in preparation for standardized tests. This class serves as a foundational course for higher level English classes and Advanced Placement selections. Proficiency in grammar, reading comprehension, analytical thinking, and writing are vital. Participation in this class does not guarantee acceptance into Honors English II.

Parents and student are required to sign a contract indicating an understanding that the course requires significantly more time and is significantly more challenging than the college prep course. Students must carefully complete the summer reading assignment and pass an exam on the summer reading.

NOTE: Students in Honors English must maintain a “B” in both semesters and a cumulative G.P.A. of 3.5 in order to be eligible for Honors English the following year.

220 ENGLISH II – WORLD LITERATURE

Year course Grade 10

UC/CSU Approved

This course acquaints the student with the genres and techniques of the literature, including works of romantic and modern eras. Vocabulary includes the study of synonyms, antonyms, analogies, and usage in preparation for standardized tests. Grammar continues to be taught both formally and in the context of writing. Composition stresses a variety of rhetorical modes and encourages critical and analytical thinking. The research process and documentation styles are also taught.

221 ENGLISH II – HONORS WORLD LITERATURE

Year course Grade 10

UC/CSU Approved

Prerequisites: Overall GPA of 3.5, “A” in both semesters of college prep English I, a score of at least 80% on the departmental writing assessment, and a passing score on the Honors Qualifying test or at least a “B” in both semesters of Honors English I, and approval of the Honors course instructor.

This course provides an in-depth study of literature, focusing on 19th Century and present time novels, romantic poetry, and short story selections of world literature, and continues the development of the skills of close reading, critical thinking, literary analysis, writing about literature, essay writing, grammatical accuracy in writing, vocabulary development, and communication skills. It continues to provide the foundation for much of the literature to be studied in the junior and senior years. The course approaches literary works with scholarly criticism and attention to detail. Proficiency in grammar, reading comprehension, analytical thinking, and writing are vital.

Parents and student are required to sign a contract indicating an understanding that the course requires significantly more time and is significantly more challenging than the college prep course. Students must carefully complete the summer reading assignment and pass an exam on the summer reading.

NOTE: Students in Honors English must maintain a “B” in both semesters and a cumulative G.P.A. of 3.5 in order to be eligible for honors or AP English the following year.

230 ENGLISH III – AMERICAN LITERATURE

Year Course – Grade 11

UC/CSU Approved

This course engages students in a survey of American literature from pre-Colonial 17th Century to the multicultural literature of the 21st Century. This includes an in-depth study of poetry, short stories, essays, drama, and novels. The course also further develops students’ approach to the writing process. Writing skills focus on pre-college rhetoric and discourse through several assignments on expository, advocacy, and argumentative composition. The spring semester focuses on an intense, semester-long research-based writing project results in a multi-draft research project.

231 ENGLISH III – HONORS AMERICAN LITERATURE

Semester Course – Grade 11

UC/CSU Approved

Prerequisites: Overall GPA of 3.5, “A” in both semesters of college prep English II, a score of at least 80% on the departmental writing assessment, and a passing score on the Honors Qualifying test or at least a “B” in both semesters of Honors English II, and approval of the Honors course instructor.

This course provides student with an in-depth study of American literature from pre-Colonial 17th Century to the multicultural literature of the 21st Century at an accelerated pace. This includes an in-depth study of poetry, short stories, essays, drama, and novels. The course also further develops students’ approach to the writing process. Writing skills focus on pre-college rhetoric and discourse through several assignments on expository, advocacy, and argumentative

composition. The spring semester focuses on an intense, semester-long research-based writing project results in a multi-draft research project.

Parents and student are required to sign a contract indicating an understanding that the course requires significantly more time and is significantly more challenging than the college prep course. Students must carefully complete the summer reading assignment and pass an exam on the summer reading.

Students maintaining a grade of B or above at the Honors level will be eligible to enroll in the dual enrollment course offered at Mount San Jacinto College in the second semester. Those students with a grade lower than a B will be placed in regular English III for the second semester.

240 ENGLISH IV – BRITISH LITERATURE

Year Course Grade 12

In this year-long course, students explore British literature in its historical context, from the Anglo-Saxon period to the 20th century, including poetry, short stories, essays, drama, and the novel. The class includes a review of standard grammar and punctuation rules, as well as regular assessments on college-level vocabulary. Composition emphasizes expository, persuasive, and analytical essays requiring students to analyze text. Students will write a research paper as a part of a summative culminating writing project.

241 HONORS ENGLISH IV – BRITISH LITERATURE

Semester Course Grade 12

Prerequisites: Overall GPA of 3.5, “A” in both semesters of college prep English III, a score of at least 80% on the departmental writing assessment, and a passing score on the Honors Qualifying test or at least a “B” in both semesters of Honors English III, and approval of the Honors course instructor.

This course is an extensive study of British literature in its historical context, from the Anglo-Saxon period to the 20th century, including poetry, short stories, essays, drama, and the novel presented at an accelerated pace. The class includes a review of standard grammar and punctuation rules, as well as regular assessments on college-level vocabulary. Composition emphasizes expository, persuasive, and analytical essays requiring students to analyze text. Students will write a research paper as a part of a summative culminating writing project.

Parents and student are required to sign a contract indicating an understanding that the course requires significantly more time and is significantly more challenging than the college prep course. Students must carefully complete the summer reading assignment and pass an exam on the summer reading.

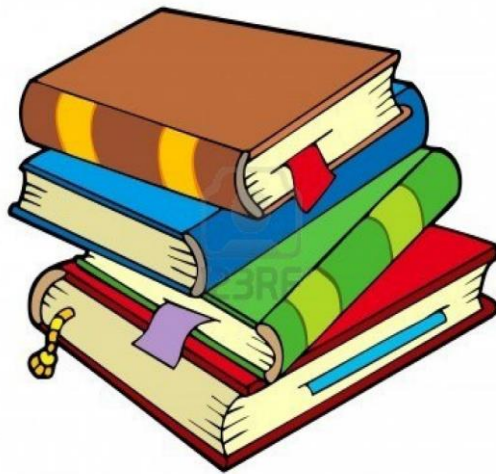
Students maintaining a grade of B or above at the Honors level will be eligible to enroll in the dual enrollment course offered at Mount San Jacinto College in the second semester. Those students with a grade lower than a B will be placed in regular English IV for the second semester.

DUAL ENROLLMENT OPPORTUNITIES

Saint Jeanne de Lestonnac Catholic High School is partnering the Mount San Jacinto College in providing dual enrollment opportunities for our students. The following classes will be offered to qualifying students who are ready for the academic rigor of college coursework.

English 103

English 106



Social Studies Department

SIX SEMESTERS REQUIRED FOR GRADUATION

315 ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY

Year Course Grade 9, 10, 11, 12

UC/CSU Approved

Prerequisite: A minimum standard score of 80% on the HSPT and teacher recommendation.

This is an Advanced Placement course that introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Material is organized by different themes rather than regions. Themes include population, cultural and political patterns, agriculture and industrialization. A case-study approach is utilized to explore the impact of different phenomena and events on human development. Students will become familiar with the tools geographers use to analyze human social organization in relation to the environment and its impact to the earth. Student enrolled in this class are required to take the AP exam in May.

320 WORLD HISTORY

Year Course Grade 10

UC/CSU Approved

In this course students examine major turning points in the shaping of the modern world from the eighteenth century to the present. The focus of this study is on the expansion of the West, the development and impact of nationalism in the contemporary world, and the growing interdependence of people and cultures throughout the earth. Each unit examines the relationships between historical, geographic, political, technical, economic, social, and cultural developments of the time and their impact on the present.

325 ADVANCED PLACEMENT (AP) EUROPEAN HISTORY

Year Course Grade 11, 12 (Future Consideration)

Prerequisite: Students must be able to read college-level textbooks and material and write grammatically correct, complete sentences.

This is an Advanced Placement course that focuses on developing students' understandings of European History from approximately 1450 to the present day. Students will investigate significant events, individuals, developments, and processes in four-historical periods. The course also provides five themes – interaction of Europe in the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society – as students explore the interactions between civilizations and culture. Critical thinking

and advance problem-solving methods used by historians will be taught as students explore historical developments in different times and places.

330 UNITED STATES HISTORY

Year Course Grade 11
UC/CSU Approved

Students examine major turning points in American history from the late 18th century to the present. The following themes are emphasized: The expanding role of the federal government; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; the change in the ethnic composition of American society; the movements toward equal rights for minorities and women; and the rise of the United States as a major world power. The study of current events and U.S. geography will also be covered in this coursework.

331 AP UNITED STATES HISTORY

Year Course Grade 11
UC/CSU Approved

Prerequisite: Students are recommended for this course based on the following: placement in Honors English, A in World History, previous success in AP coursework. Students may be required to submit an essay for final placement.

This comprehensive course in United States History is intended for qualified students who wish to complete studies in secondary school equivalent to a college introductory course. As a college level experience, students are given the opportunity to learn about U.S. History in great detail and develop skills critically important to successful college study. Students are required to take the College Board Examination administered in May. Colleges and universities independently decide to give college credit on this coursework. There is no guarantee that college credit will be given at the student's chosen institution of higher education. The College Board charges a fee for this exam and there may be additional fees for supplemental materials.

335 AMERICAN GOVERNMENT

Fall Semester Grade 12

This one-semester college-preparatory course is required of all seniors. The course is designed to develop an insight, awareness, understanding, and appreciation of the governing process unique to the United States of America. The course integrates theory with practical experience. Instruction includes study trips, guest speakers, films, and work experience with campaign organizations and political parties. The Constitution, with a special emphasis on the Bill of Rights, will be studied with an in-depth examination of the three branches of American government.

336 US GOVERNMENT AND POLITICS

Semester Course Grades 10, 11

UC/CSU Approved

This course is an independent study, online class provided through **UC Scout**. It focuses on issues surrounding Washington, D.C. Government and politics is a legislative battle zone with politicians clashing daily over such issues as taxes, health care, privacy rights, and more. In this class, you'll cultivate a clear understanding of democratic governmental policies and procedures, the role and function of political parties, and analyze US civil rights and liberties. You'll examine political, judicial, and legislative issues and put your research and persuasive writing skills to the test defending your opinion with supporting evidence.

340 ECONOMICS

Spring Semester Grade 12

This one-semester college-preparatory course is required of all seniors. The course is designed to familiarize students with basic economic concepts. Students explore the basic concepts of macroeconomics, microeconomics, and international economic principles and explore topics such as the stock market, personal finance, credit, and business ethics through films, projects, and guest speakers. The course provides students with information and analytical tools useful in developing a personal and responsible regard for the global economy. UC Approved

345 PSYCHOLOGY

Semester Course Grades 9, 10, 11, 12

UC/CSU Approved

This introductory course is presented as an online independent study course through **UC Scout**. It examines the basic concepts of psychology and applies them to the individual and society through the use of projects, experiments, activities, films, and discussion. Students examine the possible solutions to problems associated with human behavior.

350 LAW AND SOCIETY

Semester Course Grades 9, 10, 11, 12

UC/CSU Approval

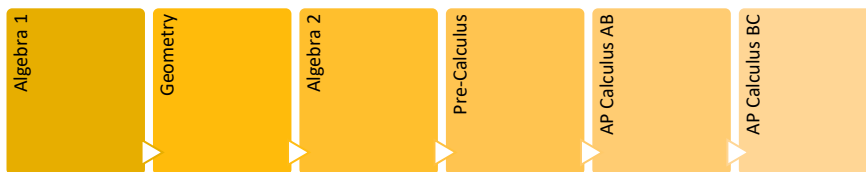
This course is an online, independent studies class provided through **UC Scout**. It introduces students to law and legal systems in the United States by examining the U.S. Justice Systems approach to criminal law, constitutional law, civil law and individual rights. This course will work to give students a better understanding of law and how it affects their life, engaging students in a critical examination of their legal responsibilities and rights. Students will read and discuss practical legal problems, contemporary legal issues, and the ramifications of breaking the law.

Mathematics Department

SIX SEMESTERS REQUIRED FOR GRADUATION

Recommended Mathematics Pathways –

These are the projected courses to be offered as Saint Jeanne de Lestonnac Catholic High School grows. The offerings are subject to change based on student needs and interest.



All Mathematics courses are one year in length. All students must meet the prerequisites for each succeeding mathematics course before enrollment will receive final approval. These prerequisites are explained in each course description below. Note that summer session grades do not fulfill the prerequisites for any course. Summer session grades may only be used to remediate a D or F grade for transcript and/or graduation purposes – enrollment in these types of courses are considered recovery coursework.

Any current Saint Jeanne de Lestonnac Catholic High School scholar who does not meet the prerequisites for a particular course may challenge next year's math placement by successfully completing an approved online course through the Math Department Chair. The student must notify the Math Department Chair and their Academic Counselor of his/her intent to complete the online course and register prior to the end of the school year. The student must complete and pass the online course by the end of summer session (typically the end of July but two weeks prior to the first day of school) and he/she will not be enrolled in the desired course until the online course is completed. Note that this course is independent from any summer session recovery course. All fees for challenge coursework will be paid by parents.

To be eligible for an advanced class, the scholar must have at least an 85% in each semester of the prerequisite class.

410 ALGEBRA I

Prerequisite: 8th Grade Math

Year Course Grade 9

UC/CSU Approved

This course provides an essential foray into the field of algebra and statistics. Students will extend their understanding of working with numbers to an abstract depth. Specific topics will include: working with various types of relations: inequality, piecewise, polynomial, exponential, absolute value, with special emphasis on linear and quadratic functions and their real-world applications, and transformations. Work with these relations will include solving, graphing, and applying them in situations best suited for them to model. Statistics specifically: scatter plots and concepts associated with them such as line of best fit, correlations, modeling, and data gathering and displaying. A graphing calculator will be needed throughout this course.

420 GEOMETRY

Prerequisite: Algebra 1

Year Course Grade 9, 10

UC/CSU Approved

This course is designed to develop a more analytical mind while teaching the fundamentals of both plane and solid geometry, with a strong emphasis on transformation and constructions. Geometry is the study of the measurements, properties and relationships of points, lines, angles, polygons and circles, as well as the nature of deductive and inductive proofs. This course also includes right triangle trigonometry, surface area, volume and probability. This course can be taken concurrently with Algebra 2 or Honors Algebra 2. A graphing calculator will be needed throughout this course.

425 ALGEBRA 2

Prerequisite: Geometry Grade 9, 10, 11, 12

Year Course

UC/CSU Approved

This course builds upon the algebraic topics covered in Algebra 1 and the analytical development from Geometry to explore some previous relations studied to a deeper level, for example working with quadratic inequalities and exploring the new relations of rational and logarithmic functions. Work will also be done using fractional exponents, binomial theorem, sequences, and complex numbers. Probability will be studied specifically utilizing algebraic concepts in a new way. A graphing calculator will be needed throughout this course.

430 PRE-CALCULUS

Prerequisite: Algebra 2 Grade 10, 11, 12

Year Course

UC/CSU Approved

Students will be reintroduced to conic sections, factoring, polynomials, functions, and inequalities. Trigonometry will be studied as curricular functions and as ratios of sides of a triangle. Related topics include radian and degree measure, and graphs of trigonometric functions. Methods of solving trigonometric equations will be explored. Exponential and logarithmic functions will be reintroduced. Vectors and vector properties will be examined. A graphing calculator will be needed throughout this course.

440 AP CALCULUS AB

Prerequisite: Pre-Calculus Grade 11, 12

Year Course

UC/CSU Approved

This course will then follow the AP guidelines for AP Calculus AB. In Differential Calculus the topics include: derivatives of all functions, curve sketching, related rates, optimization, implicit differentiation, position, velocity, acceleration, and a myriad of applications using rates and the interpretation in the context of the problem. In Integral Calculus the topics will include: indefinite integral, definite integral, Fundamental Theorem of Calculus, area under a curve, volumes of revolutions and cross sections, and applying the integral to situations and interpreting the integral in the context of the problem. Students will take the AP Calculus AB exam given in May making this a fast-paced course. A graphing calculator will be needed throughout this course.

445 AP CALCULUS BC

Prerequisite: AP Calculus AB Grade 12

Year Course

UC/CSU Approved

This course will then follow the AP guidelines for AP Calculus BC. The topics included are advanced integration techniques: integration by parts, tabular, trigonometric substitution, and partial fractions, a study of parametric functions, vector-valued functions, and polar functions including special rules for differentiation and integration and a myriad of applications using each, improper integrals, L'Hopital, Newton's Law of Cooling, Series: looking at convergence and divergence, Euler, Taylor and Maclaurin Polynomials, and Logistical Growth Models. Students will take the AP Calculus BC exam given in May. A graphing calculator will be needed throughout this course.

Science Department

SIX SEMESTERS REQUIRED FOR GRADUATION

Science Pathways

Saint Jeanne de Lestonnac Science Department offers a wide variety of courses to suit each scholar's needs and college and career goals. Courses offered are those found in a traditional secondary educational setting with the addition of Project Lead the Way Pathways. In order to help scholars navigate our courses, the Science Department has devised the following sample pathways. Each includes at least one Life Science and at least one Physical Science. Please note that these are *only samples* and there are several other options to fit the unique needs of each scholar. Always consult your Academic Counselor when planning a course of study.

	Freshman Year	Sophomore Year	Junior Year	Senior Year
Designed for students seeking admission to a competitive 4-yr. university	Biology or Honors Biology	Chemistry or Honors Chemistry	Physics or AP Physics or AP Biology	Elective (to be determined by scholar interest)
Designed for students with an interest in engineering	Introduction to Computer Science	AP Computer Science Principles	Introduction to Engineering Design and Principles of Engineering	Choices from the PLTW Engineering Pathway
Designed for students with an interest in computer science	Introduction to Computer Science	AP Computer Science Principles	AP Computer Science A	Cybersecurity
Designed for students with an interest in the medical field	Biology or Honors Biology	Chemistry or Honors Chemistry	Physics or AP Physics or AP Biology	Principles of Biomedical Science

510 AGRICULTURAL BIOLOGY (LIFE SCIENCE)

Year Course Grades 9, 10

Co-requisite: concurrent enrollment in Algebra I or higher
UC/CSU Approved

Through class instruction and laboratory inquiries, the biology student is introduced to the following areas of study: the nature of living things, the continuity of life, microbiology, biology of plants and animals, genetics, evolution, bioethics, human biology, and ecology with an agricultural focus. The scholar develops the ability to use scientific procedures in the lab, to collect and analyze data, and to draw conclusions from results obtained. Students enrolled in this course will be involved in Future Farmers of America (FFA) requirements for leadership and SAE (Supervised Agricultural Experience) participation.

520 AGRICULTURAL CHEMISTRY (PHYSICAL SCIENCE)

Year Course Grades 10, 11, 12

Prerequisites: Successful completion of Biology and Algebra I (>72%)
UC/CSU Approved

The student is introduced to chemistry through the study of matter and energy and continues with elements and compounds and different types of reactions. The Mole concept, atomic structure, and different forms of bonding are studied. Further topics include kinetic theory, acids and bases, and equilibrium systems. Problem-solving and laboratory techniques are stressed. Students enrolled in this course will be involved in Future Farmers of America (FFA) requirements for leadership and SAE (Supervised Agricultural Experience) participation.

530 PHYSICS (PHYSICAL SCIENCE)

Year Course Grades 11, 12

Prerequisites: Successful completion of Chemistry (C or higher) and concurrent enrollment in Algebra II or higher
UC/CSU Approved

The first part of this course focuses on the classical mechanics from a conceptual viewpoint although associated math techniques are emphasized. The topics of heat, light, sound, magnetism, and electricity are studied with a focus on how they relate to the concept of energy. Problem solving using a variety of techniques including written work, laboratory experiments, and computer work is also emphasized.

535 OCEANOGRAPHY

Year Course Grades 10, 11, 12

UC/CSU Approved

This is an independent study, online course provided through **UC Scout**. It is designed to introduce students to the important physical and biological processes in the oceans in a way that links these conceptual principles together within our earth's systems. The initial focus includes

the principles upon which physical oceanography is based. This understanding is applied to rotation and revolution of the planet, plate tectonics, bathymetry and an investigation into the waves, tides, currents, and the large-scale ocean circulation and weather patterns. The marine biological study includes the communities of estuaries, sandy beaches, coral reefs, intertidal zones, kelp forests, and pelagic and benthic environments including hydrothermal vents. The course concludes with an investigation of fish with an emphasis on chondrichthyes. Throughout the course, examples will be given to show how physical oceanography affects and is affected by the biological, chemical, and geological processes -- the biogeochemical cycles of our earth.

540 ORNAMENTAL HORTICULTURE (LIFE SCIENCE – AGRICULTURE)

Year Course Grades 11, 12

UC/CSU Approved

This course is designed as an exploratory class for students with an interest in growing their own food, nutrition and/or culinary arts, with the primary focus being the study and practice of Vegetable Crop Production and Food Safety. As a part of the course work, students will engage in classroom, text and lab work, with the goal of understanding the basics of plant growth and development, making the connection between plant and human nutrition to encourage better food choices, learning the foundational skills related to food safety, as well as, building professional and leadership skills. Course content will include: an introduction to plant sciences; production agriculture and sales; the scientific method and the lab environment; plant and human nutrition; safe food handling; food preparation & meal planning; and food service operations. Leadership and professional training will include: public speaking and presentations, business ethics and professional behaviors, networking and professional associations, exposure to parliamentary procedure-debate, career explorations and development events (judging teams), supervised agriculture experience projects, and record keeping skills, safety in a work environment; qualified students may also participate in the “Community Classroom” (unpaid internships), to gain experience in their chosen career fields and reinforce professionalism skills embedded throughout the course.

545 AP ENVIRONMENTAL SCIENCE (LIFE SCIENCE)

Year Course Grade 11, 12

Prerequisites: A in Agricultural Chemistry and a B or higher in Algebra II.

UC/CSU Approval

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Colleges independently determine if AP credit will be issued for college credits. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory, so students are encouraged to retain their laboratory notebooks, reports, and other materials. Students are

required to take the AP Environmental exam in May. The College Board charges a fee for this exam.

Project Lead the Way Pathways

COMPUTER SCIENCE PATHWAY

710 COMPUTER SCIENCE ESSENTIALS

Year Course Grades 9, 10

UC/CSU Approved

Designed to be the first computer science course for scholars who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

715 ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES

Year Course Grades 10, 11, 12

Prerequisite: Success completion of Algebra 1 and Introduction to Computer Science Essentials

UC/CSU Approved

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment. Students enrolled in this course are expected to take the AP exam in May.

725 CYBERSECURITY (future course offering)

Year Course Grades 11, 12

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy.

Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

ENGINEERING PATHWAY

Implementation to begin in fall 2021 – Coursework listed below is provided to give scholars a preview of the pathway. Courses are added based on scholar interest and feasibility. Brief descriptions are provided by Project Lead the Way and not meant to be the complete course description. Teachers will be trained through Project Lead the Way.

Introduction to Engineering Design

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

Principles of Engineering

Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.

Civil Engineering and Architecture

Students learn important aspects of building and site design and development, and then they apply what they know to design a commercial building.

Computer Integrated Manufacturing

Students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems.

Computer Science Principles (Part of the Computer Science Pathway)

Using Python® as a primary tool, students develop computational-thinking skills and tackle challenges like designing apps to solve real-world problems for clients.

Digital Electronics

Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.

Environmental Sustainability

Students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy.

Engineering Design and Development

Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

BIOMEDICAL PATHWAY

Implementation to begin in fall 2020 - Coursework listed below is provided to give scholars a preview of the pathway. Courses are added based on scholar interest and feasibility. Brief descriptions are provided by Project Lead the Way and not meant to be the complete course description. Teachers will be trained through Project Lead the Way.

Principles of Biomedical Science

By engaging in activities like dissecting a sheep heart, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person.

Human Body Systems

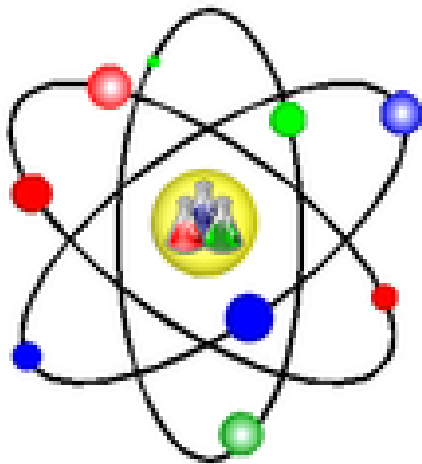
Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases.

Medical Interventions

Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease.

Biomedical Innovation

Students build on the knowledge and skills gained from previous courses to design their own innovative solutions for the most pressing health challenges of the 21st century.



World Languages Department

FOUR SEMESTERS IN THE SAME LANGUAGE REQUIRED FOR GRADUATION

610 SPANISH I

Year Course Grades 9, 10, 11

UC/CSU Approval

This course introduces elementary grammar principles and basic vocabulary. Emphasis is placed on the development of reading, writing, listening, and speaking skills. This course also presents an introduction to the culture of Spanish-speaking countries.

620 SPANISH II

Year course Grades 9, 10, 11, 12

Prerequisite: Successful completion of Spanish I. Incoming Freshman must earn 80% or better on challenge exam.

UC/CSU Approval

This course is a continuation of the study of basic grammar principles and vocabulary. Increased emphasis will be placed on the development of communicative competence in both the spoken and written language. Study of the culture of Spanish-speaking countries will continue.

630 SPANISH III

Year Course Grades 10, 11, 12

Prerequisites: C+ in Spanish II, passing grade on second semester exam, and teacher recommendation

UC/CSU Approval

Spanish III is a review of all basic grammar principles and an introduction to more sophisticated structures. This course continues the development of oral and written communication skills. A thematic approach to the Spanish and Latin American cultures is included.

650 FRENCH I

Year Course Grades 9, 10, 11

UC/CSU Approval

This course introduces elementary grammar principles and basic vocabulary. Emphasis is placed on the development of reading, writing, listening, and speaking skills. This course also presents an introduction of the culture of French-speaking communities. Currently, this course is offered to interested students online through **UC Scout**. Assignments must be completed by the due dates given.

660 AMERICAN SIGN LANGUAGE I

Year Course Grades 9, 10, 11

UC/CSU Approved

American Sign Language I is a beginning foreign language course offered in the high school setting. This course offers students the beginning foundation for American Sign Language skill acquisition to include: fingerspelling, numbers, basic signs, non-manual signals, grammar and syntax. Students will practice and create dialogs to demonstrate expressive and receptive communicative competence. Students will acquire knowledge and appreciation for the Deaf culture through literature, art, various readings, Deaf events and visitations by Deaf guest speakers.

Students will need access to a DVD player to work through some units in the textbook.



Performing Arts Department

TWO SEMESTERS IN THE SAME DISCIPLINE REQUIRED FOR GRADUATION (CAN BE TAKEN IN PERFORMING OR VISUAL ARTS)

815 FOUNDATIONS OF THEATRE

Year Course Grades 9, 10, 11, 12

UC/CSU Approved

This course is designed to develop an appreciation of theatre by the study of the basic elements of play production, acting, and the history of the theatre. Students will learn to develop believable characters through acting exercises, improvisation, monologue work, duet scene student, and ensemble work. Students will also learn the business of theatre production, basic directing, and technical theatre. Students will perform in the Christmas Concert and in the ExpresArte festival, in solo, duet, and/or ensemble scenes that will be created, cast, rehearsed, and staged during this course.



Visual Arts Department

TWO SEMESTERS IN THE SAME DISCIPLINE REQUIRED FOR GRADUATION (CAN BE TAKEN IN PERFORMING OR VISUAL ARTS)

850 FOUNDATIONS OF ART

Year Course Grades 9, 10, 11, 12

UC/CSU Approved

Fundamentals of Art is designed to explore the procedures, techniques, vocabulary and skills in drawing and painting. Emphasis is placed on developing the students' observational skills to enhance creative expression. This course will focus on the art elements and principles of design using a variety of media in two-dimensional compositions. Students will develop manipulative and organizational skills in using the visual arts media to translate ideas, feelings and values into their own visual expressions. Historical and cultural contributions will be introduced, as well as artistic analysis, interpretation and judgment of their work and that of others.

851 ART HISTORY AND APPRECIATION

Semester Course Grades 9, 10, 11, 12

UC/CSU Approved

This course is offered through **UC Scout** and is an independent study, online format. This is a survey course designed to increase knowledge of art history and appreciation of the visual arts. The emphasis is on viewing, learning, and understanding visual art through the Elements and Principles of Design as well as the various media. Students will interpret and evaluate works of art within formal, cultural, and historical contexts. Students will also explore a survey view of art history from prehistoric to contemporary, including a deeper look at global artworks. This is a single semester course.

855 YEARBOOK DESIGN AND PUBLICATION

Year Course Grades 9, 10, 11, 12

UC/CSU Approved

Yearbook Design is a year-long, project-based course designed to teach students the role of visual art and design, and its impact on society and culture, particularly in publication media. The course will focus on students understanding a designer's target audience and stimulating creativity through a variety of two-dimensional media. Then, students will apply this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design works using their knowledge of the elements of art and the principles of design. Students are responsible for the production of *Memories*, St.

Jeanne de Lestonnac High School's yearbook. Students will learn basic techniques of page layout, copy writing, editing, proofreading, photo selection and editing, and desktop publishing. In addition, students will ask provocative questions, collect and document factual evidence, and write in such a way as to bear in mind audience, purpose, and intent; exhibit curiosity and independence; sharpen their attention to detail; refine important life skills including empathy, listening, inquisitiveness, and meeting deadlines.

860 AP DRAWING

Year Course Grades 10, 11, 12

Prerequisite: Successful completion of the Foundations of Art course or under special circumstances with student portfolio that demonstrates proficiency.

This course develops skills in drawing and explores different media and approaches. Students create artwork that reflects your own ideas and skills based on the principles of art. Students will investigate the materials, processes, and ideas that artists and designers use. Interpreting works of art and design will stimulate student thought enabling them to further develop their unique style and works. Student will practice, experiment, and revise their creations. Students will communicate ideas about works of art and design. Students are expected to submit a complete portfolio for AP review in May.



Kinesiology Department

TWO YEARS OF PHYSICAL EDUCATION AND ONE SEMESTER OF HEALTH REQUIRED FOR GRADUATION. PARTICIPATION IN SEASONAL SPORTS WILL FULFILL THE PHYSICAL EDUCATION REQUIREMENT.

910 PHYSICAL EDUCATION/HEALTH

Year course Grade 9, 10

Physical education provides students with the skills and knowledge they need to establish and sustain physical activity as a key component of their lifestyle, as children, adolescents, and adults. The PE model content standards adopted by the State Board of Education involve three overarching standards in grades 9 through 12. Students are given an opportunity to participate in a variety of team and individual sports. Emphasis is not only on activities and fitness, but also on social development and sportsmanship. In addition, classroom units on Health will be presented. These units follow the National Health Education Standards and consist of units on body systems, the promotion of health and disease prevention, emotional health, self-defense, and healthy relationships will be included in the course. American Red Cross Standard First Aid Certification with CPR and AED training will be offered to those students meeting the requirements.

This course counts toward the Health graduation requirement for Saint Jeanne de Lestonnac Catholic High School and toward the hours required for the Physical Education in the State of California. Students participating in a school sponsored Athletics team will receive credit toward their PE course requirement. Two years of physical education are required to meet the State of California requirements for graduation.

915 HEALTH

Semester course Grade 9, 10

This course is developed to provide basic knowledge of the body systems and to establish, promote, and support health-enhancing behaviors for students at a high school level. It uses a blended learning model meaning that material is presented and assessed online as well as in class. The units follow the National Health Education Standards and consist of introduction to body systems, the promotion of health and disease prevention, emotional health, self-defense, and healthy relationships. American Red Cross Standard First Aid Certification with CPR and AED training will be offered to those students meeting the requirements.

This course counts toward the Health graduation requirement for Saint Jeanne de Lestonnac Catholic High School.

- 920 ATHLETICS – CROSS COUNTRY
- 922 ATHLETICS – FOOTBALL
- 925 ATHLETICS – WOMEN’S VOLLEYBALL
- 930 ATHLETICS – MEN’S BASKETBALL
- 935 ATHLETICS – WOMEN’S BASKETBALL
- 940 ATHLETICS – MEN’S GOLF
- 942 ATHLETICS – WOMEN’S GOLF
- 943 ATHLETICS – BASEBALL
- 945 ATHLETICS – MEN’S TENNIS
- 947 ATHLETICS – COED TRACK AND FIELD
- 950 ATHLETICS – SOFTBALL
- 955 ATHLETICS – CO-ED SOCCER

Leadership Studies Department

LEADERSHIP STUDIES COURSEWORK MAY FULFILL ELECTIVE REQUIREMENTS NEEDED FOR GRADUATION.

LEADERSHIP STUDIES – SERVANT LEADERSHIP

Year course Grade 9, 10, 11, 12

Prerequisite: Approval of Administration

This year-long, project-based course will introduce students to servant leadership. Students will learn about the importance of serving others, their school, their community, and their world. Servant leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations, and ultimately creates a more just and caring world. The curriculum integrates Robert Greenleaf’s core ideas about Servant Leadership, with the latest and best thinking of top researchers, thought-leaders, and accomplished leadership practitioners.

Career and Technical Education

A variety of Career and Technical Education choices are provided to Saint Jeanne de Lestonnac Catholic High School scholars as a means of more deeply exploring the career interests. Scholars will work with instructors to complete coursework prescribed by CVE Multimedia. At the end of the course, scholars passing a certification exam with 70% or better will be issued certification in the area of interest. In certain cases, the attained certification may articulate into college credit.

1003 HEALTH AND MEDICINE: EMT

Semester Course Grades 9, 10, 11, 12

This course is provided as an online, independent study class through **UC Scout**. Introduction to EMT course provides students with information about the Emergency Medical system in the United States, its historic background, and the role and function of the Emergency Medical Technician. Some of the topics included are the human body, some principles of emergency care, and on-scene safety and precautions. Students will get an inside look at how EMTs assess patients, some protocols and procedures for transporting patients, and how EMTs deal with varying emergencies that occur while they're on the clock. This course helps students prepare to enter an Emergency Medical Technician certification program.