



**2025-26
CURRICULUM
GUIDE**

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ARCHDIOCESE OF
OKLAHOMA CITY

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UPDATED JANUARY 2025

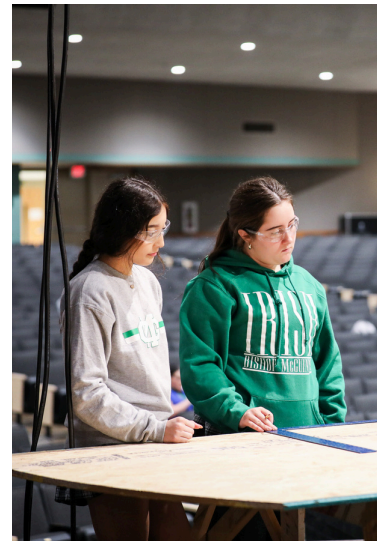


Table of Contents

Academic Program	4
Attendance Policies	29
How to Use This Guide	37
Theology	38
English	43
Math	48
Science	54
Social Studies	63
World Language	69
Fine Arts	74
General Electives	84
Quick Reference Guide	89

Section 1

Academic Program

Academics is the essential core of a BMCHS education. A structured course of study helps students grow in their faith, clarify personal goals, and provides 21st century skills necessary to pursue future endeavors successfully. With this in mind, an individual course of study is developed for each student at BMCHS based on God-given talents and virtues, academic policy of the school, and guidance from the school's professional staff. BMCHS is accredited by the State of Oklahoma, Cognia®, and the Archdiocese of Oklahoma City. BMCHS strives to meet and exceed all requirements outlined by the accrediting agencies.

Graduation Credits and Requirements

All graduates of BMCHS must earn a minimum of twenty-seven (27.0) credits. A full credit is awarded for successful completion of a two-semester course. In addition to academic requirements, students are required to complete a minimum of 90 hours of Christian Service.

Rising seniors who have completed 21.0 credit hours must take a minimum of six courses. An expansive and rigorous curriculum challenges students to meet their interests and achieve their individual academic potential. All 9th, 10th, and 11th grade students are required to take seven courses each semester. Only students who have fulfilled all graduation requirements are permitted to participate in the graduation ceremonies.

Transfer Credits

Credit eligibility for transfer students will be determined by administration.

Fine Arts Credit Extracurricular Options

Students can fulfill the fine arts graduation credit by fully participating in some extracurricular activities, such as taking on an acting or tech theatre role in the musical or the school play. Students participating in these activities will be enrolled in an extracurricular course in PowerSchool, and satisfactory participation will be included on transcripts. Students who do not complete the requirements for the activities will be removed from the course and no credit will be awarded. Satisfactory participation will be certified by the Fine Arts department coordinator. Each eligible activity will be awarded 0.5 credits per activity. Credits earned this way will not be figured into the GPA.

Physical Education Credit Extracurricular Options

Students can fulfill the physical education graduation credit by fully participating in competitive athletics (see "Athletics" for more information). Students participating in these sports will be enrolled in an extracurricular course in PowerSchool, and satisfactory participation will be included on transcripts.

Students who do not complete the requirements for the sport (as determined by the head coach of the sport) will be removed from the course and no credit will be awarded. All sports will be awarded 0.5 credits per competitive season. Credits earned this way will not be figured into the GPA.

Graduation Requirements		
Credit Type	Required Credits	Notes
Theology	4	For transfer students, a total of 0.5 credits are required for each semester enrolled at BMCHS. For example, a student who transfers to BMCHS at the beginning of the second semester of their sophomore year will be required to complete a total of 2.5 theology credits. A transfer who enters in or after junior year requires a minimum of 2.0 theology credits.
English	4	One full-year course per year is required.
Math	4	One full-year math course is required each year. Students are required to have four consecutive years of credit over four years. At a minimum, all students must obtain credits in both Geometry and Algebra 2.
Science	3	Must include Biology and Chemistry.
Social Studies	3.5	Must include Oklahoma History, World History, US History, US Government, and Personal Finance
World Language	2	Students must complete two consecutive, full-year courses in a single world language. Requirement can be waived for students participating in REACH or in special circumstances at the discretion of the Assistant Principal - Academics (see more under "REACH Program - World Language").
Fine Arts	1	Can be earned via normal course work or with certain extracurricular activities. See more under "Fine Arts Credit Extracurricular Options."
Physical Education and Health	1	Must include one semester of Health and Wellness, if entering in 9th grade, and one other half-credit option (see more under "Physical Education Extracurricular Options"). A maximum of two total credit hours from P.E. courses (such as Recreational Sports or Weight Lifting) or P.E. equivalents (such as athletics) will count toward graduation requirements.
Electives	4.5	Includes all other courses that are not designated to fulfill an above requirement. Elective courses cannot be taken for credit more than one time unless advised by academic advisors.

Christian Service Program

We are all called to be a “Person for Others.” As part of our Catholic identity, students are called to reach out to the poor, vulnerable, suffering, and marginalized through sincere acts of charity.

Service Hour Requirement

Students are to complete a minimum of 90 hours of volunteer service as a graduation requirement. All required hours and hours counted toward Red Cord must be completed with a registered “Verso l’Alto Partner” organization. All hours submitted must be volunteer hours for which the student has not received payment, is not a consequence of disciplinary actions, or for the completion of public/governmental programs. A list of all approved service organizations can be found on the school website, or by contacting the office of Campus Ministry.

A student attending all eight (8) semesters of high school at BMCHS would acquire the cumulative totals shown in the table below by the end of each school year. Students that enroll after the first semester freshman year will be “gifted” service hours to bring them current with the required hours for the semester. Gifted hours do not count towards Red Cord totals. If a student has verified hours from a previous school they would rather use, they may substitute these instead.

Year	Total Number of Hours Required Each Year	Hours Required by the Beginning of 1st Semester Each Year to be Eligible for Extracurricular Activities	Hours Required by the Beginning of 2nd Semester Each Year to be Eligible for Extracurricular Activities	Cumulative Hours Required by the End of Each School Year
Freshman Year	10 hours	0 hours	5 hours	10 hours
Sophomore Year	20 hours	10 hours	20 hours	30 hours
Junior Year	30 hours	30 hours	45 hours	60 hours
Senior Year	30 hours	60 hours	90 hours	90 hours

Service Hour Eligibility

As noted in the table above, students are expected to meet service hour minimum requirements throughout their career at BMCHS. Totals have to be met by the end of each semester to remain eligible for all extracurricular school activities. By the end the first semester of each school year, students have to complete all previous hour requirements and one-half of the current total for the school year. All remaining hours for the year are required to be completed by the end of the second semester. Seniors are required to have all hours submitted by the end of their first semester of senior year.

Our digital system allows administration, faculty, and coaches 24-hour access to the live service hour log. At the beginning of each semester, and regularly throughout the course of all extracurricular activities,

student service hours will be reviewed. All students with insufficient hours will be considered ineligible for participation in all extracurricular school activities. At the beginning of each semester, a one-week probationary period will be given to all students below the minimum requirement. At the end of the probationary period, students still below the minimum requirement will be restricted from participation in extracurricular activities. Students may practice with their teams but are not allowed to compete. Once a student reaches the minimum requirement, the student may resume full participation.

Theology Course Grade

All service hour requirements will be reflected in each student's theology course grade. Students who acquire or accumulate more than the minimum for each school year will still need to complete the following semester requirements for credit in their theology courses.

- **Freshmen:** 1 hour each semester
- **Sophomores:** 2 hours each semester
- **Juniors:** 3 hours each semester
- **Seniors:** Full participation in the senior service project. Participation in the senior service project is also a graduation requirement.

Service Hours Online Registration

All student service hours will be registered for credit using the app on their iPads. Students will have to enter their school-issued email, a valid parent email, and contact information for a site supervisor. Parents and family members will not be recognized as valid site supervisors. Site supervisors need to be an authorized volunteer coordinator, or project coordinator recognized by the organization associated with the volunteer service. Students, parents, site supervisors, the Campus Ministry office, and our IT department will receive notification of every submission made to the school database.

Any student that submits falsified information will be subject to any or all of the following consequences:

- Loss of Falsified Hours
- Deduction of Hours - 10 hours for each falsified submission, this will take place from the student's approved total of recorded hours
- Behavioral Contract
- Suspension

If an honest error occurs, students are encouraged to contact the campus ministry office and make corrections. Online access to the digital log will be shut down for a few days over Christmas Break, and periodically during the school year for maintenance and information archival. Students are notified in

advance when the site will be down. Service hours completed during this time should be submitted once the online registry reopens.

All service hours must be completed in person through a nonprofit organization.

Hours may not be served for the home (cleaning up branches, helping grandparents with yard work, fostering a puppy, etc.)

The maximum number of hours allowed for service at a nonprofit camp (where you are NOT paid) is 8 hours per day. Travel time is not included in service hours.

If you would like to do prison ministry cards, you must first talk to Mrs. Ryan about what is acceptable and how to log the hours.

Summer Service Hours

All enrolled students are welcome to accumulate service hours starting in the summer before their freshman year. Summer hours must be submitted prior to the end of the first six-week grading period for each school year.

Mission/Service Trips

Students may only be granted hours for time spent in direct service to others. No service hours are to be given for travel time, time spent sleeping, or recreation time.

School Service

School service is classified as team managers, stage productions, Ambassadors, Student Council, etc. Students may submit a maximum of 50 service hours towards service to the school. While this is a valuable assistance to our community in a variety of ways, we encourage students to work with groups outside our community and reach out to others in need.

Testing Program

All applicants for the ninth grade at BMCHS take the STS High School Placement Test. There is no fee to take the test. Additional placement tests to demonstrate required mastery of content will be required for upper level course placement. This additional placement test is required in math, science, foreign language and computer programming.

During high school students will take the following tests in school:

Year	Test
Freshman Year	PSAT 8/9 National Language Exams (if student is enrolled)
Sophomore Year	Reading and Math Test if required PSAT Pre-ACT National Language Exams (if student is enrolled)
Junior Year	Reading and Math Test if required PSAT National Language Exams (if student is enrolled) ACT (Students register themselves and take off-campus at designated testing)
Senior Year	Reading and Math Test if required National Language Exams (if student is enrolled) ACT (Students register themselves and take off-campus at designated testing)

ACT Test Requirement

Students are required to take the ACT, which is offered on six Saturdays during the academic year. Counselors will help the student to decide when to take the assessment. Students sign up for the test at www.act.org. The school does not sign up individual students for the ACT. All students are expected to have taken at least one ACT by the end of their junior year.

Academic Program

The academic program at BMCHS is a college preparatory program that seeks to prepare students to become successful in post-high school endeavors. Courses of study are individually designed for each student, based on the aspirations, academic skills, work ethic, and maturity of the student. Data from the BMCHS testing program, along with teacher recommendations, counselor recommendations, and consultations with parents and students also inform course placements.

Students are not necessarily placed in the same level in all subject areas. Placement in a particular level is based on teacher recommendation, student's aptitude, performance, and work ethic in the various disciplines. Where necessary, a student may be required to interview with a teacher in order to enroll in a course.

All courses at BMCHS are college-preparatory. Curriculum has been developed to be accessible to all students and provide instruction that meets the academic expectations of the graduates as they enter university. Critical thinking, problem solving, and skills needed to be a successful student are included in

all curricula. Targeted instruction for enrichment is offered in certain math and English courses to give additional opportunities for growth in reading, writing and math literacy.

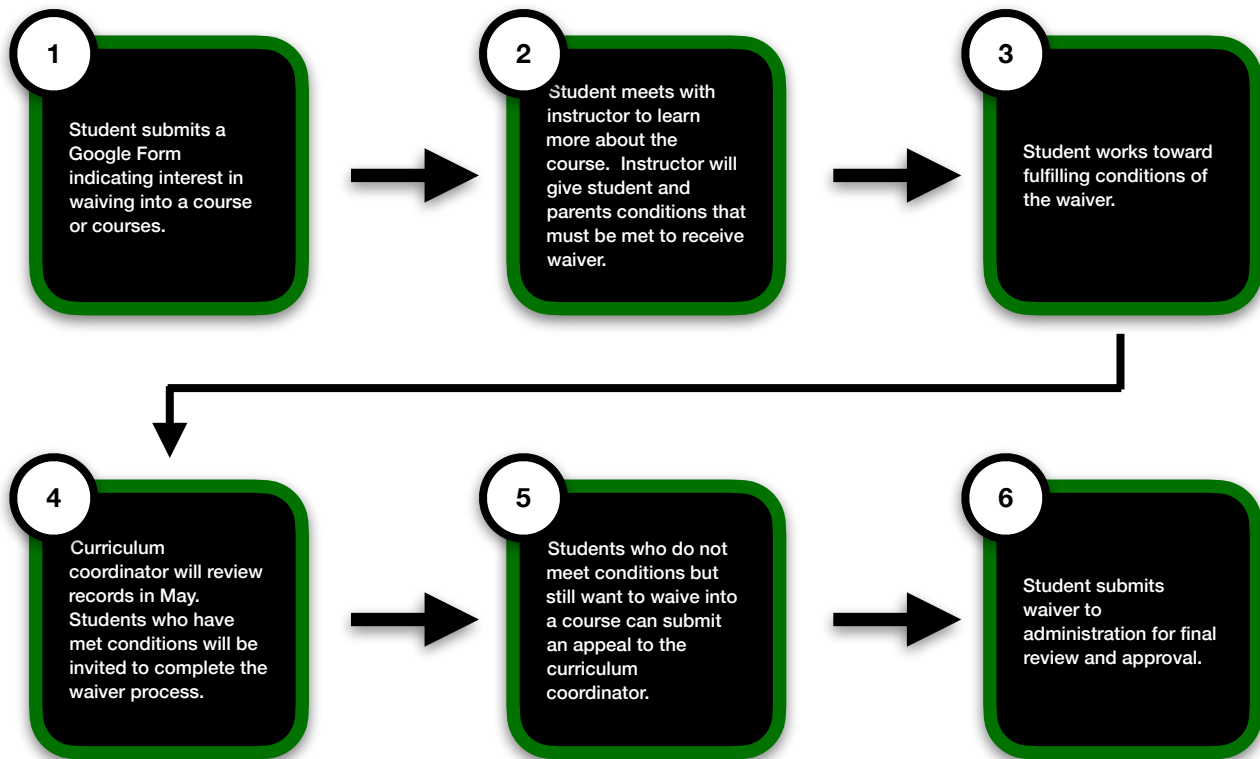
Course Enrollment Policies

Students enroll in courses at BMCHS through a process that begins each academic year and culminates in a student's schedule for the following school year. This process includes several major stages; in order for students to maximize their educational experience and be enrolled in as many of the courses as they desire, it is important that they understand this process and their responsibilities within it.

Major Stages of Course Enrollment	
In-class performance	During the academic year, teachers observe student performance in order to determine recommendations for course placement for the following school
Recommendations made to department chairs	In early spring, teachers recommend students for placement in the following year based on the current year's observations; department chairs have the final say on whether or not to accept the recommendation.
Recommendations shared with students	In early spring students will gain access to their recommendations. Parents and students will have a brief period to inquire about their recommended placement.
Registration	In mid to late spring students register for courses for the upcoming school year.
Scheduling	Over the summer, student schedules are created for the upcoming school year. Schedules are based on requirements being fulfilled by students, departmental recommendations, the number of sections available, and the periods of the school day in which the courses are available. Preference in scheduling particular courses is always given to what a student needs in order to be on

Course Waivers

Recommendations for class enrollment are based on test scores, student performance, work ethic, and teacher recommendations. Students who wish to take a higher level course but are not recommended for it can apply for a course waiver. The process for obtaining a course waiver is as follows:



Students will submit a Google Form to begin the application process. They will then meet with the instructor of the course they wish to take to receive more information about the course. The instructor will set goals for the student to achieve by the end of the semester and will email those goals to the student and the parents and submit the goals to the curriculum coordinator and their department chair. The primary purpose of attaching conditions is to encourage students to engage with a challenging situation to achieve a goal that they desire. The secondary purpose is to ensure that students are setting themselves up for success in the future course by mastering necessary prerequisite skills.

In most cases, the student will then work toward fulfilling the conditions of the waiver in the agreed time frame. The curriculum coordinator will review whether the goal was met and either approve or deny the waiver. If waivers are approved, students will be invited to complete the waiver process. If they are denied, students may appeal the decision to the curriculum coordinator.

The waiver is a contract between the parents, student, and the school that stipulates that the student will complete the course at the requested level, regardless of performance, and that reassignments to a lower level will not be made after the standard add/drop period during the first week of school unless the drop is initiated by the instructor and approved by the administration.

Credit Gaps and Course Enrollment

Routine graduation credit checks are performed for all students once an academic year to check for credit deficits. A credit gap differs from a credit deficit in that a gap is caused by not enrolling in a required course, while a deficit is caused by failing a course.

If a credit gap is discovered, the student will forfeit an elective and will be enrolled in the missing course(s) for the next semester (for semester courses) or next academic year (for full-year courses). Credit gaps must be remedied through regular course enrollment and cannot be remedied through online courses or summer school.

Schedule Changes

In order to keep classes balanced and an optimal size for learning, schedule changes are done with a variety of considerations in mind. Students wishing to make changes to their initial requests, prior to the creation and release of their schedule in August, may contact their grade level counselor in person or by email to discuss and request changes. Any schedule change requests made after student schedules are released will abide by the following policies:

- ◆ Complete the digital schedule change form provided by your grade level counselor.
- ◆ Submit a completed course waiver or teacher approval (if necessary).
- ◆ Schedules will not be changed to place students with a particular teacher, a friend group, or to accommodate a certain lunch schedule.
- ◆ No schedule changes will be made during the first three (3) days of class each semester. After the three days, students will have two (2) additional school days to request changes. No student-generated schedule changes will be made after the first five (5) days of class.
- ◆ Any student who makes a schedule change request during the two-day window will be responsible for paying a \$30 schedule change fee.
- ◆ Seniors who have a full course load and want to drop a course for an off-hour must do so by the end of the first six-week grading period (T1).
- ◆ Only the senior counselor may change senior schedules.

Students who request to change from an AP course to an on-level course in August may do so only if there is available space in the on-level class, and are required to take any summer reading exams/turn in any summer assignments to the AP teacher before a transfer can be initiated. Students may suffer academic penalties if summer reading/assignments are not completed. Grades will be carried into the new class. If a student chooses to change to a different class after receiving their summer reading exam

grade, they must understand that their grade follows them to the new class. Students who drop a course after deadlines may be subject to a withdrawal grade (W) on their transcript.

Special Courses of Study

BMCHS recognizes that many students have unique learning needs, and offers a variety of special academic programs to fulfill those needs. A brief description of each program follows, with longer descriptions to follow in their own subsections.

Special Courses of Study at BMCHS	
Program	Description
Advanced Placement®	College Board® program that allows students to engage with college curriculum and earn college credit while still in high school.
CLEP® Testing	A College Board® program that awards college credit to students who pass qualifying exams.
REACH Program	Offers support, guidance, and remedial tutelage to students diagnosed with educationally-impactful disabilities.
Accommodation Services	An academic support program designed for students with diagnosed, educationally-impactful learning differences or other qualifying health impairments.
Concurrent Enrollment in Summer	A state-supported program in which students may earn college credit by taking college courses on a college campus.
Rother Program	Offers students who would receive Tier 3 services in the public schools a certification that can be used to enter transitional services at a college or university.

Advanced Placement

Advanced Placement® (AP) is a nationally recognized college curriculum that offers our students the opportunity to do college work while still in high school. All AP designated courses are certified by College Board's yearly audit process as college level instruction. Students follow a prescribed rigorous curriculum, including summer reading assignments, to prepare them to make a qualifying grade of 3 or above on the AP exam given in May. Courses designated Pre-AP (prior to 2022-23) or Honors (after 2022-23) provide the academic foundation for students to achieve success in the Advanced Placement program.

Each college has its own guidelines for awarding AP credit. It is the responsibility of the student to contact prospective universities to determine what AP grade the university will accept and how many college hours will be awarded. For instance, an AP grade of 3 on the AP English Language and

Composition exam will give a student a credit for a 3-hour course in college freshman composition at our state universities.

Successful AP students are task oriented and proficient readers, who are able to prioritize their time and multiple commitments. Student should possess strong critical thinking, analytical and writing skills. All students enrolling in AP courses must meet prescribed prerequisites and have the recommendation of their instructors.

Students who want to enroll in an Honors or AP course and have not been recommended by their instructor must obtain a waiver from the Assistant Principal - Academics. See subsection on "Course Waivers" for more information.

BMCHS employs an AP Student Coordinator to promote Advanced Placement® to all students and provide information over the AP program. The AP Student Coordinator is available during all lunches (except 7-4 days) to answer questions, help students liaise with CollegeBoard, offer assistance to parents, and to engage in community outreach regarding AP success.

Advanced Placement® Courses Offered at BMCHS			
	10th Grade	11th Grade	12th Grade
English		<ul style="list-style-type: none"> ▸ AP English Language and Composition 	<ul style="list-style-type: none"> ▸ AP English Literature
Math		<ul style="list-style-type: none"> ▸ AP Calculus AB 	<ul style="list-style-type: none"> ▸ AP Calculus AB ▸ AP Calculus BC ▸ AP Statistics
Social Studies	<ul style="list-style-type: none"> ▸ AP World History 	<ul style="list-style-type: none"> ▸ AP US History ▸ AP Psychology ▸ AP Macroeconomics 	<ul style="list-style-type: none"> ▸ AP Government and Politics ▸ AP Psychology ▸ AP Macroeconomics
Science	<ul style="list-style-type: none"> ▸ AP Computer Science Principles ▸ AP Physics 1 	<ul style="list-style-type: none"> ▸ AP Biology ▸ AP Chemistry ▸ AP Physics 1 ▸ AP Environmental Science ▸ AP Computer Science Principles ▸ AP Computer Science A 	<ul style="list-style-type: none"> ▸ AP Biology ▸ AP Chemistry ▸ AP Physics 1 ▸ AP Physics C: Mechanics ▸ AP Environmental Science ▸ AP Computer Science Principles ▸ AP Computer Science A
World Language	<ul style="list-style-type: none"> ▸ AP Spanish Language and Culture ▸ AP French Language and Culture ▸ AP Latin 	<ul style="list-style-type: none"> ▸ AP Spanish Language and Culture ▸ AP French Language and Culture ▸ AP Latin 	<ul style="list-style-type: none"> ▸ AP Spanish Language and Culture ▸ AP French Language and Culture ▸ AP Latin
Fine Arts		<ul style="list-style-type: none"> ▸ AP Art History 	<ul style="list-style-type: none"> ▸ AP Art History ▸ AP Drawing ▸ AP 2D Art and Design ▸ AP 3D Art and Design

CLEP® Program

The College Level Examination Program, a College Board program, gives students the opportunity to receive college credit by earning a qualifying score on any of the 33 college exams offered. There are over 2900 institutions of higher learning that grant CLEP credit, but each institution sets its own policy. Students should check directly with the university to determine the university's credit-by-examination policy. More information can be found at clep.collegeboard.org.

REACH Program - (Realizing Excellence - Achieving Competency in High School)

Description

The REACH program was established to offer support, guidance, and additional instruction to students diagnosed with learning differences. A team of instructors provide whole-group and one-on-one instruction in a classroom setting. All students attend general education classes during regularly scheduled periods, using the same textbooks and materials as their peers. Students are expected to complete on-level general education coursework with accommodations specific to their learning needs. Classroom teachers are notified of students' learning needs, while collaboration among students, general education teachers, parents, counselors, administrators, and REACH instructors ensures the development of valuable postsecondary skills.

Eligibility

Eligibility for REACH is determined based on current (within the past three years) psychoeducational testing through a qualified examiner that reflects intellectual ability, academic achievement, and a documented disability category recognized by the Individuals with Disabilities Education Act. As part of the application process, REACH candidates should submit contact information for two references from individuals who can speak to the student's character and work ethic, as well as their need for support in select areas. A determination of eligibility will be made pending an interview with the Student Accessibility Services Coordinator.

Relevant educational reports or records of diagnosis, where applicable, must be provided upon request.

Benefits

Students who participate in REACH receive the following benefits:

- ✦ An individualized student service plan tailored to address the unique learning needs identified in psychoeducational testing results, which provide reasonable accommodations that may be utilized by the student.
- ✦ Daily access to remedial instruction during the REACH class period.
- ✦ Regular participation in academic skill-building activities.

- ✦ Weekly progress monitoring and student/parent/teacher collaboration as needed.
- ✦ Additional access to REACH instructors for students seeking academic tutorials.

World Language Waiver

To facilitate student participation in REACH, one class per semester (either an elective or a World Language course) must be dropped to accommodate the REACH class period. Bishop McGuinness Catholic High School offers a world language waiver to students enrolled in the REACH program. It should be noted that two foreign language credits may be required for students seeking the Oklahoma's Promise scholarship, and they are highly recommended for students looking to meet NCAA Clearinghouse requirements. This waiver does not exempt students from taking a world language at the college level.

Accommodation Services

Accommodation Services is an academic support program designed for students with diagnosed, educationally-impactful learning differences or other qualifying health impairments. Students who participate in Accommodation Services receive the following benefits:

- ✦ A Student Accommodation Plan tailored to address the unique learning needs identified in psychoeducational testing or diagnostic results, which provide reasonable accommodations that may be utilized by the student.
- ✦ Academic support through monthly progress monitoring and student/parent/teacher collaboration as needed.
- ✦ Access to Accommodation Services instructors for students seeking academic tutorials.

Students who participate in Accommodation Services are expected to collaborate with teachers and members of the Accommodation Services instructional team, requesting access to the accommodations outlined in their Student Accommodation Plan as needed. Students are required to attend a minimum of one monthly meeting with the Student Accessibility Services Coordinator, and must utilize their testing accommodations consistently throughout the semester in order to qualify for final exam accommodations.

Student participation, self-advocacy, parent collaboration, and regular utilization of accommodations will be reviewed during the Spring semester of each academic year. Upon review, a determination for continuation or removal from Accommodation Services will be made by the Student Accessibility Services Coordinator.

REACH Transition to Accommodation Services

As the ultimate goal of REACH is to foster academic growth and independence, a review of student progress will be conducted during the Spring semester of each year. Student GPA, classroom

performance, and participation in REACH instructional activities will be considered in determining appropriate placement for the following school year. Students who no longer meet REACH program requirements will have the opportunity to transition to Accommodation Services, as long as they demonstrate the need and desire to continue utilizing their academic support services and accommodations.

Concurrent Enrollment

Concurrent enrollment is a state supported program in which students may earn college credit by taking college courses on a college campus. Each college has its own entry level requirements for concurrent enrollment as well as requirements for continuation. It is important to note that students actually begin their college career with this program and the decision to begin concurrent enrollment should be taken seriously.

The Oklahoma State Department of Education states, "A high school student may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours." The department also states, "For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work." Therefore, the total number of courses required by BMCHS would prevent a student from concurrent enrollment during the school year. Concurrent enrollment is a summer option for students at BMCHS.

The following BMCHS guidelines and policies apply to help navigate students to a successful concurrent enrollment experience:

- ✦ Only rising juniors and seniors are eligible.
- ✦ All Christian Service Hours must be current.
- ✦ Students cannot be in an active Disciplinary Agreement with administration.
- ✦ Students must meet the GPA and ACT/SAT admissions requirements of their selected college/university.
- ✦ Students may only enroll in college courses during the summer months.
- ✦ College course credits will NOT fulfill any BMCHS graduation requirements.
- ✦ College course credits and grades will NOT appear on a student's BMCHS transcript.
- ✦ Students are responsible for any and all tuition costs, books, and fees required by their selected college or university.

The student's grade level counselor and an administrator are required to sign the student's concurrent form before they can enroll. The counselor and administrator reserve the right to refuse to sign the form, should the student not meet the qualifications listed.

Grading System

Course curriculum pages serve as the benchmarks for content delivered in the classroom. Mastery of the objectives contained in the curriculum serve as a measure by which students are graded. Assessments are benchmarked to the curriculum. Students take a variety of formative and summative assessments to measure their learning. To ensure equity in assessment instructors use evaluative tools to continually develop reliable and valid methods of evaluation. The explanations that follow are general guidelines and should be viewed in light of each instructor's expectations and standards found in their course syllabus.

BMCHS Grading Scale		
Grade	Percentage	Description
A	90-100	Indicates an excellent quality of work that is consistently superior in effort and performance. This student consistently meets deadlines. Students who receive an "A" grade exhibit intellectual curiosity and demonstrate depth of knowledge. Written and oral communication skills are extremely strong. The student has fulfilled all requirements as described in the course syllabus.
B	80-89	Indicates a high quality of work and a good mastery of the subject. This grade reflects above average achievement and some intellectual inquisitiveness and initiative. The student expresses his/her thoughts well and has fulfilled most of the requirements as described in the course syllabus.
C	70-79	Indicates the quality of work and achievement is average, demonstrating satisfactory knowledge and application of the course material. Students should attend tutorial before exams to ensure knowledge of the material. Discipline, time management and communication skills should be reviewed. For college acceptance and success, a "C" grade is a minimal acceptable grade.
D	60-69	Indicates the student's work and achievement are below average in his/her grasp of the subject matter. A "D" grade may suggest a sporadic work ethic, missed or late homework, and/or low tests scores. Student organization skills, communication skills or responsibility dynamics may also need to be improved. Students with a "D" on their progress report should be attending tutorial on a regular basis. For general college admissions criteria, a "D" in a core subject suggests below average college admissions
F	59 or Below	Indicates either the quality of work and/or achievement in the subject matter is too low to award credit. An "F" grade suggests missed or late homework, and/or low test or lab scores. Student organization skills, communication skills or responsibility dynamics also need to improve. Mandatory tutorial is required until a grade of "C" is achieved. For college admissions, an "F" on a transcript adversely affects the GPA and would require an explanation on a recommendation form.
I	Incomplete	If work is not completed within 10 working days after the last semester final exam or a plan is not in place to address the grade, the "I" becomes an "F". No seniors are eligible to receive an Incomplete in the second semester of their graduating year.

Grade Point Average (GPA) and Class Rank

Grade point average is a number that summarizes a student's academic achievements. The grade point average is derived from averaging letter grade number equivalents as outlined in the table below.

Basic and On-level Courses	Honors and AP Courses
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	D = 2
F = 0	F = 0

Honor Roll Recognition

Each semester, students who maintain a 3.7 or higher on a 4.0 scale earn recognition on one of two of the BMCHS Honor Rolls.

- ✦ Pier Giorgio Academic Honor Roll: Any student who maintained a 4.0 GPA on a 4.0 scale for the previous semester will be listed on the Pier Giorgio Academic Honor Roll.
- ✦ Principal's Honor Roll: Any student who maintained a 3.7 or higher on a 4.0 scale for the previous semester, but who did not achieve a 4.0 for that semester, will be listed on the Principal's Honor Roll.

Gold Cord Achievement

Seniors with a seven-semester GPA of 3.7 or higher (on a weighted scale) will wear a gold cord during graduation ceremonies in recognition of their academic achievement. Gold cord recipients must have an accumulated 3.7 and a minimum score of a 22 on the ACT.

Valedictorian and Salutatorian

The Valedictorian(s) is/are the graduating senior(s) with the highest weighted Grade Point Average (GPA). The Salutatorian has the second-highest GPA. If two valedictorians are named, the student with the next-highest GPA will be named Salutatorian. If the top two students' final GPAs are within one-hundredth of a point, each student will be recognized as valedictorian.

To be considered for the Valedictorian or Salutatorian designation at graduation, students must meet the general graduation requirements set forth for all BMCHS students; in addition, they must meet the following requirements:

- ◆ Students who do not fulfill the requirements for graduation, as stipulated in the Graduation Credits and Requirements section of the BMCHS Handbook, will not be eligible for Valedictorian or Salutatorian at the end of their senior year.
- ◆ Eligible students must complete a combined total of twenty (20) Honors and AP-level courses available at BMCHS.
- ◆ 14.5 of the 20 Honors and AP-level courses must be from the 5 unit core (English, Math, Science, *Social Studies, World Languages). *.5 credits must include AP US Government.
- ◆ Third-year Yearbook and Newspaper will count toward the 20 total honors-level credits required for eligibility.
- ◆ Students must complete at least 28.0 credits to be eligible for Valedictorian or Salutatorian. Students will not be eligible for an off-hour their senior year, regardless of total credits earned.
- ◆ To be named Valedictorian or Salutatorian, the senior(s) must have been enrolled at BMCHS for at least six consecutive semesters.

PowerSchool/Access to Grades

The comprehensive PowerSchool student/parent portal is secure, easy-to-use, and allows access to current grades, teacher email addresses, student attendance, enrollment forms, and graduation progress checks. Information about how to setup an account is available from the PowerSchool administrator, Mr. Trevor Swink (tswink@bmchs.org).

BMCHS primarily uses the PowerSchool grading system to store and display grades. Grades are divided into three six-week reporting terms per semester and are calculated cumulatively for each semester — that is, T1 is an average of the first six weeks, T2 is an average of the first 12 weeks, T3 is an average of all 18 weeks of the first semester, excluding the first semester final exam. During the second semester, T4, T5, and T6 are calculated likewise.

PowerSchool term codes and their descriptions are included in the table below.

Code	Description	Code	Description
T1	1st six weeks term	T4	4th six weeks term
T2	2nd six weeks term	T5	5th six weeks term
T3	3rd six weeks term	T6	6th six weeks term
F1	1st semester final exam grade	F2	2nd semester final exam grade
S1	1st semester final grade (weighted average of T3 and F1, per course syllabus)	S2	2nd semester final grade (weighted average of T6 and F2, per course syllabus)

Semester grades are a weighted average of the term grades and the semester final. Each instructor determines how their semester grade will be weighted, with the semester final being weighted between 10-25% of the semester grade. See individual instructor syllabi for more information.

Grades are updated weekly, and teacher comments are added at the end of each six-week grading period. Teachers can also attach descriptions and comments to individual assignments. Grades and comments can be accessed in real time through the online portal. Hardcopy reports are only mailed at the end of the 1st and 2nd semesters. Each report reflects a student's semester grades and the teacher comments for the end of the semester.

If a student's tuition payment is not current, or other financial obligations to the school are not reconciled, access to PowerSchool will be denied until all debts are settled.

OSSAA Grade Reporting

A weekly grade report will be generated through PowerSchool for coaches, teachers, and the administration for students participating in OSSAA-sanctioned events, and students participating in school and other designated extracurricular activities. The Oklahoma "No Pass, No Play" rule applies, and any failing grade for the second consecutive week results in the student being declared ineligible to participate until the next weekly grade report is submitted. See Athletic Program section in the Parent-Student Handbook for more detailed information about eligibility and the "No Pass, No Play" rule. BMCHS also requires that all Christian service hours be up-to-date before a student can participate in athletics.

Credit Recovery Policies

Rising 10th and 11th grade students who have failed a core class and have not remediated the course(s) over the summer, will be admitted back under strict academic probation as 10th graders, but will not be admitted as 11th graders. The academic probation will include a set date in which to recover the required credit before the end of the fall semester.

Rising seniors must have all 9th-11th grade courses completed before school begins in August. Any student who has not completed and/or remediated all required credits by this time will not be on track to earn the 27 credits required to graduate in May. Any rising senior not on the graduation track will be required to meet with their guardian(s), the senior level counselor, and principal or Assistant Principal — Academics before school begins to discuss a delayed graduation timeline.

For graduation purposes, a limit of four (4) online (semester) courses through an approved online provider (or public-school sessions) will be accepted for remediation of BMCHS core courses. Math and theology must be remediated at BMCHS. Math courses must be remediated during the summer.

Summer School

Any student who fails a semester course in math must follow the guidelines for remediation given by their level counselor. Students who successfully complete the prescribed course will receive a D on their transcript instead of an F. The D grade will count in the student's GPA.

Online Credit Recovery

Students who fail an academic course(s), or do not receive course credit because of excessive absences, may consider the option of enrolling in an online course(s). The online program selected must be reviewed and approved by the counseling department chair and the Assistant Principal—Academics before a student can enroll. Any credit recovery course or program not pre-approved by administration will not be accepted for credit. The school reserves the right to require ALL exams for online courses to be proctored at BMCHS. Students taking online credit recovery courses will receive transcript credit only for the courses completed with a passing grade. The final grade will not be calculated in the student's overall GPA.

Summer School Credit Policy

Grade level counselors will provide information for public summer school sessions. Students taking summer school sessions will receive transcript credit only for the courses completed with a passing grade. The final grade will not be calculated in the student's overall GPA.

Academic Probation

A student who fails a course in any single semester is placed on Academic Probation for the next semester. Each student will meet with a parent and his or her respective guidance counselor to construct a plan of improvement to be signed by all parties.

Academic Support Programs

Tutorial

Each teacher holds tutorial Mondays through Thursdays from 2:50 to 3:30 p.m. unless otherwise communicated to the students. Tutorial is a required part of the school day for students directed to attend tutorial by their teacher, counselor or administrator. Tutorial takes precedence over athletic practice, games or other extracurricular activities. Teachers who are involved in school related extracurricular activities after school may schedule tutorial time before school or during lunch.

Math Studio

Math Studio provides enrichment in all levels of math to students identified through diagnostic testing. Students can request help through Math Studio by contacting their level counselor.

Assemblies

Students are to participate actively in assemblies scheduled at the school. This break in the regular schedule provides an opportunity for experiences not available in a classroom. It is also an opportunity to exercise maturity and act in an orderly manner as a student body. Persons on the program are to be accorded proper respect. The appropriate conduct and response of students at assemblies ensure their continuance. While spirited behavior is encouraged at spirit assemblies, it would be inappropriate for a more formal assembly such as a lecture or Mass. All students are required to attend monthly All School Mass celebration. Full participation in Mass is expected. No food or drink is allowed in the gym or auditorium during assemblies.

Field Trips

Field trips are viewed as privileges afforded to students in order to extend and supplement the curriculum. They are not a right. Students may be denied participation in a field trip if they fail to meet academic or behavioral standards in the class participating in the field trip or in any other class that would be missed. Students will not be permitted to leave school for a field trip unless the proper field trip permission form provided by the school has been completed, signed by parent and student and turned in to the Main Office prior to the trip. Parents should sign this form after teacher comments are made. Permission to take part in a field trip should not be given over the telephone; only written permission suffices.

Student Records

The permanent record of each student is kept on file in the Registrar's office and contains all academic grades, and all participation grades from extracurricular, athletic, and/or Fine Arts activities.

Release of Student Records to Non-Custodial Parents

The school abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, BMCHS will provide the non-custodial parent with access to the academic records and other school related information regarding their student. If a court order specifies there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

Transcripts

BMCHS processes transcript requests through the Parchment service. Information about registering for Parchment is sent to students from both the counseling office and the registrar's office each fall. Each student will need to register for their own account. Parchment has a release form embedded in their paperwork that allows students to set limitations on who is authorized to see their transcripts. For more information or clarification about this setting, please contact the registrar.

Transcripts can be sent via Parchment to an individual or to anyone's email address (the student included) and/or colleges/universities. Currently enrolled BMCHS students have 15 opportunities to send their transcripts from Parchment at no charge. If all 15 opportunities are exceeded, the cost is \$7 per transcript for additional copies.

For students who are no longer enrolled at BMCHS, transcripts can be obtained in person for \$5 each or via Parchment for \$7 each. Please allow a minimum of one full business day for processing transcripts.

A graduate's transcript will include a record of all unexcused absences.

ACT, SAT, and AP Test Scores

Beginning with June 2015 ACT/SAT, student scores will no longer be recorded on the transcript. Scores should be sent directly to colleges and universities from the testing centers of ACT and SAT. For ACT, go to www.act.org and select SEND SCORES. For SAT, go to www.collegeboard.org and choose SEND SCORES. Likewise, AP scores can be sent to selected universities by going to the College Board website and selecting AP Scores/Send Scores.

Final Exams

The following policies apply to the administration of semester final exams:

- ◆ All academic core courses have a comprehensive final exam each semester.
- ◆ Final exams will count no less than 10% and no more than 25% of the final semester grade.
- ◆ No finals may be given before regular exam dates, with the exception of second semester AP course finals (see "2nd Semester AP Finals" policy below for more information).
- ◆ For extraordinary reasons, students may appeal to the Assistant Principal/Academics to take one or more finals after the end of the semester. In the case of extended illness, final exams must be completed ten (10) school days from the last scheduled final.
- ◆ Students must take the exams during their scheduled times. For extenuating circumstances, parents may contact the Assistant Principal — Academics.

Final Exam Procedures

Final exams are administered on a rotating schedule during the last three days of each semester. Students will be sent specific room assignments via email prior to the first day of exams, and schedules with room assignments will also be posted on hallway noticed boards throughout the school. Students are responsible for knowing when and where they should be for each exam.

Students will need to bring pencils, pens, and their own calculator (if required) for each exam. Proctors will not have extra pencils, pens, or calculators. Students must report to their testing area at 8:20 am for 8:30 am exams and at 10:05 am for 10:15 am exams.

Backpacks must be left in lockers or outside the testing area in an area designated by the proctor. No electronic devices, including smartwatches, are allowed in the testing area and should be secured in backpacks or lockers (except approved calculators for math and science exams). No food or drink is allowed in the testing area.

2nd Semester AP Course Finals

Due to the nature of Advanced Placement (AP) courses, the completion of core instruction takes place prior to the official date of the respective AP exam. AP teachers have the discretion to administer their final, weighted in accordance with the course syllabus, either at a date of their choosing prior to the official AP exam date, or on the regularly scheduled finals date in that subject area.

There are multiple reasons for this policy.

- ◆ More timely and specific preparation that focuses students for the AP exam is possible.
- ◆ Provides parity for students in multiple AP courses as often instruction is missed due to taking multiple AP exams in the first two weeks of May.
- ◆ Gives the student more incentive to do well on the second semester final as it is directly tied to their AP exam. Currently students lose incentive to put their best effort forward on the final as it is two or more weeks after their AP exam and they may do the bare minimum to hold the grade. Administering the final as part of the AP exam process will give more valid test results and improve reliability.

AP students who are directed to take a final prior to their official AP exam date are not required to attend school on the date and time of their regularly scheduled final in that subject.

2nd Semester Senior Final Exams

Seniors who meet the following criteria may be exempt from 2nd semester final exams. Finals for semester-long courses must be taken.

- ◆ A minimum of 80% grade average in the course for the second semester with all assignments, papers, and/or projects completed. (Teachers have the discretion to excuse certain assignments from this requirement).
- ◆ No more than five (5) unexcused (UnEx) and/or parent reported (PRA) absences during the second semester in any course. For example, if a student only has a combination of four unexcused or parent reported absences in English but six in Personal Finance, the student will still have to take the English final, in addition to all other full-year course finals. This does not include school-related absences or confirmed medical absences. All medical documentation must be received by the attendance secretary within two weeks of the absence in question. Every four (4) unexcused tardies equal one (1) unexcused absence for the class.

- ◆ Cannot be on either an academic or disciplinary probation or on an integrity contract.
- ◆ All service hours must be completed.

College Visits for Seniors - Effect on Senior 2nd Semester Final Exemptions

Seniors are allowed four (4) total college visit days during their Senior year, but only one (1) college visit day can be claimed during the T6 grading period. These four (4) days will be counted as school-related absences and WILL NOT be counted against the total absences for exemption from spring semester final exams if the following guidelines are met:

- ◆ The student must complete two copies of the college visit form prior to departure. One copy must be submitted to the senior counselor and the other copy must be submitted to the attendance secretary.
- ◆ Upon return from the college visit, the student must submit communication (a letter or email) from the college admissions/recruitment office verifying his/her visit to the senior counselor. If the senior counselor cannot confirm that the visit occurred, the student's attendance code will be changed from college visit (CV) to unexcused (UnEx) and/or parent reported (PRA).

Requirements for Participating in Graduation Ceremonies

It is imperative that students begin their senior year with all academic course requirements completed through their junior year. Failure to make up deficit credits during the summer, or to complete courses needed for graduation, will jeopardize a student's ability to graduate with his or her class. Students may not be enrolled for senior year if failed courses have not been remediated.

In order to participate in graduation ceremonies, which include the robing ceremony, baccalaureate, and graduation:

- ◆ All Seniors must have completed and submitted all late work, projects and/or required course assignments, including service hours, to the appropriate instructor for grading no later than 12:00 p.m. on the last day of class before senior final exams.
- ◆ No senior may take an incomplete grade in a course.
- ◆ Any final grades for online courses must be in the registrar's office by April 15th. Students who do not make this deadline will not be eligible to participate in graduation ceremonies.

Policies for Virtual Learning Days vs. Snow Days

BMCHS will sometimes make the decision to cancel in-person classes in order to keep students safe. During these events, students and parents will be notified via email, social media, and the Remind app whether the day(s) will be designated as either virtual learning or snow days (or equivalent non-virtual learning day).

BMCHS recognizes that virtual learning is not the same as being in a classroom with a teacher, however when circumstances arise it allows quality instruction to continue for the benefit of student learning. It is important that students not treat virtual learning days as “free days,” as they can miss instruction that is vital to their continued success.

If the day is designated as a virtual learning day, the following policies apply:

- ◆ The regular 7-day rotation schedule will remain intact. For example, if Monday is a 7/2 day and Tuesday is declared a virtual learning day, then students will follow a 7/3 schedule on Tuesday and will not be given assignments for their normal third hour class.
- ◆ Teachers are required to post asynchronous assignments for the day to Google Classroom by the time determined by the administration for all classes.
- ◆ Teachers may post links to optional live Zoom tutorials, but cannot require students to join live instruction at a certain time.
- ◆ Teachers are encouraged to post assignments and can require that the assignments be turned in virtually by a certain time that day (no earlier than 3 pm and no later than 9 pm). Students are strongly encouraged to treat virtual learning days as a regular school day in terms of their sleep/wake schedule so as not to miss assignment deadlines which may negatively impact their grades.
- ◆ If a test is scheduled for a day that becomes a virtual learning day, teachers will send students information about when the test will be rescheduled.

If the day is designated as a Snow Day (or a non-virtual learning equivalent), the following policies apply:

- ◆ The next regularly scheduled 7-day rotation day will be postponed until we return to in-person learning or virtual learning. For example, if Monday is a 7/2 day, a snow day is declared for Tuesday, a virtual learning day is declared for Wednesday, and we return to in-person instruction Thursday, then Wednesday will be a 7/3 day and Thursday will be a 7/4 day.
- ◆ No new assignments will be posted on Google Classroom.
- ◆ Assignments that are assigned prior to the snow day and are due during the suspension of in-person classes can still be collected virtually on the original due date. For example, an online algebra assignment is posted on a Monday, to be due Wednesday at 3:00 pm. In-person classes get canceled on Wednesday due to snow and the day is declared a snow day rather than a virtual learning day. The algebra teacher can still require students to complete the online algebra assignment by Wednesday at 3:00 pm because it was assigned prior to the cancellation of in-person classes.
- ◆ If a test is scheduled for a day that becomes a snow day, teachers will send students information about when the test will be rescheduled.

Section 2

Attendance Policies

BMCHS is required by the State of Oklahoma, the Archdiocese of Oklahoma City and Cognia® to provide the appropriate number of instructional days. Students are expected to be present and punctual for assigned classes and all other required events. It is impossible for the faculty to work with or give credit to students who are frequently absent. All absences that are not school-related are recorded on the final transcript.

Truancy from school or an individual class or school activity (Mass, and/or assemblies, field trips, retreats, etc.) is a serious matter. Likewise, excessive tardies and irregular attendance without sufficient cause is a serious concern and may result in suspension. In the experiences of the school, chronic truancy or tardiness is an indicator of other issues in the student's life. They could be academic, social, behavioral, emotional, maturity, and at times precedes more serious safety concerns. No matter the reason, the student needs additional support and attention. BMCHS wants to partner with the family in identifying the root cause, addressing it, and getting the student back to class. The school reserves the right to make judgments in these areas. If proper documentation for an excused absence is presented, the absence will not count for purposes of passing or failing a class.

Communicating Absences

Excused absences may be either unexpected or anticipated. However, for safety reasons parents and school must communicate to each other that a student is not in school. In the case of an unexpected absence, the parents are requested to notify the school office (405-842-6638) before 9:30am each day the student is absent. If it is impossible for parents to notify the school on the day of an absence, the student must present a note signed by a parent stating the reason for the absence. The school will notify the parent or guardian if their child has been reported absent and the school has not received a parent phone call. Usually this call will occur before 11:00 a.m. The administration reserves the right to determine what is an Excused or Unexcused absence.

Parent Reported Absences

When a parent calls in to report an absence, it will be coded as a Parent Reported Absence (PRA). The Parent Reported Absence code is a communication marker for safety reasons, it will however, still count against a student's unexcused absences. Parent Reported Absences can be converted to Confirmed Medical Absences upon receipt of valid documentation within two weeks of the absence (see Confirmed Medical Absences below).

Confirmed Medical Absences

Absences due to illness will be excused if written confirmation from a health professional must be supplied to the attendance secretary within two weeks of the absence(s). Students who must leave school for medical appointments must return to school with written confirmation from the medical office that the appointment was kept. Once documentation is received and verified, absence code will be changed to "MD Form."

Anticipated Absences

For anticipated absences, a parent-signed note of explanation must be brought to the Assistant Principal—Student Affairs at least three days in advance. The student then completes an out-of-school form and has this signed by his/her teachers. The form is then signed by his/her parent(s) and returned to the main office where it will be kept on file. If there is an unexpected or emergency situation that arises, the administration may waive the out-of-school form. Anticipated absences during the day must be preceded with a note or call from a parent/guardian to the main office to receive a check out slip. For doctor and dentist appointments, the student is required to return with a note from their doctor or dentist indicating that they kept their appointment.

College Visits

BMCHS encourages students to explore college options. Students are allowed to use college visit days according to the schedule below:

College Visit Schedule	
Grade Level	Guidelines
Freshmen	Zero (0) days per school year.
Sophomores	One (1) day per school year.
Juniors	Two (2) days per school year. Only one (1) college visit day can be claimed during the T6 grading period.
Seniors	Four (4) days per school year. Only one (1) college visit day can be claimed during the T6 grading period.

Official college visits will count as excused absences as long as the student completes the following procedure:

- ◆ The student must complete two copies of the college visit form prior to departure. One copy must be submitted to the senior counselor and the other copy must be submitted to the attendance secretary.
- ◆ Upon return from the college visit, the student must submit communication (a letter or email) from the college admissions/recruitment office verifying his/her visit to the senior counselor. If

the senior counselor cannot confirm that the visit occurred, the student's attendance code will be changed from college visit (CV) to unexcused (UnEx) and/or parent reported (PRA).

Club Activity/Club Athletic Absences

Club activities are not school-related and will be recorded as parent-reported absences. If a club-related activity could be considered a college visit, then the appropriate paperwork must be filed with the attendance secretary and counseling office ahead of the event.

Spectator Attendance at State Competitions

With the exception of a school-wide release, a note is required from a parent in order to release a student to attend a state competition. Parents may request their students be released to attend other extracurricular activities, but it will be at the discretion of the administration whether the absence is excused or unexcused.

Students who have exceeded five (5) absences and/or five (5) tardies in any six-week grading period will not be excused to attend a daytime sporting event as a spectator.

Absences During Final Exams and Class Retreats

The only excused absences permitted during final exam days are for illness, death in the family, or court summons. Students who miss class retreat days for reasons other than illness, death in the family, or court summons will be required to complete a project related to the retreat theme.

Extended Absences

In the case of an extended absence, it is essential that the parents be in contact with an assistant principal or level counselor as to the nature and expected duration of the absence. Information regarding the nature of the absence will be shared with other school personnel only on a need-to-know basis. With regard to making up missed assignments, arrangements will be made according to the specific circumstances of the students involved, in consultation with the parents and the student's teachers.

Extended absences of twelve days or longer may be addressed by a temporary withdrawal of the student, if warranted by the nature of the extended absence. The administration, in consultation with the parents, reserves the right to determine the best plan of action with regard to any extended absence. Any student returning to school after an extended absence must present written documentation with regard to the absence on the day of their return.

Unexcused Absence

A parent always has the right to keep their child out of school or to take them out during the school day. The school, however, has the right to determine if an absence is excused or unexcused. An unexcused absence is recorded when no acceptable reason can be given for the absence.

In the case of unexcused absences, tests and assignments that are due on the day of the absence become due on the day the student returns. The recorded grade can be computed as 60% of the actual earned grade. Too many Unexcused Absence (UnEx) or Parent Reported Absences (PRA) will result in disciplinary penalties.

Excused Absence Types			
Description	Code	Description	Code
Confirmed Medical Absence	MD Form	With Administration or Counselor	Adm-coun
Athletic Absence	Ath	Non-Athletic School Competition	compete
Field Trip	FT	Court Summons	court
Retreat	Retreat	Youth Leadership Exchange	Y LX
College Visit	CV	Quarantine for Illness	Quar
In-School Activity	I S A	Weather Excused Absence	WEA
Sick Room	S R	In-house Suspension	ISS

Unexcused Absence Types	
Description	Code
Parent Reported Absence	PRA
Unexcused Absence	UnEx
Out-of-School Suspension	OSS

Non-School Related Absences/Irregular Attendance

Parents of students with five unexcused absences will be notified by administration. When students reach seven unexcused absences (UnEx, PRA) in a given semester, parents will receive a letter of notification. This letter will state that extensions for assignments, tests, and quizzes as outlined by our make-up work policy may not be given by the instructor. After ten unexcused absences, the parents, student and counselor must meet with the principal to discuss the nature of the absences and if a grade reduction is warranted. At this time student will also be put on an attendance contract signed by the teachers, counselor, parents, students, and administration.

After twelve unexcused absences, the principal reserves the right to decide whether credit can be awarded. If a student has fifteen or more unexcused absences in any given semester, the administration and parents will meet to discuss dropping the student from that particular course unless appropriate medical information can be provided or a letter from the parent/guardian is received and approved by the school administration explaining the nature of the absences. If a student has fifteen excused absences, the parents and administration will have a meeting about how to successfully finish the semester and best serve the student's needs.

Total Absences	Types of Absences that Count Toward this Number	Action
5	Unexcused, Parent Reported	Notify Parents
7	Unexcused, Parent Reported	Letter home, Academic impact
10	Unexcused, Parent Reported	Admin/Parent Meeting, Contract
12	Unexcused, Parent Reported	Credit Discussion
15	Unexcused, Parent Reported	Withdrawal Discussion
15	Excused	Strategy meeting with administration about how to best complete the semester and serve the student's needs

Return to School after an Absence

If an absence has been marked unexcused and the student has information that might change the absence to excused, it will be his or her responsibility to visit the Main Office sometime during the day to have it corrected. Students should always sign in at the front office when coming to school late or after an appointment. Likewise, students should always sign out at the front office anytime they are permitted to leave the school building. Absences may only be contested for the prior six weeks.

Tardiness

Punctuality is an essential component of a responsible and respectful student. Any student who is not in their first hour scheduled class when the second bell rings is considered tardy and may only be admitted to class after first reporting to the Attendance Office to receive an admit slip. The Assistant Principal—Student Affairs will make the final determination as to whether or not a tardy is excused or unexcused.

Tardies accumulate in three ways per semester: tardies during 1st period, tardies per class, and cumulative tardies. The table below details penalties associated with excessive tardies.

Summary of Penalties for Excessive Tardies per Semester			
	Tardy #	Type of Tardies	Penalty
1st Period	4th	Unexcused or Parent Reported	Detention
	5th	Unexcused or Parent Reported	Parents and student must have a meeting with the Assistant Principal —Student Affairs prior to the student being allowed into class.
Per Class	4th	Unexcused	Earns one (1) unexcused absence in that class.
	8th	Unexcused	Earns one day of In-School Suspension and a tardy contract, which will outline potential grade reductions and further suspensions.
	12th	Unexcused	Parents and student must have a meeting with the Assistant Principal —Student Affairs prior to the student being allowed into class.
Cumulative (all classes combined)	8th	Unexcused or Parent Reported	Detention
	12th	Unexcused or Parent Reported	Earns one day of In-School Suspension and a tardy contract, which will outline potential grade reductions and further suspensions.

Part-Day Absence

If a student is to be absent from school for more than one class period of the school day, the student must complete an out-of-school form. A signed parent note may be required for a student to leave the building unless the parent/guardian comes into the building to check out the student.

The school retains the right to decide whether the explanation of absence will excuse the student from school. Please plan personal errands and appointments outside of school time. The attendance secretary issues a pass to leave the building and the student signs out in the main office when departing and signs in upon return. Students must never leave the campus without first reporting to the main office and obtaining permission. Students returning from a doctor or dentist appointment must return with a note from the doctor or dentist.

Effect of Absence on Activity Participation

Students must be in attendance for a minimum of three (3) periods during a day to participate in any school activity, athletic practice, or scheduled athletic event. Attendance is confirmed by the Athletic Director and/or coaches or sponsors.

Make-Up Work

The following tables summarize make-up work policies for the most common types of graded work. Teachers have the discretion to apply more flexible policies, but they may not employ more restrictive policies. Teachers also have the discretion to require that previously assigned work and/or previously announced quizzes/tests be turned in or taken up to 24 hours before an absence when an absence is anticipated. The Assistant Principal—Academics will make decisions regarding situations that are not addressed below.

Teachers have the discretion to give an alternative version of an assignment, quiz, or test on the scheduled make-up day. In instances where the instructor may drop the lowest quiz or homework grade, the teacher has the option to not give a makeup quiz or test and enter the missed assignment as a dropped grade. Teachers also have the option to not give a makeup assignment and exempt the student from completing the assignment.

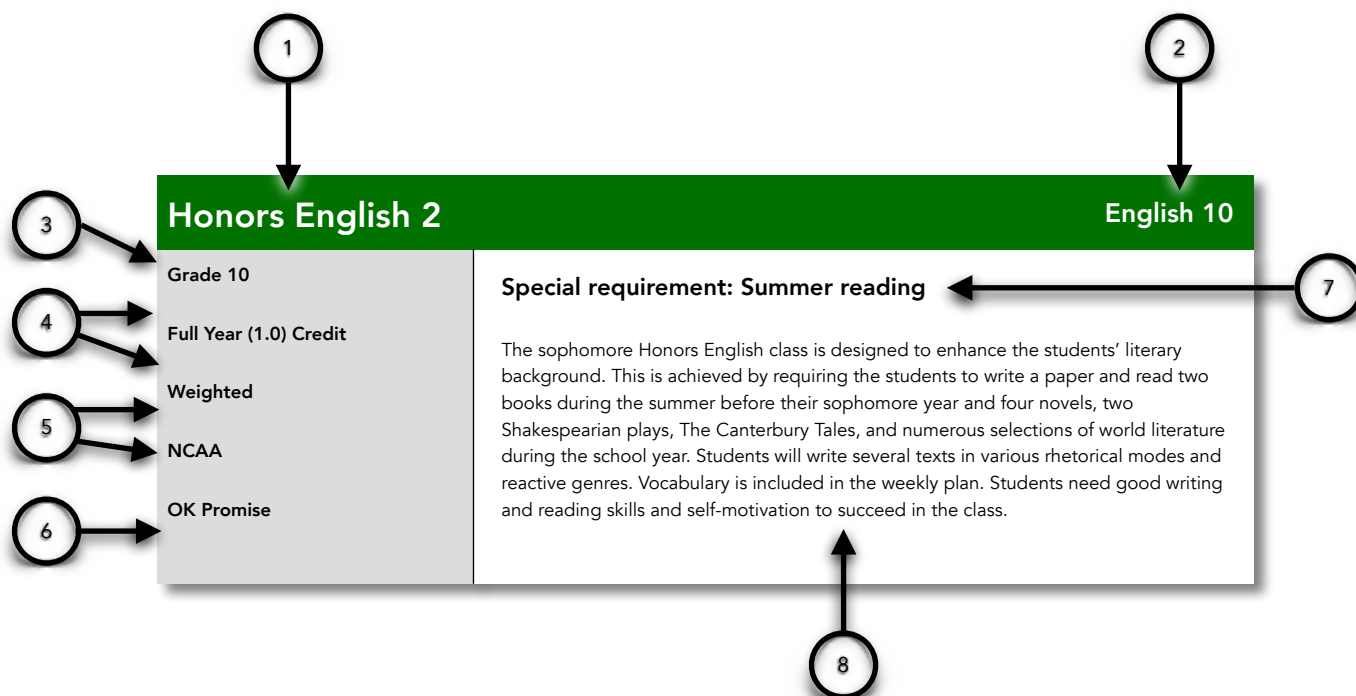
Classwork/Homework/Project Make-Up Work Policies		
Submission Type	Situation	Policy
In-person submissions	Assignment is given in class and is due at the end of class. Student is absent in class that day.	Student has the number of days missed plus one to turn in the makeup work for full credit
	Assignment is given in class and is due at the beginning of the next class period. Student is absent during the class period that assignment was announced.	
	Assignment is given in class and is due the same day at a later time, such as by 2:50 pm. Student is absent in class that day.	
	Due in the future more than 24 hours later but less than 1 week later. Student is absent on the due date.	Work is due the day the student returns to class.
	Due a week or more in the future. Student is absent on the due date.	
Electronic submissions	Assignment is given in class and is due at the end of class. Student is absent in class that day.	Student has the number of days missed plus one to turn in the makeup work for full credit
	Assignment is given in class and is due at the beginning of the next class period. Student is absent during the class period that assignment was announced.	
	Assignment is given in class and is due the same day at a later time, such as by 2:50 pm. Student is absent in class that day.	
	Due in the future more than 24 hours later but less than 1 week later. Student absent the day of submission.	Work is still due on the due date.
	Due a week or more in the future. Student absent the day of submission.	

Standard Test/Quiz Makeup Policies		
Type	Situation	Policy
Unannounced/ Pop Quiz	No new information is covered during class prior to the pop quiz being administered.	Quiz taken the day student returns to class
	New information is covered during class prior to the pop quiz being administered.	Quiz taken the day after student returns to class
Announced Quiz/Test	Student misses the day before the quiz/test but is present on quiz/test day. No new objectives were covered during the missed day.	Quiz/test taken on announced day
	Student misses the day before the quiz/test but is present on quiz/test day. New objectives were covered on the missed day.	Quiz/test taken the day after the announced day.
	Student misses quiz/test day	Quiz/test taken the day student returns to class.

Section 3

How to Use This Guide

This curriculum guide contains a course entry for each course that is offered at Bishop McGuinness. Course entries include the following:



Number	Description
1	Course title with internal course number in parentheses
2	Type of graduation credit that can be earned with this course
3	Grade level(s) that can take the course
4	Whether course is a full year credit or a semester credit, and whether the course receives weighted credit. If the course is not weighted, nothing will be listed here.
5	Whether course fulfills requirements for NCAA Eligibility or OK Promise scholarship eligibility. Verify with level counselor to make sure all requirements are being adequately met.
6	Course prerequisite requirements
7	Special requirements or special notes about certain courses.
8	Course description

Section 4

Theology

As a Catholic community of faith, Bishop McGuinness Catholic High School is dedicated to educating and developing the whole person, providing a moral, ethical and Christ centered compass for life. The teachings of the Church permeate the school’s spiritual, academic and social life, forming a “Person for Others.” All students are required to take two semesters of theology courses per semester, as outlined in the table below. Theology courses seek to expose all our students to “joyfully witness...our Catholic faith” and Go Make Disciples.

9th Grade	10th Grade	11th Grade	12th Grade
<p>Must take:</p> <ul style="list-style-type: none"> ▸ Natural Theology ▸ Covenantal Theology 	<p>Must take:</p> <ul style="list-style-type: none"> ▸ Catholic Ethics ▸ Liturgy and the Sacraments 	<p>Must take:</p> <ul style="list-style-type: none"> ▸ Church History I ▸ Church History II 	<p>Must take:</p> <ul style="list-style-type: none"> ▸ Catholic Social Teaching <p>And at least one of the following:</p> <ul style="list-style-type: none"> ▸ Discipleship ▸ The Abrahamic Faiths ▸ Sacred Art and Music ▸ The Catholic Imagination ▸ Spiritual Leadership

Natural Theology (116)		Theology 9
<p>Grade 9</p> <p>Semester (0.5) Credit</p> <p>First Semester</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ None 	<p>This course is an introductory survey course that cultivates the discipline and virtue of utilizing faith and reason to attain knowledge of the source of truth, which is God. Following the scholastic tradition of St. Aquinas, students will immerse themselves in the ‘search’ for reality and truth. Students will first use their senses and experience to understand objective truth. From these preambles to faith, they will see how faith, as a gift from God, is a means of knowing reality in accord with, but above, reason. Students will delve into the riches of the Deposit of Faith; namely, the truths that God has revealed in Sacred Scripture and Sacred Tradition, guided by the Magisterium of the Catholic Church. This will culminate in a participatory knowledge of scientific theology as they use the information they have gained to apply their intellects to the truth of faith, following St. Anselm's maxim of theology as “faith seeking understanding.”</p>	

Covenantal Theology (117)		Theology 9
<p>Grade 9</p> <p>Semester (0.5) Credit</p> <p>Second Semester</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ None 	<p><i>Covenantal Theology</i> explores Christianity as the existence of God and how to attain a state of happiness in this life and the next. After examining biblical-interpretive strategies presented in <i>Dei Verbum</i>, as well as the history of Scripture in Tradition itself, this course goes on to explore the covenants of the Old Testament, culminating in the realization that the life of Christ fulfills every significant element of each of the Old Testament covenants. Upon completing this course, students will be able to recall and describe in brief the covenants with Adam, Noah, Abraham, Moses, Jacob, Israel, David, and Solomon. Using typology, students will then be able to show how each of these covenants prefigured some significant aspect of the New Covenant in Christ. In short, this course is 'God's search for man'.</p>	

Catholic Ethics (126)		Theology 10
<p>Grade 10</p> <p>Semester (0.5) Credit</p> <p>First Semester</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Natural Theology (≥D) ▸ Covenantal Theology (≥D) 	<p>This course will cover the essential themes of Christian ethical teaching, answering the questions: What makes a "good person," and what are we made for? To properly contextualize the Christian tradition, students will begin with secular moral theories, weighing the arguments of thinkers throughout the Western tradition, such as Aristotle, Kant, and Stuart-Mill. After establishing points of agreement with the Christian tradition, students will be able to articulate the depths of the Church's wisdom on subjects such as sin, conscience, rights, and freedom. Students will gain insights on how to judge the morality of an action, and how to utilize the guidance of Scripture and Tradition in the formation of their character. Finally, students will explore the value of a morality based on sacrifice and the pursuit of beatitude.</p>	

Liturgy and the Sacraments (124)		Theology 10
<p>Grade 10</p> <p>Semester (0.5) Credit</p> <p>Second Semester</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Natural Theology (≥D) ▸ Covenantal Theology (≥D) 	<p>After exploring the nature of a well-formed Christian character, students will learn how Christ works in the Church to bring souls to beatitude; namely, the divinizing power of Christ's presence in the soul, commonly called "grace." Students will learn about each of the seven Sacraments, focusing not merely on "matter and form," but will also discover the object, significance and history. Students will also spend time peering into the rich symbolism employed in the sacramental rituals. The class will also address Christian worship, focusing on the sacrificial aspect of the Mass, explaining the meaning behind the words and gestures of the priest and faithful in the Liturgy. Overall, students will be grounded in both the reality and the goodness of God's creation, focusing on how Christ uses created things such as bread and wine to communicate his Real Presence to us.</p>	

Church History I (136)		Theology 11
<p>Grade 11</p> <p>Semester (0.5) Credit</p> <p>First Semester</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Catholic Ethics (≥D) ▸ Liturgy and the Sacraments (≥D) 	<p>This course surveys the first 800 years of Church history, tracing the foundational events and developments that continue to shape the Church today. Beginning with the birth of the Church at Pentecost, students will explore its identity as the living Body of Christ, governed by the Apostles, and sustained by the guidance of the Holy Spirit. Key themes include the Church in the divine plan, the Great Commission, and the proclamation of the Gospel. Students will examine events and figures who advanced the kingdom of God and strengthened the Church. Special attention will be given to the development of Church teachings, practices, and Tradition, fostering a deeper appreciation for the Church's enduring presence and mission in the world. By engaging with the Church's formative history, students will gain insight into the roots of the Catholic faith and the ongoing work of the Holy Spirit in guiding the Church as a source of truth and hope in the world.</p>	

Church History II (137)		Theology 11
<p>Grade 11</p> <p>Semester (0.5) Credit</p> <p>Second Semester</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Catholic Ethics (≥D) ▸ Liturgy and the Sacraments (≥D) 	<p>This course continues the exploration of Church history from the Middle Ages to the modern world concluding with a study of the Second Vatican Council. Students will analyze the Church's response to significant challenges across the centuries including heresies, the Crusades, the Inquisition, internal divisions, the Renaissance, and the Catholic Reformation. The course will also highlight the saints and key figures who impacted the Church by their lives and witness to the faith. Throughout the semester, students will examine the Church's resilience and role in addressing societal and spiritual challenges. This course will combine historical analysis with spiritual reflection, encouraging students to connect historical insights with their personal faith journey. By exploring pivotal events and individuals in the history of the Catholic Church, students will gain a deeper appreciation for the one, holy, catholic, and apostolic faith.</p>	

Catholic Social Teaching (156)		Theology 12 Requirement
<p>Grade 12</p> <p>Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Church History I (≥D) ▸ Church History II (≥D) 	<p>This course delves into the profound tradition of Catholic Social Teaching, inspired by Jesus' transformative command in John 13: "I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another." Students will explore the essence of a God whose very being is Love through Pope Benedict XVI's <i>Deus Caritas Est</i>. They will examine the anthropological implications of being created in the image and likeness of God and what this means for human dignity and relationships. Drawing on St. Pope John Paul II's Theology of the Body, the course investigates the world as it existed under God's perfect will before the Fall and as it operates under His permissive will in its aftermath. Through these theological frameworks, students will critically engage with contemporary issues, applying the lessons of faith and love to the challenges they encounter in their lives, fostering a deeper understanding of their role as disciples in a world longing for compassion and justice.</p>	

Discipleship - Following the Way of Jesus (Summer) (161) Theology 12 Elective	
<p>Grade 12 Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Church History I (≥D) ▸ Church History II (≥D) ▸ Application/interview ▸ Teacher approval 	<p>Note: Service done for the class does NOT count towards the Christian Service Graduation Requirement of 90 hours.</p> <p>This upper level two-week summer course is designed to explore the principles, teachings, and practices of discipleship exemplified by the life and teachings of Jesus Christ. The course aims to deepen students' understanding of the Christian faith and empower them to apply these principles in their own lives. Through the study of scripture, church teachings, Christian writings, reflection and practical application, students will engage with the foundational aspects of discipleship and strive to embody the values inherent in following the way of Jesus. This course is designed to not only impart knowledge but to inspire a transformative experience, encouraging students to actively live out the principles of discipleship in their daily lives. Participation in this class will require students to participate in activities that raise awareness of the Catholic faith in the greater OKC community.</p>

Discipleship - Following the Way of Jesus (160) Theology 12 Elective	
<p>Grade 12 Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Church History I (≥D) ▸ Church History II (≥D) 	<p>This course is designed to explore the principles, teachings, and practices of discipleship exemplified by the life and teachings of Jesus Christ. The course aims to deepen students' understanding of the Christian faith and empower them to apply these principles in their own lives. Through the study of scripture, church teachings, Christian writings, reflection and practical application, students will engage with the foundational aspects of discipleship and strive to embody the values inherent in following the way of Jesus. This course is designed to not only impart knowledge but to inspire a transformative experience, encouraging students to actively live out the principles of discipleship in their daily lives.</p>

Sacred Art and Music (162) Theology 12 Elective	
<p>Grade 12 Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Church History I (≥D) ▸ Church History II (≥D) 	<p>The class will study the basic principles of how art is used by the Church, so that students can encounter and understand symbolic literacy in all its forms. This will include exposure to sacred music, understanding how to interpret an icon, discovering how to "read" a cathedral, and to appreciate why the Church uses poetry and other artistic forms. This course aims to offer "the way of beauty" to heal our vision regarding the true essence of Christianity, bringing us in contact with the God who became man, who in taking on creation, allows us to use created things to give his act of love full expression.</p>

The Catholic Imagination (164)		Theology 12 Elective
<p>Grade 12</p> <p>Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Church History I (≥D) ▸ Church History II (≥D) 	<p>“The Catholic imagination emphasizes that the things of this world have spiritual meaning, as well as physical. There is no unholy place, no image so broken it cannot be healed, no sin too gritty that it can’t be written about.” — Jessica Hooten Wilson</p> <p>The Catholic Imagination explores the intersection between faith and contemporary culture. Through the lens of Catholic teaching, students will examine how faith influences and is influenced by cultural expressions such as media, art, music, and literature. Students will analyze the moral and spiritual implications of cultural trends while discovering how to live authentically as people of faith in a diverse and rapidly changing world. This class fosters active dialogue, critical thinking, and creative expression through group discussions, multimedia projects, and real-world applications. By the end of the course, students will be equipped with the tools to navigate cultural landscapes with integrity and to inspire positive change grounded in Gospel values.</p>	

The Abrahamic Faiths (159)		Theology 12 Elective
<p>Grade 12</p> <p>Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Church History I (≥D) ▸ Church History II (≥D) ▸ Application/interview ▸ Teacher approval 	<p>This course focuses on the cultural, historical, and biblical intersection of Judaism, Christianity and Islam. Students spend time researching these three religions through immersion experiences and Catholic teaching. Students will use a project-based methodology to discover the history of Abraham and discover the commonalities of Christianity, Islam and Judaism, their differences, and the ecumenical approach each religion adopts.</p>	

Spiritual Leadership (153)		Theology 12 Elective
<p>Grade 12</p> <p>Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Church History I (≥D) ▸ Church History II (≥D) ▸ Application/interview ▸ Teacher approval 	<p>The purpose of this course is to analyze the life of a servant leader and to discover how to live as an authentic Christian leader. Students will work together to plan a variety of events for the school and community with the goal of increasing individual faith and relationship with God and furthering the ministry of the Church at each event. Through service learning students will encounter opportunities to share their gifts with the Bishop McGuinness Catholic High School community.</p>	

Section 5

English

All students are required to take one English course per year, as outlined by the table below. Advanced Placement courses are available in 11th grade and 12th grade, as well as elective options in Creative Writing and Writing Workshop.

9th Grade	10th Grade	11th Grade	12th Grade
Must complete either: <ul style="list-style-type: none"> ▸ English 1 <i>or</i> ▸ Honors English 1 	Must complete either: <ul style="list-style-type: none"> ▸ English 2 <i>or</i> ▸ Honors English 2 	Must complete either: <ul style="list-style-type: none"> ▸ American Literature <i>or</i> ▸ AP English Language and Composition 	Must complete either: <ul style="list-style-type: none"> ▸ English Literature <i>or</i> ▸ AP English Literature and Composition

English 1 (210)		English 9
Grade 9 Full Year (1.0) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ STS Placement test ▸ Freshman admissions essay 	<p>English 1 develops foundational skills necessary for success in high school English Language Arts. It emphasizes elements of writing, including developing claims and supporting claims with evidence, language development, grammar components, including parts of speech, sentence parts, phrases, clauses, punctuation, and sentence diagramming, and critical reading and thinking techniques. Students will read and analyze novels, plays, and short stories both in class and independently at home.</p> <p>For the course, students should expect reading for homework, regular vocabulary study and assessment, as well as grammar study and assessment. They will practice and develop their writing skills in the form of academic, creative, reflective, and research-based writing. They will practice and develop executive skills through organization, time management, and communication.</p>	

Honors English 1 (216)		English 9
<p>Grade 9</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ STS Placement test ▸ Freshman admissions essay 	<p>Honors English 1 develops the same foundational skills necessary for success in high school English Language Arts as English 1, but in more depth, at an accelerated pace and with a higher expectation for achievement. This course emphasizes close, critical reading and analytical writing, developing a strong foundation for both literary and rhetorical analysis.</p> <p>Students will practice and develop their writing skills in the form of academic, creative, reflective, and research-based writing, focusing on composing advanced sentence structures, well-organized paragraphs, and sophisticated longer-form analyses. Students will read and analyze a variety of genres, including short stories, novels, drama, poetry, and nonfiction both in class and independently at home. They will examine authors' choices, examining how words produce effects and how the conventions of English are used for precision and style.</p> <p>For this course, students should expect regular reading for homework, vocabulary study and assessment, and grammar study and assessment, including parts of speech, sentence parts, phrases, clauses, punctuation, and sentence diagramming. Additionally, students will practice and develop executive skills such as organization, time management, and communication, preparing them for continued success in high school English.</p>	

English 2 (220)		English 10
<p>Grade 10</p> <p>Full Year (1.0) Credit</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ English 1 (≥D) or Honors English 1 (≥D) ▸ Teacher recommendation 	<p>Special requirement: Summer reading and assignment</p> <p>English II is a course that works to continue building on skills acquired in English I. It uses various literature and non-fiction texts to strengthen reading, writing, language and speaking skills. Through the study of plays, novels, poetry, and visual media, students build on their skills of knowledge and comprehension in order to analyze and synthesize the purpose of an author, as well as their own opinions.</p> <p>Students continue their study of vocabulary and grammar in an effort to enhance their knowledge of language and integrate these skills in formal and informal writing. They will also continue in literary analysis, as well as be introduced to rhetorical strategies. They will practice their writing skills in the form of academic, creative, reflective, and research-based writing.</p> <p>For the course, students should expect reading for homework, regular vocabulary study and assessment, as well as grammar study and assessment. They will also continue honing their executive skills through organization, time management, and communication.</p>	

Honors English 2 (224)		English 10
<p>Grade 10 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ Honors English 1 (≥B) or English 1 (A) ▸ Teacher recommendation 	<p>Special requirement: Summer reading and assignment</p> <p>The sophomore Honors English class is designed to enhance students' literary background. Students will read from a diverse variety of texts, including two book analyses for summer reading, four novels over the course of the school year, a Shakespearian play, and numerous text selections from world literature.</p> <p>They will continue to hone critical thinking skills to engage with in-depth literary analysis and an understanding of the rhetorical appeals. Students will complete several writing assignments in various rhetorical modes. Students continue their study of vocabulary and grammar in an effort to enhance their knowledge of language and integrate these skills in formal and informal writing and speech. They will also continue in literary analysis, as well as be introduced to rhetorical strategies.</p> <p>For the course, students should expect reading for homework, regular vocabulary study and assessment, as well as grammar study and assessment. In addition to these skills, they will practice and develop executive skills through organization, time management, and communication.</p>	

American Literature (230)		English 11
<p>Grade 11 Full Year (1.0) Credit NCAA OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ English 2 (≥D) or Honors English 2 (≥D) ▸ Teacher recommendation 	<p>Special requirement: Summer reading and assignment</p> <p>American Literature is a comprehensive survey course that integrates critical thinking and writing with an emphasis on critique, analysis, and synthesis. This is a reading-intensive course in which students use a wide range of strategies to interpret, analyze, evaluate, respond to, and synthesize a variety of American texts, both fictional and informational. Readings are chronological and range from Indigenous writing through Modernism. These activities are carried out through independent study as well as collaborative study and will often be discussed by the class and small groups via the Socratic method.</p> <p>The texts that students will read and discuss texts that are a product of their time. These texts may depict some prejudices that were commonplace in the society of the time. These depictions were wrong then and are wrong now, and they do not represent our views today as a Catholic institution.</p> <p>Students continue their study of vocabulary and grammar in an effort to enhance their knowledge of language and integrate these skills in formal and informal writing. They will continue practicing their writing skills in the form of academic, creative, reflective, and research-based writing.</p> <p>For the course, students should expect reading for homework, regular vocabulary study and assessment, as well as grammar study and assessment.</p>	

AP English Language and Composition (232) English 11	
<p>Grade 11</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Honors English 2 (≥B) or English 2 (A) ▸ Teacher recommendation 	<p>Special requirement: Summer reading and assignment</p> <p>AP English Language and Composition is a college-level course within the English Department that deviates from the traditional literary analysis experienced in English courses prior to Junior year. First and foremost, this course explores texts and argument through a rhetorical lens. Unlike Honors English 1 and 2, as well as AP English Literature senior year, AP English Language utilizes nonfiction texts as a means to explore the concept of the Rhetorical Situation. Students closely read and analyze a variety of nonfiction genres for the writer's purpose and credibility, stakeholders and their values, and context, while ultimately discerning effective strategies the writer incorporates within the text to best reach the stakeholders and achieve a purpose.</p> <p>Students will identify nuance and details in reading and write full rhetorical analysis, argument, and synthesis essays within both fast-paced, timed and extended timeframes. For the course, students should expect regular reading and writing for homework, and should be able to balance course work with work from other classes and extracurricular responsibilities.</p> <p>The course aims to prepare all students for success on the May exam. A qualifying score (3, 4, or 5) may earn students college credit. (Credit and the qualifying score necessary to earn that credit will vary from college to college.)</p>

English Literature (240)		English 12
<p>Grade 12</p> <p>Full Year (1.0) Credit</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ American Literature (≥D) or AP English Language and Composition (≥D) ▸ Teacher recommendation 	<p>Special requirement: Summer reading and assignment</p> <p>English Literature is a comprehensive survey course that integrates critical thinking and writing with an emphasis on critique, analysis, and synthesis. This is a reading-intensive course in which students use a wide range of strategies to interpret, analyze, evaluate, respond to, and synthesize a variety of English texts, both fictional and informational. Readings are chronological and range from the Anglo-Saxon period through Modernism. These activities are carried out through independent study as well as collaborative study and will often be discussed by the class and small groups via the Socratic method.</p> <p>The texts that students will read and discuss texts that are a product of their time. These texts may depict some prejudices that were commonplace in the society of the time. These depictions were wrong then and are wrong now, and they do not represent our views today as a Catholic institution.</p> <p>Students continue their study of vocabulary and grammar in an effort to enhance their knowledge of language and integrate these skills in formal and informal writing. They will continue practicing their writing skills in the form of academic, creative, reflective, and research-based writing. In their first semester, students will write and edit multiple drafts of their college essay, and in their second semester, an 8-10 page research paper over an original query of their design.</p> <p>For the course, students should expect reading for homework, regular vocabulary study and assessment, as well as grammar study and assessment.</p>	

AP English Literature and Composition (242)		English 12
<p>Grade 12</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ American Literature (≥D) or AP English Language and Composition (≥D) ▸ Teacher recommendation 	<p>Special requirement: Summer reading and assignment</p> <p>AP English Literature and Composition is a college-level course equivalent to the introductory year of a college literature course. Through the close reading and critical analysis of literary short stories, novels, plays, and poetry, students deepen their understanding of the diction and stylistic devices authors employ to develop themes and provide both meaning and pleasure for the reader.</p> <p>Students will read with a critical eye and identify nuance and details in reading and write literary and poetry analysis within both fast-paced, timed and extended timeframes. They will write, edit and conference over multiple drafts of their college essay. For the course, students should expect regular reading and writing for homework, and should be able to balance course work with work from other classes and extracurricular responsibilities.</p> <p>The course aims to prepare all students for success on the May exam. A qualifying score (3, 4, or 5) may earn students college credit. (Credit and the qualifying score necessary to earn that credit will vary from college to college.)</p>	

Section 6

Math

Math courses of study can vary significantly from student to student. Students must complete four (4) full years of math, including one Geometry course and one Algebra 2 course. The four most common courses of study for math are shown below. Alternate tracks based on student needs/goals can be developed in conjunction with the assistant principal of academics, math department coordinator, and counseling staff.

Track 1	Track 2	Track 3	Track 4
<ul style="list-style-type: none"> ▸ Applied Algebra 1 ▸ Algebra 1 ▸ Basic Geometry ▸ Basic Algebra 2 	<ul style="list-style-type: none"> ▸ Algebra 1 ▸ Geometry ▸ Algebra 2 ▸ Trigonometry or Algebra 3 	<ul style="list-style-type: none"> ▸ Honors Algebra 1 ▸ Honors Geometry ▸ Honors Algebra 2 ▸ AP Precalculus 	<ul style="list-style-type: none"> ▸ Honors Geometry ▸ Honors Algebra 2 ▸ AP Precalculus ▸ AP Calculus or AP Statistics

2-Year Math Program

All students who enter Applied Algebra I will be part of the two-year math program. This math program identifies students who need additional support in math and assigns them with a math instructor who will teach them both Applied Algebra (Fr) and Algebra I (So). The retention of the same teacher, coupled with a required Summer Remediation program prior to their Freshman year, and a required Summer element prior to their Sophomore year, prevents the need for reteaching and promotes retention and content mastery.

Applied Algebra 1 (305f, 309)		Other Math
<p>Grade 9 Full Year (1.0) Credit OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ STS Placement Test ▸ Supplemental Test 	<p>Special requirement: Diagnostic math testing and summer web-based math program.</p> <p>This course begins with a review of the basic operations and properties of algebra. Topics covered include the structure of the real number system, solving linear and quadratic equations, solving linear inequalities, solving and graphing systems of equations, and inequalities in two variables, exponents, radicals, polynomials, and factors. Along with developing college preparatory skills, emphasis will also be placed on the practical importance of mathematical concepts.</p> <p>Additional diagnostic math profiles may be required to identify math gaps with additional time in a math lab to ensure pre-algebra competencies. Students will have the opportunity to work on their math gaps on a web-based program during the summer. Students who successfully complete of their summer math program may test into Algebra I. The goal of this course is to remedy math deficiencies in one year.</p>	

Algebra 1 (306f, 311b, 310o)		Other Math
Grade 9-10 Full Year (1.0) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ STS Placement Test 	<p>This is a college preparatory course designed to introduce and reinforce basic algebraic language and concepts, together with skills to master these concepts. Topics covered include the structure of the real number system, solving linear and quadratic equations, solving linear inequalities, solving and graphing systems of equations, and inequalities in two variables, exponents, radicals, polynomials, and factors. A traditional classroom approach is used with an emphasis upon teaching the students the practical value of Algebra. An emphasis will be placed on graphing linear and quadratic equations.</p>	

Honors Algebra 1 (314)		Other Math
Grade 9 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ STS Placement Test ▸ Supplemental Test 	<p>This course is designed for the gifted student in mathematics who will be challenged by the pace and structure of an in-depth study of algebraic skills and concepts. Emphasis is on the formal structure of an axiomatic system. Topics covered include the structure and properties of the real number system, solving and graphing (linear, quadratic, rational, irrational, exponential) relations and functions. A more in-depth look at problem solving and applications will be featured.</p>	

Geometry (325f, 323b, 320o)		Geometry
Grade 10-11 Full Year (1.0) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Applied Algebra 1 (≥D) or Algebra 1 (≥D) ▸ Teacher recommendation 	<p>This college preparatory class is the study of plane and solid figures based on postulates and theorems employed by the Greek mathematician, Euclid. Students will explore relationships between points, lines, and planes and use deductive and inductive reasoning to make conclusions and solve problems. Geometric constructions and transformations of figures in the coordinate plane aid students in learning spatial relationships.</p> <p>As the semester progresses through two- and three-dimensional figures, students compute measurements of length, area and volume. Dilations of figures in the coordinate plane reinforce concepts of scale and proportion. Trigonometry is introduced, a valuable foundation for upper-level courses in Trigonometry or Pre-Calculus.</p> <p>The course develops a mathematical structure at a level meaningful to the student. Operational and algebraic skills are woven throughout the course.</p>	

Honors Geometry (324)		Geometry
<p>Grade 9-10</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <p><u>Incoming 9th graders:</u></p> <ul style="list-style-type: none"> ▸ Completed Algebra 1 ▸ Passing score on the BMCHS Math Placement test given in May ▸ Math Department Coordinator approval <p><u>Current BMCHS students:</u></p> <ul style="list-style-type: none"> ▸ Honors Algebra 1 (≥B) ▸ Teacher recommendation 	<p>This is a college preparatory course that requires precise language usage leading to well-developed, technical proofs that use theorems, postulates, and definitions to develop logical thought processes with an emphasis on the use of inductive reasoning. In addition to Plane Geometry, Coordinate Geometry is integrated throughout the course. The study of points, lines, and planes and their uses, as well as polygons, with an emphasis on triangles, circles, area, volume, transformations, geometric probability, geometric constructions, and trigonometric functions will be studied.</p> <p>The knowledge and logic skills developed in this course are foundational for upper-level courses such as Trigonometry, Precalculus, and Calculus. Students in Honors Geometry may have the option to concurrently enroll in Honors Algebra 2 after consultation with and approval by student, parents, Math Department Chair, 9th grade counselor, and BMCHS Administrator.</p>	

Algebra 2 (senior) (335)		Algebra 2
<p>Grade 12</p> <p>Full Year (1.0) Credit</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Geometry 325 or 323 (≥D) ▸ Teacher recommendation 	<p>This course is designed to offer the student the opportunity to strengthen skills and concepts of algebra. The emphasis of this course is on problem solving and order of operations. The topics covered include algebraic expressions, radicals, solving higher degree equations, and graphing the elementary functions.</p>	

Algebra 2 (330)		Algebra 2
<p>Grade 10-11 Full Year (1.0) Credit NCAA OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ Geometry 320 (≥D) or Honors Geometry (≥D) ▸ Teacher recommendation 	<p>This is a college preparatory course and is a review and extension of Algebra 1 with an emphasis on problem solving and graphing. This course covers algebraic expressions, radicals, solving higher degree equations, relations and functions, and imaginary numbers. Graphing concepts will include linear and quadratic functions, polynomials, and conic sections. Logarithmic and exponential functions will be explored in depth.</p>	
Honors Algebra 2 (334)		Algebra 2
<p>Grade 10-11 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ Honors Geometry (≥B) ▸ Teacher recommendation 	<p>This is an accelerated college preparatory course that includes a comprehensive review of the concepts of algebra, an introduction to the complex number system and a study of the polynomial functions and rational functions, including the Fundamental Theorem of Algebra and synthetic division. In depth discussion of systems of equations, including matrices, will be presented. Graphing concepts will include rational and exponential functions, logarithmic functions, and the conic sections.</p>	
Algebra 3 (333)		Other Math
<p>Grade 12 Full Year (1.0) Credit NCAA OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ Algebra 2 (≥D) ▸ Teacher recommendation 	<p>This is an existing course designed to build Algebra skills and prepare a student for college algebra. In addition, the class will work to prepare students for the ACT and SAT by introducing the students to right angle trigonometry. Other topics covered are basic statistics, probability, sequences and series.</p>	

Trigonometry (340)		Other Math
<p>Grades 11-12</p> <p>Full Year (1.0) Credit</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Algebra 2 (≥D) ▸ Teacher recommendation 	<p>This is a fourth-year mathematics course designed for those students not enrolled in Pre-Calculus. Topics covered include a study of the complex number system, analytic geometry, sequences and series, vectors, and logarithmic functions. Trigonometric function concepts such as radian measure, circular functions, verifying identities, and graphing trigonometric functions will be introduced.</p>	
AP Precalculus (342)		Other Math
<p>Grades 11-12</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Honors Algebra 2 (≥B) or Trigonometry (≥B) ▸ Teacher recommendation 	<p>AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science.</p> <p>Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general.</p>	

AP Calculus AB (350)		Other Math
Grades 11-12 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ AP Precalculus (\geqB) ▸ Teacher recommendation 	<p>This course develops skills in analyzing end behavior (limits), rates of change (derivatives), and accumulations of rates of change (integration). Derivative applications include tangent lines, velocity, acceleration, related rates, extrema, optimization, inflection points, and graphical analysis. Integration applications cover areas under curves, accumulated change, areas between curves, and volumes of revolution. Students who maintain an A or B test average are well-prepared for the AP Calculus AB exam in May.</p>	
AP Calculus BC (352)		Other Math
Grades 11-12 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ AP Precalculus (\geqB) ▸ Teacher recommendation 	<p>This course extends the concepts of Calculus AB with additional topics, including derivatives and integrals of parametric, polar, and vector equations. Advanced integration techniques, such as integration by parts and improper integrals, and the analysis and classification of series are also covered. Students who maintain an A or B test average are well-prepared for the AP Calculus BC exam in May. A high score on this exam often earns credit for both Calculus I and Calculus II at most universities.</p>	
AP Statistics (346)		Other Math
Grades 11-12 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Trigonometry (\geqB) or AP Precalculus (\geqB) ▸ Teacher recommendation 	<p>This course presents the fundamental concepts of data analysis required to prepare students for advanced topics like acceptance sampling, statistical process control, reliability, and design of experiments. The material covered includes graphical presentation methods, basic concepts of counting (permutations and combinations) and probability, the discrete probability distributions of quality (hyper geometric, binomial, and Poisson), the normal, t, chi-square, and F distributions. Students will learn to use these distributions to construct confidence intervals and perform hypothesis tests to make data-based decisions. Examples will be taken from acceptance sampling and SPC applications. Introductions will be presented to linear regression, correlation, analysis of variance and reliability. Extensive homework assignments will be given.</p>	

Section 7

Science

All science courses have minimum math requirements and some have minimum English requirements, therefore, science courses of study are dependent upon math and English courses of study. All students must complete three (3.0) credits of science, including one credit of Biology and one credit of Chemistry. With the exception of Computer Science courses, all of our science courses are laboratory sciences. The most common science courses of study are shown in the table below. Alternate tracks based on student needs/goals can be developed in conjunction with the assistant principal of academics, science department coordinator, and counseling staff.

Most Common Science Courses of Study

Track 1	Track 2	Track 3	Track 4
<ul style="list-style-type: none"> ▸ Methods of Science ▸ Biology ▸ Chemistry ▸ 4th year science elective 	<ul style="list-style-type: none"> ▸ Honors Methods of Science ▸ Honors Biology ▸ Honors Chemistry ▸ 4th year science elective 	<ul style="list-style-type: none"> ▸ Honors Methods of Science ▸ Honors Biology and Honors Chemistry ▸ Up to two science electives ▸ Up to two science electives 	<ul style="list-style-type: none"> ▸ Honors Biology ▸ Honors Chemistry ▸ Up to two science electives ▸ Up to two science electives

Methods of Science (410)		Methods
<p>Grades 9-10</p> <p>Full Year (1.0) Credit</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Concurrent enrollment in Applied Algebra or Algebra 1 ▸ Transfer sophomores: Completion of Biology without Completion of Geometry 	<p>Methods of Science is an introductory laboratory science, focusing on qualitative and quantitative research methods. It is designed to increase data fluency and literacy in both social and hard science disciplines, including chemistry and physics. Qualitative research units focus on the collection, interpretation, and visualization of non-numeric data. Quantitative research units include using descriptive statistics to analyze data and learning how to communicate scientifically with mathematics. Students will be expected to maintain a working laboratory notebook, to develop observational skills, technical writing abilities, and mathematical analysis. Additionally, students will gain a better understanding of how to approach standardized test questions that involve science reasoning, such as those found on the ACT. Methods of Science also helps students develop strong organizational and time management skills, including managing course materials on their iPad and interacting with instructors and classmates via electronic media.</p>	

Honors Methods of Science (412)		Methods
<p>Grades 9-10</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Concurrent enrollment in Honors Algebra 1, Honors Geometry, or Honors Algebra 2 ▸ Transfer sophomores: Completion of Honors Biology without completion of Honors Geometry 	<p>Honors Methods of Science is designed with the gifted math student in mind. This course will prepare students for college-level laboratory work by blending advanced mathematical analysis with traditional quantitative and qualitative experimental design. Advanced algebraic skills are necessary for success in this class. Quantitative research units include using descriptive statistics to find trends in disaggregated data and using algebra to model trends in data. Quantitative research methods focus on valid and reliable collection, analysis, and data visualization techniques in the social sciences. Students are expected to maintain a working laboratory notebook. Finally, this class utilizes electronic course materials, including, but not limited to an e-text, electronic notes, online instructional videos, and frequent communication between instructor and students via email. Students will use technology as part of their learning activities on a daily basis.</p>	
Biology (420)		Biology
<p>Grades 9-10</p> <p>Full Year (1.0) Credit</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Methods of Science (≥D) ▸ Concurrent enrollment in Algebra 1 or Geometry 	<p>The students in this course will explore life processes from the cellular to ecosystem levels. Biological science is lab-based and students will collect, transform, and analyze data about life processes.</p>	

Honors Biology (424)		Biology
<p>Grades 9-10</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Honors Methods of Science (≥B) ▸ Honors Algebra 1 (≥B) or Honors Geometry (≥B) ▸ Honors English 1 (≥B) or English 1 (A) ▸ Teacher recommendation 	<p>Incoming 9th graders: Minimum score of 90% on placement exam and concurrent enrollment in Honors Geometry or higher and Department Coordinator approval.</p> <p>The primary purpose of this course is to prepare students for Honors Chemistry and AP Biology . In Honors Biology, students will investigate unifying biological themes such as science as a process and continuity and change in living organisms. They will also focus on specific topics in biology beginning with molecules and cells, working through heredity and evolution, and culminating with organisms. Honors Biology requires advanced laboratory work, extensive critical thinking and writing, inquiry, problem-solving, and ethical decision-making skills.</p>	
AP Biology (423)		Elective
<p>Grades 11-12</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Honors Chemistry (≥B) or Chemistry (A) ▸ Honors Algebra 2 (≥B) or Algebra 2 (A) ▸ Honors/AP English (≥B) or English (A) ▸ Teacher recommendation 	<p>This course's syllabus has been approved by The College Board, which allows the student's transcript to show the AP label and is designed to simulate a two-semester college biology course. The course focuses on four big ideas that represent the basis of current biological thought. These include the process of evolution explained in depth and as the platform by which all biology is understood, the concept that biological systems use free energy and molecular building blocks to grow, to reproduce and to maintain homeostasis, the understanding of how living systems store, retrieve, transmit and respond to information, and finally how biological systems interact and connect. The course focuses less on factual content (although important) but more on challenging students to develop reasoning skills necessary to engage in scientific thought and practice. The laboratory is a major component of the course and students will be expected to analyze and write extensively both in lab analyses and about course content. Students will be given the opportunity to take the AP exam.</p>	

Chemistry (433b, 430o)		Chemistry
Grades 10-12 Full Year (1.0) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Biology (≥D) ▸ Geometry (≥D) ▸ Concurrent enrollment in Algebra 2 or higher ▸ Teacher recommendation 	<p>The chemistry course is designed to give the serious science student the basic vocabulary and concepts of chemistry, the acquisition of chemical knowledge and the applications of chemistry. An introduction to measurements and operations in the chemistry lab is included as well as the application of quantitative analysis to the solution of chemical problems. Frequent application of skills via laboratory work is included.</p>	
Honors Chemistry (432)		Chemistry
Grades 10-12 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Honors Biology (≥B) ▸ Honors Geometry (≥B) ▸ Concurrent enrollment in Honors Algebra 2 or higher ▸ Teacher recommendation 	<p>Honors Chemistry is an introductory course for students who plan to enroll in AP Chemistry, AP Biology, AP Environmental Science, or AP Physics their junior or senior year. Honors Chemistry is an accelerated class and students will be led through the foundations of chemistry in detail, with application and analysis of concepts highlighted. Laboratory work is a component of the course, and technical writing skills are also emphasized. Students are encouraged to attend tutorial and should plan to spend an average of 3-5 hours per week on homework and preparation for assessments. The course requires not only strong mathematical skills, particularly in algebra, but also dedication, outside study, and extensive effort. Students who successfully complete this class will be well prepared for any of the subsequent AP science classes that the school offers.</p>	

AP Chemistry (436)		Elective
Grades 11-12 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Honors Chemistry (≥B) ▸ Honors Algebra 2 (≥B) ▸ Concurrent enrollment in AP Precalculus or higher ▸ Teacher recommendation 	<p>AP Chemistry provides a reasonable approximation of a first-year introductory college chemistry course. Topics covered include atomic structure, bonding, intermolecular forces, solid, liquid, and gas behavior, reactions, kinetics, thermochemistry, equilibrium, acid-base chemistry, thermodynamics, and electrochemistry. A strong background in stoichiometry is highly recommended for success in this class. Lab work comprises approximately 25% of instructional time and supplements the content currently being covered in the class. Students will have the opportunity to obtain college credit for this course by taking the AP Chemistry exam in May.</p>	
Physics (440)		Elective
Grades 11-12 Full Year (1.0) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Methods of Science or Honors Methods of Science (≥B) ▸ Concurrent enrollment in Algebra 2 or higher 	<p>This course expands and reinforces the student's understanding of natural phenomena through concrete examples, demonstrations, web applications, and mathematical analyses. The focus is on classical mechanics (velocity, acceleration, force, momentum etc.), while waves, optics, and gravity will also be topics of discussion and discovery. The goal of the course is for students to improve their scientific-reasoning skills and to apply mathematical principles.</p>	

AP Physics 1 (445)		Elective
Grades 10-12 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Honors Geometry (≥B) ▸ Concurrent enrollment in Honors Algebra 2 or higher ▸ Teacher recommendation 	<p>This algebra-based course explores the principles of mechanics and provides a foundation for students pursuing life sciences or pre-med studies. Topics include Newtonian mechanics, rotational dynamics, angular momentum, work, energy, power, oscillations, and pressure. The course emphasizes critical thinking, mathematical problem-solving, experimental design and analysis, and the integration of algebraic, graphical, visual, and verbal representations of physical phenomena. Students who maintain an A or B test average are well-prepared for the AP Physics 1 exam in May.</p>	
AP Physics C: Mechanics (443)		Elective
Grade 12 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ AP Physics 1 (≥B) or Physics (A) ▸ AP Precalculus (≥B) ▸ Concurrent enrollment in AP Calculus AB or BC ▸ Teacher recommendation 	<p>This calculus-based course applies derivatives and integrals to analyze motion, forces, energy, and momentum. Emphasizing mathematical modeling and calculations, it develops critical thinking, problem-solving, and quantitative reasoning skills. Most universities require this course for students pursuing physics, chemistry, computer science, or engineering majors. Students who maintain an A or B test average are well-prepared for the AP Physics C exam in May.</p>	

AP Environmental Science (460)		Elective
Grades 11-12 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Algebra 1 (≥B) ▸ Biology (≥B) ▸ Chemistry (≥B) ▸ Most recent English (≥B) ▸ Teacher recommendation 	<p>AP Environmental Science is equivalent to a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry, and geography. AP Environmental Science is a rigorous course that stresses scientific principles and analysis and includes a laboratory component.</p>	
Anatomy/Physiology (452)		Elective
Grades 11-12 Full Year (1.0) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Biology (≥B) ▸ Teacher recommendation 	<p>This course is the study of the structure and function of the human body in both the healthy and diseased states. This course includes the histological study of the four major tissues of the body as well as a number of selected body systems. Approach to material is a combination of lecture and laboratory activities.</p>	
Principles of Engineering (889)		Elective
Grades 11-12 Full Year (1.0) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Concurrent enrollment in Algebra 2 or higher ▸ Most recent math (≥B) ▸ Most recent required science (≥B) ▸ Teacher recommendation 	<p>For students interested in engineering, computer science (coding, app development, gaming, robotics), math modeling, and real-world problem solving. The course is project-based and students must keep an engineering notebook to document their work/processes. Topics include 3D printing, electric circuits, pneumatics, simple and complex machines, rocketry, and more.</p>	

Computer Programming 1 (821)		Elective
<p>Grades 9-12</p> <p>Full Year (1.0) Credit</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Concurrent enrollment in Algebra 1 (310) or higher ▸ Teacher recommendation 	<p>This course introduces students to programming fundamentals using Snap!, a block-based, visual programming language designed for beginners. Students will explore core concepts like variables, loops, conditionals, and functions through hands-on projects, creating interactive stories, games, and simulations. Emphasizing problem-solving, logical thinking, and creativity, this course provides an engaging introduction to coding, requiring no prior experience. By the end, students will have a solid foundation in programming principles and the confidence to explore more advanced topics or languages.</p>	
Computer Programming 2 (823)		Elective
<p>Grades 9-12</p> <p>Full Year (1.0) Credit</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Computer Programming 1 (≥B) or teacher interview ▸ Teacher recommendation 	<p>This project-based course transitions students from block-based programming in Snap! to text-based coding in Python through the creation of engaging games such as Tic-Tac-Toe and Oregon Trail. Each project emphasizes problem-solving, and efficient coding practices. By the end of the course, students will have a portfolio of interactive games showcasing their Python skills. Prerequisite: Programming 1 and/or teacher approval.</p>	
AP Computer Science Principles (896)		Elective
<p>Grades 10-12</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Computer Programming 2 (≥B) or teacher interview ▸ Algebra 1 (310) or Honors Algebra 1 (≥B) ▸ Teacher recommendation 	<p>AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. The course is taught using the Python programming language.</p>	

AP Computer Science A (897)		Elective
Grades 10-12 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ AP Computer Science Principles (≥B) ▸ Teacher recommendation 	<p>AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.</p>	

Section 8

Social Studies

All students must complete 3.5 credits from Social Studies, with Oklahoma History, World History, US History, US Government, and Personal Finance being required. The most common courses of study are shown below. Alternate tracks based on student needs/goals can be developed in conjunction with the assistant principal of academics, social studies department coordinator, and counseling staff.

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> ▸ Oklahoma History 	<ul style="list-style-type: none"> ▸ World History or AP World History 	<ul style="list-style-type: none"> ▸ US History or AP US History 	<ul style="list-style-type: none"> ▸ US Government or AP US Government and Politics <i>and</i> ▸ Personal Finance

Oklahoma History (512)		Oklahoma History
Grade 9 Semester (0.5) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>Oklahoma History is a general survey course of the state's history from the early Native American tribes to the present. Topics include early European and American exploration, Indian removal and the Civil War in Indian Territory. Students will analyze the opening of Indian Territory to homesteaders, the process of statehood, and the politics of early statehood. The course will end with a review of the state's history in the 20th century, including the Dust Bowl, the Civil Rights Movement and the scandals of the 1970s. Students will also learn research, writing and geography skills. Embedded in this course will be leadership and organizational skills.</p>	

World History (520)		World History
Grade 10 Full Year (1.0) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Oklahoma History (≥D) 	<p>This is a general survey course of World History from the Neolithic Revolution to the present day. Beginning with an understanding of culture and civilization, the course develops the political, economic, social and cultural foundations of the human past. Students will explore themes and topics including the foundations of democracy in Greece and Rome, the rise of Islam, the European Renaissance and Reformation, the Age of Exploration, the Scientific Revolution and Enlightenment, the Age of Imperialism, World Wars I and II and the Cold War. In addition, students will develop an understanding of major artistic movements and recognize significant works of art and architecture. Students enrolled in this class must possess excellent writing, reading and critical thinking skills and will be expected to contribute during debates and open discussion.</p>	

AP World History: Modern (522)		World History
<p>Grade 10</p> <p>Full Year (1.0) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Honors English 1 (≥B) or English 1 (A) ▸ Teacher recommendation 	<p>Special Requirement: Summer reading and assignment. The expectation is that students enrolled in this course will take the AP World History exam scheduled in May.</p> <p>This survey course focuses on the political, social, cultural, and economic changes in human history and how they impact our present world. This course follows the national- standardized Advanced Placement course outline and is taught and graded at the college level. Because of the accelerated pace, the course requires a high level of student commitment and motivation as well as higher-level reading and writing skills. Students in the course will develop their critical thinking and essay-writing skills, as well as learn to analyze primary and secondary sources for bias and point-of-view. Students will also develop an understanding of major artistic movements and recognize significant works of art and architecture. A research paper will be required during the second semester. Summer reading is required. Students may elect to take the Advanced Placement World History exam at the end of the second semester.</p>	
US History (530)		US History
<p>Grade 11</p> <p>Full Year (1.0) Credit</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ World History (≥D) or AP World History (≥D) 	<p>This course is a general survey course of the history of the North American continent, beginning from the time of European exploration through the present day. This course will be geared around primary documents, lectures, critical thinking and analysis, as well as classroom discussions and debates. This course aims at preparing the students for college by teaching them effective note-taking techniques, as well as the ability to organize information from lectures to construct a timeline of relevant events in American history. The first semester concludes with a study of the Civil War and Reconstruction. The second semester is spent primarily in the twentieth century, with a study of how the major events of this era, (World War I, the Great Depression, World War II, the Cold War, Civil Rights, Vietnam, the Gulf War, and the War on Terror) reflect and shape the position of the United States in the world today.</p>	

AP US History (532)		US History
<p>Grade 11 Full Year (1.0) Credit Weighted NCAA OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ AP World History (A) ▸ Teacher recommendation 	<p>Special Requirement: Students must complete a summer reading assignment.</p> <p>Special Note: Students must demonstrate ability to remain on task for class activities.</p> <p>This survey course introduces students to the major events, concepts, and themes in American history from European contact to the present day. The course follows the national-standardized Advanced Placement course outline and is taught and graded at the college level. Because of the accelerated pace, the course requires a high level of student commitment and motivation as well as higher-level reading and writing skills. Students in the course will develop their critical thinking and essay-writing skills as well as learn to analyze primary and secondary sources for bias and point-of-view. Summer reading is required. Students may elect to take the Advanced Placement U.S. History exam at the end of the second semester.</p>	
US Government (541)		Government
<p>Grade 12 Semester (0.5) Credit NCAA OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ US History or AP US History (≥D) ▸ Teacher recommendation 	<p>This course is an introductory course designed to provide an overview of the structure and foundation of American Government with a particular focus on the relationship between individuals, communities and their government. The course begins with an analysis of the Constitution and the evolution of the American political system. Following this the student will discuss the evolution of the United States by examining civil liberties and civil rights. Building on the origin and development of the American political system, the student will examine challenges to the Constitution and the role of the president and Congress in addressing the changing needs of the American public. The student will also examine in detail the role of the media, interest groups, political parties and the public policy process. Students will participate in discussions and use outside readings to further their understanding. The goal of this course is to empower students to become active and informed participants in the political system.</p>	

AP US Government (540)		Government
<p>Grade 12 Semester (0.5) Credit NCAA OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ AP US History (≥B) and teacher recommendation or US History (A) and interview with teacher 	<p>Special requirement: Completion of pre-reading assignment.</p> <p>Special note: If student is coming from on-level U. S. History, they need to arrange a meeting with the instructor prior to enrolling.</p> <p>This course follows the Advanced Placement course outline and is taught and graded at the college level. The course begins by examining the Constitutional foundations of American government and the civil rights and liberties outlined in the Bill of Rights. Students will also explore political ideology and participation, as well as the impact of political parties, the mass media, and interest groups on the political process. The three branches of government and the supporting bureaucratic structures are studied followed by the public policy process. It is essential that students keep up with lectures and assigned readings and are prepared to critically analyze issues in current American politics.</p>	

Personal Finance (815)		Personal Finance
<p>Grade 12 Semester (0.5) Credit NCAA Prerequisites:</p> <ul style="list-style-type: none"> ▸ AP US History or US History (≥D) 	<p>The content covered in Personal Finance is designed to introduce young adults to the realities of personal financial issues encountered from high school senior to senior citizen. Materials covered in this semester course are in harmony with Catholic Church teachings and fully comply with the fourteen areas of instruction found in the Passport to Financial Literacy Act of 2007 in the State of Oklahoma. Areas of concentration include: money management, scholarship, careers, taxes, charitable giving, retirement, planning, savings, insurance, home ownership and debt.</p>	

Current Events (542)		Elective
<p>Grade 11-12 Semester (0.5) Credit NCAA OK Promise Prerequisites:</p> <ul style="list-style-type: none"> ▸ OK History (≥D) ▸ World History or AP World History (≥D) 	<p>This course is designed to provide discussion and thought about many of the problems which the world faces today. Students will become more familiar with the everyday happenings of today's society through the study of contemporary newspapers and news magazines, through analysis of network broadcasts and through lectures, speakers, films and discussion. Contemporary world issues, major political developments, and economic trends will be discussed and interpreted to help the student become familiar with and better understand the world.</p>	

Global Issues (543)		Elective
Grade 11-12 Semester (0.5) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ OK History (≥D) ▸ World History or AP World History (≥D) 	<p>This elective course uses Catholic Social Teaching as the foundation to examine major issues that impact the United States and the world today. With a focus on developing the student's awareness of being a global citizen, the major issues addressed concern the impact of human activity on the global population through the lens of Catholic Social Teaching.</p>	

Psychology (553)		Elective
Grade 11-12 Semester (0.5) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ OK History (≥D) ▸ World History or AP World History (≥D) 	<p>The Psychology course introduces students to the scientific study of human behavior and mental processes. It covers a wide range of topics and activities, including brain anatomy, cognition, memory, sleep, conditioning, mental disorders and their treatment, as well as experimental design and analysis. Throughout the semester, students will collaborate on group projects to design, conduct, and present an experiment, as well as a research project on a selected mental disorder.</p>	

AP Psychology (555)		Elective
Grade 11-12 Semester (0.5) Credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ World History or AP World History (≥C) and teacher recommendation or teacher approval 	<p>The AP Psychology course introduces students to the scientific study of human behavior and mental processes. It covers a wide range of topics and activities, including brain anatomy, cognition, memory, sleep, conditioning, mental disorders and their treatment, experimental design and analysis, human development, and social psychology. This AP course reflects the scope and rigor of an introductory college-level psychology course. It is designed to prepare students for the AP Exam, offered in May, which can grant college credit.</p>	

Sociology (554)		Elective
<p>Grade 11-12</p> <p>Semester (0.5) Credit</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ World History or AP World History (≥D) 	<p>The Sociology course introduces students to the systematic study of human society, social behavior, human interactions, and group dynamics. It covers a broad range of topics, including persuasion, conformity, prejudice and discrimination, socioeconomic theories, cognitive dissonance, and various social psychological theories. Throughout the semester, students will collaborate on three group research projects, focusing on approved topics of their choice. Additionally, students will participate in engaging activities, such as a simulated tribal recreation of society, where groups make decisions regarding the socioeconomic, societal, and governmental structure of their newly formed community. Students will also design, implement and analyze a survey on an approved topic.</p>	
AP Art History (561)		Fine Arts or Elective
<p>Grade 11-12</p> <p>Semester (0.5) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ World History or AP World History (≥B) ▸ Teacher recommendation 	<p>The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.</p>	
AP Macroeconomics (852)		Elective
<p>Grade 11-12</p> <p>Semester (0.5) Credit</p> <p>Weighted</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ World History (A) or AP World History (≥B) ▸ Honors Geometry (≥B) ▸ Concurrent enrollment in Honors Algebra 2 or higher ▸ Teacher recommendation 	<p>The course is designed to prepare students to succeed on the AP Macroeconomics exam taken in May each year. The course also will prepare students for success in college level economics courses. The course of study strictly follows the College Board's published course of study including: basic economic concepts; measuring economic performance; national income and price determination; financial sector; inflation, unemployment and stabilization policies; growth and productivity; and open economy, international trade and finance.</p>	

Section 9

World Language

In most situations, students must take a minimum of two consecutive years of a world language (2.0 total credits). Students who are contracted through the REACH department may qualify for a world language waiver and/or world language credit substitution (see level counselor or assistant principal of academics for more information). World Language courses that are labeled Level 3 or higher receive weighted credit. Chinese Language and Culture cannot be counted toward the World Language graduation requirement.

Spanish 1 (611)		World Language
Grades 9-11 Full Year (1.0) credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>This class is an introduction to the Spanish language and culture. Students will learn basic vocabulary and grammar as a means to effectively communicate on common topics using present tense verbs. By the end of this course, students will be able to read and comprehend short passages using the basic vocabulary and grammar learned. They will also be able to write original sentences demonstrating their understanding of the grammar and how it is different from English. Listening to the spoken language and practicing orally with the help of CDs and DVDs that accompany the textbook will further their ability to communicate in the target language. Students will learn about the culture and geography of selected Spanish-speaking countries.</p>	
Spanish 2 (612)		World Language
Grades 9-12 Full Year (1.0) credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Spanish 1 (≥D) or placement test 	<p>This course is a continuation of Spanish I, building on previously learned vocabulary and grammar while introducing new topics, such as the present progressive, preterite, imperfect tense, and simple commands. Students will expand their ability to use vocabulary and grammar in more complex sentences, with topics including school life, childhood activities, home, family, and chores. The course emphasizes skill development in listening, speaking, reading, and writing through engaging activities such as role-playing, oral presentations, and interactive exercises. Students will also explore Hispanic cultures and traditions, fostering an appreciation for cultural differences through the study of customs, traditions, and everyday life. Assessments will include quizzes, projects, written assignments, and oral presentations, ensuring students demonstrate their knowledge and progress effectively.</p>	

Honors Spanish 3 (618)		World Language
Grades 9-11 Full Year (1.0) credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Spanish 2 (≥B) or placement test or native/heritage speaking abilities 	<p>This course is designed to prepare students for AP Spanish. Students will continue to develop and refine their proficiency in reading, writing, listening, and speaking, with emphasis on their ability to interact orally and in writing with each other. They communicate using more complex language structures on a variety of topics. Readings include a variety of authentic texts, including poetry, fiction, and newspaper articles. More formal writing is introduced. Students will also make connections to other disciplines (art, history, and geography), and develop insight into the nature of language and culture. Classes are taught primarily in Spanish and students are encouraged to communicate, even among themselves, in Spanish.</p>	
Honors Spanish 4 (619)		World Language
Grades 10-12 Full Year (1.0) credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Honors Spanish 3 (≥B) ▸ Teacher recommendation 	<p>This course is designed to prepare students for AP Spanish. Students develop more sophisticated communication skills in all four proficiencies, reading, writing, speaking, and listening, with the emphasis on the ability to interact orally and in writing in authentic situations. Authentic reading selections are emphasized at this level to prepare the student for the AP exam. Students communicate using more complex language structures and express ideas with reasonable fluency. Additionally, awareness of cultural perspectives of Spanish-speaking peoples will increase. Classes will be taught primarily in Spanish.</p>	
AP Spanish Language and Culture (615)		World Language
Grades 11-12 Full Year (1.0) credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Honors Spanish 4 (≥B) ▸ Teacher recommendation 	<p>AP Spanish is designed for students interested in pursuing a rigorous, advanced program of study to refine their proficiency in speaking, listening comprehension, reading, and writing. Success in this course requires a significant commitment to independent practice outside of class, including dedicating 5-7 hours weekly to completing written assignments, listening to authentic Spanish-language media, studying vocabulary and grammar, and participating in speaking and reading exercises. This time investment is essential for building the fluency and cultural understanding needed for advanced proficiency. Successful performance in this course is equivalent to the performance of students who have completed at least four semesters of college Spanish that is up to 16 hours of credit at some universities.</p>	

AP Spanish Literature (617)		World Language
Grade 12 Full Year (1.0) credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ AP Spanish Language and Culture (≥B) ▸ Teacher recommendation 	<p>AP Spanish Literature and Culture is equivalent to a college level introductory survey course of literature written in Spanish, spanning from medieval Spain to contemporary works from Latin America. Students continue to develop their interpretive, interpersonal, and presentation skills in the Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from the official AP Spanish Literature and Culture Reading List with other non-required texts. The course is thematically based, conducted mostly in Spanish, with active participation in discussions, debates, presentations, and projects required.</p>	
French 1 (621)		World Language
Grade 9-11 Full Year (1.0) credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>This class is for students who have no knowledge of French or had some French prior to coming to BMCHS. They will first learn the many similarities between the French and English languages. The emphasis is on speaking, listening, reading and writing while learning the culture of France and other French speaking countries. At the end of the year, students will be able to speak and write about everyday topics using simple vocabulary and present and future tenses. Students will also be able to read and understand basic passages and conversations.</p>	
French 2 (622)		World Language
Grade 9-12 Full Year (1.0) credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ French 1 (≥D) or placement test 	<p>This course level continues the skill development begun in French 1. Vocabulary and grammar are expanded so the students can further develop their conversational and reading skills. Students also continue to gain knowledge and understanding of the French culture as well as the geography and culture of the French speaking countries. At the end of the year, students will be able to speak about and describe events in past, present, and future tenses. Students will continue to develop their writing skills over the course of the year. Students will be able to read longer passages about French culture and history as well as short stories.</p>	

Honors French 3 (627)		World Language
Grade 10-12 Full Year (1.0) credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ French 2 (≥B) ▸ Teacher recommendation 	<p>This is an honors level course of study for serious students who are interested in learning how to communicate and understand more authentic media. Grammar will be reviewed and developed and the study of French literature is introduced along with authentic resources including podcasts, infographics, and news broadcasts. Students read short stories, complete different projects, and integrate the writing skills learned in previous French courses with literary analysis. Students will be able to converse on a variety of topics, correctly situating events using past, present, future, and subjunctive tenses.</p>	
AP French Language and Culture (625)		World Language
Grade 11-12 Full Year (1.0) credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Honors French 3 (≥B) ▸ Teacher recommendation 	<p>As a continuation of Honors French, Advanced Placement credit is awarded to students who successfully complete this year of comprehensive study of French grammar, vocabulary, literature and history. Students are well prepared for college upon completion of this course and can receive college credit for their years of French study by earning a score of 3 or higher on the AP exam. Students will be able to speak and write integrating present, past, future, and subjunctive tenses. Students will analyze selections from classic and contemporary French fiction and non-fiction through discussion and writing. Students will also learn about the history of French and Francophone countries through selected readings and discussion.</p>	
Latin 1 (641)		World Language
Grades 9-11 Full Year (1.0) credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>Latin I is a yearlong course in which students will be introduced to basic Latin grammar, syntax and vocabulary. By the end of the year, students will be able to read and comprehend basic passages of varying length. Students will examine Roman culture and history by reading classical Latin literature adapted for beginning students. Students explore the language by composing very short passages in Latin. Readings include tales from Roman and Greek mythology, theatrical and historical works, and biography. An emphasis will be placed on training students to recognize Latin roots in modern English words, thereby aiding their performance on verbal sections of college entrance exams. This course combines visual, auditory and kinesthetic learning methods. Students interested in studying ancient history, or those thinking about pre- medical or pre-law college programs will find Latin training especially helpful.</p>	

Latin 2 (642)		World Language
Grades 9-12 Full Year (1.0) credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Latin 1 (≥D) or placement test 	<p>This course stems directly from the foundation begun in Latin I. Students continue to study Latin vocabulary and grammar, Roman history and culture, and Classical Mythology through adapted readings. Towards the end of the year, students begin to read longer passages taken from Latin authors that include selections from Cicero, Catullus, Vergil and Ovid. Students will also gain confidence in their mastery of basic Latin grammar by continuing to practice composition. This class, much like Latin I, will help solidify a student's knowledge of English grammar and help increase English vocabulary.</p>	
Honors Latin 3 (647)		World Language
Grades 10-12 Full Year (1.0) credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Latin 2 (≥B) ▸ Teacher recommendation 	<p>This honors level course, a direct continuation of the work undertaken in Latin I and II, is an introduction to Latin prose. Students will interact with Roman history, society, morality and religion by reading Latin prose works. In particular, students will read the works of Julius Caesar and will use his commentaries as a frame for the further exploration of late Roman Republican prose authors. Students will read and analyze Caesar's <i>De Bello Gallico</i> as preparation for the first half of the AP Latin Exam, which is taken at the end of their fourth year of Latin.</p>	
AP Latin (645)		World Language
Grades 11-12 Full Year (1.0) credit Weighted NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ Honors Latin 3 (≥B) ▸ Teacher recommendation 	<p>This AP Latin course is designed to provide students with the experiences needed to be successful on the AP Latin exam. Students will read and comprehend the unaltered work of classical Latin authors, translate the required Latin readings from the AP Latin syllabus, and read and outline the English selections from the AP Latin syllabus. Students will analyze the literary works of Caesar and Vergil through class discussion and formal essays with respect to their historical, cultural, and literary contexts. When analyzing the works of Latin authors, students will occasionally read the works aloud, use terminology specific to the grammatical and rhetorical analysis of the works, and practice scansion while reading lines of Vergil's <i>Aeneid</i>.</p>	

Section 10

Fine Arts

Students are required to take 1.0 credits of Fine Art. All Fine Arts taken in excess of 1.0 credits will count as general electives for the purposes of graduation credits.

Instrumental and Vocal Music

Music Appreciation (729)		Fine Arts
Grades 9-12 Semester (0.5) credit Prerequisites: ▶ None	<p>Students will study earliest forms of music by exploring how it was written and continue through various periods of music history (renaissance, classical, romantic and 20th century). Each student will gain an appreciation of music through many listening examples in class and review select pieces and study their musical forms. In addition, a brief period will be explored on music theory and music writing. Students will even explore their own creativity in music writing and composition. Whether you like or love music, this is the perfect course for you.</p>	
Chamber Ensemble (724) (no experience necessary)		Fine Arts
Grades 9-12 Semester (0.5) credit Prerequisites: ▶ None	<p>Special note: Students do <u>not</u> need any prior instrumental instruction/ experience for this class.</p> <p>This ensemble is a part of the Band Program at Bishop McGuinness and is a performing ensemble. The purpose of this class is to learn or advance one's skills on an instrument, and is therefore appropriate for both students with and without prior experience. Skills will be learned and practiced in solo playing, orchestral performance, and small ensemble. The general goal is for students to be able to confidently and accurately perform music.</p> <p>Students who do have experience are also welcomed, as they will learn more advanced studies through guided independent studies. As a result of their practice and exposure to high quality musical performance and literature, they should also develop an appreciation for the skill and artistry involved in playing a musical instrument.</p> <p>All woodwinds, brass, and string instruments are welcome in this class. All percussionists or those wanting to learn percussion are welcomed in our Percussion Ensemble.</p>	

Drumline (726) (no experience necessary)		Fine Arts
Grades 9-12 Semester (0.5) credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>Special note: Students are required to participate in an end-of-semester concert, in-school pep rallies, in-school pep send-offs, and one football game.</p> <p>Drumline courses offer students a unique opportunity to explore the world of percussion music. Through drumline and percussion ensemble experiences students will work through a variety of music. Throughout the semester, students will immerse themselves in the exciting realm of rhythm and sound, honing their technical skills on various percussion instruments.</p> <p>This performing ensemble performs at various events, football games, pep rallies, End-of-Semester Concert and other performances throughout the semesters. Their presence at these events is mandatory, as they will play a huge role in enhancing the game-day atmosphere and morale by showcasing their percussion talents to a live audience.</p>	
Band (722)		Fine Arts
Grades 9-12 Full Year (1.0) credit Prerequisites: <ul style="list-style-type: none"> ▸ Prior instrumental music experience 	<p>The Band program is one of the performing ensembles at McGuinness. The class only accepts musicians who have had prior experience in the field of music. The class is only for the intermediate to advanced level musicians. The program accepts all types of instrumentation involved in a concert band and/or jazz band type setting. The "Fighting Irish" Band performs at all home football games with the Drumline during the fall semester, performs at most all school masses and performs two annual concerts at McGuinness during the year: Christmas and Spring Concerts. After school rehearsals meet on occasion, so every instrumentalist must be flexible in terms of schedule. Auditions for CODA Honor Band, All State Honor Band, and solo and ensemble competition is encouraged, but not required. Open to any Woodwind, Brass, or Percussion players. Open to any Woodwind, Brass, or Percussion players.</p>	
Orchestra (723)		Fine Arts
Grades 9-12 Full Year (1.0) credit Prerequisites: <ul style="list-style-type: none"> ▸ Prior instrumental music experience 	<p>This course is a part of the Performing Arts Department and accepts all types of instrumentation involved in an orchestral setting. The Orchestra performs at all masses, and performs two annual concerts at McGuinness during the year: Christmas and Spring Concerts. After school rehearsals meet on rare occasions, so every instrumentalist must be flexible in terms of schedule. Auditions for CODA Honor Band, All State Honor Band, and solo and ensemble competition are also encouraged. Open to all string players and also piano players.</p>	

Choir (725)		Fine Arts
Grades 9-12 Full Year (1.0) credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>The Choir program is one of the performing ensembles at McGuinness. The course is open to all levels of singers, including beginners. The class focuses on how to create the proper style of intonation in singing as well as breath support and how to project in singing. The ensemble sings at every school mass, performs the national anthem before some home football games during the Fall Semester, and performs at various concerts during the year, including the annual Christmas and Spring Concerts. After school rehearsals meet on occasion, so all singers must be somewhat flexible in terms of schedule. Auditions for All State Honor Choir and solo and ensemble competition is encouraged, but not required.</p>	

Speech, Debate, and Theatre Arts

Fundamentals of Speech (710)		Fine Arts
Grades 9-12 Semester (0.5) Credit NCAA Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>This is an introductory course designed to acquaint students with the basic theory of the art of public speaking and listening. The course provides experience in the composition and delivery of oral presentations in a multicultural world. Topics include speech organization, forms of supporting materials, audience analysis, and critical evaluation of speeches. Students will learn the essentials of public speaking with both persuasive and informative speaking, as well as storytelling, duets, monologues, and acting events that could be performed in class or at tournaments.</p>	

Competitive Speech (712)		Fine Arts
Grades 9-12 Semester (0.5) Credit NCAA Prerequisites: <ul style="list-style-type: none"> ▸ Fundamentals of Speech (≥B) ▸ Teacher recommendation <li style="text-align: center;">OR ▸ Students with prior experience must interview with instructor 	<p>Special requirement: Participation in after-school practices and weekend tournaments is required.</p> <p>This course is offered for the student interested in participating in competitive speech and acting. Instruction and participation in oratory, humorous or dramatic interpretation, poetry, duets, monologues, and other acting events will be included. Tournament participation will be required.</p>	

Advanced Competitive Speech (713)		Fine Arts
Grades 10-12 Semester (0.5) Credit NCAA Prerequisites: <ul style="list-style-type: none"> ▸ Two semesters of Competitive Speech (≥B) ▸ Teacher recommendation 	<p>Special requirement: Participation in after-school practices and weekend tournaments is required.</p> <p>The course is an advanced study and practice in public speaking, acting and the oral interpretation of literature in an interscholastic competition setting. Competition events include, but are not limited to, duet acting, monologue, prose and poetry reading, oration and impromptu speaking. Participation in speech and drama tournaments is required.</p>	
Fundamentals of Debate (711)		Fine Arts
Grades 9-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>Special requirement: Participation in or observation at one competitive tournament is required.</p> <p>Debate helps students understand all sides of an issue while developing their ability to exchange ideas, defend their thoughts, and grow as confident and understanding communicators. Students will be introduced to the basics of argumentation, analytical research, and public speaking for the purpose of participating in structured presentations. Various forms of debate, including Lincoln-Douglas Debate, Public Forum Debate, Congressional Debate, Domestic Extemporaneous Speaking, and Foreign Extemporaneous Speaking will be explored. Students will develop skills in critical thinking, listening, and persuasive discourse as they build a foundation for effective advocacy of current events topics. The course will emphasize having an attitude of appreciative inquiry with diverse perspectives. Participation or observation at one competitive tournament is required.</p>	

Competitive Debate (714)		Fine Arts
<p>Grades 9-12 Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Fundamentals of Debate (≥B) ▸ Teacher recommendation OR ▸ Students with prior debate experience must interview with instructor 	<p>Special requirement: Participation in one competitive tournament per semester is required.</p> <p>Students will further develop skills in structured argumentation, analytical research writing, and extemporaneous speaking as they participate in one or more of the following forms of debate: Lincoln-Douglas Debate, Public Forum Debate, Congressional Debate, Domestic Extemporaneous Speaking, Foreign Extemporaneous Speaking, and Oratory. In addition to practicing case construction, rebuttal, and cross-examination strategies, students will develop a variety of tactical skills including: critical advocacy, framework, identifying logical fallacies, evidence testing, advancing a reasoned position, communicating persuasive ideas, attacking and refuting arguments, and audience adaptation. Effective communication skills, including more advanced use of argument framing, word choice/syntax, persuasive techniques, and non-verbal cues will be utilized. Upon completing the class, students should be able to confidently articulate diverse perspectives in a logical, clear, and persuasive manner. Participation in at least one tournament per semester is required, and students will have the opportunity to compete at local, regional, state, and national levels.</p>	

Advanced Competitive Debate (715)		Fine Arts
<p>Grades 10-12 Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Two semesters of Competitive Debate (≥B) ▸ Teacher recommendation 	<p>Special requirement: Participation in two competitive tournaments per semester is required.</p> <p>This course will incorporate advanced elements of discourse (argumentation, effective rhetoric, and logical persuasion), critical inquiry, research methods, science of public speaking, depth of knowledge of current events, political science, and philosophy. Students will develop advanced skills in systems of advocacy, argumentation strategy, analytical research writing, and extemporaneous speaking as they participate in one or more of the following forms of debate: Lincoln-Douglas Debate, Public Forum Debate, Congressional Debate, Domestic Extemporaneous Speaking, Foreign Extemporaneous Speaking, and Oratory. Advanced communication skills will be utilized. Participation in at least two tournaments per semester is required, and students will have the opportunity to compete at local, regional, state, and national levels.</p>	

Mock Trial (718)		Fine Arts
Grades 9-12 Full Year (1.0) Credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>This course provides students with practical experience in the American judicial system as part of a simulated legal team. Students will take on the roles of attorneys and witnesses, analyze and develop arguments for hypothetical criminal and civil legal cases, and present evidence to actual judges and juries in courtrooms across the state of Oklahoma. Coursework will include learning the elements of the American legal system, including trial procedures, courtroom etiquette, case law, and constitutionality. Students will practice legal advocacy in a collaborative team environment through making opening statements, direct and cross-examination, and closing arguments. The course is particularly helpful for students interested in careers in the legal field or those who want to increase skills in critical thinking, effective public speaking, and team collaboration.</p>	
Introduction to Theater (771)		Fine Arts
Grades 9-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>This course is designed to introduce the student to a brief history of the theater and the functions of the playwright, actor, director, producer, critic and technical theater designers. It also offers an introductory exploration of stage acting, musical theater, and the performance of literature.</p>	
Stagecraft (830)		Fine Arts
Grades 10-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Teacher interview 	<p>In this course students learn how to use power tools used for scenic construction. Students also learn how to use the rigging system, as well gain an understanding of theatrical rigging principles. Students also learn basic theatrical painting techniques and an overview of theatrical lighting.</p>	
Advanced Stagecraft (831)		Fine Arts
Grades 10-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Teacher interview 	<p>This course builds on the principles of stagecraft. Students will learn basic metalworking skills including welding. Students also learn additional joinery skills used in theatrical construction. Students also learn basic CAD skills.</p>	

Technical Theater (881)		Fine Arts
Grades 10-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Teacher interview 	<p>In this course, students will learn how to use the equipment on the technical side of theatre. It covers sound reinforcement and theatrical lighting. Students learn how to edit sound effects and music, as well as learn how to use media playback programs for shows. The course also features a brief introduction into theatrical rigging. Students will also learn basic light board programming, and live event production for video streaming.</p>	

Dance

Dance classes can fulfill either the Fine Arts or the PE/Health graduation requirement. The default is for dance classes to be counted as a Fine Art — students who wish to use dance as a PE/Health credit will need to notify their level counselor.

Dance 1 (731)		Fine Arts or PE/Health
Grades 9-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>Special Requirement: First semester students will perform at the annual Halloween Assembly and Dancing with the Irish Stars; Second semester students will perform in the DanceVisions Spring Concert.</p> <p>This course introduces body movement and coordination as they apply to performing on stage. Included in the class will be exercises to promote physical coordination and body control and basic stage movements. Dance 1 students will be introduced to the basic dance techniques of jazz, modern, and hip-hop dance, as well as their relationship to ballet and other styles of dance. In addition, this course aims to cultivate an appreciation of dance as an art form, a recognition of important figures in jazz and modern dance, and a habit of professional behavior and respect as a performer and audience member.</p>	

Dance 2 (732)		Fine Arts or PE/Health
Grades 9-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Dance 1 (≥B) ▸ Teacher recommendation <li style="text-align: center;">OR ▸ Students with prior dance experience must interview with instructor 	<p>Special Requirement: First semester students will perform at the annual Halloween Assembly and Dancing with the Irish Stars; Second semester students will perform in the DanceVisions Spring Concert.</p> <p>This course expands on the techniques learned in Dance 1. This course place emphasis on developing style and expression as a performing dancer, as well as increasing the student's knowledge of dance vocabulary.</p>	

Dance 3 (733)		Fine Arts or PE/Health
Grades 9-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Dance 2 (≥B) ▸ Teacher recommendation OR ▸ Students with prior dance experience must interview with instructor 	<p>Special Requirement: First semester students will perform at the annual Halloween Assembly and Dancing with the Irish Stars; Second semester students will perform in the DanceVisions Spring Concert.</p> <p>This course is designed for intermediate/advanced level dancers who have had either experience in a Dance 2 class at BMCHS, or recent experience in a private dance studio or dance program. Students will continue to focus on flexibility and placement for ease of movement and added physical strength, in addition to more advanced dance steps and choreography. It is imperative that students at this level have a tenacity for learning, growing, and performing on stage, as they are the examples of our highest level of dance class at BMCHS.</p>	

Dance Company (aka DanceVisions) (734)		Fine Arts or PE/Health
Grades 9-12 Semester (0.5) Credit 6th hour 2nd Semester Prerequisites: <ul style="list-style-type: none"> ▸ Competitive tryouts the previous May 	<p>Dance Company is a course to provide company members with adequate rehearsal time as they learn to assimilate choreography at a quick pace. Class time involves daily warmup, as well as rehearsal time focused on learning choreography, improving technical skills, performance style, and acting. Dance Company class (6th hour/second semester) is a requirement for all dancers in DanceVisions.</p>	

Visual Art

Principles of Art (751)		Fine Arts
Grades 9-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Portfolios are required for incoming freshmen ▸ No prerequisites for other grade levels 	<p>This course is an introduction to the fundamental principles in art through drawing experience using the art elements of line, direction, form, shape, size, texture, and value.</p>	

Principles of Design (752)		Fine Arts
Grades 10-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Principles of Art (≥B) ▸ Teacher recommendation 	<p>This course is an introduction to the fundamental principles in art through drawing experience using the art elements of line, direction, form, shape, size, texture, and value.</p>	
Drawing (753)		Fine Arts
Grades 11-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Principles of Art (≥B) ▸ Principles of Design (≥B) ▸ Teacher recommendation 	<p>This course is an introduction to figure drawing, study of space and forms, and the use of value in drawing. Emphasis of this course is on value drawing and creative processes in the art of drawing. Students may continue in one semester advanced course designed to further understanding of drawing figurative illusion.</p>	
Painting (755)		Fine Arts
Grades 11-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Principles of Art (≥B) ▸ Principles of Design (≥B) ▸ Drawing (A) ▸ Teacher recommendation 	<p>This course is an individual study program designed to increase the student's awareness of different painting styles and techniques so that a painting style of his or her own may be developed.</p>	
Ceramics (757)		Fine Arts
Grades 11-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Principles of Art (≥B) ▸ Principles of Design (≥B) ▸ Drawing (≥B) ▸ Teacher recommendation 	<p>This course is an introduction to the properties of clay and its uses, as well as to forming, glazing, and firing techniques. Emphasis is on hand building, pinch, coil, and slab construction. The last six weeks of the semester will consist of an introduction to wheel-thrown ceramics.</p>	

AP Drawing (765)		Fine Arts
Grades 11-12 Full Year (1.0) Credit Weighted Prerequisites: <ul style="list-style-type: none"> ▸ Principles of Art (≥B) ▸ Principles of Design (≥B) ▸ Drawing (A) ▸ Painting (A) ▸ Teacher recommendation 	<p>In AP Drawing, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others.</p>	

AP 2-D Art and Design (763)		Fine Arts
Grades 11-12 Full Year (1.0) Credit Weighted Prerequisites: <ul style="list-style-type: none"> ▸ Principles of Art (≥B) ▸ Principles of Design (≥B) ▸ Drawing (A) ▸ Painting (A) ▸ Teacher recommendation 	<p>In AP 2-D Art and Design, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D art and design skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others.</p>	

AP 3-D Design (764)		Fine Arts
Grades 11-12 Full Year (1.0) Credit Weighted Prerequisites: <ul style="list-style-type: none"> ▸ Principles of Art (≥B) ▸ Principles of Design (≥B) ▸ Drawing (A) ▸ Painting (A) ▸ Teacher recommendation 	<p>In AP 3-D Art and Design, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 3-D art and design skills through sculpture, architecture, jewelry, fashion and apparel design, bookmaking, game design, interior design, fibers, and others.</p>	

Section 11

General Electives

Physical Education/Health

Health and Wellness (819)		PE/Health
Grade 9 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	Students will gain knowledge and develop skills applicable to lifelong health/wellness and well-being through mental, physical, and social/emotional attributes. The knowledge and skill sets learned endorse responsible choices to promote self-responsibility for a healthy lifestyle and wellness while reducing health risks. Curriculum topics include Fitness Training, Nutrition, Mental and Emotional Issues, Violence/Abuse, Drugs, Disease, Injury Prevention and First Aid/CPR. Students will develop personal fitness plans and explore the relationship and interactions of physical, mental, and social/emotional health.	
Sports and Fitness (846b, 847g)		PE/Health
Grades 10-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	The students will be exposed to a variety of individual, team and life sports. Instruction will include learning procedural aspects of each activity. Some of the activity's students will learn will be: badminton, croquet, basketball, flag football, horse shoes, ping pong, volleyball, soccer, and softball.	
Weight Training (842b, 843g)/Advanced Weight Training (840b, 841g)		PE/Health
Grades 10-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Physical and parental release form on file with athletic trainer 	This course will provide students with basic concepts and methods of weight training. Instruction in the proper technique used to perform an exercise, what muscle groups will be involved, and the different training methods to achieve goals will be covered. The course will progress from exercises that will help the student develop a strong strength base to more advanced and specialized exercises that isolate specific muscle groups.	

Tai Chi (882)		Fine Arts or PE/Health
Grades 10-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>Special Note: For the purposes of graduation credits, Tai Chi can be counted as an elective, a Fine Art, or as a PE/Health credit. Students who wish to use Tai Chi as a Fine Art or PE/Health credit will need to notify their level counselor.</p> <p>This course provides an introduction to the traditional Chinese martial arts and fitness campaign "Tai Chi". In this popular sport, there are a variety of classifications. We will promote the Simplified Tai Chi and the Tai Chi Fan. In addition to teaching hands, legs, body, method, step and other basic movements, Chinese music is integrated with this program to promote calmness, relaxation, natural breathing, harmony and coordination.</p>	

Communications

Media Studies (870)		Elective or Fine Arts
Grades 9-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ English (≥B) ▸ Strong writing skills 	<p>This is a one-semester course designed to introduce students to a variety of skill sets, software and leadership skills that introduce them into world of publishing. Students follow modules on journalism ethics, interviewing, a variety of writing styles, photography and layout and design. This course is structured to help students explore their interests in journalism and serving on the Chi Rho yearbook staff or the Chi Rhoan news staff.</p>	

Newspaper (871, 872*)		Elective or Fine Arts
Grades 9-12 Full Year (1.0) Credit Prerequisites: <ul style="list-style-type: none"> ▸ Media Studies (≥B) ▸ English (≥B) ▸ Teacher recommendation 	<p>Special requirement: Spring workshop at OU</p> <p>Special Note: This course may be repeated up to three years. Students who meet class requirements and competencies after two full years (four semesters) of Newspaper may receive one (1) honors credit in the third year.</p> <p>The course will focus on the writing of news, feature articles, editorials, reviews and sports stories. The students will be responsible for interviewing, writing articles, taking photographs, and learning the layout and design software necessary for editing and publishing a newspaper. Additional teaching units will include advertising, desktop publishing and journalistic integrity. Much of the student's time will be devoted to the actual production of the Chi Rhoan, the print news magazine, and the news site, chirhoan.com. Students may take Newspaper as a Fine Arts credit.</p>	

Yearbook (866, 868*)		Elective or Fine Arts
<p>Grades 9-12</p> <p>Full Year (1.0) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Media Studies (≥B) ▸ English (≥B) ▸ Teacher recommendation 	<p>Special requirement: Fall workshop at OU, participation in ad drive.</p> <p>Special Note: This course may be repeated up to three years. Students who meet class requirements and competencies after two full years of Yearbook may receive one (1) honors credit in the third year.</p> <p>In this course, the student will be responsible for the actual production of the Chi Rho, the student yearbook. The students considering this course must have a grade of B or better grade average in their previous semester English course and exhibit a high degree of self-motivation and maturity. They must possess good time management skills. The students will be responsible for writing articles, taking and gathering photographs, and the layout and design of yearbook pages on the computer. In addition, students will market the yearbook. Students must be prepared to spend extra time outside of class working on the yearbook. Students may take yearbook as a Fine Arts credit.</p>	
Photography (741)		Elective or Fine Arts
<p>Grades 10-12</p> <p>Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Media Studies (≥B) ▸ English (≥B) ▸ Teacher recommendation 	<p>Through this course, students will learn to use the manual settings on a DSLR (digital single lens reflex) camera or mirrorless camera. In addition, they will learn about photo composition, exposure, event photography, editing and organization, and the legal and ethical issues related to publishing. Students will be expected to attend several school events over the semester such as school plays and sporting events so they can practice taking photos that could be published in school publications.</p>	
Writing Workshop (244)		Elective or Fine Arts
<p>Grades 10-12</p> <p>Semester (0.5) Credit</p> <p>NCAA</p> <p>OK Promise</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ None 	<p>This course provides a study of the writing process, including mechanics, usage, paragraphs and vocabulary. The goal is to provide interested students with concentrated time and direction to improve their expository writing skills.</p>	

Creative Writing (243)		Elective or Fine Arts
Grades 10-12 Semester (0.5) Credit NCAA OK Promise Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>The primary goal of this one semester-long course is to help students develop and expand their skills in writing poetry, fiction, and personal essays. The semester is broken up into three areas of focus: non-fiction, fiction & prose, and poetry. As their final, students will assemble a portfolio which will include a sampling of the different genres they write and practice over the course of the semester. Students will be encouraged to submit work for publication. Class structure will include time for sharing, writing conferences with the teacher, and critiquing fellow students' written work.</p> <p>For the course, students should expect to write often both in class and at home. Multiple drafts will be written for an assignment with several stages of conferencing and guidance. This course is designed to feel different from the English classes students are used to by bringing in gamification of writing, daily journal practices, and using illustrations to tell a story.</p>	

Video Productions (779)		Elective or Fine Arts
Grades 9-12 Semester (0.5) Credit Prerequisites: <ul style="list-style-type: none"> ▸ None 	<p>In this introductory course, students will learn the basics of video analysis, video equipment and functions, video composition, video editing, news broadcasting, and filmmaking. Knowledge and skills acquired in the course will be applied in hands-on fieldwork, including PSA's, commercials, short films, music videos, and news stories. Students will gain experience in fulfilling various video production crew roles and implementing pre-production, production, and post-production processes. Student work may be shared as part of wider school broadcast media projects, such as <i>Clancy's Corner</i> and <i>McGuinness Minute</i>.</p>	

Broadcasting (780)		Elective or Fine Arts
<p>Grades 9-12</p> <p>Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Video Productions (≥B) ▸ Teacher recommendation 	<p>Special requirement: Students will need to video some school events outside of class time.</p> <p>Special Note: Students are strongly encouraged to take a full year to ensure consistency in production teams.</p> <p>Students will refine, enrich, and expand on skills acquired in the Video Production course through advanced digital editing, news broadcasting, and cinematography/filmmaking formats. Emphasis will be placed on producing regularly-scheduled media broadcast segments (<i>Clancy's Corner</i> and <i>McGuinness Minute</i>) covering events of interest to the school community for distribution on school website and social media platforms. Students will also complete individual and group short film projects. Opportunities to create video portfolios for submission to college/university programs and submit work to broadcasting/video competitions and festivals will be available. The ability to stay organized, meet deadlines, and work cooperatively as part of a student video broadcast team are necessary for success in the class. Students will need to video some school events outside of class time.</p>	

Other Electives

Chinese Language and Culture (880)		Elective or Fine Arts
<p>Grades 10-12</p> <p>Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ None 	<p>Special note: This class may not be used to meet the requirements for a World Language credit.</p> <p>This course offers an introduction to the Chinese language and culture. In addition to vocabulary related specific topics, the emphasis is on speaking Chinese using interesting text, Pinyin foundation (phonetics) of simple pronunciation, the Chinese writing system, and reading skills. To learn about the Chinese culture, students will recite classical Chinese poems, sing Chinese folk songs, paper cutting, calligraphy, and be introduced to Chinese Festivals and customs through group participation.</p>	

Leadership (864)		Elective
<p>Grade 10</p> <p>Semester (0.5) Credit</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> ▸ Application and interview 	<p>This one semester course seeks to help students better understand their talents, identify their strengths, increase interpersonal communication skills and explore their capacity for community service leadership through service learning projects. In addition, this course is designed to help students develop eleven competencies of leadership through experiential and didactic activities. Students will also be trained as peer leaders in order to develop and lead school community activities with underclassmen.</p>	

Section 12

Quick Reference Guide

The following table is for quick reference only. Please see full descriptions for more information. Some classes qualify as more than one type of credit for graduation purposes, such as a Fine Art or a PE/Health credit. In these cases, it is the responsibility of the student to notify their level counselor as to which type of credit they wish to earn.

Dept	Course	Weighted	OK Promise	NCAA	Full Year	Semester	Fine Art	PE/ Health
Theology	Natural Theology					✓		
	Covenantal Theology					✓		
	Liturgy and the Sacraments					✓		
	Catholic Ethics					✓		
	Church History 1					✓		
	Church History 2					✓		
	Spiritual Leadership					✓		
	Abrahamic Faiths					✓		
	Discipleship					✓		
	Sacred Art and Music					✓	✓	
	The Catholic Imagination					✓		
	Catholic Social Teaching					✓		
English	English 1		✓	✓	✓			
	Honors English 1	✓	✓	✓	✓			
	English 2		✓	✓	✓			
	Honors English 2	✓	✓	✓	✓			
	American Literature		✓	✓	✓			
	AP English Lang and Comp	✓	✓	✓	✓			
	English Literature		✓	✓	✓			
	AP English Lit and Comp	✓	✓	✓	✓			
Math	Applied Algebra 1		✓		✓			
	Algebra 1		✓	✓	✓			
	Honors Algebra 1	✓	✓	✓	✓			
	Geometry		✓	✓	✓			
	Honors Geometry	✓	✓	✓	✓			
	Algebra 2		✓	✓	✓			

Dept	Course	Weighted	OK Promise	NCAA	Full Year	Semester	Fine Art	PE/ Health
Math	Honors Algebra 2	✓	✓	✓	✓			
	Algebra 3		✓	✓	✓			
	Trigonometry		✓	✓	✓			
	AP Precalculus	✓	✓	✓	✓			
	AP Calculus AB	✓	✓	✓	✓			
	AP Calculus BC	✓	✓	✓	✓			
	AP Statistics	✓	✓	✓	✓			
Science/STEM	Methods of Science		✓	✓	✓			
	Honors Methods of Science	✓	✓	✓	✓			
	Biology		✓	✓	✓			
	Honors Biology	✓	✓	✓	✓			
	AP Biology	✓	✓	✓	✓			
	Chemistry		✓	✓	✓			
	Honors Chemistry	✓	✓	✓	✓			
	AP Chemistry	✓	✓	✓	✓			
	Physics		✓	✓	✓			
	AP Physics 1	✓	✓	✓	✓			
	AP Physics C: Mechanics	✓	✓	✓	✓			
	AP Environmental Science	✓	✓	✓	✓			
	Anatomy/Physiology		✓	✓	✓			
	Principles of Engineering		✓		✓			
	Computer Technology		✓		✓			
	Computer Programming 1		✓				✓	
	Computer Programming 2		✓				✓	
AP Computer Science	✓	✓	✓	✓				
AP Computer Science A	✓	✓	✓	✓				
Social Studies	Oklahoma History		✓	✓		✓		
	World History		✓	✓	✓			
	AP World History	✓	✓	✓	✓			
	US History		✓	✓	✓			
	AP US History	✓	✓	✓	✓			
	US Government		✓	✓		✓		
	AP US Government and	✓	✓	✓		✓		

Dept	Course	Weighted	OK Promise	NCAA	Full Year	Semester	Fine Art	PE/ Health
Social Studies	Personal Finance					✓		
	Global Issues		✓	✓		✓		
	Current Events		✓	✓		✓		
	Psychology		✓	✓		✓		
	AP Psychology	✓	✓	✓		✓		
	Sociology		✓	✓		✓		
	AP Macroeconomics	✓	✓	✓		✓		
	AP Art History	✓	✓			✓	✓	
World Language	Spanish 1		✓	✓	✓			
	Spanish 2		✓	✓	✓			
	Honors Spanish 3	✓	✓	✓	✓			
	Honors Spanish 4	✓	✓	✓	✓			
	AP Spanish Lang and Culture	✓	✓	✓	✓			
	French 1		✓	✓	✓			
	French 2		✓	✓	✓			
	Honors French 3	✓	✓	✓	✓			
	AP French Lang and Culture	✓	✓	✓	✓			
	Latin 1		✓	✓	✓			
	Latin 2		✓	✓	✓			
	Honors Latin 3	✓	✓	✓	✓			
	AP Latin	✓	✓	✓	✓			
Fine Arts	Music Appreciation					✓	✓	
	Chamber Ensemble					✓	✓	
	Band				✓		✓	
	Orchestra				✓		✓	
	Choir				✓		✓	
	Fundamentals of Speech			✓		✓	✓	
	Competitive Speech					✓	✓	
	Adv. Competitive Speech					✓	✓	
	Fundamentals of Debate			✓		✓	✓	
	Competitive Debate					✓	✓	
	Adv. Competitive Debate					✓	✓	
	Mock Trial				✓		✓	

Dept	Course	Weighted	OK Promise	NCAA	Full Year	Semester	Fine Art	PE/ Health
Fine Arts	Introduction to Theater					✓	✓	
	Technical Theater					✓	✓	
	Stagecraft					✓	✓	
	Advanced Stagecraft					✓	✓	
	Dance 1					✓	✓	✓
	Dance 2					✓	✓	✓
	Dance 3					✓	✓	✓
	Dance Company					✓	✓	✓
	Principles of Art					✓	✓	
	Principles of Design					✓	✓	
	Drawing					✓	✓	
	Painting					✓	✓	
	Ceramics					✓	✓	
	AP Drawing	✓	✓		✓		✓	
	AP 2D Art and Design	✓	✓		✓		✓	
AP 3D Art and Design	✓	✓		✓		✓		
Other Electives	Health and Wellness					✓		✓
	Sports and Fitness					✓		✓
	Weight Training/Adv. Weight					✓		✓
	Tai Chi					✓	✓	✓
	Media Studies		✓			✓		
	Newspaper	*3rd year only	✓		✓		✓	
	Yearbook	*3rd year only	✓		✓		✓	
	Video Productions					✓	✓	
	Photography					✓	✓	
	Broadcasting		✓		*full year recommended	✓	✓	
	Creative Writing		✓	✓		✓	✓	
	Writing Workshop		✓	✓		✓	✓	
	Chinese Language and Culture					✓	✓	
Leadership Class (Sophomore)					✓			