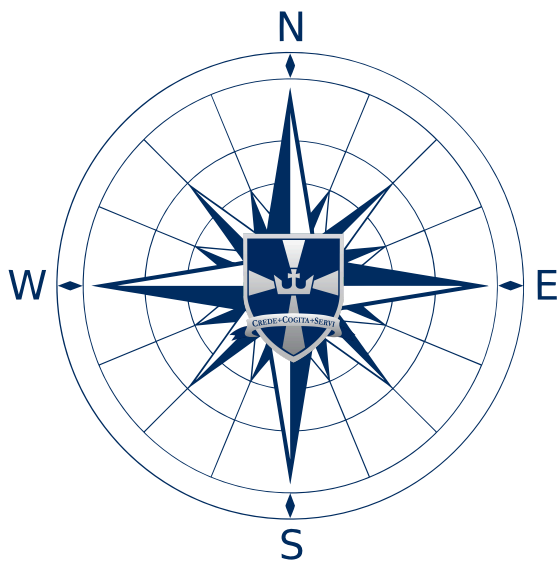


# CRUSADER CURRICULUM GUIDE



*A Guide to Your Academic Journey*



**CHRIST THE KING  
CATHOLIC HIGH SCHOOL  
2026-2027 SCHOOL YEAR**

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# MESSAGE FROM THE ADMINISTRATION

## Dear Students and Families,

At Christ the King Catholic High School, our mission is to "**believe sincerely, think critically, and serve others in the name of Christ the King.**" As you grow academically, spiritually, and personally, we challenge you to embrace this mission by pursuing excellence in all you do.

This **Curriculum Guide** serves as your roadmap for academic success. We encourage you to explore the many opportunities available—rigorous coursework, enriching electives, and faith-filled learning experiences that prepare you for college and beyond. Every class you take is an opportunity to leave your mark on CTK and the world.

Choosing your courses is an important step in your academic journey, and we are here to help. Whether you are discerning an AP class, selecting a pathway, or looking to challenge yourself with dual enrollment, we encourage you to think about where God is calling you.

As you begin planning for the next academic year, pray, reflect, and seek guidance. Take advantage of the wisdom of your teachers, counselors, and mentors. With dedication and faith, we know you will make choices that will lead you to success and allow you to serve others in Christ's name.

Please use this guide as a resource, and do not hesitate to reach out with any questions. We are excited to walk alongside you on this journey and see how you continue to grow as a Crusader.

Go Crusaders,

Mark Tolcher  
Principal



# CHRIST THE KING

## CATHOLIC HIGH SCHOOL

### Academic Philosophy

*“Faith and Reason are like two wings on which the human spirit rises to the contemplation of truth.”*

*-Pope St. John Paul II, Fides et Ratio*

#### ***The Twin Pillars of Faith and Reason***

Pope St. John Paul II proclaimed in his 1998 encyclical, *Fides et Ratio*, that “faith and reason are like two wings on which the human spirit rises to the contemplation of truth.” Taking inspiration from our late Pope’s wisdom, Christ the King Catholic High School aims to lift its academic programs to a plane that is worthy of human dignity. Anchored to the twin pillars of faith and reason, all of our academic endeavors—classes, field trips, seminars, and independent study projects—are designed to develop our students’ minds within the light of our glorious Faith, and thereby empower them to soar to the “contemplation of truth.”



# ACADEMIC PHILOSOPHY

## OVERVIEW OF ACADEMIC SUCCESS AT CHRIST THE KING

At Christ the King, we strive to prepare students for success in college, careers, and beyond by fostering intellectual curiosity, critical thinking, and a commitment to lifelong learning. Our curriculum is designed to challenge students while supporting their individual growth in faith, academics, and personal development. With a strong emphasis on faith and reason, we encourage students to pursue excellence in all academic disciplines while maintaining a well-balanced, enriching high school experience.

Students are encouraged to:

- Take rigorous coursework that aligns with their strengths and interests.
- Maintain a healthy balance between academics, extracurricular activities, and personal well-being.
- Seek support from teachers, advisors, and counselors to optimize their academic path.
- Engage in meaningful learning experiences that foster leadership, service, and intellectual growth.

## PHILOSOPHY OF COURSE SELECTION AND BALANCE

Christ the King believes in intentional course selection—choosing a schedule that appropriately challenges students while allowing them to thrive academically and personally.

When selecting courses, students should:

- *Maintain a Well-Rounded Experience* – Practicing the virtues of temperance and prudence, design a well-balanced schedule that is challenging, allowing students to excel in academics while participating in athletics, clubs, service, and leadership roles.
- *Pursue Passions* – Electives and academic pathways allow students to explore subjects of interest and future career aspirations.
- *Consider Long-Term Goals* – Whether planning for college admissions, scholarships, or specialized career pathways, students should select courses that align with their post-graduation aspirations.

CTK encourages quality over quantity—colleges value students who demonstrate excellence and commitment in their chosen activities.



# INTRODUCTION

## HOW TO USE THIS GUIDE

Welcome to the Christ the King Catholic High School **Course Curriculum Guide**. This resource is designed to help students and families navigate course selection, understand graduation requirements, and explore the many academic opportunities available at CTK.

As a college-preparatory school rooted in faith, we encourage students to challenge themselves academically while developing their God-given talents. This guide will help you make informed choices that align with your strengths, interests, and aspirations—whether you are a freshman starting your journey or a senior finalizing your next steps beyond CTK.

## KEY FEATURES OF THIS GUIDE

- *Graduation Requirements* – Understand the credits and courses needed to earn your CTK diploma.
- *Course Offerings & Academic Pathways* – Explore core subjects, electives, and specialized programs that enhance your learning experience.
- *Advanced Placement & Dual Enrollment* – Discover opportunities to challenge yourself and earn college credit while in high school.
- *Registration & Course Selection* – Learn how to choose courses that support your academic and career goals.
- *Grading Scale & Academic Policies* – Gain insight into GPA calculations, exam policies, and academic honors.
- *Planning Tools & Checklists* – Use checklists, flowcharts, and course progression guides to map out a strong academic plan.

## HOW TO NAVIGATE THIS GUIDE

- Start by reviewing graduation requirements, elective choices, and long-term course planning.
- Explore academic pathways, dual enrollment, and advanced coursework to stay on track for graduation and prepare for college or career plans.
- Review the graduation checklist, ensure you meet all college admission requirements, and finalize your academic plan.
- *Parents & Guardians* – Support your student by discussing their course selections, reviewing requirements, and partnering with our counseling team for academic guidance.

We encourage all students to be thoughtful about their academic journey. Your choices today will help shape your future. Keep this guide handy throughout the year, refer to it often, and reach out to the CTK Counseling & Academic Advising Team for support.

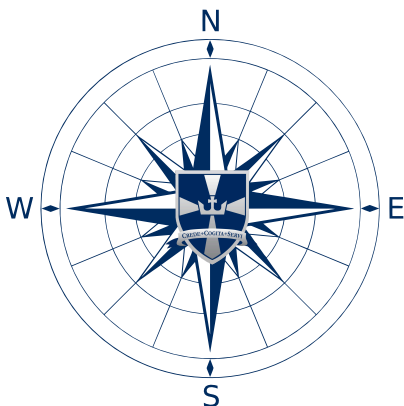
# ESSENTIAL INFORMATION FOR COURSE SELECTION

## ACADEMIC SUPPORT & ADVISING

Christ the King is committed to providing students with the support they need to achieve academic success. Our academic advising team works closely with students and parents to guide them through course selection, academic planning, and college preparation.

- *School Counselors* – Available for course selection guidance, college planning, and academic advising.
- *Teachers & Department Heads* – Provide recommendations for appropriate course placement.
- *Peer & Teacher Tutoring* – Support available for students who need additional help in specific subjects.
- *Advisors* - Assist students with answering questions and providing insight into CTK's academic culture.
- *Flex Period & Office Hours* – Time built into the school day for students to meet with teachers for additional support.

Students are encouraged to meet regularly with their advisors, ask questions, and take ownership of their academic journey. At CTK, success is not just about academic achievement but also about growing in virtue, faith, and leadership.



## GRADUATION REQUIREMENTS

A diploma from Christ the King requires 28 credits, with the class of 2028 and later requiring 29 credits. For transfer students, with administrative approval, 26 credits could be acceptable for graduation. A credit is defined as a yearlong course.

|                   |                                          |
|-------------------|------------------------------------------|
| English           | 4 credits                                |
| Math              | 4 credits - must take a Math senior year |
| Science           | 3 credits                                |
| Social Sciences   | 4 credits                                |
| Theology          | 4 credits                                |
| World Language    | 2 credits (3 recommended)                |
| Health & Wellness | 1.5 credits                              |
| Fine Arts         | 1 credit                                 |
| Electives         | 5.5 credits                              |

Service hours are an essential component of the formation curriculum at Christ the King Catholic High School and a graduation requirement. Students are required to complete 18 hours of service per school year, reflecting a tithe of one hour for every 10 of their school days. It is recommended that students complete 9 hours per semester.

# ESSENTIAL INFORMATION FOR COURSE SELECTION

## TYPES OF COURSES OFFERED

Christ the King offers four types of courses:

### *General*

In Chemistry, Algebra 1, and 9th-grade English, general-level courses are offered to teach students the content while additionally providing the necessary support to prepare them for future college-prep classes. These courses are kept to a small number of students to provide individualized attention and ensure they develop the essential skills needed to succeed throughout their academic careers.

### *College Preparatory*

College Preparatory courses provide students with a strong academic foundation in core subjects. These courses are designed to challenge students while ensuring they develop essential skills in critical thinking, problem-solving, and effective communication. The curriculum aligns with college admissions expectations and prepares students for success in higher education.

### *Honors (H) Courses*

Honors courses offer an advanced level of study for students who demonstrate strong academic ability and motivation. These courses move at a faster pace, delve deeper into subject matter, and require greater independent work and critical thinking.

### *Advanced Placement (AP) Courses*

Advanced Placement (AP) courses follow a nationally recognized curriculum set by the College Board and provide students with the opportunity to earn college credit. AP courses are rigorous, requiring students to engage in in-depth analysis, extensive reading, and advanced problem-solving. At the end of the course, students take an AP Exam, and a qualifying score may earn them college credit or advanced placement in college courses.

### *Dual Enrollment (DE) Courses*

Dual Enrollment courses allow students to earn both high school and college credit simultaneously. These courses are taught in partnership with Belmont Abbey College, providing students with firsthand experience in college-level learning. Dual Enrollment courses help students transition smoothly to higher education while potentially reducing college tuition costs and time to degree completion.

# ESSENTIAL INFORMATION FOR COURSE SELECTION

## AP/DUAL ENROLLMENT POLICY

At Christ the King, we limit the number of AP and Dual Enrollment (DE) courses a student may take to ensure a balanced academic experience:

- Sophomore year: 1 AP/DE course
- Junior year: Up to 2 AP/DE courses
- Senior year: Up to 3 AP/DE courses

(Note: World Language Dual Enrollment courses do not count toward this limit.)

This policy is designed to help students maintain a well-rounded high school experience while excelling in their coursework. It is clearly explained in our college profile, which accompanies student transcripts sent to colleges. As a result, colleges expect Christ the King students to take a maximum of six AP/DE courses throughout high school, and students are not at a disadvantage in the admissions process for following this guideline.

## COURSE PLACEMENT GUIDELINES AND SUPPORT

Christ the King's rationale for placing a student in a course is a combination of factors aimed at ensuring the student's academic success, personal growth, and adherence to educational standards. Criteria and factors used for course placement include:

- **Academic Preparedness** - Students are placed in courses that match their demonstrated skill and knowledge level. Considerations include teacher recommendations, historical academic performance, PSAT scores (rising sophomores and juniors), and high school placement test scores (freshmen).

- **Teacher Recommendations** - Teachers provide valuable insight into student abilities, habits, and potential for success. They are a valuable resource when considering course selection and readiness.

- **Course Prerequisites** - Certain courses have specific prerequisites to ensure students have the foundational knowledge and skills required for success.

- **Class Size and Availability** - Practical considerations such as class size and availability of teachers impact course placement.

- **Counselor Guidance** - Our counselors play a crucial role in helping students navigate course selection. They can provide advice on course choices based on students' individual strengths, weaknesses, and aspirations.

- **Graduation Requirements** - Students must meet the graduation requirements, which include specific course credits.

Ultimately, the goal of course placement is to create an individualized educational experience that supports each student's growth and success while ensuring they meet the necessary academic standards and requirements for graduation. This process is a collaborative effort involving educators, students, parents, and counselors to make informed decisions that align with the student's academic interests and future career goals.

# REGISTRATION PROCESS & TIMELINE

Christ the King Catholic High School follows a structured course registration process for current students. The timeline for course registration is as follows:

**February** - Teachers make recommendations for students based on academic performance, grades, and standardized test scores (PSAT).

**March** - Academic advising sessions begin for students to discuss course options. Course request forms are completed during one-on-one sessions with each student. Information is sent home regarding course appeals.

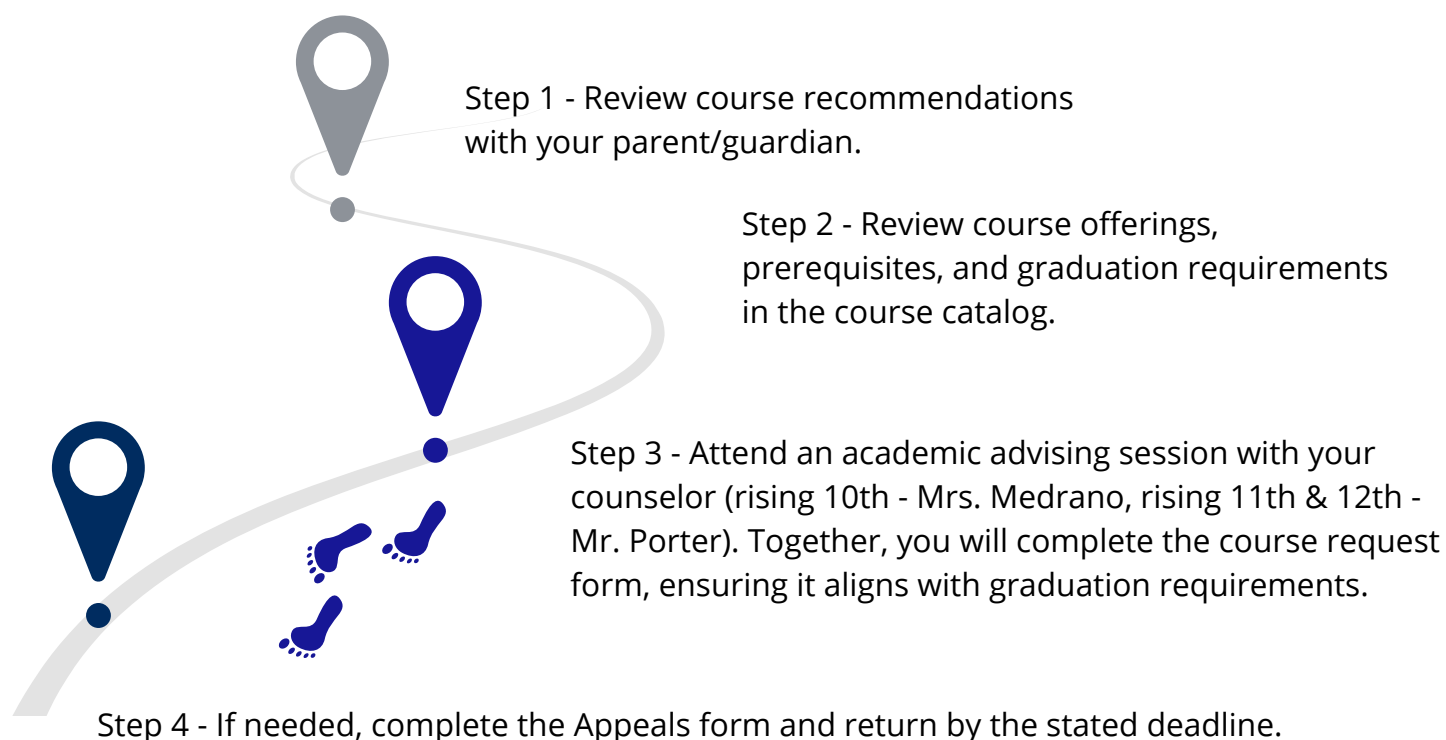
**April** - Appeals are due to counselors - see next page for details. Course requests are created and reviewed, and any necessary changes are addressed.

**May** - Master scheduling begins. If a student is waitlisted for a class, they will be informed whether they made it into the class once the master schedule is complete.

**June** - Course lists are distributed before the end of the school year.

All courses that have prerequisites are also subject to teacher recommendation. All prerequisites are evaluated on Semester 1 grades. The presumption is that Semester 2 grades will be commensurate with Semester 1.

## STEP-BY-STEP GUIDE FOR REGISTERING FOR COURSES



# REGISTRATION - ADDITIONAL DETAILS

## COURSE PLACEMENT APPEALS PROCESS

Students who were not placed in a desired course may request a review through the Course Placement Appeal Process. To be considered for placement in a course contrary to the teacher's recommendation, students must complete and submit an Appeal Form.

### Appeal Process & Timeline:

- Appeal Forms can be obtained from the student's counselor.
- Completed forms must be submitted to the student's counselor by April 17th for review.
- Appeals will be evaluated by the appropriate academic department based on the following criteria:
  - Second-semester grades
  - Updated standardized test scores
  - Course prerequisites
  - Teacher and department recommendations
- Students will receive notification of the appeal decision by June 5th.
- If approved, the student will be placed on a waiting list for the requested course, with enrollment subject to seat availability.

For further information, please consult your counselor.

## ADDITIONAL REQUIREMENTS

### Advanced Placement Courses

AP courses are college-level classes designed by the College Board that allow students to explore subjects in greater depth, develop critical thinking skills, and prepare for higher education. At the end of the course, students have the option to take the AP exam, which may earn them college credit depending on their score and the policies of their prospective college or university.

- **Financial Commitment:** *Students taking an AP course are required to pay the AP exam fee (determined annually by the College Board) to CTK by October 31st.*
- **College Credit:** Credit is awarded based on individual college policies and AP exam scores.

### Dual Enrollment (DE) Courses

We have partnered with Belmont Abbey College to build a dual enrollment program on CTK's campus. Credits earned through the dual enrollment program transfer to most colleges and universities. Dual enrollment involves additional steps to be completed:

- **Registration with Belmont Abbey College:** *Students taking a DE course are required to register with Belmont Abbey College. Instructions will be sent to the student from their counselor upon course registration.*
- **Financial Commitment:** *The fee for each dual enrollment course is \$500. A student may choose to take the course for high school credit without paying the fee; however, the student will not receive college credit.*

# HORIZON PROJECT

## HORIZON PROJECT

The goal of the Horizon Project is for the participating student to better understand his or her faith, deepen the exploration of a particular academic interest, and engage in service to others. In other words, an extension of CTK's mission to challenge students to "believe sincerely, think critically, and serve others in the name of Christ the King."

The Horizon Project involves the exploration of a topic chosen by the student. In keeping with CTK's twin pillars of faith and reason, the question should be one with gravitas (seriousness). As Pope John Paul II instructed in *Fides et Ratio*, knowledge and discernment about knowledge lead us toward truth. The closer we come to truth, the more we know about ourselves and our world, and the greater our chance of becoming fully human.

The Horizon Project is required for Honors Diploma candidates and optional for the rest of the student body. Work on the project begins during Junior year and includes at least 100 hours dedicated to the selected area of interest, divided among research, service, apprenticeship, written reflection, website creation, and presentation preparation. Students work with a faculty mentor and present their project to a committee that includes CTK faculty members and external community members. A major component of the project is a website created by the student with their findings.



# HONORS DIPLOMA & ACADEMIC PATHWAYS

## HONORS DIPLOMA

The Honors Diploma at Christ the King is awarded to students who enjoy academic excellence and desire intellectual growth. It is an independent endeavor that challenges students to pursue original and creative research while establishing meaningful mentoring relationships with faculty and professionals in the community.

### *Honors Diploma Requirements*

A student shall earn the distinction of 'Crusader Honor Graduate' if he or she achieves all four of the following:

- A weighted GPA of a minimum of 3.8
- Extraordinary Independent Initiative in two courses at the Honors or AP-level
- Completion of four Advanced Placement courses
- Successful completion of the CTK Horizon Research Project

## EXTRAORDINARY INDEPENDENT INITIATIVE

Extraordinary Independent Initiative in courses can be demonstrated in a variety of ways; however, the initiative should include, at minimum, ten hours of academic research and/or field experience, and some form of presentation of the research. For example, if a student wants to shadow an engineer, a day's worth of shadowing would basically take care of the hours and then the student would simply need to prepare a presentation about his/her shadowing experience. The purpose of these initiatives is to encourage the student to learn about professions or do service in an area that interests them, or be bold and embark on a day in which they learn about something new. These initiatives are meant to be as much fun and eye-opening as educational.

Independent Initiative Proposals must be approved by course instructors (refer to current year calendar for exact dates).

Some examples of Independent-Initiative projects include the following:

- Research + Research Paper + Presentation
- Research + Interviews/Consultations with experts in area of research + Presentation
- Research + Special labs/Experiments + Presentation
- Internship/Service + Presentation

# HONORS DIPLOMA

## ACADEMIC PATHWAYS & THE HONORS DIPLOMA

Christ the King Catholic High School is excited to offer two specialized academic pathways, designed to provide students with focused areas of study while expanding elective course offerings. These pathways allow students to explore their interests in greater depth and may lead to eligibility for a specialized honors diploma.

Available Pathways:

- Biomedical
- Engineering

Each pathway consists of a sequence of elective courses aligned with its respective field. While students may choose to complete an entire pathway, all pathway courses are available as individual electives to any student, provided they meet the grade level and prerequisite requirements outlined in the course catalog.

All students must complete the minimum requirements for an Honors Diploma as listed on the previous page.



### Honors Diploma Biomedical Pathway

#### Honors Diploma

In addition to base requirements:

- 3 Honors Biomedical Courses (including capstone)
- Honors Anatomy & Physiology
- 4 AP/Dual Enrollment classes (1 must be AP Biology)
- Horizon Project topic: medicine



### Honors Diploma Engineering Pathway

#### Honors Diploma

In addition to base requirements:

- 3 Honors Engineering Courses (including capstone)
- Honors Physics
- 4 AP/Dual Enrollment classes (1 must be AP Calculus)
- Horizon Project topic: engineering

# HONORS DIPLOMA TIMELINE

## Horizon Project

*Before January 31st (Junior Year)*

- Submit a "Declaration of Intent" to be an Honors Diploma Candidate to Mr. Katt.
- Identify a faculty project mentor and begin Horizon Project Topic Discussions.

*February (Junior Year)*

- Submit proposals to mentors for review. The student is responsible for coordinating times for project review with his or her mentor.
- Submit formal intent to pursue the honors diploma.
- Formal written Horizon Project Proposals are due.

*April (Junior Year)*

- Horizon Project Proposals are presented to the Horizon Project Assessment Committee. Students will have 1 month after the formal presentation to make any necessary changes to the proposal.

*May (Junior Year)*

- Revised Proposals Due.

*Summer between Jr. and Sr. Year*

- Report progress periodically (once every 2 weeks a month) to the mentor. It is recommended that students meet with and run ideas by an external advisor once a month over the summer. The Horizon Project should be completed in its entirety before school begins.

*September (Senior Year)*

- Horizon Project Paper and Website link are due.
- Final Horizon Projects presented to Horizon Project Assessment Committee.

## Extraordinary Independent Initiatives

Must complete one (1) during Spring junior year and one (1) during Winter senior year.

*April (Junior year)/December (Senior year)*

- Independent Initiative Proposal due.

*May (Junior year)/January (Senior year)*

- Extraordinary Independent Initiative Presentations must be completed. Students must coordinate directly with course instructors for classroom presentation dates/times.

# ENGLISH

## CORE CURRICULUM

## ELECTIVES

|    |                                                                 |                                                          |
|----|-----------------------------------------------------------------|----------------------------------------------------------|
| 9  | English 9, General English 9, English 9 H                       | Mythology (9, 10, 11, 12)<br>Public Speaking (9, 10, 11) |
| 10 | English 10, English 10 H                                        | Creative Writing (10, 11, 12)                            |
| 11 | English 11 , English 11H, AP Lang                               |                                                          |
| 12 | English 12, English 12 H or DE Literary Classics, AP Literature |                                                          |

*The role of the English Department of Christ the King Catholic High School is to challenge students to be:*

- **Accomplished writers.** *Students will formulate arguments; weigh, select, and correctly cite evidence; reason logically and effectively; express personal views; use language imaginatively; and present their collected works in clear, grammatically correct prose.*
- **Critical readers.** *Students will cultivate a respect for reading a rich diversity of genres, becoming intellectually and emotionally engaged, and comprehending and appreciating an author's diction, syntax, tone, style, ideas, and methods in the historical context of the work.*
- **Empathetic, Catholic beings.** *Students will analyze and respond, both orally and in writing, to the universal connections made between works of literary merit and cultural history, as well as their own lives and the lives of others, as we all participate in the process of nurturing our faith.*
- **Interactive scholars of the world.** *Students will establish and understand the interconnectedness among each discipline in the context of our faith.*

# ENGLISH

## **English 9: Composition & Literature**

Grade level(s): 9

Prerequisite: Based on CTK  
placement exam.

Credit: 1.0

The CTK freshman English class sets the framework for the writing process. In conjunction with the principles and theories learned in Logic class (see course description) and in keeping with the CTK twin pillars of faith and reason, students will navigate through the writing process, reading and referencing classic literary works. Students will recognize that successful writing requires sustained effort, sound argumentation, and persistence.

## **General English 9: Composition & Literature**

Grade level(s): 9

Prerequisite: Based on CTK  
placement exam.

Credit: 1.0

The CTK freshman English class sets the framework for the writing process. In conjunction with the principles and theories learned in Logic class (see course description) and in keeping with the CTK twin pillars of faith and reason, students will navigate through the writing process, reading and referencing classic literary works. Students will recognize that successful writing requires sustained effort, sound argumentation, and persistence.

This class will focus more on writing skills and is by invitation only.

## **English 9 H: Honors Composition & Literature**

Grade level(s): 9

Prerequisite: None

Placement: Based on  
recommendation of middle  
school English teacher and  
results of CTK Placement  
exam.

Credit: 1.0

Honors students will complete the similar coursework as the Composition & Literature students (see above) at an advanced pace. They will write additional essays and read additional texts. Honors students will additionally independently read assigned texts as well as read supplementary texts in class.

## **English 10: World Literature**

Grade level: 10

Prerequisite: None

Credit: 1.0

To facilitate an understanding of the commonalities and the differences created by cultures, CTK sophomores will explore the strikingly similar patterns of characters and themes throughout the world. In conjunction with World History (see course description) and in keeping with the CTK twin pillars of faith and reason, through the mediums of art, literature, politics, and religion; students will make and support assertions about texts at an evaluative level.

# ENGLISH

## **English 10H: Honors World Literature**

Grade level: 10

Prerequisite: Either a B in Honors English OR an A in CP English AND PSAT EBRW Score of 500.

Credit: 1.0

Honors students will complete the similar coursework as the World Literature students (see above) at an advanced pace. They will write additional essays and read additional texts. Honors students will additionally independently read assigned texts as well as read supplementary texts in class.

## **English 11: USA Literature**

Grade level(s): 11

Prerequisite: None

Credit: 1.0

This survey course of USA literature incorporates the major genres, enabling students to understand the imagery and recurring themes that define USA literature. In conjunction with USA History (see course description), and in keeping with the CTK twin pillars of faith and reason, students focus on the essential questions of "What does it mean and has it meant to be a citizen of the United States and a Catholic?" The practice of close reading is emphasized in all literature units, while writing assignments focus on literary style and audience. Students also practice for the SAT and prepare for the college entrance personal essay.

## **English 11 H: Honors USA Literature**

Grade level(s): 11

Prerequisite: Either a B in Honors English OR an A in CP English AND PSAT EBRW Score of 500

Credit: 1.0

This survey course of USA literature incorporates the major genres, enabling students to understand the imagery and recurring themes that define USA literature. In conjunction with USA History (see course description), and in keeping with the CTK twin pillars of faith and reason, students focus on the essential questions of "What does it mean and has it meant to be a citizen of the United States and a Catholic?" The practice of close reading is emphasized in all literature units, while writing assignments focus on literary style and audience. Students also practice for the SAT and prepare for the college entrance personal essay.

In addition to the reading and essay writing required in English 11, students in Honors classes will read independently an additional minimum of two major literary works per semester. Evaluations for these works will include essays, tests, and projects requiring higher level thinking skills.

# ENGLISH

## **AP English Language and Composition**

Grade level(s): 11

Prerequisite: A in Honors

World Literature AND PSAT

EBRW Score of 550.

Credit: 1.0

In AP English Language and Composition, a college-level composition course, students cultivate their understanding of writing and rhetorical arguments through the use of non-fiction texts. Students will read and analyze these texts as they explore the literary devices of rhetorical situations, claims and evidence, reasoning and organization, and style. Weekly, students will write in-class and out-of-class essays, as well as read a full-length text every-other week. All students will be required to take the AP Exam.

In addition to the College Board requirements for AP Language, students in this course will fulfill the requirements of their appropriate grade level English course (USA Honors Literature or Honors Shakespeare/Honors British Literature).

## **English 12: British Literature**

Grade level(s): 12

Prerequisite: None

Credit: 1.0

This year-long course offers a comprehensive survey in British Literature and Shakespeare.

Semester 1: This course will explore, read, perform, and analyze many of the plays of William Shakespeare. In addition to discussing the themes and ideas that emerge in these plays, we will also explore Shakespeare's linguistic and dramatic achievements through careful readings of the texts. One very important guideline- to remember that Shakespeare's plays are just that- plays that were meant to be performed on a stage in front of a live audience. And so while the course is not an Acting or Performance course, everyone in the class should be open to and willing to participate in this aspect of the study of Shakespeare's plays.

Semester 2: Students will examine other major works of literature from Great Britain. These works will span multiple historical and literary periods. The curriculum will require students to dedicate time to analyzing literature from the perspective of Catholic doctrine, in addition to studying the developing role of the Church through British history, as it is construed through fictional texts. Students will seek to make strides in their written and verbal communication as we discuss timeless themes present in literature.

Works may include Canterbury Tales, Gulliver's Travels, Frankenstein, 1984, The Importance of Being Earnest, And Then There Were None, and A Man for All Seasons.

# ENGLISH

## **English 12: Honors British Literature**

Grade level: 12

Prerequisite: Either a B in

AP English OR a B in

Honors English OR an A in

CP English AND PSAT EBRW

Score of 500.

Credit: 1.0

Honors English 12 is a year-long course built around Shakespeare, British Literature, and composition. Semester 1. In addition to the English 12 requirements, the Honors students will read and study two additional plays by Shakespeare, to be determined by the instructor(s) teaching the class. The students will have a number of additional writing assignments and assessments on these plays, exploring the themes, storylines, and characters in Shakespeare's works. Semester 2. The intent is for students to develop as strong writers through reading, writing, and revising. Students will focus on exemplary British literature, which displays different writing techniques spanning from diction to prolonged narrative tools. Beginning with the choice of a single word the student will notice the deliberateness behind the act of writing, and develop the rigor, focus, and attention required of the craft. Students will also dedicate time to uncovering perspectives of Catholic teaching in the studies of time honored literary works.

## **AP Literature**

Grade level: 12

Prerequisite: A- in AP

Language and Composition

OR A in Honors USA

Literature AND PSAT EBRW

Score of 550.

Credit: 1.0

In AP English Literature and Composition, a college-level composition course, students will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to create meaning. In this process, students will consider a work's structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Weekly, students will write in-class and out-of-class essays, as well as read a full-length text every-other week. All students will be required to take the AP Exam.

In addition to the College Board requirements for AP Literature, students in this course will fulfill the requirements of their appropriate grade level English course (USA Honors Literature or Honors Shakespeare/Honors British Literature).

## **Public Speaking**

Grade level(s): 9-11

Prerequisite: None

Credit: 0.5

This course explores a wide variety of public speaking skills, including: Extemporaneous Speaking, Declamation, Original Oratory, Oral Interpretation (prose and poetry), and Storytelling at the novice level. Additionally, students are introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of debate disciplines, including: Congressional Debate, Public Forum Debate, and the basics of philosophy for Lincoln-Douglas Debate. Skill focus includes the development of techniques in diction, articulation, enunciation and projection. Students begin to analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances.

# ENGLISH

## **Dual Enrollment: Literary Classics of Western Tradition I & II**

Grade level(s): 12

Prerequisite: Either a B in  
Honors US Literature OR an  
A in CP US Literature AND  
PSAT EBRW Score of 500.

Credit: 1.0

This English elective is open to Juniors and Seniors and students can receive 6 Belmont Abbey English credits if desired. This course offers reading, analysis, and discussion of major western literary works representing different national cultures and historical epochs, from ancient times through the Renaissance.

## **Mythology**

Grade level(s): 9, 10, 11, 12

Prerequisite: None

Credit: 0.5

Why are things the way they are? What is our place in the world? How did ancient man think we should interact with the gods and each other? In this survey of Greek and Roman mythology students will become better acquainted with this body of traditional stories which are more than just stories, exploring not only what Greeks and Romans thought about gods, heroes, and the universe, but also how that thinking influences the art, literature and culture of our own time and place. Using a variety of media and assessments, students will develop the tools needed to identify and analyze mythology, both ancient and modern, from all over the world.

## **Creative Writing**

Grade level(s): 10, 11, 12

Prerequisite: Grade of C or  
higher in previous English  
course

Credit: 0.5

The Abstract Expressionist painter Willem De Kooning once stated about art, "All we can hope for is to put some order into ourselves." With this idea in mind, the design for the creative writing class aims to ignite the imaginative part of the brain, build critical thinking, and guide students to a deeper understanding of the beauty of language. Taught in three sections, the course introduces the main genres of the contemporary literary landscape: creative nonfiction, fiction, and poetry. By its very nature this course focuses intensely on reading and writing. Students will study examples of each genre as well as compose and workshop their own pieces. The workshop stands as a unique place for students to learn constructive critique techniques that will aid them in their future endeavors.

# MATH

## CORE CURRICULUM

|    |                                                      |                                                 |
|----|------------------------------------------------------|-------------------------------------------------|
| 9  | Algebra I, General Algebra I                         | Geometry, Geometry H                            |
| 10 | Geometry, Geometry H                                 | Algebra II, Algebra II H                        |
| 11 | Algebra II, Algebra II H                             | Precalc, Precalc H, Stats, AP Stats             |
| 12 | Precalc, Precalc H, College Algebra, Stats, AP Stats | Calc H, AP Calc AB, AP Calc BC, Stats, AP Stats |

- students who begin their Math progression in Algebra I have the option to take both Geometry AND Algebra II Sophomore year, in order to move to the Freshman Geometry track.
- Juniors who take both Precalc and AP Stats must take Calculus during senior year.

*The goal of the CTK math program is to give students the mathematical skills, quantitative information, problem-solving techniques, and analytical skills necessary to function in today's society. Through student-centered discussions, technology-based explorations, discovery exercises, lectures, and other teaching techniques, we encourage students to investigate and analyze a variety of mathematical problems.*

*From exposing our students to age-old traditional problem sets to less traditional new-age real-world application problems, we strive to impart in our students an ability to competently solve problems in a manner that demonstrates a well-organized effort on the task at hand.*

*We seek to place students in math sections relevant to their skill level, and in which they will be challenged to think quantitatively, work efficiently, and contribute actively in class discussions. The department will determine the appropriate placement of students in math courses.*

# MATH

## **Algebra I**

Grade level: 9

Prerequisite: None

Credit: 1.0

First-year algebra deals with the properties of numbers extended to include the real number system. Linear and quadratic functions, their graphs and solutions to equations involving these functions are the core topics. Sets, equations, inequalities, and polynomial, exponential and rational functions are introduced.

## **General Algebra I**

Grade level: 9

Prerequisite: None

Credit: 1.0

Taken concurrently with Algebra 1, first-year algebra deals with the properties of numbers extended to include the real number system. Linear and quadratic functions, their graphs and solutions to equations involving these functions are the core topics. Sets, equations, inequalities, and polynomial, exponential and rational functions are introduced.

## **Geometry**

Grade level: 9, 10

Prerequisite: Algebra I

Credit: 1.0

Through deduction and logical reasoning students are encouraged to investigate and then formalize their ideas relating to plane and spatial relationships. Concepts of congruence, translation, similarity, proof, area and volume are applied to triangles, polygons, circles and three-dimensional figures. Using coordinate geometry, students are encouraged to make the connections between algebra and geometry. Students will also have a brief introduction to the three basic trigonometric ratios, simple applications, and geometric probability. Students will use ALEKS, a web based artificially intelligent assessment and learning system, to complement the Geometry textbook.

## **Honors Geometry**

Grade level(s): 9, 10

Prerequisite: A- in Algebra I and PSAT Math Score of 500 OR Freshman with Algebra I for HS credit of A- and meets benchmark on CTK Placement Exam

Credit: 1.0

The same topics as Geometry (see above) are covered in greater depth and at an accelerated pace at the Honors level. The course is a problem-based course where the course material is largely presented through the problems that students solve each day. Students will also have a brief introduction to the three basic trigonometric ratios, simple applications, and geometric probability. Additional topics may include coordinate geometry, vectors, and more advanced trigonometry. Students will use ALEKS, a web-based artificially intelligent assessment and learning system, to complement the geometry textbook.

## **Algebra II**

Grade level(s): 10, 11

Prerequisite: Algebra I and Geometry

Credit: 1.0

Second-year algebra builds on the understanding and the skills developed in the first-year course. Students are taught to use mathematical thinking in problem solving; emphasis is placed on developing student communication skills, both written and oral. The mathematical content includes the study of a variety of mathematical functions — linear, quadratic, exponential, logarithmic, radical, rational, and polynomial. Trigonometry is introduced.

# MATH

## Honors Algebra II

Grade level: 10, 11  
Prerequisite: A in Geometry  
OR a B in Honors Geometry  
AND PSAT Math Score of  
500  
Credit: 1.0

The same topics as Algebra II (see above) are covered in greater depth and at an accelerated pace at the Honors level. Additional topics may include linear programming and sequences.

## Precalculus

Grade level: 11, 12  
Prerequisite: B- in Algebra II  
Credit: 1.0

Students develop a firm grasp of the underlying mathematical concepts while using algebra as a tool for solving problems. Topics include the expansion of trigonometry into the polar grid, sequences and series, extensive function analysis and transformations on these functions. This course differs from Honors Precalculus in its depth and pacing.

## Honors Precalculus

Grade level(s): 11, 12  
Prerequisite: A in Algebra II  
OR a B- in Honors Algebra II  
AND PSAT Math Score of  
500  
Credit: 1.0

The same topics as Precalculus (see above) are covered in greater depth and at an accelerated pace at the Honors level. This course is meant to prepare you for Calculus, and additional topics may include parametric functions and limits.

## Honors Calculus

Grade level(s): 12  
Prerequisite: B in Honors  
Precalculus AND PSAT Math  
Score of 550  
Credit: 1.0

The purpose of this introductory Calculus course is to establish a firm understanding of the fundamental ideas of Calculus. The course begins with an in-depth review of topics in Precalculus to ensure that all students have a strong foundation for Calculus. The course will include differentiation and integration techniques for the elementary functions and applications of these techniques in real-world problems. If Honors Calculus is not offered due to low interest, then Honors Calculus students will be recommended for AP Calculus AB.

# MATH

## **AP Calculus AB**

Grade level(s): 12

Prerequisite: A- in Honors  
Precalculus AND PSAT Math  
Score of 600.

Credit: 1.0

AP Calculus AB is an introductory college-level calculus course, and the content covered is similar to first semester college Calculus. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. This Calculus course follows the Advanced Placement syllabus and students are required to take the AP Calculus AB examination at the end of the year. NOTE: Students who take AP Calculus AB cannot take AP Calculus BC the following year.

## **AP Calculus BC**

Grade level: 12

Prerequisite: A- in Honors  
Precalculus AND PSAT Math  
Score of 600

Credit: 1.0

AP Calculus BC is an introductory college-level calculus course, and the content covered is similar to the first two semesters of college Calculus. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. This Calculus course follows the Advanced Placement syllabus and students are required to take the AP Calculus BC examination at the end of the year. Students will receive both an AB and BC score from the AP Calculus BC exam.

## **College Algebra**

Grade level: 12

Prerequisite:  
Recommendation by Math  
Department only  
Credit: 1.0

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

## **Statistics**

Grade level(s): 11, 12

Prerequisite: B- in Algebra II  
or Precalculus

Credit: 1.0

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will see how statistics is used to analyze and interpret data to make informed decisions.

NOTE: Students who take Stats cannot take AP Stats.

# MATH

## **AP Statistics**

Grade level(s): 11, 12

Prerequisite: Either a B-in Honors Precalculus OR an A- in Precalculus OR an A-in Honors Algebra II AND PSAT Score of 1100 (at least 500 in Math and 500 in EBRW).  
Credit: 1.0

This course will help students develop key tools and critical thinking skills needed to become well-informed consumers and citizens. Because we live in a data-driven world, the course will focus more on statistical thinking than on statistical calculation, though there will be some of that, too. Using real-world data sets, students will learn to display and describe various types of data, understand and compare data distributions, explore relationships between statistical variables, gather data, study randomness and probability, and test statistical hypotheses. All students are required to take the AP Statistics exam at the end of the year.

Any Junior doubling up on Precalc and AP Statistics must take Calculus during Senior year.

# SCIENCE

## CORE CURRICULUM

## ELECTIVES

9

Biology, Biology H

10

Chemistry, General Chemistry,  
Chemistry H

11

Physics, Physics H,  
Biology, Biology H (Class of '28 only)

AP Biology (11, 12)

AP Chemistry (11,12)

12

*(none required)*

AP Environmental Science



## Biomedical Courses

10

Principles of Biomedical  
Science H

11

Anatomy & Physiology H,  
Biomedical Ethics H

12

Biomedical Capstone H



## Engineering Courses

9

Honors Introduction to  
Engineering Design

10

Civil Engineering and  
Architecture (10, 11)  
Principles of Engineering H  
(10, 11)

11

12

Engineering Capstone H

# SCIENCE

*Our science curriculum is designed to foster scientific literacy in a genuinely Catholic setting. Students develop the knowledge and skills to ask meaningful scientific questions, design and conduct investigations, interpret data, build and evaluate arguments, propose models, and competently critique both their own scientific work and others' work.*

*To execute this vision, our curriculum begins with Biology for freshmen, providing a strong foundation in the life sciences. Students then progress to Chemistry in the sophomore year, where they deepen their understanding of matter and its interactions. In junior year, students take Physics, applying mathematical and conceptual reasoning to understand the physical world. Each course is vertically aligned with the others and is laterally integrated across the broader curriculum to support interdisciplinary learning.*

*This sequence ensures that every student completes a portfolio of at least three rigorous laboratory sciences. We also offer a variety of upper-grade science electives and AP courses for juniors and seniors, allowing students to continue expanding their scientific knowledge in areas of interest.*

*NOTE: Effective for the '25-'26 school year, Freshmen take Biology. The Class of 2028 took Conceptual Physics as Freshmen, so they will take Biology during Junior year.*

## **Biology**

Grade level: 9, 11 ('28 grads)

Prerequisite: None

Credit: 1.0

Biology introduces students to the study of living systems, from the molecular level to complex organisms and ecosystems. Aligned with the North Carolina Biology Essential Standards, students explore the unity and diversity of life, cell structure and function, heredity, and ecosystem interactions. Through laboratory work, data analysis, and scientific reading and writing, students develop foundational inquiry and critical thinking skills. Students are encouraged to recognize the order and interdependence of life and their responsibility as stewards of God's creation.

## **Honors Biology**

Grade level(s): 9, 11 ('28 grads)

Prerequisite: Demonstrated proficiency in middle school science and mathematics and CTK placement exam.

Credit: 1.0

Honors Biology is an accelerated and in-depth study of living systems for students prepared for advanced scientific thinking. Aligned with the North Carolina Biology Essential Standards, the course emphasizes deeper conceptual understanding, advanced laboratory investigations, data interpretation, and scientific argumentation. Students engage in increased analytical reading and writing and are expected to work independently and manage a rigorous workload. The course intentionally builds skills in experimental design and data analysis that prepare students for AP Biology and other advanced life science courses.

# SCIENCE

## Chemistry

Grade level(s): 10  
Prerequisite: C in Algebra I  
Credit: 1.0

Chemistry examines the composition, properties, and interactions of matter at the atomic and molecular level. Aligned with the North Carolina Chemistry Essential Standards (NCCES), students study atomic structure, chemical bonding, reactions, energy changes, and quantitative relationships. Laboratory investigations and problem-solving activities develop analytical thinking and practical scientific skills. Students are invited to appreciate the structure and consistency of the material world and to use scientific knowledge responsibly.

## General Chemistry

Grade level(s): 10  
Prerequisite: None  
Credit: 1.0

General Chemistry provides a foundational study of matter, its properties, and how substances interact. Aligned with the NCCES, the course emphasizes conceptual understanding of atomic structure, chemical bonding, chemical reactions, and energy changes, with less focus on advanced mathematical problem-solving. Students engage in hands-on investigations, observation, and practical experiments to develop critical thinking and reasoning skills. Students are encouraged to recognize the order of creation and to use scientific knowledge responsibly.

General Chemistry is designed to move at a slower pace for students who require additional support with algebra and quantitative reasoning. This course provides the essential overview needed to progress in CTK science courses. Students who complete General Chemistry are not eligible to enroll in AP Chemistry or AP Biology the following year.

## Honors Chemistry

Grade level: 10  
Prerequisite: A- in CP  
Geometry OR B in Honors  
Geometry AND PSAT Math  
score of 500  
Credit: 1.0

Honors Chemistry offers a rigorous and analytical exploration of chemical principles for students prepared for advanced quantitative reasoning. Aligned with the NCCES, the course emphasizes mathematical problem-solving, chemical theory, and complex laboratory investigations across topics such as stoichiometry, thermochemistry, gas behavior, and reaction systems. The course builds the analytical and laboratory skills necessary for success in AP Chemistry and other advanced science courses.

## Physics

Grade level: 11  
Prerequisite: Successful  
completion of Biology and  
Chemistry.  
Credit: 1.0

Physics explores the fundamental principles that govern motion, forces, energy, waves, and interactions in the physical universe. Aligned with the NCCES, students use laboratory investigations, mathematical reasoning, and problem-solving to understand physical phenomena. The course emphasizes logical thinking and real-world application. Students are encouraged to recognize the order and coherence of the physical world and their responsibility to use knowledge in service of others.

# SCIENCE

## Honors Physics

Grade level: 11, 12  
Prerequisite: Concurrent registration in Algebra II or higher and Either an A- in CP Chemistry OR a B in Honors Chemistry AND PSAT Math score of 500.  
Credit: 1.0

Honors Physics is a mathematically and conceptually challenging course for students prepared for advanced study in science or engineering. Aligned with the North Carolina Physics Essential Standards, the course emphasizes algebraic and graphical analysis, experimental design, and multistep problem-solving across topics including mechanics, energy, waves, and electricity.

## AP Biology

Grade level(s): 11, 12  
Prerequisite: Either an A in Chemistry OR an A- in Honors Chemistry AND PSAT Total Score of 1060.  
Credit: 1.0

AP Biology is a college-level laboratory science course that provides an in-depth exploration of biological concepts including evolution, cellular processes, energy use, genetics, information transfer, and interactions within biological systems. Aligned with the College Board AP Biology framework, students engage in inquiry-based investigations, data analysis, modeling, and scientific argumentation. Emphasis is placed on critical thinking, experimental design, and application of biological principles. Students are encouraged to pursue scientific truth while recognizing the dignity of life and their responsibility as ethical stewards of creation.

## AP Chemistry

Grade level(s): 11, 12  
Prerequisite: A in CP Chemistry OR an A- in Honors Chemistry AND PSAT Total Score of 1050  
Credit: 1.0

AP Chemistry is a college-level course that provides an in-depth study of chemical principles, emphasizing the structure and properties of matter, chemical reactions, kinetics, thermodynamics, and equilibrium systems. Aligned with the College Board AP Chemistry framework, students engage in inquiry-based laboratory investigations, advanced quantitative analysis, and scientific argumentation. The course develops strong problem-solving and analytical skills required for STEM fields. Students are encouraged to apply scientific understanding with integrity and responsibility in service to others.

## AP Environmental Science

Grade level(s): 12  
Prerequisite: Either an A- in Biology OR a B in Honors Biology AND PSAT Total Score of 1000.  
Credit: 1.0

AP Environmental Science is designed to be equivalent to a one-semester introductory college course in environmental science. Students study the natural world and learn to identify and analyze both natural and human-made environmental problems, evaluate associated risks, and explore sustainable solutions. The course is interdisciplinary, integrating concepts from biology, chemistry, geology, environmental studies, and geography. Students are encouraged to approach environmental challenges with a sense of ethical responsibility, stewardship of creation, and care for the common good. All students enrolled in the course are required to take the AP Exam.

# BIOMEDICAL

## **Honors Principles of Biomedical Science**

Grade level(s): 10-12  
Prerequisite: B in Biology  
Credit: 1.0

This Project Lead the Way course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems.

## **Honors Anatomy and Physiology**

Grade level:12  
Prerequisite: Either A- in Biology or B in Honors or AP Biology.  
Credit: 1.0

Honors Anatomy and Physiology provides a comprehensive, advanced study of the structure and function of the human body. Students explore topics including body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems, including the special senses. Upon completion, students are expected to demonstrate an in-depth understanding of anatomical and physiological principles and the interrelationships among body systems. Laboratory experiences include dissection of preserved specimens, microscopic analysis, and physiological experiments to reinforce conceptual understanding and scientific skills. Students are encouraged to approach the study of the human body with respect for the dignity of life and an appreciation for the intricate design of creation.

## **Honors Biomedical and Professional Ethics**

Grade level(s): 11, 12  
Prerequisite: None  
Credit: 0.5

This course provides students with the philosophical foundation whereby they are able to understand both the nature and the dignity of the human person as well as how he can best use his human faculties to achieve genuine fulfillment as a human being in this life and in the life to come. Equipping students with the specific ethical principles applicable to professional fields such as healthcare and engineering, this ethics class analyzes the issues of our day, integrating ethical knowledge with that of other disciplines in order to determine how the human person should act in order to secure his true happiness.

## **Honors Capstone Course**

Grade level(s): 12  
Prerequisite: Principles of Biomedical Science or Principles of Engineering AND Horizon Project Proposal  
Credit: 1.0

Students engage in an open-ended research experience in the PLTW Capstone course, a culminating program for those completing PLTW's high school offerings. They collaborate in teams, designing and developing original solutions to well-defined and justified real-world problems.

# ENGINEERING

## **Honors Introduction to Engineering Design**

Grade level(s): 9-12

Prerequisite: B in Algebra I

Credit: 1.0

This Project Lead the Way course enables students to explore engineering tools and apply a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills.

## **Honors Principles of Engineering**

Grade level(s): 10, 11, 12

Prerequisite: Math grade of B or above AND

Introduction to Engineering Honors

Credit: 1.0

This Project Lead the Way course introduces students to engineering concepts that are applicable to a variety of engineering disciplines and empowers them to develop technical skills through the use of engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life. Students apply the engineering design process to solve real-world problems across a breadth of engineering fields such as mechanical, robotics, infrastructure, environmental sustainability, and product design and development.

## **Civil Engineering and Architecture**

Grade level(s): 10, 11, 12

Prerequisite: Introduction to Engineering Design

Credit: 1.0

Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

## **Honors Capstone Course**

Grade level(s): 12

Prerequisite: Principles of Biomedical Science or Principles of Engineering AND Horizon Project Proposal

Credit: 1.0

Students engage in an open-ended research experience in the PLTW Capstone course, a culminating program for those completing PLTW's high school offerings. They collaborate in teams, designing and developing original solutions to well-defined and justified real-world problems.

# SOCIAL SCIENCES

## CORE CURRICULUM

9

Logic, Foundations of Civilization

10

World History, World History H, AP World History

11

US History, US H, DE US

12

US Government, US Gov H, AP Gov AND Intro to Philosophy

## ELECTIVES

AP Psychology (11, 12)

AP Macroeconomics (11, 12)

Intro to Sociology (11, 12)

*The Social Studies Department at CTK plays a vital role in the intellectual, moral, and social development of the school's students. Inspired by Blessed John Paul II's encyclical Fides et Ratio, all of the social science courses will strive to illuminate the human condition.*

*In each course, students will consider fundamental, perennial questions that stem from social science investigations. What does it mean to be a human? From where have humans come? To where are humans going? What is the meaning of the Incarnation in human history? What is a just law? What is a humane economy? How ought governments operate? What is the purpose of society? What is the relationship between individual and social development?*

*Through these and other inquiries, teachers will aim to impart a Catholic worldview and develop an authentically Catholic anthropology within the hearts and minds of Crusaders. The social science courses will also be designed to equip students with the academic tools that are readily acquired through the study of the social sciences—critical thinking, analytical reading, intensive research with primary and secondary sources, persuasive and elegant writing, and public speaking.*

# SOCIAL SCIENCES

## **Foundations of Civilization**

Grade level: 9

Prerequisite: None

Credit: 0.5

This ninth-grade course will acquaint the student with the major world civilizations from the dawn of history (with a brief glance at prehistory) down to the fall of the Roman Empire. In doing so, we will be engaging ancient texts that attest to this history and the archaeology that supplements and even in some cases improves our understanding of the various civilizations and empires. We will have occasion, as our study moves forward in time from the hazy fringes of history, to consider in greater depth issues of politics, international affairs, economics, society, culture, and religion and how these things contributed to the rise and fall of successive city-states and empires over the several thousand years we will study. The course culminates with the Roman Empire, the later centuries of which correspond to the early Church and the period of the Apostolic and Church Fathers. This will give us the opportunity to study the sources of our own Catholic faith.

## **Logic**

Grade level: 9

Prerequisite: None

Credit: 0.5

Traditional Logic & Argumentation is a foundational course within the CTK curriculum. The course is designed to train students to think and write seriously about intellectual matters. Students will inquire philosophically into man's ability to reason, and consider the ways that Catholics are called to put this unique human capability to use. In order to develop and hone their reasoning powers, students will learn Aristotelian logic, and complete exercises, which demonstrate the usefulness of Aristotelian logic in all branches of knowledge. The course will also be quite concerned with imparting the disposition and skills (namely the development and analysis of arguments, systematic thinking, and precise writing) necessary for success in a rigorous academic environment. Public speaking and debate will also be incorporated throughout the course.

## **World History**

Grade level: 10

Prerequisite: None

Credit: 1.0

World History is a survey of the human experience from the earliest civilizations to contemporary times. By approaching each unit as a historian, students seek to make real-world connections by evaluating the impact that past events have on the present. The role of the Church and how the Church has shaped our world is a theme that is explored throughout the course. Historical simulations, case studies, multi-genre projects, interdisciplinary activities, primary source analysis, historical fiction, and essays will be used to accomplish the course objectives.

# SOCIAL SCIENCES

## **Honors World History**

Grade level: 10

Prerequisite: Either a B in Honors English OR an A- in English AND PSAT Total Score of 940

Credit: 1.0

Honors World History students will be expected to explore the same topics as World History (see above) in more depth. This will be accomplished through complex readings, primary and secondary source analysis, Socratic seminars, document -based questions, essay writing, and personal research projects. Students in Honors World History will also learn critical reading and writing skills to equip them to take Advanced Placement courses in the social sciences.

## **AP World History**

Grade level: 10

Prerequisite: Either an A- in Honors English OR an A in English AND PSAT Total Score of 990 AND based on Historical Essay Writing sample

Credit: 1.0

The Advanced Placement Course in World History is a college-level survey course of all of the world's history. The grandness of the course requires a presentation of the material that is both quick and broad; the focus is on the big picture of the history of humankind, from the point of origin to the present. In addition to familiarizing students with major themes in world history, a heavy emphasis is also placed on the development of thinking and writing skills that are readily acquired through the study of history. Students who enroll in this course will take the AP World History exam in May, and those who do will can earn college credit from many colleges and universities.

## **United States History**

Grade level: 11

Prerequisite: None

Credit: 1.0

The 11th-grade survey course in United States history is designed to acquaint students with significant events, eras, trends, and themes of United States history and to provide an interpretation of the meaning of those events, eras, trends, and themes. The course will examine the nation's politics, economics, geography, society, culture, and religion from pre-colonial times to the present. A deliberate effort will also be made to cover significant developments in the country's Catholic history and to interpret the meaning of our nation's past through a Catholic lens. Additionally, there will be a strong emphasis on the development and honing of skills that are readily acquired through the study of history—analytical reading and writing, critical thinking, public speaking and debating. This course builds upon all of the history courses offered at CTK, and students will be expected to move at ease through the text and primary sources.

# SOCIAL SCIENCES

## **Honors US History**

Grade level: 11

Prerequisite: Either a B+ in AP World History OR an A- in Honors World History OR an A in CP History AND PSAT EBRW Score of 500

Credit: 1.0

CTK's 11th Grade Honors United States History course is designed to provide students with an understanding and appreciation for the significant events, eras, trends, and themes of United States history and to provide them with the critical thinking skills necessary to interpret historical events. The course will examine the nation's politics, economics, geography, societies, cultures, and religions from pre-colonial times to the present. The primary emphasis of this course will be on developing and honing students' historical thinking skills: chronological thinking; historical comprehension; historical analysis and interpretation; and historical research. Students will be required to think critically as they read historical accounts, analyze and evaluate sources and documents, explore cause and effect connections, and present their interpretations of historical events orally and in writing. This course builds upon all of the history courses offered at CTK, and students will be expected to move at ease through the Honors-Level readings and assignments.

## **Dual Enrollment United States History**

Grade level: 11

Prerequisite: Either a B+ in AP World History OR an A- in Honors World History OR an A in CP History AND PSAT Total Score of 1100

Credit: 1.0

CTK's 11th Grade Dual Enrollment United States History course is a college-level course designed to provide students with a deep understanding and appreciation for the significant events, eras, trends, and themes of United States history and to provide them with the critical thinking skills necessary to interpret historical events. The course will examine the nation's politics, economics, geography, societies, cultures, and religions from pre-colonial times to the present. The primary emphasis of this course will be on developing and honing students' historical thinking skills: chronological thinking; historical comprehension; historical analysis and interpretation; and historical research. Students will be required to think critically as they read historical accounts, analyze and evaluate sources and documents, explore cause and effect connections, and present their interpretations of historical events orally and in writing. This course builds upon all of the history courses offered at CTK and students will be expected to move at ease through college-level readings and assignments. All students have the option to take that AP® Exam at the end of the year if they want to pay the AP Exam Fee.

# SOCIAL SCIENCES

## **Introduction to Philosophy**

Grade level: 12

Prerequisite: None

Credit: 0.5

This course will serve as an introduction to major thinkers, writers, and philosophies. Students will be asked to examine a wide array of ideas and be pressed to analyze philosophical texts with a critical eye.

Introduction to Philosophy will seek to extend the mind of Christ the King students in their pursuit of becoming critical Catholic thinkers.

## **Government**

Grade level: 12

Prerequisite: None

Credit: 0.5

The 12th-grade Government course is a survey of the United States political system, including its foundations in Western political thought. The course is taught through a series of seminars on topics that include Greek and Roman antecedents (particularly Plato and Aristotle), Sts. Augustine and Aquinas, and the early modern philosophers Locke and Montesquieu. With that foundation, we then examine the constitutional underpinnings of the United States government, political ideologies and parties, the role of interest groups and mass media in the political process, voting behaviors, institutions of government, public policy, and civil rights and civil liberties. Through continual interaction with Church teachings, we will also learn the nature of virtuous statesmanship.

## **Honors Government**

Grade level: 12

Prerequisite: Either a B in DE US History OR an A- in Honors US History OR an A in CP US History

Credit: 0.5

Honors Government students will explore the same topics as Government (see above), but will be expected to explore these topics in greater depth. Honors Government students will take on leadership roles by presenting topics and leading discussions in the seminar series. Honors students will also have more outside reading and writing, and assignments that require higher-level thinking.

# SOCIAL SCIENCES

## **AP United States Government and Politics**

Grade level: 12

Prerequisite: Either an A- in DE US History OR an A in Honors US History OR an A+ in CP US History AND PSAT Total Score of 1160  
Credit: 1.0

AP U.S. Government and Politics is a 12th Grade, college-level course that introduces students to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other documents and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. College-level readings, online discussions of current events, data and political cartoon analysis, and essay writing will be used throughout the course and students will be expected to move with ease with all readings and assignments. All students must take the AP® Exam at the end of the year.

## **AP Psychology**

Grade level: 11, 12

Prerequisite: Either a B in AP/DE History OR an A- in Honors History OR an A in CP History AND PSAT Total Score of 1050  
Credit: 1.0

AP Psychology is a college level survey course that examines the study of human behavior from various perspectives such as sociocultural, biological, psychodynamic, and behavioral. Topics studied in this course include research methods, personality, sensation and perception, abnormal psychology, treatment of psychological disorders, testing and individual differences, social psychology, and states of consciousness. Students will also learn the biological basis of behavior by exploring the brain, nervous, and endocrine systems. Case studies, primary and secondary source analysis, free response essay writing, project-based learning, experiments, and critical reading of college level texts will be used to accomplish course objectives. Students who perform well on the AP Psychology exam will have the opportunity to be awarded college credit by many colleges and universities. All students are required to take the AP Exam.

## **AP Macroeconomics**

Grade level(s): 10, 11, 12

Prerequisite: PSAT Total Score of 1130  
Credit: 1.0

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Course description taken from College Board. All students are expected to take the AP Exam and pay applicable fees. 38

# SOCIAL SCIENCES

## **Introduction to Sociology**

Grade level: 10, 11, 12

Prerequisite: None

Credit: 0.5

The Intro to Sociology & Social Justice class is an interdisciplinary approach in examining the role of the individual as a community participant. The class emphasizes theories in Metaphysics, Sociology, Theology, and Social Activism.

Combined, these fields will effectively prepare students to become effective advocates poised to tackle complex changes that impact our society and to protect those who are the most vulnerable among us. At its core, the class will predominantly emphasize truth (Love God) and social activism (Love of Neighbor). As Christians, we are called to be both a disciple and an apostle of Christ. Being a disciple means following in the footsteps of another, and being an apostle means being sent to emulate one's discipleship. These are important concepts for a Crusader to understand, as it cultivates the heart in regulation of instincts and intelligence.

Being a semester elective, the class predominantly targets Juniors and Seniors with a background in Logic, Theology, Government and History. The course emphasizes quantitative and qualitative research, comparative analysis, activism and community outreach, so participants must be comfortable with these areas before registering for the class.

# THEOLOGY

## CORE CURRICULUM

## ELECTIVES

9

Theology 9A & 9B

10

Theology 10A & 10B

11

Theology 11A & 11B

Peer Ministry Honors (11,12)

12

Theology 12A & 12B

*The Christ the King Theology program seeks to deepen students' knowledge and love of Jesus Christ through His Church. Our goal is to provide a strong foundation in Catholic doctrine while helping students internalize the teachings of Christ and apply them to their daily lives.*

*Class discussions focus on the theological, moral, spiritual, and social dimensions of faith, encouraging students to engage thoughtfully with the Church's teachings in today's culture. Through Sacred Scripture, Sacred Tradition, the Magisterium, and Church history, students will explore the truth, beauty, and reason of Catholicism.*

*At CTK, faith and reason go hand in hand. In a world where Christianity often faces skepticism, our program presents the Catholic faith as both reasonable and transformative. Students are encouraged to wrestle with its challenges while developing the skills to live out the saving truth of Christ.*

*The Theology curriculum follows the United States Conference of Catholic Bishops (USCCB) guidelines for Catholic high schools, with elective courses offered based on both USCCB recommendations and faculty expertise.*

# THEOLOGY

## **Theology 9A: The Revelation of Jesus Christ in Scripture**

Grade level(s): 9

Prerequisite: None

Credit: 0.5

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. They will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally. (USCCB Curriculum Framework)

## **Theology 9B: Who is Jesus Christ?**

Grade level(s): 9

Prerequisite: None

Credit: 0.5

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, and the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who He is, the students will also learn who He calls them to be. (USCCB Curriculum Framework)

## **Theology 10A: The Mission of Jesus Christ (The Paschal Mystery)**

Grade level(s): 10

Prerequisite: None

Credit: 0.5

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ has won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails. (USCCB Curriculum Framework)

## **Theology 10B: Jesus Christ's Mission Continues in the Church**

Grade level(s): 10

Prerequisite: None

Credit: 0.5

The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by Him through the Holy Spirit. The Student will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church. Material related to the ongoing plan of salvation history, revelation and tradition, the nature of the teaching authority of the Church and the ongoing need in the Church to address concerns of the times throughout its history in ways that are faithful to the proclamation of the Gospel will be key areas of study throughout the semester. (USCCB Curriculum Framework)

# THEOLOGY

## **Theology 11A: Sacraments as Privileged Encounters with Jesus Christ**

Grade level(s): 11

Prerequisite: None

Credit: 0.5

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

## **Theology 11B: Life in Jesus Christ**

Grade level(s): 11

Prerequisite: None

Credit: 0.5

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

## **Theology 12A: Our Life in the Church**

Grade level(s): 12

Prerequisite: None

Credit: 0.5

In this course students will examine their own role within the Church, by considering their vocation and the social teaching of the Church.

### **Part 1: Responding to the Call of Jesus Christ**

The purpose of this unit of study is to help students to understand the vocations of life: how Christ calls us to live. In this course, students should learn how all vocations are similar and how they differ. The quarter will be structured around married life, single life, priestly life, and consecrated life. Students should learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community. (USCCB Curriculum Framework)

### **Part 2: Living as Disciples of Jesus Christ in Society**

The purpose of this unit of study is to introduce students to the Church's social teaching. In this quarter, students will learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. (USCCB Curriculum Framework)

# THEOLOGY

## **Theology 12B: Our Call to Evangelize**

Grade level(s): 12

Prerequisite: None

Credit: 0.5

In this course students will explore the call to share the Gospel with others. They will examine the beliefs of other religious groups and learn how to share their faith in the world today.

### *Part 1- Apologetics*

The purpose of this course is to enable students to engage in a conversation about the fundamental principles of the Church and explain clearly with effective reason the truth of those principles of faith on which the Church is grounded. With a solid foundation in the doctrine and teachings of the Catholic faith, the student will learn reasoned answers to various questions of faith and be able to use these answers in an apologetic dialogue. Students will be given the abilities to understand the nature, power and limitation of apologetics, learn about the relationship between faith and reason, explore arguments for the existence of God, and understand objective truth and the dichotomy between Christianity and other religions. (USCCB Curriculum Framework)

### *Part 2- Ecumenical and Interreligious Issues*

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

## **Peer Ministry Honors**

Grade level(s): 11,12

Prerequisite: Application, Interview, and Approval during Spring

Credit: 1.0

A Theology elective for students involved in peer ministry. This course leads students to a deeper understanding of their lifelong call to missionary discipleship. Students will learn Christian leadership skills, learn how to work together as a team and contribute to the school's retreats, liturgies, and daily spiritual life.

# WORLD LANGUAGES

## CORE CURRICULUM

## ELECTIVES

9 Spanish I, Spanish II, Latin I H

10 Spanish II, Spanish III, DE  
Spanish III, Latin II H

11 Spanish III, DE Spanish III, DE  
Spanish IV, DE Latin III

12 DE Spanish IV, AP Spanish,  
DE Latin IV

*Students are encouraged to undertake the study of a world language while at Christ the King. Aside from the gratification of mastering listening, reading, speaking and writing skills in a second language, world language study enables students to enhance their understanding of the subtle and complex relations among the world's peoples. The world languages department aims to not only help students become literate in another language, but to increase their awareness of the history and current issues facing other countries and societies where the target language is spoken.*

### Spanish I

Grade level: 9

Prerequisite: None

Credit: 1.0

Spanish I introduces students to effective strategies for beginning Spanish language learning and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication.

# WORLD LANGUAGES

## **Spanish II**

Grade level(s): 9, 10

Prerequisite: Spanish I

Credit: 1.0

Spanish II builds on the effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions.

## **Spanish III**

Grade level(s): 10, 11, 12

Prerequisite: Spanish II

Credit: 1.0

Spanish III encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity.

## **Dual Enrollment**

### **Spanish III**

Grade level(s): 10, 11, 12

Prerequisite: B in Spanish II

Credit: 1.0

Honors Spanish III takes the principles of Spanish III (course 631) at an accelerated pace and in greater depth. This course is designed for students who desire to pursue additional years of a foreign language, specifically Spanish IV Honors. Spanish III encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity.

# WORLD LANGUAGES

## **Dual Enrollment Spanish IV**

Grade level(s): 11, 12  
Prerequisite: B in DE  
Spanish III  
Credit: 1.0

Spanish IV Honors provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Students will develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture.

## **AP Spanish**

Grade level(s): 12  
Prerequisite: B in DE  
Spanish IV  
Credit: 1.0

AP Spanish continues the development of language acquisition skills through the use of authentic resources, film, literature and music. Emphasis will be on refining presentational speaking and writing skills, interpersonal communication, and interpretation of written and spoken language. Instruction will prepare students for the AP Spanish Language and Culture exam, should they choose to take it.

## **Honors Latin I**

Grade level(s): 9  
Prerequisite: None  
Credit: 1.0

This course emphasizes the elements of Latin grammar, level-appropriate readings, and basic Latin vocabulary, and culture. Students will learn Latin language usage mainly through the exercises which reinforce the lessons in each chapter. They will begin to read Latin passages adapted to the beginners' level and expected to understand elementary Latin literature.

## **Honors Latin II**

Grade level(s): 10  
Prerequisite: Latin I  
Credit: 1.0

A continuing study of elementary Latin grammar, literature and culture: students will learn Latin grammar usage through reading passages adapted from the original Latin for the intermediate level. Students will be expected to read and understand elementary Latin literature.

## **Dual Enrollment Latin III**

Grade level(s): 11, 12  
Prerequisite: Latin II  
Credit: 1.0

A continuing study of Latin grammar, literature and culture: students will further learn Latin grammar through writing and reading passages of original Latin. Students will be expected to read and understand higher-level Latin literature.

# WORLD LANGUAGES

## **Dual Enrollment Latin IV**

Grade level(s): 12

Prerequisite: Latin III

Credit: 1.0

A reading course designed both to develop students' facility in reading authentic Latin texts and to transition students away from mere passive recognition of Latin words and grammatical constructions toward active generation of written Latin. Latin composition will largely be based on imitation of a selection of the writers whom we read. In order to develop students' reading fluency, the class will read excerpts from a variety of genres and periods, including, but not necessarily limited to, Republican prose (e.g., Caesar, Cicero, and Sallust); Augustan poets (primarily Virgil); the Latin Vulgate; and Church Fathers (e.g., Augustine).

# HEALTH AND WELLNESS

## CORE CURRICULUM

9

Freshman Seminar/Health

10

11

12

## ELECTIVES

Physical Education  
Team Sports  
Introduction to Weight  
Training and Fitness  
Functional Fitness

Advanced Weight Training

### Freshman Seminar/Health

Grade level: 9

Prerequisite: None

Credit: 1.0

Crusader Freshman Seminar is designed to provide students with essential skills and knowledge necessary to navigate high school successfully. The course focuses on fostering a positive school culture, developing character, honing study skills, understanding career paths, understanding digital citizenship, and promoting health and wellness. The course fulfills the health requirement for graduation.

### Physical Education

Grade level: 9

Prerequisite: None

Credit: 0.5

This class in physical education provides students with a comprehensive understanding of physical fitness, health, and wellness. Through a combination of structured activities, sports, and fitness training, students develop motor skills, teamwork, and a lifelong appreciation for physical activity. The course emphasizes healthy lifestyle choices, proper nutrition, and the importance of regular exercise.

### Team Sports

Grade level(s): 10-12

Prerequisite: None

Credit: 0.5

Students enrolled in this course will learn how to play a variety of team sports in which they can participate in throughout their adult lives. From common team sports, like basketball, volleyball, and soccer, to uncommon team sports, like speedball and ultimate frisbee, students will be able to identify sports that they enjoy playing. Team sports provide an opportunity for exercise, socialization, friendship, and stress relief in a world where technology and working remotely tend to limit human interaction.

# HEALTH AND WELLNESS

## **Introduction to Weight Training and Fitness**

Grade level(s): 9-12  
Prerequisite: None  
Credit: 0.5

The emphasis of this course is primarily on muscular strength, endurance, flexibility, and safety in order to obtain improved and optimal physical fitness. Weight room safety, warm up/cool down procedures, lifting techniques, safety for all lifts are all major components of this course. Students will become familiar with lifting techniques in addition to developing and maintaining habits to establish lifelong healthy habits in terms of physical fitness and challenges.

## **Advanced Weight Training**

Grade level(s): 9-12  
Prerequisite: Completion of Introduction to Weight Training and Fitness or equivalent experience  
Credit: 0.5

The emphasis of this course is the development of the skills necessary to maximize performance of strength training techniques, and to continue progress toward an individual's strength and fitness goals. Students will learn to design and implement their own individual workout plan to enhance specific skills and potential in the athlete's target sport. Weight room safety, warm up/cool down procedures, lifting techniques, safety for all lifts, and individual goal setting are all major components of this course.

## **Functional Fitness**

Grade level(s): 9-12  
Prerequisite: None  
Credit: 0.5

The emphasis of this course is to develop fundamental skills and techniques such as safety, use of equipment, stretching and recovery. Students will participate in endurance, resistance, and circuit training along with group fitness routines. This course will also emphasize the importance of restorative exercises such as deep and static stretches.

## **Sports Medicine**

Grade level: 11, 12  
Prerequisite: None  
Credit: 0.5

This course provides high school students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class will not provide patient care.

# FINE ARTS

*The role of the Fine Arts Department of Christ the King Catholic High School is to challenge students to be the following:*

- **accomplished artists.** *Students will learn to expand on individual creativity through hands-on projects, incorporating the principles and elements of design or drama, demonstrating initiative and self-direction.*
- **critical thinkers.** *Students will use problem solving skills to promote innovation in the fine arts, learning to communicate effectively through in-class critique sessions and small group collaboration. Flexibility and adaptability are highly regarded in the fine arts classroom.*
- **empathetic, Catholic beings.** *Students will analyze and cultivate a respect for differences through the study of cross-cultural and historical genres of works of art.*
- **interactive scholars of the world.** *Students will establish and understand the interconnectedness among each discipline in the context of our faith, especially through the introduction and analysis of Catholic works of art.*

## Visual Art I

Grade level(s): 9-12

Prerequisite: None

Credit: 0.5

In this course students use dry mediums, charcoal, soft pastels, pens, scratchboards, and inking to create projects. Students begin the class by focusing on improving their drawing skills by learning how to break down objects into basic shapes. Next students are introduced to values and tones by using charcoal to create grayscale still life artworks. The following two units, students focus on color, blending colors, and creating textures by using soft pastels to make a color still life drawing and an animal drawing. Next students improve their technical skills by creating artwork with stippling. They focus on values and precision in mark making.. Following this, students use subtractive forms of mark making to create an artwork from a scratchboard. Finally students do subtractive methods on a relief carving block to create printed images.

## Visual Art II

Grade level(s): 10-12

Prerequisite: Visual Art I

Credit: 0.5

Students use wet mediums and focus on their painting skills. For the students' first three projects, they work with watercolors. With this medium, students practice mixing colors, layering paints, creating atmospheric perspective, and continue their study of color theory. They create a still life, a landscape, and an animal painting in watercolor. Next, students are introduced to gouache, which is used to create a flat graphic pattern design project and an impressionistic landscape project. Following this unit, students begin using acrylic paints to create an animal painting and learn how to create realistic textures through paint. In the final project, students use multiple media to create a finished piece. For this project, students demonstrate their drawing skills by creating a loose drawing of a cathedral and applying watercolors for tones and values.

# FINE ARTS

## **Visual Art III**

Grade level(s): 11, 12  
Prerequisite: Visual Art II  
Credit: 0.5

Art III students are challenged to go to the next level by focusing on portraiture. Students do eye, mouth, nose, and face studies. They will practice these in each of the following mediums: charcoal, soft pastels, pen & ink, watercolor, and acrylic. At the end of each medium's facial feature study, they will create a portrait drawing. For their final project, they must create a self-portrait using acrylic.

## **AP Art and Design**

Grade level(s): 10, 11, 12  
Prerequisite: Visual Art I  
Credit: 1.0

In this college-level art and design course, students create a portfolio of work to demonstrate inquiry through art and design and the development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio exams.

## **Glassworks**

Grade level(s): 9-12  
Prerequisite: None  
Credit: 0.5

Students in this course explore the beauty of glass with an introduction into traditional stained glass window making and kiln formed glass. Students will learn to design and create their own pieces of glass art. Each consecutive course builds on previous skills. Additional costs may apply.  
This class can be taken multiple times.

## **Ceramics**

Grade level(s): 9-12  
Prerequisite: None  
Credit: 0.5

This class introduces students to the ancient craft of working with clay. Students will experience hand-building techniques including pinch, coil, and slab. Wheel throwing is introduced with expectations for basic levels of achievement, including cylinder, bowl, and plate forms. As the semester progresses, experimentation with basic techniques will lead to more freedom and individual creativity. Informal group critiques and instructor demonstrations will reinforce student learning. Clay works created in this class, whether functional or sculptural, will be enjoyed for a lifetime.

## **Photojournalism**

Grade level: 9-12  
Prerequisite: None  
Credit: 0.5

Photojournalism is a course designed to introduce students to the basic principles of photography and to provide them with opportunities to apply those skills to the more specific practice of journalistic photography.

# FINE ARTS

## Digital Design

Grade level(s): 10, 11 ,12  
Prerequisite: By application only.  
Credit: 0.5

Digital design students work as a team to collaborate on the school yearbook, social media, community advertisements, and photography. Students in this course commit to learning and using different technological programs to work on design, advertising, photo composition, and social media. Additionally, students will evaluate pieces of journalism and develop their own writing and interviewing skills. Students with interests in advertising, social media, photography, and digital design are encouraged to take this class. This individualized course allows students to build upon their skills each semester and assume more responsibilities and lead their peers. Students need to display good time-management and an ability to adhere to deadlines. Honors Digital Design is a full credit course.

## Honors Digital Design

Grade level(s): 11, 12  
Prerequisite: Application only.  
Credit: 1.0

Digital design students will expand on the skills in Digital Design. Honors Digital Design is a full credit course.

## Introduction to Industrial Design

Grade level(s): 9-12  
Prerequisite: None  
Credit: 0.5

This hands-on course is an introduction into the creative process of product design that covers orthographic and isometric drawing, modeling, prototype development and reverse engineering. Students visualize and create 3D designs. Students will become familiar with woodworking and the proper handling of related tools.

## Industrial Design

Grade level(s): 10-12  
Prerequisite: Intro to Industrial Design  
Credit: 0.5

This hands-on course builds on the creative process of product design that covers orthographic and isometric drawing, modeling, prototype development, and reverse engineering. Students visualize and create 3D designs. Students will become familiar with woodworking and the proper handling of related tools.

# FINE ARTS

## **Music Lab**

Grade level(s): 9-12

Prerequisite: None.

Credit: 0.5

Music Lab is a hands-on beginning music course designed for students who do not have prior music ensemble experience and want to participate in active music-making. Students will explore foundational musicianship skills, including rhythm, pitch, basic keyboard skills, music technology, composition, and listening analysis. The course emphasizes creativity, collaboration, and practical music skills, providing students with a meaningful musical experience with the intention of joining an instrumental performance ensemble the following school year.

## **Band**

Grade level(s): 9-12

Prerequisite: Prior band ensemble experience.

Credit: 0.5

Band is a performance-based instrumental music course designed for students with previous band or ensemble experience. Students will develop individual musicianship, ensemble skills, music literacy, and performance technique through daily rehearsal and instruction. Emphasis is placed on tone production, rhythm, intonation, sight-reading, and musical expression as students prepare a varied repertoire of sacred, concert, and contemporary works. This section is offered to provide scheduling flexibility and ensure students can participate in band without conflicts.

## **Chorus**

Grade level(s): 9-12

Prerequisite: Prior choral ensemble experience.

Credit: 0.5

Chorus is a performance-based vocal music course open to students interested in developing healthy vocal technique and ensemble singing skills. Students will study proper tone production, diction, sight-singing, and musical interpretation while performing a diverse repertoire that includes sacred, classical, and contemporary choral literature. The course emphasizes collaboration, musicianship, and performance preparation, with opportunities to participate in school liturgies and concerts.

## **AP Music Theory**

Grade level(s): 10-12

Prerequisite: Ensemble experience in band, chorus, or orchestra.

Credit: 1.0

AP Music Theory is a rigorous, college-level course that develops students' understanding of the structure and language of music. Topics include notation, scales, key relationships, harmony, part-writing, analysis, sight-singing, and melodic and harmonic dictation. The course prepares students for the AP Music Theory exam while reinforcing skills directly applicable to performance ensembles. Strong music reading skills and a commitment to daily practice are essential for success.

# FINE ARTS

## **Guitar (Acoustic/Electric)**

Grade level(s): 9-12

Prerequisite: None

Credit: 0.5

This course will be designed to accommodate beginning and intermediate level students. Beginning students will learn music notation and basic chords. Intermediate level students will work on advanced chords and scales, technique, and improvisation. Students will need to provide their own instrument.

This class may be taken multiple times.

# OTHER ELECTIVES

## **Honors Accounting**

Grade level(s): 11, 12  
Prerequisite: B in Honors Algebra II or B in Honors Precalculus  
Credit: 0.5

This introductory course in financial accounting provides students with a foundational understanding of accounting principles and practices. Students will learn how to journalize transactions, navigate the accounting cycle, and prepare and analyze financial statements. Additionally, the course offers an introduction to careers in accounting, a brief exploration of auditing procedures, and insights into the internal control environment and fraud prevention. Designed for students with an interest in business and finance, this course equips participants with essential skills for academic and professional growth in the accounting field.

## **Personal Finance**

Grade level(s): 11, 12  
Prerequisite: None  
Credit: 0.5

The Economics and Personal Finance (EPF) course is intended to be a course on wealth management and creation. It will incorporate a wide range of topics from business, economics, finance, theology, and philosophy. This is an introductory course intended for Juniors to create a framework for making wise financial decisions.

## **Honors Advanced Finance**

Grade level(s): 12  
Prerequisite: Personal Finance  
Credit: 0.5

The Advanced Finance course builds directly off of the skills developed in the Personal Finance class and is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending and credit, as well as saving and investing.

## **SAT Prep**

Grade level(s): 12  
Prerequisite: By teacher invitation only with administrative approval  
Credit: 0.5

This preparation course is designed to help students excel on the SAT by mastering both the content and strategies needed for success. The class covers math and reading topics outlined by the College Board, organized by category for a clear, focused approach. Students will learn effective testing techniques to maximize their performance and gain confidence in their abilities. Emphasis is placed on viewing the SAT as an opportunity to showcase strengths for college applications, transforming a potentially stressful experience into a chance to shine.

# OTHER ELECTIVES

## **AP Computer Science Principles**

Grade level(s): 10, 11, 12

Prerequisite: Either an A in previous-year Math class or B in previous-year Honors-level Math class AND PSAT

Total Score of 1060

Credit: 1.0

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Course description taken from College Board. All students are required to take the AP Exam and pay applicable fees.

# INDEPENDENT LEARNING OPPORTUNITIES

## **Student Internship**

Grade level(s): 12

Prerequisite: By teacher invitation only with administrative approval

Credit: 0.5

A student internship is an unpaid, career-focused experience during which students become directly involved in the workplace. This experience provides an opportunity for a student to apply the skills obtained in school to real work situations and to learn additional skills. An internship will also help students to define career goals. Some of the internships that may be available are Sports Management, Informational Technology, Campus Ministry, Personnel Management, and Social Media.

## **Senior Independent Study**

Grade level(s): 12

Prerequisite:

1. Only available to senior students
2. Student must maintain a minimum GPA of 3.3
3. Student must be enrolled in or have previously taken at least 2 AP courses
4. Student must maintain an excellent attendance record
5. Topic Proposal must be approved by Administration

Credit: 0.5

For a senior student to be considered for an independent study course, they must submit the following components to the administration during the course registration process in their junior year:

1. Selection of a narrowed topic of study. This topic cannot be the same as a student's Horizon Project.
2. Student development of course syllabus (meeting times, topics of study, and grading rubric)
3. Learning Objectives (What does the student expect to learn throughout the course?) Arrange by units or topics
4. Benchmarks (projects, papers, presentations, etc.)
5. A final assessment (project, presentation, paper, portfolio, etc.)
6. Mentor request and approval for administrative consideration.

# GRADING SCALE

## GRADING SCALE

Christ the King follows a standard grading scale:

|           |               |             |
|-----------|---------------|-------------|
| <b>A+</b> | <b>97-100</b> | <b>4.33</b> |
| <b>A</b>  | <b>93-96</b>  | <b>4.00</b> |
| <b>A-</b> | <b>90-92</b>  | <b>3.67</b> |
| <b>B+</b> | <b>87-89</b>  | <b>3.33</b> |
| <b>B</b>  | <b>83-86</b>  | <b>3.00</b> |
| <b>B-</b> | <b>80-82</b>  | <b>2.67</b> |
| <b>C+</b> | <b>77-79</b>  | <b>2.33</b> |
| <b>C</b>  | <b>73-76</b>  | <b>2.00</b> |
| <b>C-</b> | <b>70-72</b>  | <b>1.67</b> |
| <b>D+</b> | <b>68-69</b>  | <b>1.33</b> |
| <b>D</b>  | <b>66-67</b>  | <b>1.00</b> |
| <b>D-</b> | <b>65</b>     | <b>0.66</b> |
| <b>F</b>  | <b>&lt;65</b> | <b>0.00</b> |

AP, Dual Enrollment, and Honors courses receive one additional quality point in GPA calculations.

GPA is calculated using final course semester grades.

## REPORT CARD DISTRIBUTION

Report cards and mid-quarter progress reports are issued quarterly and are available online. Students and parents can continuously monitor grades through Plus Portals.

# OTHER INFORMATION

## REGISTRATION POLICIES & COURSE CHANGES

### ***Add/Drop Policy & Course Change Requests***

Students may add/drop courses within the first two weeks of each semester. Changes may require advisor approval and may be subject to availability.

### ***Withdrawal Deadlines & Transcript Implications***

Withdrawal after the first grading period results in a “W” on the transcript. Withdrawal after mid-semester may result in a failing grade.

### ***Summer Course Option & Credit Recovery***

Students who fail a required course must enroll in an approved summer program. Credit recovery courses must meet CTK standards and be pre-approved.

## ATTENDANCE POLICY & COURSE CREDIT

Credit will not be given for courses if the student is absent more than 10 class periods per course during the duration of the school year. With principal approval, students with passing grades who lost credit because of excessive absences may validate credit if the absences were caused by extended illness and verified by a letter from a doctor and the student passed the final exam. This must be done within one week of a student’s return to school.

## TRANSCRIPTS & COLLEGE PLANNING

### ***How to Request a Transcript***

Requests for official transcripts should be submitted online at [ctkchs.org](http://ctkchs.org). No transcripts will be released if financial obligations are unmet.

### ***Understanding the College Profile Sent with Transcripts***

CTK includes a school profile detailing GPA distribution and academic rigor.

### ***Standardized Testing & College Application Support***

SAT/ACT prep resources are available through the counseling office. College application workshops and counseling are provided year-round for parents and students.

## Core Classes Offerings by Grade Level

| SUBJECT                                     | Freshman                                                                                                                                | Sophomore                                                                                                                                                                                                         | Junior                                                                                                                                                                                                                              | Senior                                                                                                                                                                                                                              |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English (4)                                 | English 9<br>Gen Eng 9<br><b>English 9H</b>                                                                                             | English 10<br><b>English 10H</b>                                                                                                                                                                                  | English 11<br><b>English 11H</b><br><b>AP Language</b>                                                                                                                                                                              | English 12<br><b>English 12H</b><br><b>DE Literary Classics</b><br><b>AP Literature</b>                                                                                                                                             |
| Math (4)                                    | Algebra I<br>Gen Algebra I<br>Geometry<br><b>Geometry H</b>                                                                             | Geometry<br><b>Geometry H</b><br>Algebra II<br><b>Algebra II H</b>                                                                                                                                                | Algebra II<br><b>Algebra II H</b><br>Precalc<br><b>Precalc H</b><br>Stats<br><b>AP Stats</b>                                                                                                                                        | Precalc<br><b>Precalc H</b><br>Stats<br>College Algebra<br><b>AP Stats</b><br><b>Calc H</b><br><b>AP Calc AB</b><br><b>AP Calc BC</b>                                                                                               |
| Science (3)                                 | Biology<br><b>Biology H</b>                                                                                                             | Chemistry<br><b>Chemistry H</b><br>Gen Chemistry                                                                                                                                                                  | Physics, <b>Physics H</b><br>Biology (Cl of '28)<br><b>Biology H (Cl of '28)</b><br><b>AP Biology</b>                                                                                                                               |                                                                                                                                                                                                                                     |
| Social Sciences (4)                         | Logic<br>Foundations of Civilization                                                                                                    | World History<br><b>World History H</b><br><b>AP World History</b>                                                                                                                                                | US History<br><b>US History H</b><br><b>DE US History</b>                                                                                                                                                                           | Philosophy<br>US Gov<br><b>US Gov H</b><br><b>AP Gov</b>                                                                                                                                                                            |
| Theology (4)                                | Theology 9A & 9B                                                                                                                        | Theology 10A & 10B                                                                                                                                                                                                | Theology 11A & 11B                                                                                                                                                                                                                  | Theology 12A & 12B                                                                                                                                                                                                                  |
| World Languages (2)<br><i>3 recommended</i> | Spanish I<br><b>Spanish II</b><br>H Latin I                                                                                             | <b>Spanish II</b><br><b>Spanish III</b><br><b>DE Spanish III</b><br>H Latin II                                                                                                                                    | <b>Spanish III</b><br><b>DE Spanish III</b><br><b>DE Spanish IV</b><br><b>DE Latin III</b>                                                                                                                                          | <b>DE Spanish IV</b><br><b>AP Spanish</b><br><b>DE Latin IV</b><br><b>AP Latin</b>                                                                                                                                                  |
| Health & Wellness (1.5)                     | Freshman Seminar                                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                     |
| Fine Arts & Electives (1)                   | Visual Art I<br><b>Band</b><br>Ceramics<br><b>Chorus</b><br>Glassworks<br>Guitar<br>Intro to Ind Design<br>Music Lab<br>Photojournalism | Visual Art I<br>Visual Art II<br><b>AP Art &amp; Design*</b><br><b>Band</b><br>Intro Ind Design<br>Industrial Design<br>Glassworks<br>Ceramics<br><b>Chorus</b><br>Guitar<br>Music Lab<br><b>AP Music Theory*</b> | Visual Art I<br>Visual Art II<br>Visual Art III<br><b>AP Art &amp; Design*</b><br><b>Band</b><br>Intro Ind Design<br>Industrial Design<br>Glassworks<br>Ceramics<br><b>Chorus</b><br>Guitar<br>Music Lab<br><b>AP Music Theory*</b> | Visual Art I<br>Visual Art II<br>Visual Art III<br><b>AP Art &amp; Design*</b><br><b>Band</b><br>Intro Ind Design<br>Industrial Design<br>Glassworks<br>Ceramics<br><b>Chorus</b><br>Guitar<br>Music Lab<br><b>AP Music Theory*</b> |

## Other Elective Offerings by Grade Level

|            | Freshman                                                                                                                                                 | Sophomore                                                                                                                                                                                                                                | Junior                                                                                                                                                                                                                                                                                                                                                           | Senior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0.5 credit | Functional Fitness<br>Mythology<br>Photojournalism~<br>Physical Education<br>Public Speaking<br>Weight Training Intro<br><b>Weight Training Advanced</b> | <b>Creative Writing</b><br><b>Digital Design</b><br>Functional Fitness<br>Mythology<br>Photojournalism~<br>Public Speaking<br>Intro to Sociology<br>Team Sports<br>Weight Training Intro<br><b>Weight Training Adv</b>                   | <b>Accounting</b><br><b>Biomedical &amp; Professional Ethics H</b><br><b>Creative Writing</b><br><b>Digital Design</b><br>Functional Fitness<br>Mythology<br>Personal Finance<br>Photojournalism~<br>Public Speaking<br>Intro to Sociology<br>Sports Medicine<br>Team Sports<br>Weight Training Intro<br><b>Weight Training Adv</b>                              | <b>Accounting</b><br><b>Biomedical &amp; Professional Ethics H</b><br><b>Creative Writing</b><br><b>Digital Design</b><br>Functional Fitness<br>Mythology<br>Personal Finance<br><b>Advanced Finance H</b><br>Photojournalism~<br>Intro to Sociology<br>Sports Medicine<br>Team Sports<br>Weight Training Intro<br><b>Weight Training Adv</b><br><b>SAT Prep</b>                                                                                                                                |
| 1.0 credit | <b>Intro to Engineering Design H</b>                                                                                                                     | <b>Biomedical Science Principles H</b><br><b>Civil Engineering &amp; Architecture</b><br><b>AP Computer Science Principles</b><br><b>AP Macroeconomics</b><br><b>Intro to Engineering Design H</b><br><b>Principles of Engineering H</b> | <b>Biomedical Science Principles H</b><br><b>AP Chemistry</b><br><b>Civil Engineering &amp; Architecture</b><br><b>AP Computer Science Principles</b><br><b>Digital Design H</b><br><b>Intro to Engineering Design H</b><br><b>Principles of Engineering H</b><br><b>AP Macroeconomics</b><br><b>Peer Ministry H</b><br><b>Physics H</b><br><b>AP Psychology</b> | <b>Anatomy &amp; Physiology H</b><br><b>Biomedical Science Principles H</b><br><b>AP Chemistry</b><br><b>Civil Engineering &amp; Architecture</b><br><b>AP Computer Science Principles</b><br><b>Digital Design H</b><br><b>Intro to Engineering Design H</b><br><b>Principles of Engineering H</b><br><b>AP Environmental Science</b><br><b>AP Macroeconomics</b><br><b>Peer Ministry H</b><br><b>Physics H</b><br><b>AP Psychology</b><br><b>H Capstone Class</b><br><b>Independent Study</b> |

**BOLD** denotes courses that have prerequisites  
 ~photojournalism counts as Fine Arts elective



## Mission

*Students at Christ the King Catholic High School are challenged to believe sincerely, think critically, act responsibly, and serve others in the name of Christ the King.*

## Beliefs

*We believe individuals should model and integrate the teachings of Christ the King in all areas of conduct in order to nurture faith and inspire action.*

*We believe prayer, worship, and reflection are essential elements, which foster spiritual and moral development of our students, faculty, and staff.*

*We believe in cultivating a supportive, healthy, and challenging environment that recognizes the dignity, needs, and diversity of all individuals.*

*We believe academic excellence is a priority as teachers set high expectations of performance while providing appropriate resources and academic challenges.*

*We believe opportunities should be provided for parents and the local community to participate in and support Christ the King Catholic High School.*



DIocese OF CHARLOTTE  
CATHOLIC SCHOOLS

## Mission

*In communion with our families and parishes, we form students to be virtuous disciples of Jesus Christ. Rooted in Scripture, Tradition, and the defined teachings of the Catholic Church, our students pursue excellence of intellect, heart, and soul with salvation as the ultimate goal.*

## Vision

*To provide an immersive, accessible and authentically Catholic environment where every student can respond to their vocation to holiness and pursue excellence as fully alive disciples of Christ who transform the world. The clarity of this purpose finds full expression in a robust Catholic culture, holistic educational formation, committed operational vitality, and effective governance and leadership.*