

St. Augustine High School
Curriculum Guide

2025-2026


UNITAS • VERITAS • CARITAS





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The Curriculum Guide is designed to assist you in selecting your courses for the 2025-2026 school year.



In selecting your course of study for the next school year, read the course descriptions and prerequisites carefully.

It is imperative that you review the graduation requirements for St. Augustine High School as well as the admissions requirements for major colleges and universities.

Since it is sometimes difficult to make adjustments to your class schedule later, please thoughtfully consider your choices now.

The Philosophy of St. Augustine High School

St. Augustine High School is a private, independent, Augustinian, Catholic school for young men dedicated to the enrichment of each student in mind, heart, and body. We believe in the uniqueness of a high school experience in a fraternal atmosphere and tailor instruction to the distinct manner in which young men learn.

We teach and live the Gospel values of community, truth, and love and recognize the family as the primary educator of the student. St. Augustine High School aims to cultivate healthy and resourceful young men who are empowered to use their God-given talents to make a difference in an ever-changing world.

We offer a variety of courses and programs that challenge and nurture each student as he journeys to become a Christian gentleman. We develop the student's intellect within the framework of a college preparatory, liberal arts curriculum. We stress the need for reasoned thought and teach students to integrate knowledge into a coherent view of the world. We guide decision-making grounded in Christian morality and integrity. We promote meaningful service, competitive athletics, and vibrant arts programs. Our approach develops spirituality, character, and servant-leadership in our students.



St. Augustine High School, founded in 1922, is a ministry of the Order of St. Augustine (the Augustinians).





Integral Student Outcomes

In pursuit of our mission, the St. Augustine High School Community prepares young men to live in both the city of God and the city of man and is intent upon developing students in mind, heart, and body.

Its graduates are:

CHRISTIAN GENTLEMEN who:

- know the life and teachings of Jesus Christ as reflected in the basic beliefs and morals of the Catholic Church.
- worship God through liturgy, retreats, and prayer services.
- live and share the Augustinian Core Values of Community, Truth, and Love.
- participate in Christian service and embrace its value.
- exhibit understanding of peace and justice issues and are compassionate towards others.

INTELLECTUALLY COMPETENT YOUNG MEN who:

- are prepared through a liberal arts education to succeed in colleges and universities.
- communicate clearly and effectively in the spoken and written word.
- think critically and creatively.
- experience and appreciate the visual and performing arts.
- are lifelong learners.

YOUNG MEN PREPARED TO ENGAGE IN A CHANGING WORLD who:

- are prepared to meet and adapt to future challenges through the study of science, math, and use of technology.
- realize their ethical responsibility to contribute as members of their faith and civic communities.
- employ interpersonal and collaborative leadership skills for serving the common good.
- welcome, appreciate, and respect other faiths and cultures.

PHYSICALLY AND EMOTIONALLY DEVELOPED YOUNG MEN who:

- understand and practice sound care of their bodies.
- understand the dynamics of healthy relationships.
- utilize resources to become responsible decision-makers and creative problem solvers.
- participate in activities designed to make them aware of their personal and spiritual potential.
- strive to achieve a healthy balance in their lives.

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Academic Policies

REGISTRATION FOR COURSES

Registration for courses for the following school year takes place during the third quarter. The student, along with his parents/guardians, prepares his next year's schedule by reading the information in this curriculum guide and reviewing graduation requirements and course requirements for admission to the colleges of his choice. Students must have 6 courses during regular school hours. Enrollment in a zero-block course means a student will be enrolled in 7 courses.

REQUEST FOR TEACHER CHANGES

All student schedules are generated by computer. The computer program utilized for scheduling of students balances all class sizes and assigns teachers to students in a random manner. In order to maintain proper class balance and fairness to all, students/parents may not request a schedule change to accommodate a teacher of their choice.

DROPPING OR ADDING COURSES AFTER THE SEMESTER HAS BEGUN

Students may request to drop a class during the first week of each semester. The course change form must be completed prior to deadline with all required signatures. The student is responsible for all of the work that was previously assigned in the new course.

Dropping a course after the aforementioned deadline will result in a Withdraw/Fail.

COMMUNICATION WITH THE SCHOOL

We encourage parents to contact teachers as often as necessary to keep abreast of their student's progress by electronic mail or voice mail. When a parent has a concern or question about a student's progress, the teacher should be contacted first. If the concern is teacher related, the parent must contact the chairperson for that department. Parents are urged to follow this chain of command before contacting the Assistant Principal for Academics or Principal.

FINAL EXAMS

All students must take a final exam if one is required. All final exams should be taken at the regularly scheduled times. **Parents should not schedule vacations during the days of exams.** Please check the school calendar for the exam dates. Students who miss a regularly scheduled semester exam may receive an 'F' grade for that exam. Exceptions must be approved by the Assistant Principal for Academics.

RECEIVING A FAILING GRADE IN A COURSE

When a student receives a grade of 'F' in any course, the student should retake the course during the summer immediately following the school year in which the failure occurred. If the course is not offered at Saints, arrangements may be made to retake most courses at a community college, an approved local high school, or an online course. This course work must be approved by the guidance counselor, Assistant Principal for Academics, and the department chairperson for the subject failed. For any student who will be taking a course off campus, the credit approval form must be completed and submitted to the registrar (please refer to "Coursework from Other Schools"). The form is available in the counselor's or registrar's office. A grade of 'C' is NOT eligible for remediation.

SCHOLARSHIP NOMINATION AND LETTERS OF RECOMMENDATION

St. Augustine High school requires that all requests for a scholarship nomination or a student recommendation must be made of Counselors/ Teachers via written request or email.





Advancing to the Next Grade Level

Under any circumstances, students must have successfully completed the following number of units to progress onto the next grade level:

FRESHMEN: SIXTY-FIVE (65) UNITS TO START THE SOPHOMORE YEAR.

SOPHOMORES: ONE HUNDRED THIRTY (130) UNITS TO START THE JUNIOR YEAR.

JUNIORS: ONE HUNDRED NINETY-FIVE (195) UNITS TO START THE SENIOR YEAR.

Note: Students may only take five (5) approved semesters of credit at other schools while enrolled at Saints. Approval must be obtained from the Assistant Principal for Academics.

Athletic Eligibility for Interscholastic Sports

Standards for athletic eligibility have been set by the California Interscholastic Federation Office (SDS-CIF). Athletic eligibility at Saints is determined at every grading period (each quarter). Students must have a 2.00 eligibility G. P. A. at the previous grading period to be eligible for interscholastic athletics. The day for establishing eligibility is the day following the official posting and issuance of grades by the Office of the Registrar. All other criteria for establishing academic eligibility will be found in the CIF Greenbook.

Any student who fails to meet the minimum 2.00 eligibility G. P. A. at the end of the second semester may regain eligibility through summer session attendance and may be eligible for the fall semester. The student must meet with the Assistant Principal for Academics who will recommend and authorize required coursework in the summer. When new courses are taken in summer school, all grades received in the second semester together with all summer session grades shall be counted in computation of a G. P. A. If the average is 2.00 or better, the student shall be eligible for the first quarter of the next school year. Completion of remediation of a math grade during Intersession will result in a recalculation of the eligibility G. P. A. and if the average is 2.00 or better, the student shall be eligible for the third quarter of the academic year.

Coursework from Other Schools

A student seeking to take a course outside of St. Augustine High School must first consult with a guidance counselor before seeking the required prior approval of the Assistant Principal for Academics. **In order to maintain the integrity of the St. Augustine High School academic program, no student will be allowed to submit more than five (5) semester courses for credit from outside institutions, whether for remediation or course acceleration.** Prior approval of these courses must be obtained from the Assistant Principal for Academics. The required form is available from the Counseling Center or Registrar's Office.

This process must be initiated by the student and completed no later than the two-week (ten school days) add/drop period in the first or second semester. No outside coursework from other schools (including community college, other accredited high schools or approved online schools or programs) will be accepted unless the aforementioned protocols are followed.

A course that is taken outside of St. Augustine High School that is deemed to be an elective and NOT needed for remediation, acceleration, or graduation, will NOT be placed on a student's St. Augustine High School transcript.

Note: The University of California and California State University do not accept 'D's'; therefore, students should consider summer school for grade improvement.

Prior approval is required for any course taken outside of St. Augustine High School.





Grading System

LETTER GRADE	REGULAR COURSE	WEIGHTED COURSE (AP and Honors)
A	4.00	5.00
B	3.00	4.00
C	2.00	3.00
D	1.00	1.00
F	0.00	0.00

Graduation Requirements

RELIGION	8 Semesters or 1 semester for each semester enrolled	To include one semester of Social Justice in the Senior year
ENGLISH	8 Semesters	
MATHEMATICS	8 Semesters	To include Geometry and Algebra II
SOCIAL STUDIES	6 Semesters	To include World History (1 year); U.S. History (1 year); Civics (1 semester); Economics (1 semester)
SCIENCE	4 Semesters	To include Biology (1 year)
WORLD LANGUAGES	4 Semesters	Of the same language
VISUAL & PERFORMING ARTS	2 Semesters	Of the same discipline
PHYSICAL EDUCATION	4 Semesters	
SPEECH	1 Semester	Offered to all Freshmen during Intersession
ELECTIVES	4 Semesters	
INTERSESSION	4 Semesters	Includes one semester of Speech in the Freshman year

Required and elective courses should total 260 Semester credits. Along with the completion of the above requirements, each student must maintain an overall grade point average of 2.00 (C). All students must complete 25 hours of Christian service during each school year.





Course Request Procedures

1. Read the Curriculum Guide and share it with your parents or guardians.
2. Check course and graduation requirements.
3. The course selection sheet requires your signature and your parent or guardian's signature.
4. Consult with faculty for the following courses:

AP Biology	Mr. Raines
AP Calculus AB/BC	Mr. Hickey
AP Chemistry	Mrs. Walp
AP Computer Sci Principles/A	Mr. Igelman
AP Economics	Dr. Rey
AP English Language	Current English Instructor
AP English Literature	Current English Instructor
AP French Language	Mrs. Allen
AP Music Theory	Ms. Au
AP Physics	Mr. Adams and Current Math Instructor
AP Psychology	Mr. Sullivan
AP Research	Mr. Chesser
AP Seminar	Mr. Chesser

AP Spanish Language	Mr. Davis
AP Statistics	Current Math Instructor
AP Studio Art: Drawing	Mr. Secrest
AP Studio Art: 2-D Design	Mr. Secrest
AP Studio Art: 3-D Design	Mr. Secrest
AP US Government	Mr. Christian da Luz
AP US History	Mr. Christian da Luz
AP World History	Mr. Sipper
Honors Philosophy	Bro. Morales
Honors Pre-Calculus	Current Math Instructor
Spanish III	Mrs. Gormly
Sports Medicine	Mr. Klapmeier
Yearbook Honors	Mr. Osberg

Notice for students who plan to take a course outside of St. Augustine High School:

If you are planning to enroll in a summer school class off campus or any online course, prior approval must be obtained from your guidance counselor and the department chairperson of the subject area. It is important that you also receive counseling regarding summer school, online courses, or off-campus courses as these courses may have a significant impact on your traditional schedule and college application process. The graduation requirements for St. Augustine High School must always be considered. The outside school approval form is available in the Registrar's Office and Counseling Office.

Please refer to the "St. Augustine Parent Student Handbook" for a detailed listing of all academic policies.





Advanced Placement Prerequisites

Before enrolling in an Advanced Placement (AP) course the following is required:

1. Parent or guardian must have reviewed the Course Selection presentation at www.sahs.org.
2. An AP contract must be submitted which is signed by a parent or guardian and student.
3. A testing fee is required for each AP exam taken. As of this publishing, the fee for 2026 AP exams has not been set by the College Board. Fees will be assessed in the spring.
4. Students may enroll in **no more than four AP courses** in a particular school year. Requests for exceptions to enroll in more than four AP courses may be addressed to their assigned guidance counselor. These exceptions will be considered on a case-by-case basis by the Counseling Department, the Assistant Principal for Academics and the AP teachers involved. A parent-student conference will be held with the counselor and the AP teachers for all parties to understand the commitment made to such an exception.
5. Fulfill the following prerequisites for the course (s):

AP BIOLOGY

Completion of Biology with a grade of 'A' or better in both semesters and an overall G. P. A. of 3.60 or higher.

AP CALCULUS AB

Completion of Honors Pre-Calculus with a grade of 'B' or better in both semesters and recommendation of previous math instructor.

AP CALCULUS BC

Completion of Honors Pre-Calculus with a grade of 'A' or better in both semesters and the recommendation of previous math instructor.

AP CHEMISTRY

Must be a junior or senior. Complete general Chemistry with an 'A' in both semesters and be concurrently enrolled in or have completed Algebra II with an overall G. P. A. of 3.50 or higher.

AP COMPUTER SCIENCE PRINCIPLES

Completion on Algebra I with a grade of 'B' or better in both semesters and completion of Biology or Physical Science with a grade of 'B' or better in both semesters and the approval of instructor.

AP COMPUTER SCIENCE A

Completion of AP Computer Science Principles with a grade of 'A' or better in both semesters.

AP ECONOMICS

Senior standing, the completion of World History and U.S. History and Algebra II and Geometry with grades of 'B' or higher in all semesters.

AP ENGLISH LANGUAGE

Grade of 'B' or better in both semesters of Honors English II or 93% or higher in both semesters of English II A.

AP ENGLISH LITERATURE

Grade of 'B' or better in both semesters of AP English Language or 93% or higher in both semesters of English III A.

AP FRENCH LANGUAGE AND CULTURE

Intermediate speaking abilities in the language. Completion of all language classes with a grade of 'A' or 'B'. Satisfactory completion of all work assigned by the instructor in summer. Approval of instructor.



**AP LATIN**

Completion of Latin III with a grade of 'B' or better in both semesters and have the approval of the instructor.

AP MUSIC THEORY

Ability to read and write musical notation, basic experience performing on an instrument or by voice, and approval of the instructor.

AP PHYSICS I

Completion of Algebra I and Geometry with a grade of 'A' or better in all semesters, concurrent enrollment in Algebra II / Trigonometry or higher, and completion of Physics with a grade of 'A' in all semesters.

AP PSYCHOLOGY

Minimum cumulative G. P. A. of 3.50 or higher and approval of instructor.

AP RESEARCH

Successful completion of Honors English II with a grade of 'A' in both semesters; successful completion of AP Seminar with a score of 4 or higher; an in-person interview; and Instructor approval.

AP SEMINAR

Successful completion of Honors English II with a grade of 'A' in both semesters; an in-person interview; and Instructor approval.

AP SPANISH LANGUAGE AND CULTURE

Intermediate speaking abilities in the language. Completion of all language classes with a grade of 'A' or 'B'. Satisfactory completion of all work assigned by the instructor in summer. Approval of instructor.

AP SPANISH LITERATURE

Intermediate speaking abilities in the language. Completion of all language classes with a grade of 'A' or 'B'. Satisfactory completion of all work assigned by the instructor in summer. Approval of instructor.

AP STATISTICS

A grade of 'B' or higher in both semesters of Algebra II with Trigonometry or a grade of 'A' or better both semesters of Algebra II.

AP STUDIO ART: DRAWING/2-D DESIGN

Complete one year of Art (Drawing or Painting) with a grade of 'C' or better. Two years of Art preferred, but one year is permissible with instructor approval.

AP STUDIO ART – 3-D ART AND DESIGN

Successful completion of ART I – Drawing with a grade of 'A' in both semesters; an in-person interview; and Instructor approval.

AP U.S. GOVERNMENT

Minimum cumulative G. P. A. of 3.40. Satisfactory completion of all assigned summer work. Senior standing.

AP U.S. HISTORY

G. P. A. of 3.50 or higher. Satisfactory completion of summer work. Junior standing.

AP WORLD HISTORY

Sophomore – Minimum cumulative G. P. A. of 3.50 with an 'A' in both semesters of English IA or a 'B' in both semesters of Honors English; Junior and Senior – a minimum cumulative G. P. A. of 3.20, instructor approval and satisfactory completion of the summer assignments.





Admissions Requirements for Colleges and Universities

THE UNIVERSITY OF CALIFORNIA

e.g. UCSD, UCLA, UC Berkeley

A-G REQUIREMENTS: All students are required to satisfy with an A - G overall G. P. A. of 3.00 and a minimum grade of 'C'.

A — HISTORY/SOCIAL STUDIES: Two years are required to include: one year of U.S. History or one semester of U.S. History and semester of Civics or American government; one year of world history, world cultures, geography, or western civilization.

B — ENGLISH: Four years required, to include frequent and regular writing and reading of classic and modern literature, poetry, and drama.

C — MATHEMATICS: Three years required, four years recommended, to include: elementary algebra, geometry and second year (advanced) algebra.

D — LABORATORY SCIENCE: Two years required, three years recommended, in at least two of these three areas: biology, chemistry, and physics. Laboratory courses in earth/space sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry, or physics. Not more than one year of grade 9 laboratory science can be used to meet the requirement.

E — LANGUAGES OTHER THAN ENGLISH: Two years required, three years recommended.

F — FINE ARTS: One year of visual & performing arts required.

G — College Preparatory Electives: One year in addition to those required in A - E above, chosen from the following areas: visual and performing arts, certain religion classes, history, social science, Fundamentals of Speech, English, advanced mathematics, laboratory science and languages other than English (a third year in the language used for the E requirement or two years of another language).

CALIFORNIA STATE UNIVERSITY

e.g. San Diego State, Cal Poly San Luis Obispo, CSU San Marcos

Required Courses: Same as University of California minimum course requirements. Science must include Biology and may include Physical Science.

PRIVATE COLLEGES

e.g. University of San Diego, Stanford, Occidental, Loyola Marymount

ADMISSIONS COMMITTEES MAKE THEIR DECISIONS ON A VARIETY OF FACTORS:

1. Subject requirements are often similar to CSU requirements.
2. Highly favored is the applicant who has a talent or a demonstrated ability in some area (athletics, leadership, music, etc.) and/or involvement in constructive school/community projects.
3. The most highly selective colleges look for students who have excelled in academics (most rigorous courses), extra-curricular areas, and leadership.

COMMUNITY COLLEGES

e.g. Mesa, City, Grossmont

Responsibility: A high school diploma (or its equivalent) or being 18 years of age or older. No tests are required for admission, but placement tests are required for some subjects.





NCAA Requirements

NCAA ELIGIBILITY REQUIREMENTS for Division I entering freshmen athletes will need to present **sixteen core courses in the following:**

- Four years of English
- Three years of mathematics (Algebra I or higher)
- Two years of natural/physical science (one lab science a must)
- One year of additional English, math, or science
- Two years of social studies
- Four years, additional approved core courses from any listed

Students must complete 10 of the 16 core courses, including seven in English, Math, or Natural/Physical Science, before the start of their seventh semester.

Once students begin their seventh semester, they may not repeat or replace any of those 10 courses to improve their core - course G. P. A.

Students must also take either the SAT or the ACT college entrance tests and report their scores (9999) to the NCAA Eligibility Center.

See the NCAA Eligibility Center websites for more information:

www.ncaa.org

www.web3.ncaa.org/eewr3/





Computer Science and Technology

PHILOSOPHY

The main objective in the computer courses will be to explore the practical uses of the computer technology in the life of the student. The focus will be on the computer as a tool that can assist students throughout their studies using practical, functional software applications. In December 2017, the following information was released by the United States Department of Education with regards to its 2018 National Education Technology Plan (NETP). The NETP outlines a vision of equity, active use, and collaborative leadership to make everywhere, all-the-time learning possible.

Technology has the potential to bring remarkable new possibilities to teaching and learning by providing teachers with opportunities to share best practices, and offer parents platforms for engaging more deeply and immediately in their children’s learning.” said U.S. Education Secretary Arne Duncan. “It can change the experiences of the student in the most challenging circumstances by helping educators to personalize the learning experience based on students’ needs and interests– meeting our student where they are and challenging them to reach even higher. The NETP includes a strong focus on equity because every student deserves an equal chance to engage in educational experiences powered by technology.”

GRAPHIC DESIGN 196-197

2 Semesters, Grades 10-12

Content: Students will gain a wider understanding of the field of art and the role of the communication arts by solving complex design problems using aesthetic sensibilities, creative thinking, and analytical skills. Students will learn ways to bring design ideas to fruition using practical applications. Some of the prescribed projects will include logos, brochures, posters, t-shirt designs and book covers using computer software (Photoshop, Illustrator, and InDesign).

MICROSOFT OFFICE 198-199

1 Semester — Fall or Spring, Grades 9-12

Content: Microsoft Office will include all facets of the components of the Microsoft Office Suite – i.e. Excel, Publisher, Word, and PowerPoint. Students will work extensively in Excel learning to create spreadsheets, graphs, tables, and databases. In Publisher students will create signs, posters, business related materials (business cards, resumes, etc.). PowerPoint will cover creating presentations for the classroom and future business presentations.

In Word, students will work on creating tables, inserting and working with graphics and importing spreadsheets.

ADOBE PHOTOSHOP ESSENTIALS 200-201

1 Semester — Fall or Spring, Grades 9-12

Content: Students will learn the basics of Adobe Photoshop including how to utilize layers and master applying special selection tools. They will learn how to work with text, effects, and how to use blending and clipping modes. Students will use digital images for editing purposes as well as create and manipulate original images.

WEB DESIGN 194-195

1 Semester — Fall or Spring, Grades 11-12

Prerequisites: Background in computer studies and some knowledge of web design applications. Instructor approval required.

Content: This course will cover a variety of components to designing web pages. Students will be taught how to use Wordpress as the web design application focusing on the website:



<http://www.sahs.org>. The school website will be maintained, updated, and designed with the help of students in this course. By taking ownership of the school website, students will recognize the importance of getting information out to the school population in a timely manner, that the information is accurate. They will learn the process of moving information from the classroom to the website. Students will also create original websites, blogs, and learn the components of basic HTML and CSS.

AP COMPUTER SCIENCE PRINCIPLES 206-207

2 Semesters, Grades 10-12

This is a zero-block course.

Prerequisite: Completion of Algebra I with a grade of 'B' or better in both semesters and completion of Biology or Physical Science with a grade of 'B' or better in both semesters and the approval of the instructor.

Content: AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge.

AP COMPUTER SCIENCE A 204-205

2 semesters, Grades 11-12

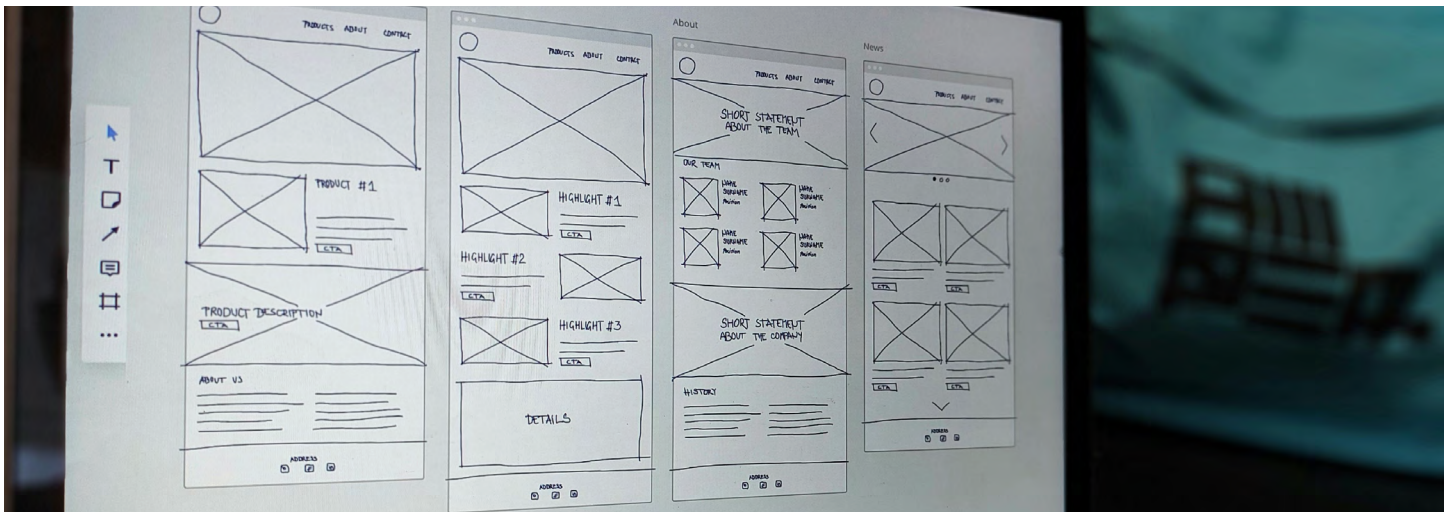
This is a zero-block course.

Prerequisites: AP Computer Science Principles with a grade of 'A' or better in both semesters.

Content: AP Java course is a year-long course designed to help students master the basics of Java and equip them to successfully pass the College Board AP Computer Science A Exam at the end of the school year. All learning materials and resources teachers and students need for a successful year-long AP Java course can be found on the CodeHS website.

Students will:

1. Design and implement computer-based solutions to problems.
2. Use and implement commonly used algorithms.
3. Use commonly used data structures.
4. Select appropriate algorithms and data structures to solve problems.
5. Code fluently in an object-oriented paradigm using the programming language Java.
6. Use elements of the standard Java library from the AP Java subset in Appendix A of the AP Computer Science A Course Description.
7. Complete a structured-lab component composed of a minimum of 20 hours of hands-on lab experiences.
8. Recognize the ethical and social implications of computer use.





English

PHILOSOPHY

The English Department collaborates with the other academic departments in an effort to guide the intellectual, moral, aesthetic, and cultural growth of each student in light of the Gospel values of community, truth, and love. The English program focuses on those language arts that enrich human life and encourage students to deepen their relationship to and understanding of God, their fellow man, and themselves through understanding the world that was, living in the world that is, and shaping as future leaders the world that could be.

A thorough review of grammar during grades nine and ten lays an important foundation for editing and revising during the junior and senior years. Throughout the four-year English curriculum, students produce compositions of increasing complexity and relevance.

English teachers design and direct courses that revolve around the focal point of the English language arts program – literature. The literature presented in the classes is drawn from a multicultural range of classic and modern works. The Department emphasizes the reading and study of literature and hopes that through this process each student will better recognize and respect the manifold dimensions of the human spirit. Additionally, students are encouraged to pursue reading and writing beyond high school as a means of exploring their creative capabilities.

All English courses in grades nine through eleven include a vocabulary component that is progressive and comprehensive through the first three years of English, with each year's word list building upon the last. The English Department requires students take an English class every semester they are enrolled at St. Augustine High School.

ENGLISH IA 050-051

2 Semesters, Grade 9

Content: This full year course is designed to supply the student with a basic knowledge of the English language in an effort to establish a solid foundation for all forms of communications. Furthermore, it is intended to create an awareness of the universality of human experience expressed in literature (short stories, novels, poems, essays, etc.) and to deepen the students' ability to express himself critically through expository and analytical writing. The teacher prepares the student for further study and attempts to develop in the student a general interest in the English language. Students who complete the course with a 93% or higher average for both semesters may apply for Honors English II.

HONORS ENGLISH I 052-053

2 Semesters, Grade 9

Prerequisites: Placement requires a minimum of 90% score on the HSPT Entrance Exam (LOCAL SCORE) on the verbal and reading sections and suitable recommendations. 'A' in Language Arts in seventh and eighth grades.

Content: This course is designed for students who have shown evidence of a deeper understanding of the fundamentals of English grammar and who have exhibited higher levels of analytical and critical thinking. Thus, Honors English I seeks to develop and enhance each student's ability to write well in conjunction with a study of literature (short stories, novels, poems, essays, etc.) that is designed to engender an appreciation of literary works and to acquaint him with its various forms and elements.





ENGLISH II A 060-061

2 Semesters, Grade 10

Content: This course is designed to build on the foundation laid during English IA. Students are challenged to continue to develop critical thinking, reading, and writing skills. The fundamentals of English grammar are also reviewed and reinforced throughout the year. The course provides the students with a broad grammar, composition, literature background that will aid them in their personal development and in their work in other disciplines.

HONORS ENGLISH II 062-063

2 Semesters, Grade 10

Prerequisites: Minimum of a 'B' in both semesters of Honors English I or 93% in both semesters of English IA and recommendation of Freshman English teacher.

Content: Honors English II offers the college-bound student the opportunity to develop his writing skills and his ability to read, write, and think both critically and analytically. The course is built around a comprehensive canonical survey of British literature that covers short stories, drama, lyric, narrative and epic poetry, the essay, and the novel.

ENGLISH III A 070-071

2 Semesters, Grade 11

Content: This course is designed to lead the student to an appreciation and enjoyment of the whole range of America's impressive literary heritage. It emphasizes the achievement and influence of our major and most representative writers as well as stressing the importance of the principal, literary and philosophical movements as a reflection of a changing America. Work in grammar and composition lead the student from sentence skills to the paragraph and to the essay. Ultimately, the research paper project will blend all these skills. Vocabulary study continues throughout the year.

AP ENGLISH LANGUAGE AND COMPOSITION 072-073

2 Semesters, Grade 11

Prerequisites: Grade of 'B' or better in both semesters of Honors English II or 93% or higher in both semesters of English II A.

Content: The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

The course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Writing and reading should make students aware of the interaction among a writer's purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. In their own writing, students are encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. While the course does include some study of primarily American literature, the emphasis is on reading, writing, and rhetoric.

ENGLISH IV A 080-081

2 Semesters, Grade 12

Content: This course is designed to encourage students, through study of a variety of literary forms and genres, to develop an appreciation for the literature and philosophies of Western Civilization, which have shaped our modern era. The course also continues to help each student enhance his ability to write analytically (expository essays and research papers) and to think critically and self-reflectively. Finally, English IV A encourages students to develop their aesthetic sense through various artistic modes of expression.



AP ENGLISH LITERATURE 082-083

2 Semesters, Grade 12

Prerequisites: Grade of 'B' or better in both semesters of AP English Language or 93% or higher in both semesters of English III A.

Content: This course emphasizes the development of those skills necessary for the critical analysis of imaginative and discursive literature. It is for those students who are capable of doing college-level work in English while they are in secondary school and who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses designed for the college-bound student. This course requires numerous, intensive writing assignments which are intended to help each student develop the necessary skills for success, not only in college but also in the business and professional world. One long-term goal of the course is to assist the student in cultivating habits of reading, writing, and thinking that characterize life-long learning and enjoyment.

AP RESEARCH 078-079

2 Semesters, Grade 12

Prerequisite: Successful completion of Honors English II with a grade of 'A' in both semesters; successful completion of AP Seminar with a score of 4 or higher; an in-person interview; and Instructor approval.

Content: AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses. Students must be highly motivated to conduct independent research.

AP SEMINAR 074-075

2 Semesters, Grade 11

Prerequisite: Successful completion of Honors English II with a grade of 'A' in both semesters; an in-person interview; and Instructor approval.

Content: AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. Students must be highly motivated to conduct independent research.





Mathematics

PHILOSOPHY

The Mathematics Department is dedicated to carry on the Augustinian tradition of educational excellence in the pursuit of the intellectual, spiritual, moral, aesthetic, and cultural development of each student. We provide programs which inspire, encourage, and challenge students of different ability levels in their study of mathematics and their preparation for college and life. These programs provide students with the logical reasoning and problem-solving skills they need to become successful in their work and lives, and to enrich their personal capacities to enjoy and appreciate mathematics. Ultimately, we intend to develop mathematically powerful students by teaching them to think.

4 YEAR MATHEMATICS REQUIREMENT: The Mathematics Department requires students to take a mathematics class every semester they are enrolled at St. Augustine High School. Only classes taken during the regular school year earn credit toward the four-year requirement. Classes taken at Saints or local community college in order to advance in class sequence will not be credited toward the four-year requirement. They will only be used to meet prerequisites for more advanced courses. A student who received a 'D' or an 'F' cannot advance to the next level before first bringing the grade up to, at least, a 'C' by repeating the class.

PRE-ALGEBRA 154-155

2 Semesters, Grade 9

Prerequisites: Recommendation of elementary teacher, indicative score from the HSPT Entrance Exam and/or student's academic performance in summer school.

Content: This course is designed for the student who needs to make a transition from elementary mathematics to high school mathematics. The course reviews and strengthens elementary mathematics skills and then introduces basic algebra and geometry concepts. Students who successfully complete this class will be prepared for entrance into Algebra I. Calculators are not allowed in the pre-algebra curriculum.

ALGEBRA I 150-151

2 Semesters, Grade 9-10

Prerequisites — Grade 9: Achievement in elementary school mathematics courses and recommendation from eighth grade math instructor.

Prerequisites — Grade 10: Satisfactory completion of Pre-Algebra and recommendation of previous math instructor.

Content: This course in elementary algebra is designed for the student whose achievement has been average or above average. This is a college preparatory course in which the student learns the fundamentals of solving problems by methods not previously available in mathematics. Calculators are not allowed in the Algebra I curriculum.





GEOMETRY 160-161

2 Semesters or Summer

(Department Approval Required for Summer), Grade 9-11

Prerequisites — Grade 9: Satisfactory achievement in elementary school mathematics courses, recommendation from eighth grade math teacher and indicative score from the placement exam.

Content: This is a college preparatory course concerned with the study of geometric concepts and the development of logical proofs in a formal manner. Non-graphing, scientific calculators are allowed at the teacher's discretion for matters of trigonometry.

ALGEBRA II 172-173

2 Semesters, Grades 10-12

Prerequisites: Satisfactory completion of Geometry.

Content: This second-year college preparatory algebra course reviews and considerably extends the algebraic concepts developed in Algebra I. Non-graphing, scientific calculators are allowed in the Algebra II curriculum.

ALGEBRA II-TRIGONOMETRY 170-171

2 Semesters, Grade 10-12

Prerequisites: Satisfactory completion of Algebra I and Geometry with a grade of 85% or higher in all semesters and approval of current instructor. Students wanting to enroll in Algebra II-Trigonometry by way of taking geometry in summer session must adhere to the Math Department's acceleration policy.

Content: This course delves into the theoretical idea of a function while expanding the understanding of quadratics to include the entire family of polynomial functions. Students will also discover the interplay between algebra and geometry. Topics covered include functions, rational expressions, word problems, imaginary and complex numbers, analyzing quadratic function, the Fundamental Theorem of Algebra, exponential

and logarithmic functions, radians, trigonometric functions of the real numbers, Law of Sines, Law of Cosines, and standard deviation.

PROBABILITY AND STATISTICS 168-169

2 Semesters, Grades 11-12

Prerequisites: Completion of Algebra II with a grade of 'C' or better in both semesters.

Content: This course provides an introduction to statistics and probability that will prepare students for a college-level statistics course and life in a world filled with data. This course will strengthen the conceptual understanding and mathematical reasoning needed when solving problems. Major topics include: analyzing distributions of univariate data; analyzing relationships in bivariate data; collecting data using sampling and experimentation; probability and random variables; sampling distributions; and confidence intervals and significance tests for means and proportions from one or two samples, along with the slope of a least-squares regression line. Use of technology, including the graphing calculator, will be prominent in the course.

PRE-CALCULUS 176-177

2 Semesters, Grades 11-12

Prerequisites: Satisfactory completion of Algebra II with a grade of 'C' or better in both semesters.

Content: This college prep course is intended for students who have successfully completed Algebra II. It prepares students to study college level pre-calculus. The course reinforces and extends the topics covered in Algebra II. The Ti-Nspire CX CAS is the recommended calculator for this course.





HONORS PRE-CALCULUS 180-181

2 Semesters, Grades 11-12

Prerequisites: Satisfactory completion of Algebra II-Trigonometry with a grade of 85% or higher in both semesters. Any Algebra II student who desires to take Honors Pre-Calculus must complete Algebra II with a grade of 'A' in both semesters, secure the approval of the Mathematics Department Chair and the Assistant Principal for Academics and complete the prescribed course of summer study.

Content: This college preparatory course contains all standard topics necessary for the study of calculus, including trigonometry, exponential functions, logarithmic functions, and advanced algebra. Students who successfully complete this course will be prepared for first year calculus. The TI-Nspire CX CAS is the recommended calculator for this course.

AP STATISTICS 188-189

2 Semesters, Grades 11-12

Prerequisites: A grade of 'B' or higher in both semesters of Algebra II - Trigonometry or a grade of 'A' or higher in both semesters of Algebra II.

Content: This college preparatory course is designed for students whose future course work will require a basic understanding of the principles of statistics. The course follows the College Board's 2021 standard syllabus for Advanced Placement Statistics. This course provides the student the opportunity to sit for the Advanced Placement examination and earn college units if a score of 3, 4 or 5 is attained on the exam. The TI-Nspire CX CAS is the recommended calculator for this course.

AP CALCULUS AB 182-183

2 Semesters, Grade 12

Prerequisites: Completion of Honors Pre-Calculus with a grade of 'B' or better in both semesters and the recommendation of previous math instructor.

Content: This course covers the required topics included in the Calculus AB topic outline given in The College Board's 2021 AP Calculus AB course description. Students who take this course should do so with the intention of placing out of a comparable college calculus course, typically first-semester calculus. At many colleges and universities, this end may be realized by earning a 3, 4, or 5 on AP Exam. Topics include: functions, graphs, limits, continuity, and techniques and applications of differentiation and integration. The TI-Nspire CX CAS is the recommended calculator for this course.

AP CALCULUS BC 174-175

2 Semesters, Grade 12

Prerequisites: Completion of Honors Pre-Calculus with a grade of 'A' or better in both semesters and the recommendation of previous math instructor.

Content: This course covers the required topics included in the Calculus BC topic outline given in The College Board's 2021 AP Calculus BC course description. Students who take this course should do so with the intention of placing out of comparable college calculus courses, typically first- and second- semester calculus. At many colleges and universities, this end may be realized by earning a 3, 4, or 5 on AP Exam. Topics include: functions, graphs, limits, continuity, techniques and applications of differentiation and integration, and polynomial approximations and series. The TI-Nspire CX CAS is the recommended calculator for this course.



Mathematics Course Acceleration

A student may accelerate in the mathematics curriculum by meeting ALL of the following criteria:

Acceleration from Algebra I to Algebra II-Trigonometry by taking Geometry during summer session at St. Augustine High School (off-campus course not allowed for this acceleration):

1. Receive an 'A' or higher in both semesters of Algebra I.
 - *Please note it is likely that authorization for acceleration will be received prior to second semester grade being posted. A second semester grade below an 'A' will result in the student being denied acceleration*
2. Consult with current Algebra I instructor and receive acceleration form.
3. Secure the recommendation of the current Algebra I instructor, Mathematics Department Chair, and the Assistant Principal for Academics.
4. Enroll in the summer session geometry course at St. Augustine High School (separate registration required).

5. Students receiving a 'C' or lower in the summer session geometry course will not be eligible to enroll in Algebra II - Trigonometry in the fall.

The same aforementioned protocols are also applicable for any current geometry student wanting to accelerate to Honors Pre-Calculus by taking Algebra II-Trigonometry in the summer. The student must receive an 'A' in both semesters of geometry and secure written recommendation from his current geometry instructor, Mathematics Department Chair, and the Assistant Principal of Academics.

Any sophomore currently in Algebra I who has an academic cumulative G. P. A. of 3.0 or higher and receives a 'B' or better in both semesters is eligible to take Geometry through an approved online or off-campus provider for the purpose of accelerating into either Algebra II course.

Please note that all summer mathematics courses function at a quick pace due to the condensed time frame. Students and parents should be aware of the increased course demands and expectations as a result of this constraint.





Physical Education

PHILOSOPHY

It is the responsibility of each student to promote and maintain a state of health and fitness and adhere to safe practices concerning others. Physical Education is an integral part of the total education program at St. Augustine High School. It contributes to the well-being of the student, both physically and mentally, through the medium of physical activity.

Physical Education will work toward building the tangible and intangible qualities of character so vital to the student's future. The program is designed to motivate, encourage, and challenge the student to achieve individual goals, thereby encouraging qualities of enthusiasm and self-confidence.

Emphasis will be placed on participation. Short-term improvement, while important, is not the yardstick by which the program's success is gauged. More importantly, the program's success is based on a solid contribution to the social and physical well-being of the student through the rest of his adult life. Online Physical Education courses cannot be used to fulfill any part of the two-year physical education requirement.

PHYSICAL EDUCATION 705-706

Semester / Year — Fall or Spring, Grade 9

Content: This course is a yearlong requirement. The majority of the course content is attained through participation in program activity units. The individual student will be exposed to a variety of sports activities throughout the academic year. Through study, practice, and active participation in these units each student should comprehend the contributions individual, dual, and team sport activities have on one's wellbeing throughout his adult life.

PHYSICAL EDUCATION I / FOOTBALL 707

1 Semester — Fall, Grade 9

Content: This course is intended for those students who will be playing freshman football. It is offered only during the Fall semester and after completion of this course all students will matriculate into Physical Education 701 in the Spring semester.

PHYSICAL EDUCATION II 710-711

Semester / Year — Fall or Spring, Grades 10-12

Content: This course builds upon the fundamentals students are expected to have acquired during the freshman year of study. Improved skill, strategy, and coordination will be utilized and evaluated while the student actively participates in a variety of program activity units.

WEIGHT TRAINING I 702-703

1 Semester — Fall or Spring, Grades 10-12

Content: This course exposes each student to the fundamental skills and knowledge of weight training and physical conditioning. A combination of weightlifting and flexibility will be incorporated throughout this class. Each student should gain an appreciation for strength and resistance training while understanding the importance and effects of proper training techniques.



WEIGHT TRAINING II 712-713

1 Semester — Fall or Spring, Grades 10-12

Content: This course is designed for those students who have mastered the rudimentary skills in Weight Training I. These students should be prepared to perform program exercises properly and implement class objectives and individual goals with confidence. A combination of weightlifting (both machine and free weights), kettle bells, and advanced cardiovascular conditioning will be

stressed in the class. Stretching, agility, yoga, and nutrition will also be topics of study throughout the term. Students will learn skills to carry on lifetime fitness, plus the knowledge to safely share their information with others.

Students who are members of any junior varsity or varsity athletic program in grades 10-12 will be granted one semester of Physical Education credit per season with the approval of the coach and/or the Athletic Director.





Religion

PHILOSOPHY

The primary goal of the Religion Department of St. Augustine High School is to teach the message of Jesus Christ. We seek to show that Jesus truly is “the Way, the Truth, and the Life.”

Our religion program strives to create an environment in which every student might freely, gradually, and responsibly grow in the knowledge and acceptance of Christ according to his own level of personal maturity, and learn to respond to Him in a personal relationship of commitment.

Through academic courses firmly rooted in Scripture, Catholic Tradition and Church teachings, we endeavor to instill in our students, knowledge and understanding of the Catholic faith, and to show them what it means to live out their Christian vocation. We hope to foster in our students a sense of social responsibility and a loving concern for God’s people, especially the poor and disadvantaged. The department’s aspiration is that each and every Saintsman will discover “the truth about God, about man, and about the world which liberates, and which alone gives peace at heart.”

– St. Augustine

FAITH SURVEY 010

1 Semester — Fall, Grade 9

Content: The students are presented with an introduction to Catholic theology with an emphasis on building a strong faith relationship with God. This course examines the nature of God, faith, Divine Revelation, Sacred Tradition, and God’s salvific plan for humanity.

CHURCH AND SACRAMENTS 021

1 Semester — Spring, Grade 9

Content: This course examines the nature of the Church and the role of the Sacraments of Initiation, Healing and Vocation in Catholic life.

INTRODUCTION TO THE OLD TESTAMENT 011

1 Semester — Fall, Grade 10

Content: An examination of the history, literature, and teaching of the Hebrew Scriptures with special consideration for those issues affecting the Christian faith and the New Testament.

INTRODUCTION TO THE NEW TESTAMENT 019

1 Semester — Spring, Grade 10

Prerequisites: Old Testament recommended.

Content: An examination of the Christian Scriptures in their historical, literary and theological aspects.

ETHICS I: MORALITY 030

1 Semester — Fall, Grade 11

Content: A study of the moral decision-making process with an emphasis on ethical principles and dilemmas relating to contemporary society.

CHRISTIAN VOCATION 027

1 Semester — Spring, Grade 11

Content: This course seeks to inform the student of the various types of vocations within the Church, and to awaken the desire to know one’s personal vocation. Major topics to be covered include: the universal call to holiness; the call to single, married, religious and ordained life; the Christian understanding of love; dating, courtship and chastity; and the responsibilities of marriage and family life.



COMPARATIVE RELIGIONS 044

1 Semester — Fall or Spring, Grade 12

Content: The students will examine the basis of religious belief and the major religions of the world. The purpose is to maintain an ongoing dialogue between the Catholic faith and the other faith systems.

INTRO TO PHILOSOPHY (HONORS) 034-035

1 Semester — Fall or Spring, Grade 12

Prerequisite: Permission of the instructor.
Minimum 3.65 cumulative G.P.A. required

Content: A survey of the major figures of Western Philosophy from the Greeks to modern times. It stresses the role of reasoned thought in the life of the student and his world.

ETHICS II: SOCIAL ISSUES 033

1 Semester — Fall or Spring, Grade 12

Content: An examination of the major social, political, and economic issues and problems facing the United States and the world.

Students taking religion in their senior year must take a class that fulfills the social justice requirement. This can be met by taking 'Ethics II: Social Issues'





Science

PHILOSOPHY

As part of an Augustinian school community that seeks to graduate physically and emotionally developed and intellectually competent Christian gentlemen who are prepared to participate in a changing world, the Saints Science Department offers a comprehensive science curriculum which will provide our students not only with a solid foundation of knowledge but also with invaluable problem-solving skills that can be applied across many disciplines both in school and in the changing world.

The curriculum is designed to foster curiosity, to enable the students to ask correct and meaningful questions about the world around them, and to develop the critical, analytical, and creative thinking skills that will allow them to find answers to the questions they formulate and the problems they encounter. We believe that students must know themselves and their environments in order to make informed, well-reasoned decisions which will have a positive effect on themselves, their communities, and the world. The science curriculum equips them with the tools and skills to do so.

BIOLOGY 220-221

2 Semesters or Summer, Grades 9-12, Grade 9 must score 95% (composite local) or higher on the HSPT entrance exam for placement during regular school year only.

This course is a college prep investigative laboratory-oriented course with emphasis on basic structural, physiological, ecological, evolutionary, and genetic principals as they pertain to living organisms. Includes both lecture and laboratory sessions.

AP BIOLOGY 222-223

2 Semesters, Grades 10-12

Prerequisites: Completion of Biology with a grade of 'A' or better in both semesters and an overall G.P.A. of 3.60 or higher and approval from instructor.

Content: An advanced course in biology for the serious science student. Enriched activities as well as laboratory work will increase the spectrum of biology for the advanced student. The course includes structure and function of the cell, respiration, photosynthesis, biochemistry, protists to man, genetics as well as human anatomy. Replaces regular biology as a graduation requirement. The student will take the AP Biology exam in May.

CHEMISTRY 230-231

2 Semesters or Summer, Grades 10-12

Prerequisites: Completion of Algebra I and Geometry with a 'C' or better. Successful completion of the first semester allows for second semester enrollment.

Content: College preparatory laboratory course which introduces the student to the basic principles and fundamentals of chemistry. Through inquiry into the composition, structure and reactions of matter, the student gains experience in problem solving and inductive reasoning. Class includes lecture, and laboratory work.

AP CHEMISTRY 232-233

2 Semesters, Grades 11-12

Prerequisites: Must be a junior or senior. Complete general Chemistry with an 'A' in both semesters and be concurrently enrolled in or have completed Algebra II and have an overall G. P. A. of 3.50 or higher.

Content: An Advanced Placement course containing all the elements of Chemistry prescribed for the AP Exam. Students will experience lecture,





labs and assigned work to bring their scientific and analytical skills to a level expected for an Advanced Placement student. The student will take the AP Chemistry exam in May.

ANATOMY AND PHYSIOLOGY 244-245

2 Semesters, Grades 10-12

Prerequisite: Completion of Biology and Chemistry with a 'C' or better.

Content: Designed to prepare the student for a life science major at the college level. Topics include basic biochemistry, cell physiology, histology, and the major organ systems of the body. Course work includes lecture and laboratory with various projects and dissections.

PHYSICS 240-241

2 Semesters, Grades 11-12

Prerequisites: Algebra II with a 'B' or better in both semesters and permission of the instructor.

Content: Physics is designed for juniors and seniors who have demonstrated the math skills necessary for the problem-solving work required. The purpose of the course is to prepare the student for lower division Physics in college and to impart fundamental understanding about how our universe works and the premises which predict scientific events. The course includes lecture, laboratory work and projects.

PHYSICAL SCIENCE 234-235

2 Semesters, Grades 9-12

Content: Physical Science is a hands-on project-oriented course covering the basic principles of Physics, Chemistry, earth, and life sciences. This course addresses scientific methods and basic scientific calculations.

NOTE: *Students who have successfully completed chemistry or physics may not take this class.*

ANATOMY AND SPORTS MEDICINE 236-237

2 Semesters, Grades 11-12

Prerequisites: Biology and Chemistry with a 'B' or better, Algebra with a 'B' or better, Geometry with a 'B' or better, or approval of Algebra instructor. Minimum G. P. A. of 3.30. Instructor signature required.

Content: Sports medicine is an advanced second year biology course that covers the anatomy and physiology of the human body. It covers the many systems of the body and how these systems interact with each other through sport. Sports injuries and treatments are addressed. Twenty-five hours per semester of internship with St. Augustine Athletics is also required. This course focuses on lab methods, critical thinking, and communication skills needed to advance as a science major in a university. Students will be introduced to multiple laboratory activities dealing with human anatomy, physiology, and emergency skills.

AP PHYSICS I 224-225

2 Semesters, Grades 11-12

Prerequisites: Completion of Algebra I and Geometry with a grade of 'A' or better in all semesters, concurrent enrollment in Algebra II/Trig or higher, and completion of Physics with a grade of 'A' in all semesters.

Content: AP Physics I is an algebra-based, introductory college-level physics course. Students explore principles of Newtonian mechanics (including rotational motion), work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.



The following are Big Ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

ENVIRONMENTAL SCIENCE 248-249

2 Semesters, Grades 10-12

Prerequisites: Completion of Biology with a grade of 'C' or better.

Content: The purpose of this course is to introduce and cover the broad aspects of environmental science and environmental studies. It examines the environmental impact and the risks associated with a growing world and use of natural resources, mineral and resource extraction, water resource use and water pollution, air pollution and climate change. The course examines conventional and sustainable energy supplies including renewable and non-renewable sources for power. The course may cover broad physical and chemical aspects of atmosphere and water resources; considering atmospheric composition, weather processes, pollution, and regulation. This course will also include a basic introduction to the biological and ecological aspects of environmental science. Emphasis is placed on a holistic approach to environmental science using laboratory exercises, field study, environmental surveys, and class discussion to reinforce scientific principles.

INTRODUCTION TO ENGINEERING 216-217

2 Semesters, Grades 11-12

Prerequisites: Enrollment in Algebra II (or higher) required. Physics and Precalculus also strongly recommended.

Content: Introduction to Engineering is a year-long high school engineering curriculum on engineering and its role in shaping our world. Intro to Engineering is a capstone course that is meant to apply the knowledge they have acquired in Physics and Chemistry. The ultimate course goal is to demonstrate scientific knowledge and skills as students become self-directed learners who can define and solve problems, develop, and use models, plan, and carry out investigations, analyze and interpret data, use mathematical models and computations, design solutions, engage in argument from evidence and obtain, evaluate, and communicate information. The students develop mastery of the fundamentals of science, technology, mathematics, and engineering. They become masters of project management, teamwork, and effective communication.

****Students enrolled in the Introduction to Engineering course will be using small hand and power tools. Parents and students understand that the risk of injury in this class is higher than a standard classroom course.****





Social Studies

PHILOSOPHY

In keeping with the philosophy and goals of St. Augustine High School, the Social Studies Department has, as its primary purpose, the development of a curriculum which provides young men the opportunity to gain knowledge, develop intellectual skills, assume a sense of responsibility as members of their community, nation, and world. To achieve this purpose, a core of courses encompassing historical, geographic, economic, and political studies is required of each student. The Social Studies program provides an opportunity to explore a range of cultures, by tracing their political, economic, social, intellectual, and cultural evolution. Elective courses prepare students for college studies as well as for Advanced Placement Examinations.

Beyond specific techniques in historical analysis, the Social Studies program equips students with skills essential for living in today's world: critical thinking, evaluating evidence, organizing material, methods of inquiry and research, writing logical essays, public speaking and debating, using computer technology, and working with electronic data bases.

WORLD HISTORY 120-121

2 Semesters or Summer, Grades 9-10

Content: This course is a survey of World History from its earliest roots to the present era. The major themes include continuity and change, the impact of geography on history, political and social systems, religion and value systems, economics and technology, diversity of peoples, impact on the individual, global interactions, and art and literature. This course will develop the student's ability to learn in a variety of ways including reading, lectures, discussions, group work, and research and increase his ability to understand and analyze the political, economic, and social realities of today's world.

AP WORLD HISTORY 124-125

2 Semesters, Grades 10-12

Prerequisites:

Sophomore – Minimum cumulative G. P. A. of 3.50 with an 'A' in both semesters of English IA or a 'B' in both semesters of Honors English.

Junior and Senior – Minimum cumulative G. P. A. of 3.20.

Instructor approval and satisfactory completion of the summer assignments.

Content: This is a college level course that will specifically examine the foundations to the present, about a 10,000-year period. This course emphasizes the use of analytical reading and writing skills, critical evaluation of primary and secondary sources, analysis of history, oral presentations, discussion groups, development of document-based questions (DBQs), and short answer responses and essay writing.

UNITED STATES HISTORY 130-131

2 Semesters or Summer, Grade 11

Prerequisites: Successful completion of World History and Junior standing.

Content: This course is a chronological survey of the development of the political, social and economic institutions of the United States from the colonial roots to the present era. Emphasis will be on ideas, attitudes, institutions, people, events, and major themes that have shaped the history and current status of the United States. This course will continue to develop the students' ability to learn from readings, lectures, discussions, and research, and to communicate their knowledge through oral participation, essays, objective tests, and research papers.





AP UNITED STATES HISTORY 132-133

2 Semesters, Grade 11

Prerequisites: Minimum cumulative G.P.A. of 3.50 or higher. Satisfactory completion of summer work. Junior standing.

Content: A college level survey class of the history of the United States. The student is introduced to the main themes of American history and the continued impact on the present time. Special emphasis is placed on the analytical skills necessary for AP essay writing and the use and interpretation of documents.

CIVICS 140

1 Semester — Fall or Summer, Grade 12

Prerequisites: Senior standing and completion of World History and U.S. History.

Content: This course covers the origin and development of the American system of government and political behavior. The course covers the structures and functions of the legislative, executive, and judicial branches of the government at the national, state, and local levels. Emphasis is placed on the student developing his own sense of civic responsibility.

ECONOMICS 141

1 Semester — Spring or Summer, Grade 12

Prerequisites: Senior standing and the completion of World History, U.S. History, and Civics.

Content: A survey of the basic principles and concepts of economics. This course covers comparative systems of economics, microeconomics, macroeconomics and international economics. Emphasis will be on the practical applications of economic analysis to the problems of daily life at the individual, local, and national levels.

AP UNITED STATES GOVERNMENT 142-143

2 Semesters, Grade 12

Prerequisites: Minimum cumulative G.P.A. of 3.40, Satisfactory completion of all assigned summer work. Senior standing.

Content: The Advanced Placement U.S. Government and Politics course is an introductory course designed to give students a critical perspective on politics and government. It is a course on the structure and operation of the American Government as a political system. While we consider and discuss current developments as examples, the course is designed to provide an intellectual foundation for observing, analyzing, and understanding the American political system. At the conclusion of the course, it is assumed that students will be able to intelligently and civilly discuss current political issues as well as have an appreciation of their responsibilities to the system to ensure that all continue to enjoy the traditions of freedom and liberty.

AP ECONOMICS 144-145

2 Semesters, Grade 12

Prerequisites: Senior standing, the completion of World History and U.S. History and Algebra II and Geometry with grades of 'B' or higher in all semesters.

Content: This course is designed to prepare the student for the AP exams in microeconomics and macroeconomics. Macroeconomic topics covered will include basic economic concepts, measurements of economic performance, national income, price determination, economic growth, and international economics. Microeconomic topics will include the nature and functions of product markets, factor markets, efficiency equity, and the role of government.



AP PSYCHOLOGY 146-147

2 Semesters, Grades 11-12

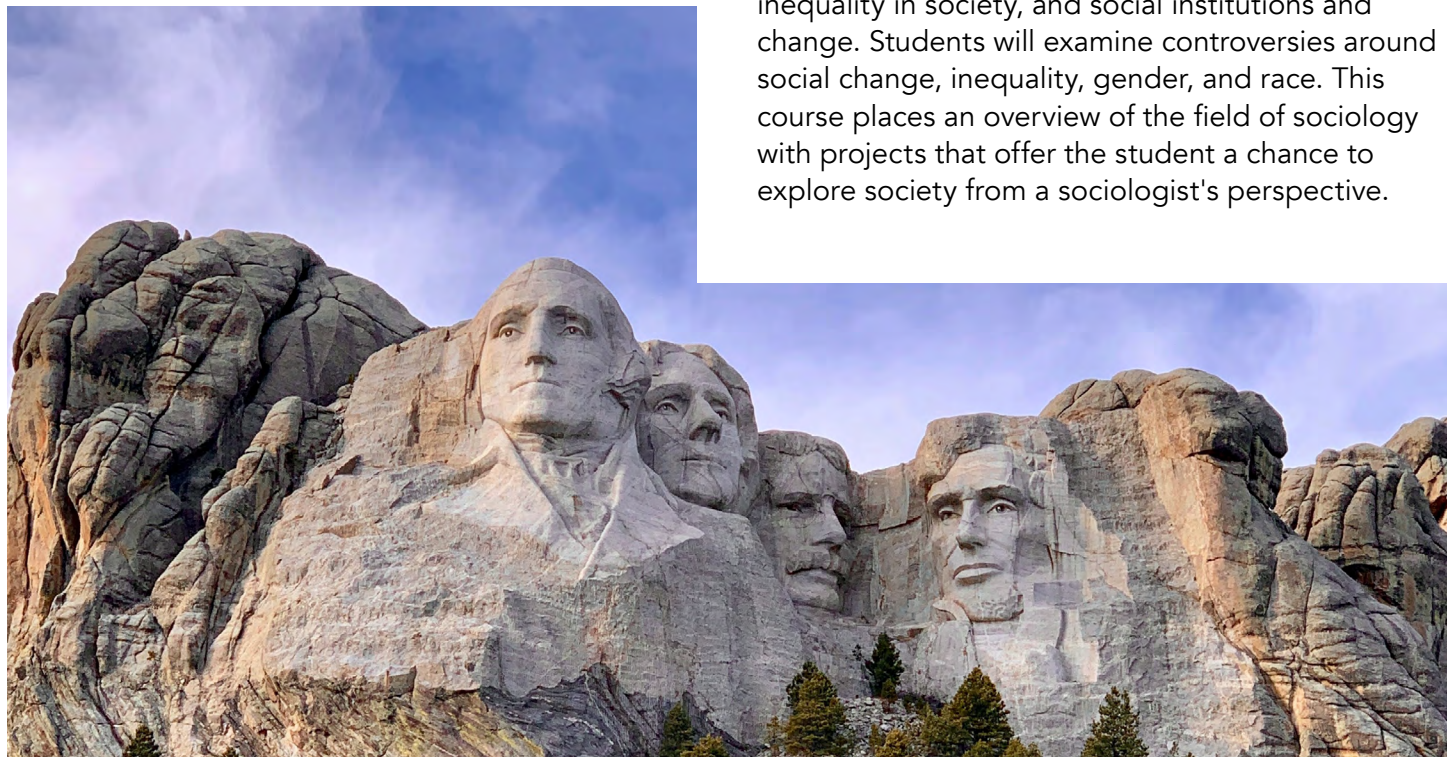
Prerequisites: Minimum cumulative G.P.A. of 3.50 or higher and approval of instructor.

Content: This Advanced Placement course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice.

PSYCHOLOGY 148-149

1 Semester — Fall or Spring, Grades 10-12

Content: Survey of the major concepts and principles of psychology. Including the history and methods of psychology psychophysiology, emotion, motivation, learning, memory altered states of awareness, sleep and dreams, human development, personality, abnormal behavior, and social psychology.



INTRODUCTION TO COMPARATIVE POLITICS 122-123

1 Semester — Fall or Spring, Grades 10-12

Prerequisites: Grade of 'C' or better in both semesters of World History and a grade of 'C' or better in all semesters of English.

Content: Comparative Politics is an introductory course that compares political systems and structures of nation-states from various parts of the globe. Students will develop an understanding of why political scientists use the comparative method and how it assists in predicting, explaining, and describing political issues and concepts.

INTRODUCTION TO SOCIOLOGY 134-135

1 Semester, Fall or Spring, Grades 10-12

Prerequisite: Completion of English IA

Content: Introduction to Sociology examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. Instructional materials will emphasize the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. This course places an overview of the field of sociology with projects that offer the student a chance to explore society from a sociologist's perspective.



Visual and Performing Arts

PHILOSOPHY

The Visual and Performing Arts Department strives to enrich each student's high school experience by the developing of a responsiveness to the aesthetic qualities of music, visual art, and drama. Each of these disciplines contains a distinct body of knowledge and skills that challenge students to expand the perceptual, intellectual, cultural, and spiritual dimensions of the human experience. Hands-on courses provide an important means for developing self-expression and creativity. In this context, performance and the creation of art is not an end in itself, but a means to an end, which includes the following: the knowledge and understanding of the structural elements of the arts; the cultivation of habits, attitudes, and appreciations; the development of each student's aesthetic potential, sensitivity and responsiveness to that which is beautiful in the arts.

CONCERT BAND 620-621

2 Semesters, Grades 9-12

This is a zero-block course that meets daily from 6:45 -7:35 a.m.

Content: The course is open to all beginning-to-intermediate-level woodwind, brass, and percussion musicians. All freshmen enrolling in band, as well as other students enrolling in their first year of band, should enroll in this course. Students will develop and refine their musical literacy, technical proficiency on their instrument, as well as ensemble performance techniques such as balance, intonation, tone production and sight-reading. Music of the standard wind band repertoire grades 1-3 will be performed. This ensemble represents the school at select home football and basketball games, school events, community parades and festivals, as well as four formal concerts each year. Attendance at events outside the school day (including evenings and weekends) is part of the curriculum and a requirement of this course.

SYMPHONIC BAND 622-623

2 Semesters, Grades 10-12

This is a zero-block course that meets daily from 6:45 -7:45 a.m.

Prerequisite: Concert Band 620-621

Content: The course is open to advanced level woodwind, brass, and percussion instrumentalists. Students will develop and refine their musical literacy, technical proficiency on their instrument, as well as ensemble performance techniques such as balance, intonation, tone production and sight-reading. Music of the standard wind band repertoire grades 2-4 will be performed. This ensemble represents the school at select home football and basketball games, school events, community parades and festivals, as well as four formal concerts each year. Attendance at events outside the school day (including evenings and weekends) is part of the curriculum and a requirement of this course.

32ND STREET JAZZ BAND 618-619

2 Semesters, Grades 9-12

Enrollment in this course is subject to an audition and approval of the Music Director. Concurrent enrollment in either 620-621 Concert Band or 622-623 Symphonic Band is required. This course meets Mondays from 2:15–4:00 P.M. and Thursdays from 6:45–7:35 A.M.

Content: The course is open to advanced level woodwind, brass, and rhythm section (guitar, piano, bass, drums, and percussion) instrumentalists. Students will develop and refine their musical literacy, technical proficiency on their instrument, improvisational skills, and stylistic considerations





in both jazz and commercial music. Repertoire performed will include Dixieland, Jazz Standards, Bebop, Blues, Latin, Rock and Modern Jazz. This ensemble performs at school and private events, community functions, and festivals throughout the state of California. Attendance at events outside the school day (including evenings and weekends) is part of the curriculum and a requirement of this course.

JAZZ BAND – HONORS 664-665

2 Semesters, Grades 11-12

This is a zero-block course that meets daily from 6:45 -7:35 a.m.

Prerequisites: Two years of 32nd Street Jazz Band, audition with instructor, and oral exam.

Content: Jazz Band Honors is a performance-based class that offers a rigorous curriculum, with emphasis in the study of a wide variety of stylistic genres. Students will select, analyze, and perform college level literature with great proficiency. There will be a strong emphasis in improvisation covering all significant forms and harmonic progressions used in the jazz idiom. Students will study the influence of jazz music and its development in Africa, the United States and Latin American countries. Several professional musicians and college educators will serve as guest lecturers and clinicians to both refine student performance and present career possibilities in music. Each student will compose and perform his/her own original jazz composition.

POPULAR MUSIC 628-629

2 Semesters, Grades 9-12

Content: The course surveys the development of Popular Music in the United States over the last 150 years. The Popular Music industry in America will be explored not only in terms of its historical evolution, but also the interaction of European, African, and Latin American cultures; the influence and evolution of mass media and technology; and its role as a symbol of identity in terms of race, class, gender, and generation. Students will analyze recorded audio and video performances, as well as live

performances, and discuss their impact on current musical styles.

AP MUSIC THEORY 644-645

2 Semesters, Grades 10-12

Prerequisites: Ability to read and write musical notation, basic experience performing on an instrument or by voice, and approval of the instructor.

Content: This one-year course is designed to prepare the student for the Advanced Placement Examination. The course will develop the student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a musical score. Students will develop their aural, sight-singing, compositional and analytical skills through the study of diatonic & chromatic harmony, counterpoint, melody, meter, score reading, ear training (recognition, dictation & error detection), sight-singing and the terminology used in music. Elements of jazz and 20th century classical music will also be discussed.

GUITAR PERFORMANCE AND THEORY 646-647

2 Semesters, Grades 9-12

Content: This course is designed for beginning guitarists, as well as those guitar students interested in learning to read various forms of music, including standard notation, tablature, lead sheets, and chord charts. Students will develop and refine their technical proficiency on the guitar through the study of simple melodies, chords, jazz styles and traditional Spanish Fingerstyle. Students will learn small ensemble performance techniques such as balance, intonation, and the ability to lead a group in performance without a director, as well as the rudiments of music, including pitch, rhythm, meter, compositional skills, and basic ear training. Students will learn to compose and arrange their own music, as well as utilize recording and live audio technology such as GarageBand. Attendance at events outside the school day (including evenings and weekends) is part of the curriculum and a requirement of this course.





AP STUDIO ART:

DRAWING 652-653

TWO-DIMENSIONAL COLOR AND DESIGN 654-655

2 Semesters, Grades 11-12

Prerequisites: Student must have taken one year of art (Drawing or Painting) with a grade of 'B' or better. Two years of Art preferred, but one year is permissible with instructor approval.

Content: This is an advanced course designed for students who are seriously interested in the practical experience of art. Students will be required to submit a drawing or two-dimensional portfolio for evaluation. The portfolio consists of two parts: 15 pieces for the Concentration and 5 pieces for Quality. The portfolio will be a combination of actual work and slides that will be submitted to the AP College Board in May. Emphasis will be on building a strong body of work, developing a personal style, and utilizing different methods and design solutions. Students will work independently for the majority of the course.

AP STUDIO ART – 3-D ART AND DESIGN 658-659

2 Semesters, Grade 11-12

Prerequisite: Successful completion of ART I – Drawing with a grade of 'A' in both semesters; an in-person interview; and Instructor approval.

Content: The AP 3-D Art and Design course framework presents an inquiry-based approach to learning about and making forms and structures in art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts, and ideas in three dimensions.

ART I A/B: DRAWING 630-631

2 Semesters, Grades 9-12

Content: This is an introductory, hands-on studio art class. All assignments are completed in class. Students will learn to recognize and use the elements of art (line, form, space, texture,

and color); and the principles of design (rhythm, contrast, balance, variety, and unity). A variety of mediums will be utilized such as pencil, colored pencil, charcoal, and pastel. Students will analyze and critique their own drawings and respond to the artwork of others. Additionally, students will learn about historical and current artists in order to gain an understanding of the role of the artist in a culture. Students will become aware of the role of the artist in a culture and be assigned one written paper each semester. Student artwork will be displayed in prominent areas on campus.

ART II A/B: PAINTING 632-633

2 Semesters, Grades 10-12

Prerequisite: ART I A/B: Drawing is highly recommended, but not required.

Content: Students will learn how to use both watercolors and acrylics. All assignments are completed in class. Assignments include landscapes, everyday objects, portraits and more. The elements of art and principles of design as they relate to painting will be emphasized. Develop your style in a very accepting environment that focuses on skill building while encouraging individuality. Students will analyze and critique their own work. Students will become aware of the role of the artist in a culture and be assigned one written paper each semester.

ART III CERAMICS 634-635

2 Semesters, Grades 11-12

Content: Beginning Ceramics is a hands-on studio art class in which students explore 3-dimensional design using clay. Hand-building techniques include the age-old methods of pinch pot construction, coiling and slab building. Students will also begin to master the potter's wheel. Projects include both functional and purely decorative works of art. Applying color through glazing, and kiln firing, are additional aspects of student learning. The history of ceramics in varying cultures will also be explored.





ADVANCED CERAMICS 674-675

2 Semesters, Grade 11-12

Prerequisite: Successful completion of Ceramics with a grade of 'A' in both semesters; an in-person interview; and Instructor approval.

Content: Advanced Ceramics is a one-year course, which gives students an opportunity to use their prior knowledge and experience for deeper and broader understanding of clay. Students will continue to develop technical skills and will be challenged as artists creatively. Students will be introduced to more complex concepts and vocabulary incorporating artistic perception, creative expression, historical/cultural context and aesthetic valuing, making connections and relationships to students interests and future career opportunities.

INTRODUCTION TO THEATER ARTS 648-649

2 Semesters, Grades 9 -12

Instructor Approval Required

Content: This course will give the student an introduction to the theater. The student will be exposed to the history of theater, basic acting and directing techniques, basic theatrical design, play analysis, and dramatic criticism. Students will also write extensively: keeping a notebook, writing critiques and reflections on their experiences in this class or the theater. Students will be expected to read and see plays throughout the course of the year. Projects will include mime, improvisation, performance, directing scenes, and various elements of design.

DIGITAL PHOTOGRAPHY 650-651

2 Semesters, Grades 10-12

Supplies: A digital camera and USB Flash Drive is needed. A digital SLR camera with interchangeable lenses and raw capture capability is recommended but not required. If student does not have access to a digital camera, please contact instructor as there are a limited number available to borrow.

Content: Students will learn the basics of digital cameras through an overview of the fundamentals. The student will learn photographic terminology, and the history and evolution of photography. Students compose and design original photographic works. The course will include software available for image editing. Students will evaluate and critique their own pictures, the works of professional photographers as well as photos of their peers. Students will take part in field trips, develop a portfolio of appropriate work, and enter photo contests.

GRAPHIC DESIGN 196-197

2 Semesters, Grades 10-12

(Please refer to Computer Science and Technology section for complete course description.)

TECHNICAL THEATRE — STAGECRAFT 660-661

2 Semesters, Grades 10-12

Instructor Approval Required

Content: Technical Theatre covers design basics of set, props, costumes, make-up, masks and puppetry, lights, sound, stage management, publicity, box office, house management and theatre history. In addition to design projects and assignments, students receive hands on experience as a member of the design, building and running crews for the theatre productions. Students may also serve as crews for outside performances and assemblies. This course serves as a hands-on, lab and project-based program giving the students real world experience in the elements of technical theatre.

Students enrolled in the Introduction to Technical Theater course will be using small hand and power tools. Parents and students understand that the risk of injury in this class is higher than a standard classroom course.

TV, FILM & DIGITAL MEDIA 662-663

2 Semesters, Grades 10-12

Content: This course is designed to introduce students to media, film and video production tools,



techniques, software applications and practice. Students will simulate entering a video production studio working on various video, television, and media production projects with a team. Learning to use the digital software program, Final Cut Pro, along with other APPLE applications, will give students the software skills required to advance into career opportunities in movie, film, radio, and television broadcasting.

Topics include the fundamental aspects of storyboarding, scriptwriting, camera operation, lighting, audio recording, video editing and using aesthetic elements and techniques. The four stages of video production will be covered including the Development, Pre-Production, Production and Post-Production tasks.

THEATER HONORS 672-673

2 semesters, Grades 10-12

Prerequisite: Grade of 'A' in both semesters of Technical Theater or Theater Arts and the approval of the instructor.

Content: Theater Honors is intended to provide an immersive production company experience. Designed to mimic the real world, the course will develop the skills of both actors and tech crew. Through collaborative lesson plans that incorporate advanced tech and acting techniques, students will decide to focus on a performance track or a design track, and work in concert with their classmates to produce an entirely student-lead one-act production.

YEARBOOK 668-669

2 Semesters, Grades 10-12

Prerequisite: Approval of instructor and portfolio required.

Content: Students will study and practice photojournalism, editing, layout, sales, advertising, and journalistic writing. The legal aspects of publishing will also be examined. Students will be exposed to the publishing process and concepts.

YEARBOOK HONORS 670-671

2 Semesters, Grades 11-12

Prerequisite: Yearbook and approval of instructor.

Content: Honors students, working as student editors, will be trained in brainstorming methods and developing a unified design plan, planning for deadlines, and production management. This will prepare them to guide the design portion for a group of students in team-storytelling efforts for the school yearbook. In leading, brainstorming students will demonstrate the ability to empower others, to attract and then process multiple solutions, and to develop a specific goal. Using backward design, the team will produce a linear plan to meet their production goal with specific deadlines as well as a final production deadline. Student leaders and team members will be trained on management applications such as Trello as well as communication apps such as Slack.





World Languages

PHILOSOPHY

World Language education at St. Augustine High School consists of classes in two modern languages, Spanish and French, and in one classical language, Latin. It is our belief that all students should study four years of language and leave St. Augustine High School with the desire to continue their studies at the university level. All of our World Language classes are designed for students who are learning a second or third language; therefore, it is our policy that any native speaker of French or Spanish, or a student with experience in Spanish or French outside of the school setting, take at least two years of a third language before beginning World Language studies in a language that is used in the home.

Language and communication are at the center of the mission of St. Augustine High School. Therefore, World Language education at St. Augustine High School is a proficiency-based program. In Latin courses, the proficiencies targeted are reading comprehension and writing with emphasis on translation activities. In Spanish and French courses emphasis is placed on producing students that achieve appropriate levels of proficiency in speaking, writing, reading comprehension, and listening comprehension. **Ninth grade students enrolled in the Shepherd Study Skills program are eligible to begin their study of world languages in their tenth-grade year.**

FRENCH I 270-271

2 Semesters, Grades 9-11

Content: French I is a course that presents beginning French grammar and conversation and an introduction to the Francophone cultures. Students will develop beginning mastery in the four basic skills, (i.e., speaking, writing, comprehension, and reading.) The main grammar focus will be on the present indicative, agreements among articles, nouns, adjectives and verbs, object pronouns and the past tense.

FRENCH II 272-273

2 Semesters, Grades 9-12

Prerequisites: French I, with at least a 'C' grade in both semesters. Students with a 'D' grade may petition the Assistant Principal for Academics to enroll in this course.

Content: French II is a course that presents beginning to intermediate French grammar and conversation and a further study of the Francophone cultures. Students will develop their

mastery of the four basic skills of speaking, writing, comprehension and reading. The main grammar focus will be on reviewing the content of French I, regular and irregular adjectives, object pronouns, reflexive verb forms, comparison of imperfect and "passé composé" and the future tense.

FRENCH III 274-275

2 Semesters, Grades 10-12

Prerequisites: French II with at least a 'C' grade in both semesters and/or the instructor's approval.

Content: Third year French students should develop some advanced abilities in the four basic skills. Advanced grammar, which will include the perfect tenses, the subjunctive, the conditional and other advanced structures, will be studied. Students will be prepared to study AP French Language and Culture.

AP FRENCH LANGUAGE AND CULTURE 276-277

2 Semesters, Grades 11-12

Prerequisites: Intermediate speaking abilities in





the language. Completion of all language classes with grades of 'A' or 'B'. Satisfactory completion of all work assigned by the instructor in the summer. Approval of instructor.

Content: AP French Language is a college-level course designed to develop advanced proficiency in the four basic language skills. The main emphasis of the course will be on the creation of original language, reading comprehension and oral and written communication skills.

The focus will be on the six themes selected by the College Board: Global Challenges, Science and Technology, Contemporary Life, Personal Identities, Families and Communities, Beauty and Aesthetics. All students enrolled must take the AP exam in May.

LATIN I 280-281

2 Semesters, Grades 9-11

Content: Latin I offers an introduction to the culture and the elementary principles of the language of the Romans. In Latin I, emphasis is placed on the forms of nouns, pronouns, adjectives, and verbs, on the syntax that flows from the logic of the forms, and on vocabulary – especially those Latin words with English derivatives.

LATIN II 282-283

2 Semesters, Grades 10-12

Prerequisites: Latin I, with at least a 'C' grade in both semesters or approval of the instructor.

Content: In Latin II, the forms and the uses of subjunctive verbs, infinitives, participles, and other verbs are introduced. There is a continued emphasis on vocabulary building and the grammar forms studies in Latin I. In this second-year course greater emphasis is given to the translation into English of Latin texts.

LATIN III 284-285

2 Semesters, Grades 10-12

Prerequisites: Latin II with at least a 'B' grade in both semesters and/or approval of the instructor.

Content: Emphasis is placed on the reading of Latin prose. The main focus of the translations will be Roman mythology and history from Longman's *Fabulae Romanae*.

AP LATIN 286-287

2 Semesters, Grades 11-12

Prerequisites: Completion of Latin III with a grade of 'B' or better in both semesters or have the approval of the instructor.

Content: AP Latin focuses on selected books from Virgil's *Aeneid* and selections from Caesar's *Commentaries on the Gallic War*.

SPANISH I 250-251

2 Semesters, Grades 9-11

Content: Spanish I is a one-year course that presents beginning Spanish grammar and conversation and an introduction to the Hispanic cultures. Students will develop beginning mastery in the four basic skills: speaking, writing, listening comprehension, and reading. The main grammar focus will be on the present indicative, concordance of articles, nouns, adjectives and verbs, object pronouns and the preterit tense.

SPANISH II 252-253

2 Semesters, Grades 9-12

Prerequisites: Spanish I with at least a 'C' grade in both semesters. Students with a 'D' grade may petition the Assistant Principal for Academics to enroll in this course.

Content: Spanish II is a course that presents beginning to intermediate Spanish grammar and conversation and a further study of the Hispanic cultures. Students will further develop their mastery of the four basic skills: speaking, writing, listening comprehension, and reading. The main grammar focus will be on reviewing the content of Spanish I, the preterit, and imperfect (past tenses), formal commands and the present subjunctive.





SPANISH III 254-255

2 Semesters, Grades 10-12

Prerequisites: Spanish II with at least a 'B' grade in both semesters and/or approval of the Spanish II and Spanish III instructors.

Content: Spanish III is a one-year course that presents intermediate to advanced Spanish grammar and conversation and a further study of the Hispanic cultures. Students will further develop their mastery of the four basic skills: speaking, writing, listening comprehension, and reading. The main grammar focus will be on reviewing the content of Spanish I and Spanish II, all forms of the subjunctive, the perfect tenses, clauses, the future and the conditional.

SPANISH IV 264-265

2 Semesters, Grades 11-12

Prerequisites: The World Languages Department requires that a student complete Spanish III and or have the approval of the Department Chair.

Content: Spanish IV is designed for students who wish to develop proficiency in the four basic language skills of speaking, writing, listening comprehension, and reading. A student may take Spanish IV in place of AP Spanish Language because he is not fully prepared to take AP Spanish Language or because he wishes to concentrate more on other AP courses, but he desires to continue his studies in Spanish. This course will emphasize grammar review with further work towards the creation of original language, reading comprehension, and oral and written communication skills.

AP SPANISH LANGUAGE AND CULTURE 256-257

2 Semesters, Grades 11-12

Prerequisites: Intermediate speaking abilities in the language. Completion of all language classes with a grade of 'A' or 'B'. Satisfactory completion of all work assigned by the instructor in summer. Approval of instructor.

Content: AP Spanish Language and Culture is a college-level course designed for students who wish to develop proficiency in the four basic language skills of speaking, writing, listening comprehension, and reading. Students will review grammar, but the main focus of the course will be on the creation of original language, reading comprehension and oral and written communication skills.

AP SPANISH LITERATURE AND CULTURE 258-259

2 Semesters, Grades 11-12

Prerequisites: Intermediate speaking abilities in the language. Completion of all language classes with a grade of 'A' or 'B'. Satisfactory completion of all work assigned by the instructor in summer. Approval of instructor.

Content: AP Spanish Literature and Culture is the equivalent of a third-year college introduction to Hispanic literature. Selected authors and works from the literature of Spain, Latin America and the United States will be studied. The objectives in this course focus on the understanding and analysis of the literary texts.

** For a more detailed understanding of the course content for all AP World Language courses, please see the Advanced Placement Program Course Description published by The College Board. This can be found on The College Board website, www.collegeboard.org/ap or contact the World Languages department chair.*

World Language Remediation

Any student receiving a 'D' grade or lower in the second semester of any first-year World Language course must remediate that course before being allowed to advance to the second year of that World Language course. Students should strongly consider remediating any 'D' grade earned in any World Language course as a 'D' grade can have an impact on the college admissions process. Enrollment in the third year and beyond of any World Language course is dictated by prerequisites which can be found in each World Language class description.



Other Courses

LEADERSHIP 800-801

1 Semester — Fall or Spring, Grades 9-12

Prerequisite: For elected officers and/or appointed members of ASB.

This is a zero-block course held either before or after school. Graded P/F first semester, no credit; letter grade with 5 credits given at conclusion of the second semester.

Content: A course designed to train the A.S.B. Council and class officers in leadership as well as a forum to organize the various student body activities. Part of the course emphasizes speech making and presentations.

SHEPHERDING – STUDY SKILLS 950

2 Semesters, Grades 9-10

PLEASE NOTE: Placement is based on consultation with Admissions and Counseling Departments

Content: The purpose of this course is to provide students with knowledge about themselves so that they can continue to grow personally, and to provide students with practical and concrete skills for success in high school, college planning, attending college, and beyond. Students will learn about college and career planning, study skills including notetaking and writing a research paper, and life skills including working with their strengths, meditation, mindfulness, and visualization as well as goal setting and time management. The course will highlight various techniques for organization, time management, and studying. Through structured tutorials, students will have the opportunity to further develop their core reading and writing skills. The course will conclude with a college research project in which they present a detailed plan to utilize the skills learned in the course to obtain college admission.





2026 INTERSESSION





Intersession Courses for 2026

PHILOSOPHY

Intersession is a unique term of study designed to provide our students the chance to enrich their Saints experience and their college prep curriculum by engaging in a variety of interest-based courses.

Our desire to help students develop a passion for learning can sometimes be difficult to accomplish in traditional college prep classes. Providing students the opportunity to investigate studies in areas that interest them sparks a curiosity and inquisitiveness that naturally stimulates their desire to learn new things. Offering courses like scuba, sailing, cooking, film production, and various internship opportunities will give the students new and unique opportunities to discover a passion and/or skill set that they may embrace well beyond high school.

The following courses are only offered during Intersession: January 2026

Course descriptions are purposely brief to invite students to dialogue with teachers about these learning opportunities so that Intersession choices are well thought out. These general courses fulfill one semester of elective credit.

The following courses are conducted on the Saints campus:

INTRODUCTION TO ARCHITECTURE 919

Grades 10-12

Content: You will love this hands-on study of architecture. Guest architects will be featured who will focus on various aspects of building and building types. Students will decide on a project and work in teams to design and build 3-D architectural models, including the preparation of floor plans, elevations, and landscape drawings.

CAREERS IN SPORTS 909

Grades 10-12

Content: Looking and preparing for a career in sports? Students will learn what career opportunities are available in the various facets of life dealing with sports. Are you the next great sports agent?

COOKING BASICS 913

Grades 11-12 • Cost: \$150

Limit 45 students - Upper Class Priority

Content: Students will learn the steps involved in food preparation from buying, cooking, serving, and most importantly eating. Table manners will also be emphasized.

ENGINEERING DESIGN 932

Grades 10-12 • Cost: \$75

Content: Introduces students to the engineering design process utilizing a competitive design project. Small groups of students conceive, design, build and test a project for the Rube-Goldberg Design contest.





INTRODUCTION TO PYTHON PROGRAMMING 946

Grades 10-12 • Cost: \$35

Content: Learn the fundamentals of programming concepts, including data types, variables, decision statements, loops, and input and output. Develop simple scripts using common scripting language constructs, including lists, literals, and regular expressions. Gain an introduction to programming through hands-on activities that are beginner friendly.

FILM PRODUCTION 927

Grades 10-12 • Cost: \$70

Content: Students go through the process from start to finish creating a short film. Students write storyboard, film, and edit a short film.

SAINTS MONEYBALL! – AN INTRODUCTION TO BASEBALL ANALYTICS 926

Grades 10-12

Content: This is a ‘must take’ course for any sports fan; especially those who enjoy the game of baseball! Learn how probability, math, and statistics can be used to help baseball teams improve player and lineup selection as well as in game strategy.

LIFETIME PHYSICAL FITNESS 924

Grades 10-12 • Cost: \$20

Content: Students will engage in lifetime physical fitness activities that are challenging, rewarding and fun. Takes place on campus with field trips possible.

Fulfills P.E. graduation requirement.

MUSIC TECHNOLOGY 954

Grades 10-12

Content: This one semester course is open to all students. It is designed to introduce students to the following aspects of music technology: basis computer/table skills, microphones, principles of sound, MIDI, computer-based sequencing and notation, mixers and mixing, cables, sampling, digital audio, recording principle, effects processing, and audio in live performance. Students

will learn 21st century applications of their art through the hands-on use of Garage Band, Mixcraft, JamStudio, Sibelius, and NoteFlight, as well as live sound reinforcement. Students will arrange and compose music for this course, as well as record their own and others’ performances. Experience reading music and/or performing on an instrument/voice is recommended, but not required.

ROBOTICS 101 — THE FUTURE IS NOW 955

Grades 10-12 • Cost: \$85

Content: Using robots we will cover the fundamentals of problem solving, program design, algorithms and programming using a high-level language. A robot is an embedded system of software and hardware. Programming and building robots applied science, technology, engineering, and math (STEM) concepts. This course introduces the fundamental concepts of programming and robotics.

SAN DIEGO — A HISTORY 956

Grades 11-12

Content: This intersession course will explore the civic, social, economic, and religious forces that have shaped and continue to shape the San Diego metropolitan area. Students will gain a deeper appreciation of the dynamics that make San Diego tick through historical investigation, experiential learning, and hearing the stories of local leaders.

SKILLS FOR LIFE 939

Grades 10-12 • Cost: \$75

Limit 30 students – Upper Class Priority

Content: Skills for Life will provide basic information and strategies to give students a firm footing for life’s journey along with the “unwritten rules” that will help them to succeed in any endeavor. This four-week course will explore life management issues that students may encounter in a myriad of life situations. Topics covered include: nutrition, healthy decision-making, personal grooming, situational communication, budgeting and banking basics, investing, consumerism, professional etiquette, networking household maintenance, and pre-parenting skills. Students





will engage in comprehensive exercises, projects and field trips that will reinforce the particular topic under investigation.

FUNDAMENTALS OF SPEECH 903

Grades 9-12

Content: The course will include the history, definitions, nature, and practical applications of speech in various forms and will incorporate one-on-one presentations, group presentations and the explanation of various group dynamics.

Fulfills the Speech graduation requirement.

The following courses take place off campus in different San Diego County locations:

AQUATIC SPORTS 923

Grades 10-12 • Cost: \$500

Content: Learn how to sail, kayak, windsurf, surf, and about general oceanography from experts in all of these disciplines. Water safety will also be stressed and observed.

Fulfills P.E. graduation requirement.

CYCLING 920

Grades 10-12

Content: Learn all about road and off-road cycling. For all levels of bicyclists, beginning and experienced, or for those who are considering this for overall fitness. The skills learned in this class may lead to competitive cycling.

Fulfills P.E. graduation requirement.



GEOCACHING: AN EXPLORATION OF SAN DIEGO COUNTY 987

Grades 10-12

Content: This course is designed to provide students with not only the opportunity to research local natural habitats in San Diego County, but to also offer students field experience through several days of drives and hikes throughout the county's diverse natural offerings. From the mountains, desert, coast, and urban areas of San Diego, students will have the opportunity to enrich their classroom learning experience of plant and animal life through an outdoor education experience.

Fulfills P.E. graduation requirement.

LEISURE SPORTS 958

Grades 10-12 • Cost: \$250

Limit 40 students – Upper Class Priority

Content: Leisure sports are freeform and voluntary activities which aim to regulate the mental state of people. They can vary in competition levels, and the purpose of the activity is participation, with the related goals of improved physical fitness, fun, and social involvement. Some examples of leisure sports include disc golf, cornhole, table tennis, billiards, bocce ball, spike ball, and many others! The primary objective of the course is to participate in some new and some familiar leisure sports while building relationships and personal confidence. Students will fully participate to the best of their ability in each activity. They will demonstrate sportsmanship, effort, growth, and community. Students will be responsible for transportation to and from class. Most classes will meet off campus within a 20-minute drive from Saints.

Fulfills P.E. graduation requirement.





OCEAN TECHNOLOGY AND ENGINEERING 916

Grades 10-12 * Cost approximately \$400

Limit 10 students (minimum 8 required) – Upper Class Priority

Prerequisites: Students must have completed Algebra 1, may be concurrently studying Geometry or higher. Biology or Chemistry (or department equivalent) preferred. Some engineering background preferred but not required.

Content: The Ocean Technology Engineering course is designed to provide students with field experience to utilize math and science curricular content to create a vessel to land at the bottom of the ocean in the pursuit of open ocean exploration. Data will be collected using video recording devices and samples will be taken both visually and physically to engage students in the pursuit of discovering the bottom depths of Earth's oceans. Students will present the findings of their research in one of two separate projects, either a written research report, or another multi-media presentation.

SAN DIEGO SPORT FISHING 904

Grades 10-12 • Cost: \$250

Limit 25 students – Upper Class Priority

Students must have a valid California fishing license with salt-water enhancement (16 yrs. and older). All students must have a fishing rod and basic tackle. Students must have transportation to the sites.

Content: This is an in-depth, skill building class. This course combines extensive training in San Diego Bay and ocean fishing techniques that will teach anglers the technological and ecological concepts that increase fishing success. This course will take place on campus and at various bodies of water around San Diego County. The course will include on-water fishing as well. Previous fishing experience can be helpful but is not required; beginners are welcome.

HISTORY AND PRACTICE OF GOLF 922

Grades 11-12 • Cost: \$250

Limit 12 students

Content: Students will study the history of golf and learn how to play. They may also find the opportunity to visit local golf courses to find out about course management, etc. Instructor approval required.

Fulfills P.E. graduation requirement.

MARINE BIOLOGY/SCUBA 915

Grades 11-12 • Cost: \$650

This is a graded course.

Content: Through lectures, field trips, laboratory investigations, guest speakers, and marine tank projects, students will learn about diverse marine ecosystems, impacts of humans on marine ecosystems, as well as the role of the oceans in determining our global climate. Students will also become PADI SCUBA certified.

Fulfills P.E. graduation requirement.

RACQUETBALL 933

Grades 11-12 • Cost: \$40

Limit 40 students – Upper Class Priority

Content: This course is designed to introduce students to basic rules, safety considerations, skills, and strategies of racquetball. Students learn and develop in the serve, forehand and backhand volley, and court utilization, through practice with other students and instruction from local area professionals. Participants also learn and discuss the history of the game, scoring and equipment. Students must provide their own racquets and safety glasses.

Fulfills P.E. graduation requirement.





CHRISTIAN SERVICE IN A CULTURAL CONTEXT

The following courses are travel programs and also receive one semester of elective credit.

Minimum number of students enrolled is 8 and the maximum number is 12. Costs listed are estimates.

AN AUGUSTINIAN SERVICE JOURNEY 944 I

Grades 10-12 • Cost: \$3,050

Content: A two-week work-study trip to Italy. Students will do Christian service in San Gimignano for the Augustinians at their Church of St. Augustine, and in the local community. Side trips will be taken to Siena, Florence, and Rome for historical and cultural exposure.

WALKING IN THE FOOTSTEPS OF THE MAYA 944 G

Grades 10-12 • Cost: \$1,500

Content: We will travel to the mountain village of San Lucas Toliman, Guatemala during the coffee harvest for an immersion experience sponsored by

the local Catholic parish. This will be an opportunity for learning, personal growth, community-forming, and exploring one's faith and values. By the time we are ready to return home, we will be prepared to discuss the many features of our experience and to serve as active representatives for the principles of social justice, wherever our paths may lead us.

OUR CATHOLIC FAITH IN ACTION - CALIFORNIA 944 C

Grades 10-12

Limit 10 students – Upper Class Priority

Content: Students will study and understand the seven themes of Catholic Social Teaching (CST) and put them into practice by serving in the San Diego, Los Angeles, and Ventura County Areas. Students will also be encouraged to reflect on their service and the ways in which it connects to their spirituality. They will brainstorm ways to advocate for justice for the poor and vulnerable that they serve in the San Diego community.

OTHER TRAVEL COURSES

EXPLORING THE HISTORY OF MUSIC IN THE UNITED STATES 942 HM

Grades 11-12 • Cost approximately \$2,300

Limit 10 students (minimum 8 required) – Upper Class Priority

Content: This dynamic travel course invites students to explore the rich and diverse history of American music, from its roots to its modern influence on global culture. Through visits to iconic music sites and cities, students will trace the development of genres like jazz, blues, country, rock, and hip-hop. By visiting museums, performance venues, and historical sites, students will gain a deeper appreciation for how music reflects and shapes American identity, social change, and cultural evolution.

LIBERTY AND OUR IMMIGRANT HISTORY 942 IH

Grades 11-12 * Cost approximately \$2,300

Limit 10 Students (minimum 8 required) - Upper Class Priority

Content: This immersive travel course takes students on a journey to New York and Philadelphia, two iconic cities central to America's founding and immigrant story. Through visits to historical landmarks, such as the Statue of Liberty, Ellis Island, and Independence Hall, students will explore the origins of American liberty, the impact of immigration on our nation's development, and the diverse cultures that shaped our history. Engaging with these pivotal moments will deepen students' understanding of civic identity, freedom, and the enduring contributions of immigrants to American society.





Internships

The following are Internship Programs that are only offered to seniors. Students must submit an application, letters of reference, be interviewed, and complete all coursework associated with the program. These internships take place at a designated off-campus site and count for one semester of elective credit.

ARCHITECTURE 977

Rome was not built in a day, but local architects welcome students to learn what it takes to have the vision and the knowledge to perhaps build the new Rome.

BIOTECH/ENGINEERING 970

For a student who is interested in pursuing genetic engineering and biotech research and exploration. This is a research-intense internship.

BUSINESS AND FINANCE 975

Without knowing and understanding business and finance, a promising business may never get its start. Learn about this most fascinating career and the different parts of the world in which business and finance is involved.

OPPORTUNITIES IN EDUCATION 980

If you want to see what it is like in a real classroom setting and think that education is for what you are best suited, many local Catholic elementary schools will welcome you to interact with students and not only help to prepare lessons but maybe even present lessons to students who are where you once were.

ENGINEERING — CIVIL, MECHANICAL, ELECTRICAL 973

Preferred: Understanding of basic electronics and physics. Basic drawing skills.

Design, draw (multiple 2-dimensional views) and fabricate (which includes measuring, cutting, drilling, and welding steel) test fixture and city infrastructure. Fabricate carbon fiber parts

to understand the basic techniques used in the industry. Working with machine language programming (ladder logic). Basic electrical wiring.

LAW AND LAW ENFORCEMENT 979

A fascinating profession that welcomes students to experience everything that takes place in the world of an attorney and/or those that enforce the laws. Students will learn about a variety of opportunities in law.

MEDICINE AND GENERAL HEALTH CARE 972

Intern with medical professionals including dentistry, surgeons, physical therapists, etc. and learn about patient care, surgical procedures, and hands on experience.

PHARMACY 971

Students will experience inpatient, outpatient, and clinical pharmacy practice settings at Kaiser Permanente Hospitals.

VETERINARY MEDICINE 976

Be part of an environment that is always on the go. Students will be involved in animal care from surgeries to preventive care of pets and animals.

GENERAL INTERNSHIPS 994

This is for any internship that does not fall within the previous category descriptions. You can even create your own, but it must meet guidelines and be approved by the Coordinator.

See Mr. Brian Wallace, Internship Coordinator, for Internships available in 2026.



The Mission of St. Augustine High School

Our mission is to provide a Catholic liberal arts education for young men in an environment that promotes the development of mind, heart, and body in the Augustinian tradition.


By helping to form loving disciples of Jesus Christ we communicate to the world the gospel values of community, truth, and love.



UNITAS

VERITAS

CARITAS

A group of five graduates in caps and gowns, wearing floral leis, standing outdoors. A large silver balloon with 'CONGRATS GRAD' is visible in the background.

**Always improve, always go forward,
always make progress... so that you may
become that which you are not yet.**

-St. Augustine

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If found, please return to the school. Thank you.

