

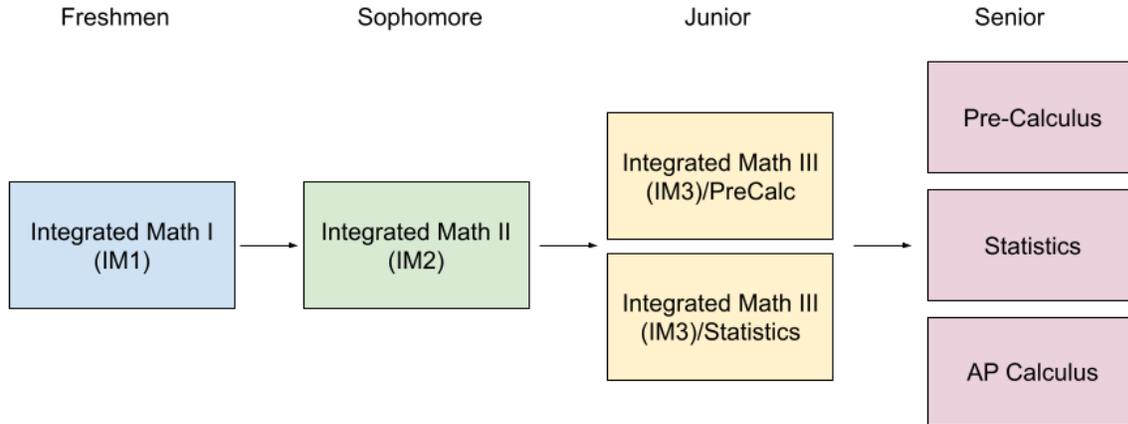
**Cristo Rey Philadelphia High School**  
***Course Catalog 2023-2024***

<b>MATH</b>	<b>1</b>
<b>ENGLISH</b>	<b>3</b>
<b>SOCIAL STUDIES</b>	<b>6</b>
<b>SCIENCE</b>	<b>9</b>
<b>THEOLOGY/RELIGIOUS STUDIES</b>	<b>12</b>
<b>WORLD LANGUAGES</b>	<b>14</b>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>15</b>
<b>ART</b>	<b>17</b>
<b>PROFESSIONAL STUDIES</b>	<b>18</b>
<b>COURSE LEVELS</b>	<b>20</b>
<b>PLACEMENT &amp; SELECTION</b>	<b>21</b>
<b>GPA &amp; GRADING SCALE</b>	<b>24</b>
<b>NCAA GUIDELINES &amp; ELIGIBILITY</b>	<b>24</b>

# MATH

\*The Integrated Math Sequence was introduced in the 2020-2021 school year, after a fully virtual school year in 2019-2020. The Class of 2024 was our pilot class for Integrated Math 1, 2, and 3.

## Course Sequence



### ***Integrated Math I***

Integrated Math I builds students' command of geometric knowledge and linear relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course Topics include: One Variable Statistics, Ratio and Proportional Relationships, Proving Similarity and Congruence of Polygons, Solving Linear Equations, Inequalities, & Systems and Two Variable Statistics.

Credit Hours: 1.75

### ***Integrated Math II***

Integrated Math II takes students' understanding of linear relationships and connects them into developing different representations of functions - graphs, equations, tables, rules. Students begin with linear functions, and progress into quadratic and then exponential functions. Students develop real life modeling scenarios in their use of functions such as projectile motion, compound interest, growth and decay models. The course transitions then to develop students' traditional geometric thinking, beginning with right triangle trigonometry. Next, students work with circles including radius, diameter, circumference, area, central angles, arc length and sector area. Students connect arc length and sector area to probability. Students work with calculating dimensions of composite figures. Learning then shifts to include the third dimension, calculating volume and how dilations affect volume of different objects. Students finish by working with experimental and theoretical probability through calculating the probability of randomly landing on specific shapes in a larger figure.

Credit Hours: 1.75

### ***Integrated Math III***

Integrated Math III brings together knowledge acquired in the previous math courses and uses it as a springboard to expand into more complex territory in this one semester course. Students will develop their thinking on the relationship between advanced mathematical concepts. Students explore the relationship between radicals and exponential expressions, working to then be able to solve radical equations using the properties of exponents, including rational exponents. They will solve equations using inverse functions. They will work with graphs of exponential and logarithmic functions to develop understanding of their inverse relationship, and be able to solve problems through converting them. Students will then work with polynomial functions, including performing arithmetic operations, using long and synthetic division, and connect different representations of polynomial functions. Finally, students with a focus on rational functions bring together all of their expertise with functions and geometry to create models and solve contextual problems. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skill, problem-solving skills, critical thinking abilities, and strengthen situational analysis abilities.

Credit Hours: 1.0

### ***Pre-Calculus***

This course prepares students to take a college level Calculus or AP Calculus course. In this course an emphasis is put on making connections and developing in-depth explanations of mathematical processes that demonstrate an understanding of concepts. Topics include the complex number system, the unit circle, trigonometric functions, solving trigonometric equations using identities, sequences and series and limits and continuity. Throughout the course, students are encouraged to engage with each other to develop understanding through discourse and to persevere through complex, abstract topics.

Credit Hours: 1.0

### ***Statistics***

This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts.

Credit Hours: 1.0

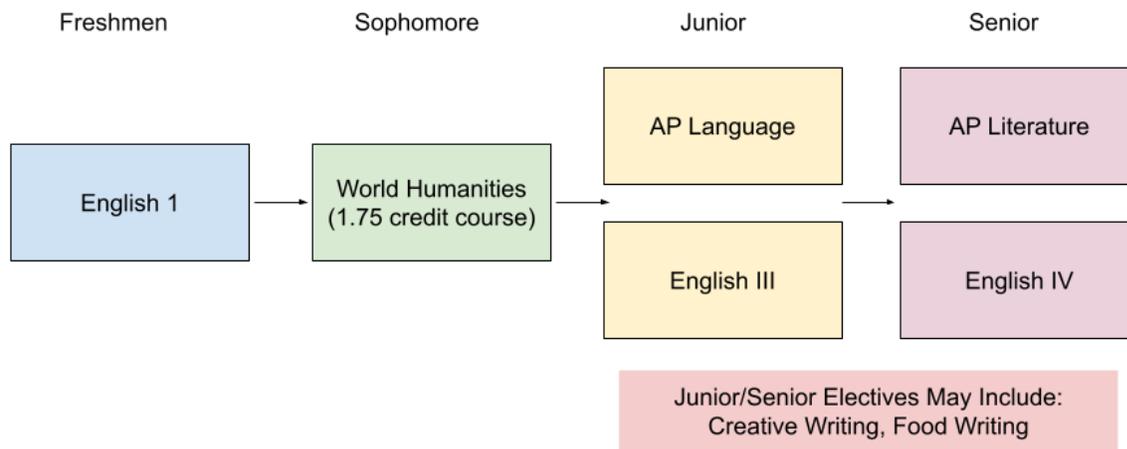
### ***AP Calculus AB***

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. It focuses on students' understanding of calculus concepts and provides experience with methods and applications. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Students will take the College Board exam in May.

Credit Hours: 1.75      Added GPA Value course

# ENGLISH

## Course Sequence



### ***English I***

Ninth grade English is an introduction to the foundational literacy skills that will be essential in high school, college, and beyond. Students will read a diverse selection of texts to explore the fundamental question of “Who am I? And, What am I meant to do?” They will read, write and discuss fiction, journalism, informational texts, and poetry. Through our class activities, students will practice empathy and develop a mature understanding of themselves, their voice in our school community and their place in our world.

Credit Hours: 1.75

### ***World Humanities***

World Humanities combines the disciplines of World History & Literature to foster an appreciation and empathy of the human condition, irrespective of space and time. Students will question and grapple with the complex forces of economics, politics, culture, and technological advancement that have shaped human societies and environments as they have been, are, and could be. The World Humanities curriculum presents primary and secondary historical documents, novels, plays, poetry, art, and rhetoric for students to analyze, judge, and synthesize into both traditional and more authentic assessments. Using the past as our guide, we teach 21st century skills: creativity, communication, collaboration, and critical thinking. Students create and present an end-of-year, independent research project using the skills, content, and processes learned throughout World Humanities.

Credit Hours: 1.0 English + 0.75 Social Studies

### ***English III***

Junior English is designed to help students prepare for the rigors of senior year and then college. With a curriculum focused on improving writing, reading comprehension, and grammar skills, students will explore a variety of genres and texts, especially with a focus on nonfiction and informational texts. From this foundation of reading and writing, students will also participate in academic discussions which challenge their ability to verbalize their thoughts and defend their positions.

Credit Hours: 1.0

### ***English IV***

Senior English is designed to help students prepare for the rigors of college. With a curriculum focused on improving argumentative writing, reading comprehension, and grammar skills, students will build upon the foundation established in previous English classes to become college-ready readers, writers, and thinkers. Through our study of a variety of genres (fiction, nonfiction, and poetry) students will explore how author's use their voice and style to construct meaning and make arguments. In their writing, students will begin to learn how to do the same. From this foundation of reading and writing, students will also participate in academic discussions which challenge their ability to verbalize their thoughts and defend their positions.

Credit Hours: 1.0

### ***AP English Language and Composition***

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style. This course is designed to challenge students to grow in their reading, writing, analysis, and discussion of texts, especially nonfiction and informational texts. Students will also explore the structures and syntax of the English language in order to develop their writing skills and express their critical thinking skills in college-level writing.

Credit Hours: 1.0                      Added GPA Value course

### ***AP English Literature and Composition***

AP Lit and Comp provides seniors with the most advanced level of English offered to high school students. Members of this class will be expected to critically read college-level texts and respond with thoughtfulness and insight, both with the written and spoken word. This course will frequently test your ability to analyze literature through the deep examination of compelling issues and complex dilemmas. AP Literature will expose all of us to the ways in which authors ascribe meaning to life and strive to answer unanswerable questions about humanity. This class requires students to seek beneath the surface for a level of understanding only attainable by deep reflection and constant questioning.

Credit Hours: 1.0                      Added GPA Value course

## **ELECTIVE COURSES**

### ***Creative Writing***

The Creative Writing course provides an opportunity for students to write in a variety of different styles, for differing purposes and audiences. In this writing intensive course, students will develop authorial voice and style, create many projects, engage in critical discussion of their work, and present their work to an audience. Throughout this semester-long course, students will write poetry, short fiction, and plays, while also learning the finer points of the craft such as developing characters, using figurative language, writing dialogue, and more.

Credit Hours: 0.5

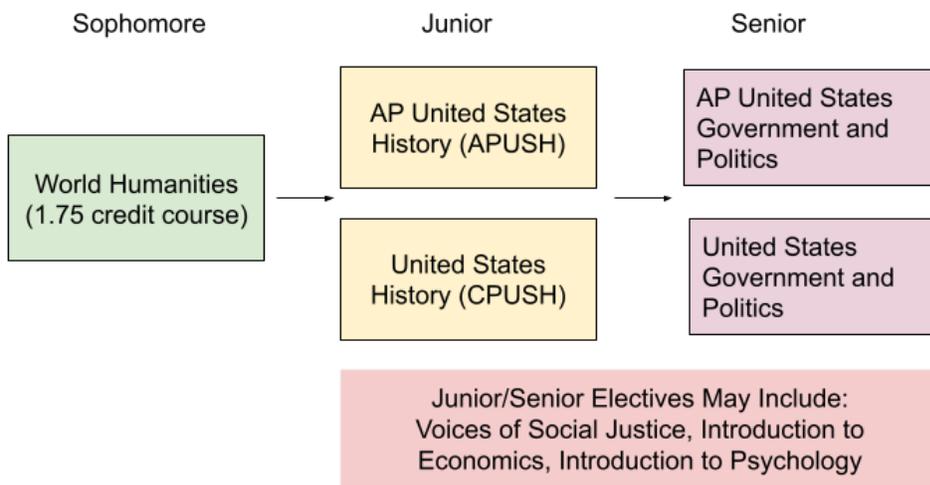
### ***Food Writing***

In this course, students will explore the basics of food writing/journalism and trace connections between culture and food traditions. They will practice the translation of historical and contemporary food traditions into creative and original writing. Additionally, will students explore the impact of food writing on pop culture and contemporary career fields before finally practicing the development of robust and original stories within the context of their own life experiences with food.

Credit Hours: 0.5

# SOCIAL STUDIES

## Course Sequence



### ***World Humanities***

World Humanities combines the disciplines of World History & Literature to foster an appreciation and empathy of the human condition, irrespective of space and time. Students will question and grapple with the complex forces of economics, politics, culture, and technological advancement that have shaped human societies and environments as they have been, are, and could be. The World Humanities curriculum presents primary and secondary historical documents, novels, plays, poetry, art, and rhetoric for students to analyze, judge, and synthesize into both traditional and more authentic assessments. Using the past as our guide, we teach 21st century skills: creativity, communication, collaboration, and critical thinking. Students create and present an end-of-year, independent research project using the skills, content, and processes learned throughout World Humanities.

Credit Hours: 1.0 English + 0.75 Social Studies

### ***United States History***

College Prep U.S. History (CPUSH) is a course designed to survey American history in the 19th and 20th centuries. This course will be examined based on the historical fact that America was founded as an unequal society, and that the use of forced labor and land theft enabled some to gain wealth, while many more peoples were exploited for their labor, talents and resources. We will study the actions that many people took to achieve greater political, social and economic rights and freedoms for themselves, as well as the ways that America can change in order to become a more just society for all. Students will be required to think critically, read, write, and discuss historical ideas in class, with a specific focus on analyzing primary sources and historical writing.

Credit Hours: 1.0

### ***United States Government & Politics***

U.S. Government & Politics for is a yearlong social studies senior course that focuses on the foundations of government and responsible participatory citizenship. A deeper understanding of government will be achieved through analyzing the political process, political ideologies, the Constitution and Bill of Rights, the three branches of government, as well as the rights and responsibilities of individuals in our government system. Throughout this course, students will consistently be asked to analyze the various roles of individual citizens and groups in the political process as well as how America's founding ideals (Democracy, Opportunity, Liberty, Equality and Rights)

as outlined by the framers have shaped and continue to shape American government. As with the other social studies courses this course will include learning essential content, fostering the ability to think analytically including identifying themes, patterns, and trends of change, and finally, developing and refining essential reading, writing, speaking, and research abilities to competently convey this knowledge.

Credit Hours: 1.0

### ***AP United States History***

Advanced Placement United States History (APUSH) is designed to prepare students for college in a more rigorous setting than College Prep U.S. History. Accordingly, all books, materials, readings, and discussions will strive to be comparable to those used at the college level. Students will be required to think, write, read and express themselves at an advanced level, strong reading, writing and discussion abilities are required for this course. The course will include a comprehensive examination of American History from the European invasion of the Western Hemisphere in the 1400s to the 20th century. The course will prepare students for the AP exam, but more importantly we will grow a curiosity for life-long learning and an examination of how our past influences the present, with the goal of changing America to be more inclusive and equitable to all peoples. This course will be examined based on the historical fact that America was founded as an unequal society, and the use of forced labor and land theft enabled some to gain wealth, while many more peoples were exploited for their labor, talents and resources. We will study the actions that many people took to achieve greater political, social and economic rights and freedoms for themselves, as well as the ways that America can change in order to become a more just society for all. If that sounds like something you'd like to discuss at an advanced level, this course is for you!

Credit Hours: 1.0                      Added GPA Value course

### ***AP United States Government & Politics***

AP Government & Politics is a college level course designed for students with strong ability and interest in social studies who want an in-depth political science course using advanced analytical and educational skills. This course is designed for students to take the Advanced Placement Exam for possible college credit. The course will cover political and economic theory, the processes and institutions of federal, state, and local government, the influence of public opinion and media, and civil rights and civil liberties. Current political issues will also be discussed at length. The course is a study of the basic beliefs and ideals which underlie American democracy; its historical roots; and how its legal, governmental, and economic institutions affect public policy at the local, state, national, and international levels.

Credit Hours: 1.0                      Added GPA Value course

## ***ELECTIVES***

### ***History Through Film***

This course is designed to help students create understandings about historical concepts through film. Exploring several major periods from the 20th and 21st centuries, students will engage in primary source analysis, research, class discussions, content creation and film analysis to develop a deeper understanding of topics related to history. Emphasis will be placed on stories that facilitate discussion about topics relating to race, power, gender, identity, war and the immigrant experience.

Credit Hours: 0.5

### ***Introduction to Psychology***

This Introduction to Psychology course will give students a brief overview of the field of psychology. This course will aim to have students think like Psychologists in order to answer the question, "Why do people behave as they do?" The course will begin by defining psychology. From there, students will dive deeper into the subfields of psychology.

Credit Hours: 0.5

### ***History of Music***

This course will outline a basic understanding of music history starting with the 1950s to present time. In this course, we will explore the impact that specific time periods had on music that came from that generation. This will highlight the lives of important figures in the music industry and the impact that they had on music as a whole. We will discuss current trends and the role of technology in music.

Credit Hours: 0.5

### ***Voices of Social Justice***

This course examines and reflects on the main thoughts and themes of writings, music lyrics, poems, film, and speeches of individuals who have engaged the social ills within the history of American society. Students will examine these speeches, writings, etcetera, and reflect upon them individually through reflective writing assignments and verbally in small groups. During class time, as a class, students will discuss the examined material by sharing out about their reflections on these writings, lyrics, poems, and speeches, in context. At the end of the course, students will present to the entire class a project in which they engage social ills of their choice in either their community, country, and/or the world at large, using their own method of expression (i.e., shared writing, a speech, music, poetry, media production, etc.).

Credit Hours: 0.5

### ***Introduction to Economics***

This introductory course in economics will cover a wide range of topics including How Markets Work, The Use of Incentives and Disincentives, The Roles (and Inefficiencies) of Government, The Economics of Information, Human Capital, Financial Markets (including financial instruments and investment principles), Politics, Economic Indicators and Globalization. The course will revolve around the book “Naked Economics” which discusses the principles and problems of economics and the market economy through the analysis of real world problems. Student progress will be assessed through responses to the text, class discussions, case studies, multiple choice tests, and a final reflection on the future of the global economy.

Credit Hours: 0.5

### ***Film Studies: Critical Lens on Contemporary Film***

Through this semester-long course, students will develop multiple lenses through which to analyze films as forms of cultural production, including feminist theory, critical race theory, Marxist theory, psychoanalytic theory and others. They will learn how to appreciate, analyze, and interpret theme, character, story structure, and narrative technique through the medium of film as well as the basic components of visual storytelling. In addition to developing skills in critical analysis, students will also have the opportunity to further develop their skills in discussion, oral presentations, and analytical writing.

Credit Hours: 0.5

### ***Creativity & Social Change***

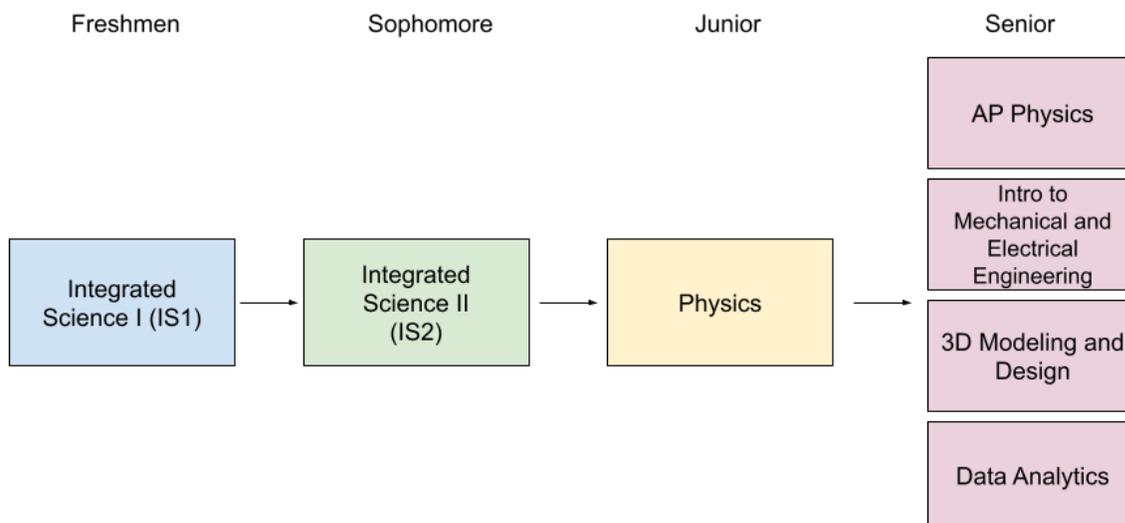
This course is designed to explore the intersection of creative expression and interpersonal connection, and their impact on driving social change. Throughout this course you will be invited to explore various creative processes; writing, building playlists, collaging, poetry, photography, painting, etc., You will also have several opportunities to respond to prompts using your own self-decided creative process. We will have the opportunity to learn about and engage with historical and contemporary social movements that have been fueled by creativity and connection. You are welcome and encouraged to come with your own topics you are interested in exploring!

Credit Hours: 0.5

# SCIENCE

The Class of 2026 is the first cohort to undertake the Integrated Science curriculum. Prior to this cohort, all students took Biology, Chemistry, and Physics as their first three years of science.

## Course Sequence



### ***Integrated Science I***

In Integrated Science I, students develop diverse perspectives on problems that confront local and global society as well as gain knowledge in physical science as they investigate and respond to authentic, engaging, and complex questions, problems, and challenges in order to be advocates for change. In this course, centered around the UN Sustainability Goals and authentic community data, students engage with and utilize the fundamentals of data science, statistics, biology, chemistry and physics. While being exposed to a variety of college and career pathways in data science and sustainability, students gain a realistic perspective on how their aptitude and interests can inform their future course and career decisions.

Credit Hours: 1.0

### ***Integrated Science II***

Integrated Science II is a problem-based course in which students encounter real-world issues whose solutions require an understanding of the fundamental skills and content within life sciences and engineering. The course exposes students to a variety of college and career pathways to life science and engineering. Students develop an understanding of scientific and design systems thinking in order to investigate and analyze factors that impact them, their families and communities. Through laboratory experiments, research, interdisciplinary projects, and development of prototypes, they propose and evaluate solutions to challenges in their communities in order to become catalysts for change. Students who have completed Integrated Science I and II will have the foundations to make an informed decision about their future pathway of sciences courses at CRPHS.

Credit Hours: 1.0

## ***Physics***

This course provides a foundational understanding of the physical world. Students will explore motion, forces, energy, matter, and their interactions. Emphasis is placed on critical thinking and applying scientific concepts to real-world scenarios. Key topics include: Mechanics, Thermodynamics, Waves and Optics, Electricity and Magnetism, and Modern Physics. Throughout the course, students will engage in hands-on experiments, simulations, and problem-solving to reinforce concepts. They will also have opportunities for collaborative projects and presentations to deepen their understanding of physics in real-world applications. By course end, students will have a strong grasp of fundamental physics principles, preparing them for further studies in the physical sciences.

Credit Hours: 1.0

## ***Data Analytics***

The course is designed for high school students who have completed Integrated Math 2 and may not have experience or exposure to coding. This course will introduce:

1. Data and quantification: Students will learn to think critically about how data stands in relation to people, places, and things in the world, how data reflects values and assumptions, and how data depends on particular contexts to hold meaning.
2. Data collection: Students will learn how to talk about different types of data, how to create data, how to manage data, and how to use software and tools (e.g., Excel, Google Sheets, Python) to manipulate data.
3. Data analysis: Students will learn how to verify and organize data; to analyze data using fundamental math concepts, statistics, and notations; and to use software and tools to describe facts, detect patterns, develop explanations, and test hypotheses.
4. Data analytics: Students will study the use of data analytics in everyday real-world settings, and careers in data analytics.
5. Data visualization: Students will learn different methods and software (e.g., Excel, Python) to visualize data and communicate their findings and implications.
6. Artificial intelligence and machine learning: Students will learn how data and computer science are used in artificial intelligence and machine learning.

Credit Hours: 1.0

## ***Engineering Design***

This course is designed to provide high school students who have completed Algebra I with a comprehensive introduction to the exciting worlds of engineering, electronics, and 3D modeling. Whether you're a complete novice or have some experience in coding or 3D modeling, this course will equip you with the fundamental knowledge and skills needed to get started in these fields.

In the first semester, we will dive into the Engineering Design Process, a structured approach that guides engineers in creating innovative solutions. You will learn how to Ask, Imagine, Plan, Create, Test, and Improve in order to tackle real-world challenges. This unit also includes an exciting Engineering Design Challenge that will put your problem-solving skills to the test. Following the introduction to the Engineering Design Process we will begin our exploration of Electrical Engineering with a focus on circuits, and Ohm's Law. You will master the concepts of current, voltage, and resistance, as well as create and interpret circuit diagrams. After gaining an understanding of circuits, you will be introduced to Python programming and physical computing with Smart Rovers, enabling you to control devices and utilize inputs to create programmed driving experiences. The semester concludes with a final project that lets you apply what you've learned throughout the semester.

The second semester delves into the realm of 3D printing and modeling. You'll get hands-on experience with popular 3D printers like the Flashforge Adventurer 3 and Ender 3 S1 Pro. Discover the principles of 3D modeling with OnShape, a cloud-based CAD platform, and learn to navigate the workspace, create sketches, and utilize essential sketch tools. You'll explore advanced modeling techniques like the Extrude, Loft, Revolve, and Sweep feature tools, as well as how to assemble various components to construct complex designs.

By the end of this course, you will have a strong foundation in engineering design, electronics, programming, and 3D modeling, empowering you to pursue a wide range of STEM-related fields and projects. Whether you're dreaming of building robots, designing innovative products, or exploring the world of electronics, this course will set you on a path to success.

Credit Hours: 1.0

### ***AP Physics***

AP Physics 1 is an algebra-based introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. For students who will be applying to competitive colleges (Ivy League, Villanova, Carnegie Mellon) and/or looking to go on to pursue a degree in Engineering, Medicine (future doctors), Mathematics or Computer Science

Credit Hours: 1.0                  Added GPA Value course

## **ELECTIVES**

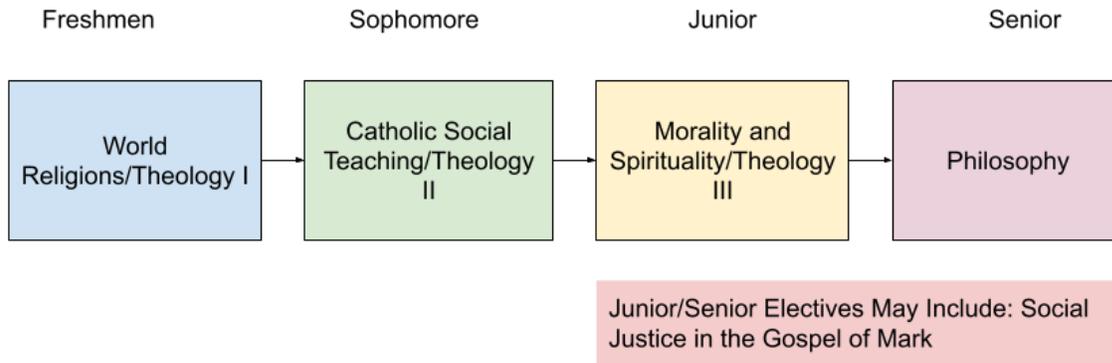
### ***Introduction to Anatomy & Physiology***

This course is a journey through the structural and functional aspects of the human body. Students will explore the organization of the body at various levels, from cells to organs to systems, gaining insights into how these structures work together to maintain homeostasis. The curriculum covers a wide range of topics, including cellular biology, tissues, skeletal and muscular systems, nervous and endocrine systems, cardiovascular and respiratory systems, digestive and excretory systems, and reproductive systems. Student will have hands on lab experiences through a variety of dissections.

Credit Hours: 0.5

# THEOLOGY/RELIGIOUS STUDIES

## Course Sequence



### ***World Religions/Theology I***

World Religions at Cristo Rey Philadelphia asks students to consider both theological and historical concepts, examining the origins of religious thought from multiple perspectives around the world. We ground this theological study in its historical context, building literacy skills that can be transferred across the curriculum. We begin by examining the early development of humans and their religious thought by looking at Native Americans and the Ancient Greeks. We later focus on the modern implications of religions when we engage with the Dharmic and Abrahamic religions. Students will be assessed through both traditional (quiz, test, essay) and creative (artwork, presentations, etc) methods. As a part of the theology curriculum, students will have many opportunities to express their own religious, spiritual, and philosophical views through the lens of speaking and listening.

Credit Hours: 1.0

### ***Catholic Social Teaching/Theology II***

Theology II is focused on the meaning of integrity and how to obtain it through the Catholic Social Teachings (CST). CST is about building a just society and living lives of holiness amidst modern societal challenges. We will learn about the origins and development of CST and go in-depth into four specific teachings: (1) Life and Dignity of the Human Person, (2) Call to Family, Community, and Participation, (3) Option for the Poor and Vulnerable, and (4) Rights and Responsibilities. In addition to learning these teachings, we will reflect on how they inform the way we live our lives, treat one another, and respond to the world. The course draws directly from the Bible, USCCB articles, books, videos, art, and supplemental texts. Students will develop reading and writing skills, grow spiritually, and learn how to dialogue about faith and religion amidst a diverse set of personal beliefs.

Credit Hours: 1.0

### ***Morality & Spirituality/Theology III***

In Morality & Spirituality, students will take their understanding of Catholic Social Teaching and see how it applies to their lives as individuals and as members of society. The course begins with the foundations of morality: the idea that humans have an innate dignity and that humans long for the Good. Students will develop their own moral and spiritual identity through the applied practices of personal reflection, mindfulness, and discussion and analysis of ethics through an array of case studies. Overall, the course prepares students with the tools to make sound and moral

judgment of their choices and actions. Presentations and collaborative work provide the model for students to share and receive feedback on their ideas to continue to form their sense of morality. Texts and discussion circles expose students to the ideas of others and the world to continue evolving their moral identity. Students will develop speaking and listening skills to enhance their literacy in the content area as well as grow in their ethical foundations in preparation for the senior level Theology course in Philosophy.

Credit Hours: 1.0

### ***Philosophy***

Through this course in Philosophy, students develop an understanding of the methods and goals of philosophical thinking by practicing the process of forming and addressing critical questions. In dialogue with each other as well as with influential thinkers who have shaped human thought, they engage with some of philosophy's essential questions in areas such as epistemology, metaphysics, and ethics. Through reading, research, projects, and a variety of writing and speaking opportunities, students enhance their skills in reading, writing, and conversation in an academic setting. They synthesize information from primary and secondary texts as well as other disciplines and modern society to establish individual positions on the key issues of human life.

Credit Hours: 1.0

## ***ELECTIVES***

### **Social Justice in the Gospel of Mark**

Students will learn to study and analyze the Gospel of Mark both in a group and an individual setting. This will require the students to learn to synthesize and apply interdisciplinary skills that they have acquired throughout their high school years. Some of these skills include, but are not limited to: careful observation, identifying literary devices, testing a theory, critical analysis, and supporting a claim with evidence. Students will know how to collaborate with their peers on significant ideas. The goal of this course is to equip students with the observational, reasoning, questioning, and critical thinking skills by applying interdisciplinary skills to any text. Secondly, another goal for this course is by applying these skills to the text, students will discover the author of Mark's intended meaning on topics that include social justice, equity, religion, and poverty.

Credit Hours: 0.5

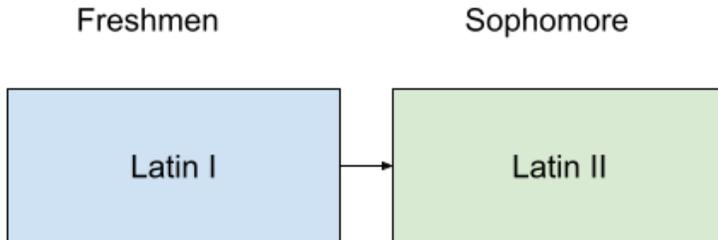
### ***Courage to Know***

The Courage to Know is an elective course based on a course designed for first year college students. CTK is discussion based and its purpose is to introduce students to self-reflection and guide them through a period of transition. We will be watching speeches, some recorded lectures, reading poems and texts, listening to songs, and consuming as much as we can to inspire us to look inward. The purpose of this class is to leave it knowing yourself better than when you began. We will reflect, through journaling, writing, and discussion. Students in the class will have a unique opportunity to grow in a new community with their classmates. We will start to build upon our senses of self in this course in our search for answers to three main questions: What am I good at? What do I love? What does the world need me to be?

Credit Hours: 0.5

# WORLD LANGUAGES

## Course Sequence



### ***Latin I***

The Latin I course provides an introduction to the structure of the Latin language in terms of grammar, vocabulary, and syntax. All forms of communication (reading, writing, speaking, and listening) play a role in Latin I. Through the study of Latin, students expand their knowledge of English vocabulary as well as enhance their English grammatical skills, making them better speakers, writers, and thinkers. Through reading, research, projects, and a variety of speaking opportunities, this course explores geographical, historical, and cultural topics of the ancient Mediterranean world. Students will use their knowledge of Latin and the ancient world to make comparisons and connections to various other subjects and to modern society, making Latin more relevant in their lives.

Credit Hours: 1.0

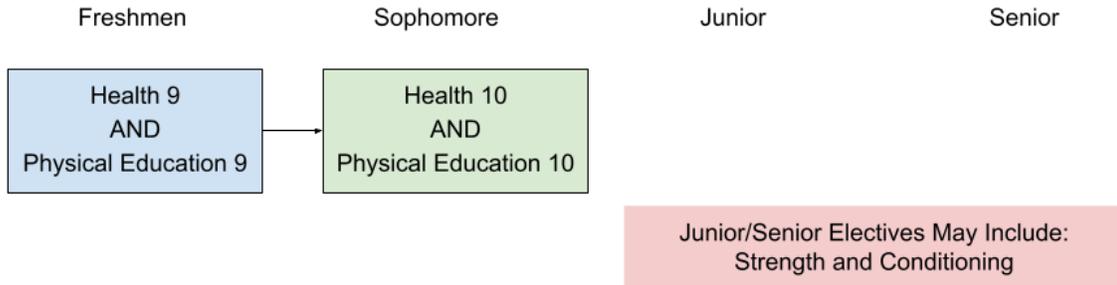
### ***Latin II***

The Latin II student at Cristo Rey will encounter increasingly complex grammatical forms that build upon the knowledge acquired in Latin I. Through individual practice and guidance from their instructor and their peers, students will gain increasing confidence in applying grammatical forms to paragraphs of adapted Latin prose. Alongside linguistic instruction, students will encounter cultural and historic tradition of Rome and the ancient world. The attention to detail and grammatical precision will hone their abilities as a reader, writer, and speaker, while the cultural knowledge will expand their understanding of our place in history and the derivations of the Western tradition.

Credit Hours: 1.0

# HEALTH & PHYSICAL EDUCATION

## Course Sequence



### ***Health 9***

The Health 9 course is carefully designed to empower students with vital knowledge and skills to enhance their overall well-being. The curriculum is thoughtfully organized into five engaging units, each focused on a critical aspect of health education. During Semester 1, students will embark on a journey to explore the significance of health education, understand the multifaceted dimensions of wellness, set personal health goals, and investigate factors influencing health beliefs, alongside diving into the realm of mental and emotional health. In Semester 2, the course further addresses nutrition and physical activity, substance abuse prevention, and comprehensive sexual health education.

Credit Hours: 0.5

### ***Health 10***

Building on the work of Health 9, this is a high school course designed to provide students with a holistic understanding of health, encompassing mental, social-emotional, and physical well-being. This course aims to equip students with the knowledge, skills, and attitudes necessary to make informed decisions that contribute to a balanced and fulfilling life.

Credit Hours: 0.5

### ***Physical Education 9***

Physical Education 9 is carefully crafted to empower incoming ninth-grade students by nurturing their social and emotional competencies, refining their leadership skills, and fostering the adoption of a healthy, active lifestyle. This course offers a variety of activities, such as team-building exercises, physical challenges, and a diverse range of sports and games. Crucial learning opportunities include personal fitness assessments and self-reflection on emotional intelligence.

Credit Hours: 0.5

### ***Physical Education 10***

Building upon the foundation laid in Physical Education 9, this second-year course is designed to further empower students on their journey to holistic well-being. Physical Education 10 focuses on advancing social and emotional competencies through team sports, refining leadership skills, and deepening the commitment to a healthy, active lifestyle.

Credit Hours: 0.5

## ***ELECTIVES***

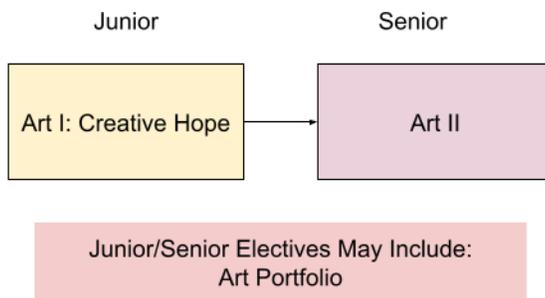
### ***Strength & Conditioning***

Strength and Conditioning course, a dynamic and empowering exploration of physical fitness designed to enhance strength, endurance, and overall athletic performance. This course is crafted to provide students with a comprehensive understanding of the principles, methodologies, and practical applications of strength and conditioning.

Credit Hours: 0.5

# ART

## Course Sequence



### ***Studio Art I: Creative Hope***

“Creative Hope,” is a theme taken from the charisma of the Sister Servants of the Immaculate Heart of Mary, one of our sponsoring religious communities. At Cristo Rey, we teach art and encourage our students to become expert meaning searchers and unbounded mark makers so that they advance, stand out, and find joy in any field they wish to pursue. In particular, we dedicate our teaching of art to the service of helping develop better Peace-makers and Conflict-resolvers. Through various media including ceramic, paint, and charcoal, art projects will highlight aspects of particular senses so that all students will become more centered, emotionally present, peaceful, and ready for good work in all aspects of the day. Prayer experiences will weave through class with the theme “trust the process.”  
Credit Hours: 0.5

### ***Studio Art II: Painting with a Purpose***

Painting with a Purpose is a “step by step” approach to canvas painting offered to seniors. Each month, students start a new painting with themes that may be seasonal or connected to current events. A strong focus of the course is to use ART making to build community and friendship within the class as the seniors enter the last year of their high school experience. The class uses paint on canvas as an event to experience, to understand, and to celebrate the journey of fellow students in a meaningful way while practicing learnable art skills and accepting the challenge to add one’s own creative touch.

Credit Hours: 0.25

## ***ELECTIVES***

### ***Art Portfolio I***

This course is offered to selected juniors who desire to further their skills in visual art, and have successfully shown a high level of focus in the first semester of Creative Hope. Emphasis is placed on self-portrait, drawing from observation, and beginning color theory. Students begin building a college art portfolio and have the opportunity to attend the Pennsylvania Academy of Fine Arts Pre-college program.

Credit Hours: 0.5

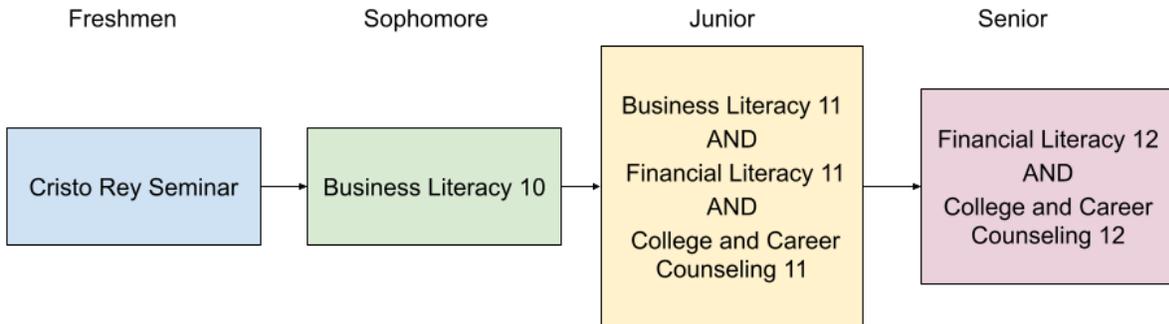
### ***Art Portfolio II***

This course is offered to selected seniors who desire to further their skills in visual art, and have successfully shown a high level of focus in their art courses during junior year. Emphasis is placed on an independent project in art and design, drawing from observation, and painting. Students build and photograph a competitive art portfolio for college applications and have the opportunity to attend the Pennsylvania Academy of Fine Arts Pre-college program.

Credit Hours: 0.5

# PROFESSIONAL STUDIES

## Course Sequence



### ***Cristo Rey Seminar***

The Cristo Rey Seminar is a one year course at Cristo Rey Philadelphia High School specific to the 9th grade experience. This course introduces students to the academic and work study norms, routines, and expectations while providing a foundation for comprehensive student success in the unique Cristo Rey model. Weaving together elements of academic advising, executive functioning skills, meaningful and effective communication, critical thinking, problem-solving, goal-setting, and college and career readiness, and financial literacy. Cristo Rey Seminar is an opportunity to develop positive habits, relationships, and critical skills that will transfer from school to work so that students are ready to make the most of their Cristo Rey experience.

Credit Hours: 0.5

### ***Business Literacy 10***

In this course, students will develop essential skills for success in the professional world. Through interactive lessons and real-world case studies, participants will gain a deep understanding of teamwork, collaboration, and hard skills within programs like GSuite and Microsoft Office. The course also emphasizes effective communication strategies, covering written and verbal communication, professional etiquette, and presentation skills crucial for navigating the corporate landscape. Whether aspiring entrepreneurs or future corporate leaders, students will emerge from this course with the knowledge and confidence to excel in diverse business environments.

Credit Hours: 0.5

### ***Financial Literacy 11***

In this introductory course, students embark on a foundational exploration of essential financial concepts. Covering topics such as budgeting, savings, and debt management, this course equips participants with practical skills for navigating personal finances. Through interactive modules, students gain insights into the fundamentals of banking, credit, and responsible financial decision-making. Real-world case studies and discussions foster a comprehensive understanding of economic principles, empowering students to make informed choices about their financial future. This course serves as a crucial stepping stone for individuals seeking to develop a solid financial foundation and make wise money-related decisions throughout their lives.

Credit Hours: 0.25

### ***Financial Literacy 12***

Building upon the introductory course held in junior year, this course expands more fully on the critical financial literacy knowledge and skills needed for students about to enter the college and career world. Students engage in a comprehensive exploration of personal finance, with a focus on college funding, savings and investment, and entrepreneurship. Participants delve into strategies for financing higher education, understanding student loans, and exploring scholarship opportunities. Simultaneously, the course explores the ways one can both save and invest, starting at an early age, to ensure long term financial stability. Finally, the course introduces key entrepreneurial concepts, teaching students the basics of starting and managing a business. Through hands-on projects, students develop a practical understanding of budgeting, investment, and risk management, preparing them for the dynamic financial challenges of both college life and entrepreneurial ventures. This course empowers students to make informed financial decisions and pursue their academic and entrepreneurial goals with confidence.

Credit Hours: 0.5

### ***College & Career Counseling 11 & College & Career Counseling 12***

All Cristo Rey students are provided with group and individualized college and career counseling sessions. In junior year, the CC11 course focuses on college and scholarship exploration, SAT preparation, and enhancing student resumes through afterschool and summer programs. In senior year, the CC12 course focuses on college applications, funding for college, and social-emotional preparation for campus life.

Non-Credit Courses

## GRADUATION REQUIREMENTS

To graduate from CRPHS, students must successfully complete courses in the following subject areas:

- English - 4 years
- Mathematics - 4 years
- Theology - 4 years
- Science - 4 years
- Social Studies - 3 years
- Business Literacy - 3 years
- Latin - 2 years
- Health & Fitness - 2 years
- Financial Literacy - 2 years
- Art - 2 years

## COURSE LEVELS

### ADVANCED PLACEMENT (AP)

Advanced Placement courses follow the course of study developed by the College Board. These courses challenge students with college-level work in both rigor and expectations, and prepare students to take the AP exam. Students enrolled in an AP course undertake a rigorous workload that involves extensive reading, writing, problem solving and critical thinking. They should expect to complete substantial preparatory work over the summer and may be asked to attend workshops on the weekend in the fall or spring. Students receive a weighted grade in AP courses.

All students enrolled in an AP course are required to take the AP exam for the course at the end of the school year.

### COLLEGE PREP (CP)

College Prep courses prepare students to be ready for college level work. Students enrolled in College Prep courses learn through guided instruction that involves reading, writing, problem solving and development of critical thinking skills. Students receive unweighted grades in College Prep courses.

## PLACEMENT & SELECTION

One of the most important decisions you face each year as a student in high school is the selection of courses for the following year. Your decisions affect not only an entire year of high school but also your extended future as a student and worker.

Please choose courses wisely, balancing your courses with your other commitments, and considering four crucial areas:

- Graduation requirements and the required courses for your grade level
- The recommended and required courses for your post-high school career and educational plans
- Prerequisites (courses you must have successfully completed before taking a specific course) and corequisites (courses you must take at the same time as a specific course)
- The level of difficulty of the courses you select. The explanation of level and their expectations is explained in the “Course Levels” section.

It is important that the course selection process be made with input from those qualified to assist with it, including parents, students, teachers, counselors, and administrators. Juniors can be well served by consulting with College Counseling as well. If you have questions about a course or the criteria, ask your teacher or the Assistant Principal for Academics.

### Course Selection Process

The process for course selection is as follows:

1. Each student should begin the course selection process by carefully reading the course catalog so they understand the options available to them.
2. Families of sophomore and junior students are encouraged to attend information sessions on parent nights which will take place prior to the opening of course selection.
3. Presentations will be made in advisory and college counseling classes specifically geared toward students.
4. All students should discuss their course selections with their advisor and/or college counselor as well as their parents or caregivers.
5. When course selection on PowerSchool is open, students and their families will be notified. Students will select their courses electronically via PowerSchool.

In the event that a student decides not to select any courses, their courses will be selected by the Assistant Principal for Academics.

Based on student course selections in April, the Master Schedule is developed, class size is determined, and teacher assignments are made. This process may continue into the summer months.

Some courses require departmental approval. In the event that a student is not approved for a course they have selected, they will be notified and provided with a recommendation for an alternate course selection.

### Admission to Advanced Placement (AP) Courses

Students seeking enrollment in Advanced Placement must request admission to these programs. Admission is competitive and based on a review of the student's qualifications including but not limited to: classroom performance, performance on MAP and PSAT assessments, AP Potential Score, performance on a pretest and/or admission test if there is one, and current teacher evaluation. Enrollment in a previous AP course in the same content areas does not guarantee admission to the next in sequence course, eligibility for each course is considered each year without prejudice.

Students who wish to enroll in an AP course should select the course in PowerSchool to indicate their desire to become an AP candidate. They will then have access to the application, which includes both a faculty recommendation and a personal statement.

Due to the amount of summer work required for each AP course, no student will be permitted to enroll in an AP course for the upcoming academic year after August 1st unless they receive permission from the teacher and the Assistant Principal for Academics.

### Cancellation of Classes

The school reserves the right to cancel or postpone any course in which there is inadequate enrollment, lack of physical facilities, or staffing constraints. Students requesting such courses

will be notified and asked to make an alternate selection. When the Master Schedule is complete, students who have a roster conflict regarding two courses running at the same time will have to accept the solution offered by the Assistant Principal for Academics.

### Course Change Requests

The selection of one's courses should be made only after serious, careful, and thoughtful consideration. Therefore, once a student selects their courses through the course selection process, the student is expected to follow their selections.

The following are not valid reasons for requesting a change to one's roster:

- Dissatisfaction with a course or teacher
- Displeasure with one's schedule
- Desire to drop a course due to rigor, AP courses included
- Conflict with employment

If there is a serious reason or circumstance that requires a specific schedule change, please contact the Assistant Principal for Academics to discuss the issue prior to the start of the school year.

The Assistant Principal for Academics must approve all schedule changes. Changes will be contingent upon space availability and the opportunity for the student to make up work missed in the new class.

The following steps must occur before a schedule change will be considered after the school year has begun:

1. Parent/teacher/student conference must be held via Zoom or in person (email communication is not acceptable)
2. Student must document the dates they initiated extra help in course work (such as office hour attendance, 1:1 meeting with teacher, meetings with a tutor, etc.)
3. Student/counselor/parent meeting via phone or in person
4. Review of attendance and homework completion per class
5. Administrative approval

***Only teacher-initiated withdrawals will be considered after first semester progress reports.***

## GPA & GRADING SCALE

Grade	Grade Value	Grade	Grade Point Average
A	94-100	A	4.0
A-	90-93	A-	3.67
B+	87-89	B+	3.33
B	83-86	B	3.0
B-	80-82	B-	2.67
C+	77-79	C+	2.33
C	73-76	C	2.0
D	70-72	D	1.5
F	0-69	F	0

\*Advanced Placement (AP) classes have an added value of 1.0

## NCAA GUIDELINES & ELIGIBILITY

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an SAT or ACT score that matches your core-course GPA.

You can view the courses that count toward the 16 core-course requirement by visiting [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist).