



# High School Experience

9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
English I Biology Algebra I/Geometry Rhetoric Theology I Western Civilization I Language I	English II Chemistry Geometry/Algebra II Theology II Western Civilization II Language II Elective	English III/AP English Language Physics Algebra II/Math Elective Theology III US History/AP US History Fine Arts Elective Elective	English IV/AP English Literature Science Elective Math Elective Theology IV Political Science/Economics Elective Elective

COURSE SELECTIONS BY DEPARTMENT		
<b>ENGLISH</b>	English I—Heroic Ideal English II—Absolute Truth vs. Reality of the World English III—American Ideal English IV—Individual's Moral Struggle Rhetoric—Effective Written & Verbal Communication	AP English Language & Composition AP English Literature & Composition Journalism
<b>SCIENCE</b>	Biology Chemistry Physics Anatomy & Physiology Environmental Science	AP Biology AP Physics AP Chemistry
<b>MATH</b>	Algebra I Geometry Algebra II Pre-Calculus	AP Calculus AB AP Calculus BC AP Statistics
<b>THEOLOGY</b>	Theology I—Sacred Scripture Theology II—Church Doctrine Theology III—Moral Theology Theology IV--Philosophy	
<b>SOCIAL STUDIES</b>	Western Civilization I—Ancient & Church History Western Civilization II—Renaissance & Modern History US History Political Science Economics	AP US History Introduction to Psychology AP Psychology
<b>LANGUAGES</b>	Spanish I Spanish II Pre-AP Spanish AP Spanish Language & Culture	Latin I Latin II Latin III AP Latin
<b>FINE ARTS</b>	Art Foundations AP Art (2-D Design, 3-D Design, Drawing) Graphic Design Music Theater	Fall Play Spring Musical Choir

## Math

### Algebra I

Algebra I involves concepts, skills and properties associated with real numbers. Linear equations, inequalities and quadratics are developed with a functions-based approach and multi-representations. Additional topics include solving systems of equations, polynomials, probability and statistics, and geometry and measurement. Graphing technology will be used to explore and analyze problem situations.

### Geometry

Geometry consists of the study of figures of zero, one, two, and three dimensions and the relationships among them. Students use spatial reasoning and geometric thinking to study properties of size, shape, location, direction, and orientation of figures, the connection between algebra and geometry, and the application to real world problem solving by representing and transforming figures and analyzing and proving relationships of similarity and congruence. Concepts will be developed with and without technology.

### Algebra II

Algebra II continues the development of concepts and skills introduced in Algebra I. Students will extend their knowledge of representations of linear and quadratic functions, solving and graphing systems of equations and inequalities, direct and inverse variation, sequences, polynomials, and rational functions, exponential and logarithmic functions, complex numbers, and conic sections. Graphing technology will be used to explore and analyze problem situations.

### Precalculus

Precalculus involves the use of function families, equations, properties, and limits as tools for expressing generalizations and analyzing mathematical relationships. Students will study polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions, including composite and inverse functions of each. Students will also study sequences and series, inverses and identities, vectors and parametric equations, conics, and complex numbers.

### Calculus AB

Topics are taught at the college level and studied in depth: limits of a function, continuity, graphical analysis, differentiation, integration (both definite and indefinite), solids of revolution and their application to real world problems. Graphing technology will be used extensively to explore and analyze problem situations.

### AP Calculus BC

AP Calculus BC includes the same course of study designed for Calculus AB. Additional topics include, trigonometric integrals, sequences and series, Taylor and Maclaurin polynomials and series, derivatives of parametric equations, differentiation and integration of vector-valued functions, and additional integration techniques.

### AP Statistics

AP Statistics is a year-long introductory course to first-year college level statistics designed for students who have successfully completed Algebra II, Pre-Calculus and Calculus, with a strong desire to pursue a degree in college where data collection and interpretation is fundamental. The purpose of this course is to introduce students to the major concepts and tools for collecting data, analyzing data, and drawing conclusions from data. Students will explore and analyze data using graphical and numerical techniques. Students will also use probability and statistical inferences to develop an appropriate model for data collected. This course is an AP Statistics course. This means that the material and preparation will be completed in a manner that you will help you to successfully complete the AP Statistics exam in May.

## English

### AP English Literature and Composition

The Advanced Placement Literature and Composition course is designed to teach beginning-college writing through the fundamentals of rhetorical theory and follows the curricular requirements described in the AP Course Description as provided by The College Board. The course is an intensive study of American, British, and World Literature—spanning the 16<sup>th</sup> – 21<sup>st</sup> centuries—that challenges the students to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students will refine

their skills of analysis, synthesis, and judgment in the expression of their ideas in class readings, discussions, and writings. The study of vocabulary and grammar, also included in this course, will serve to enhance the students' skills and to aid them in the perfection of their own writing voice and style.

## AP English Language and Composition

As presented by The College Board, "an AP course in English Language and Composition 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. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing." Students will also read fiction selections focused on the central theme of the American Ideal as presented in different genres, including epic, drama, tragedy, poetry, short story, and novel.

## English IV

English IV is an integrated study of literature, composition, grammar, and vocabulary. Literature selections, taken from American, British, and World authors, center on the central theme of the Universal Struggle of the Individual to Make Moral Choices within the Context of his or her Worldview. Students will read variety of literature in different genres, including epic, drama, tragedy, poetry, and the novel. Students will refine and perfect their skills of analysis, synthesis, and judgment in the expression of their ideas in class discussions and writing. Lastly, students become competent in the grammar and vocabulary skills needed for success in a college level writing course.

## English III

English III is an integrated study of literature, composition, grammar, and vocabulary. Literature selections focus on the central theme of the American Ideal as presented in different genres, including epic, drama, tragedy, poetry, short story, and novel. Students will continue refining their skills of analysis, synthesis, and judgment in the expression of their ideas in class discussions and writing. Students will continue developing their knowledge of grammar and vocabulary to produce unified and coherent written assignments. PSAT and SAT test preparation is included in this course.

## English II

English II is an integrated study of literature, composition, grammar, and vocabulary. Literature selections focus on the central theme of the Conflict between Absolute Truth and the Reality of the World as presented in different genres, including epic, drama, tragedy, poetry, short story, and novel. Particular emphasis is given to literature from the Enlightenment to the 21<sup>st</sup> century. Students will continue refining their skills of analysis, synthesis, and judgment in the expression of their ideas in class discussions and writing; as well students will continue developing their knowledge of grammar and vocabulary to produce unified and coherent written assignments. PSAT test preparation is included in this course.

## English I

English I is an intensive study of the Heroic Ideal as presented in different genres, including epic, drama, tragedy, poetry, short story, and novel. Particular focus is given to literature from Ancient times to the French Revolution. Students will also continue to refine their skills of analysis, synthesis, and judgment in the expression of their ideas in class discussions and writing. PSAT test preparation is included in this course.

## Rhetoric

Rhetoric is an intensive study of the art of effective communication in both writing and speaking. Students will learn elements common to both means of communication, including awareness of audience, tone, purpose, diction, and syntax. Students will also learn unique characteristics of narrative, descriptive, expository, persuasive, and argumentative rhetorical modes and how to apply these to both essays and speeches. As well, students will refine their listening, analysis, synthesis, and evaluation skills through class readings, discussion, critical response journaling, and extemporaneous speaking activities. Lastly, students will study elements of grammar in preparation for the PSAT and SAT exams.

## Journalism

This course is designed to sharpen students' writing skills through clear reporting that features facts, quotes, and relevant photography. The students will develop appropriate writing style, vocabulary, and rhetoric. By the end of the semester, the students will have rotated through various news reporting beats, including sports news, human interest features, personality profiles, consumer trends, special

events, and arts and leisure. Students will study the effects of mass media and journalistic laws and ethics, as well. Students will be expected to contribute to various Highlands publications.

## Speech Communication (Discontinued after Spring 2018)

Speech is the study of elements and techniques of both verbal and non-verbal communication. Students will learn how to listen attentively and communicate effectively in interpersonal and group situations. As well, students will refine their public speaking skills by preparing and delivering speeches to an audience of their peers.

## History

The essence of history is the person of Jesus Christ, true God and true man, the Alpha and the Omega, the Lord of History. Indeed, the greatest event in all human history is not that man walked on the moon, but that God walked on the Earth. So, why do so many schools call it merely "social science"? Good question! In the words of one of America's most undervalued scholars, is this insight from Fr. George Rutler, "History is not ardently pursued in our schools these days, and when it is modified as Social Science, it often distorts historical reality."

This means that history is obviously so much more than just memorizing names and dates. Student historians must examine the vital political, economic, military, and cultural or PEMC factors that compose salvation history. Moreover, the Catholic perspective - that keeps Christ at the core of the PEMC historical analysis - provides a deeper and wider level of understanding than the purely secular perspective.

Take, for example, the French Revolution. While a secular textbook approach might offer a substantial look at many PEMC factors, it would decidedly ignore the case of the Carmelite sisters of Compiègne, who willingly sacrificed themselves as victim-souls to bring an end to the Reign of Terror. Their novena to the Sacred Heart of Jesus was answered exactly ten days after their deaths, when Robespierre and his dreaded Committee of Public Safety became the final victims of the guillotine.

So, a large part of our overall goal in teaching history at The Highlands School is to get students to incorporate that PEMC approach. Our history teachers also aim to combat student ignorance, to resist students' tendency to put forth the least effort, and to educate our students to be adept at identifying a sugar-coating treatment of history by willfully neglecting significant cultural factors.

Consider, for instance, the many textbooks that state authoritatively that the slogan of the French Revolution was "Liberty, Equality & Fraternity". This approach totally omits and disregards the significance of the final, three words in the slogan - "ou la morte" - or death. This small detail makes all the difference. Why? Because those Frenchmen who disagreed with those in power over the interpretation of the motto, oftentimes suffered death.

We want our students to ask, "Well, was there 'liberty' in following one's religious beliefs under the oppression of the Jacobins?" Decidedly not. "Were the people in the Vendée region of France given liberty to worship as they saw fit?" No. To the contrary, they suffered a horrific genocide of about 300,000 men, women and children. Yet, regrettably, most historians who write high school texts will neglect this tragedy. Indeed, to recognize it would be considered "politically incorrect".

Thus, while many schools claim to teach history to create leaders for a global society, at The Highlands School our goal is to attempt to know the truth and to combat basic ignorance about history in the context of the PEMC approach.

The task of studying history requires a genuine effort and a desire to please God, not the "culture of the moment" that demands a lockstep interpretation of political correctness. THAT is why and how we study this discipline. If, in that effort, one of our students were to become a local, national, or global leader, so be it. But ultimately, whatever our talents, as we learn history, we also should be following the King of Kings, the Lord of History.

## Western Civilization I

In freshman year students examine and consider PEMC factors from the beginning of man's historical record up to and through the French Revolution. Of course, today some of our major universities are attempting to de-emphasize Western civilization, while increasing the focus on other peoples, regions, and cultures. At The Highlands School all civilizations are important, but the success and impetus behind what the Western world of the Christian tradition has been able to achieve receives a well-earned attention and is a major focus for the students. Moreover, Western civilization is the tradition of our Catholic faith. Indeed, freshman are exposed to a special component of Catholic Church history in this course. For instance, the contribution of the European universities established by Church are evidence of the numerous and stellar contributions of the Church and of the West. There is, of course, the concerted campaign to use the politically correct term B.C.E. or Before the Common Era in lieu of B.C., Before Christ. We use both, but give preference to Christ.

With the transition from middle school into high school academic expectations from student performance gradually increase. Hence, there is more emphasis on using the PEMC skills, be it in reading, writing essays, **analyzing geographic charts and maps** or engaging in detailed discussions. Teachers also expect students to be more skillful in the art of detecting the various authors' points of

view to understand both bias and tactics of historical persuasion. In short as a Catholic prep school we want to equip our students intellectually before they cross the threshold into college.

## Western Civilization II

In sophomore year our young scholars-in-training step back to compare, contrast and review the American, the French, and the Russian Revolutions and then continue their study of Western Civilization up to the present day. Given the greater access to historical documentation from the nineteenth century onward, students have the chance to work with more primary and secondary sources, be they in print, recordings, or visuals such as **maps, charts**, Pinterest-type web sites, and videos.

## AP United States History

In junior year students have the option of testing into one of our Advanced Placement course, APUSH, Advanced Placement United States History. This course offers a rigorous overview of vital American history from the fifteenth century to the present. The College Board recommends an approach to APUSH that includes specific historical thinking skills. They are: historical causation, continuity and change over time, periodization, comparison, contextualization, historical argumentation, relevant historical evidence, interpretation and synthesis.

The AP master teachers and mentors also suggest specific themes: culture, work-exchange-trade, America in the world, politics, nationalism, **geography**, and migration. The course requires students to prepare for a final exam, offered nationwide, that includes both long and short essay composition, a data-based question, and a challenging multiple-choice section. It is both fulfills state requirements for high school graduation and offers students an in-depth survey, college-level course.

## Standard United States History

The other junior year history offering is the standard U.S. history course. The historical context is, of course, similar to the Advanced Placement course but the AP matrix is not strictly applied. In practice this means that the four-themed PEMC approach is used in place of the more **detailed seven-themed AP perspective**, cited above. Nonetheless, the course uses much of the same material and still focuses on the major questions of our history such as – Is the U.S. a republic or is it an empire? It is simply not as demanding as the AP course, yet it remains a comprehensive, quality survey of U.S. history.

## United States Government and Politics

In senior year, students engage a full semester on the various controversial and standard topics in American government and politics. This incorporates a special look at our unique American freedoms, enshrined in the Bill of Rights. Specifically, seniors focus special attention on the very First Amendment, which has been under attack in recent decades. To this purpose in addition to the standard government text, they read, discuss and debates ideas in books such as Kevin Seamus Hasson's *The Right to Be Wrong*. Students do not ignore the heated culture wars of the day, nor other significant controversies such as "fake news" and the "deep state". Moreover, there is ample use of stimulating online sources such as Real Clear Politics and other such internet sites.

## Economics

Economics is a one semester introductory course that introduces students to basic economic concepts, economic models and the economic way of thinking. Students will also learn how to analyze government policy for the individual markets (MICROECONOMICS) and government policy at the national level (MACROECONOMICS), including fiscal and monetary policies. Microeconomics topics will include market models of supply and demand, market structures and competition, efficiency, and equilibrium. Macroeconomics topics will cover the national economy models, measurement, economic growth, international trade and finance.

## Psychology

### AP Psychology

This course introduces students to the scientific study of behavior and mental processes in humans. Topics covered include research methods, the biological basis of behavior, psychological disorders and their treatment, sensation and perception, states of consciousness, memory and thinking, learning and intelligence, motivation and emotion, personality, life-span development, and social psychology. This is a college level course which follows the curriculum developed by the College Board.

## Introduction to Psychology

This course introduces students to the scientific study of behavior and mental processes in humans. Topics covered include research methods, the biological basis of behavior, psychological disorders and their treatment, sensation and perception, states of consciousness, memory and thinking, learning and intelligence, motivation and emotion, personality, life-span development, and social psychology.

## Science

### Anatomy & Physiology

This course examines the relationships between structure and function of the integumentary, skeletal, muscular, nervous, endocrine, sensory, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body. Cat dissection and other laboratory experiments are performed, along with computer simulations of various physiological processes. There will be an emphasis on conditions of medical significance throughout the course.

### AP Biology

This is a general biology course opened to qualified juniors and seniors. It is designed for future science majors and students with a strong science background who desire an in-depth approach to biological topics. The first semester will deal with an introduction to the physical and chemical organization of living organisms; cell structure, function and metabolism; classical and molecular genetics; gene regulation; genetic engineering and molecular aspects of development. The second semester will deal with an introduction to anatomy, physiology, reproduction, development, behavior, evolution and diversity of living organisms. This will include viruses, prokaryotes, protists, fungi, plants and animals. This is a college level course which follows the curriculum developed by the College Board.

### Biology

This course will provide a basic overview of fundamental life processes, interactions among organisms, and appreciation of how scientists work. Students will study the fundamental aspects of cellular biology, the biochemical basis of life, and investigate the transfer of energy from the sun through living systems. In biology, students will develop an understanding of the principles and mechanisms of genetics and analyze important concepts of natural selection as they relate to diversity of life while studying the six kingdoms. The study of biology includes the study of ecology, the exploration of interdependence and interactions of organisms within an ecosystem.

### AP Chemistry

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

### Chemistry

This is a general chemistry course designed to introduce students to the major concepts of chemistry. The first semester will cover the fundamental facts, laws, principles, theories and concepts of chemistry necessary for further work in science or science-related subjects while stressing atomic structure, periodic properties of elements, chemical bonding and molecular geometry of organic and inorganic molecules, states of matter, stoichiometry and properties of solutions. The second semester will stress the quantitative aspects of kinetics, chemical equilibria, acid-base theories, coordination complexes, thermodynamics and electrochemistry.

### Physics

This course will provide an overview of the fundamentals of classical physics, using primarily a conceptual approach. Students will concentrate on understanding the physical reality of their everyday experiences of matter and motion. They will also learn these concepts through the application of mathematical calculations, as this may serve as a guide to comprehension, rather than as a tool for computation. Numerous discussions and lab-based activities will further enhance the enhance students' realms of experience and knowledge. After successfully completing this course, students will be able to demonstrate a deeper understanding of the physics that underlies their everyday experiences, as well as an increased recognition of the most common misconceptions about our physical reality. Students will also become skilled in finding and manipulating mathematical variables to test their hypotheses with greater precision and accuracy. In addition, students will learn to apply proportional reasoning skills to the laws of motion, energy, gravity, wave motion, light, electricity, and electromagnetic fields.

## AP Physics C

This course will provide an in-depth and detailed treatment of classical mechanics, which will be covered at the calculus-based level. The use of calculus in problem-solving and derivations will increase as the course progresses, so that students will be able to engage in physics with greater analytical and mathematical sophistication. Numerous discussions and lab-based activities will further enhance the students' realms of experience and knowledge. This is a college-level course which follows the curriculum developed by the College Board. After successfully completing this course, students will be able to demonstrate a detailed knowledge of Newtonian mechanics, and will exhibit special proficiency in kinematics, Newton's laws of motion, work and energy, linear momentum, circular motion, oscillations, and gravitation. Students will also become more adept at examining evidence, identifying and manipulating variables, and testing their own hypotheses in various lab-based activities.

## Environmental Science

Environmental science is ordered to an understanding of the integral whole of physical reality, and as such it is an interdisciplinary subject which draws upon biology, chemistry, politics, economics, and ethics. In this course, students will examine the truly interdependent relationships that exist within and between the various ecosystems of the world highlighted under three major thematic principles – Sustainability, Stewardship and Sound Science. This course will place a special emphasis on how the world's ecosystems affect humanity, how the human species affects the rest of the world, and what this relationship demands from the human person as a rational, responsible, and ethical being. After successfully completing this course, students will demonstrate a deeper understanding of the current state of their environment, and they will be able to distinguish their scientific evidence from political and ethical claims. Students should also be able to identify real problems that exist in the relationship between the human species and the rest of the world, and they should be able to offer solutions to these problems with more highly developed critical thinking skills. In addition, students will become more adept at examining evidence, identifying and manipulating variables, and testing their own hypotheses in various lab-based activities.

## Foreign Language

### Spanish I

This introductory course is designed for students with little or no previous study of Spanish. Some students in class might have studied Spanish in middle school, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions.

### Spanish II

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit.

### AP Spanish

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

### Spanish PreAP

The course includes a review of basic grammar concepts and continues with advanced grammar and usage. Emphasis is placed on the development of advanced proficiency in the four language skills (listening, speaking, reading and writing), grammar, and the acquisition of vocabulary and idiomatic expressions. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

## Latin I

Latin I provides an advanced foundation in Latin language and culture. Students learn Latin grammar and vocabulary, as well as associated English derivatives. Translations are adapted from the words of the most important cultural figures of ancient Rome. Through reading and projects on Roman culture, centering on mythology (especially the Olympian deities and the mythological origins of Rome, as well as tales from Ovid's *Metamorphoses*), history (providing a broad overview from Rome's transformation from kingdom to republic to empire), geography (including the various regions of the Mediterranean world, Roman provinces, famous cities, and cultural landmarks), architecture (especially of the city of Rome), politics, and daily life, students familiarize themselves with the origins of Western Civilization and its influence on our present-day world.

## Latin II

Latin II deepens the linguistic and cultural foundation established in Latin I. Grammatical study culminates in the study of the subjunctive mood. Through the study of mythology (with specific emphasis on heroes and monsters and the Roman underworld), history (especially military history), Roman recreation and entertainment (including chariot racing and other athletic events), and geography (with especial focus on the role of bodies of water in the Roman world), students further familiarize themselves with the origins of Western Civilization and its influence on our present-day world.

## Latin III

Latin III will focus on the continued acquisition of skills for reading Latin. A thorough review of basic grammar, syntax, and vocabulary will occupy the first quarter, followed by new grammar, syntax, and vocabulary to develop advanced proficiency in the Latin language. Third year students will be introduced to authentic Latin throughout the course, with an emphasis on Cicero and some poetry.

## AP Latin

The AP Latin course is designed to give students the experiences needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate literally the required passages from Caesar's *De bello Gallico* and Vergil's *Aeneid* into English, to help them understand the context of the written passage (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. This course should give students tools to read Latin prose and poetry aloud with accurate comprehension and appreciation. For the Vergil text, students will learn dactylic hexameter and how it is used to enhance the text and create effect, and students will scan the poetry at least once a week. Students will be required to sit for the AP Latin exam in May.

## Theology

*"The special character of the Catholic school, the underlying reason for it, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the education of the pupils."*

—John Paul II, Apostolic Exhortation *Catechesi tradendae*, 69

In his apostolic exhortation on catechesis, Pope St. John Paul II declared that, "The definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ." (*Catechesi tradendae*, 5). The fundamental goal of the theology program at THS is to introduce our high school students—through both sacred Scripture and Tradition—to the living God in the person of Jesus Christ. This program seeks to give students a systematic understanding of the fundamental teachings of the Catholic faith, and challenges students to engage and apply these teachings to their own lives, so that they may "always be prepared to bear witness to the hope that is in them" (1 Peter 3:15). All teachers at THS strive to provide solid doctrinal formation in full agreement with the Catechism of the Catholic Church in a spirit of obedience to the Magisterium, and are aware that "religious instruction [is] a scholastic discipline with the same systematic demands and the same rigor as other disciplines" which must be presented with "the same seriousness and the same depth with which other disciplines present their knowledge." (*General Directory for Catechesis*, 73). Since religious instruction is essential to the identity and purpose of Catholic education, the school requires that all students participate in its religious education program.

## THE I: God's Revelation in Sacred Scripture

This course provides a general introduction to sacred Scripture, both Old and New Testaments. Since the principles of faith are derived from scripture, the study of the bible is an essential component of theology. This course will introduce students to the basic principles for understanding and interpreting the Bible in its diverse literary forms and genres. Students will come to appreciate the profound unity of sacred Scripture in the mystery of salvation, and how, as St. Augustine says, "the New is concealed in the Old, and the Old revealed in the New" through the revelation of Jesus Christ. The deepest aim of this course is to draw students closer to the living God, who, "out of the abundance of His love speaks to men as friends, and lives among them, so that He may invite and take them into fellowship with Himself." (*Dei Verbum*, 2)

## THE II: The Mystery of Salvation

This course provides an introduction to the fundamental articles of the Catholic faith. Students will first consider God's revelation in general and our response to this revelation in faith, and then rigorously investigate the principal truths concerning the mystery of our salvation as contained in the Apostles' Creed: God, Trinity, Christ, Church, and Sacraments. After reflecting upon the mystery of God's nature and essence, this course will then seek to understand God's self-revelation in the person of Jesus Christ, the mystery of man's creation and fall, and his redemption in Christ through the Church and the sacraments. A primary goal of this course is for students to grow intellectually in their faith through a serious engagement with Catholic doctrine, and to grow in their understanding of the Christian life as an encounter with Christ in prayer, liturgical worship, and in apostolic service to others.

## Theology III: Our Moral Life in Christ

This course provides a comprehensive foundation for moral theology and what it means for the human person to find fulfillment in a life of virtue in union with Jesus Christ and his Church. Students will understand the relationship between the moral life and beatitude through a systematic contemplation of natural law, freedom, the object of the moral act, conscience, ten commandments, the gift of grace, and the beatitudes. Students will be given the tools for understanding their faith more deeply and for responding to contemporary errors—such as atheism and relativism—and specific moral issues related to society, family, human sexuality, and the sanctity of life.

## Theology IV: Introduction to Philosophy

The aim of this course is to introduce students to the perennial philosophical tradition—and the great works that have shaped Western civilization—in order that they may develop the intellectual habits necessary for discerning the truth about reality through natural reason. As students engage the major themes in philosophy—God, cosmos, society, man, morality, freedom—they will keep before them the teaching of St. Thomas, who reminds us that, "we study philosophy not to know what men have thought, but to know what the *truth* of things is." Students will read critically and discuss together the works of both classical and modern philosophers, including Plato, Aristotle, Augustine, Aquinas, Machiavelli, Descartes, Hobbes, Locke, Hume, Kant, and Nietzsche.

An additional component of this course is the study of John Paul II's *Love and Responsibility*, which explores more deeply what it means to be made in God's "image" as male and female and how to give and receive authentic love. This is a final summative unit at the end of the course, wherein students will discover how to apply practically the truths about the human person that they have learned in their theological and philosophical studies at THS.

## Fine Arts

### Music Theater

This class encompasses aspects of both drama and music. Through drama games and exercises students study and practice acting technique. Additionally, students view and study classic musicals such as "Fiddler on the Roof" and "The Sound of Music" analyzing characters and plots. Students also learn Kodaly solfege, a universal sight-singing method which is then practiced using specific exercises. This class is designed to be a hands on experience, engaging, often challenging the participants' comfort zones in a supportive setting. Information obtained by the participants no doubt extends beyond the reaches of class. Possible life skills students may obtain in Music Theatre include understanding how to relate to others, being comfortable talking in front of an audience and creating on the spot.

## Art Foundations

The Art Foundations course is designed to give all students a general knowledge and appreciation of art history while providing opportunities for them to create a wide range of work through the use of various materials and resources. They will be introduced to relevant contemporary and historical artists and art styles and will learn to compare, analyze, evaluate, and discuss their own work as well as the work of others. Particular emphasis will be placed on the themes of beauty as it is linked to God's creations and the Catholic church's influence on the history of art.

## AP Art

The AP Studio Art course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution in 2D drawing. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit. As in any college level course students will be expected to spend a considerable amount of time outside of class in order to complete assignments and doing homework and sketchbook assignments.

## Graphic Design

The mission of the Graphic Design Course is to provide technical instruction in the use of the Adobe Creative Suite software, which includes Photoshop, Illustrator and InDesign, and provide a multitude of opportunities to apply that knowledge in the creation of original digital designs. Projects will call for students to apply problem solving methodology to analyze and formulate real world solutions to visual challenges. Career options will be discussed in the fields of Marketing, Advertising, and Graphic Design and opportunities will even be provided for working with actual paying clients.

## 1:1 Technology

Each student in grades 7 – 12 are issued a laptop for academic use. Students use higher level thinking skills like critical thinking, problem solving, reasoning, analysis, research skills, creativity, leadership, collaboration, and cooperation authentically in learning. Laptops allow students use various digital resources and applications fluidly and collaboratively as needed for classroom assignments. The courses at The Highlands School involves writing across multiple subject areas. Having a keyboard, a robust word processing and document creation program, and storage for accessing documents simplifies and enhances the student experience in our college preparatory environment.



# High School Athletics



The Blazers have a long standing history of excellence in athletics! We offer our student athletes the opportunity to participate in a wide variety of sports and we adapt the sports offered to the interests of our athletes.

Our High School teams participate in the Texas Association of Private and Parochial Schools. Sports we have offered in recent years include:

- |            |          |          |            |          |      |
|------------|----------|----------|------------|----------|------|
| Basketball | Football | Softball | Volleyball | Baseball | Golf |
| Tennis     | Cheer    | Soccer   | Track      |          |      |

We believe there's a sport for everyone and we actively promote participation.

But athletics aren't just about participation, we believe that athletics sits at the intersection of competition and formation. At that intersection not only will you find us challenging ourselves as we develop our bodies physically but you'll also see our students developing the skills necessary to be successful in their chosen sport. You'll find lessons about teamwork and virtue and at that intersection you'll also find opportunity. The opportunity to be a witness to the Gospel message of Christ. There in the spotlight of competition amidst all the emotions of the battle, while we always play to win, we believe it is important that we remember who we represent and that we compete with grace.



# High School Student Life

High school is a critical time in a person's development. The environment one is in, and the experiences they have, have a long-lasting impact on the person who they become as an adult. That's why it's imperative that they be in a place that takes their character development seriously. At **The Highlands School** we believe that all the activities that occur within the **Student Life Department** provide a perfect environment to challenge students in ways that cannot be done elsewhere. We work with our coaches and moderators to focus on more than just competing, or fulfilling the requirements of the activity, but instead, to take experiences the students have and turn them into opportunities for growth, both in leadership and in virtue.

In our high school there are approximately 3 leadership positions per every 4 students. This means that helping to organize an event, run an organization, or lead an athletic team or mission, is not just a privilege left for the upperclassmen. It's something that all our students are challenged to do right from the beginning.

With a no-cut policy in our athletic department, and highly adaptable club offerings based on student interest, every student inevitably finds a niche through which they can have those experiences that will help them become the best version of themselves they can be.

**ORGANIZATIONS:** Boys & Girls Student Councils - National Honor Society - National Spanish Honor Society - Student Ambassadors - Conquest/Challenge Team Leadership - Pro-Life Club - Technology Club - Yearbook Club - Prom Committee

**INTERSCHOLASTIC COMPETITIONS:** TAPPS Choir - TAPPS One Act Play - TAPPS Art - Physics Bowl - Quiz Bowl - Model UN - National Latin Honors

**EVENTS:** Clash of the Classes - Spring Musical - Talent Show - Field Day - Retreats - International Missions - Mission Trips - Holy Week Missions - 40-Days for Life - Theology Bowl - Powder-Puff Games - Fall and Spring Blaze - Homecoming Week - Homecoming Dance - Prom

