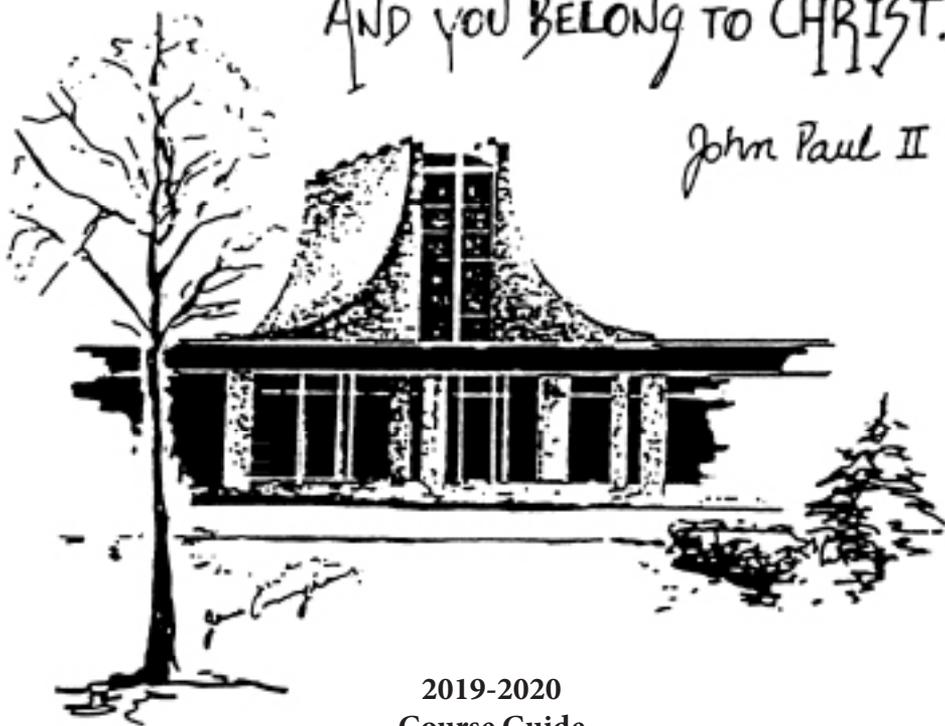


THE WORLD NEEDS YOU,
BECAUSE IT NEEDS CHRIST,
AND YOU BELONG TO CHRIST.

John Paul II



2019-2020
Course Guide

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LUMEN CHRISTI CATHOLIC SCHOOL

Mission Statement

OUR MISSION

Lumen Christi Catholic School educates students of all faiths in a safe, nurturing Christ-centered environment.

OUR VISION

Guided by our Catholic Tradition, we provide the highest quality education and empower students to excel spiritually, intellectually, and emotionally. We inspire them to reach their full potential and be the Light of Christ in this life and for eternity.

OUR CORE VALUES

Living Faith

The Holy Spirit inspires all that we do through our Catholic Tradition and the Word of God.

We seek to discover His Will for our lives.

We are called by our Baptism to be the Light of Christ to all.

Achieve Excellence

We inspire academic achievement by challenging students of all abilities.

We nurture critical thinkers and lifelong learners.

We excel in academics, arts, and athletics.

Develop Character

We celebrate integrity, accountability, and trustworthy behavior.

We cultivate leaders who serve family, church, and community.

We do what is right, not what is easy.

Be warm and welcoming

We embrace the diversity of others and their beliefs.

We welcome all who seek to be a part of our community.

We lift up those in need.

Promote Teamwork

We communicate honestly, openly and consistently.

We collaborate in the classroom and in all activities.

We honor and build upon our Lumen Christi traditions.

We are united with our Church, schools and parish communities.

Dear Parents;

Each year, Lumen Christi Catholic School publishes our Course Guide to ensure families and students are aware of the academic offerings available to them. We make a concerted effort to ensure the courses are relevant for the rigorous preparation of our students and to provide a foundation for success, as they leave the confines of our school and strive to be the light in the “world,” regardless of their future goals. As a Michigan school, the baseline for graduation is obviously the Michigan Merit Curriculum that was adopted requiring 18 credits to graduate.

As a school, Lumen Christi Catholic School seeks to educate the whole person, challenging our students spiritually, academically, and humanly, therefore requiring 50 credits to earn a diploma.

In light of the uniqueness of each person, considerations and accommodations are made to meet the needs of all students, as appropriate to provide them with the necessary growth they need beginning in 7th grade through graduation. The support and consistency that our families provide to their students will only strengthen their opportunity for success moving forward.

Thank you for the support and sacrifice each of you make to give your children and our community the best.

Stephanie Kristovic
Principal

Required for Graduation - 1 credit equals one semester
Diploma Requirement is 50 credits

Theology = 8 *

English = 8

Mathematics = 8

Science = 6

Social Studies = 6

World Language = 6

Computer Science = 2

Fine Arts = 2

Physical Education = 2

Electives = Minimum of 2 credits

60 Hours of Community Service

20 Books from the Reading Program

*Successful completion of the Senior Research Paper

A Message to Parents

A. Schedule and Course Changes

The selection of courses is a process that is vital to the success of your child. As the first educators of the children, parents play a significant role in the process, along with the student and the school, in making course selections. Parents should discuss the reasons why certain courses are being selected and base the selection on the tentative future plans of their child. Just as St. Paul challenges the Christians of Corinth and their life of faith, so too, we challenge our students and families to select courses that will draw the best out of them. (1 Corinthians 9:26)

Even with the most careful selection of courses, however, experience shows that sometimes a choice was not a wise one and that a change may be necessary. The parents must provide written consent indicating agreement and approval of the course change request. Ordinarily, such changes will not be permitted after the end of the second week of classes. If a request is made, consultation with teachers, along with parent consent, will determine if changes will be approved. Administration reserves the final authorization for change at any time. If a change of course selection is requested by the student/parent and approved by all concerned, a service fee may be applied.

B. College Admission

- Students should start planning for college in their first year of high school.
- Students should work with the college advisor to determine accurately their level of ability and aptitude for college work.
- If a student studies consistently, but has difficulty in making average grades, he/she should carefully weigh the decision to attend a 4-year college.
- If a student is making poor grades without study, it is very important that he/she makes immediate effort to raise his/her marks.

C. College Bound Students: Minimum Requirements

The student's high school program should include a minimum of forty (40) credits in the following academic subject areas:

Computer Science	2	English	8
Fine Arts	2	World Language	6
Mathematics	8	Physical Education/Band	2
Social Studies	6	Science	6

D. Consult with your Counselor about the Future!

The future is about choices. Important choices. The course selections students make today impact their future options and opportunities. Since colleges, business institutions, trade schools and professions vary by their admission and job requirements, students should consult with the school counselor and be prepared to meet the specific requirements in order to pursue their area of interest.

By consulting regularly with the academic advisor, students have the opportunity to discuss various life paths and begin working towards a field of interest that best utilizes their talents and skills. With ongoing dialogue, students become aware and involved about their future and learn more about what their school program should include.

The resulting increased awareness helps the student choose electives and make course decisions tailored to their individual interest. For example, business-interested students should include the minimum basic requirements listed and elect business courses to supplement their high school programs; students interested in teaching art should include the basic requirements listed and elect art courses to supplement their school program.

For those students who are college bound, we encourage them to study college admission requirements so that they will have a greater understanding of what the prerequisites are for application and admission to any one school.

Colleges base their student admission on the grades received for the subjects listed in the minimum basic requirements for college enrollment, on the academic rigor of courses taken, the number of credits earned, and on the College Board Tests.

With study of college catalogs, students obtain a greater appreciation for the prerequisites needed for an area of education on which they may want to concentrate their college studies. For example, students who wish to pursue a career in the medical or health-related fields should elect more science and math; students interested in law should elect more social studies and languages.

We support the involvement of parents and students in their educational choices. It is our mission to provide a general education for all and to offer a variety of elective programs so that important individual life choices can be made.

Faith Formation-Theology

Mission Statement

We, the members of the Theology Department, are called to participate through our educational ministry in the mission Jesus gave the Catholic Church. This call requires that we model our beliefs in God and the spirit of the Scriptures and respond to Jesus Christ's message of faith and love, His challenge to form a community enlivened by the Gospel Spirit, and His command to love and serve the Catholic community and the entire human community. Therefore, we are called to model, offer leadership, and support the formation of Catholic community at Lumen Christi Catholic School -- a community in which people can belong and share, in which they can freely love and be loved, in which they can develop their unique gifts and through which they can cooperate in the transformation of society in justice and peace. We are called to provide leadership and support to enable the Catholic community to become more of a reality. As a means of determining the acquisition of knowledge, the Diocese of Lansing asks that all schools administer the NCEA ACRE test. NCEA ACRE is designed to assist in the evaluation of catechetical/religious education programs in Catholic schools and parishes. Each student, therefore, will be able to deepen the call of faith through catechesis, to make a commitment to the Church as a community and institution, to participate in celebration of the Sacraments, to develop social awareness, and finally, to perceive the relationship of this commitment to one's legitimate desire for self-fulfillment and satisfying relationships.

Service Hours Requirement Information

All students in Grades 9 – 12 are expected to complete a minimum of 60 Christian Service Hours as a requirement for graduation. Below are guidelines for completion of Service Hours:

9th Grade: Students may reach out and offer service to family members and neighbors. The maximum number of hours that may be earned by completing service for family and neighbors is 15. Students must have service hour sheets completed and turned in by the end of the school year. After completion of the 9th grade, service hours for *family members* will no longer be counted toward the total requirement of 60 hours.

10th, 11th, & 12th Grades: Tenth graders are encouraged to perform service to benefit the Lumen Christi Catholic School community and their Faith Community. All students are expected to go out into the larger community and volunteer with organizations pre-approved by the school Chaplain. If a student wishes to provide service to an organization not designated on the pre-approved list, he/she must get school Chaplain approval. Service Hour forms may be found in the mailbox outside the school Chaplain's office and should be turned in to the student's religion teacher after completion.

Religion - Grades 7 - 8

Goals and Objectives:

- To nurture an awareness of love of God, self, and others
- To encourage students to be active members of the Catholic Church
- To help students explore the on-going faith experiences of our Catholic Community
- To deepen students understanding of prayer, liturgies, and the liturgical seasons
- To encourage students to make moral decisions
- To heighten awareness of the importance of love and respect for one another
- To encourage students to participate in Service Projects

Religion - Grade 7

- Study of the New Testament: Gospels as Portraits of Jesus Christ, parables and miracles
- Study of the Catholic beliefs, Creed, Trinity, and Human Sexuality
- Participation in prayer and liturgical experiences
- Use of journal writing to aid in self-discovery in relationship to the teachings of Jesus

Religion - Grade 8

- Preparation of and participation in Eucharistic Celebrations & other liturgical experiences
- In-depth study of the Sacrament of Confirmation
- Review of all the Sacraments, Catholic Doctrine and study of the Beatitudes, Ten Commandments, Works of Mercy, Morality, and Human Sexuality
- Use of journal writing to aid self-discovery in relationship to the above

9015/9016 Theology 9

2 semesters, 2 credits

Grade 9

This year-long course will give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. They will learn about the Bible, authored by God through inspiration, and its value to people throughout the world. Students will also encounter fundamental elements of the Roman Catholic Church including the doctrinal, sacramental, and moral life of the Church. Particular attention will be focused on the Gospels, where students may grow to know and love Jesus Christ more personally.

9025/9026 Theology 10

2 semesters, 2 credits

Grade 10

The first semester of this course focuses on learning about the salvific history of the Church by exploring events throughout human history that led to redemption of mankind. We will examine the Creation of the world, the Fall of Man, the Covenantal relationship between God and Man, and the fulfillment of the promise of Salvation through Christ's Passion, Death, and Resurrection.

The second semester of this course is focused on learning about the Church as the Sacrament of Salvation by exploring: the development of the Church as instituted by God in the Old Testament and brought to perfection by Christ in the New Testament as well as the development of the Church in the early ages of Christendom to how it exists presently as both an institution as well as a body of people.

9035/9036 Theology 11

2 semesters, 2 credits

Grade 11

Understanding Christian Morality

The morality of Christ will be explained in the Gospel and the course will include tools for making mature decisions using Christ as the focus. Students will be exposed to values clarification techniques and these principles will be compared to other moral orientations.

Peace and Justice: A Christian Imperative

Peace and Justice is a natural succession to the Christian Morality course. This course will provide a vision of justice and inspire hope in students by showing them the reality of Christians living in today's world.

Mary and the Saints

Mary's role in the Church and why she is considered the perfect model for Christians will be a focus of the course. Students will study the Feasts and titles of Mary, such as Immaculate Conception, Our Lady of Sorrows, Mother of God. Students will learn about Marian apparitions such as those at Guadalupe, Lourdes, Knock, and Fatima. Our focus will be on the saints in Catholic tradition, the Doctors of the Church, mystics, and founders of religious orders.

Religious Themes in Modern Media

Religious themes in film and other media will be the focus of this course. Our review will include religious themes such as grace, holiness, sacrifice, conversion, redemption, reconciliation, perseverance in faith. Films such as *Finding Nemo*, *Truman Snow*, and *Bella* are used.

9045 /9046 Theology 12

2 semesters, 2 credits

Grade 12

Each Senior will complete a research paper that encompasses both literature and theology. The research paper *is required for graduation*.

World Religions - Students will study other religions throughout the world based on a Catholic worldview in order to gain a greater appreciation for the fullness of truth revealed in the Catholic Church. Religions to be studied include the different branches of Protestantism, Judaism, Islam, Hinduism, and Buddhism. The course will conclude with a unit on secular atheism as well.

Conversion and the Love of God. In this course students will examine the meaning of Christian conversion and vocation - the calling to follow Jesus Christ. We will discover that conversion means becoming a disciple of Jesus as a member of His body, the Church, and that conversion is an ongoing process, as shown in the lives and teaching of the saints.

Christian Themes in Modern Film - Students will gain a greater appreciation for the Faith through studying Christian elements of a variety of modern day films. Heavy emphasis is given to testing all things in a film and holding to what is good (1 Thes. 5:21). Themes to be covered include the problem of evil, knowing the truth, the goodness of creation, and the fact that God is Love.

Marriage and Theology of the Body. In this course students will study the Theology of the Body – God's plan for life and love, and the nature of marriage as essential to the Catholic Faith and building block of society.

9047/9048 Philosophy and Christ (Honors)

1 semester, 1 credit

Grade 11, 12

In this honors theology course, students will be lead closer to Christ by being introduced to the intellectual and cultural setting in which the Son of God became Incarnate, a period of history that St. Paul calls "the fullness of time" (Gal. 4:4) In the first half of the course, students will be introduced to the philosophies of Greece and Rome, as well as the fundamentals of Jewish revelation. Then, in the second half of the course, students will see how the revelation of Jesus Christ fulfills the earlier cultural setting by studying the writings of the New Testament and a selection of the early Church fathers. Attention will particularly be paid to primary text reading in which students will be introduced to the great thinkers of early Christian heritage, such as Plato, Aristotle, Cicero, Paul, John, Justin Martyr, Ambrose and Augustine.

Fine Arts

Mission Statement

The Art curriculum at Lumen Christi Catholic School is designed to provide that kind of training of hand, eye, mind and spirit which will enlighten and promote the creative process in the works of students who pursue the courses offered. The Art of earlier time, as well as that of the recent time, is studied so that the process which makes human acts meaningful, in the light of all human effort, is understood and appreciated. The training is not aimed at a short cut, do-it-yourself knowledge. It is aimed, rather, at the development of all the resources that must come into play in creative activity including subjective thinking and intuition. Art, in this sense, becomes a means enabling students to project their individuality and personality in a way that influences others.

A mind that understands the unity of design, the correctness of harmony, the flow of rhythm, and fitness of proportion, the saneness of balance, and the importance of emphasis can do nothing but make its life a design so vital it is an actual, living masterpiece.

Band – Grade 7 - 8

The Band has an active performance schedule throughout the year. Our performances typically include 4 concerts, band festivals, and a Christmas Band Tour. In addition students may also choose to participate in Solo and Ensemble Festival, or audition for Honors Band.

In 7th & 8th grade Band, we build logically on the skills first explored in sixth grade band. Students will continue to develop their range, key signature awareness, rhythmic, and technical skills; while increasing focus on tone quality, intonation, and interpretation. Students will be exposed to music of different styles and will explore music theory.

0441/0442 Theatre Arts 1

2 semesters, 2 credits

Grades 10, 11, 12

An introductory course in the performing arts. Students will develop skills through experience of short scenes and monologues. Students will participate in various exercises to produce healthy projection for the stage and learn stage directions. By writing their own short scenes, students will learn about costuming, make-up, audio and video editing, and directing.

0451/0452 Theatre Arts 2

2 semesters, 2 credits

Prerequisite: Theatre Arts 1

The goal of this course is to develop the acting skills previously covered in Theatre Arts 1. Students will start to independently make decisions with characters and support their reasoning with sound judgement, and may be given opportunities to direct other students in short scenes.

5121 Art - Basic Design

1 semester, 1 credit

Grades 9, 10, 11, 12

Fee: \$10

An introductory course in visual art with a focus on gaining knowledge of the principles and elements of design. Students learn how to apply these using various media, such as pencil, pen/ink, mixed media, paint, and clay.

5130 Art - 2D Design

1 semester, 1 credit

Grades 9, 10, 11, 12

Fee: \$10

Prerequisite: Art - Basic Design

This course provides students with an opportunity to develop an understanding of 2D art through various materials and methods as well as studying important works throughout art history. Students will explore and experiment with two dimensional art forms and medias such as painting, pen/ink, charcoal, and mixed media.

5140 Art - 3D Design

1 semester, 1 credit

Fee: \$10

Prerequisite: Art - Basic Design

This course provides students with an opportunity to develop an understanding of 3D art through various materials and methods as well as studying important works throughout art history. Students will explore three dimensional art forms and medias such as clay, wax and plaster casting, reliefs, assemblages, and sculpture.

5150 Art - Advanced 2D

1 semester, 1 credit

Fee: \$15

Prerequisite: Art - Basic Design and Art - 2D Design

This course is designed to teach students how to produce, understand, and respond to two-dimensional works of art. The course focuses on student performance: applying the elements and principles of art, communicating a theme or idea through art, and using creativity and problem solving skills. It is a hands-on course, which demands thought, physical action and a demonstration of knowledge and abilities.

5170 Advanced Studio Art - (Honors)

1 semester, 1 credit

Fee: \$15

Prerequisite: At least 3 art courses

The goal of this course is to acquire mastery in the basics of art and design, further develop art skills and techniques, and increase knowledge in art history. The course focuses on student performance: applying the elements and principles of art, communicating a theme or idea through art, and using creativity and problem solving skills. Students will develop a portfolio of work which can be used for college admission and scholarships.

5311/5312 Symphony Band

2 semesters, 2 credits

Grades 9, 10, 11, 12

This is an instrumental group for those students who have excelled in their instrumental work. An audition will not be required for this course. Students will march during class time for the football season and are expected to attend all football games, as well as concerts and extra events that the band is asked to play. Students who attend band camp the week before school begins will be considered regulars and will march at each game, whereas students who do not attend camp will be considered alternates and will march when a regular cannot attend. Alternates are to be in attendance at all football games. This group will be in a concert setting for the remainder of the year. Generally, students who have been in band for two to three years will be successful in this course.

5321/5322 Symphony Band (Honors)

2 semesters, 2 credits

Grades 11, 12

Honors credit is available for those students who have successfully completed Symphony/Marching Band and have the director's permission. In addition to all of the Symphony/Marching Band requirements, Honors students must perform a solo at the end of each quarter, and write a paper on a musical topic each semester. Each Honors student must also participate in the District Solo/Ensemble Festival in February.

5330 Introduction to Guitar

1 semester, 1 credit

(1st semester only)

Grades 9, 10, 11, 12

In this course, students will learn basic guitar chords and rhythms with the goal of being able to play simple chords while singing. Students will be introduced to simple strumming patterns, as well as different types of guitars. Students will be expected to bring their own guitar to class and will play in a group, as well as an individual setting. Students who have a knowledge of basic chords and strumming patterns should consider the Intermediate Guitar class offered 2nd semester.

5340 Intermediate Guitar

1 semester, 1 credit

(2nd semester only)

Grades 9, 10, 11, 12

Intermediate Guitar will be a continuation of Introduction to Guitar.

Students will learn more chords and more complex rhythms. More intricate strumming patterns and finger picking techniques, as well as barre chords will be introduced. Group playing and singing, as well as individual playing will be encouraged.

Please contact the teacher if you are not sure if your playing ability will make this class too difficult or too easy.

5401/5402 Vocal Music 1

2 semesters, 2 credits

Grades 9, 10, 11, 12

This is a performance-based course in which students will learn the necessary pedagogical and theoretical music skills to be able to perform with expression and technical accuracy a varied repertoire of vocal literature. The Chorale will perform concerts, provide special music at important school functions, such as Baccalaureate, and prepare for and compete at the Michigan School Vocal Music Association Choir Festivals. Students will learn 'movable do' solfege; a system for sight reading, while learning music theory skills applicable to the works being studied.

5411/5412 Vocal Music 2

2 semesters, 2 credits

Prerequisite: Completion of Vocal Music 1 with “B” average

In Vocal Music 2, students will have additional assignments including the analysis of music literature and composition of music for sight reading.

Language Arts

Mission Statement

The language experience lies at the core of the educational process that our school is dedicated to fostering. It is the basic skill necessary for success in any class, in any discipline. Therefore, this department sees itself as primarily involved in the transmission of the basic language skills of reading, writing, speaking, thinking, and listening. While the literary contents of the courses may vary widely from semester to semester, every course will include a combination of the following: writing assignments, novels, short stories, poems, speeches, logic and rhetoric.

The grammar of the English language cannot be ignored and will be discussed at every level as an adjunct to the skills that it promotes. Thus, the primary duty of the literature in a course is to provide a format for discussion of the language/ thinking skills it best emphasizes.

Every student in the Language Arts program must be exposed to as many literary types as is possible in his/her years of instruction within the framework of our "skills approach." We offer courses whose content ranges from the most ancient to the most contemporary of literary masterpieces; it is our hope that his/her academic career will cover the full spectrum of literature.

In addition, we state plainly our opposition to the suppression of ideas so frequently seen in education today. No knowledge is evil in itself and thus, realizing as we do that the origin of all learning is in the Holy Spirit, it is the goal of every class in the department to demonstrate the Gospel's message. While we refuse to hide from controversy behind censorship, we choose to examine these problems in the divine light of Jesus Christ; to use the principles of Christian morality and a right conscience in order to solve the riddles posed by our world society in its writings.

We, as a department, see as our mission to structure and enhance the language ability of the youths in our charge. This great strength, when fully developed, will permit them to verbalize to others, as well as themselves, their Christian experience as it is reflected in their classroom literary experience. Once beyond our guidance, they must go forth to preach and teach the good news of their greatest teacher, Jesus. We see ourselves as instrumental in this evangelical mission and share in its glory.

English Overview - Grades 7 - 8

The 7th and 8th grade English classes consist of units in Spelling, Grammar, Writing, and Speaking.

Spelling

- Sentence writing skills and creative writing skills are improved by using the vocabulary words from the unit list.
- Vocabulary is enhanced when students are responsible for the vocabulary in the weekly spelling units.
- The mastery of the spelling and meaning of weekly spelling units are tested.

Grammar

- The recognition of sentences is stressed.
- Joining sentences for a varied approach to writing is studied in 7th grade. Other sentence variety techniques are studied in 8th grade.
- Punctuation and capitalization are emphasized.
- The parts of speech are studied thoroughly.
- 7th grade students use student samples and the text as tools to understand and recognize sentence parts and the parts of speech.
- 8th grade students study the parts of speech in conjunction with punctuation rules, the writing process, and sentence variety techniques.

Writing

- Students are to master writing an essay with a strong emphasis on the Introduction, Body, and Conclusion paragraphs.
- Miscellaneous topics and formats (poetry, stories, essays, letters) are assigned, in varied ways, to interest the students.
- The steps of the Writing Process (drafting, revision, peer response, and proofreading) are used in conjunction with the Traits of Good Writing.

Speaking

Speaking and Presentation opportunities are given in all subjects, with an emphasis of correct “method” reinforced in English classes.

Literature Overview - Grades 7 - 8

FREE READING PROGRAM

Each Literature class period has designated time for silent reading. Using independent novels builds students' fluency and stamina thus enabling them to better tackle the increased demands of high school reading. Three times per school year, in 8th grade, novels must be chosen from the Lumen Christi reading list and a "book test" taken. This is for class credit, and is one of several ways free reading and comprehension are monitored. During free reading time, students are allowed to visit the library as necessary, both for reading materials and for taking book tests.

Literature Selections

Students read selections (short stories, novels, poetry, and scripts of varied genres) from numerous sources chosen by the teacher, as well as from an Interactive Reader workbook. The goal is to help the students build stronger reading comprehension, develop positive attitudes toward reading and writing, and learn to appreciate literature.

A variety of approaches are used:

- Teacher read-alouds
- Teacher-guided reading
- Independent reading activities
- Literature Circles

A student is expected:

- To construct meaning from the text
- To develop lifelong literacy interest
- To recognize literary techniques/terms
- To support and relate language and thinking skills through reading and writing, in many varied activities
- To use their background and knowledge as tools:
 - To increase concept development
 - To expand vocabulary
 - To develop strategies for more effective reading of nonfiction and content area textbooks including:
 - Comprehension
 - Decoding
 - Study skills in the context of real reading and writing
- To improve writing skills, using authors' techniques in their own writing

Assessment of literacy is based on the following:

- Tests, quizzes, and varied activities
- Completion of assigned readings, written assignments, and projects
- Classroom participation

English Requirements - Grades 9 - 12

All students are expected to schedule four years of English as part of their general education. Since Lumen Christi Catholic School is a comprehensive school, preparing students for life as well as for college, some classes in English are designed to meet the needs of those students who are not college bound, but who need the knowledge and skill that a study of English will give to them in whatever occupation they may choose. Courses are offered also for the college bound students to provide the background necessary for success in college.

During the four years, introduction to various types of literature is provided. Since reading is a skill which is important both in school and after graduation, the reading of one novel or full-length play each semester is encouraged in every class at all levels.

Since writing, too, is a skill which is important in school and after graduation from high school, composition is an important part of each class in English. In our multi-media, electronic age with its complex and changing society, more people are needed who can write and who can order and communicate information and experience. Therefore, all classes in English must give students experience with the writing process so that they will be equipped to produce whatever forms of writing their lives may demand.

A writing syllabus runs concurrently with each literature content course. It is taught by each teacher as part of the course. The areas are divided by grade level in school:

9th Grade: The sentence as a functional element of composition

10th Grade: The paragraph as a functional element of composition

11th Grade: The argumentative/literary essay

12th Grade: Composition

0121/0122 Introduction to Literature/Composition

2 semesters, 2 credits

Grade 9

Grade 8 - Eligible with teacher recommendation

This course is designed for all incoming freshmen students and will deal with the basic skills in English. Working at a moderate pace, students will read to comprehend and discuss contemporary short stories, novels, poetry, essays and drama, as well as work on clear communication of ideas through writing. Students will study the grammar of the English language by incorporating lessons from the grammar workbook into their writing and public speaking. Vocabulary from short stories and novels is also used to further develop knowledge.

0131/0132 Introduction to Literature/Composition (Honors)

2 semesters, 2 credits

Grade 9

Grade 8 - Eligible with teacher recommendation

This course is designed for those students who have demonstrated well above average skills in reading, writing, and grammar. Strong emphasis will be placed on the critical study of good literature. Writing skills will be stressed, concentrating on using the sentence correctly in response to the literature. Additional compositions will be assigned as well. Students will study the grammar of the English language by incorporating lessons from the grammar workbook into their writing. Students will be required to give several individual and group presentations in order to develop their public speaking. Vocabulary study will be designed not only to enhance students' comprehension of the literature, but also to expand their own reading and speaking abilities.

0211/0212 Themes in World Literature/Composition/Rhetoric

2 semesters, 2 credits

Prerequisite: Introduction to Literature/Composition

This course is designed for the average English student. Students enrolled in this class will read, study, and discuss a variety of worthwhile literature including the short story, drama, novel, essay, and poetry by noted world authors. In addition, a public speaking experience will be provided in the form of required individual speeches and group presentations each semester. The writing of a well-organized, coherent paragraph will also be stressed with all sophomores. Students will study the grammar of the English language by incorporating lessons from the grammar workbook into their writing. Vocabulary study will be designed not only to enhance students' comprehension of the literature, but also to expand their own reading and speaking abilities.

0221/0222 Themes in World Literature/Composition/Rhetoric (Honors)

2 semesters, 2 credits

Prerequisite: Introduction to Literature/Composition

Recommendation: A/B's in Introduction to Literature/Composition

This course is designed for the well-above average English student. Students enrolled in this class will read, study, and discuss a variety of worthwhile literature including the short story, drama, novel, essay, and poetry by noted world authors. In addition, public speaking experience will be provided in the form of required individual speeches and group presentations each semester. The writing of a well-organized, coherent paragraph will be stressed with all sophomores. Students will study the grammar of the English language by incorporating lessons from the grammar workbook into their writing. Vocabulary study will be designed not only to enhance students' comprehension of the literature, but also to expand their own reading and speaking abilities.

0311/0312 American Literature/Composition

2 semesters, 2 credits

Prerequisite: Themes in World Literature

The significant literature that charts the growth of our country from pre-Colonial days to the present will be studied in depth. Short stories, drama, poetry, novels, and essays of noted American authors will be examined for their impact upon subsequent American Literature and thought. Extensive composition work will concentrate on the various forms of the essay. Students will also complete a short research paper in order to prepare for the senior research paper. Students will practice the elements of effective public speaking through individual speeches and group presentations. Vocabulary study will be required.

0331/0332 Advanced Placement (AP) English Language and Composition

2 semesters, 2 credits

Grade 11,12

Recommendation: A/B's in previous Literature courses

This challenging course will be a survey of American and British literature, with a focus on the rhetorical functions of language. Students will examine a variety of literary genres, and focus on how the conventions of language contribute to the whole meaning of the work. Strategies for student success on the AP English Language and Composition Exam will be emphasized. To enroll in this class, students should have demonstrated a willingness to go beyond the level of regular high school work, and the desire to delve deeply into literature with close reading and analysis. Students will complete a variety of writing assignments, incorporating their understanding of rhetoric into their own work.

Students enrolled in this class will be expected to take the AP English Language and Composition Exam in May, and to complete reading and writing assignments the summer prior to the course. The approximate cost of the AP Exam is \$90.

To Receive Advanced Placement (AP) – Students must take the AP exam to receive the AP designation on their transcript. If students decline to take the exam, the class designation will revert to Honors.

0421/0422 British Literature/Composition

2 semesters, 2 credits

Prerequisite: American Literature or AP English Language and composition

A survey of British Literature from *Beowulf* to the present will be conducted with a focus on the Classics. Students will be introduced to the poetry, drama, short stories, and other literary forms produced by renowned British authors. Students will demonstrate their public speaking skills through individual speeches and group presentations. Composition assignments will be determined by the focus of the literature and will provide college preparation skills.

0431/ 0432 Advanced Placement (AP) English Literature and Composition

2 semesters, 2 credits

Grade 12

Recommendation: A/B's in previous Literature courses

This demanding course will be a survey of American and British Literature, with a focus on authors, selections and writing assignments of the type recommended by The College Board for students planning to take the AP English Literature and Composition Exams. Strategies for student success on this exam will be emphasized. To enroll in this class, students should have demonstrated a willingness to go beyond the level of regular high school work, and the desire to delve deeply into the literature with close reading and careful analysis.

Students enrolled in this class will be expected to take the AP English Literature and Composition Exam in May, and to complete reading and writing assignments the summer prior to the course. The approximate cost of the AP Exam is \$90.

To Receive Advanced Placement (AP) -- Students must take the AP exam to receive the AP designation on their transcript. If students decline to take the exam, the class designation will revert to honors.

Mathematics

Mission Statement

Mathematics is man's greatest creation for the investigation of our world and the universe. It is more than a symbolic language or a method of deductive thinking. It is a body of ideas that aids the engineer and the philosopher, the artist and the social scientist. It is the science that describes ideas as different as the sound of a musical instrument to the path of a planet spinning in space.

The Mathematics Department of Lumen Christi Catholic School tries to impart to the students not only the content of the mathematics courses but also enable them to pursue the beauty of mathematics. The content of the mathematics courses will cover the times tables to linear equations, geometric curves to trigonometric identities, simple interest on a car loan to integral calculus.

To function successfully in the modern world, students must master basic skills and concepts. In addition to teaching such skills, the teacher will, hopefully, engender a respect for accuracy and precision. Some students approach mathematics with dread. Helping such students is probably the biggest challenge of the department. The teacher will try to foster a positive attitude toward mathematics and try to meet individual differences.

With today's changing society and technological advances, the Mathematics Department takes seriously the responsibility of preparing students for the future and is continually incorporating technology into our courses. We will use new software that encourages the students to explore and make conjectures. Graphing calculators are commonplace in our classrooms. However, our students will not be allowed to be dependent upon them. The students need to understand the concepts and then use calculators as an aid to accomplish their goals and to perform more difficult, time-consuming calculations. The teacher will use technology to enhance the class and encourage the student to do more individual discovery.

The student who does well in mathematics must be challenged in the classroom; the teacher must dare him to excel at deductive and abstract reasoning. A student who continues in mathematics and science should appreciate God's design at work in the universe and His hand in the beauty and symmetry of nature. As a part of a Catholic institution, the Mathematics Department feels that one of its goals is to help students see the Light of Christ.

Mathematics Grades 7 - 8

The 7th and 8th grade Math Program is geared to meet student needs and abilities while providing a foundation for the high school requirements of the Michigan Merit Math Curriculum.

Course offerings and possible placements:

7th Grade: Pre-Algebra or Intermediate Algebra

8th Grade: Intermediate Algebra or Algebra 1

Enrollment options for Algebra 1 for high school credit are subject to teacher recommendation.

3031/3032 Algebra 1

2 semesters, 2 credits

Grade 9

Grade 8 - Eligible with teacher recommendation

This is the first in a line of college preparatory math classes. It is a regular first year Algebra course, presenting the basic terminology, notation, concepts, skills and applications of elementary Algebra. Topics covered include: operations with numbers and sets, equation solving, polynomials, factoring, graphs, inequalities, an introduction to quadratic equations, inequality solving and simplifying radicals. Graphing calculators will be used. We suggest students purchase a Texas Instrument TI-84 calculator.

3051/3052 Geometry

2 semesters, 2 credits

Grade 10

This course develops reasoning and problem solving skills as the students study topics such as congruence and similarity, and apply properties of lines, triangles, quadrilaterals, and circles. Students will develop problem solving skills by using length, perimeter, area, circumference, surface area and volume to solve real-world problems.

3061/3062 Geometry (Honors)

2 semesters, 2 credits

Grade 9

Prerequisite: Algebra 1

Recommendation: A/B's in Algebra 1

This course covers the same material as course 3051, but moves at a faster pace and studies the material in greater depth. This course prepares the student for the rigors of future honors courses.

3071/3072 Algebra 2

2 semesters, 2 credits

Prerequisite: Geometry

This course is a continuation of Algebra 1. It is a demanding class designed to prepare the students for higher mathematics courses. Topics covered include: equations and inequalities, linear equations and functions, linear systems and matrices, quadratic functions and factoring, polynomials and polynomial functions, rational exponents and radical functions, exponential and logarithmic functions, rational functions, counting methods and probability, data analysis and statistics, sequences and series, and an introduction to trigonometric ratios and functions. Graphing calculators will be used. We suggest students purchase a Texas Instruments TI-84 Silver Edition calculator.

3081/3082 Algebra 2 (Honors)

2 semesters, 2 credits

Prerequisite: Geometry

Recommendation: A/B's in Geometry

This is a demanding course that moves at a fast pace and studies the material in great depth. Topics covered include: equations and inequalities, linear equations and functions, linear systems and matrices, quadratic functions and factoring, polynomials and polynomial functions, rational exponents and radical functions, exponential and logarithmic functions, rational functions, counting methods and probability, data analysis and statistics, sequences and series, and an introduction to trigonometric ratios and functions. Graphing calculators will be used. We suggest students purchase a Texas Instruments TI-84 Silver Edition calculator.

3091/3092 Pre-Calculus/Trigonometry

2 semesters, 2 credits

Prerequisite: Algebra 2

This course is designed to combine Pre-Calculus and Trigonometric topics and analyze their relationships, which is essential for anyone who intends to take mathematics or science courses in college. This course will include a review of functions and functional notation, a study of polynomial and rational functions, mathematical induction, sequences, limits, and an introduction to derivatives. A complete study of Trigonometry and its applications, such as: traditional trigonometric functions, formulas, graphs and identities, solving trigonometric equations, Law of Sines, Law of Cosines, area and inverse circular functions will be covered. A study of conic sections will also be included. Graphing calculators will be used. We suggest students purchase a Texas Instrument TI-84 calculator.

3101/3102 Pre-Calculus/Trigonometry (Honors)

2 semesters, 2 credits

Prerequisite: Algebra 2

Recommendation: A/B's in Algebra 2

A course in Trigonometry and Pre-Calculus is essential for anyone who intends to take mathematics or science courses in college. This rigorous course will include a review of functions and functional notation. A study of polynomial and rational functions, conic sections, mathematical induction, sequences, limits and an introduction to the derivative will also be included. A complete study of Trigonometry and its applications, such as: traditional trigonometric functions, formulas, graphs and identities, solving trigonometric equations, Law of Sines, Law of Cosines, area and inverse circular functions will be covered. Graphing calculators will be used. We suggest students purchase a Texas Instrument I-84 calculator.

3111/3112 Advanced Placement Calculus AB

2 semesters, 2 credits

Prerequisite: Pre-Calculus/Trigonometry

Recommendation: A/B's in Pre-Calculus/Trigonometry

This is an integrated course in Calculus and analytic Geometry. Topics to be covered include: limits and continuity, derivatives and their applications, integrals and their applications, the calculus of transcendental functions and more techniques of integration. Students who take this course will be prepared to take the Advanced Placement Calculus AB exam in May.

Graphing calculators will be used. We suggest students purchase a Texas Instruments TI-84 Silver Edition calculator

To Receive Advanced Placement (AP) – Students must take the AP exam to receive the AP designation on their transcript. If students decline to take the exam, the class designation will revert to Honors.

3113/3114 Personal Finance

Note: Personal Finance may be taken as an elective only - it does not satisfy the 4th year mathematics requirement for graduation.

2 semesters, 2 credits

Grade 12

Prerequisite: Completion of Algebra 1, Geometry and Algebra 2

This course provides a concise yet authoritative introduction to economic concepts and the practical aspect of applying those concepts to everyday living. Basic instruction in goal-setting and decision-making help students take stock of their personal economic and career goals. Students are introduced to global economic and consumer issues and shown how those influence our daily lives.

3103/3104 Statistics

2 semesters, 2 credits

Grade 12

Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. The main foci of the course will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

Physical Education

Mission Statement

The Physical Education Department at Lumen Christi Catholic School believes in a life-long interest in physical fitness. We want students to enjoy physical activity, while learning the Christian values exercised by teamwork and good sportsmanship.

Our goal is to provide the activities, skills and methods that students can use now, and after high school, in order to stay healthy.

Physical Education - Grades 7- 8

Objectives

- To provide a safe environment for the students to learn skills they can use throughout their lives
- To teach cooperation through participation in team sports
- To provide knowledge and appreciation for various sports
- To foster comfort and enjoyment of physical activities
- To raise awareness of the importance of physical fitness now and in their future

Health - Grade 7

Objectives

- To promote lifelong health and hygiene habits
- To learn about adolescent growth and development
- To foster an awareness of human body systems and their functions
- To learn about basic First Aid skills
- To learn about social health and relationships
- To promote healthy eating skills through nutrition

Health - Grade 8

Objectives

- To emphasize taking responsibility for one's health and well-being as students move toward adulthood
- To continue to learn about and discuss lifelong health habits
- To talk about why it is important to make good health choices
- To learn about the negative effects of alcohol and tobacco

8501/8502 Physical Education - Boys

8511/8512 Physical Education - Girls

2 semesters, 2 credits

Grades 9, 10, 11, 12

Required for all Freshmen except Band Students

This course covers orientation, body testing, aerobic and anaerobic exercise. It introduces a variety of individual and team sports, including but not limited to badminton, basketball, running, football, soccer, softball, speedball, tennis, track and field, and volleyball.

A strength and conditioning program is offered weekly.

The freshmen program contains a section on drug use/abuse, which is intended to increase awareness of the potential harm of using drugs and smoking. Other relevant health topics may also be included.

Senior students may function as teacher aids for assisting in supervision and instruction.

Activities may be co-ed where applicable.

8521/8522 Advanced Physical Education - Boys

8531/8532 Advanced Physical Education - Girls

2 semesters, 2 credits

Grades 10, 11, 12

This course is for students who desire a detailed weight training, conditioning, and lifetime fitness experience.

Practical Arts

Mission Statement

The Practical Arts Department at Lumen Christi Catholic School strives to help each student reach his/her potential in the subject or subjects he/she is studying with us, as well as assisting him/her in reaching optimum character and personal development. Through our approach to our discipline and our own example, we strive to instill moral and ethical values which are in keeping with those taught in the Gospel and which will enable the students to live within the modern world.

Introductory Statement for all Business Courses

Business Courses are for students preparing for college and technical schools, as well as for students who are entering the work force after graduation. As college preparatory courses, they will:

- Provide the necessary skills and knowledge for further study in the business management, accounting, office management and computer applications fields
- Provide the knowledge necessary for professionals to manage their offices profitably and efficiently
- Provide the skills and knowledge necessary for part-time and summer office employment while in college
- Provide the keyboarding skills necessary for the typing of term papers/reports
- Provide the computer skills necessary for success in college
- Give the student the ability to approach business problems logically and analytically
- Enable the student to formulate a system of business ethics and morality

6011/6012 Computer Applications

2 semesters, 2 credits

Grades 9, 10, 11, 12

Grade 8 - Eligible with teacher recommendation

Fulfills the one year computer requirement

Required for Advanced Computer Applications.

Most students should complete this course during their Freshman or Sophomore Year. Students will study computer procedures and technology. All work will be in Office Applications. Correct procedures for term papers, reports, letters, and other business and academic documents will be covered using Microsoft Word for Windows. Each student will create his or her personal portfolio of his/her work including a resume, cover letter, formal application, and follow-up-letter. Students will have the opportunity to master and hone their keyboarding skills, as well as the 10-key feature on the keyboard. An introduction to database using Access and spreadsheets using Excel is also featured in this course.

6021/6022 Advanced Computer Applications

2 semesters, 2 credits

Grades 10, 11, 12

Prerequisite: Computer Applications

Fulfills the one year computer requirement

Documents will be prepared using Microsoft Word to create, print, revise and format business documents. Advanced features such as the table editor, newspaper columns, graphics and Desktop Publishing will be mastered. Students will master processing and computer terminology.

Students will use Microsoft Access to create, edit, search and sort databases and perform queries of databases and create reports.

Students will use Microsoft Excel to master the following skills:

- Building formulas
- Formatting a worksheet
- Solving “what-if” problems
- Creating budgets
- Using a worksheet template
- Using advanced printing features
- Graphing worksheet data
- Creating worksheet data
- Creating worksheet database queries.

Team solving skills will be acquired by working on group challenges using Excel.

Students will use Microsoft PowerPoint to create, save, print presentations, and work with slide shows. Students will have the opportunity to create their own website and use SMART board technology.

Due to the changing software market and the accompanying demands of business, software and course content may be upgraded or changed based on current needs.

6031/6032 Accounting 1

2 semesters, 2 credits

Grades 10, 11, 12

This course introduces students to the principles of accounting and all forms of financial management using primarily automated accounting techniques. Students use an accounting text, an online workbook, and an online accounting program while working with a microcomputer. The students work through the entire accounting cycle of journalizing and posting transactions to preparing financial reports. An automated practice set covering a business' daily activities is used, allowing students to see the entire accounting cycle for a single business and how a business will use accounting and bookkeeping on a daily basis. The students are also introduced to figuring sales tax, filing income taxes for a business, and preparing payroll and tax reports. Personal budgets and banking procedures are covered, as well as business ethics. The study of Accounting provides the knowledge and skill needed for continued study of accounting, for careers in related business fields, as well as how to handle personal finances in day-to-day living.

0465/0466 Publications

2 semesters, 2 credits

Grades 10, 11, 12

0467/0468 Publications 2

2 semesters, 2 credits

Grades 11, 12

Prerequisite: Students must interview for placement and receive teacher approval for Publications and Publications 2

In Publications and Publications 2, students study writing for publication, editing and proofreading, journalism ethics, layout and design, and photojournalism. Students produce the Yearbook and newspaper using on-line technology. They learn valuable skills such as budgeting, business communication, meeting deadlines, and advertising.

Family and Consumer Science

Family and Consumer Science, as part of the **Practical Arts Department**, is dedicated to preparing students for their roles in the family and in society as it relates to Christian education. Topics included in this study are: consumerism, nutrition and food preparation techniques.

Family and Consumer Science is concerned with helping each student share both the parts and the whole of daily living. Moreover, in the Christian educational system, it provides a concrete opportunity for the constant application of moral principles to daily living.

General Objectives:

Our program has the following common objectives:

- To relate the principles of science and art to the material and social aspects of the home
- To stimulate interest and intellectual curiosity in all areas of homemaking
- To develop technical and managerial skills for the effective and self-satisfying assumptions of one's role in life
- To develop the ability to think critically and creatively in the evaluation of all areas of life
- To provide opportunities to explore careers utilizing life skills
- To prepare students for their role in the family and society

8030 Culinary Arts and Science

1 semester, 1 credit

Grade 12

This is a course designed to teach skills in sustainable food purchasing and practices, planning, and preparing foods. We will place special emphasis on nutritional principles in meal management. Students will develop skills in food preparation and planning nutritional meals.

Science

Mission Statement

As teachers of Science, we are called to develop and strengthen, by the application of scientific principles, our student's capacity for rational judgement about everyday events. By giving the students a basic knowledge of their living and physical world, we promote a sense of awe and respect for the world which God has created for them. We guide the students to understanding logical sequences, which allows them to integrate science knowledge with Christian values, thus encouraging them to become active, intelligent, and successful participants in their school, community, and occupations.

Our curriculum develops a strong foundation of **Science, Technology, Engineering, and Mathematical** knowledge (STEM). This prepares our students to go forth and pursue careers in challenging fields; and also raises their awareness and understanding of the intersection of science and the issues facing us all.

In our age, technology has allowed the rapid transformation of cultures and societies, presenting us with new benefits and new struggles. It has become critical to have a solid understanding of STEM fields in order to make informed moral, political and economic decisions in an increasingly complex world.

We develop the skills necessary not only to explore the physical universe of God's creation but also to explore topical issues related to technological development.

In grades 9 - 12, at least six credits in science are required for all students, and those students preparing for college are encouraged to pursue additional course work in the advanced sciences.

Life Science - Grade 7

Goal

To introduce students to Life Science by studying major concepts and theories and testing them in a scientific manner in a laboratory setting.

Objectives

- To develop an appreciation of the living world
- To understand and be able to use the Scientific Method
- To develop a mode of proper behavior in a scientific laboratory:
 - Safety
 - Orderly procedure
 - Accurate record keeping
- To develop knowledge of the following topics:
 - The microscope
 - The cell/cell processes
 - Classification of living things
 - Viruses, Bacteria, and Protists
 - Simple plants/Seed plants
 - Invertebrates/Vertebrates
 - Ecology

Introduction to General Science (IGS) - Grade 8

IGS is a yearlong laboratory course designed to give students continued experience in Physical, Earth, and Life Science. Physical science concepts covered include basic chemistry, energy, motion, acceleration, electricity, and matter. Earth science topics include space, the solar system, and basic ecology. The body systems are covered in the life science chapters. IGS offers insight into the means by which scientific knowledge is acquired and applied. This is done primarily through experimentation and problem solving. This course is designed to serve as a solid foundation for students taking later courses in Chemistry and Physics.

4041/4042 Biology: Inquiry into the Nature of Life

2 semesters, 2 credits

Grade 9

Biology is not only an inquiry into major biological themes but also as an experience in the laboratory. The course is based on the following themes: the nature of science, living versus non-living, basic chemistry concepts, basic biochemistry, cell biology, reproduction and genetic continuity, classification, biodiversity, the domains, plant and animal structure and function, and evolutionary concepts, and the interdependence among all organisms. The course is required in the freshman year.

4050 Human Physiology (Honors)

1 semester, 1 credit

Grades 11, 12

Recommendation: A/B's in Biology

This course studies major systems of the body. The structures, as well as the functions of various organ systems, will be investigated through laboratory experiments and classroom activities. Students interested in medical or scientific careers are encouraged to consider this course, but those not planning a career in medicine or science will find it beneficial for further college Science courses.

4060 Genetics (Honors)

1 semester, 1 credit

Grades 11, 12

Recommendation: A/B's in Biology

Genetics is intended for students who have an interest in and curiosity about human heredity and the social ramifications of modern genetic technology. Placed in the context of human heredity, the basic principles of genetics and inheritance will be studied. Students will benefit in further Science courses with knowledge gained in this course.

4071/4072 Chemistry

2 semesters, 2 credits

Grade 10

This course is a survey of the basic concepts of chemistry. It includes topics such as the structure of atoms, arrangement of the periodic table, bonding and structure of compounds, stoichiometry and energy of reactions, gases, solutions, and acids and bases. The students will do calculations and exercises involving each of these topics. There is also a laboratory component to this class in which the students will apply these concepts. Digital probes and computer graphs will also be incorporated in some labs.

4081/4082 Chemistry (Honors)

2 semesters, 2 credits

Grade 10

In addition to general concepts of chemistry taught in regular Chemistry class, some more advanced topics and labs will be included either to prepare students for AP Chemistry (as a senior) or as a preview of college chemistry. These additional topics would include concepts such as oxidation-reduction, kinetics, thermodynamics, advanced topics in bonding, and some nuclear and organic chemistry. This course will go more in depth and at a faster pace to include these extra topics. In the laboratory component of this class, digital probes and software will also be incorporated in some labs, and students will be expected to keep a bound lab notebook for recording their lab work.

4090 Environmental Science

1 semester, 1 credit

Grades 11, 12

This is a laboratory based course designed to provide students with an understanding of the principles of Ecology and concepts of Environmental Science. Students will conduct field work in a nearby woodlot and “Christi Creek” using a variety of tools and methods. They will communicate their findings by keeping detailed records and writing lab reports. Finally, students will increase and express their knowledge about environmental issues by completing a project based on current issues.

4107 Engineering

1 semester, 1 credit

Grade 11, 12

4108 Robotics

1 semester, 1 credit

Grade 11, 12

4121/4122 Advanced Placement Chemistry**

2 semesters, 2 credits

Prerequisite: Chemistry and Pre-Calculus/Trigonometry

This course is designed as a college-level chemistry course. It has the dual purpose of covering the concepts of freshman college chemistry and preparing students for the AP Chemistry exam taken at the end of spring. College chemistry includes both a lecture and lab section. In order to meet the lab requirements in a college freshman chemistry class, some labs will have been covered in Honors Chemistry. In order to cover the required topics and allow time for practice problems and questions in class, this class will require a greater amount of study outside of class (similar to college classes).

To Receive Advanced Placement (AP) – Students must take the AP exam to receive the AP designation on their transcript. If students decline to take the exam, the class designation will revert to Honors.

4101/4102 Physics

2 semesters, 2 credits

Grade 11

Emphasis will be on understanding the principles and laws of Physics and their applications to modern technology. The use of hands-on laboratory experience is stressed to allow the student to develop skills in communicating results and ideas. This course is designed for the student who wishes to explore the world of Physics but does not desire the "Honors" designation.

4171/4172 Physics (Honors)

2 semesters, 2 credits

Grade 11

Recommendation: A/B's in previous science courses

The goal for the students in this course is to arrive at an understanding of the thought processes and techniques of measurements employed in a quantitative science, using Physics as the medium. This class integrates a broad exposure to the fields of Engineering and Technology with Classical Physics to prepare those with the aptitude and passion to pursue post-secondary education and careers in Science, Technology, Engineering and Math ("STEM"). The format of the course is otherwise traditional, covering the major areas of mechanics, wave motion, electricity, magnetism, and the physics of the atomic nucleus. Emphasis is placed on inductive reasoning and strategy to solve problems. Laboratory experiments are designed to give the students real world physical appreciation for the abstract terms engaged in class discussions, as well as supporting conclusions derived from theory.

4051/4052 Laboratory Science (Honors)

1 semester, 1 credit

Grades 11, 12

Recommendation: A/B's in Biology

Students will have the opportunity to use high technological equipment to study the anatomy and physiology of the human body; concentrating on the skeletal muscles, the heart, the cardiopulmonary systems and the nervous system. This lab-based class will have the students in the Human Physiology Lab (HPL) on a regular basis. Some of the course work will consist of a research project using the Biopac and Hydrostat equipment. Space is limited to 15 students.

Social Studies

Mission Statement

The Social Studies Department of Lumen Christi Catholic School is governed by a well-rounded philosophy. It emphasizes the responsibility of each student to relate to God's whole creation and to understand their human situation in the context of today's world. All students, through required and elective courses, shall have the opportunity to strengthen their Social Studies background in such a way that they shall be able to apply their skills on a practical level and, at the same time, grow in self-knowledge and self-acceptance. The global perspective that the students gain today will enable them to better face the questions of their world tomorrow.

Geography - Grade 7

The student will utilize geographic skills, tools, and technology; analyze and interpret data to identify and characterize world locations; make generalizations regarding spatial patterns and environmental practices affecting worldwide interdependence; and evaluate the causes and effects of movement upon world political, social and economic systems.

- The student will demonstrate map and globe skills.
- The student will identify landforms, oceans, major rivers, climates, natural resources and populations of Canada and selected Middle East, Asian, and Pacific Rim countries.
- The student will use thematic maps to investigate and analyze the physical and political characteristics of Canada and selected countries of the Middle East, Asia, Africa, and the Pacific Rim.
- The student will demonstrate an understanding of the different cultures in the regions studied.
- Students will demonstrate knowledge and use of the Five Themes of Geography as a learning technique.

History - Grade 8

The student will develop a historical perspective for making decisions and planning future courses of action by analyzing cause and effect and verbally and visually communicating the continuity and correlation among past and present United States and world events. The students will study the history of the United States from the period of Exploration to the civil War and Reconstruction (1877).

- The student will identify and analyze major events.
- The student will identify and analyze significant nations, individuals and events that influenced the United States.
- The student will identify and analyze the Democratic Core Values in relation to current and past American events.

2005/2006 World History

2 semesters, 2 credits

Grade 9

Required for all Freshmen

World History is a detailed history of world historical events that trace human progress from Ancient Civilizations through the Post Cold War world. Areas of study will include: world religions, military history, and world geography.

2021/2022 U.S. History

2 semesters, 2 credits

Grade 10, 11

Required for all Juniors

This is a standard U.S. History course that covers the U.S. Industrial Revolution through the 21st Century. A study of the forces and ideals which have helped to shape modern America, such as: Industrialization, the World Wars, the Modern Age, and Globalization. Emphasis will also be placed on U.S. Geography and U.S. Political History.

2031/2032 AP US History

2 semesters, 2 credits

Grades 10, 11, 12

2051 Economics

1 semester, 1 credit

Grade 12

Required for all Seniors

Economics will familiarize students with how economies function, and how to apply concepts and principals of economies to their lives as individuals, and as citizens. Areas of study will include: the market economy, the national economy, the international economy, and personal finance.

2063 Law

1 semester, 1 credit

Grades 11, 12

Law is a course intended to familiarize students with their present and future rights and responsibilities in the area of law. Areas of study will include: law and society, law and the minor, law and the consumer, the legal system, contract law, law enforcement, criminal forensic investigation, and trial procedure.

2070 Psychology

1 semester, 1 credit

Grades 11, 12

This course is a general approach to the field of psychology. Major topics include: facing conflicts, coping with stress, personality disturbances and their treatment, factors of intelligence, learning, remembering and forgetting. Personality quizzes are included in the course curriculum.

2080 Sociology

1 semester, 1 credit

Grades 11, 12

This is an introductory course designed to acquaint the student with sociology and its practical applications to the student's life. Six units cover the study of society, the individual in society, the organization of society, social inequality, institutions, and social change.

2090 Government/Civics

1 semester, 1 credit

Grade 12

Required for all Seniors (Government or AP Government)

This course will introduce students to the nature of Civics, Politics, and the U.S. Government. Areas of study will include: conceptual civic and political life, origin/structure/function of the U.S. government, citizenship, and U.S. international relations.

2094 Advanced Placement (AP) United States Government and Politics

1 semester, 1 credit

Grade 11, 12

Recommendation: A/B's in U.S. History

Required for all Seniors (Government or AP Government)

This course will give students an analytical perspective on government and politics in the United States. It will include the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students successfully completing this course will:

- Know important facts, concepts, and theories pertaining to U.S. government and politics
- Understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- Be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)
- Be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum

To Receive Advanced Placement (AP) – Students must take the AP exam to receive the AP designation on their transcript. If students decline to take the exam, the class designation will revert to Honors.

1501/1502 LINKS Mentorship Program

1 semester, 1 credit

Prerequisite: Teacher approval

Grade 12 (Seniors may elect this course for one or two semesters)

This course matches students with autistically or multiply impaired underclassmen, to assist them academically and socially. Admission requires an application process. Students attend class with their mentored partner. A once-a-week meeting with supervising staff is required. Coursework can be expected, covering topics on autism, disability rights, and special education.

World Language

Mission Statement

We, the members of the World Language Department of Lumen Christi Catholic School, believe that the task of the teacher and the school is a sacred trust conveyed to us by parents and families.

We are called by God to bear witness; to influence our students for good by living the Gospel message ourselves, to respect and understand the natural stages of students' growth toward maturity, to enhance each student's sense of dignity and worth, to bring professional competency and a high standard to our teaching. We believe that along with the obvious skills taught in a world language class, we are sent by Christ: to help the students acquire the knowledge, skills, attitudes, and moral values needed to promote justice and peace in society, to broaden students' understanding of and respect for diverse cultures, customs and beliefs, to foster an attitude of caring for all in our global society, and to develop effective means of communication and cooperation with people from different ethnic backgrounds. We accept our mission as teachers and make every effort to fulfill it.

The study of language, history, and the cultural heritage of society helps to develop an appreciation and understanding of others. In addition, the study of world literature deepens the aesthetic values of students and enhances the level of their own cultural development. Language study may begin in French, German, or Spanish.

Lumen Christi requires 3 years of a World Language for graduation.

Exploration of Spanish Culture - Grades 7 - 8

In this course, students will learn about some of the traditions and cultures that are part of the Spanish-speaking world. Areas of study may include: art, music, language, and geography. This class will incorporate hands-on and interactive units of study.

Objectives:

- Students will participate in activities and studies that will help them better understand the culture of Spanish-speaking peoples around the world.
- Students will learn about the places where they might encounter Spanish-speaking people.
- Students will learn some of the basic vocabulary and syntax necessary when visiting a Spanish-speaking country.

1111/1112 German 1

2 semesters, 2 credits

Grade 9

Grade 8 - Eligible with teacher recommendation

This course will stress the four basic language skills: listening, speaking, reading and writing. Through use of a core program of textbook, internet resources, and visuals, students will be introduced to the language and gain some cultural awareness of German-speaking people. Supplementary activities will be used to give additional practice and strengthen the student's foundation for future study.

Entering students must read English at grade level and have maintained at least a "B+" average in English. This course will normally be limited to no more than 28 students. Admission will be based on the above criteria, as well as overall grades and test scores.

1121/1122 German 2

2 semesters, 2 credits

Prerequisite: German 1

This course will strengthen reading comprehension and writing skills and give additional practice in speaking. It will review basic language structures presented during the first year, and present the remaining structures. The culture of German people will be further explored.

1131/1132 German 3

2 semesters, 2 credits

Prerequisite: German 2

Major emphasis is given to developing the student's ability to read various selections from German Literature easily and with direct comprehension. At the third level, considerable attention is also given to increasing the student's control of vocabulary and idioms to strengthen their ability to use the basic structure of the language correctly and with fluency.

1143/1144 German 4 (Honors)

2 semesters, 2 credits

Prerequisite: German 3

Recommendation: A/B's in German 3

In addition to increasing proficiency in the four basic language skills, German 4 introduces students to some of the great Classics of German Literature.

Analytical questions train the students in critical reading and appreciation of compositional techniques by topics for oral and reading discussions. Emphasis is also placed on speaking/expressing ideas in German. Students will be required to speak German during class time.

1211/1212 French 1

2 semesters, 2 credits

Grade 9

Grade 8 - Eligible with teacher recommendation

Students will systematically and progressively develop four basic skills: listening comprehension, speaking, reading and writing. The primary emphasis in the first year is upon the first two skills; therefore, special stress is placed on basic structures of the language. The course also includes an initial glimpse into French culture and civilization. The latest technology available to us is also employed.

1221/1222 French 2

2 semesters, 2 credits

Prerequisite: French 1

This course will aim to strengthen reading and writing skills while increasing proficiency in listening comprehension and speaking. Ample practice in all four skills is provided by a variety of techniques and materials. Besides further insight into French culture and civilization, students are exposed to supplementary reading from literary works of well-known authors. The latest technology available to us is also employed.

1231/1232 French 3

2 semesters, 2 credits

Prerequisite: French 2

Major emphasis is given to developing the student's ability to read various selections from French Literature easily and with direct comprehension. At the third level, considerable attention is also given to increasing the student's control of vocabulary and idioms to strengthen their ability to use the basic structure of the language correctly and with fluency.

1241/1242 French 4 (Honors)

2 semesters, 2 credits

Prerequisite: French 3

Recommendation: A/B's in French 3

In addition to increasing proficiency in the four basic language skills, French 4 introduces students to some of the great Classics of French Literature. Analytical questions train the students in critical reading and appreciation of compositional techniques by topics for oral and reading discussions. Emphasis is also placed on speaking/expressing ideas in French. Students will be required to speak French during class time.

1311/1312 Spanish 1

2 semesters, 2 credits

Grade 9

Grade 8 - Eligible with teacher recommendation

This course is designed to help students attain proficiency in the four language skills of listening, speaking, reading and writing. In addition, it is designed to give the student some concept of the daily life, customs, and traditions of the Spanish speaking people. Grammatical structure and syntax are developed and emphasized within the context of dialogues, narratives and audio-visuals. The latest technology available to us is also employed.

1321/1322 Spanish 2

2 semesters, 2 credits

Prerequisite: Spanish 1

Language structures introduced in Spanish 1 are systematically reviewed and the remaining basic structures are presented. Better understanding and speech patterns continue as the primary goals of Spanish 2. The latest technology available to us is also employed.

1331/1332 Spanish 3

2 semesters, 2 credits

Prerequisite: Spanish 2

Spanish 3 emphasizes and expands the reading and writing skills initiated in Spanish 2. Grammatical and syntactical structures are again systematically reviewed. Reading develops cultural concepts, such as historical backgrounds, significant events, important personalities, social customs, and outstanding contributions in the fields of literature and art. Therefore, the students at this level are exposed to Hispanic short stories, legends and historical cultural readers.

1341/1342 Spanish 4 (Honors)

2 semesters, 2 credits

Prerequisite: Spanish 3

Recommendation: A/B's in Spanish 3

Spanish 4 offers the student a fine opportunity to become more adept and secure with everything learned at the first three levels. Students continue to strengthen reading and writing skills by being introduced to some of the Spanish Classics, short stories and legends.

The continued review of grammatical concepts and accuracy of oral expression provide an excellent preparation for those who intend to continue on with the study of Spanish in college. Emphasis is also placed on speaking/expressing ideas in Spanish. Students will be required to speak Spanish during class time.

1411/1412 ASL

2 semesters, 2 credits

Grade 11, 12

American Sign Language: An overview of this beautiful and dynamic language, the third most used in the US after English and Spanish. ASL is an elective course for students who have completed their language requirement. This is an academic class with studying expected. Sign vocabulary and usage, fingerspelling and grammar are emphasized.

Enrichments

Enrichment Courses

Art - Grades 7 - 8

Students in art classes will be given the opportunity to work with different art tools and materials (media) using the basic elements of art: line, color, value, texture, shape, form, and space. Projects will include drawing, painting, and paper maché (3D). Basic art history will be included with the introduction of art projects. Effort and creativity will be encouraged.

Drama - Grade 8

Drama is designed as a performance class to give students an opportunity to build acting and presentation skills. The goal during this quarter-long Enrichment is to develop stage presence, confidence, composure, creativity, and teamwork. Through exercise in pantomime, voice, improv, and dramatic skits, students learn the basics of a good stage performance.

General Music - Grade 7

In this course students will learn the basics of music notation and composition through the piano keyboard. The concentration of the course is to connect the notes on the keyboard to the notes of the staff, creating deeper thinking skills while making music. Basic note reading skills are discussed and practiced, as well as basic chord progressions through both sheet music and chord sheets. The final project of the quarter will challenge students to write a music composition to show what they have learned through the quarter.

Nutrition/Foods - Grade 8

This course is designed for students interested in the basics of nutrition, food composition and meal preparation. In this hands-on course, students will become familiar with the food guide pyramid and healthy eating, cooking utensils, recipe terms, measuring techniques, and basic food preparation techniques.

Technology - Grade 7

This class focuses on the principles, applications, impacts and career opportunities of a broad range of technologies. Students also gain experience in problem-solving, technical reading, collaboration, and independent learning. Students work on the Space & Rocketry module in 7th grade.

Yearbook - Grade 8

This class is only open to students who have met certain criteria and are recommended by teachers. In conjunction with a publishing partner, students use an on-line program to produce the school's yearbook. They learn basic layout skills, photo cropping, and caption writing.

In addition, they learn time management skills as they meet deadlines.

Career Center

The Jackson Area Career Center offers many different vocational educational programs to students in Jackson County. The juniors and seniors at the area high schools elect to attend classes at the Career Center. Each instructional area is equipped with modern training tools and equipment, giving students the opportunity to learn not only the basics, but also the latest technological techniques.

These practical educational programs give the student graduate a tremendous advantage when seeking employment in business and industry, as well as college credit for many programs.

9501/9502 Career Center

2 semesters, 6 credits

Grades 11, 12

Students must have the written permission of their parents, Career Center Coordinator, and the Registrar in order to attend the Career Center. The normal course consists of three periods in the morning, returning to Lumen Christi Catholic School for the remainder of the school day (four classes, plus lunch). Students must supply their own transportation to and from the Career Center. If any rules or regulations of either school are violated, the privilege of attending the Career Center may be rescinded by Administration at any time.

2019-2020 Jackson Area Career Center Programs**

Agriscience	Healthcare Technician I
Army JROTC	Healthcare Technician II
Auto Body	Health - Dental
Automotive Technology	JAC 3 - A new Three-year Program
Computer Information Technology	Law Enforcement
Construction	Precision Machining/CAM
Cosmetology	Sales & Marketing
Culinary Arts	Teacher Education
Engineering/PLTW	Transition to Work
Firefighting/EMS	Visual Communications
	Welding

** All course offerings are subject to change.

Library Media Center

Mission Statement

The Library Media Center at Lumen Christi Catholic School provides students and educators with equitable access to information, ideas, and learning/teaching tools, and fosters expertise in locating, evaluating, and using these resources to develop a well-informed Catholic Christian response to life.

Philosophy and Objectives

The Lumen Christi Catholic School Library Media Center helps students master information processing skills to become responsible adults capable of informed decision-making and learning over a lifetime. Programs are designed to teach students how to apply critical thinking and Catholic Christian moral principles in assessing and interpreting the wide range of ideas and information presented in various print and media formats.

The Library Media Center strives to be integrated throughout the subject curriculum. The Library Media Specialist and teachers work together to provide a balanced range of learning and practice opportunities in using information processing skills related to all fields and at all levels. Students will be able to:

- Define their information needs
- Initiate a search strategy
- Locate resources
- Assess and comprehend information
- Interpret the information
- Assess their progress
- Communicate the information
- Evaluate the completed process

Students must be prepared for a future filled with change and flooded with information. As they apply Christian principles to life, they must be able to think rationally and creatively to solve problems, to manage and retrieve information, and to communicate effectively. Such mastery of information processing skills will make students better prepared to live and share their faith as they function productively in a technologically changing workplace and world.

Lumen Christi Reading Program - Grades 9 - 12

Both reading well and being well-read are the reasons for our school's reading requirement. To ensure that our students comprehend and read well, we require all students to read 20 books and pass a computerized book test on each book read.

Students are required to read five books each year -- i.e. 5 freshman year, 5 sophomore year, 5 junior year, and 5 senior year. If the requirements are not met, the student will be required to come in during the summer book test days to finish this requirement. Students will not be admitted into their next grade level until their reading requirement is completed from the previous year. Seniors will not graduate without completing their 20 required books. Students may read ahead to complete this requirement. For example, a freshman may read 20 books in the summer before freshman year and complete the requirement.

All incoming freshmen are tested for reading skills. Students scoring two grade levels or more below 9th grade are retested using an individually administered test by our special needs teacher. Those who have a reading weakness are given an opportunity to work specifically on the reading area in which they need to improve. In the past, students who have completed this work have gained two or more grade levels in their reading skills.

Being well-read means students have experience with a variety of literature. A wide range of reading benefits students by improving vocabulary, spelling, grammar, writing, and understanding. As students read language that is well used, they learn how to use language well. Success on college tests such as the ACT is related to language skill levels. Many of the over 2,300 books on the reading list are also on college reading lists. Many colleges assume/expect that their freshmen will be familiar with these books. The complete reading list can be found on our website at www.jcslumenchristi.org.

The following are examples from our Reading List:

- | | |
|--|---|
| Adventures of Huckleberry Finn - Twain | Jungle - Sinclair |
| Adventures of Robin Hood - Vivian | Little Women - Alcott |
| All Quiet on the Western Front - Remarque | Macbeth - Shakespeare |
| Black Like Me - Griffin | Midsummer Night's Dream - Shakespeare |
| Christy - Marshall | Much Ado About Nothing - Shakespeare |
| Count of Monte Cristo - Dumas | Oliver Twist - Dickens |
| Crucible - Miller | Oxbow Incident - Clark |
| Dandelion Wine - Bradbury | Pride and Prejudice - Austen |
| Death Be Not Proud - Gunther | Profiles in Courage - Kennedy |
| Fahrenheit 451 - Bradbury | Raisin in the Sun - Hansberry |
| Good Earth - Buck | Red Badge of Courage - Crane |
| The Grapes of Wrath - Steinbeck | Red Pony - Steinbeck |
| Gulliver's Travels - Swift | Tale of Two Cities - Dickens |
| Hamlet - Shakespeare | To Kill a Mockingbird - Lee |
| Henry V - Shakespeare | Treasure Island - Stevenson |
| The Hound of the Baskersvilles - Doyle | The Winter of our Discontent - Steinbeck |
| Invisible Man - Ellison | Wuthering Heights - Bronte |
| Jane Eyre - Bronte | |

Guidance Department

Mission Statement

The mission of our Lumen Christi Catholic School Guidance Department is founded on the principle of recognizing and encouraging the student as an individual. Each student, a human person, a member in society, participating in the more closely structured society of the school, has highly personal needs. The Guidance Program is organized to foster in each pupil an awareness of these needs during school life and to offer each one the opportunity to develop intellectually, physically, emotionally, and spiritually, in order to meet and adjust to those needs, make wise choices, and attain a maximum of success in school and in future life. Dignity of the human person is best realized in the student who understands himself/herself. Thus, it is the role of the counselor/advisor to assist the student to gain the insight which is necessary to function as a healthy individual in society, with Jesus Christ as a model.

Grades 7 - 8

The goal of the counselor/advisor is to provide social, emotional, and academic support to students. This includes acting as consultant, advisor or confidant to students, teachers, parents, and supporting personnel. Our objectives are --

- To listen to and help students work through their concerns through individual and group sessions
- To assist parents in the understanding of the natural development of young adolescents
- To consult with administration and teachers regarding how best to provide programs and services
- To help families link with necessary resources in the community for support that might not be available in a school setting

Grades 9 - 12

Our opportunity is --

- To foster in each student an awareness of personal needs and to provide each student the opportunity to acquire the insight needed to meet those needs
- To direct the student to the best means to assist him/her to develop spiritually, physically, emotionally, and intellectually in order to meet and adjust to his/her needs to make wise choices and to attain a maximum of success in school and future life
- To assist the student to recognize the dignity of the human person which is attained by the student who understands himself/herself
- To enable the student to understand Christian values and to learn that true happiness is found in living for God and neighbor
- To assist the student to function as a healthy individual in the global Christian society

Guidance Appointments

Students are strongly encouraged to avail themselves of informal visits when the counselor is free, or by making an appointment.

Student Services

Career and College Exploration Course	Jackson Area Career Center
College Applications/Entrance Testing	Scheduling Assistance
College Reference Area of Library	Scholarship Information
College Representative Visitations	Special Needs Assistance
Educational Development Plan	Spiritual and Personal Counseling
Financial Aid Direction	Student Assistance Program
Individualized Education Programs or other academic accommodations	Transition Courses (all incoming 9th Graders)

- **Grade 7** ACT Aspire
- **Grade 8** ACT Aspire
- **Grade 9** ACT Aspire
- **Grade 10** ACT Aspire - Early High School
- ASVAB - Armed Services Vocational Assessment Battery
- **Grade 11** The Preliminary Scholastic Aptitude Test (PSAT/NMSQT)
American College Test (ACT)
- **Grade 12** College Entrance Tests
--Advanced Placement Tests (AP)

Which to Choose: ACT or SAT?

College -- It can open doors to many exciting careers. For high school juniors, the time to start thinking about college is NOW. One of the first steps in planning for college is the choice of school. But after this has been decided, or even if it hasn't, admissions testing should stand high on a list of "things to do" in preparation for college.

Most colleges require and will accept either the ACT (American College Test) or the College Board's Test consisting of the SAT (Scholastic Aptitude Test) and the SAT II (Achievement Test). Juniors should investigate which tests, either ACT or SAT, are required by prospective colleges. It is recommended that juniors planning on the ACT and SAT should take these tests in April or June.

ACT exams are required for admission at all Michigan schools and for state funded scholarships. The ACT is included in the Michigan Merit Exam (MME), and should be taken in the junior year or early in the student's senior year. After the test scores have been tabulated, reports will be sent to college admissions offices designated by the student.

SAT is a three-hour exam which measures the student's ability with words and numbers. Some colleges require three achievement tests (SAT II). Each test will take one hour. Achievement tests should be taken on the subjects being completed the current year. It is also suggested that achievement tests only be taken on subjects the student will not take the following year.

College Bound

College Bound Juniors

Read the *College Notes* which are printed weekly and are posted on our website www.jcslumenchristi.org. This newsletter will keep you informed of college representatives visiting Lumen Christi Catholic School, and also of scholarships currently available. Also, make use of the computerized college and scholarship finder programs.

September

Begin college planning with the consultation of the academic advisor to be certain that your class schedule includes the proper courses to meet college bound core class requirements. Aim for good grades with the aid of a study plan. If your first two years in high school were less than spectacular, the junior year is almost your last chance to show colleges your ability. Remember, this is the last full year of grades that colleges receive with your applications.

Register for the PSAT/NMSQT. Prepare for this test by studying the sample test in the information packet, or use other test prep books available in the school library or local library, or book stores.

When planning for future events, be sure to mark your calendar for the deadlines for registering for the PSAT, ACT, SAT, and SAT II. Mark your calendar for the test dates that you are considering. Read your required books and consider completing your Service Hours ahead of time!

October

Take the PSAT . Give serious thought to your future goals and their educational requirements. Read your required books! Complete your Service Hours!

November/December/January

Meet with the College Advisor prior to the Christmas break to begin your College-Bound project while school is on holiday. Begin preparation for the ACT and SAT that takes place in the spring. Continue your research of colleges. Read your required books! Complete your Service Hours!

February/March

Discuss college plans and course selections with the college advisor. Begin school visits. Register for the April ACT, or May SAT I/SAT II. Continue preparations for the ACT or SAT. Continue your research of colleges. Read your required books! Complete your Service Hours!

April/May

Continue preparations for your ACT or SAT.
Continue your research of colleges.
Take the ACT or SAT, or register for the June testing.
If you so desire, register for a scholarship search.
Register for Advanced Placement Test(s).
Read your required books! Complete your Service Hours!
Visit colleges with your family while school is in session.

June/July/August

Take the ACT or SAT.
Narrow your choices to four to six colleges.
Make sure you are working on your scholarship search.

College Bound Seniors

Read the *College Notes* which are printed weekly and posted online at our website www.jcslumenchristi.org. Dates when college representatives are visiting Lumen Christi Catholic School are displayed on the home page.
Make use of the computerized college and scholarship finder programs available at www.collegeboard.org.

If you are considering NCAA D1 or D2 athletics, you must check out to ensure all the courses taken are accepted by the NCAA Clearinghouse. Use the following link to set up your account and check the DENIED COURSES list:
http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp

September

Continue college planning. Consult with the academic advisor to be certain that your class schedule includes the proper courses to meet college bound core class requirements. Complete applications for your schools online. Make sure you talk to the college representatives who visit Lumen Christi Catholic School. Attend the College 101 Workshop for parents.

Continue working toward getting good grades with the aid of a study plan. If your years in high school have been less than spectacular, the senior year is your last chance to show colleges your ability. **Remember, colleges also use your senior year to determine if you are the right student for their school.**

If you need to retest for the MME, now is the time to register for the ACT.
In order to prepare for these tests, study the sample test in the registration packet, or use other test prep books.

Don't forget to mark your calendar for the registration deadlines for the ACT and SAT. Review the test dates to make sure you have nothing conflicting with those dates. Continue working on your scholarship search. Read your required books and complete your Service Hours before October!

October

Register to retake the ACT or SAT (if you need to improve your score).

Complete your applications for colleges by October 15 and give them to the college advisor. Make sure you give serious thought to your future goals, and their educational requirements. Take time to talk to the college representatives who visit Lumen Christi Catholic School.

Keep working on your scholarship search. Take the retest for the MME if necessary. Read your required books!

November/December/January

Continue researching colleges. Seniors should have college visits completed by Thanksgiving. Finish incomplete applications. Communicate to the college advisor schools to which you have been accepted.

Retake the ACT or SAT if requested by your college. Continue working on your scholarship search. Read your required books!

January

Complete and submit your FAFSA (Free Application for Federal Student Aid). The free application is available at www.fafsa.ed.gov. Apply for scholarships.

February/March

If your college requests you to take the April ACT or the May SAT /SAT II -- now is the time to register. Continue your preparations for the ACT or SAT given in the spring (if necessary). Continue to apply for scholarships.

The registration fee for the Advanced Placement Test is due.

Continue researching your college choices. Now is the time to begin committing to the college of choice. Continue to work on your scholarship search. Read your required books! Compare financial packages for colleges where you have been accepted.

April/May

Continue to prepare for the ACT, SAT, or retests.
Take the Advanced Placement Test(s).
Continue researching the colleges of your choice.
Now is the time to register for June ACT or SAT.

Carefully follow the college instructions concerning deposits for registration, housing, etc. Read your required books!

May/June/July/August

Attend college orientation. May 1 -- College selection day. Dormitory deposits are due.

Earning College Credits in High School

Advanced Placement/Dual Enrollment/College-Level Examination Program

Advanced Placement

AP courses offer a challenging and rewarding educational experience. Students must take the AP exam to receive AP designation on their high school transcript. If a student declines to take the exam, the class designation will revert to honors. To earn college credit for an AP course, students must pass the year-end AP assessment. To optimize this option and earn college credits, we offer the following courses for Advanced Placement:

Calculus
Chemistry
English Language and Composition
English Literature and Composition
Government
US History

Dual Enrollment

Dual Enrollment is an arrangement that enables a student to be enrolled in high school and college at the same time. Students consider Dual Enrollment to save money, time, and to acquire experience in a career path. Families who are interested in this option should ensure that the course(s) elected are transferrable to a two or four-year institution. Following are the general guidelines for Postsecondary Enrollment, commonly referred to as Dual Enrollment:

- Students in grades 11 and 12 (10th grade on a limited basis) may take up to ten postsecondary courses, up to 30 credits. Acceptable courses include: non-essential electives, Foreign Language, including ASL, Advanced Placement courses, and career track courses. No hobby, craft, Theology, or Physical Education courses apply.
- Financial and Transcript Considerations: The State of Michigan currently pays a college or university approximately \$600 per student, per class, an amount that is determined by the State and subject to change. A dually enrolled student is responsible for any and all costs over and above State reimbursement to a college or university, including books, fees, and transportation. If a student fails a course, the student is required to repay the college/university. All grades earned are posted to the college transcript -- including failing grades. Upon administrative review and if a course has been designated to count as high school credit on the college/university Dual Enrollment Form, a college course may be configured into the student high school GPA. If a student drops a college course, recovery of course credit may be necessary.

- Students Requirements to Enroll:
 - Approval by the principal or principal's designee.
 - Demonstrates responsible and accountable behavior (attendance, attitude, and behavior).
 - On track with graduation requirements: Book tests, and Christian Service Hours.
 - Prepared to begin college transcript (all grades earned apply).
 - Meet college admission criteria.
 - Obtain a minimum ACT qualifying score: Mathematics (22), Reading (21), Science (24), and English (18).
 - Has received counseling on consequences to the college/high school record -- and has been advised of the potential college policies on double-counting college and high school credits.
 - A parent's adherence to FERPA rules – parent communication with the instructor is not permissible.
 - Enroll during the school year. Spring/Summer enrollment does not apply as the State will not pay/reimburse a college for a course taken outside the school calendar year.
 - A student must provide his/her own transportation.

College Level Examination Program

A final option for students seeking to earn college credit is the College-Level Examination Program (CLEP) <https://clep.collegeboard.org>. At the CLEP website you may navigate through the steps to determine if the college a student may be pursuing accepts the examination in a given content area. The cost of a CLEP test is approximately \$80 per test. Students may also purchase a test study guide for between \$10 (for a download) or \$25 for a hard copy.

TEST DATES 2017 – 2018 SCHOOL YEAR

<u>GRADE</u>	<u>TEST</u>	<u>TEST DATE 17-18</u>
11	ACT	2/27/18
11/12	AP	5/7 thru 5/18, 2018
11/12	ACT	6/9/18

TEST DATES 2018 – 2019 SCHOOL YEAR- Tentative

<u>GRADE</u>	<u>TEST</u>	<u>TEST DATE 18-19</u>
9	ACRE	10/19/18
10	ASVAB	9/21/18
11	PSAT	10/10/18
10	ASVAB/Interp	10/12/18
11	ACT	2/26/19
7	Aspire	TBD-Spring 2019 all day
8	Aspire	TBD-Spring 2019 all day
9	Aspire	TBD-Spring 2019 all day
10	Aspire	TBD-Spring 2019 all day
11/12	AP	5/6 thru 5/17, 2019
11/12	ACT	6/8/19

Academic Guidelines

Grades and Grade Point Average

Grades 7 - 8

Generally, quarter grades are based on assigned values as follows

Grade	Cut-off %	Grade	Cut-off %
A+	100	C+	80.5
A	92.5	C	72.5
A-	91.5	C-	71.5
B+	90.5	D+	70.5
B	82.5	D	62.5
B-	81.5	D-	61.5

Grades 9 - 12

Grade	Cut-off%	GPA Points	HONORS GPA Points	AP GPA Points
A+	100	4.00	4.32	4.40
A	92.5	4.00	4.32	4.40
A-	89.5	3.67	3.96	4.04
B+	86.5	3.33	3.60	3.66
B	82.5	3.00	3.24	3.30
B-	79.5	2.67	2.88	2.94
C+	76.5	2.33	2.52	2.56
C	72.5	2.00	2.16	2.20
C-	69.5	1.67	1.80	1.84
D+	66.5	1.33	1.44	1.46
D	62.5	1.00	1.08	01.1
D-	59.5	0.67	0.72	07.4

Lumen Christi Catholic School uses a weighted GPA for grades earned in Honors and Advanced Placement courses. The weighted GPA is used to calculate honors and to award valedictorian, salutatorian, and class rank. Semester grades are computed by the following method: 2/5 for each quarter grade (letter) and 1/5 for semester exams grade (letter).

Marks for all subjects for which a whole unit of credit is given toward graduation are to be used in computing class rank. Summer school and courses taken outside Lumen Christi Catholic School are not included in computing rank in class. Pass/Fail courses are also not included in computing rank in class.

Honor Roll

The Lumen Christi Catholic School Honor Roll is based on scholastic achievement and is computed at the end of each semester. A semester grade point average of 3.20 or higher is required for a student to be on Honor Roll. In the computation of the grade point average, all subjects are counted.

National Honor Society - Grades 9 - 12

Students with a cumulative average of 3.50 or higher are invited to apply to the National Honor Society after the second semester of their sophomore or junior year. Applications are reviewed by the faculty, and admission is based on character, leadership, scholarship, and service. Students must adhere to the by-laws in order to remain a member in good standing.

WEIGHTED GPA

Vision and Purpose:

This charge entails developing many concrete and soft skills in our students. Particularly, we look to motivate challenge and engagement in difficult tasks, as we know our students will encounter this beyond Lumen Christi in their charge to change the world.

Key Priorities:

- Create a weighted GPA that incentivizes students to challenge themselves through difficult courses.
- Clearly communicate the differences between a weighted GPA (use to calculate honors and to award valedictorian, salutatorian, and class rank) and a simple GPA (reported to colleges).

Weighted GPA for Honors, Advanced Placement, and Dual Enrollment

- Increase weight of Honors class so that each Honors course is weighted 1.08 as compared to a regular course.
- Increase the weight of Advanced Placement classes so that each AP or Dual Enrollment class is weighted 1.1 as compared to a regular course.
- Example: the weight of an A- in an AP course would put it above an A in a general education course. The weight of an A- in an Honors course would put it very slightly below an A in a general education course.

Awards

Underclassman First Honor and Honorable Mention certificates are awarded to those students who have earned recognition for their outstanding achievements in academics and extracurricular activities. Awards are distributed at the end of the school year by the teacher and/or moderator.

Schedule Changes

Individual schedules may not be changed without the approval of the Registrar, after consultation with the teacher involved. Students must then have the consent of their parent(s)/guardian(s).

The Principal has **final** approval of any and all changes. For any schedule changes initiated by parents or students after the date designated by the Registrar, there will be a fee of \$10 charge per class. No student will be allowed to drop a course after the second week of the new semester unless the procedure is initiated by the teacher or the Registrar. Parents are responsible for any new book or app purchases as a result of a student-initiated schedule change.

Report Cards

Student report cards are “computer processed” and mailed to parents quarterly. Any errors should be reported to the teacher who originally issued the grade . Changes on official records must have the written approval of the teacher who gave the original grade. If a student received an “I”, he/she **must** hand in the make-up work within two weeks of the end of the marking period, unless otherwise approved by the Registrar.

Graduation Honors

3.20 - 3.59 Cum Laude (with Praise)

3.60 - 3.79 Magna Cum Laude (with Great Praise)

3.80 - 4.00 Summa Cum Laude (with Highest Praise)

Honor For Excellence Awards

The top graduating seniors, based on overall GPA, will be honored with an award presented to them at graduation. The students to give the welcoming and farewell addresses at the graduation ceremony will be chosen from this group. This decision will rest solely with the Principal.

Advanced Placement (AP)

Students must take the AP exam to receive the AP designation on their transcript. If students decline to take the exam, the class designation will revert to honors.

Michigan Merit High School Graduation Requirement Overview

Michigan Department of Education

Goal:

To ensure that Michigan's high school graduates have the necessary skills to succeed either in postsecondary education or in the workplace.

Components:

- Eighteen mandatory credits (1 credit =2 semesters), which are aligned with recommended college-and work-ready curriculum:

- Four credits in English language arts.

- Four credits in math, including Geometry and Algebra I and II.

At least one math course must be taken during the student's senior year.

- Three credits in science, with use of labs, including biology and chemistry or physics.

- Three credits in social sciences including U.S. History & Geography, World History & Geography, .5 Civics, .5 Economics.

- One credit in Visual, Performing and Applied Arts.

- One credit in Physical Education and Health.

- All high school students must also participate in an online course or learning experience.

- Two credits in world languages. Students may receive credit if they have had a similar learning experience in grades K-12.

- Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to a student entering high school or by testing-out.

- Credit may be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education.

- Credit can be earned through advanced studies such as accelerated course placement, advanced placement, dual enrollment, or international baccalaureate program or an early college/middle college program.

- Requirement that the department of education develops subject area content expectations and subject area assessments to evaluate whether students have met those expectations.
- Option for a student's parent to request a personal curriculum for the student which is developed with the high school counselor or other designee selected by the high school principal. The personal curriculum is for that small percentage of students who seek to exceed the requirements of the MMC or for students with disabilities who need special accommodation and modifications.
- Beginning with students entering 8th grade in 2006 (Class of 2011), schools must give 7th grade students the opportunity to create an educational development plan based on a career pathways program or similar career exploration program. All students must create a plan before entering high school.
- The superintendent of public instruction may designate up to 15 specialty high schools that are exempt from certain requirements of the Michigan Merit High School Graduation Requirements.

These specialty schools are eligible for exemptions if the school:

- Incorporates a significant reading and writing component throughout its curriculum.
- Uses a specialized, innovative and rigorous curriculum in areas such as performing arts, world language, and extensive use of internships or other learning innovations.
- Demonstrates the following: mean scores from ACT math and science exams that exceed by 10% the district average; an 85% graduation rate; and enrollment of 75% of graduates into a postsecondary institution.