



ST. ROSE
— Est. 1923 —
HIGH SCHOOL



FRESHMAN PROGRAM OF STUDY

2025-2026

Mr. Robert Dougherty, Principal
Mr. Timothy O'Halloran, VP of Academics
Mrs. Christine Fallon, Guidance Supervisor

Class of 2029
February 21, 22, & March 9

MORE INFO

REGISTER

607 7TH AVENUE • BELMAR, NJ • WWW.SRHSNJ.COM

MISSION STATEMENT

Saint Rose High School provides a Catholic education based upon Gospel values and academic excellence. Founded by the Parish community of St. Rose Church and nurtured by the charism of the Sisters of St. Joseph, a St. Rose education instills a spirit of unity with God and others while preparing our students to be disciples of Christ and leaders of tomorrow.

PHILOSOPHY AND CORE VALUES

St. Rose High School welcomes students of diverse backgrounds and talents. Our students are educated in their Catholic and civic responsibilities and challenged to preserve the dignity of all human life.

Fostering the development of each student's vocational potential, a St. Rose education integrates our Catholic faith, academic excellence, creative expression, the expectations of physical and emotional maturity, and technological competence into the lives of our students. The focus of this integration is to develop a global consciousness in order to meet the ever-changing needs of the world community.

Our philosophy is lived out through the core values we hold. The St. Rose High School community is:

- Centered on the Person of Jesus
- Distinguished by excellence
- Committed to educate the whole student within a school of diverse populations
- Steeped in Gospel vision
- Sustained by a Gospel witness and
- Shaped by Communion and Community

Centered in the Person of Jesus Christ

St. Rose fosters a personal relationship with Jesus Christ and communal witness to the Gospel message through:

- The celebration of Eucharistic liturgy and daily prayer
- Class retreats, faculty retreat days, and the Kairos retreat program
- Service initiatives that benefit our dear neighbor, especially the poor and marginalized

Distinguished by Excellence

St. Rose is centered on academic excellence with a global consciousness to promote intellectual discipline and growth through:

- A variety of placements, which include college preparatory, honors and Advanced Placement
- Ongoing assessment
- A variety of academic clubs and extracurricular activities

Class and field trips

Committed to Educate the Whole Child within a School Community of Diverse Populations

St. Rose establishes a Catholic faith foundation as the basis of educating the whole child from diverse populations through the integration of:

- Faith formation, service, and ministry

- Academic and cross-curricular programs

- Technological proficiency

- Extracurricular activities that include the fine and performing arts, academic and student-interest, and clubs, and athletics

Steeped in a Catholic Global Vision

St. Rose educates young men and women within the Gospel values to enhance their world views, prepare them for professional life, and equip them with the tools of responsible decision-making through programs and activities that develop:

- The desire to seek wisdom and truth

- Social consciousness and awareness

- Moral wisdom and the distinction of right and wrong

- Respect for life in all forms and stages

- Knowledge to globally integrate and practice what is learned in the classroom as they prepare to become the leaders of tomorrow

Sustained by Gospel Witness and Shaped by Communion and Community

St. Rose employs faculty who are committed to supporting and implementing the Catholic mission and philosophy of the school. In collaboration with parents, the first teachers of their children, the administration, faculty, staff, and coaches create a nurturing community in which they:

- Serve as role models of Christ to the students

- Practice ethical codes of conduct and behavior

- Contribute to the school's catholic identity

- Integrate catholic beliefs in all areas of the curriculum

- Encourage the spiritual, religious, emotional, and social growth of each community member.

Dear Students,

At St. Rose High School, our philosophy and core values emphasize fostering the development of each student's full potential. A St. Rose education integrates our Catholic faith, academic excellence, creative expression, the expectations of physical and emotional maturity, and technological competence into the lives of our students. This holistic integration is designed to cultivate a global consciousness and prepare students to meet the ever-changing needs of the world community.

*Life in the 21st century presents unique challenges, but it also offers unparalleled opportunities. At St. Rose High School, we believe every student has the potential to **BE MORE**. Our comprehensive academic program empowers you to grow spiritually, academically, physically, emotionally, and socially. Here, you will develop a strong foundation of faith and be guided in making moral and ethical choices that prepare you to lead with purpose.*

*Our **Program of Study** serves as a roadmap to these opportunities, allowing you to explore our **Signature Learning Pathways**. Whether your passion lies in **Engineering**, the **Institution of Financial Leadership** or the **Fine and Performing Arts**, you are encouraged to discover and develop your unique talents. What sets St. Rose apart is that you are not confined to just one path; instead, we invite you to explore **MORE**. At St. Rose, you can immerse yourself in a variety of experiences that broaden your horizons, helping you grow as a well-rounded individual.*

As you review the Program of Study and the diverse course offerings, take the time to reflect on your interests, academic background, and potential career goals. The choices you make today will shape your journey, not only for the upcoming school year, but for years to come. Seek the wisdom of your parents and guidance counselor as you navigate this process—they bring valuable insights and life experiences to guide your decisions.

Above all, ask for God's blessings and guidance as you make these important choices. Be enthusiastic and optimistic that your decisions will set the stage for your spiritual, academic, and social success during the 2025-2026 school year.

*We look forward to seeing all the ways you will **BE MORE** at St. Rose High School—becoming disciples of Christ and leaders of tomorrow.*

Yours in faith and education,

*Robert Dougherty '05
Principal*

Guidance Department

At St. Rose High School, we are committed to providing students with the best support services and a solid Catholic Education. The Guidance team plays an integral part by providing the highest quality school counseling services to every student in collaboration with parents, faculty, and administration. We believe that the best preparation for future college and career success is a strong academic and spiritual foundation. St. Rose counselors will help each student prepare for his/her future by assisting in planning his/her challenging four-year academic program.

During the school year, a student will meet with his/her counselor for a variety of reasons, including but not limited to the following:

- Academic progress
- College counseling and placement
- Student-Athlete advice and monitoring
- Course selection and scheduling
- Tutoring services
- Social and peer issues
- Conflict resolution
- Career counseling
- Individual student meetings
- Parent/Student Academic planning



SRHS Guidance Team

Counselor	Email	Phone and extension
Christine Fallon, MA	cfallon@srhsnj.com	732.681.2858 x720
Megan Maclean, MA	mdmmaclean@srhsnj.com	732.681.2858 x723
Kimberly Wight, MS.Ed	kwight@srhsnj.com	732.681.2858 x718
Jerry Joyce, MA Student Assistance Counselor	jjoyce@srhsnj.com	732.681.2858 x769

Academic Programs

College Prep Accelerated (CPA)

Students seeking to meet or exceed standard college placement requirements will benefit from this program. The College Prep Accelerated (CPA) courses are challenging and rigorous. They will provide students with the core foundation to be successful at the college level.

HONORS (H), and ADVANCED PLACEMENT (AP)

Students seeking challenging courses that exceed standard college placement requirements will benefit from these programs. Freshmen gain initial entry into honors classes based on grade school records and placement test scores. Freshmen gain entry into Advanced Placement World History based on achievement on the High School Placement Test (HSPT).

Upper class students gain placement in Honors, and/or Advanced Placement classes based on grades achieved by the end of the first semester of the present school year, AP potential scores provided by the College Board and, in some cases, by teacher recommendation. Advanced Placement courses may allow students to qualify for college credit at a variety of colleges at greatly reduced costs; fees apply to these offerings. Students entering an Advanced Placement course are required to take the Advanced Placement Test administered in May. Note specific course requirements.

ELECTIVES

Students at SRHS are able to enjoy a wide complement of elective courses throughout their high school careers. These electives should be seen as a broad sampling of disciplines whose purpose is to guide decision-making in future studies.

COURSE AVAILABILITY

SRHS strives to offer all the courses in this catalog. However, courses may be canceled due to a lack of student interest. Courses may also be dropped from a student selection due to a conflict with another course during the scheduling process. For this reason, it is necessary that all students seriously consider their alternate choices on their course selection form.

COURSE CHANGES

The structure of the master schedule relies on the information learned from the course selection requests. Therefore, changes may not occur after the academic office closes the course selection portal. In the event that problems occur over the summer, there is a summer course change request form available upon request from the Guidance Department. Changes will only be considered when this form is signed and submitted. The 2021-2022 Program of Study will list the deadline for which courses may be changed in the beginning of the school year. Changes after the designated date may be refused and/or will incur a fee.

Course Selection Process

All course selections will be completed in person with a guidance counselor.

Many courses have prerequisites. These prerequisites are listed throughout the Program of Study. Students should not be able to select the course if they do not meet the prerequisites. A few classes require approval by the department chairs. If you have been pre-approved to select a course and meet the other criteria, the course will be active for selections.

Guidance counselors will meet with freshmen to review their course selections. At this meeting, students will receive a paper listing of the courses selected, which must be signed by a parent/guardian.

CLASS OF 2029

- All Freshmen must take a full year of Freshman Theology, English 1, World Language and Math. This will constitute 20 credits of your total 40 credits and represent 4 periods of your day.
- World History, Biology and/or Integrated Wellness can be delayed, but ultimately must be taken to meet graduation requirements.
- The remaining credits will be in the elective courses area.

Graduation Requirements

4 years of Theology	4 years of English	3 years of Science
3 years of History*	4 years of Mathematics	1 year of Fine or Performing arts
2 years of World Language**	1 class retreat yearly	
1 year of Integrated Wellness		

In order to graduate, credits must total at least 153 credits.

*One year of World History and two years of U.S. History.

**SRHS requires 2 years of a world language but strongly encourages 3, as most colleges request this of their candidates

Core Course Descriptions

Theology

All students take courses in religion and share in service opportunities by performing one required service task each marking period. Service tasks are counted as part of the student's grade point average. Completion of these tasks is necessary for promotion and graduation. Each student is required to participate in the retreats and spirituality programs offered by the school.

CPA Catholic Faith/Morality (Freshman Theology)

This is a foundation course in the core beliefs of the Catholic Church. Using the Apostles Creed, students will explore the dogmas and doctrines of the Catholic Faith, with a concentration on the Paschal Mystery. This will also include an overview of the Sacraments and different forms of prayer in the church. In the Second Semester, students will examine Catholic Morality using the 10 Commandments as a guide. Sin and conscience formation will also be included in this course.

English

CPA English 1 Introduction to Literature

This course for freshmen provides a firm basis for the future study of all literary forms. Students critically approach literature as they participate in weekly reading, writing, vocabulary and grammar study. Focus is also placed on the reading of novels and plays. Speech and critical thinking development are achieved through active class participation. Summer reading assignments are required.

Honors English 1 Introduction to Literature

This accelerated course in the literary genre for advanced freshmen includes extensive reading and an in-depth study of representative selections of short stories, novels, drama and poetry. Students critically approach literature as they participate in weekly reading, writing, vocabulary and grammar study. Speech and critical thinking development are achieved through active class participation. Summer reading required.

Social Studies

CPA World History

An academic course that traces the human experience from 1450 to 1955 starting with the Renaissance and the Age of Exploration and ending with the Cold War. This course emphasizes the global exchange through ideas, trade, and conflict. Students will examine significant historical events that have influenced human progress over time. In addition, students will be exposed to and will develop their oratorical and writing skills.

Honors World History

An academic course that traces the human experience from 1200 to present. Starting with the Mongols and Ming Empires through modern history. Students will examine the cultural changes that have occurred over time, and have influenced the interconnected world in which we live today. Students will be exposed to high-level reading, document analysis, writing, and research. Students will develop skills and learn concepts necessary to be successful in this class, and in preparation for the rigors of future Advanced Placement and college-level courses.

Advanced Placement (AP) World History: Modern

This course develops an understanding of the evolution of global processes and contacts, including interactions over time. This nontraditional approach looks at the common threads of humanity—trade, religion, politics, society, technology, and human interactions with the environment—and investigates how each has changed and continued over time. The course traces the human experience from 1200 C.E. to the twenty-first century C.E., emphasizing historical thinking skills, writing skills, and content knowledge essential for success in a college-level history course. Students will devote considerable time to the critical evaluation of primary and secondary sources, writing essays, class discussions and Socratic Seminars. **All AP World History students must pay the fee and sit for the examination in May. Summer reading and chapter assessments are mandatory.** Prerequisite: Incoming Freshmen - Superior performance on the Basic Skills Reading and Vocabulary section of the High School Placement Test. Test Fee - \$118

World Language

All students are required to take two years of a world language, but SRHS encourages three years. The department has designed courses to challenge each student's ability and to stimulate interest in further study of languages.

French 1 (CPA)

French 1 introduces students to the basic skills of the language and the culture of the French-speaking countries. Students learn vocabulary and grammatical structures necessary for a particular thematic unit. Within the scope of the theme, students learn to write, read and answer questions, give presentations and converse. The students are exposed to the culture through art, food and music. This class is conducted in French 90% of the time, English is used for clarification only.

French 2 (CPA)

French 2 is a further development of the skills learned the previous year. The language and culture of the French-speaking countries is taught in more detail. Students learn vocabulary and grammatical structures necessary for a particular thematic unit. Within the scope of the theme developed, students learn to write, read and answer questions, give presentations and converse. The students are exposed to the culture through art, food, and music. This class is conducted in French 90% of the time, English is used for clarification only. **Prerequisite: successful qualifying placement test.**

Spanish 1 (CPA)

Spanish 1 introduces students to the basic skills of the language and the culture of the Spanish-speaking countries. Students learn vocabulary and grammatical structures necessary for a particular thematic unit. Within the scope of the theme, students learn to write, read and answer questions, give presentations and converse. The students are exposed to the culture through art, food and music. This class is conducted in Spanish 90% of the time, English is used for clarification only.

Spanish 2 (CPA)

Spanish 2 is a further development of the skills learned the previous year. The language and culture of the Spanish-speaking countries is taught in more detail. Students learn vocabulary and grammatical structures necessary for a particular thematic unit. Within the scope of the theme developed, students learn to write, read and answer questions, give presentations and converse. The students are exposed to the culture through art, food, and music. This class is conducted in Spanish 90% of the time, English is used for clarification only. **Prerequisite: successful qualifying placement test.**

Mathematics

CPA Algebra 1

In Algebra 1, students learn the fundamentals, which include: equations, signed numbers, graphing, sets, problem-solving, formula analysis, equalities and inequalities, systems of equations in two variables, and geometric relationships pertaining to Algebra (powers, roots, radicals, polynomial operations and factoring). This course requires a TI-83, TI-83+ or TI-84 graphing calculator. **Prerequisite: Placement is determined by grade school records and High School Placement test scores.**

Honors Algebra 1

This is an accelerated study of Algebra 1, designed for students who have an aptitude for and an interest in mathematics. Students learn the fundamentals, which include: equations, signed numbers, graphing, sets, problem-solving, formula analysis, equalities and inequalities, systems of equations in two variables, and geometric relationships pertaining to Algebra (powers, roots, radicals, polynomial operations and factoring). This course requires a TI-83, TI-83+ or TI-84 graphing calculator. **Prerequisite: Placement is determined by grade school records and High School Placement test scores.**

CPA Geometry (CPA)

In geometry, students study the relationships that exist between sets of points in a plane. Students follow a logical sequence of steps from a given hypothesis to a desired conclusion through inductive and deductive reasoning resulting in geometric figures, such as the triangle, quadrilateral, polygon and circle. Students reinforce algebraic topics and apply them to basic ideas of coordinate geometry, in preparation for further courses in college preparatory mathematics. They develop thinking skills and logical arguments. Algebraic connections to geometric topics are studied, utilizing a reinforcement of Algebra 1 topics. This course requires a TI-83, TI-83+ or TI-84 graphing calculator. **Prerequisite: Algebra 1 , placement for freshman based on admissions data and administrative approval.**

Geometry (H)

This is an accelerated study of geometry, designed for students who have an aptitude for and an interest in mathematics. In addition to the topics taught in the geometry course, students cover some coordinate geometry, logic, and the locus of points and figures in space. This course requires a TI-83, TI-83+ or TI-84 graphing calculator. **Prerequisite: Algebra 1; placement for freshman based on admissions data and administrative approval.**

Science

Biology (CPA)

In this lab science course, students discover concepts of classical, modern, and current biology. It includes the study of biochemistry, the cell, energy transformation, genetics, evolution, classification and the structures and functions of the six kingdoms. Critical thinking, creativity, and evaluation skills are stressed. Weekly labs reinforce concepts and introduce hands-on experimental techniques.

Biology (H)

This biological laboratory science course enables highly motivated students opportunities to investigate all aspects of living organisms, with a focus at the molecular level. Topics include biochemistry, cell biology, energy transformation, genetics and biotechnology, evolution, classification of organisms, and the structure and function of organisms in the six kingdoms. Laboratory activities challenge the students and form an integral portion of the students' assessment.

Integrated Wellness

Integrated Wellness 1 (CPA)

This one-year course provides students with essential health education and life skills, emphasizing personal wellness, safety, and responsible decision-making. Designed for freshmen, the class integrates critical health topics with practical applications to prepare students for a healthy and balanced life.

Course Topics

- **Basic First Aid/CPR:**
Following American Heart Association guidelines, students acquire skills in accident prevention and response. Topics include treatments for bleeding, poisoning, burns, bone and joint injuries, and shock, along with CPR certification opportunities.
- **Health and Wellness:** Students will explore mental and physical health, including stress management, emotional well-being, nutrition, sexual health, dating violence prevention, and strategies for making healthy life choices. Emphasis is placed on understanding relationships, managing stress, and maintaining overall wellness.
- **Substance Awareness and Responsibility:** Students will learn about the dangers of drug and alcohol abuse, the importance of living drug-free, and the long-term effects of substance misuse and dependence. The course also covers financial responsibility and informed decision-making to promote a balanced and responsible lifestyle.
- **Driver Education:**
Students are introduced to New Jersey driving laws and regulations. The classroom portion of driver education concludes with the opportunity to take the state permit test administered by a certified instructor.

Skills and Outcomes

By the end of this course, students will have gained a solid foundation in health, wellness, and safety, empowering them to make informed decisions about their personal well-being and responsibilities in their communities.

Elective Courses

St. Rose Institute of Financial Leadership (IFL)

The St. Rose Institute of Financial Leadership (IFL) was created with the mission to develop faith-based, ethical leaders of tomorrow's business community by providing growth-oriented curriculum administered by educators who are able to provide real-world industry experience. The platform offers eight high school or college level courses designed to address key content standards with expanded coverage of competencies that are more applicable to real-world applications in today's business industry. The courses attempt to address the disconnect between higher demand career options in business & finance and curriculum currently offered in many secondary schools to help prepare students for careers in business & finance. As a result, the IFL not only prepares students for college coursework, but also provides a springboard for career familiarity and success beyond college.

The pathway to achieve graduate designation for the St. Rose Institute of Financial Leadership includes membership in the St. Rose Finance & Investment Club, required completion of Economics & Personal Finance course with a grade of 90 or above, a grade of 90 or above in two additional elective business courses and completion of a co-op internship participation in the business community as offerings permit. In addition, students are required to maintain membership in the St. Rose Finance & Investment Club for each year of participation in the Institute of Financial Leadership.

Who can participate?

Courses in the IFL are open to high school freshmen, sophomores, juniors and seniors with an active interest/curiosity in pursuing business as a possible pathway and meet prerequisite academic standards.

Business

Honors Economics and Personal Finance

Economics and Personal Finance combines the basic introduction of the mechanics of the global economy along with a narrower introduction to navigating individual financial decision-making. The course introduces the student to the principles that apply to an economic system as a whole, while exploring the key principles that apply to personal economic decisions and finance. The course places particular emphasis on the study of scarcity and choices based on scarcity, differences in economics systems, money and banking, business formations and key “big picture” economics concepts such as inflation/deflation, taxation, business cycles, and the economic goals of government. Students learn to use graphs, charts, and data to analyze, describe, and explain economics concepts. The course evolves into introducing how key economic and broad financial decisions impact personal decision-making via key personnel finance concepts, including building goal-based financial plans and budgeting toward that plan, the proper use of credit and impact of interest on loans for key purchase decisions, preparation for college and career, and saving and investing. Students learn to comprehend and calculate the impact of key financial decisions to understand both short-term and long-term impact on the achievement of financial goals. ***85% or better in Math on the HSPT for grades 9,***

Engineering

Pathway To Engineering™, is a four-year pre-engineering program integrated into the students' core curriculum. The combination of traditional math and science courses with innovative Pathway To Engineering™ courses prepare students for college majors in engineering and technology fields and offers them the opportunity to earn college credit while still in high school.

The Pathway To Engineering™ program begins in the ninth grade and is completed in the twelfth grade. Enrollment is limited and selection is based on student interest, willingness to commit to a four-year program, math and science middle school grades, and math placement scores. Math placement scores must be above 85% national percentile for the High School Placement Test. Selected students will receive a letter of invitation with their letter of acceptance to St. Rose High School.

Pathway To Engineering™ courses engage high school students through a combination of activities-based, project-based, and problem-based (APPB) learning. APPB learning not only creates an environment for applying engineering concepts to real problems, but also prepares students to:

- Solve problems
- Participate as part of a team
- Lead teams
- Speak to a public audience
- Conduct research
- Understand real-world impacts
- Analyze data
- Learn outside the classroom

Honors Introduction to Engineering Design

Students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. This course exposes students to engineering design through exploring the design process, engineering standards, research and analysis, technical documentation, global and human impacts, communications methods, and teamwork. Students will create virtual models of product solutions using solid modeling computer design software in order to analyze for viability. Students will build working prototypes using laser and 3D printing technologies.

Prerequisite: 85% or better at Math on the HSPT.

Fine and Performing Arts

Art Department Foundation Course

CPA Introduction to Art

This course is for the art explorer. A requirement in the art progression, students are introduced to the wonderful world of art. Utilizing relevant real world skills of creative thinking and problem-solving, students develop their skills and art knowledge through creative application.

Performing Art Electives

Intro to Vocal

This course is open to students who have an interest in learning to or continuing to perform vocally. The ensemble performs at school and community functions including, but not limited to: competitions, festivals, pep rallies, concerts, showcases, Convocation, Tree Lighting Ceremony and Graduation. A very wide variety of music literature is introduced, studied, and performed throughout the year. Attendance at performances is required as these are considered exams and are an opportunity for the student to demonstrate the achievement that has taken place. Rehearsal time outside the regular school day is also required and is considered a graded activity that would parallel homework/quizzes in other classes. Class time is supplemented with Flex period time and one after school rehearsal a week to assist students in gaining proficiency with vocal technique and to introduce the annual NJMEA competition solo for All Shore and All State Chorus auditions. The First Quarter and most of the Second Quarter are used to prepare for the Christmas Concert. Some of the Second Quarter, Third Quarter and most of the Fourth Quarter are used to prepare for the Spring Concert.

CPA Instrumental Music

This course is open to students who have an interest in learning or continuing to perform on a band or orchestral instrument. Approved Instruments: Guitar, Ukulele, Piano, Drum, Bowed strings (violin, viola, cello, double bass), Woodwinds (flute, oboe, clarinet, saxophones), Brass (trumpet, trombone, baritone, tuba), Percussion and Piano. The ensemble performs at school and community functions including, but not limited to: competitions, festivals, pep rallies, concerts, showcases, Convocation, Tree Lighting Ceremony and Graduation. A very wide variety of music literature is introduced, studied, and performed throughout the year. Attendance at performances is required as these are considered exams and are an opportunity for the student to demonstrate the achievement that has taken place. Rehearsal time outside the regular school day is also required and is considered a graded activity that would parallel homework/quizzes in other classes. Class time is supplemented with Flex period time and one after school rehearsal a week to assist students in gaining proficiency on the various instruments, to facilitate switches to specialized instruments, and to introduce the annual NJMEA competition solo for All Shore Band auditions. The First Quarter and most of the Second Quarter are used to prepare for the Christmas Concert. Some of the Second Quarter, Third Quarter and most of the Fourth Quarter are used to prepare for the Spring Concert. Students must own your own instrument that is used in class (exceptions: percussion and piano)

CPA Introduction to the Bagpipes

This course is open to students who have an interest in learning to play the bagpipes or the Scottish style of drumming. Students playing the bagpipes will need to purchase their own instruments once school begins. Students playing the drums will need to purchase their own practice pads and sticks once the school year begins. Grades 9-12

Introduction to Acting

Introduction to Acting is an elective course designed to build foundational skills in acting, public speaking, and improvisation. Students will explore acting techniques, including voice, body control, and character development, while building confidence and stage presence in front of an audience of their peers. Through scene work, theater exercises, and improvisation, students will develop creativity, spontaneity, and effective communication skills. Emphasis will be placed on transferable skills like poise, clarity, and adaptability for public speaking and real-world situations. By the end of the course, students will have performed monologues, participated in group scenes, and enhanced their confidence and ability to connect authentically with an audience.

**Course Request Sheet: 2025-2026 School Year
St. Rose High School**

Name:
Student Email:

Grade:
Parent Email:

Department	Course Title
Theology	____ CPA Catholic Faith & Morals
Integrated Wellness	____ CPA Integrated Wellness 1
English	____ CPA English 1
	____ Honors English 1
Social Studies	____ CPA World History
	____ Honors World History
	____ AP World History: Modern
Mathematics	____ CPA Algebra 1
	____ Honors Algebra 1
	____ CPA Geometry
	____ Honors Geometry
	____ CPA Algebra 2
	____ Honors Algebra 2 and Trigonometry
Science	____ CPA Biology
	____ Honors Biology
World Language	____ CPA French 1
	____ CPA French 2
	____ CPA Spanish 1
	____ CPA Spanish 2
Engineering (with qualified scores)	____ Honors Intro to Engineering Design
Fine and Performing Arts	____ CPA Intro to Art
	____ CPA Intro to Vocal Music
	____ CPA Intro to Instrumental Music
	____ CPA Intro to Bagpipes and Drums
	____ CPA Intro to Acting
Business	Honors Economics and Personal Finance (with qualified scores)