



Wahlert Catholic High School

Course Selection Guide 2026-2027

Holy Family Catholic
School District



Our Mission

Forming disciples of Jesus Christ through
Catholic educational excellence.

Graduation Requirements

**** Students must be enrolled in a course each period, all eight semesters and participate in J-Term.**

All students are required to complete...

- 4 years of **English courses**
- 3 years of **science courses**
- 3 years of **social studies courses**
- 3 years of **math courses**
- 4 years of **theology courses**
- 1 semester of **personal finance**

Number of Credits Needed to Graduate

330 credits are required upon graduation. Within those credits, students must meet all core requirements. Students must be enrolled in a course each period, all eight semesters. Each semester of a class is worth 5 credits. The number of credits necessary for graduation decreases for students taking PSEO, PICC, or Internships. A PSEO, PICC, or Internship could take up multiple class periods due to travel time.

Senior Year Graduation & Academic Calendar

I. Purpose and Authority

In accordance with IAC 281-12.3(5) and ACSD 5127, the School Board establishes this policy to define graduation requirements and the conclusion of the academic year for the senior class. The School Board maintains the authority to set a differentiated school calendar for graduating seniors, provided all state and local instructional requirements are met.

II. Senior Exit Date Scheduling

1. **Scheduled Last Day:** The District shall establish and publish an official "Senior Exit Date" for each graduating class. This date represents the final day of mandatory attendance for seniors who have fulfilled all academic requirements.
2. **Timing:** The Senior Exit Date will be scheduled by the school to occur within the final two weeks of the district's comprehensive academic calendar.
3. **Alignment with Terms:** As long as the district utilizes a "May Term" (or equivalent supplemental instructional period) following the conclusion of the second semester, the Senior Exit Date shall be scheduled to coincide with the final day of the second semester.

III. Eligibility for Early Release

To be eligible for release on the scheduled Senior Exit Date, a student must meet the following criteria:

- **Instructional Hours:** The student must have completed a minimum of 1,080 hours of instruction during the current academic year prior to their release.
- **Academic Credits:** The student must have successfully earned all credits required by Board Policy and the State of Iowa.
- **State Mandates:** The student must have completed all state-mandated requirements, including the **Iowa Civics Test** (as required for the Class of 2026 and beyond).
- **Financial & Property Obligations:** The student must have returned all district-owned materials (textbooks, technology, uniforms) and settled all outstanding fees.

IV. May Term Exemption

Seniors who have met all graduation requirements by the Senior Exit Date (conclusion of Semester 2) are officially excused from attendance during the district's May Term. The May Term is considered a supplemental instructional period for the senior cohort; however, seniors wishing to participate in May Term courses for additional credit or enrichment may do so with the prior approval of the High School Principal.

V. Participation in Commencement

The release from attendance does not conclude the student's relationship with the district until the formal commencement ceremony. All seniors released early are required to attend mandatory commencement rehearsals and orientations as scheduled by the school. Failure to adhere to district conduct policies during the release period may result in the loss of the privilege to participate in graduation ceremonies.

School Year | Marking System

Wahlert Catholic High School (WCHS) operates on a semester system. The school year consists of two semesters, each approximately 18 weeks in length. Some courses are offered for only one semester, worth 5 credits; while other courses are two semesters (or year-long) worth 10 credits.

Wahlert Catholic High School utilizes the following grading scale for all courses.

A+ 97-100%	B+87-89.99%	C+77-79.99%	D+67-69.99%
A93-96.99%	B83-86.99%	C73-76.99%	D 63-66.99%
A-90-92.99%	B-80-82.99%	C-70-72.99%	D-60-62.99%
			NC ...59.99% & below

Weighted Grades

In an effort to encourage students to challenge themselves, course grades are weighted at the Honors, Dual Credit/College, and Advanced Placement level. (A traditional 4.0 “unweighted” cumulative grade point average can also be calculated if desired by contacting the Counseling Office.)

Grade point values assigned to each letter grade is weighted as follows, depending on the nature of the course. Dual credit courses are offered through Loras College, Clarke University, University of Dubuque, and Northeast Iowa Community College – as a result, dual credit courses reflect their institutions’ grading scales. These post-secondary institutions do not recognize “A+” on their grading scale; therefore an “A+” is not applicable to Wahlert Catholic High School’s weighted scale.

Grade	High School Course	Honors Course (x1.05)	Dual Credit Course	Advanced Placement Course (x1.10)
A+	4.33	4.55	<i>Not applicable.</i>	4.76
A	4.00	4.20	4.33	4.40
A-	3.67	3.85	3.94	4.04
B+	3.33	3.50	3.57	3.66
B	3.00	3.15	3.22	3.30
B-	2.67	2.80	2.87	2.94
C+	2.33	2.45	2.50	2.56
C	2.00	2.10	2.15	2.20
C-	1.67	1.75	1.79	1.84
D+	1.33	1.40	1.42	1.46
D	1.00	1.05	1.07	1.10
D-	.67	.70	0.72	.74
NC	.00	.00	.00	.00

Course Offering Policy

This course guide contains a list of courses Wahlert Catholic High School plans to offer during the 2026-2027 academic year. The decision to offer a course is made by the administration based on student interest, enrollment, and availability of faculty. Due to these factors, the number of sections and/or seats available in each course may be limited. This may result in students being unable to enroll in particular courses.

Course Change Policy

Students can make changes to their schedule up to two weeks prior to the start of a semester. Upon the start of a new semester, students can make changes to their schedule by meeting with a school counselor and completing a Drop/Add form (with required teacher/parent signatures). Students may request changes to their schedule up to 7 days into the new semester. Students missing class periods from their schedule are given priority over schedule changes.

Middle School Courses for High School Credit

Students may earn high school credit for certain courses completed in middle school. These credits will appear on the high school transcript and include a letter grade; however, grades earned in middle school high school-credit courses are not included in

the student's cumulative high school GPA. Students who do not meet course requirements will be required to take the course again the following year. Courses taken during middle school do not apply toward high school graduation requirements.

Honors Integrated Math I: Students who have a passing grade for Honors Integrated Math I at the end of 8th grade will receive credit for one year of math on their high school transcript. Students will be required to take the class again the following year if they do not complete all coursework in Math I or if they do not have a passing grade at the end of the year. Courses taken during middle school do not apply toward the three-year math requirement at the high school level.

Honors Spanish I: At the end of 8th grade, students may earn high school credit for Honors Spanish I by achieving a mastery score on the end-of-year assessment that verifies they have met the Honors Spanish I standards and learning objectives. Students who qualify will receive Honors Spanish I credit on their high school transcript and are encouraged to enroll in Honors Spanish II the following year. Students who do not earn the qualifying score and/or do not complete required coursework will enroll in Honors Spanish I the following year.

Service Requirement

The Wahlert faculty and staff strive to provide opportunities for students to grow in their understanding of Christian service, particularly through the lens of Catholic Social Teaching and the Corporal & Spiritual Works of Mercy. This is accomplished through a comprehensive 4-year service program. Experiences will take place in theology curriculum, J Term sessions, and the mentor classroom. Students can additionally complete service through participating in the ministry office or service-orientated clubs, enrolling in the Faith in Action: Service Learning class, and involvement in our parishes. Service opportunities in the community are promoted regularly, and students can sign up. Students have the option to apply for the servant cord during their senior year. Below is the four-year progression of how we seek to form a heart of service in our students.

9th Grade

- **Introduction to Campus Ministry and Service-Oriented Clubs**
11th and 12th Graders will visit 9th grade theology to share about service-oriented clubs and campus ministry at Wahlert.
- **Christian Anthropology in Theology**
9th graders will gain a foundation of Christian Anthropology during theology classes, giving them a baseline of a Christian worldview on service.
- **Service-oriented J Term Sessions**
Students will participate in service-oriented sessions, reflect on experiences, and create a service project proposal throughout the 9th grade JTerm.
- **Spring Mentor-Led Service Project**

Students will take the proposal created during J Term to their mentor groups. Groups will select one project to complete.

- **Reflect and Review on Service**

Each service experience throughout the year will include reflection and review. These will be housed in Xello.

10th Grade

- **Fall Mentor-Led Service Experience**

10th Graders will work in their mentor groups to complete a service project in their mentor groups

- **Catholic Social Teaching Lessons**

During J-Term course, the 10th graders will engage in lessons about the seven themes of Catholic Social Teaching

- **Service + Social Innovation Project**

During their J Term course, 10th graders complete a service project. Then they will work on a social innovation pitch for the NPO they serviced.

- **Spring Student Planned Service Experience**

Students will work with their mentor group to plan a group service project with the goal of returning to one of the organizations that we served during JTerm.

- **Reflect + Review on Service**

Each service experience throughout the year will include reflection and review. These will be housed in Xello.

11th Grade

- **Attend Fall Service Fair**

Campus Ministry and College + Career Readiness offices collaborate to host a service fair with local organizations for students to attend

- **Spiritual and Corporal Works of Mercy**

Learning about Spiritual and Corporal Works of Mercy and becoming aware of how to “See and Serve” incorporated into theology class

- **Service Learning in J Term**

The universal competency will be that each J-Term course will incorporate a service opportunity that directly impacts a NPO and the people they serve.

- **Student-led Service Project in Mentoring**

In small groups within mentoring, students plan a service project for their group. Students are responsible for dates and logistics.

- **Reflect & Review on Service**

Each service experience throughout the year will include reflection and review. These will be housed in Xello.

12th Grade

- **See & Serve**
Students will complete one experience on the “See and Serve” menu per semester and complete a reflection for each one on Xello.
- **Catholic Social Teaching**
Students will learn about Catholic Social Teaching in first semester theology.
- **Catholic Social Teaching Service Project**
As part of senior theology, students will complete a minimum 10 hour service project to one location/person/opportunity
- **Complete Portfolio**
In mentoring, students complete their 4-year comprehensive service experience. This includes a final impact statement, service reflections, and CST project.
- **Reflect and Review Service**
Each service experience throughout the year will include reflection and review. These will be housed in Xello.

Servant Cord and Caritas Cord

The Servant Cord recognizes graduating seniors who have applied for the cord and have shown that they have developed a heart of service. To apply for the Servant Cord, students must either complete 200 approved hours of service and an application or complete the requirements for the *Caritas Cord*. Mentors will monitor service completion on the Helper Helper and Xello apps.

**Service completion tracking will transition from Helper Helper to Xello over the next two years.*

Caritas Cord: Fostering the Virtue of Charity Through Living and Sharing a Heart of Service

Beginning for the class of 2026 with the goal to be fully integrated for the Class of 2028 and ongoing, students pursuing the servant cord may alternatively strive for the Caritas Cord.

The Caritas Cord includes these four elements:

- 1. Servant Leadership**
 - a. Complete 3 servant leadership roles over the course of your four years. Upon graduation, you can articulate and give evidence to the value/learning of those opportunities
- 2. Above and Beyond Service Hours**
 - a. Students complete 20 additional hours* to one service location they have chosen during their 12th grade year.

3. Apostolic Mission

- a. Taking experiences from either a servant leadership role or above and beyond hours, students will;
 - i. Invite others to participate in service or opportunities to deepen their faith.
 - ii. Identify and use their gifts and talents to serve others.
 - iii. Display a willingness to engage in service outside of their typical environment.

4. Presentation

- a. Students meeting the requirements for the Caritas Cord will present the artifacts and evidence to demonstrate their heart of service and its connection to the Catholic faith.

**20 additional hours will be the expectation for the Class of 2026 and the Class of 2027. Class of 2028 and ongoing will be required to do 10 additional hours to their service site their senior year.*

Competency-Based Pathway Courses (CBE)

Some courses are offered through CBE Pathway (Competency-based Education Pathway). This type of course is offered in an innovative, flexible way. Rather than a regular class period meeting daily with face-to-face instruction, the student and teacher co-design a learning plan to meet the competencies for the course and set the time period in which course requirements will be met. Instructional plans may include face-to-face direct instruction, independent projects, and online learning components. The student shares evidence of learning with the certified teacher and the teacher evaluates that evidence aligned to course competencies (aligned to applicable state standards). Students can continue to revise and submit evidence of learning to show mastery. Once the competencies for the course have been met, the teacher submits the grade for credit. The start and end dates of a course using CBE pathways do not have to match a traditional semester schedule. However, if expectations established in the learning plan are not met, students may be deemed ineligible for extra-curricular activities. Students who wish to enroll in a CBE Pathway for a course, must seek guidance and approval from the school counselor, principal, and teacher with the certification to grant mastery for the course. Link: [Student Plan Sheet](#)

Personalized Learning

Personalized Learning has emerged as a leading educational model. As part of our commitment to ensuring that every student in our school system leaves with the knowledge and skills to be college-, career-, and citizenship-ready, Holy Family Catholic Schools has fully embraced this educational concept. It supports each student in achieving his or her individual potential, provides tools for teachers to engage with students more effectively, and empowers students to learn at an appropriate pace to ensure they have thoroughly learned the material. Our goal is for students to recognize their God-given gifts and understand the importance of exploring different life pathways through internships, specific coursework, and course options available through Wahlert's Beyond the Nest program.

Beyond the Nest Pathways

Wahlert takes pride in offering options in diverse career pathways. While at Wahlert, students can take high school courses and various electives, college level courses, internships, and career and technical certification program options. Our goal is to create a personalized pathway, designed specifically for each student's needs and interests. Wahlert has created Beyond the Nest Pathways to specifically lay out course options in all career clusters. Options within this program include the following: Emergency Medical Technician (EMT) certification, Certified Nurse Aide (CNA) certification, Computer Numerical Control (CNC) certification, career and technical course options through NICC, internship opportunities with local businesses and organizations, options to take college transfer courses, as well as the opportunity to complete an Associates of Arts Degree while in high school. Students and families can reach out to Katie Lenart, College & Career Readiness Coordinator, if interested in learning more about obtaining an Associate of Arts Degree while at Wahlert Catholic High School.

Seal of Biliteracy

The purpose of Iowa's Seal of Biliteracy program is to recognize graduating high school students who have demonstrated proficiency in English and at least one other world language. The program underscores biliteracy as a critical 21st century skill. All students are eligible to receive the Seal of Biliteracy.

A biliteracy seal:

- Values language as an asset.
- Recognizes the value of language diversity and cultural identity.
- Prepares students with 21st-century skills that will benefit them in the labor market and global society.
- Provides employers, institutions of higher education, and grant or scholarship providers evidence of a student's world language skills and dedication to attaining biliteracy.

To earn the Iowa Seal of Biliteracy, students must demonstrate proficiency in both English and another language, as defined by Iowa's approved assessment options (proficiency aligns to the ACTFL Intermediate level).

At Wahlert, students most commonly demonstrate English proficiency by earning an 18+ on ACT English or 3+ on AP English Language or AP English Literature. Students most commonly demonstrate Spanish proficiency by earning a 3+ on AP Spanish Language and Culture or Intermediate 2 (I-2) on all components of the AAPPL (Reading, Listening, Speaking, and Writing).

Additional state-approved assessment may also be used to demonstrate proficiency.

[Source: Iowa Department of Education Guidance](#)

College Credit Opportunities | Wahlert Catholic High School

Advanced Placement (AP)

In Advanced Placement (AP) courses, students engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively. Students can choose to take an AP exam for a course not offered at Wahlert Catholic High School. If interested in this option, please contact Wahlert's Counseling Office.

Advanced Placement offerings include...

- AP Computer Science A
- AP Computer Science Principles
- AP English Language
- AP English Literature
- AP Government
- AP Human Geography
- AP Calculus AB & BC
- AP Music Theory
- AP Seminar
- AP US History
- AP World History Modern

College Credit Opportunity – AP

Students who score “3” or higher on the spring AP exam **may** earn three college credits per passed exam (pending college approval). College credit is not given to test scores below a “3”. Most colleges accept these credits.

Please click or visit the link the below for college/university credit policies:

<https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

Courses Fees – AP

There is no cost associated with AP class participation; however, the exam fees are approximately \$99 per exam.

Concurrent Courses

Concurrent courses are Northeast Iowa Community College or Clarke University courses taught at Wahlert during the regular school day by our qualified Wahlert teachers. Students will receive both high school and college credit upon completion of these courses.

Concurrent Course offerings include...

Northeast Iowa Community College (NICC)

- **Composition I (College Writing, ENG 105) *** | 3 credits
- **Composition II (College Writing II, ENG 106) *** | 3 credits
- **Statistics (MAT 156)** | 3 credits
- **Introduction to Psychology - Online (PSY 111)** | 3 credits
- **Introduction to Religion (REL 105)** | 3 credits
- **Foundations of Education (EDU 210)** | 3 credits
- **Introduction to Chemistry (CHM 110)** | 3 credits
- **Introduction to Chemistry Lab (CHM 111)** | 1 credit
- **Survey of Physics (PHY 106)** | 4 credits
- **Chemistry I (CHM 160) *** | 3 credits
- **Chemistry I Lab (CHM 161) *** | 1.5 credits
- **Chemistry II (CHM 170) *** | 3 credits
- **Chemistry II Lab (CHM 171) *** | 1.5 credits
- **College Physics I (PHY 162)** | 4 credits
- **College Physics II (PHY 172)** | 4 credits
- **Computer Aided Drafting I (CAD 104)** | 3 credits
- **Human Anatomy & Physiology I (BIO 168)** | 4 credits
- **Human Anatomy & Physiology II (BIO 173)** | 4 credits
- **Walking I (PEA 192)** | 1 credit
- **Elementary Spanish I (FLS 141) **** | 4 credits
- **Elementary Spanish II (FLS 142) **** | 4 credits
- **Intermediate Spanish I (FLS 241) **** | 4 credits
- **Intermediate Spanish II (FLS 242) **** | 4 credits

Clarke University

- **Pre-Calculus with Algebra (MAT117)** | 3 credits

Loras College (PSEO)

- **Spanish Communications I (SPA 203)** | 3 credits
- **Spanish Communications II (SPA 204)** | 3 credits

* Students must have a qualifying ACT score and/or cumulative GPA to participate in these courses

** Students must have successfully completed prior Spanish courses and/or have a qualifying placement exam score.

College Credit Opportunity – Concurrent Courses

Course credit is indicated above. Most colleges accept these credits. In some circumstances, transferring these credits may require further documentation (a syllabus, for example).

- [Please check with prospective colleges/universities for transferability.](#)
- *Wahlert will use the NICC and Clarke University grading scales to designate letter grade on student's transcript.*

Post-Secondary Education Opportunity (PSEO) Courses

Post-Secondary Education Opportunity (PSEO) courses are college courses taken at the local colleges on their campuses, with their professors, and with college students.

PSEO course offerings include...

- PSEO courses must be pre-approved by the State. Paperwork to apply for PSEO courses can be found in the Wahlert Guidance Office.
- The basic rule is that the student must have taken the highest high school offering (In Dubuque) for that course type before taking a related college course.

College Credit Opportunity – PSEO Courses

College credits given based upon specific college regulations.

- *Please check with prospective colleges/universities for transferability.*
- *Wahlert will use the college/university grading to designate letter grade on transcript.*

Course Fees – PSEO Courses

Approved PSEO courses are free to students living in Iowa and have a qualifying score on the Iowa Assessments. Students are not responsible for book fees.

Placement in College Credit (PICC) Courses

The Placement in College Credit (PICC) program allows high school students to enroll part-time in college credit courses at Northeast Iowa Community College (NICC), prior to high school graduation.

Course Offerings (PICC/College Release or College Release - Online)

Students can take courses through NICC while enrolled at Wahlert. Paperwork for these courses can be completed through Wahlert's Counseling Office. Course options could include: World Regional Geography (GEO 121), Art Appreciation (ART 101), Introduction to Sociology (SOC 110), Cultural Diversity & Identity (HUM 108), Welding Fundamentals (WEL 330), Medical Terminology (HSC 114), etc.

College Credit Opportunity – PICC Courses

College credits are given based upon specific college regulations. High school students must meet the requirements and guidelines for the NICC class for which they are registering, including a qualifying ACT, ALEKs Math, or ACCUPLACER placement score.

- *Wahlert will use the NICC grading scale to designate letter grade on a student's transcript. As a result, an "A+" is not given per NICC grading policy.*
- *Please note – Wahlert staff does not have access to students' college course grades. It is the responsibility of the student to communicate any concerns with Wahlert's Counseling Office and their parents.*

Course Fees – PICC Courses

Students who live within the Dubuque Community School District, and have a qualifying ACT or ISASP score, can take PICC courses free of cost. Dubuque Community School District will also cover the cost of required textbooks. Students taking Career & Technical courses through NICC do not need a qualifying assessment score.

Students who live outside of the Dubuque Community School District will be charged approximately \$500 for a 3-credit course, plus any additional cost for books or materials. PICC courses are available to all Wahlert students. Please contact Wahlert Catholic High School's Counseling Office regarding financial assistance.

To learn more about how your child can achieve college credit during high school, [click here to visit](#) Wahlert Catholic High School's Counseling Office website.

Off Campus Policy

Internships, College Release, and College Release – Online courses

Students are allowed to be off campus during the day if they are enrolled in an internship, college release, or college release – online course. Parent permission is required at the start of each semester. Students taking these courses may also choose to stay on campus. Students are required to sign in and out from the main office if they have parent permission to leave for their course or internship.

Regent Admission Index (RAI)

Iowa high school graduates must achieve a Regent Admission Index (RAI) score of at least 245 and take the minimum number of [required high school courses](#) to qualify for automatic admission as freshmen to Iowa State University, the University of Northern Iowa, and the College of Liberal Arts and Sciences at the University of Iowa. Students who achieve a score less than 245 will be considered for admission on an individual basis. The Regent Admission Index combines factors that strongly predict success at regent universities: ACT or SAT test score, high school cumulative grade-point average, and the number of completed high school core courses. [Click here to learn more.](#)

Core Courses Required for Regent University Admission

Subject Area	Iowa State University	University of Iowa	University of Northern Iowa
English/Language Arts	4 years emphasizing writing, speaking, and reading, as well as an understanding and appreciation of literature.	4 years, with an emphasis on the analysis and interpretation of literature, composition and speech.	4 years, including one year of composition; may also include one year of speech, communication, or journalism.
Math	3 years, including one year each of algebra, geometry, and advanced algebra.	3 years, including two years of algebra and one year of geometry, for admission to the College of Liberal Arts and Sciences. 4 years, including two years of algebra, one year each of geometry and higher math (trigonometry, analysis or calculus), for admission to the College of Engineering.	3 years, including the equivalent of algebra, geometry and algebra II.
Natural Science	3 years, including at least two years of courses which emphasize elements of biology, chemistry or physics.	3 years, including courses in physical science, biology, chemistry, environmental science and physics for admission to the College of Liberal Arts and Sciences. 3 years, with at least one year each in chemistry and physics, for admission to the College of Engineering. Nursing - 3 years including one year each of biology, chemistry and physics.	3 years, including courses in general science, biology, chemistry, earth science or physics. Laboratory experience highly recommended.
Social Studies	2 years for admission to the Colleges of Agriculture and Life Sciences, Business, Design, Human Sciences and Engineering. 3 years for admission to the College of Liberal Arts and Sciences.	3 years, with U.S. history and world history recommended for admission to the College of Liberal Arts and Sciences. 2 years, with U.S. history and world history recommended, for admission to the College of Engineering.	3 years, including courses in anthropology, economics, geography, government, history, psychology or sociology.
World Languages	2 years of a single world language for admission to the College of Liberal Arts and Sciences and the College of Engineering.	2 years of a single world language are required for admission.	World language courses are not required for admission. However, two years of a world language in high school with a C- or above in the last term will meet the university graduation requirement.
Other Courses	Specific elective courses are not required for admission.	Specific elective courses are not required for admission.	2 years of additional courses from the required subject areas, world languages or fine arts.

NCAA Eligibility Center National Collegiate Athletic Association

Student athletes hoping to play at the collegiate level (D1, D2) should visit the NCAA Eligibility Center online at: <https://web3.ncaa.org/ecwr3/>. The six-digit CEEB code for Wahlert Catholic High School is 161307. Courses that qualify as core courses for NCAA are noted in this guidebook with (NCAA) next to the course name. [Click here](#) for an NCAA high school timeline. Please contact Wahlert Catholic High School's Counseling Office with questions about the NCAA process.

NAIA Eligibility Center National Association of Intercollegiate Athletics

PlayNAIA.org helps future student-athletes discover and connect with NAIA schools, coaches and athletic scholarships. PlayNAIA is also the official clearinghouse for NAIA eligibility. Every student-athlete must register with the NAIA Eligibility Center to play sports at an NAIA college or university.

The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time athletes. Any student playing NAIA sports for the first time must meet their eligibility requirements. Students must have their eligibility determined by the NAIA Eligibility Center, and all NAIA schools are bound by the center's decision. High School seniors who wish to participate at an NAIA school need to register at: <http://www.playnaia.org>. Please contact Wahlert Catholic High School's Counseling Office with questions about the NAIA process.

Course Guide Contents | Departments

Click on department links below for quick access to sections of Wahlert Catholic High School's course guide.

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Starting on this page, begins the course descriptions for each department at Wahlert Catholic High School. These courses may be subject to change due to staffing and student interest. If there is a course you would like to take, but do not see listed, please reach out to Wahlert's Counseling Office at (563) 583-9771 or email klenart@holymfamilydbq.org.

Theology

- Four years required.
- Students are required to take a religion course each semester.

9th Religion | What is the Bible?

9th Grade | Year Course
610Y - 10 credits

The purpose of this course is to give students a general knowledge and appreciation of Sacred Scripture. This course explores what the Bible is, what the different genres of biblical literature are, and creates connections between the First and Second Testaments. We will spend time talking about the importance of narrative for religious and cultural meaning making, reading selections out of both testaments to trace the experiences with God of our foremothers and fathers in faith. Second semester of this course will focus particularly on the Second Testament writings up through the first century about Jesus and the Church. This course explores the person of Jesus in the gospel of Matthew to trace Old Testament themes (introduced in the Fall semester course) that are played out in the Jesus story. Encountering Jesus as the Living Word in Scripture invites students to reflect on discipleship and who Jesus calls them to be.

9th Religion | What is the Bible? *(Spanish)*

9th Grade | Year Course
610SP - 10 credits

Taught in Spanish, the purpose of this course is to give students a general knowledge and appreciation of Sacred Scripture. This course explores what the Bible is, what the different genres of biblical literature are, and creates connections between the First and Second Testaments. We will spend time talking about the importance of narrative for religious and cultural meaning making, reading selections out of both testaments to trace the experiences with God of our foremothers and fathers in faith. Second semester of this course will focus particularly on the Second Testament writings up through the first century about Jesus and the Church. This course explores the person of Jesus in the gospel of Matthew to trace Old Testament themes (introduced in the Fall semester course) that are played out in the Jesus story. Encountering Jesus as the Living Word in Scripture invites students to reflect on discipleship and who Jesus calls them to be. Throughout the course, this dual-language approach will help students develop key Spanish language skills, including vocabulary acquisition, reading

comprehension, and pronunciation. These skills will be intentionally practiced through meaningful activities using active, student-centered methodologies that encourage participation, discussion, collaboration, and personal engagement with the texts.

9th Religion | What is the Bible? *(Bilingual)*

9th Grade | Year Course

610B - 10 credits

Taught in both Spanish and English, the purpose of this course is to give students a general knowledge and appreciation of Sacred Scripture. This course explores what the Bible is, what the different genres of biblical literature are, and creates connections between the First and Second Testaments. We will spend time talking about the importance of narrative for religious and cultural meaning making, reading selections out of both testaments to trace the experiences with God of our foremothers and fathers in faith. Second semester of this course will focus particularly on the Second Testament writings up through the first century about Jesus and the Church. This course explores the person of Jesus in the gospel of Matthew to trace Old Testament themes (introduced in the Fall semester course) that are played out in the Jesus story. Encountering Jesus as the Living Word in Scripture invites students to reflect on discipleship and who Jesus calls them to be. Throughout the course, this dual-language approach will help students develop key Spanish language skills, including vocabulary acquisition, reading comprehension, and pronunciation. These skills will be intentionally practiced through meaningful activities using active, student-centered methodologies that encourage participation, discussion, collaboration, and personal engagement with the texts.

Sophomore Religion | Covenant Relationship & Jesus as the Fulfillment of the Promise

10th Grade | Year Course

620Y - 10 credits

The purpose of this course is to help students understand the Love God has for them and what God has done for us through Jesus Christ. Students will learn that God has a plan for us to share eternal happiness which is accomplished through the redemption Christ won for us. Students will learn that they share in this covenant/redemption. They will be introduced to what it means to be a disciple of Christ and what life as a disciple demands. During the second semester, students will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. Students will study the Acts of the Apostles and learn the challenges of Discipleship. They will come to know that the Church is the living Body of Christ today. This body has both divine and human elements. In this course, students will learn about events in the life of the Church, and the sacred nature of the Church.

Sophomore Religion | Covenant Relationship & Jesus as the Fulfillment of the Promise *(Bilingual)*

10th Grade | Year Course

620SP - 10 credits

Taught in both English and Spanish, the purpose of this course is to help students understand the Love God has for them and what God has done for us through Jesus Christ. Students will learn that God has a plan for us to share eternal happiness which is accomplished through the redemption Christ won for us. Students will learn that they share in this covenant/redemption. They will be introduced to what it means to be a disciple of Christ and what life as a disciple demands. During the second semester, students will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. Students will study the Acts of the Apostles and learn the challenges of Discipleship. They will come to know that the Church is the living Body of Christ today. This body has both divine and human elements. In this course, students will learn about events in the life of the Church, and the sacred nature of the Church. Throughout the course, this dual-language approach will help students develop key Spanish language skills, including vocabulary acquisition, reading comprehension, and pronunciation. These skills will be intentionally practiced through meaningful activities using active, student-centered methodologies that encourage participation, discussion, collaboration, and personal engagement with the texts.

Junior Religion | The Principle of Sacramentality: A Theology of Grace

11th Grade | Semester Course

650Y - 5 credits

When asked the question “What is a Sacrament?”, many think of specific Sacraments such as Baptism and Eucharist. This is a beautiful answer, but it is incomplete. What makes a Sacrament a sacrament? This is another question all together and its answer brings to life the depth and beauty of the 7 Sacraments the Catholic Church celebrates as well as her mission. This course explores this question and in doing so invites students into an understanding of God’s Grace in a personal way and how they can, and do, encounter the Love of Christ in any moment. Jesus expresses and lives the greatest commandment, “Love God with all your heart, mind, and soul and Love your neighbor as yourself.” The Goal of Christian morality is the mission of our Faith...Love. The question is what is this Love and how do we become what it is that we seek? This semester’s course explores the Virtuous Love that Jesus offers and invites us into. We explore the philosophical and ethical implications of this reality as well as its practical implications in our relationships with self, others, and God.

Junior Religion | Love as a Virtue: An Introduction to Catholic Morality

11th Grade | Semester Course
650Y - 5 credits

Jesus expresses and lives the greatest commandment, “Love God with all your heart, mind, and soul and Love your neighbor as yourself.” The Goal of Christian morality is the mission of our Faith...Love. The question is what is this Love and how do we become what it is that we seek? This semester’s course explores the Virtuous Love that Jesus offers and invites us into. We explore the philosophical and ethical implications of this reality as well as its practical implications in our relationships with self, others, and God.

Seniors must pick one religion class each semester.

Senior Religion | Social Justice in our World

12th Grade | Semester Course
660 - 5 credits

Students will learn the Catholic Church’s social teaching. Students are to understand how Christ’s concern for others, especially the poor and needy is present today in the Church’s social teaching and mission. Students will delve deeper into each of the seven themes of Catholic Social Teaching. They will be able to relate these teachings to their own lives, school, and community.

Senior Religion | Theology of the Body & Life’s Vocations

12th Grade | Semester Course
660 - 5 credits

Students will learn the vocations of life: how Christ calls us to live. Students are to understand how all vocations are similar and how they differ. Students will examine the dignity of the human person, the meaning of love and sexuality, and God’s plan for relationships. Through Scripture and Church teaching, they will discover how Theology of the Body illuminates the Christian understanding of vocations of dedicated single life, ordained, consecrated, and married life. Students will learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

Philosophy of Theology: Big Questions in Faith and Reason (*Elective*)
12th Grade | Semester Course
670 - 5 credits

Philosophy of Theology explores fundamental questions at the intersection of faith and reason. We will examine classical arguments for God’s existence, including cosmological arguments developed within the Catholic intellectual tradition, alongside serious philosophical objections and modern critiques. We will confront the problem of evil, explore competing moral theories, and ask what we can truly know about the world and our place in it, using meaningful, student-centered activities that invite you to engage actively with ideas rather than passively receive them. Before engaging these questions, we will learn how philosophical arguments work: how to identify their structure, assess their strengths and weaknesses, and respond thoughtfully rather than reactively. From there, the course relies heavily on discussion, writing, and close reading, with active methodologies that prioritize participation, collaboration, and thoughtful dialogue. You will be asked not only to understand arguments, but to test them fairly, rigorously, and honestly, developing both philosophical precision and greater confidence in communicating complex ideas.

Introduction to Religion (*NICC | REL 105*)
12th Grade | Semester Course
664 - 3 College Credits | 5 High School Credits

This course is a topical introduction to the study of religion and explores the human search for the Sacred, Holy, or Ultimate. Through descriptions and analysis of religious expressions common to all faith traditions, students will develop an understanding of religion using examples from different religious traditions as well as from literature and philosophy.

The Four Loves: How We Love as Human Beings (*Bilingual*)
11th, 12th Grade | Semester Course
5 High School Credits

This course invites students to explore the profound concept of love through the lens of Catholic morality, enriched by an Aristotelian-Thomistic framework. Drawing from the insights of C.S. Lewis, Aristotle, and Thomas Aquinas, students will critically examine the diverse expressions of human love, including affection (*storge*), friendship (*philia*), romantic love (*eros*), and charity (*agape*). The course integrates philosophical and theological perspectives, offering a comprehensive understanding of love’s role in personal growth and moral development. Through the exploration of *The Four Loves* by C.S. Lewis, Aristotle’s *Nicomachean Ethics*, and Thomas Aquinas’s *Summa Theologiae*, students will not only deepen their understanding of these virtues but also enhance their Spanish language skills by engaging with both English and Spanish resources. This dual-language approach supports comprehension while encouraging students to reflect on how these types of love manifest in their own lives.

Discovering Our Faith through Hispanic Cuisine *(Bilingual)*

672 - 11th & 12th Grade | Semester Course

5 credits

Prerequisite: None

This is a semester-long elective taught in Spanish and English. A unique focus of the course is Hispanic gastronomy as cultural expression: students will examine how religious practices influence food traditions and how meals function as spaces of community and fellowship. Building on students' prior language foundation, the course will expand students' abilities to interpret and discuss authentic texts, media, and cultural sources with greater confidence and depth. Students will apply language skills through discussion, presentations, research-based projects, and written reflections that connect faith, culture, and experience, strengthening students' proficiency in listening, speaking, reading, and writing through meaningful, real-world communication and interdisciplinary study. Vocabulary and structures are presented in context as students explore how the Catholic faith has shaped history, regional traditions, sacred art and architecture, and daily life, especially through the liturgical seasons. In the spirit of our Catholic mission, students are invited to encounter different hispanic countries' religious heritage with reverence and curiosity, practicing thoughtful dialogue, gratitude, and respectful engagement across cultural perspectives.

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College & Career Readiness

College and Career Readiness in Iowa: Iowa students who are college and career ready have acquired the necessary knowledge, skills, and strategies to be successful in post-secondary opportunities as demonstrated through multiple sources of evidence, including those generated by students. Iowa students who are college and career ready have successfully:

1. Achieved proficiency in essential content knowledge.
2. Acquired practical transition skills.
3. Developed key learning skills and cognitive strategies.
4. Built a strong foundation of self-understanding and engagement strategies.

These courses help students acquire the skills necessary to be prepared for post-secondary life.

Emergency Medical Technician (EMT) *(NICC | EMS 200)*

12th Grade | Spring Semester Course
285 – 10 credits (8 College Credits)

(Course taught at Dubuque Community School District; takes up four class periods at Wahlert.)

This 132-hour course prepares the Emergency Medical Technician (EMT) student to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services, roles and responsibilities of an EMT, anatomy and physiology, medical emergencies, trauma, special considerations for working in the prehospital setting, and providing patient transportation. Students who successfully complete this class will be eligible to take the National Registry of Emergency Medical Technicians for their EMT certification examination.

Prior to the first class, a MANDATORY orientation will be scheduled. This course is designed for students interested in exploring a career in the Emergency and Fire Management Services career pathway, in the Law, Public Safety, Corrections & Security career cluster, or in the Health Science career cluster. This includes but is not limited to the following occupations:

- Certified Nurse Aide (CNA)
- Emergency Medical Technicians
- Emergency Medicine Physicians
- Fire Inspectors and Investigators
- Firefighters
- Paramedics
- Police and Sheriff's Patrol Officers

- Nurse Practitioners

Program Admission Requirements:

- Must be at least 17 years of age by the first day of class to enroll.
- CPR Certificate from either the American Heart Association Basic Life Support (BLS) or the American Red Cross CPR for Healthcare Providers. The card must be provided to the instructor prior to the first class. This certification must be valid for the duration of the course.
- Other admissions requirements apply, including but not limited to background checks, health records, and drug testing. Students are responsible for required background check fee and TB skin test fees, uniform and supplies and the optional state licensure exam fee. Students are responsible for their own transportation to labs and clinicals.

This is a concurrent enrollment course. In addition to high school credit, students will earn 8 college credits at NICC. Due to college registration deadlines, late registrations will be scheduled into second semester if space is available. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

Certified Nurse Aide (NICC | HSC 172)

12th Grade | Semester Course

286 – 10 credits (3 College Credits)

(Course taught at Dubuque Community School District; takes up two class periods at Wahlert.)

Pre-requisite: Students must be 16 years of age by the start of clinical work; successful completion of Accuplacer Reading testing with a minimum score of 44 or ACT English minimum score of 15; two negative TB skin tests; successful background check

The course is designed to provide the knowledge and practical skills necessary to provide care and service to residents in long-term care facilities by preparing individuals to become efficient, caring members of the health-care team. Thirty hours of theory will consist of classroom lecture regarding the cares provided by a Certified Nurse Aide. Fifteen hours in a laboratory setting outside of the school day will provide “hands on” experience of competencies prior to attending 35 hours in a clinical setting. The clinical experience provides students the opportunity to experience resident care in the long term care environment. Upon successful completion of this course, students will be eligible for state licensing and can test out of skills. Students are responsible for required background check fee and TB skin test fees, uniform and supplies and the optional state licensure exam fee. Students are responsible for their own transportation to labs and clinicals.

This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Due to college registration deadlines, late registrations will be scheduled into second semester if space is available. Contact your school

counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

Introduction to Health Occupations *(articulated course through NICC)*

10th, 11th, 12th Grades | Fall Semester Course

HSC 110 – 5 credits

We have partnered with NICC and UnityPoint Health to offer HSC 110 - Intro to Health Occupations. This course is available to 10th-12th grade students. The course will contain both a learning and experiential component. Beth Bries, RN Clinical Education Lead at UnityPoint Health, instructs the course. She teaches the course remotely, on Wahlert's campus, as well as coordinates visits to UnityPoint Health to observe health professionals and tour different departments within the hospital bi-weekly throughout the semester. This is a non-credit bearing course that is articulated through NICC and cannot be transferred to other institutions. This course is free of charge.

Course Description: Orientation to the institutions that comprise our healthcare system. Explores the health care system and the ethical, legal and safety issues influencing and regulating health practice and maintenance. Explores health career pathways in therapeutic, diagnostic, health informatics and support services.

Again, this course will transfer to NICC but cannot be transferred to other institutions. See the link below that explains this articulation.

<https://www.nicc.edu/admissions/high-school-students/college-credit-for-high-school/articulation-process/>

Digital Professional Pathways (Google Career Certification)

11th, 12th Grades | Semester Course

5 credits each

This independent study program offers students a unique opportunity to earn industry-recognized professional credentials directly from Google. Designed for self-motivated learners, this course allows students to bridge the gap between high school and the professional world by mastering high-demand technical skills. Students will choose a specialized track based on their career interests, working through interactive modules, hands-on labs, and real-world assessments. By the end of the course, students will possess a Google Career Certificate, a credential that can be used for college credit or to enter the workforce in high-growth fields.

Available Certification Tracks (Choose 1 certification) (semester)

- **915, CBE | IT Support:** Learn the fundamentals of networking, operating systems, system administration, and security. Perfect for students who enjoy troubleshooting and technology infrastructure.

- **916, CBE | Data Analytics:** Master the tools and processes used to turn data into insights. Students learn to use SQL, Tableau, and R programming to solve complex business problems.
- **917, CBE | Digital Marketing & E-Commerce:** Explore the world of online brand growth. This track covers SEO, social media marketing, email marketing, and building online stores.
- **918, CBE | Project Management:** Learn how to lead projects from start to finish. Focus on Agile methodologies, stakeholder communication, and organizational leadership.
- **919, CBE | User Experience (UX) Design:** Dive into the creative side of tech. Students learn how to design apps and websites that are easy and enjoyable to use, focusing on wireframing, prototyping, and user research.
 - **Course Structure & Pacing**

Format: 100% online, self-paced independent study, held in the Wahlert library.

Duration: Each certificate is typically designed to be completed in one semester.

Credit: Students will earn elective credit upon completion of the course requirements and submission of their professional certificate to the teacher of record. This is a pass/fail course. Certificate earned equals a passing grade.

Welding Fundamentals (NICC | WEL 330)

10th, 11th, 12th Grade | Semester Course

287 - 5 credits

This course takes place on NICC's campus and requires two class periods at Wahlert. During this course students will utilize SMAW, GMAW, and flame/plasma equipment using various techniques and skills.

Welding Academy I (NICC – Year Long)

Welding Fundamentals (WEL 330 – 1 credit)

Welding Blueprint Reading (WEL 110 – 2 credits)

Basic Gas Metal Arc Welding (WEL 433 – 3.5 credits)

This year-long cluster of welding courses is offered at NICC as an introduction to welding. Student earns Basic Gas Metal Arc Welding Career Pathway Certificate upon completion of all three courses. This course requires two class periods at Wahlert, typically 1st and 2nd period. These courses are offered on NICC's Peosta campus.

- **Welding Fundamentals:** During this course students will utilize SMAW, GMAW, and flame/plasma equipment using various techniques and skills.
- **Welding Blueprint Reading:** During this course students will be introduced to the concept and practice of blueprint interpretation as needed by welders in an

industrial setting. Emphasis is on the basics of interpretation and application in specific situations.

- **Basic Gas Metal Arc Welding:** An introductory class studying Short Circuit Gas Metal Arc Welding (GMAW) and other related processes. Topics such as process variation, welding in various positions, and principle of operation, shielding gases, and wires will be studied. Safety and practical application of these welding processes will be stressed.

Welding Academy II (NICC – Year Long)

Welding Blueprint Reading (WEL 110 – 2 credits)

Basic Gas Metal Arc Welding (WEL 433 – 3.5 credits)

Flame Plasma Cutting Fundamentals (WEL 434 – 1.5 credits)

This is a year-long cluster of courses for students who have already completed the Welding Academy I or have previously taken Welding Fundamentals at NICC. This cluster of courses also requires two class periods at Wahlert, typically 1st and 2nd period. These courses are offered on NICC's Peosta campus.

- **Welding Blueprint Reading:** During this course students will be introduced to the concept and practice of blueprint interpretation as needed by welders in an industrial setting. Emphasis is on the basics of interpretation and application in specific situations.
- **Basic Gas Metal Arc Welding:** An introductory class studying Short Circuit Gas Metal Arc Welding (GMAW) and other related processes. Topics such as process variation, welding in various positions, and principle of operation, shielding gases, and wires will be studied. Safety and practical application of these welding processes will be stressed.
- **Flame Plasma Cutting Fundamentals:** A study will be made of the history and principles of material cutting and the nomenclature of the equipment. Students will practice procedures such as cutting, beveling plates, and scarfing plates

Auto Mechanics Academy (NICC Peosta Campus – Year Long)

(259) Intro to Auto Tech (AUT 102 – 1 credit)

(260) Auto Brake Systems (AUT 503 – 3 credits)

(263) Auto Suspension and Steering (AUT 404 – 4 credits)

This is a year-long cluster of courses offered at NICC's Peosta Campus. This academy requires four class periods at Wahlert Catholic High School (5th, 6th, 7th, 8th)

Intro to Auto Tech: This course provides the student with an introduction to safety practices and an overview of systems that are a part of the Automotive Technology

curriculum. It also provides an introduction to shop tools and diagnostic equipment that will be used throughout the program.

Auto Brake Systems: A complete study of various braking systems employed on automobiles. Emphasis is placed on the operation, adjustment, and repair of both drum and disc types

Auto Suspension and Steering: Includes principles and functions of the components of automobile chassis and suspension system. Practical job instruction in adjusting and repairing of the suspension and steering systems is included. Emphasis is placed on alignment and wheel balancing, employing the newest and finest equipment.

Diesel Tech. Academy (NICC/Truck Country – Year Long)

Auto Transmissions (AUT 321 – 2 credits)

Brakes – Diesel (DSL 632 – 2 credits)

Drive Trains (DSL 533 – 3 credits)

This is a year-long cluster of courses offered at Truck Country through NICC. This course requires four class periods at Wahlert, typically 5th, 6th, 7th, and 8th.

Auto Transmissions: During this course students will study the components, functions, and maintenance procedures for various transmissions.

Brakes – Diesel: Includes information regarding hydraulic brakes, air brakes, parking brakes, reconditioning, and refinishing.

Drive Trains: The student will examine clutch construction and operation. The student will also remove, inspect, repair, and replace clutch systems and adjust them. The student will be involved with the removal of all types of differentials and their inspection and repair, including double reduction power dividers and their components and rear axles.

CNC Academy | NICC

Manual Mills and Grinders (MFG 163 – 3 credits)

Introduction to CNC (MFG 182 – 5 credits)

NICC has put together a cluster of courses available to high school students interested in the area of manufacturing/CNC. These courses are designed for high school students only to receive college credit while in high school. These courses are offered on NICC's Peosta campus. These are not a sequence of courses. Students may participate in any that meet their post-secondary needs. **These PICC courses are free of cost to those who qualify. The courses listed below will take place on NICC's Peosta campus. Students will earn a CNC Career Pathway Certificate upon course completion. Students who take these courses will be off campus during 5th, 6th, 7th, and 8th class periods.**

Students are responsible for their own transportation to and from this course.

Manual Mills and Grinders: During this course students will operate manual mills, heat treating furnaces, and surface grinders. Students will practice using precision measurement equipment to make parts to spec.

Introduction to CNC: During this course students will learn the history of CNC, the skills needed to work in industry, and how to work safely in industry. Students will be introduced to machining math, print reading, different CNC machines/tools and CNC programming. During this course, students will obtain a Snap-on Certification for Precision measurement.

Personal Finance

10th 11th, 12th Grade | Semester Course
149 - 5 credits

Personal Finance 1 will cover the basics of money management. The curriculum and class will be formatted as the current solo Personal Finance operates. Students will learn the basics on saving, investing, retirement/college funding, debt/credit management, budgeting, checking accounts, insurance, taxes, and mortgages.

Faith in Action | Service Learning

11th, 12th Grade | Semester Course
951 - 5 credits

**** Teacher approval required for this course.***

A class that is designed to bridge the gap between students, the community, and their faith. In this class students will take an active role in identifying needs in the community and seek to design and implement possible solutions. Students will be the catalyst of each step of the service: outreach, planning, implementation, and reflection. This dynamic class will offer students the opportunity to serve firsthand in different economic, social, and cultural situations and will seek to bring to life Galatians 5:3, “serve one another humbly in love.”

Foundations of Education (EDU 210)

11th, 12th Grade | Semester Course
854 - 5 credits

****Offered on a rotating basis based on enrollment.***

This course provides a basic historical, philosophical, and sociological orientation to the field of American education, including a study of contemporary issues and problems. This is a great option for students interested in pursuing a career in Education. **This is a concurrent course through Northeast Iowa Community College (NICC). This will be taught in-person at Wahlert High School by a Wahlert instructor. The course is free of cost.**

Internship – Off Campus

**12th Grade | Semester Course (covers two class periods on schedule)
157 - 5 credits**

Internships provide real world experience to those looking to explore or gain the relevant knowledge and skills required to enter a particular career field. The internship is a semester long opportunity with the primary focus of getting some on the job training and taking what is learned in the classroom and applying it to the real world. Students interested in this experience must provide evidence that the skill level growth accompanying the internship is on-going, which challenges their current skill level via problem-solving, communication, imagination, and teamwork. The internship *is not* a simple job, which requires low level skill expectations. Internships take up two class periods. Students are required to complete an application. Applications can be found in Wahlert's Counseling Office.

To learn more about this program, please see Mrs. Lenart in the Counseling Office, or visit: <https://www.holyfamilydbq.org/wchs/counseling/wahlert-internship-program/>

Senior Capstone

**12th Grade, Semester Course
399 - 5 credits**

The senior capstone course allows seniors to use the culmination of their knowledge and skills to focus on solving real-world problems related to their passions or professional aspirations. Students will apply college and career readiness skills to participate in an in-depth exploration of an authentic topic or issue based on the student's interest.

Business Enterprise: Soaring Ink Apparel

**10th, 11th, 12th Grades | Semester Course
152 - 5 credits**

Prerequisite: Intro to Art and/or Drawing 1

This hands-on, semester-long high school course that introduces students to the fundamentals of garment screen printing, from design creation to final, multi-color apparel production. Students will learn to use industry-standard software, prepare screens, manage production workflows, and apply essential business, marketing, and safety practices, creating custom apparel for school and community clients. This course can be taken multiple semesters.

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Students can take career and technical courses through Dubuque Community School District such as Autos I, Metals, Construction I, Architectural Design, Web Design, and others. If interested, please connect with Wahlert's Counseling Office for more details.

Physical Education

Fitness for Life: Spin/Walking

9th, 10th, 11th, 12th Grade | Semester or Year Course

224 - 5, 10 credits

Students will receive dual credit for Walking I through Northeast Iowa Community College during the first semester only.

Fitness for Life: Spin/Walking is an activity-based wellness course focused on building lifelong fitness habits through structured spin cycling and walking. Students participate in guided spin workouts designed to improve cardiovascular endurance and overall fitness. Each class concludes with a walking component, guided breathing exercises, abdominal training, and Catholic meditation to support mental clarity and spiritual well-being. As a dual credit course, students earn college credit while developing consistent movement habits that promote long-term physical, mental, and spiritual health.

9-10 Team & Recreational Sports

9th, 10th Grade | Semester or Year Course

280 – 5, 10 Credits

The students in this class will demonstrate the fundamentals and basic skills in many of the following recreational activities: basketball, flag football, floor hockey, soccer, softball, team handball, volleyball, and other team activities. The learner will participate cooperatively and ethically in competitive physical activities. Conditioning and fitness through various activities will be required.

11-12 Team & Recreational Sports

11th, 12th Grade | Semester or Year Course

290 – 5, 10 Credits

The students in this class will demonstrate the fundamentals and basic skills in many of the following recreational activities: basketball, flag football, floor hockey, soccer, softball, team handball, volleyball, and other team activities. The learner will participate cooperatively and ethically in competitive physical activities. Conditioning and fitness through various activities will be required.

Strength & Conditioning

9th, 10th, 11th, 12th Grade | Semester or Year Course

219 – 5, 10 credits

This class will focus on activities to enhance physical fitness: strength, speed, and endurance. Students will gain an appreciation of exercise for life-long fitness. Strength training, utilizing a weight program combined with supplemental lifts and exercises, is the basis of the class. Running, plyo-metrics, agility, flexibility work, and speed development activities are utilized in the class. Knowledge of muscle groups and specific exercise to enhance muscular development are included.

Health & Fitness

9th, 10th, 11th, 12th Grade | Semester Course

222 - 5 credits

Health & Fitness is a semester course designed to develop students' knowledge and skills to achieve and maintain a health-enhancing level of physical activity and overall wellness. Students apply goal-setting and decision-making strategies to promote lifelong health, prevent disease, and reduce risk behaviors while learning to access valid health information and services. Through a structured strength and conditioning program—including resistance training, cardiovascular activities, running, plyometrics, agility, speed development, and flexibility training—students will demonstrate competency in movement skills, apply principles of training, and understand the components of fitness related to muscular strength, endurance, cardiorespiratory fitness, and bone health. Emphasis is placed on personal responsibility, safe participation, and the development of lifelong fitness habits that support physical, mental, and social well-being.

Self Defense

9th, 10th, 11th, 12th Grade | Semester or Year Course

239 – 5, 10 credits

This class is a self-defense course primarily designed for beginners interested in being exposed to differing philosophies in self-defense. The course covers techniques for both standing and ground fighting. The units of study will offer introductions to wrestling, boxing, and jujitsu.

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English

(4 years required)

Honors Ninth Grade English

9th Grade | Year Course

311E – 10 credits

(RAI, NCAA)

In this class we'll be reading short stories, poems, plays, novels, and other genres of literature. We'll also do various kinds of writing to further explore and clarify our thinking about ourselves, our lives, and, of course, the various literary works and themes. Sometimes we'll have discussions or do activities or give presentations to practice and improve speaking, listening, and library skills, and to help us make connections to literature.

Honors English 9/10

9th Grade | Year Course

3121 - 10 credits

(RAI, NCAA)

Prerequisite: The course provides a strong foundation in reading and writing for advanced coursework and serves as the recommended prerequisite for AP Seminar in tenth grade. Placement is determined by Wahlert.

Honors English 9/10 is a rigorous, literature-based course designed for highly motivated and academically advanced ninth-grade students. This course combines key ninth- and tenth-grade English standards into an enriched, fast-paced curriculum that emphasizes close reading, analytical and argumentative writing, discussion, and critical thinking.

Honors Sophomore English

10th Grade | Year Course

321E - 10 credits

(RAI, NCAA)

In this class we'll be reading short stories, poems, plays, novels, and other genres of literature. We'll also do various kinds of writing to further explore and clarify our thinking about ourselves, our lives, and the various literary works and themes. Sometimes we'll have discussions or do activities and presentations to practice and improve speaking, listening, and library skills, and to help us make connections to literature. Such activities will further your abilities to analyze, evaluate, and appreciate literature, film, and writing.

AP Seminar (English)

10th Grade | Year Course

350Y- 10 credits

Prerequisite: A 'B+' or above in both semesters of English 9/10 or teacher recommendation.

This course will offer Sophomores an opportunity to participate in scholarly research projects about current, relevant topics of choice, both with a group and alone. Students will master the research process, formal report writing, and using evidence to compose strong argumentative claims. They will also present their findings and opinions in formal speaking settings. This is the first class required for students pursuing AP Capstone.

Honors Junior English

11th Grade | Year Course

320PL - 10 credits

(RAI, NCAA)

Prerequisite: It is recommended that students have had a successful learning experience in previous English course.

In Junior English, students will read, write and study authors and characters in world literature in thematic, historical, cultural, and literary contexts. Students will explore human thought, beliefs, fears, and concerns from a global perspective as they develop critical reading, writing, discussion, and thinking skills based on personal reflections, favorite selections, and their own global identity. Students will develop and refine their writing skills for success in future academic and professional pursuits using the process approach to writing.

AP English Language & Composition

11th, 12th Grades | Year Course

331PL - 10 credits

(RAI, NCAA)

Prerequisite: It is recommended that students have had a successful learning experience in previous English course.

AP Language and Composition students will polish their writing styles and improve critical thinking. Students will develop fluency and confidence in writing and clarity in thinking by using process writing for Advanced Placement (college-level) argumentative essays, synthesis essays, and rhetorical analysis essays. In addition, students will review and apply correct usage, sentence variety, and correct mechanics to refine their writing styles. Students are encouraged to take the Advanced Placement English Language Exam for college credit. Students enrolled in this AP course will read a variety of fiction and nonfiction including *The Great Gatsby* and many short works of nonfiction including essays, speeches, letters, and articles. This course further

emphasizes the development of critical reading skills and analytical writing skills based on close reading of nonfiction. Students will refine their reading and writing skills for 21st century competence. In addition, students will cultivate habits of reading, writing, speaking, listening, and thinking that characterize life-long learning and enjoyment.

AP English Literature

11th, 12th Grade | Year Course

341Y - 10 credits

(RAI, NCAA)

Senior AP English serves those students who are committed to completing a course more rigorous and demanding than other high school English courses. The course emphasizes the continued development of skills in critical thinking and writing, analysis, evaluation, and synthesis about literature and related ideas. Students are expected to demonstrate their achievement in college-level work by taking the AP English examination in Literature and Composition administered by Education Testing Service for the College Board in May of each school year.

The long-term goals of this course include enabling students to learn at a rate commensurate with their abilities, to investigate literary material that intellectually mature students find engaging, to refine reading and writing skills important for success in the 21st century, and to cultivate habits of reading, writing, speaking, listening and critical thinking that characterize life-long learning and enjoyment.

Honors Senior English

12th Grade | Year Course

349Y - 10 credits

(RAI, NCAA)

In Honors Senior English, students will read and study fiction and nonfiction literature in thematic, historical, cultural, and literary contexts. Students will explore human issues through critical reading, writing, discussion, and thinking. Students will develop and refine their writing skills for success in future academic and professional pursuits using the process approach to writing, which includes peer editing. In addition, students will review for the English section of the ACT exam.

College Writing I (*NICC's ENG-105, Composition I*)

12th Grade | Semester Course

375 - 5 credits (*3 NICC credits*)

(RAI, NCAA)

Prerequisite: An English ACT score of 21, or higher, will result in a guaranteed spot in the course. If students score below a 21 English score on their ACT, conduct, GPA, teacher recommendation, and attendance factor into placement in the course until the

course is full. Class size is limited and set by Northeast Iowa Community College (NICC).

* Course book fee set by NICC

College Writing I prepares students for types of communication and thought essential to academic and working-world success. The course focuses on writing as a process intended to help students identify and refine their own personal writing process. Specific essays include narrative, descriptive, expository, and persuasive. The conventions of standard written English will be reviewed and tested, and students will polish their own writing by applying these conventions. The course requires each student to compose a minimum of 26 pages of edited work (final products, not drafts). This course will help motivated students polish their personal writing skills before college.

College Writing II (NICC's ENG-106, Composition II)

12th Grade | Semester Course

376 - 5 credits (3 NICC credits)

Prerequisite: Pass College Writing I with at least a 76%
(RAI, NCAA)

* Course book fee set by NICC

College Writing II focuses on writing as a process with emphasis on exposition, persuasion, evaluation, analysis, investigation, and research. The course extends the instruction and practice of College Writing I (College Composition I) to help improve thinking and polish writing skills needed for academic and working-world success. The course requires each student to compose a minimum of 28 pages of edited work (final products, not drafts). This course will help motivated students polish their personal writing skills before college. Class size is limited and set by Northeast Iowa Community College (NICC).

The following are also English electives, but do not count toward the required four years of English.

Mass Communication – Yearbook

9th, 10th, 11th, 12th Grades | Year Course

362 - 10 credits

Students in this course provide a community service to the school as they learn to think critically, conduct interviews, write clearly for an audience, and communicate events visually through photography and verbally through text. They will work as a team to plan, organize, and create the school's yearbook. Additionally, they will practice persuasive speaking techniques when soliciting ads for the financial support of the

publication and use problem-solving and technological skills while striving to communicate their and others' ideas effectively. This course teaches many of the basic elements of magazine journalism.

Mass Communication - Newspaper

9th, 10th, 11th, 12th Grades | Year Course

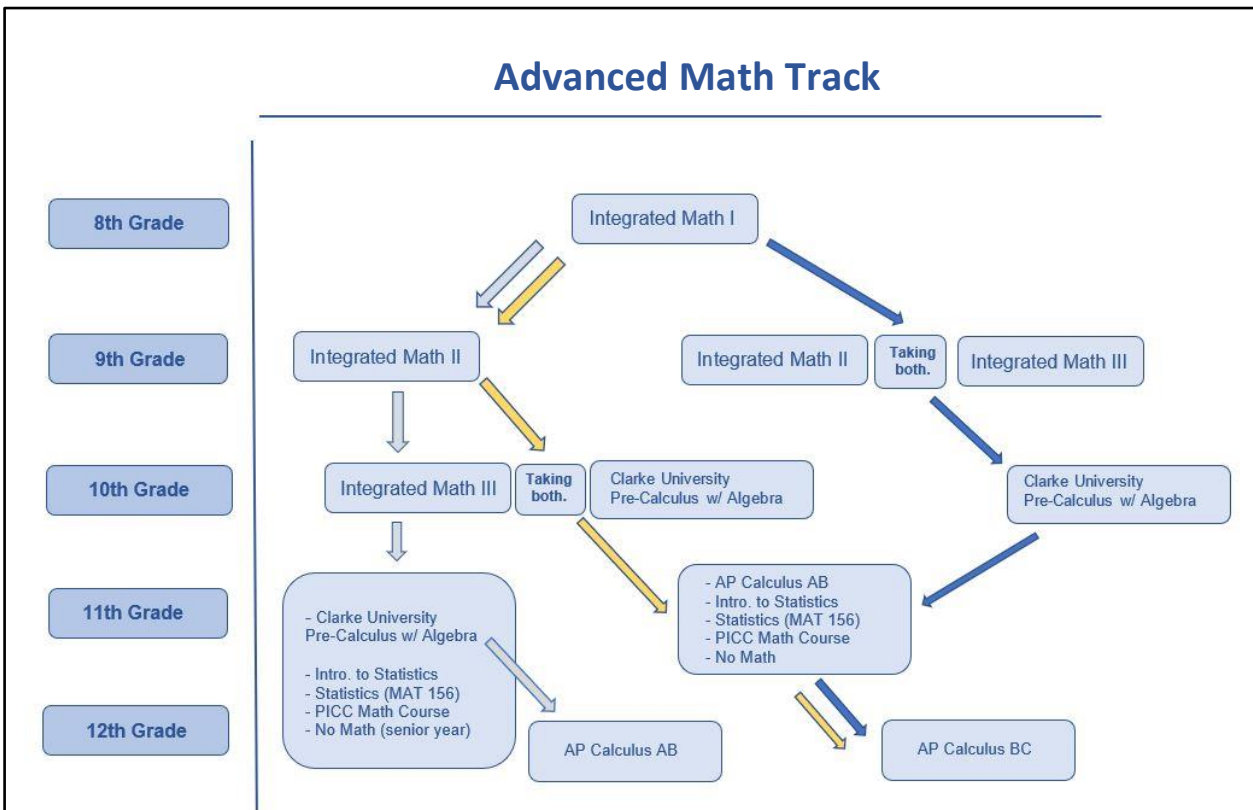
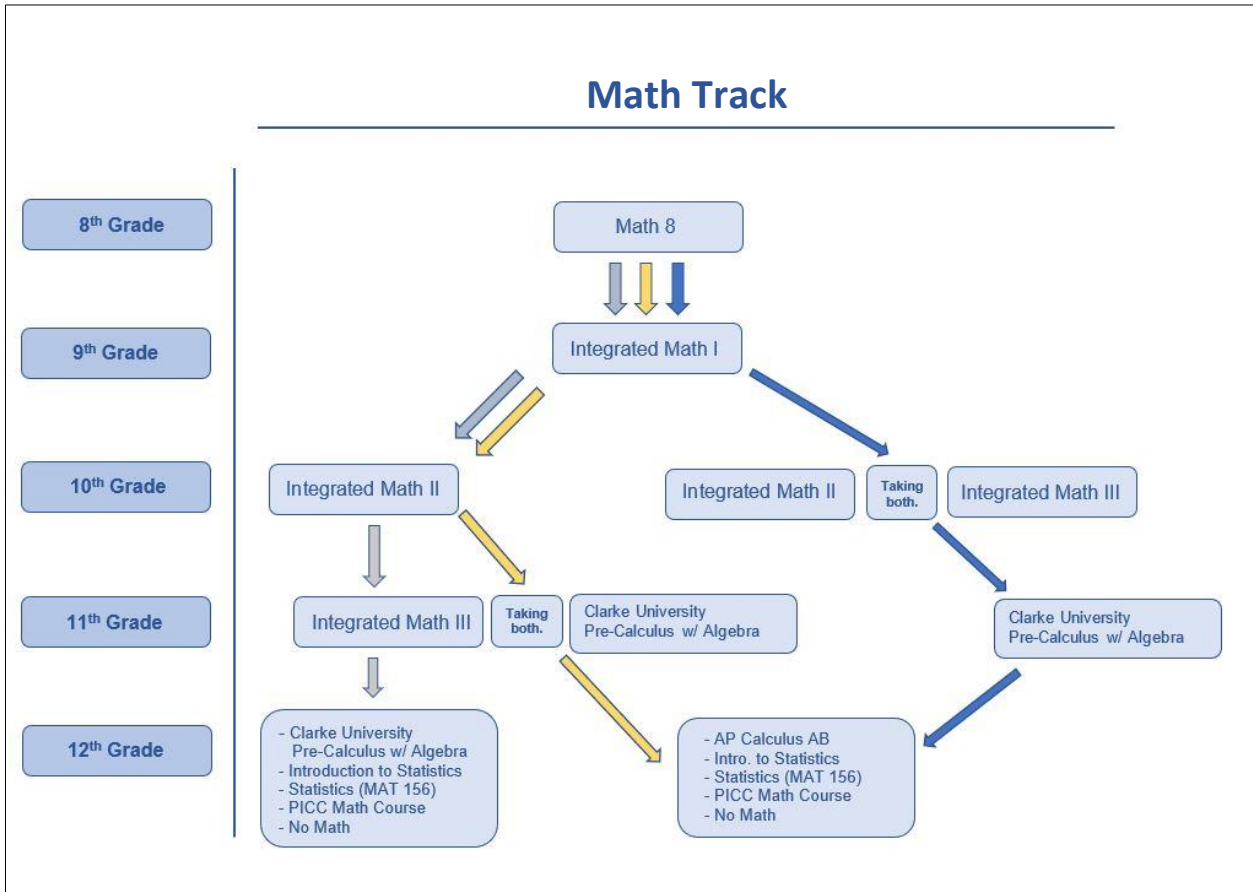
363 - 10 credits

Students in this course learn to think critically, research topics, conduct interviews, write clearly for an audience and work as a team as they plan, organize, and create the school's newspaper and use social media, as well as a variety of mediums – including video and audio, to convey information and stories about the school and its community. They also practice persuasive speaking techniques when soliciting ads for the financial support of the publication and use problem-solving and technological skills while striving to communicate their and others' ideas effectively. Additionally, students learn about, appreciate, and practice their rights and responsibilities as citizens of a democracy. This course teaches many of the basic elements of newspaper journalism.

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Mathematics

(3 years required)



Honors Integrated Math I

9th Grade | Year Course

540E - 10 credits

(RAI, NCAA)

Integrated Math I employs a collaborative approach to the fundamentals of Mathematics. In Math I, students will study various genres of Math. The major Math units in the course include: One-Variable Statistics, Linear Equations, Inequalities & Systems, Two-variable Statistics Functions, Introduction to Exponential Functions, Constructions & Rigid Transformations, and Congruence.

Honors Integrated Math II

10th Grades | Year Course

541PL - 10 credits

(RAI, NCAA)

Integrated Math II employs a collaborative approach to the fundamentals of Mathematics. In Math II, students will continue the study of various genres of Math and build upon the skills acquired in Math I. The major Math units in the course include: Introduction to Quadratic Functions, Quadratic Equations, Complex Numbers & Rational Exponents, Similarity, Right Triangle Trigonometry, Coordinate Geometry, and Conditional Probability.

Honors Integrated Math III

11th Grade | Year Course

542PL - 10 credits

(RAI, NCAA)

Integrated Math III is the third and final Mathematics course in the sequence of Math courses that employ a collaborative approach to the fundamentals of Mathematics. In Math III, students will continue the study of various genres of Math and build upon the skills acquired in Math I and Math II. The major Math units in the course include: Sequences & Functions, Polynomials, Exponential Functions & Equations, Transformations of Functions, Circles, Trigonometric Functions, Statistical Inferences, and Solids Geometry.

Pre-Calculus with Algebra (Clarke University | MATH 117)

518Y - Year Course

3 college credits | 10 high school credits

Prerequisite: Integrated Math III or Honors Algebra II

(RAI, NCAA)

Enrollment based on required teacher recommendation.

Oriented to preparation for calculus, this course continues the exploration of functions, including algebraic, exponential, and trigonometric functions. Students learn about functions through symbolic, numerical, graphical and verbal techniques. This computer-assisted course utilizes a self-paced learning environment. Motivated students who complete both MATH 090 and MATH 117 in one semester may be eligible to earn 6 credits. This course may not be taken for credit if a grade of C or above was achieved in a higher mathematics course (with the single exception of MATH 220 Statistics). Students must receive a grade of at least C- in this course to enroll in a higher-level math course (with the single exception of MATH 220 Statistics). This course fulfills the university mathematics proficiency requirement. Prerequisites: Three years of high school mathematics or equivalent and appropriate placement.

AP Calculus AB

11th, 12th Grade | Year Course

561Y - 10 credits

Pre-requisite: Honors Pre-Calculus
(RAI, NCAA)

Advanced Placement Calculus stresses the techniques and applications of differential and integral Calculus. These techniques and applications are often requirements for a variety of college majors including, but not limited to: Bachelor of Science degrees in the engineering sciences, physical sciences, biological sciences, mathematical sciences, psychology, and pre-medicine. Because this is essentially a college-level course, students taking Calculus will be expected to spend an average of between one and two hours daily on reading and assignments. At the conclusion of the course, students may take an Advanced Placement Calculus exam for college credit. In some cases, this credit may fulfill the student's college mathematics requirement for graduation. The applications of calculus that appear on the Advanced Placement calculus exams tend to involve non-routine physics concepts.

AP Calculus students are advised to enroll in the Physics course if they intend to take the Advanced Placement calculus exam. The AP calculus exam includes problems that require the use of a graphing calculator. Only graphing calculators are permitted for student use during the AP calculus exam.

AP Calculus BC

11th, 12th Grade | Year Course

562Y - 10 credits

Pre-requisite: AP Calculus AB
(RAI, NCAA)

This is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Both courses represent college-level mathematics for which most colleges grant advanced placement and credit. The

content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB.

AP Calculus BC is the study of limits, derivatives, definite and indefinite integrals, polynomial approximations and (infinite) series. Though this is considered a study of single-variable calculus, parametric, polar, and vector functions will be studied. Calculus BC covers topics that are usually included in the first 2 semesters of college calculus.

Introduction to Statistics

11th, 12th Grade | Semester Course

572 - 5 credits

(RAI, NCAA)

This is a high school credit course. We recommend students enroll in this course in the fall and (MAT-156) Statistics through NICC in the spring.

Statistics is a way of reasoning, along with a collection of tools and methods, designed to help us understand the world. This is an introductory course in statistics. Students are introduced to the fundamental concepts involved in using sample data to make inferences about populations. Included are exploring and understanding data, the relationships between variables, gathering data and understanding randomness and probability. Topics discussed include displaying and describing data, the normal curve, linear regression and probability with applications in the real world.

Statistics (NICC | MAT 156)

11th, 12th Grade | Semester Course (in person at Wahlert)

5 High School Credits | 3 College Credits

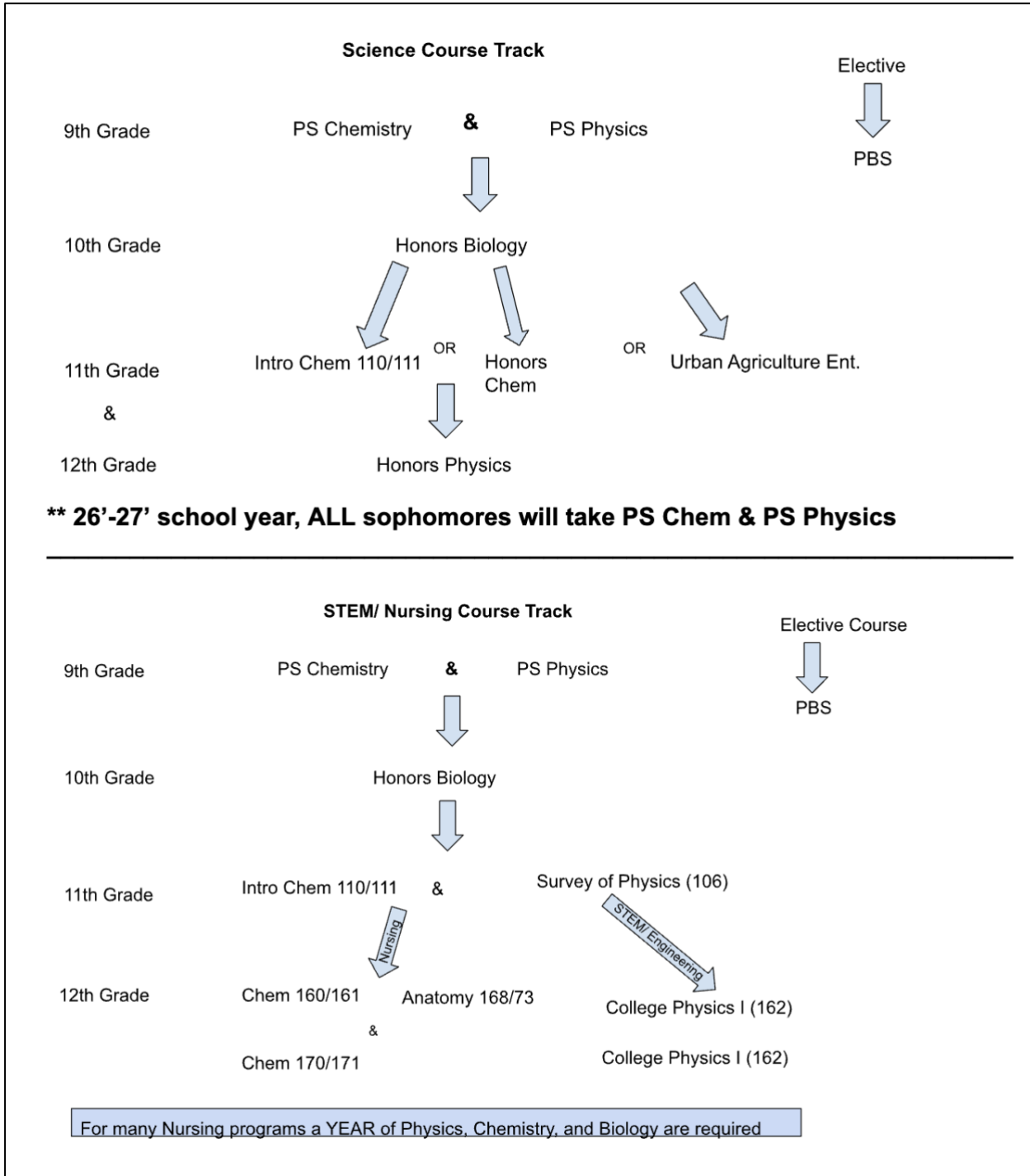
(RAI, NCAA)

This in person course introduces the basic methods of statistical reasoning to help develop the ability to summarize data, interpret data, and draw conclusions based on the data.

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Science

- Three years required.
- Four-year college-bound students must complete three years of science, including **at least two of these three subject areas**: Biology, Chemistry, and Physics.



PS- Chemistry

731 - 9th, 10th Grade | Semester Course

5 credits

(RAI, NCAA)

This physical science course is designed to provide a base understanding of the components of chemistry. The course will focus on the structure and interaction of matter at the molecular level with laboratory experiences that will connect these concepts to a macro level. Connections to students' lives will be woven throughout course. This course is intended to be paired with PS-Physics to create a year-long physical science experience.

PS- Physics

751 - 9th, 10th Grade | Semester Course

5 credits

(RAI, NCAA)

This physical science course is designed to provide a base understanding of the components of physics. The course will focus on how matter moves, how it is made to move, and the energies involved. Key concepts include motion, forces, momentum, energy, Newton's Laws, waves, electricity/magnetism, and light. Inquiry-based labs and hands-on engineering are integrated in the course. This course is intended to be paired with PS-Chemistry to create a year-long physical science experience.

Honors Biology

10th Grade | Year Course

721E - 10 credits

(RAI, NCAA)

Honors Biology is the study of life, which stresses scientific processes, research and experimentation, along with application to real-world problems. Students will investigate science phenomena that occur locally and globally, conduct research, discuss ideas/solutions with their peers and develop solutions using engineering tools. Students will also integrate writing skills through research papers and lab reports, as well as use their creativity in building models and giving presentations. The main themes covered included ecosystem interactions, matter and energy flow, evolution/extinction, and genetics.

Honors Chemistry

11th Grade | Year Course

731PL - 10 credits

(RAI, NCAA)

This hands-on laboratory course is central to the foundation of all sciences. The course has some emphasis on mathematical applications, real-world scenarios, and problem

solving. Topics of study include scientific processes, atom and the periodic table, structure of matter and its properties, chemical reactions, quantitative relationships using the mole, rates of reactions, equilibrium, energy transformation, nuclear energy, and electromagnetic radiation.

Introduction to Chemistry (NICC | CHM 110)

11th Grade, 12th grade | Semester Course (meets 10 science credit requirements)

731PL – 3 College Credits | 10 High School Credits

Requisites: CHM 111 Must be taken at the same time as this course.

This course is an introduction to general and inorganic chemistry. One unit of organic chemistry is included. Topics covered are measurements, structure of the atom, elements, compounds, chemical equations, stoichiometry, acids and bases, and biochemistry.

Introduction to Chemistry Lab (NICC | CHM 111)

11th Grade, 12th grade | Semester Course

731PL – 1 College Credit

Requisites: CHM 110 Must be taken either prior to or at the same time as this course.

Chemistry laboratory discipline, procedures, and skills are developed through a selection of experiments in inorganic chemistry and simple quantitative analysis. Appropriate personal and environmental safety procedures are included as a necessary part of the chemistry laboratory experience.

Chemistry I (NICC | CHM 160)

12th grade | Semester Course

733 – 4 High School Credits | 3 College Credits

(RAI, NCAA)

This course deals with the structure of the atom, elements and the periodic table, chemical formulas, chemical equations, bonding, thermochemistry, gases, liquids and solids, and solution chemistry. **Prerequisite:** MAT-102 or one year high school Chemistry must be completed prior to taking this course.

Chemistry I Lab (NICC | CHM 161)

12th grade | Semester Course

734 – 1 High School Credit | 1.5 College Credit

(RAI, NCAA)

Pre-/co-requisite: CHM 160

Requisites: CHM 160 - Must be taken either prior to or at the same time as this course.

Development of chemistry laboratory discipline, procedures, and skills through a selection of experiments in inorganic chemistry and simple quantitative analysis. Includes appropriate personal and environmental safety procedures as a necessary part of the chemistry laboratory experience.

Chemistry II (NICC | CHM 170)

12th grade | Semester Course

**735 – 4 High School Credits | 3 College Credits
(RAI, NCAA)**

Pre-requisite: CHM 160

This course is a continuation of Chemistry I. It deals with solution chemistry, chemical kinetics, thermodynamics, transition metals, electrochemistry, and coordination chemistry.

Chemistry II Lab (NICC | CHM 171)

12th grade | Semester Course

**737 – 1 High School Credit | 1.5 College Credit
(RAI, NCAA)**

This course is a continuation of Chemistry I Lab for the further development of laboratory skills and discipline. More advanced experiments are selected to reinforce the classroom learning experience typically associated with a second semester general chemistry course. (0/48) Prerequisites: CHM-160, CHM-161.

Pre/corequisite: CHM-170

Requisites: CHM-160, CHM-161 - Must be completed prior to taking this course.
CHM-170 - Must be taken either prior to or at the same time as this course.

Human Anatomy & Physiology I (BIO 168)

Recommended for 11th, 12th Grade | Year Course

**770 – 5 high school credits; 4 college credits
(RAI, NCAA)**

Prerequisites: *One year of high school biology/chemistry or Intro to Chemistry (CHEM 110).*

The first of a two-semester sequence providing a comprehensive study of the structure and function of the human body for college transfer and/or allied health programs. Topics include, but are not limited to, body organization, homeostasis, cells, tissues, integumentary system, skeletal system, muscular system, and nervous system.

Laboratory component include anatomical studies using microcopy and dissection as well as the study of physiological concepts via experimentation.

Human Anatomy & Physiology II (BIO 173)

Recommended for 11th, 12th Grade | Year Course

770 – 5 high school credits; 4 college credits

(RAI, NCAA)

Prerequisites: Completion of Human Anatomy & Physiology I with a C- or higher.

The second of a two-semester sequence providing a comprehensive study of the structure and function of the human body for college transfer and/or allied health programs. Topics include, but are not limited to, body organization, homeostasis, endocrine system, reproductive system, cardiovascular system, lymphatic system, immune system, respiratory system, urinary system, and digestive system. Laboratory component includes anatomical studies using microscopy and dissection as well as the study of physiological concepts via experimentation.

Survey of Physics (PHY 106)

11th, 12th Grade | Semester Course

751 – 5 high school credits; 4 college credits

Survey of Physics (PHY106) is a four-credit semester-long course offered through Wahlert from Northeast Iowa Community College that introduces students to the fundamental principles of physical science. The course covers mechanics, thermodynamics, waves, electricity, and magnetism through a combination of lecture and laboratory experiences. Emphasis is placed on developing critical thinking skills and applying physics concepts to real-world situations using analytical and quantitative problem solving. Students engage in interactive lectures, inquiry-based activities, collaborative projects, and technology-supported laboratories. Upon completion, students will have a solid foundational understanding of physics and the ability to apply these concepts to both academic and practical contexts. Prerequisite is Math II and a Semester of Physics.

College Physics I (PHY 162)

11th, 12th Grade | Year Course

753 – 5 high school credits; 4 college credits

Physics 162 is a college-level physics course offered through Northeast Iowa Community College and taught on the Wahlert campus. This course is designed for students planning to pursue STEM-related majors in college. It emphasizes conceptual understanding and mathematical problem solving through real-world applications. Topics typically include mechanics, motion, forces, energy, and momentum. Instruction combines classroom learning with hands-on laboratory investigations. Successful

completion earns NICC college credit while providing strong preparation for advanced science coursework. Prerequisite Physics 106 or Pre-Calc

College Physics II (PHY 172)

11th, 12th Grade | Year Course

754 – 5 high school credits; 4 college credits

Prerequisites: College Physics I (PHY 162)

Physics 172 is a continuation of Physics 162 and is offered through Northeast Iowa Community College while being taught at Wahlert. The course builds on prior physics concepts with increased depth and analytical rigor. Students explore additional areas of physics through problem solving, experimentation, and data analysis. Emphasis is placed on applying physical principles to complex systems and practical situations. Laboratory work reinforces theoretical concepts and develops scientific reasoning skills. Completion of this course provides additional college credit and strengthens readiness for college-level science and engineering programs.

Urban Agriculture Enterprises

10th, 11th, 12th | Semester Course (covers two class periods on schedule)

5, 10 credits

Prerequisite: Honors Biology

Students choose one of the following course strands: Agriculture Research, Agriculture Business/Marketing, or Agriculture Construction/Engineering.

Course Numbers

- Agriculture Research: 767
- Agriculture Business/Marketing: 153
- Agriculture Construction/Engineering: 768

The Urban Agriculture Enterprises class is designed to empower students to engage in local food systems in a way that interests them. This class has three strands: Ag. Research, Business/Marketing, or Construction. Students can specialize in the strand that best fits their interest, while still learning about their local food system, and engage in meaningful progress toward building a Holy Family CSA. This experience will strengthen a student's understanding of the food system, applications of their interest in Ag careers, as well as connecting them directly with farmers/food entrepreneurs in the community. Students will also build their interpersonal and communication skills by working with others, communicating with clients/peers, along with presenting the outcome of their semester work to local stakeholders.

Project Lead the Way

For more information on PLTW courses and potential college credit, please click or go to the following link: <https://www.pltw.org/experience-pltw/student-opportunities>

Project Lead the Way (PLTW): Principles of Biomedical Sciences (PBS)

9th, 10th, 11th, 12th Grade | Year Course

771 - 10 credits

(NCAA)

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.

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Social Studies

- Three years required.
- The Social Studies department includes a variety of courses in the social sciences. Students must complete three full years of Social Studies.
- All students must complete United States History and U.S. Government to graduate.

Honors Modern World History

9th Grade | Year Course

805E - 10 credits

(RAI, NCAA)

In Honors Modern World History, students will investigate significant events, individuals, developments, and movements ranging from the Enlightenment to the Cold War Era. Students will use primary, secondary, and tertiary sources to analyze the past, as well as to assist in the construction of evidence-based arguments surrounding these different historical phenomena. Additionally, students will investigate the past through historical simulations and multimedia presentations/resources.

AP Human Geography

9th Grade, Year Course

807 - 10 credits

(RAI, NCAA)

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

AP World History

10th Grade | Year Course

801PL - 10 credits

(RAI, NCAA)

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and

secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Honors United States History

11th, 12th Grade | Year Course

832Y - 10 credits

(RAI, NCAA)

The study of American History will help students discover the relationship of the past to present. This course is taught topically rather than chronologically with emphasis on the growth and struggles on our nation rather than dates. Units involved are Independence, the Constitution, Political Parties, Causes of War, Cold War, Discrimination, Social Problems, Foreign Affairs, Lifestyle, and Economics. In each of these units, foundational learning is supported with an application to today. The class will include movies, discussion/lectures, simulations, secondary sources, group, and individual work.

AP US History

11th, 12th Grade | Year Course

831Y - 10 credits

(RAI, NCAA)

Advanced Placement History is a college-level United States History course for students with a superior aptitude for reading and writing history. Students enrolled in this course may take the college board placement exam in the spring, which may qualify them for college credit. The student should expect to have extensive reading assignments with discussion, and to write at least one essay per week.

Psychology

10th, 11th, 12th Grade | Semester Course

847 - 5 credits

(RAI, NCAA)

This is a high school level course. College credit is not given for this course.

Psychology is the scientific study of mind and behavior. It focuses on how humans interact within each society. The study of psychology helps you understand yourself and other people by learning about aspects of human behavior. It can help develop sound analytical skills through the application of scientific method. This class begins

with the history of psychology and will explore human behavior, vision, sleep, learning, memory, intelligence, and psychological disorders.

Introduction to Psychology (NICC | PSY 111)

10th, 11th, 12th Grade | Semester Course (online)

5 High School Credits | 3 College Credits

(RAI, NCAA)

Recommended Pre-Requisite: *High school level Psychology*

This NICC course is a survey of psychology including theoretical and experimental findings and applications from areas such as physiological learning, memory, personality, social, abnormal, and therapy, and health psychology. **Students are responsible for the cost of the textbook.**

Sociology

10th, 11th, 12th Grade | Semester Course

846 – 5 credits

(RAI, NCAA)

Sociology seeks to make the familiar strange. It is the scientific study of social behavior. It focuses on how external dynamics have influenced human behavior. Sociology can help us look more objectively at our society and other societies, while helping us better understand ourselves and the motivations of others around us. The class will challenge your preconceived notions about many different topics. We will explore social inequality and recognize how social change takes place. The class will introduce potentially controversial topics such as poverty, race, gender, and sex.

Economics

845 - 10th, 11th, 12th Grade | Semester Course

5 credits

(RAI, NCAA)

Students will learn and be able to use economic thinking, problem solving, and logic in solving business problems and analyzing current topics. This course emphasizes the role of free markets in determining economic well-being. Students will learn the fundamentals of microeconomics including supply, demand, and pricing, along with the basics of macroeconomics.

Honors U.S. Government
12th Grade | Semester Course
853 - 5 credits
(RAI, NCAA)

Government deals with the roots and nature of politics and government, the structure and function of government in the United States with foreign comparisons, political economy, and political discussions. The emphasis will be on the cause and effect of individual involvement and actions in local, state, and federal government. Students will have an opportunity to discuss local issues: registration to vote, participation in the Youth in Government Program, and experience citizenship in action. This course is required for graduation.

AP U.S. Government
12th Grade | Year Course
851Y - 10 credits
(RAI, NCAA)

Advanced Placement Government is designed to give students insight into governmental systems worldwide. The first semester will be devoted to American Government and the Constitution of the United States. The students should be prepared for a more advanced level of reading, analyzing, and writing. The course will stress current issues and their impact on our daily lives. Students with an interest in careers such as diplomatic relations, political science, interpreters, all fields of communication and government-related fields should find this course beneficial. This course ends with the Advanced Placement examination in May.

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Spanish

Students are encouraged to study Spanish for a minimum of two years, as many colleges recommend and some require, world language for study for admission and/or graduation. The goal of language programming at Wahlert Catholic is to build proficiency in listening, speaking, reading, and writing so students can communicate effectively and use their Spanish to learn, connect, and serve others in meaningful ways. Students with prior Spanish experience (immersion, heritage language background, or other sustained learning) may take a placement assessment to determine appropriate course placement.

Iowa Regent School's World Language Requirements

University of Iowa

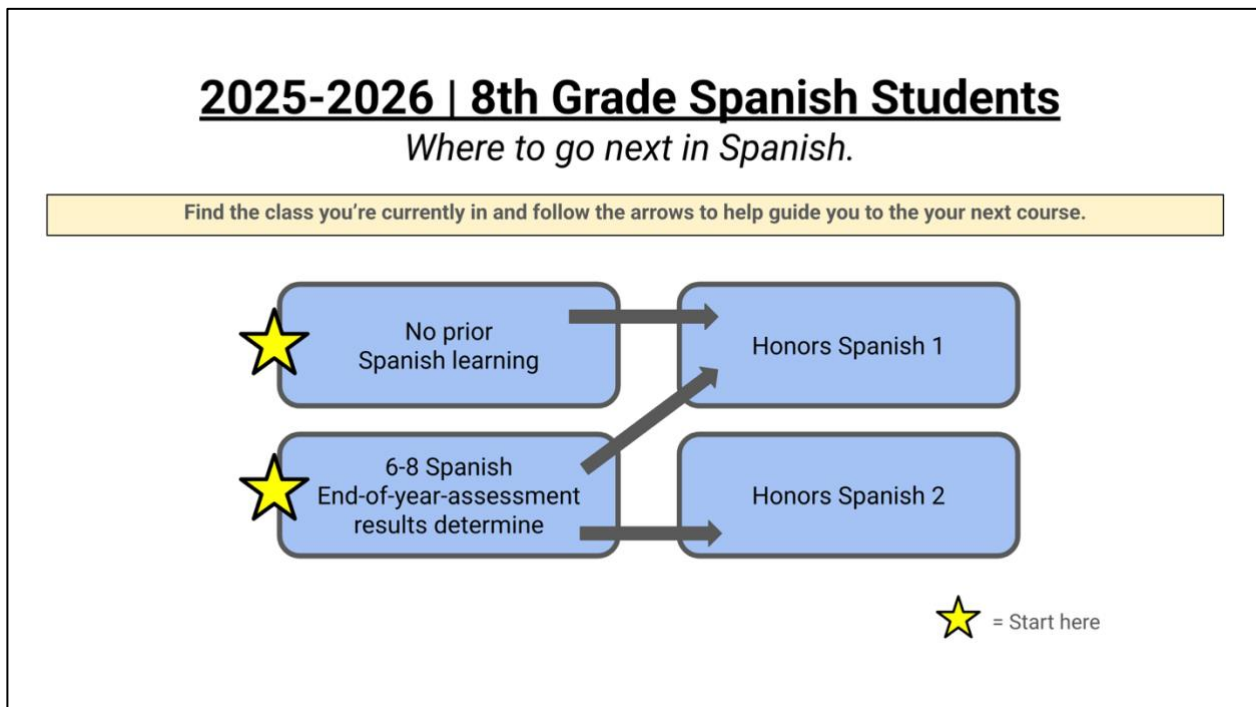
<https://admissions.uiowa.edu/apply/how-apply/first-year-admissions>

University of Northern Iowa

<https://admissions.uni.edu/apply/rai-score-requirements>

Iowa State University

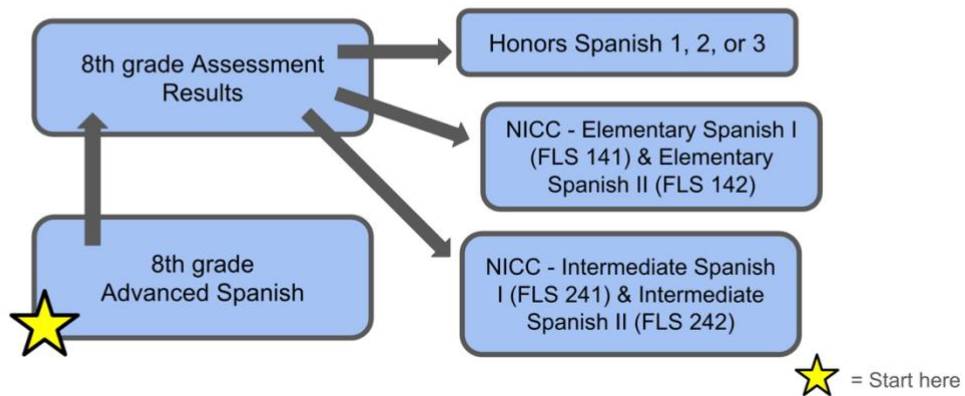
<https://www.admissions.iastate.edu/freshman/requirements>



2025-2026 | 8th Grade Advanced Spanish Students

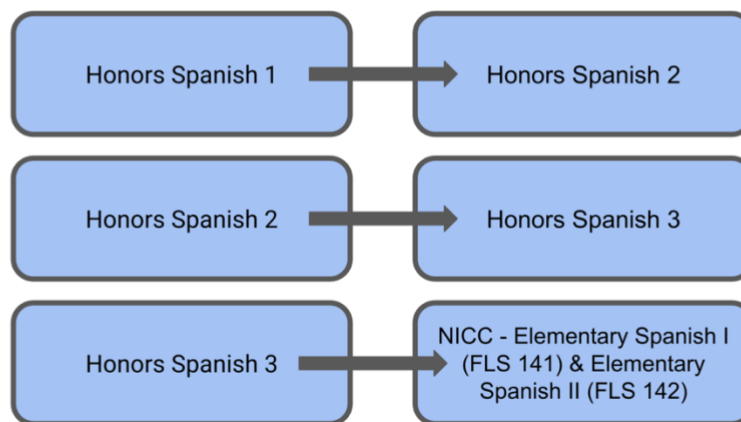
Where to go next in Spanish.

Based on the results of your 8th grade Spanish assessment scores, follow the recommendations below.



2025-2026 | 9th-11th Honors Spanish 1, 2 & 3 Students

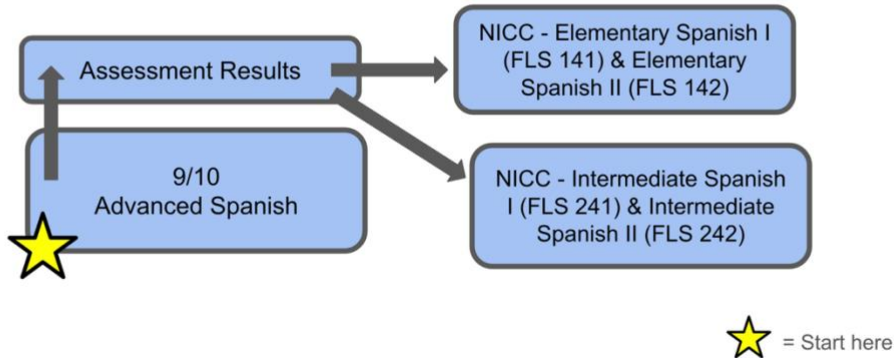
Where to go next in Spanish.



2025-2026 | 9th & 10th Grade Advanced Spanish Students

Where to go next in Spanish.

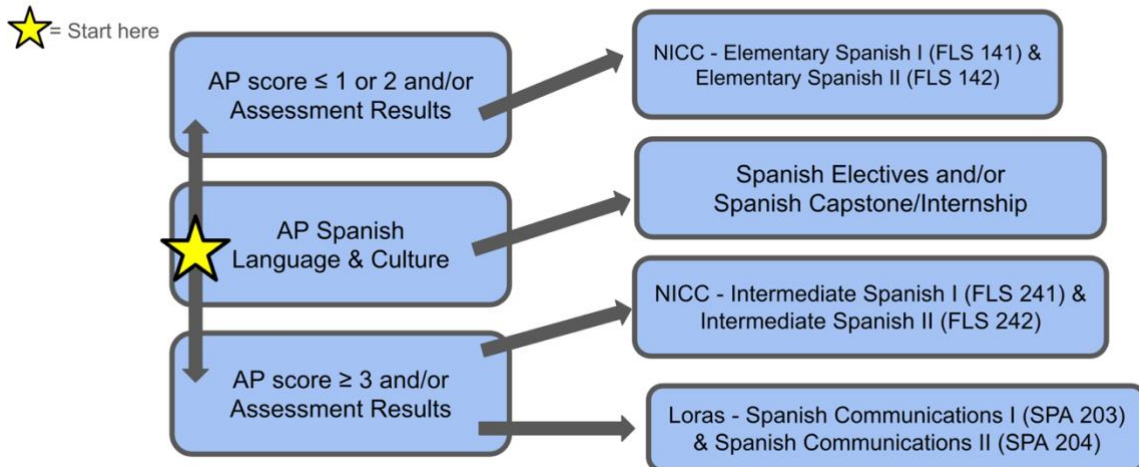
Current Advanced Spanish 9th and 10th grade students, follow the pathway below.



2025-2026 | 11th Grade Advanced Spanish Students

Where to go next in Spanish.

Current Advanced Spanish 11th grade students, choose the pathway below that aligns best with your goals.



Honors Spanish 1

9th, 10th, 11th, 12th Grade | Year Course

425Y - 10 credits

(RAI, NCAA)

Prerequisite: Recommendation of previous language teacher(s)

Honors Spanish 1 is an introductory course designed for students who demonstrate interest and commitment in acquiring Spanish. The course builds foundational proficiency in listening, speaking, reading, and writing through meaningful, real-world communication. Students develop correct pronunciation and learn to navigate everyday situations such as greetings, describing family and friends, shopping, and dining. Vocabulary and grammar are presented in context and reinforced through functional texts and media, such as maps, travel blogs, menus/recipes, and short informational readings. Students also explore the cultures of Spanish-speaking communities as they build language skills. In the spirit of our Catholic mission, students are encouraged to see Spanish as a tool for connection and service, using simple language to welcome others, show hospitality, and communicate respectfully. By the end of the course, students will be able to use basic language structures to communicate personal needs and obligations and to interpret and create simple texts for practical purposes.

Honors Spanish 2

9th, 10th, 11th, 12th Grade | Year Course

426Y - 10 credits

(RAI, NCAA)

Prerequisite: Honors Spanish 1 or qualifying score on placement exam, and/or teacher recommendation

Honors Spanish 2 continues the development of foundational proficiency in listening, speaking, reading, and writing through meaningful, real-world communication. Building on present-tense communication skills, students expand their ability to narrate and describe using past time frames, allowing them to share experiences and events with increasing detail and accuracy. Vocabulary and grammar are presented in context and reinforced through a variety of texts and media, including short readings and authentic audio/video content that highlight regional varieties of Spanish. Students also deepen cultural understanding by exploring perspectives and practices across Spanish-speaking communities. In the spirit of our Catholic mission, students are encouraged to use their developing Spanish to foster understanding, strengthen relationships, and communicate with care.

Honors Spanish 3

9th, 10th, 11th, 12th Grade | Year Course

428Y - 10 credits

(RAI, NCAA)

Prerequisite: A “C” or better is required in Honors Spanish 2 or a qualifying score on placement exam, and/or teacher recommendation

Honors Spanish 3 continues the development of foundational proficiency in listening, speaking, reading, and writing through meaningful, real-world communication. As students’ language skills grow, the course introduces more complex grammar and expands the students’ ability to communicate with greater precision and nuance. Students learn to distinguish between past time frames and begin using structures such as the present subjunctive to express wishes, recommendations, and responses to real-life situations. Vocabulary and grammar are presented in context and reinforced through a variety of texts and media, with continued attention to cultural perspectives across Spanish-speaking communities. Students also strengthen interpersonal communication by practicing strategies for sustaining conversation when specific vocabulary is unknown and by producing practical written communication for authentic purposes. In the spirit of our Catholic mission, students are encouraged to communicate with integrity and care, listening attentively, choosing respectful language, and building understanding with others.

NICC Elementary Spanish I & II (FLS 141 & 142)

9th, 10th, 11th, 12th Grade | Year Course

4231 - 5 credit

4232 – 5 credits

(RAI, NCAA)

Prerequisite: A “C” or better is required in Honors Spanish 3 for both semesters, or with teacher recommendation qualifying score on placement exam, and/or teacher recommendation

Elementary Spanish I & II is a course that strengthens proficiency in listening, speaking, reading, and writing through advanced communication and cultural learning. Students continue to refine vocabulary and grammar in context while engaging with longer, more complex texts and sustained discussion. A key emphasis is placed on literary interpretation and analysis, including works by influential Hispanic authors, as well as exploration of how historical events and cultural movements have shaped modern Spanish-speaking societies. Students also apply their language skills through extended writing and speaking tasks for authentic purposes, including creative and interpretive production. In the spirit of our Catholic mission, students are encouraged to use their advanced language skills to seek truth, communicate with compassion, and engage thoughtfully with the experiences of others.

NICC Intermediate Spanish I & II (FLS 241 & 242)

9th, 10th, 11th, 12th Grade | Year Course

4241 - 5 credits

4242 – 5 credits

(RAI, NCAA)

Prerequisite: *A “C” or better is required in FLS 141 & 142 - Elementary Spanish I & II for both semesters, qualifying score on placement exam, and/or teacher recommendation*

Intermediate Spanish I & II is a rigorous course for high-proficiency learners. Instruction is conducted in Spanish using a communicative approach that strengthens proficiency in listening, speaking, reading, and writing while challenging students to express increasingly complex ideas orally and in writing. Students synthesize grammar and expand accuracy in extended writing, build fluency through guided conversation and interpretive tasks using diverse regional varieties of Spanish, and deepen cultural understanding through literature and inquiry into historical and contemporary perspectives across the Spanish-speaking world. In the spirit of our Catholic mission, students are encouraged to use Spanish to communicate with integrity, show respect for others, and build understanding across cultures.

Loras College Spanish Communication I (SPA 203) (PSEO)

10th, 11th, 12th Grade | Year Course

10 credits

(RAI, NCAA)

Prerequisite: *A “C”- or better is required in FLS 241 & 242 - Intermediate Spanish I & II for both semesters, SPA 203 with a grade of “C”- or better, qualifying score on placement exam, and/or teacher recommendation*

Spanish Communication I is the first course in the two-semester *communication sequence* of the Spanish curriculum. These courses serve as a transition between the skills acquired in Spanish language courses and those needed for upper-level classes. In SPA 203 students develop linguistic and analytical skills through the study of cultural issues in the Spanish-speaking world. Students engage with these cultural questions through literature, journalism, film, art, and other forms of media to broaden their understanding of Spanish-speaking communities, foster intercultural competence, and deepen linguistic and critical thinking ability.

Loras College Spanish Communication II (SPA 204) (PSEO)

10th, 11th, 12th Grade | Year Course

10 credits

(RAI, NCAA)

Prerequisite: *A “C”- or better is required in FLS 241 & 242 - Intermediate Spanish I & II for both semesters, SPA 203 with a grade of “C”- or better, qualifying score on placement exam, and/or teacher recommendation*

Spanish Communication II is the second course in the two-semester *communication sequence* of the Spanish curriculum. These courses serve as a transition between the skills acquired in Spanish language courses and those needed for upper-level classes. In SPA 204 students develop linguistic skills by engaging critically with cultural artifacts from the Spanish-speaking world. Students analyze works from a variety of genres and social contexts to build cultural knowledge, further linguistic development, and foster analytical ability.

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Fine Arts Department | Art

The mission of Wahlert Catholic High School's Art Department is to offer a rigorous, professionally led standards-based curriculum to all students. Visual arts provide meaningful and significant experiences that foster critical thinking, inspire creative self-expression, and develop a lifelong appreciation of art. Our curriculum encourages students to explore both 2-dimensional and 3-dimensional formats. Each student is accepted at their individual skill level and encouraged to grow to their full potential.

Students must take either Introduction to Art or Drawing 1 before they can take any other level Traditional Art/Digital Art course.

Traditional Art Courses

Introduction to Art

9th, 10th, 11th, 12th Grades | Semester Course
011 – 5 credits

This is the pre-requisite for all Traditional & Digital Art courses.

Introduction to Art is a foundation level studio class covering units in the elements of art and principles of design, drawing, painting, and clay. Students are introduced to compositional theory as well as multicultural and historical art themes.

Drawing

9th, 10th, 11th, 12th Grades | Semester Course
037 – 5 credits

This is the Pre-requisite for all Traditional & Digital Art courses.

Students will develop the fundamentals of drawing as well as the elements of art and principles of design. Skills are reinforced with attention to conceptual ideas and creative problem solving. Areas of study may include landscape, still life, portraiture, figure drawing and abstraction. Students will be encouraged to develop a personal style and will integrate multicultural and art historical themes as well as technological applications. Students may take multiple semesters of this class while developing their individual style.

Painting

9th, 10th, 11th, 12th Grades | Semester Course

035 – 5 credits

Pre-requisite: *Intro. to Art or Drawing*

Emphasis in this course is on composition with advanced drawing skills applied in painting techniques. Students will experiment with theme development and application of style, skill and technique while communicating visually. Areas of study may include figure drawing, portraiture, landscape and illustration. Students will be acquainted with multicultural and art historical themes as well as technological applications. Students may take multiple semesters of this class while developing their individual style.

3D Art Studio

9th, 10th, 11th, 12th Grades | Semester Course

041 – 5 Credits

Pre-requisite: *Intro. to Art or Drawing*

This course involves planning, design and construction of a variety of three-dimensional objects. Students will assess aesthetic qualities of form and the surface treatments of objects as well as compositional theory while using different mediums such as plaster, clay, cardboard, glass, etc. Students will be acquainted with multicultural and art historical themes as well as current technological applications.

Advanced Painting (CBE)

10th, 11th, 12th Grades | Semester Course

036CBE – 5 Credits

Pre-requisite: *Intro. to Art, Painting*

This advanced painting course explores color, composition, and expression in the medium of paint. The elements and principles of design are utilized in addition to color theory to impress an understanding of successful art. Students will further develop and expand their skills needed for creating successful and meaningful paintings through the creation of multiple artworks. Composition, observation, and rendering skills will be emphasized as students explore a range of painting media and are introduced to oil paints. The structure of the class will consist of guided and independent exercises, class

projects, individual/group discussion, and critiques. Students will produce a working portfolio by the end of the semester, consisting of 5 or more works of high quality demonstrating proficiency in both watercolor and acrylics. Along with each work, students will provide an artist statement that reflects their thought process and intentions behind the artwork.

Advanced 2D

11th, 12th Grades; 10th with teacher recommendation | Semester Course

046 - 5 Credits

Pre-requisite: *Introduction to Art or Drawing, and Painting*

This course involves planning, design and construction of a variety of two-dimensional projects. Students will explore drawing and painting and higher level 2D media that are not explored in the entry art courses. This course is designed to further develop their painting and drawing skills and expose students to media such as charcoal, more in depth painting techniques. They will be challenged to develop concepts and ideas based on personal experience and exploration of subject matter of their own interest. Students must take Drawing 1 and Painting, or Intro to Art and Painting or a combination of all three in order to take this course.

Textile Design

9th, 10th, 11th, 12th Grade | Semester Course

015 - 5 credits

Pre-requisite: *Introduction to Art and/or Drawing 1*

Textile Design will introduce students to various methods of surface fabric design such as block printing, color dyes, weaving, batik, screen printing, Shibori, digital surface design and more. Students will learn about the history of different surface design methods, utilize each method to create an original surface design then apply their fabric in a functional manner such as pillow design, pendant lamps, garments, wallpaper, gift wrap, furniture design, etc.

Visual Arts Capstone CBE

9th, 10th, 11th, 12th Grade | Semester Course

038CBE - 5 credits

Pre-requisite: *Teacher recommendation*

This course is designed to explore a passion with intensity, take the shape of a large experiential project, or complete a portfolio with a developed theme personal to the artist. Projects are designed to challenge and demonstrate artistic skills over a variety of course media and themes. They are publicly celebrated through exhibition, publication, and/or a digital portfolio. This course is for seniors, recommendation only, and students must have completed a minimum of 6 art courses.

Digital Art Courses

Intro to Digital Photography

9th, 10th, 11th, 12th Grades | Semester Course

055 – 5 Credits

Prerequisite: *Introduction to Art or Drawing. This is a prerequisite for all Digital Art courses.*

Students must have an SD memory card for this class. Students in Digital Photography will learn to communicate visually using digital cameras. Students will learn all aspects of photography including camera functions, compositions and the editing software Adobe Photoshop and Adobe Lightroom.

Advanced Digital Photo

10, 11, 12th Grades | Semester Course

045 - 5 credits

Pre-requisite: *Introduction to Digital Photography*

Advanced Digital Photography builds on techniques learned in Intro to Digital Photography and affords students the opportunity to further develop and refine their technical and aesthetic skills. Projects are more open-ended, and students are encouraged to develop their own styles as they create a portfolio of work.

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Fine Arts Department | Music

The music department recognizes the importance of music in developing a student's self-esteem and realizes the value of nurturing an appreciation for music and the arts. Students are encouraged to consider taking an elective from the following instrumental and choral options.

Chorale

9th, 10th, 11th, 12th Grade | Year Course

0841 - 10 credits

Chorale is a non-auditioned 9-12 choral ensemble. Prior music participation is not required to participate in this course. Students will study vocal production through choral music, learning how to read in unison and parts. They study the basic symbols in reading and interpreting music, practice sight-reading, apply music theory, learn to balance and blend voices, explore and sing different styles of music, and practice appropriate behavior while participating in large groups. The chorus performs at four concerts each year: the Sacred Concert, the Christmas Concert, the March Concert, and the Spring Concert. Participation in this choir provides social interaction for each student as well as proper personal attributes such as responsibility and self-discipline.

Concert Band

9th, 10th, 11th, 12th Grade | Year Course

065 - 10 credits

Concert Band is designed to give students a wide variety of musical experiences including marching band, pep band, and wind ensemble. Students will study music from historic time periods and given lessons to aid in their musical development. The marching band performs at all home football games; the pep band performs at home basketball games; and the wind ensemble performs at several major concerts each year. An ensemble performs at masses and festivals. As an adjunct to the concert band program, students are encouraged to participate in festival honor bands, All-State auditions, and solo and ensemble contests.

Guitar Ensemble

9th, 10th, 11th, 12th Grade | Semester Course

058 - 5 credits

This ensemble will study guitar theory, history, mechanics, reading, and performance. Students create and arrange melodies. By arranging simple melodies from basic structural rules and by expanding these melodies, students learn to understand the creative process firsthand.

Orchestra

9th, 10th, 11th, 12th Grade | Year Course

088 - 10 credits

Orchestra is offered to all 9th-12th grade students who play violin, viola, cello, or string bass. Beginners are always welcome. Students will learn to develop an appreciation of music, build skills for efficient practicing, follow a conductor, and increase music literacy - including music reading, recognizing articulations and musical styles, and understanding musical terms. Emphasis will also be placed on exposing each student to a variety of performing experiences and music in which to apply these skills. Participation is required for concerts.

AP Music Theory

11th, 12th Grade | Year Course

085 - 10 credits

The Music Theory course is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the course of the year students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score. Aural dictation and ear training are also an integral part of the course and will be taught throughout the year. Individual creativity is nurtured through both rhythmic and melodic composition.

Show Choir (CBE)

9th, 10th, 11th, 12th Grade | Semester Course

090 CBE- 5 credits

** Based on audition.*

In Show Choir, students will explore and perform various music genres and styles, emphasizing vocal techniques, breath control, dancing, stamina, music reading, and stage presence. The repertoire will consist of the ensemble's competition set list for the year. Performers should be prepared to learn, memorize, and refine songs in preparation for the competition season. Rehearsals are held during after-school hours, as a part of the class, to prepare for the competition season. There is a fee for joining the ensemble that pays for costumes, arrangements, music rights, choreography, and competitions. Auditions are held in May, with the season beginning the following school year, in August. If interested, contact Director Ella Schmidt for more information.

Show Band (CBE)

9th, 10th, 11th, 12th Grade | Semester Course

091 CBE- 5 credits

- *Based on audition.*

In Show Band, instrumentalists will collaborate with the Show Choir to learn and perform popular music styles as part of a live band experience. Students will focus on ensemble techniques, rhythmic precision, stylistic interpretation, and live performance skills. The music learned will complement the Show Choir's competition setlist, providing dynamic support for their performances. Rehearsals outside the school day may be required once competition season begins. There is a fee associated with joining the ensemble, which helps cover expenses such as sheet music, equipment, and transportation. Auditions required. If interested, contact Ms. Naomi Noel to audition for next year's group.

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Business

Introduction to Business

9th, 10th Grade | Semester Course

148 - 5 credits

This engaging and interactive course provides students with a foundational understanding of the business world and its role in society. Students will explore key business fields, including economics, marketing, finance, management, and entrepreneurship. Through real-world applications, guest speakers, and hands-on projects, students will develop problem-solving, decision-making, and critical thinking skills. Whether students aspire to start their own business, pursue a career in business, or simply gain practical financial and consumer knowledge, this course will equip them with the essential skills needed for future success in the global economy.

This course is only open to underclassmen (9th and 10th grade). Upperclassmen wanting to take an Introduction to Business course can do so through NICC (Online).

Personal Finance

10th, 11th, 12th Grade | Semester Course

149 - 5 credits

Personal Finance 1 will cover the basics of money management. The curriculum and class will be formatted as the current solo Personal Finance operates. Students will learn the basics about saving, investing, retirement/college funding, debt/credit management, budgeting, checking accounts, insurance, taxes, and mortgages.

Biz Innovator

11th, 12th Grade | Semester Course

151 - 5 credits

Biz Innovator is the entrepreneurship curriculum toolkit that teaches the “entrepreneurial mindset” to students by encouraging creativity, innovation, critical thinking and problem-solving and equipping students with the skills necessary to succeed and excel.

Students interested in Grounded Coffee Co. will need to apply through the student management team. Please see the Counseling Office for more details.

*** College credit can be earned through The University of Iowa.**

<https://jacobsoninstitute.org/bizinnovator?fuseaction=app.credit>

Biz Innovator CBE

11th and 12th Grade | Semester Course

151CBE - 5 Credits

Prerequisite: BizInnovator

Already developing a business idea and want space to put it into action? This hands-on entrepreneurship-centered course allows students to earn course credit from our traditional classroom-based Biz Innovator class by demonstrating mastery of operating a business through a venture in which they’re already participating. Students would meet with a teacher to make sure they are meeting course competencies by demonstrating evidence (sales numbers, marketing tools, etc.) and through reflections. Students will demonstrate mastery in key entrepreneurial concepts, including opportunity recognition, business planning, marketing strategies, and problem-solving.

NICC Business Course Options (College Release Online)

NICC has courses available to high school students interested in the area of business. These are not a sequence of courses. Students may participate in any that meet their post-secondary needs. **These PICC courses are free of cost to those who qualify.** To register for these courses, students must have the following form completed and returned to Wahlert's Counseling Office. Students must work with Wahlert's Counseling Office to officially sign up for "College Release – Online".

- [PICC Registration Form](#)
- [Dubuque Community School District New Student Enrollment Form](#)

Introduction to Business (NICC | BUS 102)

3 College Credits | 5 High School Credits

This is an online course offered through NICC.

The student will be exposed to contemporary American business in relation to the many facets of the business world, including ethics, human resources, marketing functions, production, finance, and types of business organizations.

Principles of Management (NICC | MGT 101)

3 College Credits | 5 High School Credits

This is an online course offered through NICC.

A study of basic factors in the work environment that affect managerial decision making. Emphasis is placed on the four functions of management as well as a discussion of managerial ethics and social responsibility.

Principles of Macroeconomics (NICC | ECN 120)

3 College Credits | 5 High School Credits

This is an online course offered through NICC.

This course provides students with information essential to an understanding of the economic forces at work in our global society: the market system, supply and demand, gross national product, gross domestic product, the banking system, fiscal and monetary policy, international trade, and various economic systems employed throughout the world.

Principles of Marketing (NICC | MKT 110)

3 College Credits | 5 High School Credits

This is an online course offered through NICC.

This course covers the broad concept of marketing including product, distribution, promotion, and price decisions. Subjects include the role of buyers and the social issues involved in the marketing process, along with environmental problems, issues, and the philosophy of marketing management.

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STEM Courses

Principles of Engineering – Project Lead the Way (PLTW)

9th, 10th, 11th, 12th Grade | Year Course

250 - 10 credits

(RAI)

***Prerequisite:** Completed or currently enrolled in Integrated Math II*

This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

For more information on **Project Lead the Way (PLTW)** courses and potential college credit, [please click here](#).

Aerospace Engineering – Project Lead the Way (PLTW)

9th, 10th, 11th, 12th Grade | Year Course

248 - 10 credits

***Prerequisite:** Completed or currently enrolled in Integrated Math II*

Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the

PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry standard software. They also apply aerospace concepts to alternative applications such as wind turbines and parachutes. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.

Introduction to Robotics

9th, 10th, 11th, 12th Grade | Semester Course
260 - 5 credits

This course will introduce the field of robotics while helping students to explore some of the technology that robots rely upon. Students will connect their interest in science, technology, engineering, and mathematics (STEM) subjects to career opportunities within a wide range of fields. This introduction provides students with activities that progress into challenges that will require effective use of resources and creative problem-solving to complete. Students will use the REV Class Bot design. Students will be expected to work effectively both individually and collaboratively, and will be expected to comprehensively document their learning, production, and overall progress through the content with an engineering notebook.

AP Computer Science Principles

9th, 10th, 11th, 12th Grade | Year Course
913 - 10 credits

***Prerequisite:** Algebra I & Integrated Science (students do not need to be a “programmer” to take this course.)*

Computing affects almost all aspects of modern life, and all students deserve an education that prepares them to pursue the wide array of opportunities that computing has made possible. This course seeks to provide knowledge and skills to meaningfully participate in our increasingly digital society, economy, and culture.

Computer Science Principles (CSP) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. All teacher and student materials are provided for free online and can be accessed at code.org/csp.

This is an AP endorsed course where students can earn college credit by satisfactorily passing the AP test (70 multiple choice) and completing the Performance Task (PT). Students submit their coding solution for the PT with video explanation and written responses.

Computer Science Discoveries

9th, 10th, 11th, 12th Grade | Year Course

914 - 10 credits

CS Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Units of study: Unit 1 Problem Solving and Computing, Unit 2 Web Development, Unit 3 Interactive Animations and Games, Unit 7 AI and Machine Learning, and physical computing with Playground Circuits. All teacher and student materials are provided for free online and can be accessed at code.org/csp.

AP Computer Science A (Javascript)

10th, 11th, 12th Grade | Year Course

566 - 10 credits

(RAI)

** Students do not need to be a “programmer” to take this course. This course is recommended to take AP Computer Science Principles.*

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

This is an AP endorsed course where students can earn college credit by satisfactorily passing the AP test (40 multiple choice) and completing 4 free response questions. All teacher and student materials are provided for free online and can be accessed at code.org

Computer Aided Drafting I/ NICC CAD 104 Computer Aided Drafting

9th, 10th, 11th, 12th | Fall Semester Course

567 - 5 Credits (3 NICC Credits; this class is taught online)

This course provides students with an introduction to two-dimensional computer-aided design (CAD). This software is used in various career fields, such as: engineering,

design, music production, art curator, video game design, architecture, business, communication, science and technology, installation, repair, maintenance, biomedical engineering, and many others. Students will use industry-leading software, Autodesk AutoCAD, to create a variety of mechanical and architectural drawings. The course uses an exercise-intensive approach to cover topics found on the Autodesk AutoCAD Certified User exam. The goal is that students will have a solid foundation of the program to allow them to further build their skills in advanced CAD and rendering and animation.

Computing and Cybersecurity Academy – NICC Dubuque Center

- (933) Intro to Cybersecurity - NET 355 (credits)
- (934) Troubleshooting – NET 103 (credits)
- (935) Intro to Large Computers – CIS 115 (credits)
- (936) Cybersecurity Essentials – NET 356 (3 credits)
- (937) Programming Logic – CIS 122 (3 credits)

This is a year-long cluster of courses offered at the NICC Dubuque Center during the school day. This academy requires four class periods at Wahlert Catholic High School (5th, 6th, 7th, 8th). NICC is working on building a Career Pathway Certificate for this academy.

Introduction to Cybersecurity: During this course students will learn the Cybersecurity threat landscape. Students will learn steps to protect personal data and organizational data from Cybersecurity threat actors.

Troubleshooting: This course is designed to provide students with the knowledge of basic troubleshooting skills. These skills apply to the troubleshooting of microcomputer hardware and software.

Intro to Large Computers: During this course students will be introduced to a large computer system. The areas of emphasis are general operations, database files, output manipulation, and screen design.

Cybersecurity Essentials: During this course students will learn the requirements for protecting Information Technology (IT) systems and networks. This course will use cybersecurity tools to protect against common threats. Students will develop a framework of cybersecurity understanding to react to future threats.

Programming Logic: This course provides the student with a basic introduction to the design and development cycles utilized in many computer-related occupations.

Structured program design processes are covered. The student will be responsible for designing logic, hierarchy charts, flowcharts, and related design specifications and models for a variety of problems using various design methods and tools.

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Academic Strategies

Academic Strategies

9th, 10th, 11th, 12th Grade | Semester or Year Course
992 – 5, 10 credits

Administrative Placement Only.

This course is designed for students with identified learning differences in particular content area(s). The Strategy teacher works with the students to identify individual learning styles, strengths, and weaknesses. With targeted instruction in areas of need, students learn strategies and skills to improve academic performance in content classes. Students track their progress by monitoring their grades with an emphasis on executive functioning skills. Strategy teacher works closely with the content area teacher(s) to ensure the student is successful in assigned courses.

Placement in this class is by recommendation of an administrator only.

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This ends the course descriptions for each department at Wahlert Catholic High School.

If there is a course you are interested in, but do not see listed, please contact Wahlert's Counseling Office at (563) 583-9771 or email klenart@holyfamilydbq.org.

Examples of additional course ideas could include (but are not limited to) ...

- Marine Biology
- Fundamentals of Welding
- Automotive courses
- Architectural Design
- Woodworking
- Metals
- Aviation courses
- Calculus III

Wahlert Catholic High School | Course List, Grade 9

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Math Department

540E	Honors Integrated Math I	10
541PL	Honors Integrated Math II	10
542PL	Honors Integrated Math III	10

Science Department

731	PS Chemistry	5
751	PS Physics	5
771	Principles of Biomedical Science	10

English Department

311E	Honors English 9	10
3121	Honors English 9/10	10
362	Mass Comm. 1 - Yearbook	10
363	Mass Comm. 2 - News	10

Social Studies Department

805E	Honors Modern World I	10
807	AP Human Geography	10

Art Department

011	Introduction to Art (pre-requisite)	5
037	Drawing (pre-requisite)	5
035	Painting	5
041	3D Art Studio	5
055	Digital Photo	5
015	Textile Design	5
152	Soaring Ink Apparel Store	5

Spanish Department

425Y	Honors Spanish I	10
	Honors Spanish II	10
4231	Elementary Spanish I (FLS 141)	5
4232	Elementary Spanish II (FLS 142)	5
4241	Intermediate Spanish I (FLS 241)	5
4242	Intermediate Spanish II (FLS 242)	5

Business Department

148	Intro to Business	5
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STEM Department

250	Principles of Engineering	10
248	Aerospace Engineering	10
260	Introduction to Robotics	5
914	Computer Science Discoveries	10
913	AP Computer Science Principles	10

Academic Strategies

990	Academic Strategies *	10
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* Administrative placement only.

Music Department

065	Concert Band	10
0841	Chorale	10
088	Orchestra	10
058	Guitar Ensemble	5
090	CBE Show Choir	5
091	CBE Show Band	5

Physical Education Department

280	9-10 Team & Recreational Sports	5
219	Strength & Conditioning	5
222	Health & Fitness	5
223	Fitness for Life: Spin	5
239	Self Defense	5

Theology Department

#	Course Title	Credits
610Y	9 th Religion	10
610SP	9 th Religion (Spanish)	10
610B	9 th Religion (Bilingual)	10

Wahlert Catholic High School | Course List, Grade 10

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Theology Department

#	Course Title	Credits
620Y	Sophomore Religion	10
620B	Sophomore Religion (Bilingual)	10

Physical Education Department

219	Strength & Conditioning	5, 10
222	Health & Fitness	5, 10
280	9-10 Team & Recreational Sports	5, 10
223	Fitness for Life (Spin)	5, 10
239	Self-Defense	5

English Department

321PL	Honors Sophomore English	10
350Y	AP Seminar (English 10)	10
362	Mass Comm. 1 – Yearbook	10
363	Mass Comm. 2 – News	10

Social Studies Department

846	Sociology	5
801PL	AP World History	10
847	Psychology	5
839	Introduction to Psychology (PSY 111)	5
845	Economics	5

STEM Department

250	Principles of Engineering	10
260	Introduction to Robotics	5
913	AP Computer Science Principles	10
566	AP Computer Science A	10
914	Computer Science Discoveries	10
567	Comp. Aided Drafting (CAD 104)	5

Spanish Department

426Y	Honors Spanish II	10
4231	Elementary Spanish I (FLS 141)	5
4232	Elementary Spanish II (FLS 142)	5
4241	Intermediate Spanish I (FLS 241)	5
4242	Intermediate Spanish II (FLS 242)	5

Art Department

011	Introduction to Art (Pre-requisite)	5
037	Drawing (Pre-requisite)	5
035	Painting	5
152	Soaring Ink Apparel Store	5
046	Advanced 2D	5
036CBE	Advanced Painting (CBE)	5
041	3D Art Studio 1	5
055	Digital Photo	5
015	Textile Design	5

Music Department

065	Concert Band	10
0841	Chorale	10
088	Orchestra	10
058	Guitar Ensemble	5
090	CBE Show Choir	5
091	CBE Show Band	5

Academic Strategies

990	Academic Strategies *	10
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* Administrative placement only.

Science Department

731	PS Chemistry	5
751	PS Physics	5
771	Principles of Biomedical Science	10

Math Department

540E	Honors Integrated Math I	10
541PL	Honors Integrated Math II	10
542PL	Honors Integrated Math III	10
518	Pre-Calculus with Algebra (MAT 117)	10

Business Department

149	Personal Finance	5
148	Introduction to Business	5

Wahlert Catholic High School | Course List, Grades 11

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Theology Department

#	Course Title	Credits
650Y	Junior Religion	10
673	The Four Loves (elective)	5
672	Discovering our Faith through Hispanic Cuisine	5

Physical Education Department

219	Strength & Conditioning	5, 10
222	Health & Fitness	5, 10
290	11-12 Team & Recreational Sports	5, 10
224	Fitness for Life: Spin/Walking I	5, 10
239	Self-Defense	5

English Department

331PL	AP English Language	10
341Y	AP English Literature	10
362	Mass Comm. 1 – Yearbook	10
363	Mass Comm. 2 – News	10
320PL	Honors Junior English	10

Math Department

542PL	Honors Integrated Math III	10
561Y	AP Calculus AB	10
562Y	AP Calculus BC	10
572	Introduction to Statistics	5
518Y	Pre-Calculus with Algebra (MAT 117)	10
573	Statistics (MAT 156)	5

Social Studies Department

832	Honors US History	10
831	AP US History	10
846	Sociology	5
847	Psychology	5
839	Introduction to Psychology (PSY 111)	5
845	Economics	5

Science Department

731PL	Honors Chemistry	10
728 & 729	Introduction to Chemistry (CHM 110) w/ Lab (CHM 111)	10 (semester course)
767	Urban Agriculture Enterprises Agricultural Research	5, 10
768	Urban Agriculture Enterprises Construction/Engineering	5, 10
771	Principles of Biomedical Science	10
751	Survey of Physics (PHY 106)	5

Music Department

065	Concert Band	10
085	AP Music Theory	10
088	Orchestra	10
058	Guitar Ensemble	5
090	CBE Show Choir	5
091	CBE Show Band	5

Spanish Department

428Y	Honors Spanish III	10
4231	Elementary Spanish I (FLS 141)	5
4232	Elementary Spanish II (FLS 142)	5
4241	Intermediate Spanish I (FLS 241)	5
4242	Intermediate Spanish II (FLS 242)	5

Art Department

011	Introduction to Art (Pre-requisite)	5
037	Drawing (Pre-requisite)	5
035	Painting	5
036CBE	Advanced Painting (CBE)	5
046	Advanced 2D	5
041	3D Art Studio 1 / Advanced	5
055	Digital Photo	5
015	Textile Design	5
152	Soaring Ink Apparel Store	5

Wahlert Catholic High School | Course List, Grades 11 *(continued)*

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Business Department

#	Course Title	Credits
153	Urban Agriculture Enterprises Business/Marketing	5, 10
149	Personal Finance	5
151	Biz Innovator	5

STEM Department

250	Principles of Engineering	10
260	Introduction to Robotics	5
913	AP Computer Science Principles	10
566	AP Computer Science A	10
248	Aerospace Engineering	10
914	Computer Science Discoveries	10
567	Computer Aided Drafting (CAD 104)	5

Academic Strategies

990	Academic Strategies *	10
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* Administrative placement only.

College & Career Readiness

920	College Release	5
940	College Release Online	5
951	Faith in Action Service Learning	5
952	Intro to Health Occupations (HSC 110)	5
854	Foundations of Education (EDU 210)	5
286	Certified Nurse Aide (HSC 172)	5

Auto Mechanic Academy

(In Person, Off Campus – NICC Peosta)

259	Intro to Auto Tech. (AUT 102)	5
260	Auto Brake Systems (AUT 503)	5
263	Auto Suspension Steering (AUT 404)	5

Digital Professional Pathways Google Career Certification (Independent, Online)

915	IT Support	5
916	Data Analytics	5
917	Digital Marketing & E-Commerce	5
918	Project Management	5
919	User Experience (UX) Design	5

Manufacturing/CNC Academy (In Person, Off Campus – at NICC)

	Manual Mills and Grinders (MFG 163)**	5
	Introduction to CNC (MFG 182)**	5

Welding Academy (In Person, Off Campus – at NICC)

287	Welding Fundamentals (WEL 330)	5
290	Welding Blueprint Reading (WEL 110)	5
291	Basic Gas Metal Arc Welding (WEL 433)	5
292	Flame Plasma Cutting Fundamentals (WEL 434)	5

Diesel Tech

(In Person, Off Campus – at Truck Country)

533	Diesel Drive Trains (DSL 533)	5
321	Auto Transmissions (AUT 321)	5
632	Diesel Brakes (DSL 632)	5

Computing & Cybersecurity Academy (In Person, Off Campus – NICC Dubuque Center)

933	Intro to Cybersecurity (NET 355)	5
934	Troubleshooting (NET 103)	5
935	Intro to Large Computers (CIS 115)	5
936	Cybersecurity Essentials (NET 356)	5
937	Programming Logic (CIS 122)	5

Wahlert Catholic High School | Course List, Grades 12

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Theology Department

#	Course Title	Credits
660Y	Senior Religion	10
	The Four Loves	5
670	Philosophy of Theology	5
664	Introduction to Religion (REL 105)	5
672	Discovering our Faith through Hispanic Cuisine	5

Spanish Department

434	Spanish Communications I (SPA 203)	5
435	Spanish Communications II (SPA 204)	5
4231	Elementary Spanish I (FLS 141)	5
4232	Elementary Spanish II (FLS 142)	5
4241	Intermediate Spanish I (FLS 241)	5
4242	Intermediate Spanish II (FLS 242)	5

English Department

349Y	Honors Senior English	10
331PL	AP English Language	10
341Y	AP English Literature	10
362	Mass Comm. 1 – Yearbook	10
363	Mass Comm. 2 – News	10
375	College Writing I (ENG-105)	5
376	College Writing II (ENG 106)	5

Math Department

561Y	AP Calculus AB	10
562Y	AP Calculus BC	10
572	Introduction to Statistics	5
543	Advanced Math Applications	5
518Y	Pre-Calculus with Algebra (MAT 117)	10
573	Statistics (MAT 156) NICC, in-person at Wahlert	5

Social Studies Department

853	Honors Government	5
851Y	AP Government	10
846	Sociology	5
847	Psychology	5
839	Introduction to Psychology (PSY 111)	5
845	Economics	5

Science Department

753	College Physics I (PHY 162)	5
754	College Physics II (PHY 172)	5
734	Chemistry I w/ Lab (CHEM 160)	5
735	Chemistry II w/ Lab (CHEM 170)	5
767	Urban Agriculture Enterprises Agricultural Research	5, 10
768	Urban Agriculture Enterprises Construction/Engineering	5, 10
770	Human Anatomy & Physiology I (BIO 168)	5
770	Human Anatomy & Physiology II (BIO 173)	5
771	Principles of Biomedical Science	10
751	Survey of Physics (PHY 106)	5

Art Department

011	Introduction to Art (Pre-requisite)	5
037	Drawing (Pre-requisite)	5
035	Painting	5
036CBE	Advanced Painting (CBE)	5
046	Advanced 2D	5
041	3D Art Studio 1 / Advanced	5
055	Digital Photo	5
015	Textile Design	5
038CBE	Visual Arts Capstone (CBE)	5
152	Soaring Ink Apparel Store	5

Physical Education Department

219	Strength & Conditioning	5, 10
290	11-12 Team & Recreational Sports	5, 10
222	Health & Fitness	5, 10
224	Fitness for Life: Spin/Walking I	5, 10
239	Self-Defense	5

Music Department

065	Concert Band	10
085	AP Music Theory	10
088	Orchestra	10
058	Guitar Ensemble	5
090	CBE Show Choir	5
091	CBE Show Band	5

Wahlert Catholic High School | Course List, Grades 12 *(continued)*

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Business Department

153	Urban Agriculture Enterprises Business/Marketing	5, 10
149	Personal Finance	5
151	Biz Innovator	5
151CBE	Biz Innovator CBE	5

Digital Professional Pathways Google Career Certification (Independent, Online)

915	IT Support	5
916	Data Analytics	5
917	Digital Marketing & E-Commerce	5
918	Project Management	5
919	User Experience (UX) Design	5

STEM Department

250	Principles of Engineering	10
260	Introduction to Robotics	5
913	AP Computer Science Principles	10
566	AP Computer Science A	10
248	Aerospace Engineering	10
914	Computer Science Discoveries	5
567	Computer Aided Drafting (CAD 104)	5

Manufacturing/CNC Academy (In Person, Off Campus – at NICC)

	Manual Mills and Grinders (MFG 163)**	5
	Introduction to CNC (MFG 182)**	5

Academic Strategies

990	Academic Strategies *	10
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* Administrative placement only.

Welding Academy

(In Person, Off Campus – at NICC)

287	Welding Fundamentals (WEL 330)	5
290	Welding Blueprint Reading (WEL 110)	5
291	Basic Gas Metal Arc Welding (WEL 433)	5
292	Flame Plasma Cutting Fundamentals (WEL 434)	5

College & Career Readiness

920	College Release	5
940	College Release Online	5
951	Faith in Action Service Learning	5
952	Intro to Health Occupations (HSC 110)	5
854	Foundations of Education (EDU 210)	5
286	Certified Nurse Aide (HSC 172)	5

Diesel Tech

(In Person, Off Campus – at Truck Country)

533	Diesel Drive Trains (DSL 533)	5
321	Auto Transmissions (AUT 321)	5
632	Diesel Brakes (DSL 632)	5

Auto Mechanic Academy

(In Person, Off Campus – NICC Peosta)

259	Intro to Auto Tech. (AUT 102)	5
260	Auto Brake Systems (AUT 503)	5
263	Auto Suspension Steering (AUT 404)	5

Computing & Academy

(In Person, Off Campus – NICC Dubuque Center)

933	Intro to Cybersecurity (NET 355)	5
934	Troubleshooting (NET 103)	5
935	Intro to Large Computers (CIS 115)	5
936	Cybersecurity Essentials (NET 356)	5
937	Programming Logic (CIS 122)	5