



JESUIT
HIGH SCHOOL

Curriculum Guide

2023-2024

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Academic Requirements for Graduation

English - 4 credits

Mathematics - 4 credits

Theology - 4 credits

Social Studies - 4 credits

Foreign Language - 3 credits

Lab Science - 3 credits

Fine Arts/Personal Fitness (freshman year) – 1 credit

Fine Arts/Computer Science (sophomore year) - 1 credit

Health (AVLI) – 0.5 credit

Electives (senior year) - 2 credits

Community Service - 0.5 credit

Total Credits – 27

Academic Policies

Grading System

Alphabetical grades (A-D, F) are reported two times a year on report cards as follows:

Grading Scale:

90-100	A	4.0
80-89	B	3.0
70- 79	C	2.0
60-69	D	1.0
<60	F	0.0

The semester grades are entered on the permanent transcript. Students enrolled in honors courses will have their GPA in those subjects increased by 0.5, provided the semester grade is C or higher.

Students enrolled in Advanced Placement courses or Multivariable Calculus –AVLI* will have their GPA in those subjects increased by 1.0, provided the semester grade is C or higher.

Except for AP Computer Science A – AVLI*, C++ Programming – AVLI*, Computer Game Development – AVLI*, Geometry Honors – AVLI*, JavaScript Programming – AVLI*, Pre-Calculus Honors – AVLI*, and Multivariable Calculus – AVLI* only courses taken at Jesuit High School are counted toward a student’s GPA.

* Arrupe Virtual Learning Institute

Academic Honors

Honor Roll distinction is awarded at the end of each of the two semesters (based on the semester average) according to the following criteria:

	Semester GPA	Minimum Grade
Principal’s Honor Roll	4.0 or greater	A
Honor Roll	3.0 or greater	B

Academic Probation

1. All students must maintain a minimum semester average of 2.00.
2. Any student who fails to achieve an overall semester average of 2.00 will be placed on Academic Probation for the following semester. Students on Academic Probation may not hold office or run for office in any student organization, and they will not be eligible to participate in any extracurricular activity, including practice sessions and conditioning. In the middle of the semester, a student on Academic Probation may request reinstatement of his extracurricular participation provided his cumulative GPA is greater than or equal to 2.00. Note that any act of academic dishonesty, while a student is on Academic Probation, may result in immediate dismissal from Jesuit.
3. A student may be placed on Academic Probation only once during his enrollment at Jesuit. If a student who has previously been placed on Academic Probation would merit a second such probation, he will be subject to administrative review for immediate dismissal from Jesuit. Summer school remediation does not remove Academic Probation status regardless of any changes to a student’s GPA. A student who raises his semester GPA above a 2.0 as a result of summer school will still be on Academic Probation for the following term. He will still be subject to immediate dismissal from Jesuit should he merit another term on Academic Probation.

Course Failure – Academic Dismissal

A semester grade of D or better is considered passing. A first-semester failure (grade of F) in a course can be remedied if the student achieves a second-semester grade of C or better in that course. The F will be changed to a D. This grade change does not remove Academic Probation status regardless of any changes to a student's GPA. All first semester failures not remedied in this manner must be made up in summer school. All second-semester failures must be made up in summer school.

Upon successful completion of summer school, a student's failed semester average will be recalculated according to the following formula:

$$67\% \text{ semester average} + 33\% \text{ summer school average} = \text{final average.}$$

The recalculation of a grade due to summer school will not remove Academic Probation status regardless of any changes to a student's GPA.

Any student who fails summer school will be asked to withdraw from Jesuit.

Underclassmen who must make up more than one full credit in summer school will not be allowed to return to Jesuit High School. This one full credit can be distributed in the following ways:

1. a one-semester failure in two different courses, or
2. a failing grade both semesters in the same course.

A student who receives three or more Fs in any semester will be asked to withdraw from the school.

Any senior who does not achieve a first semester overall average of 2.00 **may** be notified that he is not allowed to return to Jesuit for his final semester. Seniors who fail a course in the second semester or who do not make up first semester failures through their second-semester performance will not be allowed to participate in the Baccalaureate and Graduation ceremonies and will not receive a diploma until they have made up their failures in summer school.

Examinations

Semester examinations are scheduled in December and May. Exams make up 20% of a student's semester average.

The days of semester exams are announced well in advance of the examination period. Families should avoid making travel plans that conflict with the examination period. Under no circumstances will a student be able to take an exam earlier than scheduled. Students who do not adhere to this policy may forfeit the opportunity to take semester examinations, which will result in a grade of zero.

Dates for taking missed exams will be coordinated by the Assistant Principal for Academics. Missed exams will be taken in the same order as found in the original exam schedule.

Exam Exemptions

First semester, a senior is required to have an A average in a class to earn the privilege of being exempt from the semester exam in that class. Second semester, an average of at least a B is required to earn the same privilege. The above represents the minimum criteria for exemptions; however, teachers may set more stringent exemption criteria for their courses. **Note: Some teachers may require that all seniors take the exam for their course.**

The administration can deny exemptions due to disciplinary reasons or poor attendance. Any senior who has more than seven absences from a class in one semester will forfeit his exemption for the semester examination in that subject. Exceptions to this policy may include prolonged illness that causes a student to miss several consecutive days, participation in school-sponsored activities, and absences approved by the administration. Students who have committed major disciplinary infractions and/or have been placed on disciplinary notice or disciplinary probation may forfeit their examination exemptions. On exam days students must follow the same attendance procedures as regular school days. An unexcused absence from an exam will result in a grade of zero for the exam.

Students enrolled in a Saint Louis University Dual Enrollment course that grants 3 credit hours per semester will be required to take the semester exam in that course. No exemptions will be granted.

Academic Dishonesty

Academic dishonesty in any form (such as plagiarizing an assignment, copying homework, cheating, or violating testing procedures on an exam, test, or quiz) is morally wrong and constitutes a serious offense at Jesuit. Teachers report students who are academically dishonest to the Assistant Principal for Discipline, who will investigate. Once it is determined that academic dishonesty has occurred, any assessment, regardless of the extent of the involvement, will receive a grade of zero. A record of the incident will be retained for the remainder of the student's Jesuit education. In addition, a student guilty of a first offense will receive 5 demerits and will be placed on Disciplinary Notice for one semester or its equivalent. Should a student be guilty of a second offense at any time during the remainder of his Jesuit education, in addition to receiving a zero on the assessment, he will receive 10 demerits and will be placed on Disciplinary Probation for one semester or its equivalent. A third offense during a student's Jesuit education will result in dismissal from Jesuit High School.

Note: Any act of academic dishonesty while a student is on Academic or Disciplinary Probation may result in immediate dismissal from Jesuit.

Academic Dishonesty includes the following:

Cheating. Cheating is improperly taking or giving any information that is used to determine credit. It includes, but is not limited to, copying an assessment from another student or providing another student with the assessment to be copied; using, or having on one's person, answers to any assessment prior to or during the assessment or providing these answers to another student; using an assessment written by or purchased from another person or writing an assessment for or selling an assessment to another person.

Plagiarism. As defined by the *Random House Dictionary of the English Language* (1967), plagiarism is "the appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work. Plagiarism includes, but is not limited to, quoting someone's work without *proper* citation, following the outline of someone's work without *proper* citation, or restating someone's work without *proper* citation. Since plagiarism involves ideas and thoughts, it could be cited as academic dishonesty even if the work is not identical to the original. If any portion of it is plagiarized, it is considered plagiarized in its entirety.

Violation of Testing Procedures. During any assessment, students are to be looking at their work only and silence is to be in effect. Students are expected to remove all materials except those specifically related to the assessment from their desk and person. Other than Jesuit issued iPads, cell phones and electronic equipment with or without headsets or earphones must not be on the student's person during any assessment. These items must be placed in the student's locker or book bag during any assessment. Only actual calculators may be used on assessments where they are allowed. Cell phones and other electronic equipment may not be used in place

of a calculator or watch. At times students may be asked to place these away from their desk at a place specified by the instructor.

Any take-home assessment is to be the exclusive effort of the student. There may be additional procedures specified by the instructor. A violation of testing procedures, while not necessarily cheating, is considered academic dishonesty.

Lying. Students who lie about their involvement in academic dishonesty may be subject to additional disciplinary sanctions. Lying includes, but is not limited to, the following: dishonesty about one's involvement in academic dishonesty, false accusations, and fabrication or falsification of information or citations.

Academic Integrity. It is each student's responsibility to protect his academic integrity. This means he should not "loan" another student his work with the assumption that the other will not copy it or attempt to pass it off as his own. A student who does not protect his academic integrity using reasonable means will be considered to have been academically dishonest.

It is expected that all work submitted by a student, unless specifically assigned as group work or stated otherwise, is his unique work. Work is assigned and graded as a means of assessing the student's understanding of the material. Teachers assess a student's understanding of the material by evaluating how closely the student's work models a perfect answer, explanation, solution, analysis, etc. This assessment will accurately reflect the student's understanding of the material only if it is the student's own effort. For this reason, the student must complete all assessments by himself.

Note: In the section above "assessment" refers to any work, homework, quiz, test, project, paper, etc., that is graded for credit.

AP and Honors Courses

Decisions regarding student placement into Advanced Placement (AP) and Honors courses are decided by the academic departments of Jesuit High School. Student eligibility is determined in January of the previous school year but are subject to change based on the student's academic performance through May. Students may decline a position in an AP or Honors course, but that decision must be made by the first Monday of June (before the finalization of the master schedule). Questions regarding AP and Honors placement should be directed to the department head of the respective academic department. Criteria for AP and Honors placement can be found on the following page.

AP Courses Offered

Note: The nationally administered AP exam is a course requirement for all AP classes at Jesuit.

- AP Seminar, AP Research
- Calculus AB, Calculus BC, Statistics, Computer Science A, Computer Science Principles
- English Language and Composition, English Literature and Composition
- Comparative Government & Politics, Human Geography, World History, U.S. History, U.S. Government and Politics, European History, Psychology, Microeconomics
- Spanish Language, Spanish Literature, Latin
- Biology, Chemistry, Environmental Science, Physics 1, Physics C -Mechanics
- Studio Art: Drawing, Studio Art: 2-D Design, Music Theory

Honors Courses Offered

- Algebra 1, Algebra 2 w/Geometry, Algebra 2 w/Trigonometry, Pre-Calculus, Calculus, Statistics
- English 1, English 2, English 3, English 4, Print and Digital Media II, Creative Writing, Advanced Practicum in Student Publications
- Modern World History, U.S. History, Economics, American Government, Financial Accounting, Business Ethics, Psychology
- Anatomy & Physiology, Biology, Chemistry, Intro to Immunology, Marine Science, Physics, Space Science
- Latin 1, Latin 2, Latin 3, Spanish 1, Spanish 2, Spanish 3, Spanish 4, Reading Greek
- Applied Principles of Ignatian Spirituality, The Church and Modern Philosophy
- Studio Art II, Theater II
- Introduction to Engineering Design. Principles of Engineering, Engineering Design & Development

Criteria for Student Course Placement

80% in current course to remain in current track (AP or Honors)

93 % in current course to move up one track

97 % in current track to move up two tracks (College Prep to AP)

Additional minimum Criteria:

- AP Biology – Combined Math and Evidenced-Based Reading & Writing PSAT score of 1100
- AP Chemistry and AP Physics 1 – Math PSAT score of 600 required
- AP Physics C – Mechanics – Math PSAT score of 620; AP Calculus AB grade of at least 85.
- Chemistry Honors – Algebra 1 average must be at least 88 for students in College Prep and 80 for students in Algebra 1 Honors.
- Space Science – 76 or higher in Physics.

Exceptions:

- AP Computer Science (AVLI) – 4.0 Cumulative GPA
- AP Computer Science Principles – Cumulative GPA – 3.3; A in Computer Science.
- AP Environmental Science – Cumulative GPA – 3.3; current science average 80 in honors science or 85 in college preparatory science.
- AP Human Geography – 93 in English 1 College Prep (80 in English 1 Honors) and a 93 in World Geography.
- AP Psychology – Cumulative GPA – 3.6; Combined Math and Evidenced-Based Reading & Writing PSAT score of 900.
- Anatomy and Physiology Honors - Cumulative GPA – 3.3; current science average 80 in honors science or 85 in college preparatory science.
- Psychology Honors – Combined Math and Evidenced-Based Reading & Writing PSAT score of 900. Juniors: Cumulative GPA -3.2; Seniors: Cumulative GPA – 3.0
- Reading Greek Honors – Prerequisite: Spanish 3 Honors or Latin 3 Honors
- Courses needing instructor permission:

Applied Principals of Ignatian Spirituality H, The Church & Modern Philosophy H, Missionary Discipleship, all advanced music courses, AP Studio Art: Draw, AP Studio Art: 2-D Design, Studio Art II Honors, Broadcast Media, Print & Digital Design II H

- Math Department Requirements – Page 11
- Engineering Program Requirements – Page 12
- AP Capstone Program Requirements – Page 12

Math Placement Guidelines and Criteria

A = The average of Semesters 1 & 2

Current Course	Criteria	Placement
Algebra 1	$A < 90$	Geometry
	$90 \leq A < 95$	Geometry H***
	$A \geq 95$	Algebra 2 H/Geometry H
Algebra 1 H	$A < 75$	Geometry
	$75 \leq A < 85$	Geometry H***
	$A \geq 85$	Algebra 2 H/Geometry H
Geometry	$A < 93$	Algebra 2
	$A \geq 93$	Algebra 2 w/ Trig H
Geometry Honors***	$A < 80$	Algebra 2
	$A \geq 80$	Algebra 2 w/ Trig H
Algebra 2 Honors/ Geometry Honors (Only Algebra 2 H average considered.)	$A < 70$	Algebra 2
	$70 \leq A < 80$	Algebra 2 w/ Trig H
	$A \geq 80$	Precalculus H (Pre-AP)***
	$A \geq 90$	AP Statistics (Elective)
Algebra 2	$A < 93$	Precalculus
	$A \geq 93$	Precalculus H
Algebra 2 w/ Trig H (Freshmen and Sophomores)	$A < 80$	Precalculus
	$A \geq 80$	Precalculus H (Pre-AP)***
	$A \geq 90$	AP Statistics (Elective)
Algebra 2 w/ Trig H (Juniors)	$A < 80$	Precalculus
	$A \geq 80$	Precalculus H (Can take Pre-AP through AVLI over the summer.)
	$A \geq 80$	Statistics H*
	$A \geq 90$	AP Statistics (Elective)
	$A \geq 97$	Calculus H
Precalculus	Automatically	Statistics H*
Precalculus H (Pre-AP)***	$A < 80$	Statistics H*
	$A \geq 80$	AP Statistics (Elective if taken as a junior.)
	$A < 80$	Calculus H
	$A \geq 80$	AP Calculus AB
Precalculus H	$A < 85$	Statistics H*
	$A \geq 85$	AP Statistics
	$A \geq 80$	Calculus H
AP Calculus AB	Automatically	AP Calculus BC
AP Calculus BC	Automatically	Multivariable Calculus (AVLI**)

* Denotes a SENIORS only course **Arrupe Virtual Learning Institute

***Both Geometry Honors and Precalculus Honors (Pre-AP) can be taken over the summer through AVLI.

Rising seniors who will complete Precalculus in their junior year may opt for Statistics Honors or AP Statistics to fulfill the fourth-year math requirement. Statistics Honors or AP Statistics may not be used to fulfill a math requirement for underclassmen.

Criteria for AP Capstone *

AP Capstone (rising juniors)

1. Application w/Essay
2. First Semester English Grade of at least a 93%
3. 4.0 cumulative GPA
4. 4.0 overall English GPA
5. PSAT of 600 or higher in Critical Reading
6. Two teacher recommendations from Honors or AP courses

Criteria for the Engineering Program *

Engineering Program (rising sophomores)

1. Application w/Essay
2. 3.25 Math/Science combined average GPA
4. Commitment to complete the first two engineering courses (IED and POE)
5. One math/science teacher recommendation

*The criteria above represent minimal requirements and, therefore, do not guarantee enrollment.

Engineering Design and Development requires the recommendation of the engineering teacher.

Course Selection Process

In January, students will receive information concerning course selection through their counseling classes. Teachers will make course recommendations for their students based on first-semester averages. Counselors will meet individually with students throughout February and March to place each student into classes using teacher recommendations and the published criteria found in this curriculum guide (pp. 10-12).

Recommendations and placements are visible to parents and students in Blackbaud under course requests.

Students will have until May 1st to appeal any placement decision. Forms for appeals are located in the counseling office. Department heads will make the final placement decision in conjunction with the student's counselor and teacher. Final course placements will be visible to parents and students in Blackbaud the first week of June.

Since Jesuit is a relatively small school with a limited number of teachers, courses may be canceled if the enrollment is below 12. Students will be notified in April so they can select a replacement course. Also, due to scheduling constraints, it is sometimes impossible to schedule a student's chosen elective. In this case, the student will be notified by email in June and given their second or third elective choice.

Because the staffing of classes must occur during the first weeks of summer, course selection changes may not be possible after the first Monday in June. This includes dropping an overload if dropping a student from the class would lower the enrollment below 12. The only guaranteed changes that will be made to schedules after the first Monday in June will be those due to clerical error or those made by mutual agreement of the student, his family, and the school due to placement error. Students should talk to their counselor before this deadline if they are unsure about an overload course or a particular course level. Honors and AP classes are significantly more challenging in content and work quantity. **Once the school year begins, earning a grade of C in these challenging courses will not be a legitimate reason for a schedule change.**

Courses Offered

Physical Education Department

Personal Fitness (0.5 credits): Students will participate in a variety of physical activities, including a heavy emphasis on proper weight training techniques. High aerobic sports will provide students an opportunity to improve cardiovascular fitness. Principles of training concepts will be taught to enhance success in future workout endeavors. Teamwork, fundamentals, and individual effort will be emphasized in team sports activities. This course meets daily for one semester and is scheduled into either the fall or spring semester of their freshman year.

Weight Training (one credit): This class promotes a training principle based upon Undulation Periodization. All students will be expected to learn and perform all lifts safely and efficiently. All students will be involved with a high level of Olympic lifts as well as auxiliary lifts and will be evaluated on their proficiency of these lifts. Students may also be called upon to perform peer evaluations within the weight room environment. The students will be expected to improve on max tests every six weeks of the semester.

Guidance Department

Freshman Guidance Seminar (0 credits): Freshmen will be introduced to school life and good study habits. They will reflect on their adjustment to high school, and be educated on human sexuality, as well as the consequences of drug and alcohol usage. This class meets for one period every other cycle in place of their theology class.

Sophomore Guidance Seminar (0 credits): Sophomores will assess their personal growth and development, with special emphasis on alcohol, drugs, and sexuality. Students will begin preparation for the PSAT and will review good study habits. This class meets for one period every other cycle in place of their theology class.

Junior Guidance Seminar (0 credits): Juniors will prepare for the PSAT, SAT, and ACT. They will begin discussing the college planning process, which includes college selection factors and admissions, college majors/careers, and preliminaries of the application process. This class meets for one period every other cycle in place of their theology class.

Senior Guidance Seminar (0 credits): Seniors will be guided in college choice, college application, and college interview techniques. They will learn about college life and placement. This class meets for one period every other cycle in place of their theology class.

Theology Department

Apologetics (0.5 credits; Senior year requirement): Students will learn how to defend Christian doctrine using both faith and reason. They will be taught how to give a reasonable explanation for and defense of Catholic teachings in light of contemporary society's misunderstandings and objections. Using Scripture, Tradition, Church history, and philosophy, students will learn how to effectively respond to the intellectual challenges of today's world. Paired with Counseling classes, this course meets daily for one semester of senior year.

Catholic Morality (one credit; Junior year requirement): Students will acquire an understanding of the moral teachings of the Catholic Church and will be equipped to make decisions according to a conscience formed and informed by those teachings. Contemporary social issues and mores will be studied in light of the Gospel of Jesus Christ, to prepare students to deal with today's secularism and worldview. Paired with Counseling classes, this course meets daily throughout the year.

Christian Discipleship (0.5 credits; Senior year only): Students will be equipped with the knowledge needed to discern and live out God's call for their lives. They will expand and deepen their understanding of Christian discipleship by learning what it means to be a follower of Jesus Christ in the contemporary world. Students will study the principles of Ignatian discernment and examine the primary states of life for Christian men: marriage, fatherhood, priesthood, and consecrated life. Paired with Counseling classes, this course meets daily for one semester of senior year.

Introduction to Catholicism (one credit; Freshman year requirement): Students will learn the essential beliefs and practices of the Catholic Church by studying what is traditionally called the "four pillars" of Catholicism: Creed; Liturgy & Sacraments; Morality; and Prayer. In addition, students will learn about the history of the Church in general, and the history of the Jesuits and Jesuit High School in particular. The focal point of this course will be the person of Jesus Christ as revealed through the Church He established, with an invitation to follow Him as a disciple. Paired with Counseling classes, this course meets daily throughout the year.

Sacred Scripture (one credit; Sophomore year requirement): Students will be invited to grow in their faith by studying God's revelation of Himself in both the Old and New Testaments of the Catholic Bible. In addition to acquiring a firm understanding of the basic storyline of salvation history, students will be taught how to read and interpret the Bible in the life of the Church. Special emphasis will be placed upon God's covenants with man in the Old Testament and the consummation of salvation history in the person, work, and teachings of Jesus Christ in the New Testament. Additionally, students will learn how to pray with Scripture to deepen their relationship with Jesus, who is the living Word of God. Paired with Counseling classes, this course meets daily throughout the year.

Missionary Discipleship (0.5 credits); Instructor permission required. Students will explore the meaning of Christian discipleship and mission, with an emphasis on their lived experience of following Christ and leading others to Him. Through a thorough overview of Scripture, Tradition, Catholic social teaching, and the lives of the saints, students will come to see the role of a disciple as one who is perpetually on mission

with Christ the Redeemer. As such, students will be given specific opportunities for apostolate throughout the semester, primarily in the form of leading retreats and discipleship groups. With a special focus on the importance of prayer as the soul of the apostolate, this course will demonstrate precisely how Jesus is the way, the truth, and the life (cf. Jn 14:6), and it will invite those who follow Him to live with apostolic joy.

Theology Electives

Applied Principles of Ignatian Spirituality Honors (0.5 credit; Senior year only): Instructor permission required. This course will seek to explore the nature and purpose of prayer, to investigate both ‘why’ we pray as well as ‘how’ to pray according to the Ignatian tradition. Students will learn how to pray through the Examen, to learn how to make decisions through St. Ignatius’s Discernment of Spirits, and to pray with Scripture through Ignatian meditation. This course would be geared towards those students seeking to grow in their faith by applying the methods of prayer they have already been exposed to within the Ignatian tradition. This will be accomplished through lecture, class discussion based on extensive course reading, as well as dedicated time to prayer.

The Church & Modern Philosophy Honors (0.5 credit; Junior and Senior year only): Instructor permission required. This course seeks to compare Catholic philosophy with modern philosophy and its foundations to examine how the modern era has influenced students’ perspectives on faith and the world around them. Additionally, with every modern philosopher, students will cover the life of a contemporary saint to show how the Church’s intellectual tradition ultimately gives way to people who make the Gospel incarnate by their lives. In doing so, students will be equipped to provide answers to the erroneous schools of thought that are often present within modern philosophy in contrast to the truth that is present wholly in the Catholic tradition.

English Department

AP English Language and Composition (one credit; Junior year only): The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

AP English Literature and Composition (one credit; Senior year only): The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

English 1* (one credit): This course focuses on building a foundation in literature, writing, grammar, and vocabulary. Students will explore a variety of novels, short stories, and mythology. They will also

develop their critical-thinking skills and learn to write with clarity, coherence, and purpose. In addition, grammar and vocabulary units will help students improve their sentence structure and word choice.

English 2* (one credit): Students will study literary short stories, novels, drama, and poetry. The grammar and vocabulary units, beginning in the freshman year, will continue to explore the usage and common errors in writing. The writing process begins with a review of what constitutes an effectively structured paragraph and extends to the study of multi-paragraph compositions featuring collegiate research databases to strengthen evidence-based arguments in writing.

English 3*(one credit): Students in English 3 build a solid foundation in the chronological study of American literature and improve their vocabulary, close reading, academic writing, and critical thinking skills. Over the course of the year, students will study and explore a variety of American literature, including novels, short stories, poetry, and nonfiction writing. Additionally, this course emphasizes writing with clarity, coherence, and purpose. Composition focuses on literary analysis, narration, and argumentation enhanced by the use of online databases. *Students may enroll in English 3 H through Saint Louis University's 1818 Dual Enrollment program if they meet the requirements. A student may earn up to 6 credits for this course. See page 39-40 for criteria and prerequisites.*

English 4*(one credit): In this course, students are exposed to a survey of the literature of Great Britain. It is a study of the major literary periods, important authors, and literary trends in British Literature from the Anglo- Saxon period to the modern period. Students will view each period in its own historical context. The course emphasizes textual analysis, inquiry, and discussion; therefore, emphasis will be placed on oral and written interpretation of the works read. In addition, students will focus on mastery of written literary analysis while incorporating research as well as argumentation. *Students may enroll in English 4 H through Saint Louis University's 1818 Dual Enrollment program if they meet the requirements. A student may earn up to 6 credits for this course. See page 39-40 for criteria and prerequisites.*

*Denotes an Honors level course exists which is more rigorous and extensive in both content and analysis.

English Electives

AP Seminar (one credit; Junior year only): *See application process page 11.* AP Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

AP Research (one credit; Senior year only): AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Creative Writing Honors (1 Credit; Junior and Senior year only): This course allows students to explore the processes and methods of creative writing across a variety of genres including fiction, nonfiction, and poetry. Students will produce works of literature that demonstrate creative writing skills and effective practices, and they will workshop one another's writing using the Iowa Writers' Workshop model. These workshop sessions will also foster greater attention to diction, style, syntax, and similar artistic concerns while preparing students to deal with constructive criticism in college and beyond.

Foreign Language Department

AP Latin (one credit; Prerequisite – Latin 3 Honors): This course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. *Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 3 credits per semester for this course. All students enrolled in this course who do not enroll in Saint Louis University's 1818 Dual Enrollment program will be required to take the AP Latin exam, which is scheduled by College Board in the spring. Seniors enrolling in the 1818 Dual Enrollment program will not be eligible for semester exam exemptions. See page 39-40 for criteria and prerequisites.*

AP Spanish Language and Culture (one credit, Prerequisite –Spanish 3 Honors or Spanish 3 Honors Heritage Learner): The AP Language and Culture course provides students with the opportunity to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of media, journalist and literary works, interviews, movies, charts, and graphs. AP Spanish and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring the use of Spanish. *Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 3 credits per semester for this course. All students enrolled in this course who do not enroll in Saint Louis University's 1818 Dual Enrollment program will be required to take the AP Spanish Language and Culture exam, which is scheduled by College Board in the spring. Seniors enrolling in the 1818 Dual Enrollment program will not be eligible for semester exam exemptions. See page 39-40 for criteria and prerequisites.*

Latin 1 Honors (one credit): Students will memorize Latin vocabulary, forms, and grammar to prepare them to understand the intricacies of Latin. Readings (in English) on Roman culture are provided to give the student a basic knowledge of Roman civilization. Incoming freshmen who have demonstrated adequate content knowledge on the May placement test will be placed into the Level 2 language course which builds on the Level 1 skills.

Latin 2 Honors (one credit): Students continue learning new Latin vocabulary, forms, syntax, and grammar throughout the first semester. Students learn English derivatives via Latin root words, while they study Latin phrases and quotations. English cultural readings provide an interesting glimpse into Roman life.

Latin 3 Honors (one credit): Students continue learning new Latin vocabulary and review forms, syntax, and grammar. They will translate original Latin readings covering the historical periods of Caesar and Augustus during the late Republic and early Empire. *Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 3 credits for this course.*

Spanish 1 (one credit): Students will begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Incoming freshmen who have demonstrated adequate content knowledge on the May placement test will be placed into Spanish 1 Honors, Spanish 2 Honors, OR Spanish 2 Honors Heritage Learner.

Spanish 1 Honors (one credit): Students will build on their acquired proficiency in foreign language through a linguistic, communicative, and cultural approach to language learning. Incoming freshmen who have demonstrated some content knowledge on the May placement test will be placed into Spanish 1 Honors which builds communicative skills.

Spanish 2 (one credit): Emphasis is placed on the continued development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Spanish 2 Honors (one credit): Students will go into greater depth in communicative skills (reading, writing, listening, and speaking) to prepare for the AP Spanish Language and Culture Course. Incoming freshmen who have demonstrated considerable content knowledge on the May placement test will be placed into Spanish 2 Honors which builds communicative skills.

Spanish 2 Honors – Heritage Learner (one credit): This course is designed for students who have demonstrated proficiency in the Spanish language through their language acquisition from childhood. Emphasis is placed on the oral and written aspects of Spanish by emphasizing grammar and orthography to prepare for the AP Spanish Language and Culture Course. Readings, conversations, and writing assessments are utilized as students expand their formal writing and public speaking skills. Students will analyze Hispanic literature, art, history, and culture through the work of different authors, artists, and genres.

Spanish 3 (one credit): Students continue to acquire vocabulary while enhancing their listening, speaking, reading, and writing skills.

Spanish 3 Honors (one credit): Students will go into greater depth in communicative skills (reading, writing, listening, and speaking) to prepare for the AP Spanish Language and Culture Course. *Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 3 credits for this course.*

Spanish 3 Honors – Heritage Learner (one credit; pre-requisite Spanish 2 Honors – Heritage Learner): This course is a continuation of the Spanish 2 Honors – Heritage Learner course. Emphasis is placed on the oral and written aspects of Spanish by emphasizing grammar and orthography. Readings, conversations, and writing assessments are utilized as students expand their formal writing and public speaking skills. Students will analyze Hispanic literature, art, history, and culture through the work of different authors, artists, and genres. This course will continue preparing students for the AP Spanish Language and Culture class. *Students may enroll in this*

course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 3 credits for this course.

Spanish 4 Honors (one credit): This course is designed for students who have demonstrated proficiency in the Spanish language and have an interest in the history and culture of the Hispanic people. Emphasis is placed on the oral aspect of Spanish by practicing the grammar acquired over previous years of study. Readings, conversations, and comprehension drills are utilized as students continue to develop their listening, speaking, reading, and writing skills. Students carry on simple and complex conversations in Spanish using the vocabulary, grammar, and thematic content of the chapters studied.

Foreign Language Electives

Latin 1 Honors for Seniors (one credit; Prerequisite – 3 required years of Spanish): This course is available to qualified seniors, based on criteria set forth by the department. Students will gain a basic comprehension in Latin, a grasp of basic vocabulary and grammar, and an introduction to the history and culture of Roman civilization. These goals are achieved through the development of skills in reading and translation, and, to a lesser extent, composition in Latin. Links between Latin and English vocabulary are also highlighted. Beyond these, this course includes a survey of Roman history, warfare, and culture that is normally included in later years.

AP Spanish Literature and Culture (one credit; Prerequisite – AP Spanish Language and Culture or Spanish 3 Honors Heritage Learner): The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Emphasis is placed on approaching the study of literature through global, historical, and contemporary cultural contexts. Students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish. All students enrolled in this course will take the AP Spanish Literature and Culture exam, which is scheduled by College Board in the spring.

Reading Greek Honors (one credit; prerequisite Latin 3 H or Spanish 3 H): Students will learn to write and to pronounce the Greek alphabet and become familiar with the Septuagint and the manuscript traditions of the New Testament. The course will emphasize core vocabulary, basic grammar, and the syntax of *koine* Greek. Our goal is for the students to translate passages from the New Testament accurately and confidently, with a larger understanding and appreciation of the gospels as works of literature. *Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 3 credits per semester for this course. Seniors enrolling in the 1818 Dual Enrollment program will not be eligible for semester exam exemptions. See page 39-40 for criteria and prerequisites.*

Social Studies Department

AP Human Geography (one credit): This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students

learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. All students enrolled in this course will take the AP Human Geography exam, which is scheduled by College Board in the spring.

AP Microeconomics (0.5 credit): The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Topics covered include: Basic Economic Concepts; The Nature and Function of Product Markets; Factor Markets; Market Failure, and the Role of Government. All students enrolled in this course will take the AP Microeconomics exam, which is scheduled by College Board in the spring.

AP US Government and Politics (0.5 credit): In AP US Government and Politics, students will acquire a critical perspective of government and politics in the United States. They will learn general concepts used to interpret American politics and will analyze specific case studies. Students also will become familiar with the various institutions, groups, beliefs, and ideas that constitute the American political perspective. All students enrolled in this course will take the AP US Government and Politics exam, which is scheduled by College Board in the spring.

AP US History (one credit): This is a college-level survey course of United States History from the pre-Columbian period to modern-day. This rigorous, fast-paced course emphasizes a critical approach to the study of history. As such, historiography, or the analysis of different historical viewpoints of the same subject, will be studied in depth. The use of critical thinking skills and the application of comprehensive persuasive writing are also integral parts of the course. To this end, students will work extensively with primary and secondary historical sources in fashioning concise, analytical essays. Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 3 credits per semester for this course. All students enrolled in this course who do not enroll in Saint Louis University's 1818 Dual Enrollment program will be required to take the AP U.S. History Exam, which is scheduled by College Board in the spring.

AP World History (one credit): This course is designed to foster an advanced understanding of the modern world. Students will read and analyze a variety of primary and secondary sources to develop their conclusions regarding both history and historiography. The course will give roughly equal attention to all regions of the world and focus especially on the connections established between these regions through exploration, trade, diplomacy, and missionary activity. Students will be required to read historical material, draw their own conclusions based upon that reading, and defend those conclusions in both oral and written form. All students enrolled in this course will take the AP World History exam, which is scheduled by College Board in the spring.

Economics /American Government (one credit): In Economics, students learn to understand choices they must make as producers, consumers, investors, and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its unlimited wants. In American Government, students will gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

Economics H/American Government H (one credit): This course expands on the college prep

Economics/American Government curriculum but goes into the material to a greater depth

Modern World History (one credit): This course is designed to foster an advanced understanding of the modern world. Particular attention will be given to the colonial and imperial efforts of European powers, the response of the rest of the world, the revolutions of the 18th through the 20th centuries, and the developing global economy.

Modern World History Honors (one credit): This course expands on the college prep World History II curriculum but goes into the material to a greater depth. There will also be an increase in reading and writing assignments.

Pre Modern World History (one credit): Students will learn about the development and interactions of societies and civilizations from ca. 8000 BC to ca. 1400 AD. All areas of the world will be covered in this course as students investigate the political, economic, and cultural developments of the pre-modern era. Particular attention will be given to the development and collapse of empires and the development of pre-modern networks of exchange.

US History (one credit): This course focuses on the trends and events in the formation and development of the United States, beginning with the exploration of the continent and extending to the post-war era. In achieving a greater comprehension of this time period and its key themes, students will be required to use various primary and secondary historical sources in crafting clear and coherent analytical essays.

US History Honors (one credit): This course will focus on the development of the United States, beginning with the initial exploration of the North American continent and extending to the present era. Students will read a variety of primary and secondary sources and be encouraged to draw their conclusions based on their reading and research. More than in a survey course, students in this course will explore in detail several key aspects of American history such as the Civil War, the Second World War, the Civil Rights movement, and the Cold War.

Social Studies Electives

AP Comparative Government & Politics (one credit; Senior year only): AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. *All students enrolled in this course will take the AP Comparative Government & Politics Exam, which is scheduled by College Board in the spring*

AP European History (one credit): The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of this course are to develop (a) an understanding of some of the principal themes in European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical

understanding in writing. In achieving a greater comprehension of this time period and its key themes, students will be required to use various primary and secondary historical sources in their writing of historical essays and presentations. All students enrolled in this course will take the AP European Exam, which is scheduled by College Board in the spring

AP Psychology (one credit): This course is designed to allow students to experience an in-depth exploration of human thought processes and behavior through various psychological perspectives. Topics include history and approaches, research methods, biological bases of behavior, sensation, and perception, states of consciousness, learning, cognition, motivation, and emotion, developmental psychology, personality, testing, and individual differences, abnormal behavior, and social psychology. Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 3 credits per year for this course. All students enrolled in this course who do not enroll in Saint Louis University's 1818 Dual Enrollment program will be required to take the AP Psychology exam, which is scheduled by College Board in the spring.

American Foreign Relations/Comparative Government and Politics (one credit; Senior year only):

The first semester examines the foreign policy of the United States from George Washington's Farewell Address to the present day. The course emphasizes the reasons for, and results of, foreign policy decisions, as well as patterns of decision-making. The course incorporates discussion of current events as they relate to foreign relations. The second semester introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and not others? The course will cover specific countries and their governments. Six countries form the core of Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. By using these six countries, the course can move the discussion of concepts from abstract definition to concrete, noting that not all concepts will be equally useful in all country settings.

Business Ethics Honors (0.5 credit; Senior year only) – Business Ethics applies theories of ethics to the moral aspects of business and their effects on individuals and society. Topics may include personal and professional responsibility, discrimination, product safety, advertising, economic justice, whistleblowing, environmental impact, and the effects of a global economy. While different ethical theories are introduced, the guiding theory is Catholic Social Teaching, articulated in Church documents and papal encyclicals.

Financial Accounting Honors (0.5 credit; Senior year only): An introduction to financial reporting of results of operations, cash flow, and financial position of corporate entities through general purpose financial statements. Emphasis is placed on the real-world environment of business and the use of financial accounting information for management decision-making.

Psychology Honors (one credit): A one-year introductory course, designed to provide students with a learning experience equivalent to that of a college-level Psychology course. **It is not intended to prepare students for the AP Psychology exam.** This course is designed to allow students to experience an in-depth exploration of human thought processes and behavior through various

psychological perspectives. **The class covers more depth and less breadth than the AP option and will focus more on projects and less on vocabulary and tests.** Key terms, concepts, leaders, and principles of psychology are introduced, as well as alternative viewpoints as to how these basic factors can be interpreted. Topics such as the history of psychology, research methods, psychobiology, consciousness, motivation, sensation, perception, emotion, learning, memory, language, intelligence, human development, personality, psychological disorders, and psychological treatments are studied through lectures, text readings, discussion, research, observation, case studies, interactive simulations, projects, video, and introspection. *Students will be expected to enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 3 credits for this course.*

Sports in the United States Society (one credit): This course examines the vital sociological role of sport in the making of the United States society and culture, and vice-versa. It analyzes the reasons for and popularity of youth, high school, collegiate, and professional sports and the interrelationship between sports and other social institutions, such as the economy, education, media, and politics. Inequalities and deviance in society that are reflected in sports are discussed, along with social progress championed through sports. Current issues and controversies in sports that are a microcosm of society are also presented.

Science Department

Biology (one credit): The goal of this course is to integrate the facts of biology with the student's understanding of the process of science. Students will build a foundation for understanding the fundamental characteristics and functions of living organisms while developing their capacity for problem-solving, critical thinking, and enhanced study skills.

Biology Honors (one credit): This course expands on the college prep Biology curriculum but goes into the material to a greater depth.

Chemistry (one credit): This course covers the principles governing the behavior of matter. Included is the study of atomic structure, matter and energy, chemical bonding, periodicity of elements, stoichiometry, states of matter, solubility phenomenon, and carbon chemistry. The course emphasizes the connections between chemical principles and practical applications. Laboratory investigation is an important part of the course.

Chemistry Honors (one credit): This course expands on the college prep Chemistry curriculum but goes into the material to a greater depth. The course emphasizes the chemical principles and mathematics that will prepare the student for the rigors of college-level science studies. Laboratory investigation is an important part of the course.

Physics (one credit): Physics addresses the fundamental principles of motion and energy in its various forms, including Newtonian mechanics, waves, sound, electricity, magnetism, light, and optics. Lab experiences will emphasize the use of digital measuring instruments along with the digital interpretation of data.

Physics Honors (one credit): This course expands on the college prep Physics curriculum but goes into the material to a greater depth. Additional lab experiences will also be utilized.

Science Electives

AP Biology (one credit): This course is designed to be the equivalent of the general biology course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with biological principles and problems. All students enrolled in this course will take the AP Biology exam, which is scheduled by College Board in the spring

AP Chemistry (one credit): This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Selection is based on performance. *Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 4 credits per semester for this course. All students enrolled in this course will take the AP Chemistry exam, which is scheduled by College Board in the spring. See page 39-40 for criteria and prerequisites.*

AP Environmental Science (one credit): This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. It is a rigorous science course that stresses scientific principles and analysis and includes a laboratory component. It is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or to fulfill a basic requirement for a laboratory science and thus free time for taking other courses. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. All students enrolled in this course will take the AP Environmental Science exam, which is scheduled by College Board in the spring.

AP Physics 1 (one credit): This course is equivalent to a first-semester college course in algebra-based physics. The course content includes the study of kinematics, Newton's laws of motion, rotational/circular motion, work, energy, power, mechanical waves, sound, and electric circuits. **Note: qualified juniors will be able to take this in place of their physics requirement.** All students enrolled in this course will take the AP Physics 1 exam, which is scheduled by College Board in the spring.

AP Physics C: Mechanics (one credit): This course is the equivalent of a calculus-based, college-level physics course. The course content includes kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. All students enrolled in this course will take the AP Physics C exam, which is scheduled by College Board in the spring.

Anatomy and Physiology Honors (one credit): This course involves the study of human anatomy and physiology. The primary objective is to help students gain an understanding of the basic concepts, vocabulary, and clinical information that provide the foundation of the subject. The student will emerge with a greater understanding, respect, and appreciation for the human body.

Introduction to Immunology Honors (1 Credit; prerequisite-chemistry): Immunology is a branch of biology and medicine that studies how the human immune system works. This course aims to educate students on how this system works on an introductory level covering the basic steps and layers the body takes to protect and fight against illness. The course will also introduce medications, such as antibiotics, taken to help the body fight illness and diseases and cover vaccinations that help prevent and combat disease. These concepts have become a common topic of conversation, so this course hopes to clear any

misconceptions and misunderstandings students may have regarding the immune system. This course will benefit any student interested in a medical career or simply interested in how beautifully designed our bodies are and how they work.

Marine Science Honors (one credit; prerequisite-chemistry): Marine Science combines studies from a variety of subjects, focusing on the study of marine life, the marine environment, and their interactions. Students will study marine organisms ranging from unicellular organisms to large marine mammals and understand the biochemistry of molecules up to marine communities. Natural and human-caused environmental issues that impact the ocean and its communities will also be addressed.

Space Science Honors (one credit; prerequisite-physics): This is available to seniors who wonder about the structure and behavior of the Universe. This course will utilize descriptive (reading, pictures, videos, data tables/graphs) rather than quantitative (math) techniques to help you learn. Topics will include periodic changes observed in the sky (daily and seasonally), the Sun and solar system, planetary orbits, Gravity...from Newton to Einstein to gravity waves, galaxies, stellar evolution, black holes and quasars, dark matter, antimatter, wormholes, the Big Bang, space travel and space exploration technology, planet colonization, exoplanets and aliens, space-time and the theory of relativity. Students will be expected to read text passages/view videos, and brainstorm questions with each other using a digital discussion board.

Mathematics Department

Note: All math courses require students to have a TI-84 model graphing calculator.

Algebra 1 (one credit): This course introduces symbols, processes, and uses of algebra. Students learn to work with variables and use them for various functions, including linear, quadratic, polynomial, rational, and root functions. Algebra 1 students learn the basics of simplifying algebraic expressions, solving systems of linear equations, solving quadratic equations, and working with proportions.

Algebra 1 Honors (one credit): This course covers the same content as the Algebra 1 course but goes into greater depth. Adjustments from Algebra 1 to Algebra 1 Honors are made based on student performance at the end of the first semester. If a student has demonstrated outstanding performance throughout the first semester, including on the first-semester exam, then he will be considered for honors placement. Simply earning a Grade of “A” is an insufficient reason for a student to move into this honors class at the end of the first semester.

Algebra 2 (one credit): This course reinforces previously learned algebra 1 concepts and methods, and expands upon polynomial equations and functions. It also introduces students to sequences and series of numbers, algebraic representations of conic sections, and exponential and logarithmic functions.

Algebra 2/Trigonometry Honors (one credit): This course covers all the material in the Algebra 2 course, but less review is offered at the beginning of the course, and the problem sets, quizzes, and tests are more difficult. Students will also study circular and trigonometric functions and their applications in addition to supplementing their understanding of advanced mathematical topics below the level of calculus.

AP Calculus AB (one credit): Students will work to develop an intuitive understanding of the concepts of Calculus, and will gain experience with its methods and applications. The content of this course is designed to mirror that of a one-semester college calculus course, and the course will follow the guidelines set forth by the College Board for AP Calculus AB. All students enrolled in this course will take the AP Calculus AB exam, which is scheduled by College Board in the spring

AP Calculus BC (one credit): This course is available to students who have taken AP Calculus AB, and is the equivalent of two semesters of college-level calculus. Topics include limits, continuity, derivatives and their applications, integrals and their applications, improper integrals, slope fields, Euler's method, motion in the plane, parametric and polar functions, and sequences and series. All students enrolled in this course will take the AP Calculus BC exam, which is scheduled by College Board in the spring.

Calculus Honors (one credit): Students will work to develop an intuitive understanding of the concepts of Calculus, and will gain experience with its methods and applications. Students admitted to these courses must have demonstrated mastery of algebra, geometry, coordinate geometry, and trigonometry in addition to elementary functions. These functions include algebraic, trigonometric, exponential, and logarithmic functions and their inverses.

Computer Science (0.5 credits): In this course, the students will learn the fundamentals of programming data types, programming languages, binary to ASCII conversions, and internal and external computer components. This class will prepare students to succeed in AP Computer Science Principles

Geometry (one credit): The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real-world and mathematical problems.

Geometry Honors (one credit): The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real-world and mathematical problems. The class will focus on strengthening the writing of proofs and working with trigonometry.

Geometry/Algebra 2 Honors (one credit): The first semester of this course focuses on algebra, which allows the student to master solving linear and quadratic equations and inequalities. The course introduces matrices, determinants, and complex numbers, while students master the quadratic formula. Students further develop their knowledge of polynomial and rational functions. Students learn the laws of exponents and radicals and gain a strong foundation in statistics and probability. The second semester of this course involves a study of Euclidean geometry, which familiarizes the student with the properties of triangles, quadrilaterals, and other polygons. It introduces the student to the study of right triangles and circles, which are fundamentals for future topics in trigonometry. It emphasizes precise wording in definitions and theorems. This semester of geometry covers the content of a full-year geometry course.

Pre-calculus (one credit): Students will further develop their understanding of algebra, trigonometry, and analytic geometry as applied to calculus. The study of functions and other skills necessary for calculus will be emphasized.

Pre-calculus Honors (one credit): Students will further develop their understanding of algebra, trigonometry, and analytic geometry as applied to calculus. The study of functions and other

skills necessary for calculus will be emphasized.

Math Electives:

AP Computer Science Principles (one credit; Prerequisite Computer Science): This course introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society.

AP Statistics (one credit): The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. All students enrolled in this course will take the AP Statistics exam, which is scheduled by College Board in the spring

Statistics Honors (one credit): This course is equivalent to a one-semester, introductory, non-calculus-based, college course in statistics. The objective of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference.

Fine Arts Department

Art Electives

AP Studio Art: Drawing (one credit; Prerequisite- Studio Art 2 Honors): This program sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. Each year the thousands of portfolios that are submitted are reviewed by college, university, and secondary school art instructors using rigorous standards. The course will address three major concerns:

- A strong sense of quality in a student's work;
- The student's concentration on a particular visual interest or problem; and
- The student's need for breadth of experience in the formal, technical, and expressive means of the artist.

There is a summer requirement for this course. Selection is based on performance in painting and drawing as compositional mark making. Before the course, the students must have a pre-constructed portfolio of work of sophomore and junior level work, and if applicable, work created outside of the curriculum. The students will also be required to submit a summer portfolio of at least 8 completed projects showing diversity in mediums and concepts. The first semester of the AP course will be dedicated to enhancing summer work and the completion of 12 teacher-guided works. The end of the first semester and all of the second semester will be dedicated to completing 12 projects focusing on a specific concentration. The student is to show independence in concepts, decision-making, and technique with limited teacher assistance. Each AP artist is expected to spend a significant amount of time outside of the studio working on his craft and creative process through technical exercises and independent research. The student is required to photo document all work for a

digital portfolio and set up his own showing at the Celebration of the Arts' Juried Art Show in the spring. He is also required to submit at least 2 projects for publication and encouraged to compete in local art shows. All students enrolled in this course will take the AP Studio Art: Drawing exam, which is scheduled by College Board in the spring.

AP Studio Art: 2D Design (one credit; Prerequisite- Studio Art 2 Honors): This program sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. Each year the thousands of portfolios that are submitted are reviewed by college, university, and secondary school art instructors using rigorous standards. The course will address three major concerns:

- A strong sense of quality in a student's work;
- The student's concentration on a particular visual interest or problem; and
- The student's need for breadth of experience in the formal, technical, and expressive means of the artist.

There is a summer requirement for this course. Selection is based on performance in painting, drawing, and digital art as it pertains to the elements and principles of design. Before the course, the students must have a pre-constructed portfolio of work of sophomore and junior level work, and if applicable, work created outside of the curriculum. The students will also be required to submit a summer portfolio of at least 8 completed projects showing diversity in mediums and concepts. The first semester of the AP course will be dedicated to enhancing summer work and the completion of 12 teacher-guided works. The end of the first semester and the entire second semester will be dedicated to completing 12 projects focusing on a specific concentration. The student is to show independence in concepts, decision-making, and technique with limited teacher assistance. Each AP artist is expected to spend a significant amount of time outside of the studio working on his craft and creative process through technical exercises and independent research. The student is required to photo-document all works for a digital portfolio and set up his own showing at the Celebration of the Arts' Juried Art Show in the spring. He is also required to submit at least 2 projects for publication and encouraged to compete in local art shows. All students enrolled in this course will take the AP Studio Art: 2D Design exam, which is scheduled by College Board in the spring.

Introduction to Graphic Design (one credit; Prerequisite- Studio Art 1): This course provides artistically inclined students with an opportunity to work with industry standard design apps like Adobe Photoshop, Illustrator and InDesign. Basics and fundamentals will be taught using these programs as well as utilizing iPad photography and design tools like Lightroom, Autodesk Sketchbook and ProCreate. This class is project heavy and implores the students to experiment and expound upon the fundamentals taught in the lessons. Sketchbook work, photography, conceptual design, original compositions, logos and layouts will populate the final portfolios.

Student artwork will be used for the own personal portfolios as well as for Jesuit publications such as music and Masque performances, digital signage, social media and apparel.

Introduction to Sculpture (one credit; Prerequisite- Studio Art 1 or Department Chair approval): This course expands the student's knowledge of 2D rendering and affords them the opportunity to create 3D sculptures. The basics and fundamentals of ceramics found object sculpture, and 3D drawing will be taught to synthesize a series of works that are original and tactile. Students taking this course should have achieved an A grade in Studio I or have the instructor's approval.

Studio Art I (0.5 credits): Students will be introduced to the fundamentals of drawing with dry media –

graphite, colored pencil, charcoal, and pastel. Each project unit introduces different elements and principles of design. There is a strong emphasis on originality and diversity to encourage integrity and distinguish the artist individually. Each finished test piece is formally analyzed and critiqued by the instructor and peers. The 10-15 piece portfolio is the basis for acceptance into the Junior Studio Art Honors course. Select pieces are showcased in an end-of-year Celebration of the Arts exhibition.

Studio Art II Honors (1 credit; Prerequisite-Studio Art I): Students are accepted into the full-year program based on their portfolio and their discipline in the studio from a sophomore year or an approval by the instructor based on an individual portfolio review. There is a very strong emphasis on individuality and the creative process for each piece to ensure integrity, exploration, and experimentation. During the first semester, students will concentrate heavily on charcoal and pastel studies, completing an 8-12 piece portfolio in those mediums. Ink and scratchboard, in addition to basic Adobe Photoshop and Illustrator techniques, will be learned at the end of the first semester. The first-semester portfolio will have roughly 20 finished pieces. Watercolor and acrylic painting will be the focus of the second semester. Each student will have a 6 to 10 piece painting portfolio. Each student will present a portfolio of work at the end of each semester and be critiqued formally by the instructor. All artwork is subject to a presentation at the Celebration of the Arts Juried Art Show. The roughly 30 pieces from the Junior Portfolio are the basis for acceptance into AP art courses.

Music Electives

All music classes involve a participation component that requires time outside of the classroom. This may involve athletic events, concerts, and/or Masses. Students who are not able to devote this additional time will suffer a loss in grade.

AP Music Theory (one credit; Prerequisite – Instructor permission, Juniors and Seniors only):

Through this course, students will learn to recognize, understand, and describe the basic materials and processes of music. Students will develop these skills by listening to, reading, writing, and performing a wide variety of music. **Instructor approval is required.**

Chamber Orchestra (one credit): This course is designed for students having a minimum of 2-3 years of experience with strings, brass, or woodwind instruments. The instrument should be identified in the space available on the Course Selection Sheet. The ensemble will focus more on classical music pieces written for symphony orchestra instruments. There is a performance aspect to this course which may include concerts or Masses. **Auditions will be required.**

Intermediate/Advanced Band (one credit): This course is available to the more experienced musician. Students will be expected to play a school band instrument (mainly woodwind and brass instruments). The course is geared to performance, which might include concerts and athletic events. Music theory and some history will also be presented. **Auditions will be required.**

Intermediate/Advanced Chorus (one credit): Prior experience is necessary. The advanced chorus will take charge of leading the music in the liturgical celebrations. From this group of singers, the Schola (Gregorian chant choir) is created. In addition, singers from this group are chosen to sing the responsorial psalm and the intercessions from the altar (with proper vestiture) during mass and other rites or ceremonies. **Auditions will be required.**

Introduction to Band (0.5 credit, Freshman year only): The semester Introduction to Band course will acquaint the student with basic skills in music reading and music performance, as well as a basic knowledge in music theory and music history. The student will have the opportunity to try different

percussion, wind and keyboard instruments. With the assistance of his instructors, the student will decide which instrument is the best fit for him. Once the student has chosen his instrument, it may be necessary for him to purchase or rent his own to process through the course and beyond. The Introduction to Band course evolves mainly in teamwork – through rehearsal practice and sectional sessions. Additional individual practice is implemented to have one-to-one practice with the instructor. While not a performance-oriented course, Introduction to Band provides all foundational tools and skills to be prepared for continued music learning and music performances.

Introduction to Choir (0.5 credit, Freshman year only): The semester-long Introduction to Choir will acquaint the student with basic skills in vocal technique, choral practice, music reading, and basic knowledge in music theory and music history. The student will have the opportunity to participate in the Liturgical music program during school masses as well as perform during the semester concerts. The Introduction to Chorus course evolves mainly in teamwork – through rehearsal practice and sectional sessions. The content will include Liturgical music as well as classical choral repertoire and popular music. While not a performance-oriented course, Introduction to Chorus provides all foundational tools and skills to be prepared for continued music learning and music performances

Guitar Ensemble (one credit): This course is designed for intermediate to advanced guitar players and focuses on reading sheet music and tablatures, chord recognition, and ensemble playing. Music selection includes classical and contemporary pieces. Class material also includes the theory that is particularly helpful to guitar players. There is a performance aspect to this course which may include concerts, Masses or other school events. **Auditions may be required.** *Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn two college credits per semester for this course.*

Organ Studio (one credit): This is a comprehensive course for current or beginning organ students (students with a keyboard background who have passed an audition for this course). The curriculum will include aspects of interpretation, accompaniment, and improvisation. In addition, aspects of style, history, and theory will be applied to performance. The students in this course will participate in several performances, such as concerts, school events, and masses.

Percussion Ensemble (one credit): Designed for the advanced musician, students will enhance their skills with percussion instruments, including steel drums. The course is geared to performance, which might include concerts and athletic events. Music theory and some history will also be presented. **Auditions will be required.** *Students may enroll in this course through Saint Louis University's 1818 Dual Enrollment program. A student may earn 2 credits per semester for this course.*

Theater Arts Electives

Introduction to Theatre (0.5 credit, Freshman year only): All Introduction to Theatre students, regardless of their artistic background, can experience the various creative fields that contribute to a stage production. The class will explore acting, scenic carpentry and painting, lighting, costume and prop design and fabrication with works that contribute to all Masque mainstage productions and other performances on campus. Each student in this semester-long course will generate a portfolio of created works at the end of the term.

Theatre Production I (one credit): This full-year course will introduce students of many artistic backgrounds to the world of film, television, and theatre production. Students will choose a relevant area

of concentration from among the various departments – acting, directing, scenic carpentry, play- or screenwriting, videography/editing, design, prop making, visual/sound/makeup effects, and others – as the emphasis for their study while also exploring the fundamentals of the other areas. Students will contribute during class to prop and set construction needs for Masque productions and assist in some Honors-level projects. The year will culminate in a collaborative play or film production (to be determined by the class) in which all students participate according to their areas of concentration. The course is open to sophomores, juniors, and seniors regardless of prior experience.

Theatre Production II Honors (one credit; Prerequisite – Theater Production I): This course builds on the foundation laid by the Theatre Production 1 course and our extra-curricular theatre program. It allows students who desire continued growth as entertainment artists – whether actors, designers, videographers, or technicians – to delve deeper into the nuances of each production department as well as to further develop their skills in the areas in which they excel. Students will receive real-world experience by contributing in class to Masque productions and producing a student-led show or film. This course may be taken multiple times.

Honors credit is available to juniors and seniors who have completed two years of Theatre Arts, have actively and consistently participated in the Masque for two years, OR have completed one year of Theatre Arts and one year of participation in the Masque.

Digital Communication Art Electives

Advanced Practicum in Student Publications Honors (one credit; Pre-requisite- Print & Digital Media II Honors; Seniors only): Instructor permission required. This class builds upon the foundational skills introduced in Print & Digital Media then honed in Print & Digital Media II Honors. Students will serve in editorial positions for the *Tiger Yearbook*, *Tiger Times*, and *Tiger Newsletter*, overseeing and managing the Tiger Print staff. Not only will students master the design, writing, and photography skills crafted in the prerequisite courses, they will be tasked with helping develop those skills in the staff they're overseeing. Advanced Practicum in Student Publications is open only to seniors that have taken Print & Digital Media I and Print & Digital Media II Honors. Grades in this course are based on the quality creation, production, and successful distribution of Tiger Print's various publications. APSP students are also responsible for creating and producing an original Jesuit media (print or digital) of their own design that does not presently exist on campus.

Broadcast Media (one credit; Instructor permission; Juniors and Seniors only): This course serves as an introduction to all volumes of Mass Media. The main focus of this course will be but is not limited to, web journalism, broadcast journalism (JTNN), photography, videography, podcasting, and Livestream sports production. Students will learn how to use industry-standard software programs including Adobe Photoshop, Premiere, Audition, and word-press. Students will also learn how to properly operate and conduct livestreams of sporting events throughout the year. Experience is not necessary to succeed in this course. Students will build upon the basics of the programs and lessons to produce diverse and creative projects for JTNN, JTNN Live, and the Jesuit website. Students are expected to develop skills throughout the year to apply to their production and on-air performances for their projects. This course is centered around collaboration with classmates and a commitment to learning new skills. Students looking at the journalism field as a potential career path or looking to cover sports will gain the opportunities to earn experience. Some projects and livestreams will require after-school

time. Grades are based on four elements, projects, assignments, quizzes, and livestream broadcasts.

Print & Digital Media (one credit): This course serves as an intro to the theory and practice behind many of today's print-based communication systems. The main focus of this course will be the production of the annual Tiger Yearbook but will also include web journalism and other print and web-based journalism formats. Students will learn how to use industry-standard and template-based software programs such as Adobe Photoshop and InDesign to produce print and web-based publications. Students will work heavily with photography and proper, written journalism techniques to produce content for multiple publications throughout the year.

This course is open to qualified Juniors and Seniors based on departmental approval.

Grades in this course are based on a portfolio of content for Jesuit's annual publications including periodicals, editorials, and many aspects of investigative journalism. All of the aforementioned, coupled with photography and design-based projects, reflects the core of the course - the Tiger Yearbook.

Students should expect to spend significant time outside of the classroom and allotted class time gathering information for stories and photographs to support.

Experience is not necessary but strong written skills are preferred as grammar and creativity are important. Students will learn the basics of design and photography to supplement the written portion of the course.

Print & Digital Media II Honors (one credit; Prerequisite – Print & Digital Media I; Juniors and Seniors only): Instructor permission required. This class builds upon the foundational skills introduced in Print & Digital Media. Students will select two specific staff roles within the Tiger Print organization and serve the *Tiger Yearbook*, *Tiger Times*, and *Tiger Newsletter*. Possible roles include writer, photographer, copyeditor, designer, researcher, social media specialist, PR/advertising, and more. Most of the work in this class is project-oriented pertaining to the individual student's roles. At the end of each semester, every PDM II student is expected to complete a critical analysis of someone else's work in the student's particular field. Students also complete a portfolio of their work which includes a preface that discusses the student's growth.

AP Capstone

AP Capstone is an innovative program that equips students with independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges.

Developed at the request of College Board Higher Education membership, AP Capstone is designed to complement and enhance the in-depth, discipline-specific study provided through other AP courses. The AP Capstone curriculum fosters inquiry, research, collaboration, and writing skills through the intensive investigation of topics from multiple perspectives.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. This signifies their outstanding academic achievement and attainment of college-level academic and research skills.

AP Seminar (one credit): AP Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

AP Research (one credit): AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research-based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Engineering Program

Jesuit High School offers an Engineering Program for qualified students, based on a curriculum developed by *Project Lead the Way*. The program begins in the student's sophomore year. In this program, "students will engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students are immersed in design as they investigate a variety of topics, which give is them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers."

Introduction to Engineering Design Honors (one credit): This course is available to qualified sophomores, based on criteria set forth by the department. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Principles of Engineering Honors (one credit): Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. **This course will replace a student's free period as a seventh academic course in his junior year.**

Capstone Course - Engineering Design and Development (one credit; Instructor permission required): The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

AVLI (Arrupe Virtual Learning Institute)

AP Computer Science A (One Credit): AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

C++ (0.5 Credits, Semester two only): This course will introduce students to computer programming using the C++ programming language. C++ is a programming language used in many applications, across many different industries. Through this course, students will learn the basic syntax necessary to write a computer program and how to attack a problem using the proper planning techniques. Students will learn about control structures, loops, procedures, arrays and much more. Another important aspect of this course is learning how to collaborate with other students. Each student will be put in a group of 3 and will work together to meet the objectives of the module. Collaborating with other students is essential to success of students in this course, as well as a much-needed life skill. There is a synchronous meeting that will take place during one evening or weekend slot per week that students are expected to attend. Meeting times to be determined at the beginning of the term.

Computer Game Development (0.5 Credits, Semester Two Only): In this course, students will explore the variety of technologies and art forms that go into game design and development. Video games are the biggest entertainment industry in the world. They are also multimedia experiences that incorporate storytelling, music, art, and technology. This course examines the impact that games have on our society and exposes students to a wide variety of video games and genres while teaching students to create their own video games and think critically about the games that they play. Students will learn to use a basic game engine to bring their video game ideas to life. Some previous experience in computer science is helpful but not required. This course requires weekly engagement but is primarily asynchronous which allows students to work around their school schedule. There is a synchronous meeting that will take place one evening per week that is optional for students to attend. Meeting times to be determined at the beginning of the term.

Health (0.5 Credits): This is a self-paced online course covering the following topics: Human Body, Diet and Nutrition, Mental Health, Exercise, Puberty, Risky Behaviors, and First Aid. Information on this required course will be distributed to all freshmen parents.

JavaScript Programming (0.5 Credits, Semester One Only): This course will introduce students to computer programming using the JavaScript programming language. JavaScript is an object-oriented programming language similar to Java, Swift, C# or Python. It is the language behind the internet and is a crucial language for any aspiring programmer to learn. In this course, students will learn basic programming concepts including variables, control-flow, loops, functions, and data structures. Through a variety of projects, students will practice these skills and learn how to write high quality code. Previous computer science experience is not required for this course. This course requires weekly engagement but is primarily asynchronous which allows students to work around their school schedule. There is a synchronous meeting that will take place one evening per week that is optional for students to attend. Meeting times to be determined at the beginning of the term.

Multivariable Calculus (one credit; prerequisite – AP Calculus BC): This college-level math course will receive the weighting of an Advanced Placement course. Students taking this course will study the fundamental theorems and applications of multivariable calculus. This course will extend the calculus of one-dimension, which is studied in the AP

Calculus BC course, to Euclidean spaces of arbitrary dimension. The course will begin with careful consideration of vectors in R^n . From there, we will consider the theory of partial derivatives and vector fields. Multiple Riemann integrals will then be considered as well as certain of their applications. Time permitting, the course will conclude with a careful look at the important theorems of vector calculus – namely, the theorems of Green, Gauss, and Stokes. Where applicable, concepts will be presented in full generality. In particular, a nontrivial amount of real analysis and point-set topology will be studied to facilitate studying certain of the multivariable calculus concepts. However, it is hoped that this increased sophistication will allow students to see more clearly how multivariable calculus is a beautiful generalization of the single-variable calculus. Moreover, throughout the course, the instructor will attempt to show students where abstract mathematics can be applied. (e.g., We will examine briefly how the concepts of the course are used by meteorologists to study severe thunderstorm formation.) ***Dual Credit Eligible through Creighton University***

Understanding Artificial Intelligence: The Science and the Morality (0.5 Credits, Semester One Only): In this course, students will explore the emerging fields of machine learning and artificial intelligence. Artificial intelligence systems are all around us, from predictive text in our emails to customer service chatbots, to the curation of the media that we consume. Understanding how AI works will help students understand its promise and its limitations. Students will learn how AI systems ‘think’, how to train an AI, and through hands on labs explore the various applications of AI in our world today. Students will also spend time discussing the morality of AI systems and take a critical look at the way that these systems are shaping our world. Previous Computer Science experience is helpful but not required. This course requires weekly engagement but is primarily asynchronous which allows students to work around their school schedule. There is a synchronous meeting that will take place one evening per week that students are expected to attend. Meeting times to be determined at the beginning of the term. This course requires weekly engagement but is primarily asynchronous which allows students to work around their school schedule. There is a synchronous meeting that will take place one evening per week that is optional for students to attend. Meeting times to be determined at the beginning of the term.

What to Expect From an AVLI Course:

Instructor- AVLI teachers are seasoned Ignatian educators from Jesuit schools throughout the United States. They are certified in the subject area in which they are teaching, and have gone through extensive training in the development and delivery of online courses.

Format - Courses are designed around a series of learning modules that students complete together. Though the delivery will be different, just like the traditional classroom, there will be lectures, discussions, projects, reading assignments, and more. Much of the work is done independently on students’ own time utilizing learning tools (discussion boards, blogs, wikis, group projects) that are participative in nature. There will also be occasions when students gather online at the same time for live discussions, teacher instruction, and guest lectures.

Time Commitment -These courses are designed to be very challenging. Students can expect to commit the same amount of time to an AVLI course as they would any other. (Estimates should include actual class time as well as time spent on homework.)

Classmates- Your classmates will be young men and women from other Jesuit schools around the country. The courses are meant to be interactive experiences. As such, it is the shared responsibility of all of the class’ participants, both students and teacher, to build a rich learning community.

Still Have Questions?

Still trying to decide if an AVLI course is right for you? Talk with your school advisor/counselor, or contact Gabrielle Martin at the AVLI, toll-free at (877)729-5852 ext. 102, or gmartin@AVLI.org.

Dual Enrollment

Below is a list of courses offered for dual enrollment at Jesuit High School through Saint Louis University (SLU). If your son enrolls in any of the Jesuit courses listed under “Jesuit Title” and meets SLU’s academic requirements (see page 40), he may enroll in their [1818 Advanced College Credit \(ACC\) SLU Program](#) (1818 ACC SLU Program) and earn college credit for these high school courses.

College credit earned through the dual enrollment program has been accepted at over 500 colleges and universities. Information about the transferability of SLU credits can be found at <https://www.slu.edu/1818/transfer-credits.php>.

Yearlong Course				
	Credit	SLU Course	SLU Title	Jesuit Title
	3	LATN-1010	Reading Latin I	Latin 3 Honors
	3	PSY-1010	General Psychology	AP Psychology*
	3	PSY-1010	General Psychology	Psychology Honors
	3	SPAN-1010	Communicating in Spanish I	Spanish 3 Honors
Fall Semester				
	Credits	SLU Course	SLU Title	Jesuit H.S. Title
	3	CHEM 1110	General Chemistry 1	AP Chemistry (sem 1)*
	1	CHEM 1115	General Chemistry Laboratory 1	AP Chemistry Lab (sem 1)*
	3	GK-1010	Reading Greek I	Reading Greek Honors (sem 1)
	3	HIST-1600	History of the United States to 1865	AP U.S. History (sem 1)*
	3	LATN-1020	Reading Latin II**	AP Latin (sem 1)*
	3	SPAN-1020	Communicating in Spanish II**	AP Spanish Language (sem 1)*
	3	ENGL-1500	The Process of Composition**	English 3 Honors (Sem 1)
	3	ENGL-2020	Introduction to Literary Study**	English 4 Honors (Sem 1)
Spring Semester				
	Credits	SLU Course	SLU Title	Jesuit H.S. Title
	3	CHEM 1120	General Chemistry 2**	AP Chemistry (sem 2)*
	1	CHEM 1125	General Chemistry 2 Laboratory**	AP Chemistry Lab (sem 2)*
	3	GK-1020	Reading Greek 2**	Reading Greek (Sem 2)
	3	HIST-1610	History of the United States since 1865	AP U.S. History (Sem 2)*
	3	LATN-2010	Intermediate Latin: Language & Lit**	AP Latin (sem 2)*
	3	SPAN-2010	Intermediate Spanish, Language & Cult**	AP Spanish Lang (Sem 2)*
	3	ENGL-1900	Advanced Strategies of Rhetoric & Research**	English 3 Honors (Sem 2)
	3	ENGL-2850	Nation, Identity, & Literature	English 4 Honors (Sem 2)

* Eligible for college credit with a passing score on the Advanced Placement Exam.

** Prerequisite course needed (see the next page for details).

Criteria and Prerequisites:

- Students may take a maximum of 11 credits per semester.
- Juniors and seniors must have a minimum 3.0 GPA on an unweighted 4.0 scale.
- Sophomores are eligible to enroll in foreign language courses only (Spanish or Latin). They must have a 3.5 GPA on an unweighted 4.0 scale and parental permission.
- Freshmen are not eligible to enroll in dual enrollment courses.
- Saint Louis University charges a tuition of \$75 per credit hour or \$225 per course.
- Please note that some 1818 SLU ACC courses have prerequisite courses:

Course	Prerequisite
CHEM 1120	CHEM 1110
CHEM 1125	CHEM 1115
GK 1020	GK 1010
LATN 1020	LATN 1010
LATN 2010	LATN 1020
SPAN 1020	SPAN 1010
SPAN 2010	SPAN 1020
ENGL 1900	ENGL 1500
ENGL 2020	ENGL 1900