



Curriculum Guide 2024-2025

School Information

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PHILOSOPHY, VISION, AND GOALS

JOSEPHINUM ACADEMY'S EDUCATIONAL PHILOSOPHY:

Josephinum Academy of the Sacred Heart is a diverse college preparatory learning community, dedicated to empowering young women to use their creativity, unique perspectives and voice to bring about change in the ever-evolving world.

VISION

Josephinum Academy of the Sacred Heart graduates are the leaders, change-makers and visionaries of tomorrow.

JOSEPHINUM ACADEMY'S GOALS:

As a member of the Sacred Heart Network of Schools, Josephinum Academy fulfills its mission in accordance with the Sacred Heart Network goals and criteria. These goals are as follows:

1. Josephinum is committed to a personal and active faith in God.
2. Josephinum is committed to a deep respect for intellectual values.
3. Josephinum is committed to a social awareness that impels to action.
4. Josephinum is committed to the building of a community as a Christian value.
5. Josephinum is committed to personal growth in an atmosphere of wise freedom.

PORTRAIT OF A 'JO' GRADUATE:

The best way to understand Josephinum Academy of the Sacred Heart's mission is to understand the qualities and characteristics that the school hopes each student will develop as a result of a Josephinum education. The portrait of a graduate guides the school's academic and extracurricular programming, ensuring that students are given ample opportunity to grow and develop as young women of faith, intellect, and purpose. Upon graduation, a Josephinum student will be a:

- **Reflective** is one who is spiritually minded, introspective and self-aware. They have the ability to reason, judge and make sense of what is happening in the present and look at patterns of the past.
- **Critical Thinker** who is thoughtful, open-minded and analytical. They problem solve and use higher order thinking skills to evaluate multiple perspectives and make rational and reasoned decisions.
- **Risk-Taker** who has a deep commitment to lifelong learning. Is curious and challenges oneself to think outside the box questioning assumptions that have been. Is courageously vulnerable and leads with creativity. Collaborates as both leader and student.
- **Culturally Conscious** who is open minded to different social values, norms, beliefs and ways of living. They are aware of one's own privilege and their contributions. Informed, respectful and celebrates different cultural practices.
- **Justice Oriented** who is moral, ethical, equitable and just. They are active in the community and invested in the wellbeing of others. They directly serve and advocate for the marginalized and oppressed.

- **Globally Minded** who is proactive and authentic. Aware of their surroundings and has an understanding of the larger world and their place in it. Conscientious about how the decisions they make affect the climate and impact the community and the globe in which we are active participants.

ACCREDITATIONS AND AFFILIATIONS

Josephinum Academy is fully accredited by Cognia (formerly AdvanceED: the North Central Association Commission on Accreditation and School Improvement), with its most recent certification achieved in 2023. Josephinum is accredited by or affiliated with:

- Cognia
- Illinois State Board of Education
- Sacred Heart Network
- College Board
- National Honor Society of Secondary Schools
- Illinois High School Association
- Catapult
- Kaleidoscope
- Innovative Scholars
- Wyman National Network - Teen Outreach Program
- Hope for the Day - Anti-Suicide
- University of Illinois Chicago - Nursing School
- Big Shoulders Fund

JOSEPHINUM ACADEMY SCHOLARSHIP PARTNERS:

Josephinum maintains close relationships with several scholarship organizations and groups. These partners provide certain qualified Josephinum students with scholarships to attend high school and college.

- Madonna Foundation
- Daniel Murphy Scholarship Fund
- HFS Chicago Scholars
- Big Shoulders Fund
- LINK Unlimited
- The Posse Foundation
- QuestBridge
- Cubs Scholars

USING THIS CURRICULUM GUIDE

To make the most of a high school education, students and families need to plan with care. As such, it is worth considering some important questions:

- What courses meet the graduation requirements of Josephinum Academy?
- What courses meet admission requirements of colleges and post-secondary schools of interest?
- What courses best fit personal abilities, needs, and interests?
- What courses will best prepare students to meet their responsibilities as a family member, community member, student, and employee?
- Which courses will best cultivate each student's personal leadership, and prepare them to make positive change and envision a better world?

Josephinum's teaching, student services, and administration teams, along with this curriculum guide, have valuable information that will help students and families find answers to these questions.

GENERAL ACADEMIC INFORMATION

Courses offered at Josephinum Academy are college and career preparatory. Josephinum classes ready students for AP level courses as well as post-secondary professional and educational pursuits.

PROGRAM LEVELS:

Josephinum Academy provides a balanced curriculum that is responsive to the needs of its students. Students can choose from a wide range of course offerings, using a flexible tracking system that includes Advanced Placement (AP), Honors, and Essentials level courses. With this wide range of opportunities, every student can pursue their interests, enhance their strengths, and meet their challenges while preparing for the education and career that awaits them after graduation.

The Josephinum curriculum allows students to acquire a rich, thoughtful, in-depth understanding of material, while promoting success on standardized tests. All programs have been designed to meet admissions requirements at colleges and universities.

› **Course Levels:**

- **Advanced Placement Courses:** Advanced Placement, or AP, level courses are designed to simulate college classrooms and prepare students to meet the challenge of the College Board Advanced Placement assessments. Students who take AP courses have the potential to earn college credit while still in high school. This credit can be used to offset the college graduation requirements and expenses that await students after Josephinum.
- **Honors Level Courses:** Honors level courses are designed to be college preparatory and to challenge and engage students with proven subject ability and strong commitment to academic achievement.
- **Essentials Level Courses:** Students who engage in Essentials level courses will receive challenge and support to meet their needs. Students who successfully complete Josephinum's Essentials sequence of courses will meet the general entrance requirements of post-secondary educational institutions.

**Students who participate in Honors and/or Advanced Placement courses should expect: The opportunity to graduate with Honors, weighted GPAs for higher class rank, and inter-academic collaboration and rigor. **

› **Placement:**

Placement in classes at Josephinum Academy is the result of:

- Standardized elementary, entrance, and placement exams
- Elementary teacher, and high school counselor recommendations
- Prior year grades
- Student discipline reports
- Student preference

GRADUATION REQUIREMENTS

It is the responsibility of students and families to be aware of the requirements for graduation. It is also the responsibility of students and families to review their academic schedules to be certain that they meet the necessary credit requirements.

Illinois State Graduation Required, Chicago Public Schools, and Josephinum's Graduation Recommended & Required Credits are as follows:

Academic Department & Course	Illinois Board of Education Mandated Required Credits for Graduation	Chicago Public School Mandated Required Credits for Graduation	Josephinum Academy of the Sacred Heart	
			Graduation Recommendations	Graduation Requirements
Language Arts (Literature)	4.0	4.0	4.0	4.0
Writing and Composition <i>Including 1 credit in an independent English course and 1 credit embedded in another course</i>	1.0	1.0	2.0	2.0
Mathematics <i>Including 1 credit of Algebra and 1 credit of Geometry</i>	3.0	4.0 <i>Including 1 credit in Computer Science</i>	4.0	4.0
Social Sciences <i>Including 1 credit of US History and one semester of civic education</i>	2.0	3.0	4.0	3.0
Consumer Economics	0.5	0.5	0.5	0.5
Sciences <i>Including two years of Lab Sciences</i>	2.0	3.0	4.0	3.0
World Languages	1.0 <i>*Note: Technically World Language is an elective under Illinois State Board of Education Requirements for the 2024-2025 school year</i>	2.0	3.0	2.0
Theology	0.0	0.0	4.0	4.0
Physical Education	1.0	2.0	1.0	1.0

Health	0.5	0.5	0.5	0.5
College and Career Preparation	0.0	1.0	0.5	0.5
Electives	1.0	3.0 <i>Including two credits in Fine Arts</i>	4.0	2.5
Total	17	24	31.5	27

Note: While these are Josephinum Academy's Graduation Requirement; we continue to work with all students towards graduation. It is possible that credits may be lowered to accommodate a student's special needs or circumstances. Additionally, students may decide to take additional core classes (e.g. science, social sciences, etc) in place of elective credits.

General Academic Stipulations:

- All students will be required to report to school prior to the first bell, for Homeroom and first period, and remain in school until the final bell, ending the last period of the day.
- 9th and 10th grade students are expected to carry a full load of 8.0 credits per year. 11th and 12th grade students are expected to carry a load of 6.0 - 8.0 credits per year. No student may carry less than 6.0 credits and be considered a full-time student at Josephinum Academy, barring any extraordinary circumstances and written consent from Administration and Student Services.
- Grade level is determined by the number of credits a student has earned prior to the beginning of an academic year. Students must earn the following minimum credit requirements to rise to each grade level: Grade 9 (Freshman) 0 Credits, Grade 10 (Sophomore) 6.5 Credits, Grade 11 (Junior) 14 Credits, Grade 12 (Senior) 20.5 Credits.
- Seniors must earn a minimum of 27 credits to graduate from Josephinum Academy. Students who do not earn the requisite number of credits may recover classes and receive a diploma once all credits are earned and documented.
- Each high school student in Illinois must pass an examination on the Declaration of Independence, the flag of the United States, the Constitution of the United States, and the Constitution of the State of Illinois.

Credits Per-Course:

One-half (0.5 credits) credit courses meet for 18 weeks; One (1.0 credit) credit courses meet for 36 weeks.

College and University Requirements:

Listed below are the admission standards for Illinois' public universities, as set forth by the Illinois Board of Higher Education (IBHE). These courses must be completed prior to enrollment at a public state university. You can check individual public universities and their requirements/recommended courses [HERE](#).

- 4 Years of English
- 2 Years of Social Studies

- 3 Years of Mathematics
- 3 Years of Sciences, specifically Laboratory Sciences
- 2 Years of Electives (Could Include: World Languages, Fine Arts, Business, Computer Sciences, etc.)

RETREAT REQUIREMENTS

Retreats are an integral part of Josephinum's curriculum. As part of the retreat experience, students will come to know more about their relationship to faith, their communities, and to themselves. Freshmen, Sophomores, and Juniors are required to participate in one one-day, off-campus retreat per year. Seniors are required to participate in an intensive, two-day program that encourages self-reflection and community building, while challenging students to live meaningful and faithful lives.

SERVICE LEARNING REQUIREMENT

Students are required to complete a minimum of 10 service hours each year, for a total minimum of 40 hours to graduate from Josephinum Academy. Throughout each academic year, Josephinum sponsors several service opportunities, both on campus and off, but students may seek projects of their own to meet their service hour requirements. Students are responsible for documenting and recording their service hours in Josephinum's online service platform. In addition to recording their service hours, students will also be responsible for writing a reflection on their service and acquiring an adult signature to verify their service.

Josephinum Academy Sample Four-Year Plan

Josephinum Graduation Credit Recommendations	Freshmen (9th Grade)	Sophomore (10th Grade)	Junior (11th Grade)	Senior (12th Grade)
English (4 credits)	→ English 1	→ English 2	→ English 3 (E, H)	→ English 4 → AP Literature and Composition
Writing and Composition (2 credits) - 9th Grade - 12th Grade	→ Writing and Composition Essentials	N/A	N/A	→ Writing and Composition: Senior Thesis
Mathematics (4 credits) <i>Including 1 credit of Algebra and 1 credit of Geometry</i>	→ Algebra I (E) → Algebra I (H)	→ Geometry (E) → Geometry (H)	→ Algebra II (E) → Algebra II (H)	→ Advanced Math Concepts → AP Pre Calculus
Social Sciences (4 credits) <i>Including 1 credit of US History</i>	→ World History	→ US History	→ Philosophy of Happiness → Business Entrepreneurship → Chicago Past and Present → AP Psychology	
Consumer Economics (0.5 credits)	N/A	→ Consumer Economics	N/A	N/A
Lab Sciences (4 credits)	→ Biology (E) → Biology (H)	→ Chemistry (E) → Chemistry (H)	→ Anatomy and Physiology → Science Elective	→ AP Biology → Exercise Sciences
World Languages (3 credits)	→ Spanish 1	→ Spanish 2	→ Spanish 3	→ AP Spanish
Theology (4 credits)	→ Theology I	→ Theology II	→ Theology III	→ Theology IV
Physical Education (1 credits)	→ 9th Grade PE	→ 10th Grade PE	N/A	N/A
Health (0.5 credits)	→ 9th Grade Health	N/A	N/A	N/A
College and Career Preparation(0.5 credits)	N/A	N/A	→ College and Career Preparation 1	→ College and Career Preparation 2
Electives (4 credits)	N/A	→ Art I → Theater I	→ Art II → Acting Studio → Digital Media and Graphic Design	→ Visual Arts Senior Portfolio → Acting Studio II

ACADEMIC POLICIES

GRADING

Josephinum's grading scale is as follows:

Letter Grade	Josephinum Scale	Credit (Yes or No)	GPA Points	GPA Points (Honors +0.5)	GPA Points (AP +1.0)
A	100.00% - 89.49%	Yes	4.0 Points	4.5 Points	5.0 Points
B	89.48% - 79.49%	Yes	3.0 Points	3.5 Points	4.0 Points
C	79.48% - 69.49%	Yes	2.0 Points	2.5 Points	3.0 Points
D	69.48% - 59.49%	Yes	1.0 Points	1.5 Points	2.0 Points
F	59.48% - 0.00%	No	0.0	0.0	0.0
W	Withdrawn	No	0.0	0.0	0.0
I	Incomplete	No	0.0	0.0	0.0
P	Pass	Yes	0.0	0.0	0.0

Students who received an F in any class will not receive credit for that course, regardless of the level of the course failed.

COURSE LEVELS & GRADE WEIGHTS

Weights are assigned to Honors and Advanced Placement (AP) courses to reflect the challenge of these programs. Students enrolled in Honors courses receive a 0.5 credit per honors course added to their GPA. Students enrolled in AP courses receive a 1.0 credit per AP course added to their GPA.

INCOMPLETE GRADES — 'I'

If, for a valid reason (as determined by a teacher), a student's work cannot be completed prior to the submission of final grades for a class, a teacher may issue an incomplete - "I" - for the student. The teacher must then provide the student a list of their missing assignments; the student then has 2 weeks to complete their missing assignments, at the end of which a final grade will be determined regardless of whether any assignments remain outstanding.

Exceptions to the two-week timeline will only be provided in extraordinary circumstances and with written consent from Josephinum's administration and student services team.

COURSE WITHDRAWALS — ‘W’

In certain circumstances, Josephinum’s administration and student services may withdraw - “W” - a student from a class. This will be done primarily in times when a student requires an extended academic leave or faces an intensive health problem. Withdrawals will not count for credit and will not be counted in GPA calculations.

PASS / FAIL COURSES — ‘P’ or ‘F’

For courses taken under the Pass/Fail option, P is recorded on the transcript if the letter grade A, B, C, or D is assigned.

For courses taken under the Pass/Fail option, F is recorded on the transcript.

MAKE-UP COURSES

When students fail or are withdrawn from a course, it is their responsibility to recover any credits lost. Make up courses should be completed in summer school, during the summer immediately following the course in question. Scheduling constraints, as well as our graduation requirements, make it difficult to guarantee that students may retake a course for credit during the following school year.

Night courses and correspondence courses may be taken for recovery credit as well. However, for these course credits to count, prior written approval is needed from Josephinum’s administration and student services.

In all cases, make up credits must be provided in writing to Josephinum’s administration and student services.

ACADEMIC RECOGNITIONS

Each semester, students are recognized based on grade point averages earned that semester. Honor roll distinction is as follows:

- High Honor Roll: 4.0-3.50, with no Ds or Fs;
- Honor Roll: 3.49-3.0, with no Ds, Fs or Ws.

ELIGIBILITY FOR ATHLETICS AND CO-CURRICULAR ACTIVITIES

Josephinum Academy is a member of the IHSA (the Illinois High School Association) and accepts and follows the association rules and requirements as indicated below:

Students must have at minimum a 2.5 GPA to be eligible to participate in sports.

Students who have a F in any class as their current grade are ineligible to participate in games until that grade is brought up. Students who have Ds in any classes will be told they are on

probation; however, they are still eligible to play in sports. Student grades will be updated during weekly grade checks on Friday mornings.

ELIGIBILITY SPECIFIC CO-CURRICULAR ACTIVITIES

Students participating in Student Government and/or Josephinum Ambassadors Council (JACS) are required to keep grades above Ds. If a member has a D or F during weekly grade checks, they are unable to participate in these activities until the next weekly grade check. This is explained to students prior to entry into these activities.

SCHEDULING AND COURSE CHANGE POLICIES

TEACHER & ADMINISTRATION INITIATED CHANGES

Teacher & Administrator initiated course changes will be discreetly and individually assessed based on Administration and Student Services insight and will include student and family input as necessary.

STUDENT INITIATED CHANGES

Once student schedules are finalized, they are expected to remain in all classes for the duration of the academic period. However, class changes are sometimes required to match each student with the best fitting level, subject, and curriculum. As such, the first two weeks (10 school days) of each semester are designated as a 'course drop/change period.' During the 'course drop/change period,' students may request alterations and amendments to their schedules. Student initiated requests must be submitted in the "Student Initiated Change Classes" form provided by Student Services. Student Services and Josephinum Administration will review each request under the criteria of graduation requirements, student need, and scheduling constraints. If a course change is approved, Josephinum administration will update the affected schedules, inform the affected teachers, and communicate with the affected students and their families.

Course drop/change requests submitted after the first two weeks of each semester will be approved only in extraordinary circumstances and at the discretion of Student Services and Josephinum Administration. Furthermore, course drops approved after the two week 'course drop/change period,' will be entered as a withdrawal - 'W' - on a student's transcript.

COURSE CATALOG

Courses below are organized by academic department and are cataloged with the following information:

1. Course Code Number: Three or four digit number to identify the class during registration and to select the course for the following academic year.
2. Course Title: The name of each class as shown on student transcripts.
3. Course Level: If applicable, a course's level will immediately follow the Course Title. Courses can be designated Essentials Level, Honors Level, or AP.
4. Grade Level: [9, 10, 11, 12] A particular course is open only to students of the listed grade level.
5. Credit Value: One-half credit courses (0.5 credits) meet for 18 weeks; One credit courses (1.0 credits) meet for 36 weeks.
6. Prerequisites: These are the conditions that must be satisfied before a student may enroll in the subject course.
7. Course Description: Provides a brief summary of the topics covered in the subject course.
8. Testing Requirements: All courses will host a final exam or project at the end of each semester. Additionally, Advanced Placement courses will commence a standardized test each May.

ACADEMIC DEPARTMENTS

Josephinum's Academic Departments are as Follows:

- English
- Mathematics
- Sciences
- Social Sciences
- Theology
- World Languages
- Fine Arts
- Physical Education
- Business Education & Computer Science
- College and Career Readiness
- Academic Support

ENGLISH

Grade Levels	Course Title	Credits
9	English 1	1.0
9	Writing & Composition: Essentials	1.0
10	English 2	1.0
11	English 3	1.0
12	English 4	1.0
12	AP Literature and Composition	1.0
12	Writing & Composition: Senior Thesis	1.0

#1023 Grade: 9	Writing & Composition: Essentials Credit 1.0
Prerequisites: N/A	
<p>Course Description: As you students embark on their high school journey, they will learn a variety of academic and life skills necessary for a positive transition into adulthood. One of the most important skills you will learn is the ability to communicate. Freshman Seminar is a writing intensive course designed to develop these critical communication skills. Students will learn to communicate with different audiences through narrative, reflective, and argumentative writing styles. This rigorous course provides 9th graders with the skill set to organize their thoughts and ideas effectively through writing. Freshman seminar introduces foundational writing skills - syntax, rhetorical analysis, synthesis, and argumentative - that will be refined in upper-level English courses and mastered in AP Language and Composition.</p>	
Testing Requirement: N/A	

#285 Grade: 9	English 1 Credit 1.0
Prerequisites: N/A	
<p>Course Description: The central goal of this course is to inspire in students a love of literature. Students will explore key literary works from a range of genres, diverse viewpoints, and various cultural contexts. Students will examine enduring themes including culture and identity, conformity and rebellion, power and government, and the strength of an individual and her/his/their voice. In addition, students will study the specific characteristics and effects</p>	

of different literary genres: principally fiction (novels and short fictions), poetry, and nonfiction texts and podcasts. Students will hone their expressive and critical reading skills through a range of analytical, creative, personal, and persuasive writing assignments, as well as through public speaking, collaborative projects, and creative projects.

Testing Requirement: N/A

#286

Grade: 10

English 2

Credit 1.0

Prerequisites: N/A

Course Description: English 2 allows for students to discover the true, and sometimes painful, history of the United States by exploring its past and comparing it to the present from a literary stand-point. The purpose of this course is twofold: [1] to educate students on the complex history of our nation, and [2] to expose students to artifacts (literature, dramas, films, art, music, poems, short stories) that further highlight certain people and moments in American history. This course will address United States history from pre-colonization through World War II. Students will then examine other key moments later in American history through independent research and analysis. This will include primary source documents and literature developed during various decades in American history. Students will be challenged to examine key events in American history from multiple diverse perspectives. The lenses of analysis will look deeply at the intersection of power, culture, gender, race, and religion.

Testing Requirement: N/A

#287

Grade: 11

English 3 (Essentials)

Credit 1.0

Prerequisites: N/A

Course Description: English 3 (Essentials) explores the formation and function of identity. Through the study of diverse literature, we will dissect and discuss the ways in which a person's markers of identification – gender, race, upbringing, socioeconomic status, ethnicity, nationality, etc. – can intersect, creating a unique experience and worldview. We will use this approach to unpack questions surrounding oppression, mapping out the ways in which power functions in different contexts and facets of society and celebrating the voices of people who have been historically marginalized.

Testing Requirement: N/A

#288

Grade: 11

English 3 (Honors)

Credit 1.0

Prerequisites: N/A

Course Description: English 3 (Honors) is a reading and writing-intensive course that explores

the formation and function of identity. Through the study of diverse literature, we will dissect and discuss the ways in which a person's markers of identification – gender, race, upbringing, socioeconomic status, ethnicity, nationality, etc. – can intersect, creating a unique experience and worldview. We will use this approach to unpack questions surrounding oppression, mapping out the ways in which power functions in different contexts and facets of society and celebrating the voices of people who have been historically marginalized.

Testing Requirement: N/A

#289

Grade: 12

English 4

Credit 1.0

Prerequisites: N/A

Course Description: English 4 introduces students to a considerable depth and breadth of literature from around the world. Students will practice becoming better readers, writers, and critical thinkers while also exploring new cultures and stories from around the world, such as Africa, Asia, America, and Europe. In addition, students will analyze and interpret popular 20th- and 21st-century novels, poems, documentaries, short stories, and more. Students will respond critically to course material through frequent written synthesis and analysis as well as in-class discussions. The goal of this class is to prepare students for life after high school; students will practice writing with clarity and employing proper grammar, spelling, and punctuation in writing.

Testing Requirement: N/A

#290

Grade: 12

AP Literature and Composition

Credit 1.0

Prerequisites: Students participating in an AP English course must have an overall A or B average in previous English classes, writing samples that demonstrate grasp of organization and Standard English grammar and usage, previous standardized testing scores in reading at or above grade level, and teacher recommendation.

Course Description: AP Literature and Composition is an introductory college literature course. In this course, students learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures. An emphasis is placed on independent reading, high-level text analysis, collaborative discussion skills, and analytical and argumentative writing.

Testing Requirement: All students enrolled in AP courses are required to take the AP exam in May of the academic year. Students and families are responsible for the AP exam fees.

#1002

Grade: 12

Writing and Composition: Senior Thesis

Credit 1.0

Prerequisites: N/A

Course Description: Writing and Composition: Senior Thesis is a mandatory writing-intensive course that seniors take during their senior year. The Senior Thesis course is designed to sharpen and showcase students' abilities and readiness for college and career-level writing. Among these skills are: research skills, the ability to clearly organize ideas in both written and oral formats, and the ability to defend ideas in a convincing and compelling manner. By the end of this course, students will have turned in a polished, research-based essay and participated in the scheduled Capstone presentation.

Testing Requirement: Those who do not pass the class and project will not qualify for graduation.

MATH

Grade Levels	Course Title	Credits
9	Algebra I (E)	1.0
10	Algebra I (H)	1.0
10,11	Geometry (E)	1.0
10	Geometry (H)	1.0
11	Algebra II (H)	1.0
12	Advanced Math Concepts	1.0
12	AP Pre-Calculus	1.0

#310 Grade: 9	Algebra I (Essentials) Credit: 1.0
Prerequisites: N/A	
<p>Course Description: Algebra I Essentials builds upon the materials learned in Pre-Algebra. In this course students will engage in grade level Common Core State Standards (CCSS). Algebra I focuses on the structure of the real number system, representations in solving real-world problems, linear equations, probability, functions, exponents, polynomials, and problem solving. Graphing, both as a means of displaying data and analyzing data in one or two dimensions, is also a focus of this course. A sound foundation in arithmetic and pre-algebra skills is essential for success in this course.</p>	
Testing Requirement: N/A	

#311 Grade: 9	Algebra I (Honors) Credit: 1.0
Prerequisites: N/A	
<p>Course Description: Algebra I is the first year in a four year Honors math sequence. In this course students will engage in grade level Common Core State Standards (CCSS). Algebra I focuses on the structure of the real number system, representations in solving real-world problems, linear equations, probability, functions, exponents, polynomials, and problem solving. Graphing, both as a means of displaying data and analyzing data in one or two dimensions, is also a focus of this course. A sound foundation in arithmetic and pre-algebra skills is essential for success in this course. This course moves at a faster pace than Algebra I Essentials, and consequently includes topics not covered in the essentials level course.</p>	
Testing Requirement: N/A	

#320 Grade: 10, 11	Geometry (Essentials) Credit: 1.0
Prerequisites: N/A	
<p>Course Description: Geometry Essentials builds upon the materials learned in Algebra I Essentials. In Geometry, students will engage in grade level Common Core State Standards (CCSS). Topics covered include the language of geometry (points, lines, planes and angles), reasoning and proofs (paragraph, two column, flow, indirect, and coordinate), parallel and perpendicular lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry, and transformations.</p>	
Testing Requirement: N/A	

#321 Grade: 10	Geometry (Honors) Credit: 1.0
Prerequisites: Students participating in Honors math courses after freshman year must earn a minimum grade of 'C' in the prior year math course, and have teacher recommendation to continue in the Honors track.	
<p>Course Description: Geometry Honors builds upon the materials learned in Algebra I Honors. In Geometry, students will engage in grade level Common Core State Standards (CCSS). Topics covered include the language of geometry (points, lines, planes and angles), reasoning and proofs (paragraph, two column, flow, indirect, and coordinate), parallel and perpendicular lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry, and transformations. This course moves at a faster pace than Geometry Essentials, and consequently includes topics not covered in the Essentials level course.</p>	
Testing Requirement: N/A	

#331 Grade: 11	Algebra II (Honors) Credit: 1.0
Prerequisites: Students participating in Honors math courses after freshman year must earn a minimum grade of 'C' in the prior year math course, and have teacher recommendation to continue in the Honors track.	
<p>Course Description: Algebra II Honors builds upon the materials learned in Geometry Honors and Algebra I Honors. Algebra II engages students in grade level Common Core State Standards. This course begins with a review of Algebra I topics. Algebra II emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational and exponential functions and systems of equations. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge and to reason, solve, and represent equations and inequalities</p>	

numerically and graphically. This course moves at a faster pace than Algebra II Essentials, and consequently includes topics not covered in the Essentials level course. This course will prepare students for AP and college level math courses.

Testing Requirement: N/A

#382
Grade: 12

AP PreCalculus
Credit: 1.0

Prerequisites: Students participating in AP mathematics courses must earn a minimum grade of 'C' in the prior year math course, and have teacher recommendation to take the subject class.

Course Description: AP Precalculus is designed to be the equivalent of a first semester college precalculus course. It prepares students for the AP exam in May. The course focuses on studying a broad spectrum of function types and their applications, such as polynomial functions, exponential functions, trigonometric functions, and many more. AP Precalculus helps students develop skills in solving equations and manipulating expressions. Students will examine various representations of functions and learn about and their compositions, inverses, and transformations. This course will delve deeper into content that has been taught in Algebra I, Geometry, and Algebra II.

Testing Requirement: All students enrolled in AP courses are required to take the AP exam in May of the academic year. Students and families are responsible for the AP exam fees.

#390
Grade: 12

Advanced Math Concepts
Credit: 1.0

Prerequisites: N/A

Course Description: This course serves as a foundation for financial and technological literacy, exploring key mathematical concepts such as numbering systems, fractions, decimals, percentages, ratios, and proportions. Beyond theoretical knowledge, we apply these mathematical tools to practical, real-world situations. Students will learn to estimate costs, make informed investment decisions, and navigate the complexities of credit, banking, insurance, mortgages, employment, taxes, and retirement planning. By the end of this course, students will have mastered advanced mathematical skills, enabling them to become savvy, responsible adults equipped to make smart decisions and secure their financial future.

Testing Requirement: N/A

SCIENCES

Grade Levels	Course Title	Credits
9	Biology (E)	1.0
9	Biology (H)	1.0
10	Chemistry (E)	1.0
10	Chemistry (H)	1.0
11, 12	Science Course TBD <i>Note: Course Guide will be updated upon announcement of course</i>	1.0
11,12	Anatomy & Physiology	1.0
11,12	Exercise Sciences	1.0
12	AP Biology	1.0

#520 Grade: 9	Biology (Essentials) Credit: 1.0
Prerequisites: N/A	
<p>Course Description: Integrated Science Essentials is a year long course comprising studies in physics, chemistry, ecology, and biology. It is designed to give students experience interpreting data and arriving at scientific principles. Laboratory work is closely correlated to text and class discussion. Through a variety of methods such as labs, problem based situations, and guided inquiry, students are given a more in-depth science foundation, develop useful laboratory skills, and use mathematics to solve scientific problems. This course aims to enhance personal scientific literacy needed for our global society.</p>	
Testing Requirement: N/A	

#521 Grade: 9	Biology (Honors) Credit: 1.0
<p>Prerequisites: Students must show sufficient mastery of math and science concepts on Josephinum's Math & Science placement exam in order to be eligible to take Integrated Science Honors in their Freshman year.</p>	
<p>Course Description: Integrated Science Honors is a year long course comprising studies in physics, chemistry, ecology, and biology. It is designed to give students experience</p>	

interpreting data and arriving at scientific principles. Laboratory work is closely correlated to text and class discussion. Through a variety of methods such as labs, problem based situations, and guided inquiry, students are given a more in-depth science foundation, develop useful laboratory skills, and use mathematics to solve scientific problems. This course aims to enhance personal scientific literacy needed for our global society. This course moves at a faster pace than Integrated Science Essentials, and consequently includes topics not covered in the Essentials level course.

Testing Requirement: N/A

#530

Grade: 10

Chemistry (Essentials)

Credit: 1.0

Prerequisites: N/A

Course Description: Chemistry is a year long course that studies all the different areas of Chemistry. Students will learn about atoms, molecular structures, elements, the periodic table, compounds and substances, physical and chemical properties, chemical reactions, and mathematical applications. The course is designed to give students experience interpreting data and arriving at scientific principles. Laboratory work is closely correlated to text and class discussion.

Testing Requirement: N/A

#531

Grade: 10

Chemistry (Honors)

Credit: 1.0

Prerequisites: Students participating in Honors science courses after freshman year must earn a minimum grade of 'B' in the prior year science course and have teacher recommendation to continue in the Honors track.

Course Description: Chemistry is a year long course that studies all the different areas of Chemistry. Students will learn about atoms, molecular structures, elements, the periodic table, compounds and substances, physical and chemical properties, chemical reactions, and mathematical applications. The course is designed to give students experience interpreting data and arriving at scientific principles. Laboratory work is closely correlated to text and class discussion. This course moves at a faster pace than Chemistry Essentials, and consequently includes topics not covered in the Essentials level course.

Testing Requirement: N/A

#554

Grade: 11,12

Anatomy and Physiology

Credit: 1.0

Prerequisites: N/A

Course Description: Anatomy and Physiology is a year long that covers the Human body,

Cells, Skeletal System, Muscular System, Organ Systems, and much more! It is designed to give students experience learning more in depth knowledge of the human body and what really makes the body work. Laboratory work is closely correlated to text and class discussion. This is an excellent course for students interested in Nursing, Medicine, Physical Therapy, and other related fields.

Testing Requirement: N/A

#556
Grade: 11,12

Exercise Sciences
Credit: 1.0

Prerequisites: N/A

Course Description: Exercise Sciences is a year long course comprising studies in Exercise Physiology, Kinesiology, Nutrition, Biomechanics and much more! It is designed to give students experience interpreting data and arriving at scientific principles. Laboratory work is closely correlated to text and class discussion. This course is excellent for students interested in Nursing, Physical Therapy, Exercise Physiology, Sports Management, and other related fields.

Testing Requirement: N/A

#580
Grade: 11

AP Biology
Credit: 1.0

Prerequisites: A Grade of 'B' or better is required in all previous sciences and mathematics classes in order to be entered in AP Biology. Further, teacher recommendation is also necessary.

Course Description: The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The textbooks used for AP Biology are those also used by college biology majors. The kinds of labs done by AP students are equivalent to those done by college students. The two main goals of the AP Biology course are [1] to provide a learning environment that helps students develop a conceptual framework for modern biology and [2] to help students gain an appreciation for science as a process. This course will teach the following topics: evolution, cellular process (communication, energy, etc), genetics, information transfer, ecology, and interactions. This course is excellent for students interested in Nursing, Medicine, Physician Assistant, Bio-Medical Engineering, and other related fields.

Testing Requirement: All students enrolled in AP courses are required to take the AP exam in May of the academic year. Students and families are responsible for the AP exam fees.

Social Sciences

Grade Levels	Course Title	Credits
9	World History	1.0
10	US History	1.0
11	International Studies	0.5
11,12	Philosophy of Happiness	0.5
11,12	Chicago Past and Present	1.0
12	AP Psychology	1.0

#410 Grade: 9	World History Credit: 1.0
Prerequisites: N/A	
<p>Course Description: This class will cover topics from across the world and throughout time. During our nearly 600 year journey from around the year 1400 to the present, we will study compelling historical topics such as the Ancient Mayans, the British & Japanese Empires, the World Wars and the Cold War. Throughout the course, students will learn to critically study how geography affects human society, develop persuasive communication skills and be able to analyze how events of the past are connected to the present day. While this is a history class first and foremost, geography, psychology and political science will play crucial roles in our learning. Our overarching goal for the class is to answer the question: “why is the world the way it is? And how can we use this knowledge to make a better future?”</p>	
Testing Requirement: N/A	

#490 Grade: 10	US History Credit: 1.0
Prerequisites: N/A	
<p>Course Description: This course offers an engaging journey through the intricate tapestry of American history, exploring the diverse threads that have woven together to create the nation we know today. From the early settlements of European colonists to the modern complexities of a global superpower, students will delve into the pivotal events, key figures, and underlying forces that have shaped the American experience with a focus on the founders and the Constitution. Throughout the semester, students will critically analyze primary sources, historical texts, and multimedia resources to gain a deeper understanding of the social, political, economic, and cultural dynamics that have influenced the course of American history.</p>	

Testing Requirement: N/A

#392 Grade: 11	International Studies Credit: 0.5
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Prerequisites: N/A

Course Description: In this course students will study major current events happening around the world and explore how the international community both cooperates and clashes with each other. By the end of this course, students will have a strong grasp of how the United Nations functions, what the causes of major current events are and develop a better understanding of our place within the broader world.

Testing Requirement: N/A

#485 Grade: 11,12	Philosophy of Happiness Credit: 0.5
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Prerequisites: N/A

Course Description: This class will be reading one academic text <i>The Happiness Hypothesis</i> . The purpose of this course is to study the ideas of Johnathon Haidt and to discuss, analyze, and form opinions about those ideas. Through this analysis students will be able to understand the factors that contribute to happiness and how happiness is seen, felt, and understood in a variety of contexts. This is a class for students who are interested in psychology and philosophy and the connection between those areas of study.

Testing Requirement: N/A

#484 Grade: 11,12	Chicago Past and Present Credit: 1.0
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Prerequisites: N/A

Course Description: This course is a comprehensive celebration of everything that makes Chicago the city it is. In the fall semester we will explore major historical events in and around Chicago beginning in the 1600s and continuing to the present day. Students can expect a high level of college preparatory academic rigor in the course; which will feature long readings in college level books, extensive lecturing and essay question exams. In the spring semester, we will also explore the vibrant contemporary cultures of the city's various immigrant groups and explore some of the issues Chicago is struggling with today such as gun violence and gentrification. Students can expect more independent research projects and interdisciplinary analysis of arts and literature. This course will also include numerous field trips to museums and significant historical and cultural sites throughout Chicago all year long but primarily in the spring semester.

Testing Requirement: N/A

#482 Grade: 11,12	AP Psychology Credit: 1.0
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Prerequisites: Teacher recommendation is required for enrollment in AP Psychology.

<p>Course Description: The Advanced Placement (AP) Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each major subfield of psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The AP Psychology course will offer students the opportunities to learn about the explorations and discoveries made by psychologists over the past century. Students will get the chance to assess some of the differing approaches adopted by psychologists including: biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives. Additionally, students will learn the basic skills of psychology research and develop critical thinking skills. The AP Psychology course aims to provide students with a learning experience equivalent to that of most college introductory psychology courses.</p>

Testing Requirement: All students enrolled in AP courses are required to take the AP exam in May of the academic year. Students and families are responsible for the AP exam fees.

THEOLOGY

Grade Levels	Course Title	Credits
9	Theology 1	1.0
10	Theology 2	1.0
11	Theology 3	1.0
12	Theology 4	1.0

#181 Grade: 9	Theology 1 Credit: 1.0
Prerequisites: N/A	
<p>Course Description: This course has three main focuses. [1] Students will learn the background of the Religious of the Sacred Heart in the context and history of Josephinum Academy. [2] Students will explore the following religions and religious traditions from cultural, historical, theological, and humanist perspectives: Judaism, Christianity, Islam, Hinduism, Buddhism, Chinese religious traditions, Japanese religious traditions, Indigenous Peoples' religious traditions. [3] Students will explore the meaning of religion, and seek to answer the question: 'why does religion exist across time, place, and people?'</p>	
Testing Requirement: N/A	

#182 Grade: 10	Theology 2 Credit: 1.0
Prerequisites: N/A	
<p>Course Description: The first semester of this course provides an overview of the Hebrew Scriptures (known as the Tanakh); commonly known to Christians as the Old Testament of the Holy Bible. This study of the Old Testament will cover various themes, discuss each book in the Old Testament, and seek to understand the intellectual challenges present when interpreting it. In addition to interpretation, students will learn of the women and men of the Ancient Near East and their interaction with God that led to the creation of the stories and books that comprise the Tanakh. The Second semester of this course will focus on the New Testament of the Bible. Students will explore the life and times of Jesus Christ in the Gospels, the works and deeds of the apostles in Acts, Paul's letters, and the book of Revelation. The course will also take a look at the origins of Christianity and the Early Christian Church</p>	
Testing Requirement: N/A	

#183	Theology 3
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Grade: 11	Credit: 1.0
Prerequisites: N/A	
<p>Course Description: Building on the foundations acquired in 'Theology 1' and 'Theology 2,' students will continue in their study of Theology. Students will grow in their understanding and application of the Goals and Criteria of the Sacred Heart Network and will study Catholic Social teaching as a rubric for living their individual and communal faith. In the first semester, students will study the origins and history of Catholic Social Teaching and will receive an overview of the seven major principles of Catholic Social Teaching. In the second semester, students will more closely examine each of the seven principles in light of current social justice issues. As part of this course, students will also read "Just Mercy (Student Edition)" by Bryan Stevenson and discuss issues surrounding the death penalty, criminal justice, and dignity of the human person.</p>	
Testing Requirement: N/A	

#184 Grade: 12	Theology 4 Credit: 1.0
Prerequisites: N/A	
<p>Course Description: In this course, students will evaluate in writing and discuss the views of different theologians and philosophers through the context of contemporary film. Later students will connect current events to moral ethics. For the second semester, students will engage in an exploration of ethics through a filmmaking project. Working in groups, they will research ethical dilemmas, create characters and scripts that reflect this dilemma, then they will create short films that tackle these ethical dilemmas and questions, fostering a deeper understanding of ethical principles through creative expression and collaborative storytelling.</p>	
Testing Requirement: N/A	

World Languages

Grade Levels	Course Title	Credits
9	Spanish I	1.0
10	Spanish II	1.0
11	Spanish III	1.0
12	AP Spanish Language and Culture	0.5

#601 Grade: 9	Spanish 1 Credit: 1.0
Prerequisites: N/A	
<p>Course Description: In this course, Novice-Low learners will learn to communicate using practiced and memorized words and phrases. Students will answer formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning. By the end of the course, students will be able to converse at a survival level, introduce themselves, describe their personality, engage in small talk, talk about their weather, fashion, express likes and dislikes, and identify products and practices to help understand cultural perspectives.</p> <p>This course has three express goals: [1] Develop the student's ability to use language for real world purposes. [2] Develop oral and written skills. [3] Gain knowledge and understanding of Hispanic World Culture.</p>	
Testing Requirement: N/A	

#602 Grade: 10	Spanish 2 Credit: 1.0
Prerequisites: Completion of Spanish 1, with a minimum grade of 'C-', or teacher recommendation based on placement test and transcript review.	
<p>Course Description: This course is a continuation of Spanish 1. In this class, Novice Mid-level students will learn to express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Students should understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition.</p>	
Testing Requirement: N/A	

#603	Spanish 3
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Grade: 11	Credit: 1.0
Prerequisites: Completion of Spanish 2, with a minimum grade of 'C-,' and recommendation of Spanish 2 teacher.	
Course Description: This course is a continuation of Spanish 1 and Spanish 2. Students continue to explore the three modes of communication: Interpersonal, Interpretive, and Presentational. Novice-High students express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Students will learn to understand sentence-length information within highly contextualized situations and sources. Novice High students are consistently successful when performing Novice-level tasks.	
Testing Requirement: N/A	

#680 Grade: 12	AP Spanish: Language and Culture Credit: 1.0
Prerequisites: Completion of Spanish 3, with a minimum grade of 'B,' and recommendation of Spanish 3 teacher.	
Course Description: The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is expected that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course; however, review of all grammar and tenses in Spanish will be practiced within the different thematic units. Also, throughout the course students have various opportunities to use Spanish outside of class, through various activities in which the students will interact with native speakers. They will conduct a series of interviews to native speakers and discuss the importance of being bilingual and how Spanish helps in obtaining jobs. They will also conduct a formal interview with someone who has immigrated to the U.S. and they will ask a series of predetermined questions.	
Testing Requirement: All students enrolled in AP courses are required to take the AP exam in May of the academic year. Students and families are responsible for the AP exam fees.	

FINE ARTS

Grade Levels	Course Title	Credits
10	Theater I	0.5
10	Art I	0.5
11	Art II	1.0
11, 12	Acting Studio I	1.0
12	Honors Art	1.0

#940 Grade: 10	Theater I Credit: 0.5
Prerequisites: N/A	
<p>Course Description: This course will introduce students to theatrical movement forms and techniques, as well as script analysis and performance (speeches). Students will learn how to analyze and interpret ideas from a physical standpoint, will develop the ability to take direction, think creatively, be an organized and serious student who is prepared for class on a daily basis, and demonstrate the ability to create character, partner well, and function as part of an ensemble. This class is designed to give students an opportunity to learn how their body works as a physical instrument, an emotional instrument, a partnering instrument, and an analytical instrument. Grid, Mask, LABAN, and Stage Combat are among the topics explored. Assessments will be given through journals, papers, performance, and participation.</p>	
Testing Requirement: N/A	

#936 Grade: 10	Art I Credit: 0.5
Prerequisites: N/A	
<p>Course Description: The purpose of this course is to introduce The Elements of Art and The Principles of Design and how to apply these universal ingredients effectively to create balanced and cohesive artistic compositions. Students will make works of art in a variety of media including collage, drawing, clay, and acrylic painting in the exploration of these concepts. Students will also build their visual literacy by becoming fluent with key concepts and artistic vocabulary, as well as identifying important art and artists throughout history.</p>	
Testing Requirement: N/A	

#907 Grade: 11,12	Acting Studio I Credit: 1.0
Prerequisites: N/A	
Course Description: This course explores the creative methods used in becoming a successful storyteller. An emphasis is placed on understanding the basic elements of physical communication, dramatic structure, and oral interpretation. On a regular basis, students will rehearse and perform projects that stress creative visualization, communication feedback, and collaboration.	
Testing Requirement: Students are required to participate in performances as articulated by the teacher.	

#937 Grade: 11	Art II Credit: 1.0
Prerequisites: N/A	
Course Description: This year-long painting course introduces students to a variety of painting methods, concepts, materials, and techniques. Students will learn to study form and the effects of light by the use of accurate color mixing, value, and drawing. Projects and exercises will range in scope from “realistic” painting techniques to contemporary abstraction. Students will work with a variety of painting media including oil painting, acrylic, watercolor, gouache, and mixed media. In context with each project, students will be introduced to important art historical movements and artists.	
Testing Requirement: N/A	

#934 Grade: 12	Honors Art Credit: 1.0
Prerequisites: N/A	
Course Description: This year-long art course allows seniors to produce art-focused portfolios as a cumulative of all learned skills in various art courses.	
Testing Requirement: N/A	

PHYSICAL EDUCATION

Grade Levels	Course Title	Credits
9	Health	0.5
9, 10	Physical Education (PE)	0.5 - 1.0

#803 Grade: 9	Health Credit: 0.5
Prerequisites: N/A	
<p>Course Description: Health is a required academic class, designed to challenge students to understand the role of mental, physical, and emotional health in their everyday lives; to extend their thinking about health issues; to reinforce their knowledge; and to apply their knowledge to new situations. This course will cover a variety of topics that will aid students in establishing a solid foundation of health skills. The content covered in this course includes: making healthy decisions, healthy nutrition, achieving good mental and emotional health, promoting safe and healthy relationships, personal care and hygiene, the human body systems, human growth and development, tobacco, alcohol, and other drug use, diseases and disorders, and sexual education.</p>	
Testing Requirement: N/A	

#805 Grade: 9, 10	PE Credit: 0.5 - 1.0
Prerequisites: N/A	
<p>Course Description: Physical education offers opportunities for all students to participate fully and explore a wide range of activities. Students will be exposed to new ideas and experiences. Equipment and activities are modified as needed to meet students' developmental needs. Students develop self-confidence through participation in cooperative and competitive activities.</p> <p>Physical education instruction focuses on developing the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Curriculum is aligned with Common Core Health and Physical Education standards.</p>	
Testing Requirement: N/A	

BUSINESS EDUCATION & COMPUTER SCIENCE

Grade Levels	Course Title	Credits
10	Consumer Economics	0.5
11,12	Business Entrepreneurship	1.0
11	Digital Media and Graphic Design	0.5
11,12	AP Computer Science Principles	1.0

#451 Grade: 10	Consumer Economics Credit: 0.5
Prerequisites: N/A	
<p>Course Description: Topics covered will range from managing personal finances, budgeting, ethical consumerism and critically analyzing American and international economic policies. This course's goal is to provide you with the knowledge of what kinds of financial options & opportunities exist as well as to help you better understand your place in the economic world.</p>	
Testing Requirement: N/A	

#925 Grade: 11	Digital Media & Graphic Design Credit: 0.5
Prerequisites: N/A	
<p>Course Description: This class provides an introduction to the skills and tools used in the field of graphic design and digital art. Students will begin to develop technical, creative, and problem solving skills required for good work in any area of the design field. Design begins with fundamental concepts and principles of composition, color, and typography. The emphasis of this course is on creative problem solving, the creative design process, visual organization, and hands-on digital-based instruction. Components of visual communication including Gestalt Theory, typography, illustration, image creation, photography and other communication systems are integrated with an understanding of professional practice. Students will learn and utilize graphic-design software including the Adobe Suite and Pro-Create.</p>	
Testing Requirement: N/A	

#391 Grade: 11,12	Business Entrepreneurship Credit: 0.5
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Prerequisites: N/A

Course Description: Throughout the 1st semester of the course, students can work on real-world entrepreneurial projects, and collaborate with peers to refine their ideas and business plans. In the 2nd semester, students will read and discuss the influential book, *7 Habits of Highly Effective People*. This will teach them the soft skills they need to start their own business. By the end of the course, students will have developed a comprehensive understanding of the entrepreneurial process and gained practical skills to launch and grow their ventures successfully.

Testing Requirement: N/A

#383

Grade: 11,12

AP Computer Science Principles

Credit: 1.0

Prerequisites: A minimum grade of 'B' in all previous Mathematics classes, and a recommendation from the teacher.

Course Description: CSP introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. AP Computer Science Principles leverages the curriculum and tools offered by CODE.org, a platform created by silicon valley experts, and employees at Google, Amazon, and Microsoft.

Testing Requirement: All students enrolled in AP courses are required to take the AP exam in May of the academic year. Students and families are responsible for the AP exam fees.

COLLEGE AND CAREER PREPARATION

Grade Levels	Course Title	Credits
11	Junior College and Career Preparation	0.25
12	Senior College and Career Preparation	0.25

#1201 Grade: 11	Junior College and Career Preparation Credit: 0.25
Prerequisites: N/A	
<p>Course Description: During the course students will explore their interests in relation to prospective careers, searching and creating materials to set themselves up for the field of interest, and begin to create a pathway to their future post secondary education.</p> <p>**College and Career Readiness is assessed as a 'Pass/Fail class.**</p>	
Testing Requirement: N/A	

#1202 Grade: 12	Senior College and Career Preparation Credit: 0.25
Prerequisites: N/A	
<p>Course Description: The purpose of this one-semester course is to provide Seniors at Josephinum Academy with preparation for the College application process and Post-high school life. Students will work through all of the components of their college application, including, but not limited to, essay writing, common app., financial aid, and scholarships. Additionally, students will be exposed to various career paths and certifications that meet a student's aspirations and interests. These careers may or may not require college education.</p> <p>**College and Career Readiness is assessed as a 'Pass/Fail' class.**</p>	
Testing Requirement: N/A	

ARCHIVED COURSES

The following courses had been offered at Josephinum since 2019, but are no longer taught at the school. The selection below includes only 'Course Name,' and 'Course Description.'

For additional context or information on the archived courses, please contact Josephinum Administration at info@josephinum.org or at (773) 276-1261.

Acting Studio II

Course Description: The Advanced Studio course continues and deepens the students' exploration of the creative process. Students will experience many different roles with which a theater professional may be challenged. During the class they will be asked to direct, design, research, and perform. There is a strong focus on the creation of artistic opinion, team building, leadership, and the collaborative effort. The class culminates in a production. No matter what the student's experience level, the acting classes will serve to teach partnering and dramatic structure in the moment. The class consists of two parts, first, analysis of a selection of plays that are individualized to the student, and second, to produce the semester's school play. Assessments will be given through journals, papers, performance, and participation. Additionally, students are required to attend two professional plays on their own.

Painting

Course Description: This year-long painting course introduces students to a variety of painting methods, concepts, materials, and techniques. Students will learn to study form and the effects of light by the use of accurate color mixing, value, and drawing. Projects and exercises will range in scope from "realistic" painting techniques to contemporary abstraction. Students will work with a variety of painting media including oil painting, acrylic, watercolor, gouache, and mixed media. In context with each project, students will be introduced to important art historical movements and artists.

Introduction to Visual Arts

Course Description: The purpose of this course is to introduce The Elements of Art and The Principles of Design and how to apply these universal ingredients effectively to create balanced and cohesive artistic compositions. Students will make works of art in a variety of media including collage, drawing, clay, and acrylic painting in the exploration of these concepts. Students will also build their visual literacy by becoming fluent with key concepts and artistic vocabulary, as well as identifying important art and artists throughout history.

AP Art and Design

Course Description: The AP Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection.

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. College Course Equivalent The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be the equivalent of a one-semester, introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

Computer Science Discoveries

Course Description: Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Computer science discoveries leverage the curriculum and tools offered by CODE.org, a platform created by silicon valley experts, and employees at Google, Amazon, and Microsoft.

Testing Requirement: N/A

ACT Preparation

Course Description: The ACT Prep Class is designed to prepare students to take the ACT by equipping them with skills and test-taking strategies to improve their score. The class will cover content and strategies for English, Math, Reading, Science, and the optional essay. During ACT prep, students complete practice tests and sections to become familiar with the types and phrasing of ACT questions so there aren't any surprises during the actual test. ACT prep teaches students proven strategies that help them improve their standardized test understanding and performance

ACT Preparation is assessed as a 'Pass/Fail' class.

Foundations of Humanities and Mathematics

Course Description: The purpose of this course is to provide individualized attention and support to students in need of additional English and/or Math practice. Students will work

one-on-one with teachers, or in small groups with their peers. Specific curriculum supplements Pre-Algebra, Algebra I (E), Geometry I (E), Survey Literature, American Studies, and Freshman Seminar courses. Curriculum will include additional practice, deeper lessons, and unique projects tailored to challenge and support each individual student. **Depending on the student's needs FHM may be categorized as a Math or English credit.**

Script Analysis

Course Description: This course is designed to give the student a concentrated study of a major playwright's works. By focusing on one great author (or playwright), the student will learn a deeper understanding of the English language, and of dramatic structure. Assessments will be given through papers and interpretive performance. Students are required to attend a professional show on their own as part of this class. Past playwrights have included Shakespeare, Albee, Macleod, Stoppard, Ionesco, Vogel, Webster, Silver, Gilman, Chekhov, and Wilson.

Movement

Course Description: The purpose of this course is: to introduce theatrical movement forms and techniques. Students will learn how to analyze and interpret ideas from a physical standpoint, will develop the ability to take direction, think creatively, be an organized and serious student who is prepared for class on a daily basis, and demonstrate the ability to create character, partner well, and function as part of an ensemble. This class is designed to give students an opportunity to learn how their body works as a physical instrument, an emotional instrument, a partnering instrument, and an analytical instrument. Grid, Mask, LABAN, and Stage Combat are among the topics explored. Assessments will be given through journals, papers, performance, and participation.

Speech and Debate

Course Description: This class is designed to teach the student how to structure their opinions. This is done through an exploration of great speeches throughout history and key speeches in a specific genre. Assessments will be given through Written Speeches, Performance, and Papers. Topics covered include Political speeches, Sermons, Stand Up, Eulogies, and Biographies. This is a semester-long class.

Choir

Course Description: Choir is a year long course that introduces and teaches students the fundamentals of vocal production, basic music theory, ear training, ensemble singing, and performance skills. Throughout the school year, students will be taught various lessons, skills, and techniques that will allow and encourage them to build a solid foundation of vocal music and the art of song. Students will also perform at the all school masses, school benefits, school volunteer events, and one concert each semester.

Theology and Cinema

Course Description: In this course, students will evaluate in writing and discuss the views of different theologians and philosophers through the context of contemporary film.

Catholic Social Teaching & Social Justice

Course Description: Building on the foundations acquired in 'World Religions' and 'The Bible,' students will continue in their study of Theology. Students will grow in their understanding and application of the Goals and Criteria of the Sacred Heart Network and will study Catholic Social teaching as a rubric for living their individual and communal faith. In the first semester, students will study the origins and history of Catholic Social Teaching and will receive an overview of the seven major principles of Catholic Social Teaching. In the second semester, students will more closely examine each of the seven principles in light of current social justice issues. As part of this course, students will also read "Just Mercy (Student Edition)" by Bryan Stevenson and discuss issues surrounding the death penalty, criminal justice, and dignity of the human person.

Building a Meaningful Future

Course Description: In this course, students will work individually and as a community to evaluate what it means to live a meaningful life, and then develop strategies with which to live meaningfully. Students will read, reflect on, and evaluate (via writing and discussion) the following texts: 'The Boy, The Fox, and The Mole,' by Charlie Mackesy; 'You Learn by Living' by Eleanor Roosevelt; 'The Alchemist,' by Paulo Coelho; 'This I Believe, Volume I;' 'This I Believe, Volume II;' among others. After considering the accomplishments and writings of others, students will examine their own values and influences as they seek to outline a path toward their own aspirations.

World Religions

Course Description: This course has three main focuses. [1] Students will learn the background of the Religious of the Sacred Heart in the context and history of Josephinum Academy. [2] Students will explore the following religions and religious traditions from cultural, historical, theological, and humanist perspectives: Judaism, Christianity, Islam, Hinduism, Buddhism, Chinese religious traditions, Japanese religious traditions, Indigenous Peoples' religious traditions. [3] Students will explore the meaning of religion, and seek to answer the question: 'why does religion exist across time, place, and people?'

The Bible

Course Description: The first semester of this course provides an overview of the Hebrew Scriptures (known as the Tanakh); commonly known to Christians as the Old Testament of the Holy Bible. This study of the Old Testament will cover various themes, discuss each book in the Old Testament, and seek to understand the intellectual challenges present when interpreting it. In addition to interpretation, students will learn of the women and men of the

Ancient Near East and their interaction with God that led to the creation of the stories and books that comprise the Tanakh. The Second semester of this course will focus on the New Testament of the Bible. Students will explore the life and times of Jesus Christ in the Gospels, the works and deeds of the apostles in Acts, Paul's letters, and the book of Revelation. The course will also take a look at the origins of Christianity and the Early Christian Church

History of the Americas

Course Description: This class focuses on building students' reading comprehension, source analysis, writing, and critical thinking skills established in the previous year. The content of this class will cover North America, Central America, the Caribbean, and South America. This class is rich with interesting themes and stories to examine, including how such a variety of cultures and ethnic groups have connected and interwoven over centered. From indigenous cultures to the migration and colonization of African and European cultures, to 20th century nation building, this class will show how the Americas and the Caribbean have changed from the earliest indigenous peoples to the modern era.

Psychology

Course Description: Students in this course will gain an introductory understanding of psychology, and will study human development, the brain, the nervous system, statistics, testing, learning, emotions, and communications. Students will be exposed to major social problems that affect the world today, and use the insights from such to guide their own professional and personal lives at Josephinum and beyond.

Testing Requirement: N/A

Physics

Course Description: Physics is a year long course that explores the physical world around us and is designed for students who want a well rounded scientific education. In this class, students will learn about motion, forces, momentum, gravitation, work, and energy. Students will use mathematical principles throughout this course, as such a solid foundation of Algebra is essential to success in physics. Laboratory work is closely correlated to text and class discussion. This class is excellent for students interested in Engineering, Architecture, Computer Sciences, Manufacturing, Construction Management, Trades, and other related fields.

****NOTE: Josephinum Physics curriculum does not cover Electro-Magnetism****

Algebra II (Essentials)

Course Description: Algebra II Honors builds upon the materials learned in Geometry Essentials and Algebra I Essentials. Algebra II engages students in grade level Common Core State Standards. This course begins with a review of Algebra I topics. Algebra II emphasizes linear and quadratic expressions, equations, and functions. This course also

introduces students to polynomial, rational and exponential functions and systems of equations. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge and to reason, solve, and represent equations and inequalities numerically and graphically. This course will prepare students for college level math courses.

Stats (Essentials)

Course Description: Statistics is not only a branch of mathematics, but it is an essential tool to understand the real world. In this course, students examine the process of collecting, organizing, producing, summarizing, and analyzing data while drawing inferences from data. Students will also study probability topics with real life applications. Students will use technology, investigations, problem solving, and writing as they build conceptual understanding.

Testing Requirement: N/A

Pre-Algebra

Course Description: Pre-Algebra is the first course in a four year math sequence. In this course, students will engage in grade level Common Core State Standards (CCSS). Algebra I focuses on the structure of the real number system, representations in solving real-world problems, linear equations, probability, functions, exponents, polynomials, and problem solving. Graphing, both as a means of displaying data and analyzing data in one or two dimensions, is also a focus of this course. A sound foundation in arithmetic and pre-algebra skills are essential for this course. These skills will be integrated to ensure student success.

Senior Capstone

Course Description: Senior Capstone is a mandatory writing-intensive course that seniors take during their senior year. The Senior Capstone course is designed to sharpen and showcase students' abilities and readiness for college and career-level writing. Among these skills are: research skills, the ability to clearly organize ideas in both written and oral formats, and the ability to defend ideas in a convincing and compelling manner. By the end of this course, students will have turned in a polished, research-based essay and participated in the scheduled Capstone presentation.

World Literature

Course Description: World Literature introduces students to a considerable depth and breadth of literature from around the world. Students will practice becoming better readers, writers, and critical thinkers while also exploring new cultures and stories from around the world, such as Africa, Asia, America, and Europe. In addition, students will analyze and interpret popular 20th- and 21st-century novels, poems, documentaries, short stories, and more. Students will

respond critically to course material through frequent written synthesis and analysis as well as in-class discussions. The goal of this class is to prepare students for life after high school; students will practice writing with clarity and employing proper grammar, spelling, and punctuation in writing.

Intersectional Literature (Essentials)

Course Description: Intersectional Literature (Essentials) explores the formation and function of identity. Through the study of diverse literature, we will dissect and discuss the ways in which a person's markers of identification – gender, race, upbringing, socioeconomic status, ethnicity, nationality, etc. – can intersect, creating a unique experience and worldview. We will use this approach to unpack questions surrounding oppression, mapping out the ways in which power functions in different contexts and facets of society and celebrating the voices of people who have been historically marginalized.

Intersectional Literature (Honors)

Course Description: Intersectional Literature (Honors) is a reading and writing-intensive course that explores the formation and function of identity. Through the study of diverse literature, we will dissect and discuss the ways in which a person's markers of identification – gender, race, upbringing, socioeconomic status, ethnicity, nationality, etc. – can intersect, creating a unique experience and worldview. We will use this approach to unpack questions surrounding oppression, mapping out the ways in which power functions in different contexts and facets of society and celebrating the voices of people who have been historically marginalized.

Testing Requirement: N/A

Freshman Seminar

Course Description: As you students embark on their high school journey, they will learn a variety of academic and life skills necessary for a positive transition into adulthood. One of the most important skills you will learn is the ability to communicate. Freshman Seminar is a writing intensive course designed to develop these critical communication skills. Students will learn to communicate with different audiences through narrative, reflective, and argumentative writing styles. This rigorous course provides 9th graders with the skill set to organize their thoughts and ideas effectively through writing. Freshman seminar introduces foundational writing skills - syntax, rhetorical analysis, synthesis, and argumentative - that will be refined in upper-level English courses and mastered in AP Language and Composition.

Survey Literature

Course Description: The central goal of this course is to inspire in students a love of literature. Students will explore key literary works from a range of genres, diverse viewpoints, and various cultural contexts. Students will examine enduring themes including culture and identity, conformity and rebellion, power and government, and the strength of an individual

and her/his/their voice. In addition, students will study the specific characteristics and effects of different literary genres: principally fiction (novels and short fictions), poetry, and nonfiction texts and podcasts. Students will hone their expressive and critical reading skills through a range of analytical, creative, personal, and persuasive writing assignments, as well as through public speaking, collaborative projects, and creative projects.

American Studies

Course Description: American Studies (Dual Credit History and English) allows for students to discover the true, and sometimes painful, history of the United States by exploring its past and comparing it to the present. The purpose of this course is twofold: [1] to educate students on the complex history of our nation, and [2] to expose students to artifacts (literature, dramas, films, art, music, poems, short stories) that further highlight certain people and moments in American history. This course will address United States history from pre-colonization through the end of the American Revolutionary War and the founding documents of our country. Students will then examine other key moments later in American history through independent research and analysis. This will include primary source documents and literature developed during various decades in American history. The focus will be on those “unheard” voices or moments that are often skipped - or barely touched on - in a standard US History or American literature course. Students will be challenged to examine key events in American history from multiple diverse perspectives exploring various answers to the questions, “Who truly built this country?” and “What was sacrificed for it?” Through these questions, students can explore and examine the pluralistic origins of the peoples who contributed to the unique character of the United States. The lenses of analysis will look deeply at the intersection of power, culture, gender, race, and religion.

Theology 9

In Theology 9, students will have the opportunity to explore what makes up the basic tenets of faith and begin their study of Scripture. During the first semester, students will learn the basics of planning prayer and study the history of Josephinum & the charism of Sacred Heart Education. They will also explore the seven dimensions of religion and apply that to one of the major world religions. The second semester of this course will focus primarily on Sacred Scriptures and how to read and interpret them. Students will be introduced to the Hebrew Scriptures/Old Testament and using the historical-critical method of biblical interpretation will learn about the historical and cultural context in which the Scriptures were written.

Theology 10

This year-long sophomore theology course centers around the New Testament. By following a pattern of looking for facts, imagining possibilities, seeking insight with others, turning inward, and looking for God’s guidance, students will be able to make ethical decisions on the world around them based on Catholic Social Teaching & our morality. Students will be able to converse with their fellow classmates to have free and open-minded discussions on case studies based on judgment, justice, courage, wholeness, and honesty.

Theology 11

This year-long junior theology course touches on their freshman year course starting with a review of how the Church was formed. The year continues by segmenting periods in Church history from around the year 300 AD through Vatican II and connecting them to a Catholic saint who experienced life during that time.

Theology 12

This is an experiential class with students involved in creating prayer experiences; experiencing prayer; facilitating discussion within the different themes and personal sharing. The course content will include literature and theological study of the novel, *The Shack* by William Paul Young, an exploration of your identity through lenses of experiences, hopes, and accomplishments, and will conclude with a project analyzing how your experiences at Josephinum shaped your identity.

Computer Science

CS Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. The class will include daily inquiry-based activities, videos, assessments, and use of computing tools. Students learn about the challenges of supporting a giant network like the world wide web, while solving problems about encoding and transmitting data using the different tools. Students get hands-on experience with concepts like binary and pixels, text compression, cryptography, and more through computational widgets and other new concepts and tools. Using the JavaScript language, students learn about algorithms and program design as they create a series of real working, shareable apps.

20th Century History

This is a class that will focus on events and issues that occurred in the 20th Century. Among the topics covered will be WWI, The Cold War, the Rwandan Genocide, and the formation of the USSR and Nazi Germany. To understand these topics an important issue must be covered beforehand, the colonization of Africa. Without African resources, there would have been no war in Europe in the 20th Century. After that unit, we will go into WWI, the Cold War, then the Rwandan genocide. This is a heavy content unit that will attempt to explain why modern society is the way that it is today.

Intro to Business Management

This class introduces students to the key components of business management theories including business organization and environment, human resource management, and marketing. Students are given the opportunity to examine a variety of businesses at the local, national, and international levels and then apply the tools and techniques they have learned to analyze these businesses. This class is designed to allow students to think critically about business operations with an emphasis on logistics, planning, and ethics.

Biology

The Biology program is an introduction to the study of living organisms and their interdependence with the environment, both at the micro and macro level. This course will emphasize the development of student's scientific process skills, laboratory techniques, and an understanding of the fundamental processes of living organisms. It also challenges students to become critical thinkers and problem solvers by integrating content with scientific inquiry and real world applications. The utilization of higher order thinking, interactive experiences, scientific inquiry, collaborative projects, and a variety of assessments will aid the student in ultimately demonstrating an ability to investigate, study, analyze, and explain the importance of Biology in the world around them.

Novice French

Students at the Novice level will be able to express meaning in highly predictable contexts through the use of memorized words and phrases. Students understand best with the use of aural cognates, borrowed words, high-frequency, highly contextualized words, and phrases with repetition. By the end of the course students will be able to converse at a survival level, introduce themselves, describe their personality, engage in small talk, talk about their weather, fashion, express likes and dislikes, and identify products and practices to help understand cultural perspectives.

Novice Plus French

Students at the Novice Plus level will be able to express meaning in simple, predictable contexts through the use of learned, recombined phrases, and short sentences. Students understand sentence-length information within highly contextualized situations and sources. The students are generally understood by sympathetic listeners. By the end of the course students will be able to converse at a functional level, complete basic tasks as they navigate around town, negotiating transactions, using currency, ordering meals, asking for help, talking about hobbies and daily routine, as well as identify and make basic comparisons between products and practices within the target cultures.

Intermediate French

Students at the intermediate level will be able to express meaning in straightforward and personal contexts, by combining and recombining what they know, what they read, and what

they hear in short statements and sentences. By the end of the course, students will be able to narrate using multiple tenses, describe ailments, communicate needs and give advice, schedule activities, make plans for the future, and occasionally deal with an unexpected but familiar situation. Equipped with their cultural knowledge students will be able to make comparisons between products and practices to help them understand perspectives within the target cultures.

Intro to World Language

The purpose of this course is for students to explore a wide range of languages from throughout the world, examining similarities and differences.

3D Design

The purpose of this course is to explore form and space through a wide-variety of sculptural materials, methods and strategies in a studio art context. Students will be introduced to a variety of materials from clay to found objects in the creation of original Sculptures and 3D Artworks.