

2026-2027
CURRICULUM GUIDE

STRONG *Values* | STRONG *Women*

St. Joseph's Academy, sponsored by St. Joseph Educational Ministries, is a Catholic, private college preparatory high school founded and inspired by the charism of the Sisters of St. Joseph of Carondelet. Our mission is to provide quality Catholic education for young women in an environment that challenges them to grow in faith, knowledge, and respect for self and others. Our community expects these young women to make a profound impact in the world.

Since our founding in 1840 by the Sisters of St. Joseph of Carondelet, we have been committed to developing values-driven women leaders. Grounded in faith and the spirit of the school motto of "Not I, But We," generations of SJA students have graduated well-prepared for higher education and beyond.

Our approach is one of challenging and enriching each student through rigorous coursework and co-curricular programs while modeling leadership based on compassion and respect. The small student:teacher ratio of 9:1 emphasizes SJA's personal commitment to each young woman.

Underlying all aspects of school life are the SJA Core Values that have served to inspire generations of distinctive women:

- We believe in a balanced approach to developing the whole woman
- We encourage leadership and influence through action
- We call forth spiritual courage and confidence
- We cultivate intellectual distinction
- We foster the desire to serve
- We expect excellence

Partnering with the administration, faculty, and staff in creating the best possible learning environment for our students is the larger school community - Angel alumnae, parents, friends, and the Sisters of St. Joseph of Carondelet. The involvement and support of these groups are integral to our growth and success, as it has been for over 180 years.

The Curriculum Guide outlines the ways in which each program and discipline expects excellence and cultivates intellectual distinction from freshman through senior year. Our curriculum goes beyond the basics, offering challenging and exciting courses that expand our students' minds, preparing them for college. This guide describes the courses that are currently offered at St. Joseph's Academy.





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COURSE REGISTRATION

In January, counselors will present a four-year plan overview to students. Online registration for the upcoming year will be held in February via PowerSchool SIS. During this time, students will attend informational meetings and have access to question and answer sessions before school to help with course planning. Students are encouraged to discuss questions about course choices with their parents, counselor, college advisor, and/or teachers.

Additional resources are available to students in Canvas under Counseling Office Services.

Specific questions regarding the registration process should be directed to the registrar, prior to registration.

It is important that each student's course selections for the upcoming year are correct and complete at the time of registration.

STUDENT REGISTRATION RESPONSIBILITIES:

1. Review the *Curriculum Guide*
2. Note the requirements for graduation
3. Ensure all prerequisites are met before registering for a course. Check with your teacher and/or the department chair if you have any questions about course prerequisites and eligibility
4. Discuss your course selections with your parents
5. Follow the directions for registration provided by the registrar

TAKING MULTIPLE WEIGHTED COURSES

Students who wish to take more than three honors, ACC, ACP, CC, or AP courses per semester must receive written permission via the *Weighted Courses Form,* which can be found in Canvas under Counseling Office Services > Course Registration.

THIS FORM MUST BE TURNED IN TO THE COUNSELING OFFICE PRIOR TO REGISTERING FOR CLASSES ONLINE.

POLICY FOR CHANGE OF SCHEDULE

Once a student's schedule is finalized, changes are rarely permitted. If a student wishes to request a course change, she must turn in a completed *Schedule Change Request Form* to the Counseling Office. This form is available in Canvas under Counseling Office Services > Course Registration. There is no guarantee that a student's request will be granted.

General Policy: No year-long courses will be changed at the beginning of the second semester. A required course may not be dropped.

A STUDENT MAY CHANGE HER SCHEDULE IF:

- She is missing a core academic class from her schedule
- She is not in the correct placement (Honors, AP, ACC/ACP)
- She has a study hall and would like to add a class instead
- She has not taken the prerequisite(s) for a class
- She needs to fulfill a graduation requirement
- She already took the class
- She has a documented injury that would prevent her from participating in the course

A STUDENT MAY NOT CHANGE HER SCHEDULE FOR:

- A preference for a specific teacher or class time
- The class makeup or desire to be with friends.
- Incomplete summer reading
- Concerns about the class's difficulty level
- Perceived workload or homework expectations

GRADING SCALE

GRADE	SCALE	REGULAR	WEIGHTED	COMMENTS
A+	98-100	4.5	5.0	**High Distinction/Excellent** Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base that well exceeds expectations of the course.
A	93-97	4.0	4.5	
B+	90-92	3.5	4.0	**Above Average/Good** Evidence of solid grasp of subject matter; evidence of critical and analytical thinking capacity; reasonable understanding of content; more than meets expectations of the course.
B	85-89	3.0	3.5	
C+	81-84	2.5	3.0	**Average/Satisfactory** Evidence of some understanding of the subject matter; shows some ability to develop thinking solutions; meets expectations; adequate preparation for college.
C	75-80	2.0	2.5	
D	67-74	1.0	1.5	**Marginal Pass** Evidence of minimally acceptable familiarity with the subject matter; substantially below expected minimum.
F	66	0.0	0.0	**Failure** Student has failure to have reasonable command of the course material.

HONOR ROLL

The honor roll is determined at the end of each semester. Students are notified of honor roll status via their report card. Honor roll designation is based on the semester grade point average as follows:

First Honors: 4.0 and above
Second Honors: 3.75 to 3.99

Only courses taken at St. Joseph's Academy are computed in the grade point average.

HONOR SOCIETIES

National Honor Society
Computer Science Honor Society
National English Honor Society
National Art Honor Society
National Social Studies Honor Society: *Rho Kappa*
Math Honor Society: *Mu Alpha Theta*
Science Honor Society: *Beta Chi Pi*
World Language:
- French: Société Honoraire de Français
- Latin: Latin Honor Society
- Mandarin: National Mandarin Chinese Honor Society
- Spanish: La Sociedad Honoraria Hispánica

WEIGHTED COURSES AND COLLEGE CREDIT COURSES

20
COMPUTER SCIENCE & ENGINEERING COURSES

45+
COLLEGE CREDIT CLASSES OFFERED

18
AVERAGE CLASS SIZE

9:1
STUDENT: TEACHER RATIO

99%
OF THE CLASS OF 2025 TOOK AT LEAST ONE COLLEGE CREDIT COURSE

12
VISUAL ARTS COURSES ARE OFFERED

At St. Joseph's Academy, students can challenge themselves through courses that offer honors credit, college credit, or preparation for the Advanced Placement (AP) exam.

PROGRAMS AND PARTNERS

ACC (Advanced College Credit) through Saint Louis University 1818 Program
ACP (Advanced College Program) through University of Missouri–St. Louis
CC (College Credit) through University of Iowa College Credit Program
AP (Advanced Placement) prepares students for College Board AP exams

The College Board administers AP exams and charges a fee for each test. This fee will be billed to April FACTS accounts, and registration is due in October. AP exams are scored on a 1-5 scale, and many colleges and universities accept scores of 3, 4, or 5 for credit or placement, though policies vary. Students should review each school's AP credit policy on the institution's website before registering. It is the student's responsibility to authorize the College Board to send official AP scores to her chosen college.

Upon successful completion, students may request an official transcript from the partnering university, and the grade will also appear on the St. Joseph's Academy transcript. Because each college or university sets its own policies, students should check with potential schools to verify if the credit will transfer. These courses are considered dual enrollment, awarding both high school and college credit.

Courses are classified as regular or weighted. Weighted courses include all Honors, ACC, ACP, AP, and CC options. These courses:

- Reflect increased rigor and a faster pace
- Expect higher levels of independent learning
- Carry an additional .5 GPA weight

Students enrolled in weighted courses should be ready for greater responsibility and higher academic expectations. Successful students typically demonstrate:

- The ability to work independently
- A strong work ethic and time management
- Commitment to significant work outside of class
- Advanced reading, writing, and critical thinking skills
- Active participation in class discussions

Teachers recommend students for honors, ACC, ACP, AP, or CC courses based on departmental criteria.

TAKING MULTIPLE WEIGHTED COURSES

Students who wish to take more than three honors, ACC, ACP, CC, or AP courses per semester must receive written permission via the *Weighted Courses Form*, which can be found in Canvas under Counseling Office Services > Course Registration.

THIS FORM MUST BE TURNED IN TO THE COUNSELING OFFICE PRIOR TO REGISTERING FOR CLASSES ONLINE.

WEIGHTED COURSES AND COLLEGE CREDIT COURSES

APPEALING WEIGHTED COURSE PLACEMENT

Students who are not recommended for a weighted course in English, Math, Science, or Social Studies may appeal that decision by completing the following steps. The appeal process is initiated by the student.

- Fill out the *Appeal Form*
  (available in Canvas under Counseling Services > Course Registration)
- Obtain a parent signature
- Submit the form by the deadline (February 12, 2026 at 9:00 a.m.)

Completion of the form does not guarantee placement.

AP COURSES

The following AP courses are offered at St. Joseph's Academy:

CSE Computer Science A *(1 credit)*
CSE Computer Science Principles *(1 credit)*

EN American Language and Composition* *(1 credit)*
EN Senior English** *(1 credit)*

MT Calculus AB *(1 credit)*
MT Calculus BC# *(1 credit)*
MT Calculus BC *(1 credit)*
MT Statistics *(1 credit)*

SC Biology *(1 credit)*
SC Chemistry *(1 credit)*
SC Physics *(1 credit)*

SS American History *(1 credit)*
SS Psychology *(1 credit)*
SS US Government and Politics *(1 credit)*
SS World History: Modern *(1 credit)*

WL French: Language and Culture *(1 credit)*
WL Latin *(1 credit)*
WL Spanish: Language and Culture *(1 credit)*

** AP English Language and Composition*
*** AP English Literature and Composition*

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THEOLOGY COURSES OFFERED

1st
ALL GIRLS SCHOOL TEAM IN MISSOURI TO COMPETE IN FIRST ROBOTICS

1840
SJA WAS FOUNDED BY THE SISTERS OF ST. JOSEPH OF CARONDELET

2020
YEAR NEW INTEGRATED SCIENCE AND VISUAL ART STUDIOS ESTABLISHED

7
SCIENCE LABS

2
COMPUTER SCIENCE & ENGINEERING LABS

2026-2027 SEQUENCE CHART

GRADUATION REQUIREMENTS

Curriculum	Credit Requirements
Academic and Personal Development	.5
Business	.5
Computer Science & Engineering	1
English	4
Fine Arts	1
Mathematics	4
Physical Education	1
Science	3
Social Studies	3
Theology	4
World Language	2
Electives	4
TOTAL CREDITS REQUIRED	**28**

ACADEMIC and PERSONAL DEVELOPMENT

Class	Year(s) Offered	Credit
Freshmen Experience	9	.5
Foundations of Leadership	10, 11	.5
Intro to Global Citizenship	10, 11, 12	.5
(Required for Global Learning Scholars)		
College Advising Seminar (spring)	11	.25
Sr. Josepha Scholar Sem	9, 10, 11, 12	1
(Required for Sr. Josepha Scholars)		

BUSINESS

Class	Year(s) Offered	Credit
Accounting I	10, 11, 12	.5
Accounting II	10, 11, 12	.5
Foundations of Business	10, 11, 12	.5
Going Viral: Soc. Media Mktg	10, 11, 12	.5
Personal Finance	10, 11, 12	.5
Economics (27-28/every other yr)	11, 12	.5
CC Entrepreneurship	11, 12	.5
ACP Personal Finance	11, 12	.5

COMPUTER SCIENCE & ENGINEERING

Class	Year(s) Offered	Credit

Computer Science:

Comp Science Applications	9	.5
Comp Ess. & OS w/Intern	9^, 10,11,12	.5
Honors Comp Lang: Python*	10, 11, 12	.5
AP Computer Science Prin.*	10, 11, 12	1
AP Computer Science A*	11, 12	1

(^ Department approval required) / (* Virtual class)

Engineering:

Robotics: First Tech Challenge Engineering	9*, 10, 11, 12	.5
Principles of Eng. Design	9^, 10, 11, 12	.5
Engineering Methods	10, 11, 12	.5
Engineering & Design App	11, 12	1

(* Does not replace Comp. Science Applications)
(^ Department approval required)

Applied:

Broadcasting: SJA Studios	9, 10, 11, 12	.5
Broadcast Media I	10, 11, 12	.5
Broadcast Media II	10, 11, 12	1
Digital Design	10, 11, 12	.5
Digital Photography I*	10, 11, 12	.5
Video Production I	9^, 10, 11, 12	.5
Honors Broadcast Media III	11, 12	1
Intro to Artificial Intelligence	11, 12	.5
Video Production II	11, 12	.5
ACP Digital Photography II*	11, 12	.5
ACP Graphic Design*	11, 12	.5

(^ Department approval required) / (* CSE or FA)

ENGLISH

Class	Year(s) Offered	Credit
Literature & Composition	9	1
Journalism: The Voice*	9, 10, 11, 12	.25
World Lit Analysis & Composition	10	1
Hnrs World Lit Analysis & Comp	10	1
American Literature & Composition	11	1
American Studies	11	2
(1 EN credit, 1 SS credit)		
AP American Lang & Composition	11	1
Irish Literature (L)*	11, 12	.5
Journalism Writing (W)*	11, 12	.5
College Prep Writing (W)	12	.5
Creative Composition (W)	12	.5
Long Form Research (W)	12	.5
ACP Writing & Research (W)	12	.5
Literature of Controversy (L)	12	.5
Mystery & the Supernatural (L)	12	.5
Science Fiction & Fantasy (L)	12	.5
Hnrs Voices of Human Rights (L or W) (.5 EN & .5 SS credits)	12	1
Hnrs Holocaust Perspectives (W&L)	12	1
AP/ACC Senior English (W & L)	12	1
Film Appreciation*	12	.5

(* Does not fulfill EN graduation requirement)

FINE ARTS

Class	Year(s) Offered	Credit

Art:

Drawing & Painting I	9, 10, 11, 12	.5
Ceramics I	10, 11, 12	.5
Digital Design	10, 11, 12	.5
Digital Photography I*	10, 11, 12	.5
ACP Drawing II	10, 11, 12	.5
ACP Painting II	10, 11, 12	.5
ACP Art History	11, 12	.5
ACP Ceramics II: Hand Building	11, 12	.5
ACP Ceramics II: Wheel Throwing	11, 12	.5
ACP Digital Photography II*	11, 12	.5
ACP Graphic Design*	11, 12	.5
ACP Independent Art	11, 12	.5

(* FA or CSE credit)

Dance:

Dance I	9^, 10, 11, 12	.5
Dance II*	10, 11, 12	.5
Dance III: Performance*	10, 11, 12	.5
Applied Arts: Dance Practicum	11, 12	.5

(^ PE credit only for FR) / (* FA or PE credit)

Music/Chorus:

Freshman Chorus	9	.5
Instrumental Ensemble	9, 10, 11, 12	.5
Advanced Chorus	10, 11, 12	1
Class Piano	10, 11, 12	.5
Frontenac Voices	10, 11, 12	1
Handbell Ensemble	10, 11, 12	.5
Hnrs Frontenac Voices	10, 11, 12	1
Hnrs Music Theory	10, 11, 12	.5
Hnrs Advanced Chorus	11, 12	1

Theatre:

Class	Year(s) Offered	Credit
Acting I	9	.5
Public Speaking	10, 11, 12	.5
Hnrs Acting II	10, 11, 12	.5
Hnrs Acting III	11, 12	.5

MATHEMATICS

Class	Year(s) Offered	Credit
Algebra IB	9	1
Algebra I	9	1
Algebra I Accelerated	9	1
Geometry B	10	1
Geometry	10	1
Hnrs Geometry	9^, 10	1
Algebra II	11	1
Algebra II Trigonometry	10, 11	1
Hnrs Algebra II Trig	9^, 10, 11	1
ACP Precalculus	10, 11, 12	1
ACP Calculus I	10, 11, 12	1
AP/ACP Calculus AB	10, 11, 12	1
AP/ACP Calculus BC#	10, 11, 12	1
AP/ACP Calculus BC	10, 11, 12	1
ACP Calculus III	11, 12	1
AP/ACP Statistics	11, 12	1
Trigonometry	12	.5
Algebra III	12	.5
Probability & Statistics	12	.5

(^ Department approval required)

PHYSICAL EDUCATION

Class	Year(s) Offered	Credit
Physical Education	9	.5
Dance I	9^, 10, 11, 12	.5
Dance II*	10, 11, 12	.5
Dance III: Performance*	10, 11, 12	.5
Lifetime Sports	10, 11, 12	.5
Strength Cond & Training	10, 11, 12	.5
Yoga I	10, 11, 12	.5
Health & Wellness	11, 12	.5
Yoga II	11, 12	.5

(^ PE credit only for FR) / (* FA or PE credit)

SCIENCE

Class	Year(s) Offered	Credit
Biology B	9	1
Biology	9	1
Hnrs Biology	9	1
Chemistry B	10	1
Chemistry	10	1
Hnrs Chemistry	10	1
Physics	11	1
Hnrs Physics	11	1
Environmental Science*	10, 11, 12	.5
Genetics*	10, 11, 12	.5
Human Anatomy*	10, 11, 12	.5
Intro to Science Research*	10, 11, 12	.5
Independent Sci Research*	10, 11, 12	.5
Marine Sciences*	10, 11, 12	.5
Zoology (26-27)*	10, 11, 12	.5
ACC Forensic Science*	11, 12	1
ACP Human Anatomy & Phys.*	11, 12	1
AP/ACP Biology*	11, 12	1
AP/ACP Chemistry*	11, 12	1
AP Physics*	12	1

(* Does not fulfill SC graduation requirement)

SOCIAL STUDIES

Class	Year(s) Offered	Credit
Government	9	.5
World History	10	1
AP World History: Modern	10	1
Geography & Culture	10, 11, 12	.5
American History	11	1
American Studies	11	2
(1 EN credit, 1 SS credit)		
AP/ACP American History	11	1
International Relations	11, 12	.5
Topics in Social Studies	11, 12	.5
ACP Big History	11, 12	.5
AP Psychology	11, 12	1
AP/ACP US Govt. & Politics	11, 12	1
Modern American History, 1945	12	.5
Hnrs Mod Amer History, 1945	12	.5
Hnrs Voices of Human Rights (.5 EN & .5 SS credits)	12	1

THEOLOGY

Class	Year(s) Offered	Credit
Sacred Scripture, Our Story	9	1
Church History	10	.5
Life in Christ	10	.5
Living the Gospel	11	.5
World Religions	11	.5
ACC Religions of the World	11	.5
Invitation to Discipleship	12	.5
Death, Dying, & Living	12	.5
Soulful Living	12	.5
ACC God Talk	12	.5
ACP Philosophy	12	.5

WORLD LANGUAGE

Class	Year(s) Offered	Credit
French I	9, 10, 11, 12	1
French II	9^, 10, 11, 12	1
ACC French III	10, 11, 12	1
ACC French IV	11, 12	1
AP/ACC French: Lang & Culture	11, 12	1
Latin I	9, 10, 11, 12	1
Latin II	9^, 10, 11, 12	1
ACC Latin III	10, 11, 12	1
ACC Latin IV	11, 12	1
AP Latin	11, 12	1
Classical Mythology*	10, 11, 12	.5
Mandarin I	9, 10, 11, 12	1
Mandarin II	9^, 10, 11, 12	1
Hnrs Mandarin III	10, 11, 12	1
Hnrs Mandarin IV	11, 12	1
Spanish I	9, 10, 11, 12	1
Spanish II	9^, 10, 11, 12	1
ACP Spanish III	10, 11, 12	1
ACP Spanish IV	11, 12	1
AP Spanish: Lang & Culture	11, 12	1

(^ Department approval required)
(* Does not fulfill WL graduation requirement)

NOTES & REMINDERS:

STUDY HALL REMINDERS

- You do not register for a study hall.
- They do not show up on your transcript.
- You cannot choose in which semester they occur.
- Consider your curriculum selections and time commitments.

GENERAL COURSE CHANGE POLICY

- No year-long courses will be changed at the beginning of the semester.
- A required course may not be dropped.

Details are on the Schedule Change Request Form on Canvas.

GLOBAL LEARNING SCHOLAR PROGRAM

Global Learning at St. Joseph's Academy is tied to the mission and core values of our school. It is our goal that the students involved in Global Learning develop these competencies and carry them with them throughout their lives.



ST. JOSEPH'S ACADEMY CORE VALUES & GLOBAL LEARNING SCHOLAR COMPETENCIES

We believe in a balanced approach to developing the whole woman:
Students will identify and create opportunities for personal and collaborative growth by attempting and seeking new opportunities.

We call forth spiritual courage and confidence:
Students will grow in their faith by seeking and experiencing other cultures and people.

We cultivate intellectual distinction:
Students will explore global issues with inclusivity, empathy, and multiple perspectives.

We foster the desire to serve:
Students will grow in community relational learning.

We encourage leadership and influence action:
Students will develop their growth mindset and resiliency in order to effectively communicate their voice while navigating unfamiliar and difficult situations.

We expect excellence:
Students will gain the tools to be able to thrive in the future of a global workforce and world.

This is a highly selective program that all freshmen and sophomores may apply for in December through an application and interview process. It is limited to 35 students. Then, when the student completes the milestones below, they are marked as a graduate of the Global Learning Scholar Program, an honor which will be recognized during our end-of-year celebrations and on their transcript.

What does the Global Learning Scholar Program experience involve?

The Global Learning Scholar Program lets the student experience the world outside of the traditional classroom. It prepares them to develop and grow in each aspect of the global competencies so they are ready to make a profound impact in the world. Through this program, the student will work with the Director of Global Learning to achieve different milestones that will help them on their journey to becoming a Global Learning Scholar.

ACADEMIC MILESTONES:

Students will learn to communicate their voice by completing four years of a World Language, a required Introduction to Global Citizenship course, and a globally-focused curriculum that meets their needs and goals.

LANGUAGE AND CULTURAL IMMERSION MILESTONE:

Students will navigate the unfamiliar and explore the world by participating in one of our transformative language and cultural immersion experiences.

SERVICE LEARNING MILESTONE:

Students will grow in community relational learning by walking with "the Dear Neighbor" in service. Students will also lead at least one globally-minded club at SJA.

ENGAGEMENT MILESTONES:

Students will prepare to thrive in the world by hearing guest speakers, participating in field trips, and other globally-focused events that engage our community with the world. They will also serve as SJA Global Ambassadors.

GLOBAL LEARNING SCHOLAR PROGRAM

GLOBAL LEARNING SCHOLARS COURSE SELECTION

These courses represent potential pathways for students seeking a global learning focused curriculum.

ACADEMIC AND PERSONAL DEVELOPMENT

APD Introduction to Global Citizenship *(.5 credit)* **REQUIRED COURSE**
APD Foundations of Leadership *(.5 credit)*

BUSINESS

BUS Economics *(.5 credit)* **OFFERED 2027-28**
BUS CC Entrepreneurship *(.5 credit)*

COMPUTER SCIENCE & ENGINEERING

All courses are recommended.

ENGLISH

EN World Literature Analysis and Composition *(1 credit) or*
EN Honors World Literature Analysis and Composition *(1 credit)*
EN/SS American Studies *(2 credits)*
EN Irish Literature *(.5 credit)*
EN Journalism Writing *(.5 credit)*
EN Honors Holocaust Perspectives of Extraordinary Lives *(1 credit)*
EN Honors Voices of Human Rights *(.5 credit EN)*

FINE ARTS

FA Public Speaking *(.5 credit)*
FA Honors Music Theory *(.5 credit)*
FA ACP Art History *(.5 credit)*
FA ACP Digital Photography II *(.5 credit)*
FA ACP Graphic Design *(.5 credit)*
FA ACP Independent Art *(.5 credit) This course may be repeated.*

MATHEMATICS

All courses are recommended.

SCIENCE

SC Environmental Science *(.5 credit)*
SC Genetics *(.5 credit)*
SC Introduction to Science Research *(.5 credit)* **OFFERED SPRING 2027**
SC Independent Science Research *(.5 credit)* **OFFERED FALL 2026**
SC ACP Marine Science *(.5 credit)*

SOCIAL STUDIES

SS World History *(1 credit) or*
SS AP World History: Modern *(1 credit)*
SS/EN American Studies *(2 credits)*
SS Geography and Culture *(.5 credit)*
SS Modern American History Since 1945 *(.5 credit) or*
SS Honors Modern American History Since 1945 *(.5 credit)*
SS Honors Voices of Human Rights *(.5 credit)*
SS Topics in Social Studies *(.5 credit)*
SS International Relations *(.5 credit)*
SS ACP Big History *(1 credit)*

THEOLOGY

TH Living the Gospel through Catholic Social Teaching *(.5 credit)*
TH World Religions or ACC Religions of the World *(.5 credit)*

WORLD LANGUAGE

Four years are required.
The same language is preferred, but not required.

MAGIS SCHOLAR PROGRAM

The Magis Scholar Program seeks to create opportunities throughout a student's four years that allow for personal and academic growth, through travel, financial planning, course selection, and college visits.



ST. JOSEPH'S ACADEMY CORE VALUES & MAGIS SCHOLAR COMPETENCIES

We believe in a balanced approach to developing the whole woman:
Students will explore their academic and career interests to discover a purpose-driven path for college and beyond.

We call forth spiritual courage and confidence:
Students will develop the courage to pursue new opportunities and lead others by stepping into the unknown.

We cultivate intellectual distinction:
Students will engage in rigorous academics and new experiences to grow as thoughtful and informed scholars.

We encourage leadership and influence action:
Students will build real-world leadership skills by taking initiative and driving positive change for themselves and other first generation college students.

We expect excellence:
Students will set high standards, create networks, and pursue opportunities for continuous personal, professional, and academic growth.

We foster the desire to serve:
Students will commit to meaningful service and become active, compassionate members of their communities.

At St. Joseph's Academy, we want all students to soar in college and their careers. Finding each student great financial, social, and academic fits for college is something that College Advising takes seriously. While advisors travel broadly, research extensively, and build relationships with colleges and universities across the country, having students visit colleges themselves is a crucial part of knowing where each student will thrive.

PROGRAM COMPONENTS

- Structured spring college visit trip for freshmen and sophomores
- Financial support for a choice college visit for juniors
- Financial support for a fly-in program for seniors
- Juniors participate in an internship/career shadowing day
- Eligible for the Quest Study Abroad scholarship
- Attend regular Magis Scholar meetings, participate in the Angel Ambassadors Program, serve with the Advancement Office, participate in summer enrichment programs, lead as the Magis Captain or Spring Trip Leaders
- Participate in regular Magis Scholar meetings to strengthen and develop soft skills, as well as enhance college resumes

PROGRAM ELIGIBILITY AND ACCEPTANCE

- Heart of an Angel recipients, college access programs, and first-generation college students
- Students will be invited to apply as freshmen
- An interview is part of the application process

MORE SCHOLAR PROGRAM

The MORE Scholar Program is designed to empower identified freshmen to reach their full potential at St. Joseph's Academy through intentional skill development and supported transition during their first year of high school.



ST. JOSEPH'S ACADEMY CORE VALUES & MORE SCHOLAR COMPETENCIES

We believe in a balanced approach to developing the whole woman:
Students will cultivate a supportive and inclusive environment where they develop a strong sense of belonging and will effectively communicate their needs, advocate for themselves, and seek support.

We call forth spiritual courage and confidence:
Students will demonstrate the ability to overcome challenges, embrace change, and persevere with courage and confidence.

We cultivate intellectual distinction:
Students will develop the foundational skills and knowledge necessary for success in a demanding academic setting.

We foster the desire to serve:
Students will demonstrate a commitment to serving others and making meaningful contributions to the community.

We encourage leadership and influence action:
Students will develop leadership skills through practical application and mentorship.

We expect excellence:
Students will set ambitious goals, develop effective strategies, and cultivate habits that lead to success.

Rooted in our tradition of "Moving Towards the More" and "serving the Dear Neighbor without distinction," we provide a structured foundation that equips young women with essential tools for success in high school and beyond. Through this program, we transform potential into achievement, ensuring every student has the opportunity to thrive in our academic community.

IDENTIFICATION OF QUALIFIED STUDENTS

Students are identified during the admissions process through multiple indicators:

- Standardized test scores
- Interview
- Holistic review of academic background

This comprehensive evaluation helps us identify students who would benefit most from the additional support and enrichment opportunities that the MORE Scholar Program provides.

MORE PROGRAM REQUIREMENTS & COMPONENTS

Component	*Description*
Summer Bridge Experience	• Classes held June 8-26, 2026 • Two foundational SJA courses required before freshman year to build academic readiness and community
Freshman Experience Class	• Cohort of 12–15 students focused on belonging, advocacy, and leadership development
Structured Study Halls	• Academic support with coaching and goal setting during freshman year

SR. JOSEPHA SCHOLAR PROGRAM

The Sr. Josepha Scholar Program is designed to provide exceptional students with holistic, rigorous, and advanced educational opportunities to deepen their experience at St. Joseph's Academy..



ST. JOSEPH'S ACADEMY CORE VALUES & SR. JOSEPHA SCHOLAR COMPETENCIES

We believe in a balanced approach to developing the whole woman:
Students will spend time deeply exploring their academic and personal gifts and interests in a supportive community of learners who celebrate diverse and broad-ranging pursuits.

We call forth spiritual courage and confidence:
Students will regularly engage in self-reflection on their vocation and their impact on their various communities.

We cultivate intellectual distinction:
Students will frequently research, analyze, write, and share their findings on various academic topics. Students will pursue personal and group-conceived projects that will culminate in scaffolded presentations of increasing scope and complexity.

We foster the desire to serve:
Students will collaborate with others across disciplines and interests to solve problems and propose solutions. Students will complete a capstone project that demonstrates how their program experience has served others across their various communities.

We encourage leadership and influence action:
Students will navigate professional communication while developing their resiliency and ability to see multiple perspectives. Students will practice a culture of constructive feedback and self-advocacy with peers, faculty facilitators, guest speakers, and professional mentors.

We expect excellence:
Students will articulate personal benchmarks and evaluative milestones for each project and will be encouraged to be ambitious in their pacing, idea generation, and generous in their support for others' goals.

The Sr. Josepha Scholar Program is designed to provide exceptional students with holistic, rigorous, and advanced educational opportunities to deepen their experience at St. Joseph's Academy. This program aims to foster a comprehensive learning experience for talented students to maximize their potential for intellectual growth over four years. Participation as a Sr. Josepha Scholar is limited to a small group of students who are selected in a competitive application process after acceptance and are recognized on their transcript.

IDENTIFICATION OF QUALIFIED STUDENTS

Students are identified during the admissions process through multiple indicators:

- Standardized test scores
- Interview
- Holistic review of academic background

This comprehensive evaluation helps us identify and recommend students who could benefit most from the advanced educational opportunities and individualized learning experiences provided through the Sr. Josepha Scholar Program.

PROGRAM SELECTION PROCESS

- Interest in the program is indicated on the student's application to the Academy.
- An information session about the program must be attended by both the student and at least one parent.
- The *Sr. Josepha Scholar Program Application* will be completed and will include submission of a teacher recommendation form.
- Applicants will receive notification of their acceptance in the Sr. Josepha Scholar Program before course registration, and during Freshman Night, the selected scholars will complete registration for their summer coursework.

SR. JOSEPHA SCHOLAR PROGRAM

SR. JOSEPHA SCHOLAR PROGRAM REQUIREMENTS & COMPONENTS

YEAR ONE (FRESHMAN YEAR)

Component	*Description*
Summer Accelerator Experience	• Two required classes before freshman year. This opportunity will build community, student will meet faculty, and jumpstart their experience • Classes will be held **June 8-26, 2026, Monday-Friday, 8:00 a.m. - 3:00 p.m.**
Sr. Josepha Seminar	• A year-long Sr. Josepha Seminar will cultivate self-knowledge, develop critical thinking skills, build collaborative skills, foster personal initiative and independent thinking, and support goal-setting • Students will conceive, plan, and facilitate a semester-long *Personal Inquiry Project* that aligns with their academic interests and passions

YEAR TWO (SOPHOMORE YEAR)

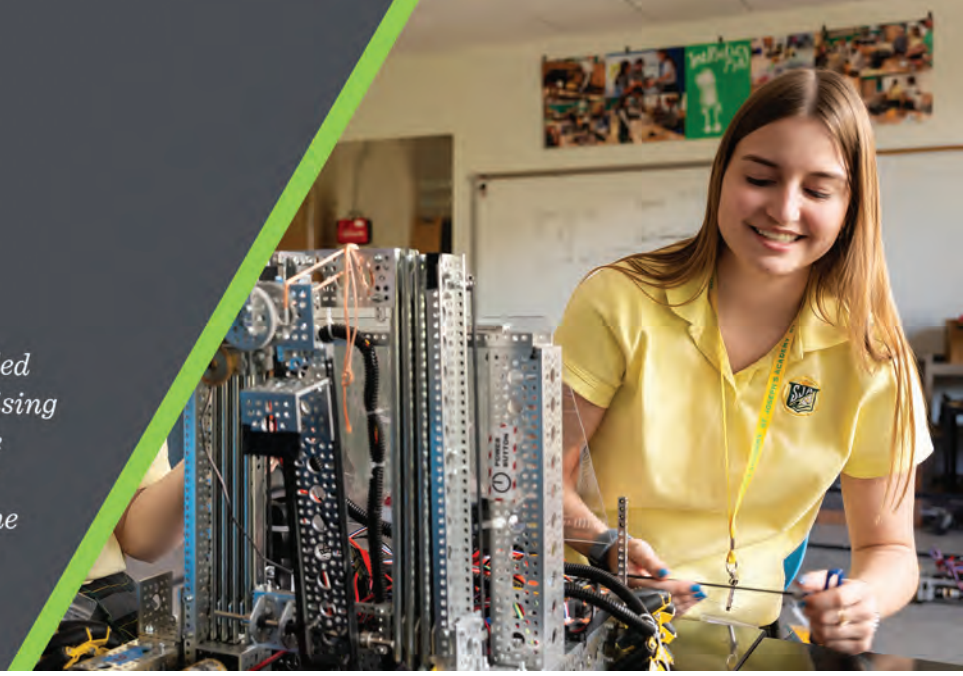
Component	*Description*
Required Summer Courses	• Two required summer courses prior to the start of school. This is to promote balance during the school year and create space for deeper inquiry into topics of study. These courses can vary by year and individual scholar needs, but are selected to ensure students fulfill graduation requirements • Classes will be held **June 8-26, 2026, Monday-Friday, 8:00 a.m. - 3:00 p.m.**
Sr. Josepha Seminar	• A year-long Sr. Josepha Seminar will explore the complexities of academic and real-world topics and issues, using an inquiry framework. Students practice reading and analyzing an array of sources, which will equip them with the power to analyze and evaluate information with accuracy and precision. prepare them to identify and vet potential expert mentor(s), and offer support to write and edit their *Academic Inquiry Project Proposal,* which they will present for approval

YEAR THREE AND FOUR (JUNIOR AND SENIOR YEAR)

Component	*Description*
Optional Summer Courses	• Option to complete 1-2 half-credit courses each summer • Courses will be held **June 8-26, 2026, Monday-Friday, 8:00 a.m. - 3:00 p.m.**
Schedule Adjustment	•At least two unstructured blocks weekly to pursue their *Academic Inquiry Project* • This could involve research, internship, extended training, accelerated coursework, service, etc.
Sr. Josepha Seminar	•St. Josepha Seminar for reporting out, connecting with peers about learning, planning/writing/practicing year-end presentation of learning
Mentoring	• Mentoring for continued academic creativity and choice, deepening extracurricular leadership, and putting it all together for college search and application

STEM SCHOLAR PROGRAM

The designation of STEM Scholar is awarded each year to a select group of current and rising seniors. This achievement signifies that the student has completed a rigorous course of studies in all areas of STEM during her time at St. Joseph's Academy and has extensive involvement in STEM extracurricular activities and community events.



ST. JOSEPH'S ACADEMY CORE VALUES & STEM SCHOLAR COMPETENCIES

We believe in a balanced approach to developing the whole woman:
Students will integrate STEM learning with personal growth, creativity, and holistic development.

We call forth spiritual courage and confidence:
Students will present research or project work in academic or professional settings with integrity and confidence.

We cultivate intellectual distinction:
Students will demonstrate mastery across STEM disciplines through rigorous coursework and superior academic performance.

We foster the desire to serve:
Students will apply STEM knowledge to serve others through mission trips, tutoring, or community-based projects.

We encourage leadership and influence action:
Students will lead or actively contribute to STEM-related clubs, honor societies, or community initiatives.

We expect excellence:
Students will maintain a superior GPA while balancing academic, extracurricular, and service commitments.

The honor of STEM Scholar is granted to a limited number of students each year. STEM Scholars are recognized at Baccalaureate, Class Day, and on their St. Joseph's Academy transcript. Applications are open to juniors and seniors in March each year.

PROGRAM SELECTION CRITERIA

The following criteria are used to evaluate STEM Scholar applicants:

- Leading or actively participating in STEM or STEAM-related honor societies or clubs
- Organizing or participating in STEM or STEAM workshops, conferences, mission trips, summer programs, shadowing, job training, or interning
- Receiving individual recognition for their work in STEM or STEAM.
- Performing service in an area of STEM or STEAM
- Successfully completing courses, as shown by a superior cumulative GPA
- Going beyond the minimum number of courses required for graduation in the Science, Mathematics, and Computer Science & Engineering Departments

STEM SCHOLAR PROGRAM

STEM SCHOLARS COURSE SELECTION

These courses represent potential pathways for students seeking a STEM-focused curriculum.

COMPUTER SCIENCE & ENGINEERING

CSE Computer Languages: Python *(.5 credit)*
CSE Computer Languages: Web Development *(.5 credit)*
CSE/FA Digital Design *(.5 credit)*
CSE/FA Digital Photography I *(.5 credit)*
CSE Engineering Methods *(.5 credit)*
CSE Engineering and Design Applications *(1 credit)*
CSE Principles of Engineering Design *(.5 credit)*
CSE Robotics: FIRST Tech Challenge Engineering *(.5 credit)*
CSE Video Production I *(.5 credit)*
CSE Video Production II *(.5 credit)*
CSE Broadcasting: St. Joe Studios *(.5 credit)*
CSE Broadcast Media I *(.5 credit)*
CSE Broadcast Media II *(1 credit)*
CSE Honors Broadcast Media III *(1credit)*
CSE/FA ACP Digital Photography II *(.5 credit)*
CSE/FA ACP Graphic Design *(.5 credit)*
CSE AP Computer Science Principles *(1 credit)*
CSE AP Computer Science A *(1 credit)*

MATHEMATICS

MT Honors Algebra II Trigonometry *(1 credit)*
MT Honors Geometry *(1 credit)*
MT ACP Calculus I *(1 credit)*
MT AP/ACP Calculus AB *(1 credit)*
MT AP/ACP Calculus BC *(1 credit)*
MT ACP Calculus III *(1 credit)*
MT ACP Precalculus *(1 credit)*
MT AP/ACP Statistics *(1 credit)*

SCIENCE

SC Environmental Science *(.5 credit)*
SC Genetics *(.5 credit)*
SC Human Anatomy *(.5 credit)*
SC Introduction to Science Research *(.5 credit)*
SC Independent Science Research *(.5 credit)*
SC Marine Science *(.5 credit)*
SC Zoology *(.5 credit)* ***OFFERED 2026-27***
SC Honors Biology *(1 credit)*
SC Honors Chemistry *(1 credit)*
SC Honors Physics *(1 credit)*
SC ACC Forensic Science *(1 credit)*
SC ACP Human Anatomy and Physiology *(1 credit)*
SC AP/ACP Biology *(1 credit)*
SC AP/ACP Chemistry *(1 credit)*
SC AP Physics *(1 credit)*

ACADEMIC & PERSONAL DEVELOPMENT



FRESHMEN

REQUIRED COURSE FOR ALL FRESHMEN
Freshman Experience *(.5 credit)*

REQUIRED COURSE FOR SR. JOSEPHA SCHOLARS
(mandatory course, taken each year)
Sr. Josepha Scholar Seminar *(1 credit)*

SOPHOMORES

ELECTIVE COURSE
Foundations of Leadership *(.5 credit)*

REQUIRED COURSE FOR GLOBAL LEARNING SCHOLARS
(may be taken in grade 10, 11, or 12)
Introduction to Global Citizenship *(.5 credit)*

REQUIRED COURSE FOR SR. JOSEPHA SCHOLARS
(mandatory course, taken each year)
Sr. Josepha Scholar Seminar *(1 credit)*

JUNIORS

ELECTIVE COURSES
College Advising Seminar *(.25 credit)* ***OFFERED IN SPRING***
Foundations of Leadership *(.5 credit)*

REQUIRED COURSE FOR GLOBAL LEARNING SCHOLARS
(may be taken in grade 10, 11, or 12)
Introduction to Global Citizenship *(.5 credit)*

REQUIRED COURSE FOR SR. JOSEPHA SCHOLARS
(mandatory course, taken each year)
Sr. Josepha Scholar Seminar *(1 credit)*

SENIORS

REQUIREMENTS
Senior Service Project
Senior Celestine Reflection

REQUIRED COURSE FOR GLOBAL LEARNING SCHOLARS
(may be taken in grade 10, 11, or 12)
Introduction to Global Citizenship *(.5 credit)*

REQUIRED COURSE FOR SR. JOSEPHA SCHOLARS
(mandatory course, taken each year)
Sr. Josepha Scholar Seminar *(1 credit)*

ACADEMIC AND PERSONAL DEVELOPMENT

LACE

LACE (Learning And Connecting Everyone) is the advisory program at St. Joseph's Academy. Historically, lace symbolizes the charism of the Sisters of St. Joseph who shared their hearts while empowering impoverished women of 17th century France through the weaving and selling of this luxury item. During the summer before 9th grade, 10-14 students from different grade schools are placed into a LACE group with an advisor with whom they will remain for four years. Students engage in community-building activities, academic and spiritually-based programming, service, and, of course, joyful celebrations with their LACE group. In addition to their LACE group, each student is also part of a larger LACE family. These are comprised of one freshman, sophomore, junior, and senior LACE group. Each family has two student leaders known as matriarchs from the junior and senior class.

RETREATS

St. Joseph's Academy's retreat program fosters the core value of "calling forth spiritual courage and confidence" while providing students with an opportunity to grow in relationship with God, others, and themselves. All students are required to participate in a retreat each of their four years. Freshmen, sophomores, and juniors experience a unique day-long retreat arranged by Campus Ministry. The capstone retreat experience at St. Joseph's Academy is the Kairos Retreat, which all students will attend as a junior or senior.

COMMUNITY SERVICE

Community service has its origins in the school's mission statement, "our community expects these young women to make a profound impact in the world," as well as in the charism of the Sisters of St. Joseph to "serve the Dear Neighbor without distinction." These statements motivate all service endeavors. Through the sharing of their time, talents, and love, the students of St. Joseph's Academy graduate having served a minimum of 151 community service hours. However, most students exceed this requirement as service to the "Dear Neighbor" becomes more of who students are and less of a graduation obligation.



All SJA students are required to participate in yearly service at school and/or in the greater community. Each student is required to complete 151 hours of service for graduation.

Freshman:	12 hours of service
Sophomore:	15 hours of service
Junior:	20 hours of service
Senior:	20 hours of service and 84+ hours for Senior Service Project

SENIOR SERVICE PROJECTS

Senior Service Projects are the capstone project for the four years of service at St. Joseph's Academy. These projects are scheduled at an approved agency and take place throughout the final weeks of senior year.

SENIOR CELESTINE REFLECTION

The Celestine Reflection is a required presentation given by each senior to representatives of the St. Joseph's Academy community in which she articulates her understanding of the charism of the Sisters of St. Joseph of Carondelet in an individualized and meaningful manner. Our charism–our unique spirituality that gives our community a particular way of living out the Gospel–calls us to be in right relationship, to be witnesses to the mystical truth that God is present in our Dear Neighbor, and to reveal God's presence to others through unifying love. We live out this charism by committing ourselves to promoting peace and justice through love and action in solidarity with people who are most pushed to the periphery of society. In this presentation, the seniors reflect on how their formation over the last four years has been shaped by the charism: how they encountered God in the Other, how they have served the Dear Neighbor, and how they have reflected unifying love to others, in our spirit of "Not I, But We". They also reflect on how they envision themselves applying their formation at St. Joseph's Academy to the rest of their lives in college and beyond.

ACADEMIC AND PERSONAL DEVELOPMENT

APD FRESHMAN EXPERIENCE

Grade 9 | .5 Credit | Year-long Course

Required

Course Description

Freshman Experience supports students in their transition to St. Joseph's Academy by providing a foundation of skills essential for academic and personal success. Emphasis is placed on executive functioning, metacognition, communication, leadership, and literacy. Specific topics discussed include organization, time management, goal setting, focus, note taking, study strategies, and test preparation. Students also examine aspects of brain development to enhance self-awareness and learning. Successful completion of this year-long course is required for all freshman students.

Course Expectations

Students should expect to complete most assignments in class, including work within CommonLit. Minimal time is needed to prepare and practice a presentation outside of class.

Prerequisites

None

APD FOUNDATIONS OF LEADERSHIP

Grade 10, 11 | .5 Credit | Semester Course

Course Description

In this course, students will be introduced to the foundations of leadership. Units will focus on leadership identity, collaboration and communication, leading teams, and developing a vision. Students will apply their leadership skills in interactive activities, team projects, and reflection.

Course Expectations

Students will be required to collaborate with peers in and outside of class time. Students can expect to read at least four supplemental leadership guidebooks and complete at least four summative projects or assessments throughout the semester. Additionally, students will start a leadership portfolio throughout the course.

Prerequisites

None

APD INTRODUCTION TO GLOBAL CITIZENSHIP

Grade 10, 11, 12 | .5 Credit | Semester Course

Required for Global Learning Scholars

Course Description

In this course, members of the Global Learning Scholars Program or interested global citizens receive an introduction to the mission-specific learning goals that will help empower them to become "values-driven" global changemakers. Students will study each mission-specific goal that will improve their global competency and prepare them to be global citizens. They will also understand the importance of being able to speak about these goals, put these goals into action, and tie them to their future work as global leaders.

Course Expectations

Students should expect to come prepared to discuss, share, and engage in all aspects of this course and program. Most work should be completed in class, with some time outside of class.

Prerequisites

Acceptance or strong interest in the Global Learning Scholar Program

ACADEMIC AND PERSONAL DEVELOPMENT

APD COLLEGE ADVISING SEMINAR

Grade 11 | **.25 Credit** | **Semester Course**

Spring semester course

Juniors are automatically enrolled in this course if they have a study hall, although they may opt out. Students without a study hall will not be enrolled.

Course Description

College Advising Seminar prepares juniors to navigate the college application process with confidence, reflection, and purpose. The course provides students with the knowledge, tools, and resources to begin planning for life after high school and to approach the college search with curiosity and discernment. Throughout the spring semester, students will explore a range of topics centered on understanding the college landscape, evaluating personal and academic fit, and developing key components of their applications. They will learn about the variety of higher eduation options available, examine admission processes, and reflect on how to authentically share their experiences and goals. By semester's end, students will research colleges, draft their college essay/personal statement, resume, and complete sections of their application, making them equipped with a strong foundation for informed decision-making to enter their senior year ready to engage fully in the college application process.

Course Expectations

Students will meet once a week during their study hall. Some weeks will be dedicated entirely to study hall, such as for midterms, finals, AP tests, and junior events.

Prerequisites

None

APD SR. JOSEPHA SCHOLAR SEMINAR

Grade 9, 10, 11, 12 | **1 Credit (Pass/Fail)** | **Year-long Course**

Required for Sr. Josepha Scholars

Course Description

Members of the Sr. Josepha Scholars program are required to complete this course each year.

This seminar will develop essential skills in rhetoric, metacognition, critical thinking, intiative taking, goal setting, logic, media literacy, vocation exploration, professionalism, research, and more. Faculty facilitiators will serve as guides and mentors, creating supportive structure while empowering students to take the lead in their authentic learning process.

Course Expectations

Participants should expect regular reflective journaling, solo and group projects, frequent close reading exercises, challenging discussions, research and reflective papers, and several presentations/speeches including a culiminating presentation with faculty Q&A at the conclusion of each semester.

Freshmen and sophomores should expect at least 20-30 minutes of individual inquiry and work between classes.

Juniors and seniors should plan to spend at least two hours per week at their placement sites during, or in addition to, class time.

Prerequisites

Acceptance in the Sr. Josepha Scholars program

BUSINESS DEPARTMENT

The Business Department aims to create a hands-on learning experience to help students apply these skills in both academic and real-world business scenarios. By achieving these goals, students become more prepared for college business programs or entry-level roles in the workforce.



OBJECTIVES

- Explore basic business concepts like accounting, economics, entreprenuership, foundations of business, and personal finance.
- Develop foundational accounting skills, including recording financial transactions, understanding financial statements, and applying accounting principles.
- Understand the fundamentals of starting and managing a small business, from ideation to execution.
- Develop a foundational exploration of business - what it is, how it functions, and its vital role in society.
- Understand financial principles, including budgeting, investing, credit management, and saving.
- Apply economic reasoning to make informed decisions in personal, business, and governmental contexts.
- Gain proficiency in business-related software.

REQUIREMENTS

One half credit of business education is required for graduation. The required half credit may be taken during sophomore, junior, or senior year from any business courses available within the department.

WEIGHTED COURSE ELIGIBILITY POLICY

Dual enrollment (ACP and CC) courses are more challenging than regular or honors courses, as they are taught at the university level. Students are advised to register for ACP and CC courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful.

Students who register for ACP and CC business courses are expected to follow through on this commitment by registering for college credit through UMSL or University of Iowa, and earning a B or higher.

To be eligible for ACP courses, students must meet the criteria of the dual enrollment program through UMSL. UMSL requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACP course.

BUSINESS

All students are required to complete .5 credit in Business for graduation.

SOPHOMORES

ELECTIVE COURSES

Accounting I *(.5 credit)*
Accounting II *(.5 credit)*
Foundations of Business *(.5 credit)*
Going Viral: Social Media Marketing *(.5 credit)*
Personal Finance *(.5 credit)*

JUNIORS & SENIORS

ELECTIVE COURSES

Accounting I *(.5 credit)*
Accounting II *(.5 credit)*
Foundations of Business *(.5 credit)*
Going Viral: Social Media Marketing *(.5 credit)*
Personal Finance *(.5 credit)*
Economics *(.5 credit)* ***Offered 2027-28***
CC Entrepreneurship *(.5 credit)*
ACP Personal Finance *(.5 credit)*

BUS ACCOUNTING I

Grade 10, 11, 12 | **.5 Credit** | **Semester Course**

Course Description

Students will be introduced to the language of business, which is foundational to the study of finance. Accounting topics and procedures in the accounting cycle, including analyzing debits and credits, entering transactions in the general journal and posting to the general ledger, creating worksheets and making adjusting entries, and the creation of financial statements form the core of this course. Discussion and forums on careers in accounting, ethics, and opportunities in the financial world will enhance the curriculum.

Course Expectations

Students are expected to actively participate in class, complete assigned practice, and apply concepts to real-world examples. Some independent reading, studying and preparation outside of class will be required to support mastery of accounting skills.

Prerequisites

None

BUS ACCOUNTING II

Grade 10, 11, 12 | **.5 Credit** | **Semester Course**

Course Description

Students will expand upon basic accounting principles and procedures that were studied in Accounting I. The accounting cycle will be completed with the study of a merchandising business, including payroll, taxes, and ending a fiscal period with its reports and entries. Procedures used by businesses organized as corporations, with specific attention to notes and interest, accrued revenue and expenses, and the distribution of dividends will give students a broadened foundation for further study.

Course Expectations

Students are expected to actively participate in class, complete assigned practice, and apply concepts to real-world examples. Some independent reading, studying and preparation outside of class will be required to support mastery of accounting skills.

Prerequisites

A C or better in Accounting I

BUSINESS

BUS FOUNDATIONS OF BUSINESS

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

This course offers a foundational exploration of business - what it is, how it functions, and its vital role in society. Students will examine how businesses are structured, gain insight into the economic forces that influence them, and develop an entrepreneurial mindset. By the end of the course, students will be equipped to design and present a comprehensive business plan.

Course Expectations

Students are expected to engage in reading materials, take part in discussions, complete projects, and undergo evaluations that relate economic principles to real-world scenarios. Achieving success in this course demands all the attributes of the *Academic Qualities of an Outstanding Angel*, in addition to active involvement, independent study, timely submission of assignments, and careful analysis.

Prerequisites

None

BUS GOING VIRAL: SOCIAL MEDIA MARKETING

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

Social Media Marketing prepares students to navigate the evolving world of digital marketing by providing a comprehensive foundation in social media concepts, content marketing, digital tools, and analytics. Students learn to apply enduring marketing principles to modern platforms while developing practical skills through hands-on activities, including a portfolio project that culminates in a complete social media marketing plan. As part of the Skills for Life CTE Series, this course equips students with the knowledge, strategies, and technical expertise needed to be college- and career-ready in a continually changing digital landscape.

Course Expectations

Students are expected to engage in reading materials, take part in discussions, complete projects, and undergo evaluations that relate to real-world scenarios. Achieving success in this course demands all the attributes of the *Academic Qualities of an Outstanding Angel*, in addition to active involvement, independent study, timely submission of assignments, and careful analysis.

Prerequisites

None

BUS PERSONAL FINANCE

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

May take Personal Finance or ACP Personal Finance, but not both.

Students will learn the basic personal finance skills that are relevant to the lives of teens and young adults. Students will analyze their personal financial decisions, evaluate the cost and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned to future financial situations encountered in life. Students will explore money management, budgeting, banking, savings, credit and debt, earning income, cost of living, career choices, paying taxes, and making cost beneficial purchases. Class discussions, projects, online interactive modules, and collaboration will form the basis of evaluation.

Course Expectations

Students are expected to engage in reading materials, take part in discussions, complete projects, and undergo evaluations that relate economic principles to real-world scenarios. Achieving success in this course demands all the attributes of the *Academic Qualities of an Outstanding Angel*, in addition to active involvement, independent study, timely submission of assignments, and careful analysis..

Prerequisites

None

BUSINESS

BUS ECONOMICS

Grade 11, 12 | .5 Credit | Semester Course

OFFERED 2027-28

Course Description

This course will give the students a greater understanding of economics, ranging from the viewpoint of the individual consumer to the global economy. The course will study a range of macro and microeconomic concepts, including the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, and inflation and deflation cycles. The course will build on real-world economic applications to create a basic understanding of economic concepts and the economic system.

Course Expectations

Students are expected to engage in reading materials, take part in discussions, complete projects, and undergo evaluations that relate economic principles to real-world scenarios. Achieving success in this course demands all the attributes of the *Academic Qualities of an Outstanding Angel*, in addition to active involvement, independent study, timely submission of assignments, and careful analysis.

Prerequisites

None

BUS CC ENTREPRENEURSHIP

Grade 11, 12 | .5 Credit | Semester Course

Course Description

The BizInnovator Startup program at The University of Iowa offers high school students foundational concepts, including the Lean Startup Method, Design Thinking, the Business Model Canvas, customer discovery, and pitching new ideas. The program uses a problem-based, hands-on learning approach to teach skills in identifying problems, gathering data, generating business solutions, and developing soft skills through interactive activities and web resources. Eligible students can earn three transferable University of Iowa credits.

Course Expectations

Students are expected to engage in reading materials, take part in discussions, complete projects, and undergo evaluations that relate economic principles to real-world scenarios. Achieving success in this course demands all the attributes of *Academic Qualities of an Outstanding Angel*, in addition to active involvement, independent study, timely submission of assignments, and careful analysis.

Prerequisites

Foundations of Business recommended

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through University of Iowa College Credit - ENTR 1010 Exploring Entrepreneurship

BUS ACP PERSONAL FINANCE

Grade 11, 12 | .5 Credit | Semester Course

May take Personal Finance or ACP Personal Finance, but not both.

Course Description

This course is designed to prepare students to develop financial goals and maintain lifelong financial responsibilities. Students will learn high level personal finance skills, and how to better manage their resources through in-depth exploration of topics including budgeting, personal banking, saving and investing, paying taxes, credit, purchasing/leasing cars, home acquisitions, retirement planning, and health and life insurance. Students will be asked to take what they have learned and apply it to new and unpredictable situations that they may encounter over the course of their adult lives.

Course Expectations

Students are expected to actively participate in class discussions, complete daily quizzes, and engage with readings and assignments that apply financial concepts to real-life situations. Independent preparation outside of class will be necessary to support success in this college-level course.

Prerequisites

To be eligible for this ACP course, the student must have a 3.0 cumulative GPA to receive departmental approval.

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course: UMSL ACP - Finance 1590 Personal Finance for Nonbusiness Majors.

COMPUTER SCIENCE & ENGINEERING DEPARTMENT

The goal of the Computer Science & Engineering Department is to provide students with courses that develop the 21st century skills needed to be ready for college and beyond.



OBJECTIVES

- Students will develop an understanding of computers, the design of computers, and computational processes.
- Students will be able to demonstrate the processes needed for handling and manipulating information.
- Students will be able to design and test solutions to problems in the world.
- Students will be able to utilize computer technology and software that will increase their technical skills.
- Students will be able to work collaboratively and communicate their findings with others.

REQUIREMENTS

One credit in CSE is required for graduation. All freshmen are required to take CSE Computer Science Applications, which earns .5 credit (unless they complete a skills survey and portfolio at admission and are determined to be capable of advancing to a higher level CSE course). Students may select any of the other CSE courses listed to fulfill the other .5 credit.

WEIGHTED COURSE ELIGIBILITY POLICY

Advanced Placement (AP) courses are more challenging than honors courses and students should expect significant additional preparation outside of the course meeting time. Students are advised to register for AP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for AP computer science courses are expected to follow through on this commitment by preparing and taking the AP exam in May.

Dual enrollment (ACP) courses are more challenging than regular or honors courses, as they are taught at the university level. Students are advised to register for ACP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for ACP Computer Science & Engineering courses are expected to register for college credit through UMSL.

To be eligible for ACP courses, students must meet the criteria of the dual enrollment program through UMSL. UMSL requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACP course. Sophomores must meet higher standards for ACP, including a school recommendation.

Registration for AP and ACP Computer Science & Engineering courses requires students to meet specific grade requirements and prerequisites, as well as obtain departmental approval.

COMPUTER SCIENCE & ENGINEERING

All students are required to complete 1 credit in Computer Science & Engineering for graduation.

FRESHMEN

REQUIRED COURSE

Computer Science Applications *(.5 credit)*

ADVANCED COURSES *(for freshmen who place out of Computer Science Applications)*

Principles of Engineering Design *(.5 credit)*
Computer Essentials and Operating Systems with Internship *(.5 credit)*
Video Production I *(.5 credit)*

ADDITIONAL COURSES

Broadcasting: St. Joe Studios *(.5 credit)*
Robotics: FIRST Tech Challenge Engineering *(.5 credit)*

SOPHOMORES

COMPUTER SCIENCE COURSES

Computer Essentials and Operating Systems with Internship *(.5 credit)*
Honors Computer Languages: Python *(.5 credit)*
AP Computer Science Principles *(1 credit)*

ENGINEERING COURSES

Robotics: FIRST Tech Challenge Engineering *(.5 credit)*
Principles of Engineering Design *(.5 credit)*
Engineering Methods *(.5 credit)*

APPLIED COURSES

Broadcasting: St. Joe Studios *(.5 credit)*
Broadcast Media I *(.5 credit)*
Broadcast Media II *(1 credit)*
Digital Design *(.5 credit)*
Digital Photography I *(.5 credit)*
Video Production I *(.5 credit)*

JUNIORS & SENIORS

COMPUTER SCIENCE COURSES

Computer Essentials and Operating Systems with Internship *(.5 credit)*
Honors Computer Languages: Python *(.5 credit)*
AP Computer Science Principles *(1 credit)*
AP Computer Science A *(1 credit)*

ENGINEERING COURSES

Robotics: FIRST Tech Challenge Engineering *(.5 credit)*
Principles of Engineering Design *(.5 credit)*
Engineering Methods *(.5 credit)*
Engineering and Design Applications *(1 credit)*

APPLIED COURSES

Broadcasting: St. Joe Studios *(.5 credit)*
Broadcast Media I *(.5 credit)*
Broadcast Media II *(1 credit)*
Digital Design *(.5 credit)*
Digital Photography I *(.5 credit)*
Video Production I *(.5 credit)*
Introduction to Artificial Intelligence *(.5 credit)*
Video Production II *(.5 credit)*
Honors Broadcast Media III *(1 credit)*
ACP Digital Photography II *(.5 credit)*
ACP Graphic Design *(.5 credit)*

COMPUTER SCIENCE & ENGINEERING

COMPUTER SCIENCE COURSES

CSE COMPUTER SCIENCE APPLICATIONS

Grade 9 | **.5 Credit** | **Semester Course**

Course Description

This course is designed to expose students to the interdisciplinary nature of computer science in today's dynamic world. To create a foundation as a student at St. Joseph's Academy, students will be introduced to the school's learning management system, Canvas, and learn how to find class materials and upload assignments. Digital citizenship, media literacy, and the issues of safeguarding personal data and privacy will be highlighted and discussed. Students will be introduced to the basic computer science principles of creativity, abstract thinking, problem solving, analyzing data, coding, research skills, and reflection. Effective research skills will be developed in this course and a variety of digital tools will be used as students gather, analyze, and visually represent data using movies, infographics, and presentations. Basic coding skills will be developed through lessons from the Code.org Express course. Students will move on to Sphero robotic balls as they progress from block-based code and apply those skills to other projects focused on basic robotics programming. To build and foster a positive online community, students will use their knowledge of concepts of digital citizenship to create a blog, post weekly reflections, and comment on others' posts. Students will work independently and collaboratively on projects which develop these skills.

Course Expectations

Students are expected to complete 5-7 projects during the semester that correspond with the different branches of computer science and engineering. Most work is expected to be completed in class, but homework will be assigned occasionally.

Prerequisites

None

CSE COMPUTER ESSENTIALS AND OPERATING SYSTEMS WITH INTERNSHIP

Grade 9*, 10, 11, 12 | **.5 Credit** | **Semester Course**

ELECTIVE COURSE

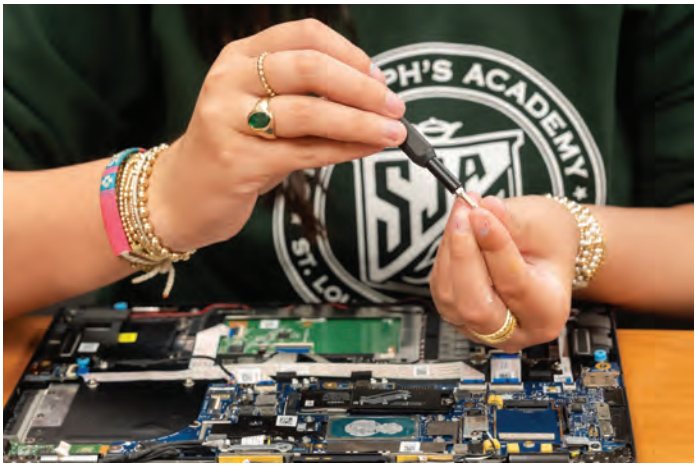
*This course may be repeated for credit.**

Course Description

In this hands-on, self-paced course, students will learn how to diagnose and repair hardware issues specifically for Dell laptops. Students will meet with a teacher regularly to check on their progress and will participate in training sessions with the Technology Office. From identifying the components of the laptop to understanding and fixing common malfunctions, students will develop practical skills that are essential in today's digital world. Beyond hardware, students will become familiar with troubleshooting techniques for Microsoft and Google products, further developing their problem-solving abilities in operating systems and applications. Students will prepare for the A+, Google, and Microsoft certification tests that will be taken during the semester. Students will also practice their skills and learn good customer service through an internship in the technology office that will set them apart in the ever-evolving world of information technology.

Course Expectations

Students are expected to complete the field technician modules and certification for Dell in seven to nine weeks while also completing an internship with the Technology Office consisting of at least 110-180 minutes per week, depending on class size.



Prerequisites

Completion of the required freshman Computer Science Applications course

**Students entering grade 9 who have been approved to bypass the Computer Science Applications course may elect to take this course by obtaining departmental approval This course may be repeated as a pass/fail course after the first semester.*

COMPUTER SCIENCE & ENGINEERING

COMPUTER SCIENCE COURSES

CSE HONORS COMPUTER LANGUAGES: PYTHON*

Grade 10, 11, 12 | **.5 Credit** | **Semester Course**

** This virtual course is currently offered through One Schoolhouse. Virtual courses require strong time management skills and the ability to work independently.*

Course Description

Computer Science is behind many of the current innovations such as quantum computing, block chain, and predictive analytics. This course moves past the basics of procedural programming and explores how we can use the Python built-in data structures, such as lists, sets, dictionaries, and tuples to program increasingly complex algorithms. Students investigate object-oriented programming using objects and classes with the goal of implementing real world applications of inheritance and polymorphisms. They also explore a variety of libraries that Python has to offer, including SciPy, MatplotLib, Keras, and TensorFlow. This course is designed for more experienced programmers who aspire to expand and enhance their coding and problem-solving abilities.

Course Expectations

The expectations for this course are established by One Schoolhouse.

Prerequisites

Experience with non-block programming or coding.

CSE AP COMPUTER SCIENCE PRINCIPLES*

Grade 10, 11, 12 | **1 Credit** | **Year-long Course**

** This virtual courses is currently offered through One Schoolhouse. Virtual courses require strong time management skills and the ability to work independently.*

Course Description

This course investigates the "big ideas" found in the digital world. Using the Python programming language, students develop and demonstrate fundamental concepts of computer programming that can be applied across a variety of projects and languages. Students explore different means of representing information digitally and how the digital world has evolved. They create computer programs to solve authentic problems or for personal interest, such as unique musical pieces, math calculators, and data summations. Students discuss the current state of technology and its role in everyday lives, discerning the positive and negative influences of innovations concerning computer and network technologies to society, culture, and economics. Throughout, students develop their skills in computational thinking, logical reasoning, and describing processes through algorithms and abstraction. Finally, students demonstrate their learning by creating a portfolio for submission to the College Board and are prepared for the AP® Computer Science Principles Exam in May.

Course Expectations

The expectations for this course are established by One Schoolhouse.

Prerequisites

Prior experience with programming.

Students in this course are expected to take the AP Computer Science Principles exam.
Additional independent work, outside of class time, will be necessary to complete the AP projects which are submitted to the College Board and to prepare for the AP exam.

COMPUTER SCIENCE & ENGINEERING

COMPUTER SCIENCE COURSES

CSE AP COMPUTER SCIENCE A*

Grade 11, 12 **1 Credit** **Year-long Course**

** This virtual course is currently offered through One Schoolhouse. Virtual courses require strong time management skills and the ability to work independently.*

Course Description

The AP® Computer Science A course introduces the key concepts of programming in Java. The analytical, critical-thinking, and problem-solving skills that students develop in this course transfer to programming in other languages as well. This course is designed with the idea that programming should be fun, engaging, and intuitive. Students will learn to apply the main principles of object-oriented software design and programming using classes and objects, constructors, methods, instance and static variables, inheritance, class hierarchies, and polymorphism. Students work creatively and collaboratively with their classmates to discuss ethical and social issues relating to the use of technology and develop a solid foundation from which to launch into a wide range of computer science areas. This course prepares students for the AP® Computer Science A Exam in May.

Course Expectations

The expectations for this course are established by One Schoolhouse.

Prerequisites

Successful completion of Algebra II. Experience with non-block programming or coding.

Students in this course are expected to take the AP Computer Science A exam.
Additional independent work, outside of class time, will be necessary to complete the AP projects which are submitted to the College Board and to prepare for the AP exam.

ENGINEERING COURSES

CSE ROBOTICS FIRST TECH CHALLENGE ENGINEERING

Grade 9*, 10, 11, 12 **.5 Credit (Pass/Fail)** **Year-long Course**

This course meets after school on Tuesday from 3:00-5:00 p.m. and Saturdays from 9:00-11:00 a.m.
This course may be repeated for credit.

Course Description

All students are welcome as members of the JoeBotics team. Those students wishing to earn credit for this graded course must register for the team when registering for the next year's classes. This project-based learning course integrates physics, math, coding, teamwork, creative problem solving, and the engineering design process in the building of a functional FIRST Tech Challenge robot, which will compete in a number of qualifying events leading up to the state competition. In order to receive a grade of "Pass," students are expected to attend this course on Tuesdays after school for two hours, on two or three Saturday mornings per month, and every Saturday morning during the robotics season (September–March). Students are also expected to be present during competitions in which the team participates, and to work at the "Robos at Joe's" league meet held at SJA. The "Pass" grade will also be based on participation, and demonstration of fundamental design, engineering, and computer programming skills needed in robotics.

Course Expectations

This class meets outside of normal school hours. The team will compete in 3 matches, generally held on Saturdays and in the league tournament on a Saturday in late January or early February. The team may also compete in the state tournament in March. For reading Students are expected to familiarize themselves with the Game Manuals and the *Official Q&A Forum Answered Questions - Traditional Events*. For writing, students are expected to contribute to the Engineering Portfolio that is submitted on the day of the league tournament. An Engineering Portfolio is a short and concise summary of the Team's engineering journey throughout their season. The total amount of indepedent work will vary but averages 30 minutes a month.

Prerequisites

Concurrent membership on the Jobotics Team

** Freshmen year only, this is an additional option and does not take the place of Computer Science Applications.*

COMPUTER SCIENCE & ENGINEERING

ENGINEERING COURSES

CSE PRINCIPLES OF ENGINEERING DESIGN

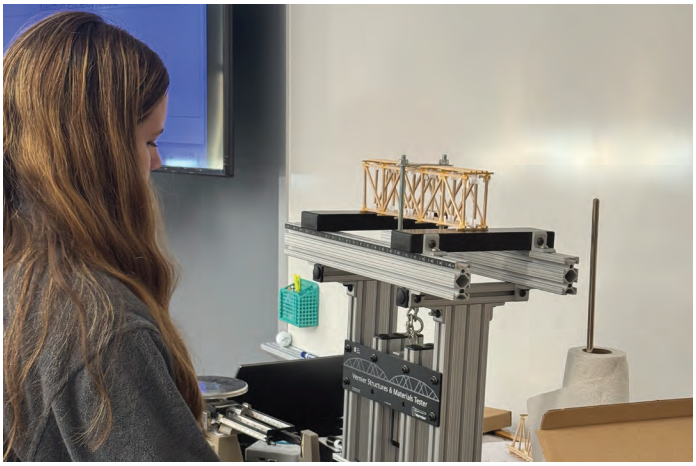
Grade 9*, 10, 11, 12 | .5 Credit | Semester Course

Course Description

This hands-on, project-based course allows students to explore the engineering design process while solving real-world problems. Students will work individually and in collaborative teams using their math and science skills while designing engineering products. They will be introduced to the wide variety of careers available in the field of engineering. They will develop their problem-solving skills along with those used for researching answers and techniques for documenting their progress, and communicating the results of their design testing. Through multiple projects that vary each semester, students will be introduced to electrical and hand tools, along with 3-D modeling software, to craft their products. This course will touch upon various branches of engineering, which may include aerospace, biomedical, civil, mechanical, and electrical. This course assumes no previous knowledge of engineering.

Course Expectations

Students are expected to work on CAD designs of bridges and gliders on-line and complete lab reports that average approximately 30 minutes per week. For reading, students are expected to complete reading assignments and related worksheets started in class. For writing, engineering reports and lab reports will be completed for homework. The total amount of reading and writing work averages 90-120 minutes per unit, and there are five units.



Prerequisites

Algebra I and Biology.

**Students entering grade 9 who have been approved to bypass the Computer Science Applications course may elect to take this course by obtaining departmental approval*

CSE ENGINEERING METHODS

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

To keep up with the challenging demands and technical innovations in the world, students will benefit greatly from this course rooted in problem-based learning (PBL) and STEM/STEAM (Science, Technology, Engineering, Art, and Math). Building these skills involves recognizing a need, identifying a problem, creating a solution, prototyping, testing, and redesigning. It also requires collaborating and documenting procedures and solutions. In this mechanical and biomedical engineering-based course, students will experiment with CAD (computer-aided design) and create virtual models using Fusion 360 from Autodesk, SketchUp, and AutoCAD. Students will then render physical models through CAM (computer-aided manufacturing) employing processing software, such as Vectric VCarve Desktop, for files used with CNC (computer numerical control) machines. Students will utilize PrusaSlicer for files used with 3-D printers.

Course Expectations

Students will practice using design and rendering programs that vary from one project to the next. For reading, students will need to read directions for design and rendering programs as well as project specifications. For writing, engineering reports will be written for each project. The total amount of work averages 30-60 minutes per unit, and there are 5 units.

Prerequisites

Geometry or Honors Geometry

COMPUTER SCIENCE & ENGINEERING

ENGINEERING COURSES

CSE ENGINEERING AND DESIGN APPLICATIONS

Grade 11, 12 | **1 Credit** | **Year-long Course**

Course Description

This civil engineering-based course deals with real-world problems and how to tackle them. An understanding of math and science as applied to real systems will be developed. Critical thinking and problem-solving skills will be emphasized in a STEM approach using an engineering design model through individual and group projects. Projects will include the application of algebra, trigonometry, and numerical analysis as related to topics in biology, chemistry, and physics. Students will be exposed to various activities that might include: site surveying, making proposals, working on permits, final design, and building. Engineering graphics and design software will be used when applicable.

Course Expectations

Projects are started in class but require time outside of class to complete. For reading, students are expected to complete several projects that require applying for a building permit, documents, such as those listed, must be fully understood, including: *Surveying Field Manuals, The Prescriptive Residential Wood Deck Construction Guide, 2015 International Residential Code, City of Saint Louis Department of Public Safety Building Division Guidelines for Drawing Residential Sundeck Plans*. For writing, students will draw up paper plans and develop plans in SketchUp. The total amount of work averages 30-60 minutes a week.

Prerequisites

Algebra I, Geometry, and prior or concurrent enrollment in Physics

APPLIED COURSES

CSE BROADCASTING: ST. JOE STUDIOS

Grade 9, 10, 11, 12 | **.5 Credit (Pass/Fail)** | **Year-long Course**

This course meets Tuesdays before school, Thursdays after school, or Friday at lunch.
This course may be repeated for credit.

Course Description

Students in Broadcasting: St. Joe Studios will work on St. Joe TV and other broadcasting productions, exploring the world of television production and broadcasting. This hands-on course is designed to provide a comprehensive understanding of the various aspects of creating and running a high school television channel. Students will delve into the dynamic field of broadcast journalism, video production, and on-air presentation while gaining practical experience in a real-world setting. It is expected that members will work outside of regular school hours, and credit is dependent on meeting contribution and attendance expectations for the year. Students will work in groups and individually to create material for St. Joe TV, including raw video and edited segments. Tasks vary and skills learned include video production, editing, narrative storytelling, script writing, and using professional editing software. In order to receive credit for this pass/fail course, students will earn required units over the course of the school year, which is achieved through attending meetings, filming or editing segments, writing scripts, and other assigned tasks.

Course Expectations

Students must attend one thirty minute meeting per week, and they are required to complete work outside of meetings to complete assigned tasks. Crew members must contribute at least two hours per month and executive team members must contribute at least five hours per month.

Prerequisites

Concurrent membership on the St. Joe Studios crew

COMPUTER SCIENCE & ENGINEERING

APPLIED COURSES

CSE BROADCAST MEDIA I

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

This course is a comprehensive overview of professional broadcasting technology and production. Students will master the elements of creating a broadcast from start to finish, developing essential skills in video production, audio production, scriptwriting, studio operation, and interviewing using industry-standard tools. Students will craft real-world broadcasts for diverse audiences while also practicing communication and leadership skills, which are vital for the workplace and further education. The course offers a unique opportunity to choose an emphasis on news, entertainment, or sports broadcasting, allowing students to develop specific on-air and production skills in their chosen focus area. This course requires significant independent work outside of class to meet professional production deadlines.

Course Expectations

This course introduces professional broadcasting technology and production, focusing on planning, production, and post-production using industry-standard tools. Students will complete five to seven projects, which will include process and reflection assignments. Time spent outside class will vary, but a safe estimate is 1-2 hours per week.

Prerequisites

Computer Science Applications or Video Production I (for freshman who placed out of Computer Science Applications)

CSE BROADCAST MEDIA II

Grade 10, 11, 12 | 1 Credit | Year-long Course

Course Description

This course's primary objective is to create content for the student broadcast (St. Joe Studios). Students will use filming and editing concepts from Broadcast Media I and develop advanced techniques for a professional product. This course allows students to begin building a portfolio to exhibit work. Students will be assigned a video project for a competition as their final exam.

Course Expectations

This course is a practical course that produces student broadcasts for St. Joe Studios. Students will complete three to five personal portfolio projects to showcase a variety of skills and production styles. In-class time is divided between instruction and production time. Students will be expected to work outside class, particularly on portfolio assignments. Time spent outside class will vary, but a safe estimate is 1-2 hours per week.

Prerequisites

Broadcast Media I or departmental approval to bypass Broadcast Media I based on proficiency and experience

CSE DIGITAL DESIGN

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

In this course, students will begin exploring the difference between design and fine art. They will learn and apply the elements and principles of design to solve visual problems in their work. They will be introduced to a variety of computer software applications, and use tools such as Adobe Illustrator to develop and complete projects. This class serves as an introduction to computer-based digital design and is a prerequisite for ACP Graphic Design.

Course Expectations

This course focuses on the elements and principles of design, digital workflow, and computer-aided design applications. Students will complete four to five portfolio projects, with a variety of process and reflection assignments throughout. Students will be expected to work outside of class, particularly when completing portfolio projects. The amount of outside class time will vary depending on proficiency and scope, but a safe estimate is 1-2 hours per week.

Prerequisites

None

COMPUTER SCIENCE & ENGINEERING

APPLIED COURSES

CSE DIGITAL PHOTOGRAPHY I

Grade 10, 11, 12 | **.5 Credit** | **Semester Course**

May be taken for Computer Science & Engineering or Fine Arts credit, but not both.

Course Description

In this visual arts and applied computer science course, students will learn about and understand how to control the digital camera. They will begin to develop their photographic aesthetic as they explore a variety of subject matter, with an emphasis on composition. Students will learn about the historical development of photography and the camera. As they edit their photographs, they will learn to operate computer software, such as Adobe Photoshop. *Camera requirement: DSLR or Point and Shoot with manual capabilities. A limited number of school cameras are available to rent for $150 per semester.*

Course Expectations

This course focuses on the basics of camera operation, digital workflow, and image editing. Students will complete four to five portfolio projects, with a variety of process and reflection assignments throughout. Students will be expected to work outside of class, particularly when shooting for an assignment. The amount of outside class time will vary depending on proficiency and scope, but a safe estimate is 1-2 hours per week.

Prerequisites

None

CSE VIDEO PRODUCTION I

Grade 9*, 10, 11, 12 | **.5 Credit** | **Semester Course**

Course Description

This course introduces all three stages of creating a video: pre-production, production, and post production. Students will select and operate appropriate computer software and hardware to create the videos they envision. Students will break down the steps needed through planning their creations by writing scripts, developing shot lists and storyboards, while also learning how to manipulate film and technology to achieve their expected outcomes. Everyone will have the opportunity to experiment with various filming and audio hardware, including cameras, gimbals, microphones, and smartphones. Through the use of professional editing software, students will discover how to evaluate raw clips to create professional level video.

Course Expectations

Students are expected to complete six to eight projects over the course of the semester. Most work will be done in class, but homework may be occasionally assigned to accomplish desired visual or audio outcomes. Each project will require a reflection, which is often completed outside of class.

Prerequisites

None

**Students entering grade 9 who have been approved to bypass the Computer Science Applications course may elect to take this course by obtaining departmental approval*

CSE HONORS BROADCAST MEDIA III

Grade 11, 12 | **1 Credit** | **Year-long Course**

Course Description

This course works with Broadcast Media II to create content for student broadcasts on St. Joe TV/St. Joe Studios. Students in Broadcast Media III hold Executive Team positions, managing broadcasts and other crew members. Students will develop a feedback process to create segments for broadcasts and assist in teaching crew members basic roles and responsibilities. This course allows students to continue building their portfolio and creating a promotional reel for applications. Students will be assigned a video project for a competition as their final exam.

Course Expectations

This course is a practical course that produces student broadcasts for St. Joe Studios. Students in this course will be managing the broadcasts and other crew members. Students will also complete three to five personal portfolio projects to showcase a variety of skills and production styles. In-class time is divided between instruction and production time. Students will be expected to work outside class, particularly on portfolio assignments. Time spent outside class will vary, but a safe estimate is 2-4 hours per week.

Prerequisites

Broadcast Media II or departmental approval to bypass Broadcast Media II based on proficiency and experience

COMPUTER SCIENCE & ENGINEERING

APPLIED COURSES

CSE INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Grade 11, 12 | .5 Credit | Semester Course

Course Description

This course introduces students to Artificial Intelligence (AI). Students will explore this fast-moving technology with its impacts and implications for individual lives and society. Students will gain an understanding of the foundations of AI, including large language models, machine learning, neural networks, and algorithms. Students also explore how AI is being used in different industries and fields and evaluate its consequences and implications, including biases. Students will consider the social and ethical implications of how AI is used and how it could potentially be used in the future. The course has a strong focus on program evaluations and problem solving, with students analyzing AI outputs and evaluating programs for bias. Students will have the chance to engage with multiple AI tools throughout the course to evaluate the uses in different industries and contexts. Introduction to Artificial Intelligence includes a mix of research and application based tasks to provide a well-rounded perspective on a rapidly evolving technology. The culminating project involves researching the ethical use of AI in a business and school.

Course Expectations

Students will complete five to seven projects over the course of the semester. Most reading and writing will be completed in class, but homework may occasionally be assigned to complete steps of the project.

Prerequisites

None

CSE VIDEO PRODUCTION II

Grade 11, 12 | .5 Credit | Semester Course

Course Description

Building upon the foundational skills acquired in Video Production I, this course delves deeper into the art and craft of video storytelling. Students will enhance their editing techniques, refine their understanding of narrative structure, and develop professional communication skills essential for collaborating in team environments. Students will master advanced editing tools and techniques, including color grading, visual effects, and sound design, to elevate their productions. They will explore advanced storytelling techniques, such as character development, plot structure, and theme, to create compelling narratives that resonate with audiences. Students will develop effective communication skills for collaborating with production teams, clients, and stakeholders. They will learn to articulate creative ideas, provide constructive feedback, and manage project timelines. This course gives students exposure to industry standards and best practices in video production, including equipment, software, and workflow methodologies. The final assessment for this course will be to create a commercial for an outside client, advertising a local business.

Course Expectations

Students are expected to complete five to six projects over the course of the semester. Most work will be completed in class, but homework may be occasionally assigned to accomplish desired visual outcomes.

Prerequisites

Video Production I

COMPUTER SCIENCE & ENGINEERING

APPLIED COURSES

CSE ACP DIGITAL PHOTOGRAPHY II

Grade 11, 12 | **.5 Credit** | **Semester Course**

May be taken for Computer Science & Engineering credit or Fine Arts credit, but not both.

Course Description

In this course, students will move beyond the basic camera operations and photographic compositions introduced in Digital Photography I. This course will focus on students learning to communicate themes, messages, and ideas through their photography while using the skills learned in Digital Photography I. Students will employ advanced Adobe Photoshop techniques. Adobe Lightroom will be introduced as a method for RAW file editing and organization. The final assessment for this course will be a long-term photo project in which students create a cohesive printed and digital portfolio utilizing Adobe InDesign. For this course, students must provide their own digital cameras along with other class-specific supplies.

Course Expectations

This is a college-level course. This course builds on the basics learned in the prerequisite Digital Photography I, and focuses on more advanced shooting and editing techniques. Students will complete four to five portfolio projects, with a variety of process and reflection assignments throughout. Additionally, students will research and present the work of historical photographers that have made significant contributions to the field. Students will be expected to work outside of class, particularly when shooting for an assignment. The amount of outside class time will vary depending on proficiency and scope, but a safe estimate is 2-4 hours per week.



Prerequisites

3.0 GPA, Digital Photography I, and instructor/departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: STUDIO ART 2260 Photography I.

CSE ACP GRAPHIC DESIGN

Grade 11, 12 | **.5 Credit** | **Semester Course**

May be taken for Computer Science & Engineering credit or Fine Arts credit, but not both.

Course Description

In this visual arts and applied computer science course, students will learn the role that graphic design plays in media, advertising, and design. They will rely on design theory and photographic skills as they are introduced to a variety of computer software applications, and use tools such as Adobe Photoshop and Illustrator to develop projects. Students must provide their own digital cameras along with other class-specific supplies.

Course Expectations

This is a college-level course. This course builds on the basics learned in the prerequisite Digital Design, and focuses on more advanced techniques as well as the career path of graphic design. Students will complete four to five portfolio projects, with a variety of process and reflection assignments throughout. Students will be expected to work outside of class, particularly when shooting for an assignment. The amount of outside class time will vary depending on proficiency and scope, but a safe estimate is 3-5 hours per week.

Prerequisites

3.0 GPA, Digital Design, and instructor/departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: STUDIO ART 2205 Graphic Design I.

ENGLISH DEPARTMENT

The goal of the English Department is to help students attain a liberal arts perspective through the comprehensive study of and exposure to language and literature. Courses focus on a reflection of human values and cultures, a presentation of the historical development of ideas, an opportunity to respond to and appreciate multiple perspectives, and a development of written communication skills.



OBJECTIVES

- Students will participate in a wide variety of literary experiences and genres.
- Students will develop an appreciation of content, purpose, and structure in literature.
- Students will receive training and practice in grammar, vocabulary development, and composition skills that enable the students to communicate effectively.
- Students will have opportunities for inquiry, collaborative learning, and the development of critical thinking.
- Students will integrate technological tools into all areas of the English learning experience.

REQUIREMENTS

Four credits in English are required at St. Joseph's Academy:

- One credit of *Literature and Composition* is required of freshmen.
- One credit of *World Literature Analysis and Composition* or *Honors World Literature Analysis and Composition* is required of sophomores.
- One credit of *American Literature and Composition, American Studies, or AP American Language and Composition* is required of juniors.
- One credit of English courses is required of seniors. If not taking the one credit *AP/ACC Senior English or Honors Holocaust Perspectives of Extraordinary Lives*, one semester must be a writing-designated course and one a literature-designated course.

WEIGHTED COURSE ELIGIBILITY POLICY

Honors courses are more challenging high school courses with greater expectations; they carry extra GPA weight, but they do not carry any college credit or potential for college credit. Advanced Placement (AP) courses are more challenging than honors courses and students should expect significant additional preparation outside of the course meeting time. Students are advised to register for AP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for AP English courses are required to follow through on this commitment by preparing and taking the AP exam in May.

Dual enrollment (ACC/ACP) courses are more challenging than regular or honors courses, as they are taught at the university level. Students are advised to register for ACC or ACP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for ACP or ACC English courses are required to follow through on this commitment by registering for college credit through UMSL or SLU. Students who register for an AP/ACC English course are required to follow through on this commitment by either registering for college credit or taking the AP exam.

To be eligible for ACP courses, students must meet the criteria of the dual enrollment program through UMSL. UMSL requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACP course.

WEIGHTED COURSE ELIGIBILITY POLICY (continued)

To be eligible for ACC courses, students must meet the criteria of the dual enrollment program through SLU. SLU requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACC course. Sophomores must meet higher standards for ACC, including a 3.5 unweighted GPA and a school recommendation.

Registration for sophomore through senior weighted courses requires students to meet specific grade requirements and to have department approval. Before registration, English Department teachers conference with students and recommend either a regular or weighted placement in which the teacher feels the student will be most successful. Students who are recommended are eligible to sit for the honors placement exam.

GRADE REQUIREMENTS FOR WEIGHTED COURSE PLACEMENT

Students currently in a weighted class who have a B+ or above for the first semester may register for the next level weighted course with a teacher recommendation. These students must maintain a B+ average or above for the remainder of the second semester of their current year in order to remain in the weighted course placement for the following year. If they do not, they will be contacted by the teacher and moved to a regular placement for the following school year.

Students currently in a regular English course who have an A or above for the first semester must take the honors placement exam to qualify for a weighted course placement. Their eligibility to register for a weighted course placement will be determined by their performance on the test, English teacher conferences, and English Department recommendation. Those students accepted into a weighted course placement must maintain a minimum of an A average for the remainder of the second semester of their current year in order to remain in the weighted course placement for the following school year. If they do not, they will be contacted by the teacher and moved to a regular placement for the following school year.

APPEALING WEIGHTED COURSE PLACEMENT

Students who are not recommended for a weighted course in English may appeal that decision by completing the following steps. The appeal process is initiated by the student.

- Fill out the *Appeal Form (available in Canvas under Counseling Services > Course Registration)*
- Obtain a parent signature
- Submit the form by the deadline (February 12, 2026 at 9:00 a.m.)

Completion of the form does not guarantee placement.

ENGLISH

All students are required to complete 4 credits in English for graduation.

FRESHMEN

REQUIRED COURSES
Literature and Composition *(1 credit)*

ELECTIVE COURSES
(These electives do not count toward English graduation totals)

Journalism: *The Voice (.25 credit)*

SOPHOMORES

REQUIRED COURSES
World Literature Analysis and Composition *(1 credit)*
or
Honors World Literature Analysis and Composition *(1 credit)*

ELECTIVE COURSES
(These electives do not count toward English graduation totals)

Journalism: *The Voice (.25 credit)*

JUNIORS

REQUIRED COURSES
American Literature and Composition *(1 credit)*
or
American Studies *(2 credits: 1 credit EN, 1 credit SS)*
or
AP American Language and Composition *(1 credit)*

ELECTIVE COURSES
(These electives do not count toward English graduation totals)

Journalism: *The Voice (.25 credit)*
Irish Literature *(.5 credit)*
Journalism Writing *(.5 credit)*

SENIORS

One literature and one writing course are required this year (1 credit total)

WRITING COURSES
College Prep Writing *(.5 credit)*
Creative Composition *(.5 credit)*
Journalism Writing *(.5 credit)*
Long Form Research *(.5 credit)*
Honors Voices of Human Rights *(.5 credit EN, .5 credit SS)*
ACP Writing and Research *(.5 credit)*

LITERATURE COURSES
Irish Literature *(.5 credit)*
Literature of Controversy *(.5 credit)*
Mystery and the Supernatural *(.5 credit)*
Science Fiction & Fantasy: The Origin Stories *(.5 credit)*
Honors Voices of Human Rights *(.5 credit EN, .5 credit SS)*

LITERATURE & WRITING COURSE
Honors Holocaust Perspectives of Extraordinary Lives *(1 credit)*
AP/ACC Senior English *(1 credit)*

ELECTIVE COURSES
(These electives do not count toward English graduation totals)

Journalism: *The Voice (.25 credit)*
Film Appreciation *(.5 credit)*

ENGLISH

EN LITERATURE AND COMPOSITION

Grade 9 | **1 Credit** | **Year-long Course**

Course Description

In this course, framed around diverse perspectives of literature, freshmen study grammar, vocabulary, and composition skills, including an introduction to multiple essay forms and literary genres. All units of study focus on essential questions and themes that relate to humanity across multiple cultures and social issues.



Course Expectations

Students should expect to read four to six novels as a class and an additional four novels independently. Students should expect to complete six to seven written summative assignments and participate in approximately three to four graded discussions or presentations. This course requires a summer reading novel and assignment.

Prerequisites

None

EN JOURNALISM: *THE VOICE*

Grade 9, 10, 11, 12 | **.25 Credit (Pass/Fail)** | **Year-long Course**

ELECTIVE COURSE

This course meets Monday morning before school.
Elective Course: This course does not count toward the four English credits needed for graduation.
This course may be repeated for credit.

Course Description

Students in *Journalism: The Voice* will work on student media in either print or online publication. This minicourse will meet once a week before school. Students will work in groups and individually to create work for *The Voice*. Tasks will vary and skills learned can include researching stories, publishing original writing and photography, and creating print or digital layout through Adobe software InDesign, Photoshop, or Premiere Pro. Credit is based on participation on and contribution to St. Joe media: *The Voice*. In order to receive credit for this pass/fail course, students will be required to produce a certain number of pieces per school year and maintain attendance and deadlines, depending on editorship or staff position.

Course Expectations

Editors will oversee production of digital and print content and edit/revise articles for publication. Senior staff writers will write one article per month. It is also expected that members will work outside of regular school hours.

Prerequisites

None

EN WORLD LITERATURE ANALYSIS AND COMPOSITION

Grade 10 | **1 Credit** | **Year-long Course**

Course Description

In this course, sophomores study literature using a thematic approach. Students build on previous grammar instruction by studying more complex sentence structures and punctuation, and by building strong analytical skills and an academic vocabulary. Students develop advanced writing skills through increased academic research, and composing in multiple modes, including but not limited to, literary analysis, narrative, and research pieces. Students continue honing their understanding and use of the MLA style.

Course Expectations

Students should expect to read at least five books as a class and an additional four novels independently. Students should expect to complete five to seven written summative assignments and participate in approximately five to six graded discussions or presentations. This course requires a summer reading novel and assignment.

Prerequisites

None

ENGLISH

EN HONORS WORLD LITERATURE ANALYSIS AND COMPOSITION

Grade 10 | **1 Credit** | **Year-long Course**

Course Description

In this course, sophomores study literature using a thematic approach and essential questions around world literature. Students build on previous grammar instruction by studying more complex sentence structures and punctuation, and by building strong rhetorical skills and an academic vocabulary. Students conduct research about a text and use increased academic research and literary criticism to compose a research paper, using the MLA style. Students also compose in multiple modes of writing, including but not limited to: narrative, evaluative, and argumentative pieces.

Course Expectations

As a part of the department's honors program, the course includes increased rigor, independent supplementary reading, research, and extensive writing. Students should expect to read five to six novels as a class that are above grade level readings and an additional two to three novels independently. Students should expect to complete six to eight written summative assignments and participate in approximately seven to nine graded discussions or presentations. Additionally students complete a yearlong cultural study project in conjunction with the curriculum. This course requires a summer reading novel and assignment.

Prerequisites

An A in current course, honors placement test, teacher conferences, ***and*** departmental approval

EN AMERICAN LITERATURE AND COMPOSITION

Grade 11 | **1 Credit** | **Year-long Course**

Course Description

In this survey of American literature, juniors study literary movements, major writers, and selected works from the colonial period through the 21st century. In addition, they develop critical thinking skills as well as advanced formal and informal writing including: analysis, research-based argument, narrative, and expository. Juniors also review grammar, vocabulary, and reading and comprehension skills in preparation for the ACT. The workload, pacing, and content of this course is designed to transition students to adequately prepare them for college reading and writing courses.



Course Expectations

Students should expect to read three to four long-form texts as a class and an additional four genre specific novels independently. Students can expect to complete six to eight written summative assignments and participate in approximately eight to ten formal discussions or presentations. This course requires a summer reading novel and assignment.

Prerequisites

None

EN AMERICAN STUDIES

Grade 11 | 2 Credits (1 credit EN, 1 credit SS) | Year-long Course

Course Description

This collaborative course offers an intensive interdisciplinary approach to the themes, texts, and content of the United States throughout her history. The core principle is that students' comprehension and appreciation of American literature and history are greatly enriched when these subjects engage in a dynamic dialogue. Immersive experiences are vital for a comprehensive understanding of the American experience. This course will cover the complex issues of equality, justice, and power, and explore how the diverse, often conflicting, perspectives on America have contributed to the shaping of this nation and identity. The course will be research intensive, including assignments that involve analyzing fiction and informational texts, conducting historical research, engaging in creative writing, and maintaining extensive journals. The workload, pacing, and content of this course is designed to transition students to adequately prepare them for college reading and writing courses. This course will be evaluated with a single grade, which will be applied to both the American History and American Literature & Composition components.

Course Expectations

Beginning with the class of 2029, students in this course will be required to complete the U.S. and Missouri Constitution tests.Students should expect research intensive including assignments that involve analyzing fiction, non-fiction, and informational texts, conducting historical research, engaging in extensive creative and academic writing, maintaining extensive reflective journals, and two semester cumulative projects. This course requires a summer reading novel and assignment.Students should be able to sustain a 145 minute block period

Prerequisites

A B+ average or above in Honors World Literature & Composition or World Literature & Composition and a B+ average or above in AP World History or World History, or departmental approval.

EN AP AMERICAN LANGUAGE AND COMPOSITION

Grade 11 | 1 Credit | Year-long Course

Course Description

This accelerated, college-preparatory course integrates the study of American literature with the rhetorical analysis and writing focus of AP English Language and Composition. Students read works spanning the Colonial period to contemporary voices, examining how American authors shape cultural identity, challenge dominant narratives, and reflect historical and social movements. Core texts may include authors such as Hawthorne, Douglass, Emerson, Whitman, Dickinson, Fitzgerald, Hughes, Miller, Morrison, and contemporary essayists. The course emphasizes close reading, rhetorical analysis, argumentation, and synthesis skills. Students engage with fiction, nonfiction, speeches, and visual media to practice identifying rhetorical strategies, constructing evidence-based arguments, and developing a sophisticated writing style. As a part of the department's honors program, the course includes increased rigor, independent supplementary reading, research, and extensive writing.

Course Expectations

Students are responsible for reading two summer reading books, six to seven independent novels, leading discussions, and producing a minimum of nine AP style timed in-class essays, and three to four polished analytical and argumentative essays that demonstrate clarity, depth, and originality. By the end of the course, students will be prepared to take the AP English Language and Composition Exam and to enter college with advanced critical reading and academic writing skills.

Prerequisites

A B+ average in current honors course. An A in current regular course, honors placement test, teacher conferences, and departmental approval. If you are in a regular English course, you ***must*** take the placement test.

Students in this course are required to take the AP English Language and Composition exam. Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

ENGLISH

EN IRISH LITERATURE

Grade 11, 12 | .5 Credit | Semester Course

ELECTIVE COURSE (Junior year - this course DOES NOT count toward the four English credits needed for graduation, and is an elective only.)

LITERATURE COURSE (Senior year - this course DOES count toward the four English credits needed for graduation.)

Course Description

Students examine a variety of critically acclaimed works (prose, poetry, and drama) and the role storytelling played in the construction of a sense of Irishness and Irish Nationalism. Students will read literature that begins with Celtic Ireland's myths and legends and moves toward Ireland's modern writers who helped create national pride. Important historical and cultural events will be identified and analyzed in order to offer increased understanding of Irish literature's evolution. The goal of the course is for students to develop an appreciation of Ireland's literature and the contribution of Irish writers to the corpus of world literature.

Course Expectations

Students will read four class novels. Students are expected to arrive prepared, participate actively in class discussions, complete all readings and assignments on time. Students will be evaluated through quizzes, tests, research, and a minimum of three essays. This course requires a summer reading novel and assignment.

Prerequisites

None

EN JOURNALISM WRITING

Grade 11, 12 | .5 Credit | Semester Course

ELECTIVE COURSE (Junior year - this course DOES NOT count toward the four English credits needed for graduation, and is an elective only.)

WRITING COURSE (Senior year - this course DOES count toward the four English credits needed for graduation.)

Course Description

Students discuss the role and influence of the news in modern society and the concept of responsible journalism, drawing from media of print, online, and broadcast. They learn the fundamentals of reporting, including interviewing and how to write in journalistic style through the writing of news, feature, sports, and editorial pieces. The class is hands-on and through a variety of activities, members of the class are both students of journalism and practicing journalists, with the potential to have their work appear in the school newspaper, *The Voice*.

Course Expectations

Students should expect to complete four to six written summative assignments and participate in approximately one to two graded presentations.

Prerequisites

None

EN COLLEGE PREP WRITING

Grade 12 | .5 Credit | Semester Course

WRITING COURSE FOR SENIORS

Course Description

This is a course for students who want to gain confidence in their writing skills before going to college. It is designed as a "lab" course that combines reading and writing inquiry as necessary in becoming a writer. Utilizing the Six Traits of Writing (voice, organization, idea creation, conventions, word choice, and sentence fluency) students work through a writing process in class to revise and polish final drafts. Students will write different types of papers such as narrative, review, proposal, argument, and analysis. Several of these writing types will include research reading and inclusion along with reading mentor texts/writings of the types of papers being written at the time.

Course Expectations

Students should expect to write a draft of a paper every week. Students will write approximately four to five summative essays, each with multiple graded drafts. Students should also expect weekly reading or drafting assignments as homework. This course requires summer/winter reading novel and assignment.

Prerequisites

None

ENGLISH

EN CREATIVE COMPOSITION

Grade 12 | .5 Credit | Semester Course

WRITING COURSE FOR SENIORS

Course Description

This class concentrates on the development of creative writing skills. Students will step outside of the box of academic writing and explore their creativity. A special emphasis is placed on strategies for creating imagery and appealing to sensory details by "showing-and-not-telling." Students will learn the importance of word choice, point of view, characterization, and creating effective dialogue. Techniques for brainstorming and editing their own, as well as their peers' work, will be implemented. Since learning to give and receive constructive criticism is a key part of life, students will review one another's work to give voice to their opinions and allow student authors to hear critical feedback about their creations. Students will compose many unique pieces including a reflective journal, a memoir, as well as several short essays, stories, and poems.

Course Expectations

Students should expect to write six to seven summative essays throughout the semester. Students should also expect semi-regular assigned reading, graded drafts, and revision activities that will be homework.

Prerequisites

None

EN LONG FORM RESEARCH

Grade 12 | .5 Credit | Semester Course

WRITING COURSE FOR SENIORS

Course Description

This senior elective develops advanced research and writing skills that students are most likely to utilize in a wide variety of collegiate disciplines. Students will learn how to propose topics, formulate research questions, use diverse types of sources, evaluate sources, and write both informative and argumentative research papers. The course will culminate in two major independent research essays. Additionally, students will learn essential skills for research such as APA formatting, bias, writing with rhetorical strategies, and determining an audience.

Course Expectations

Students should expect to write two long form essays throughout the semester. Students should also expect three to four formative assignments or projects, one to two drafts for each essay, and three to four small informative reading assignments.

Prerequisites

None

EN ACP WRITING AND RESEARCH

Grade 12 | .5 Credit | Semester Course

WRITING COURSE FOR SENIORS

Course Description

This semester course integrates critical reading, writing, and thinking skills. Sequenced reading and writing assignments build cumulatively to more complex assignments. Students write in multiple genres beginning with a personal narrative and moving through an argument that is supported by advanced research methodologies. Assignments focus on writing and composing for particular purposes, audiences, and contexts. Students utilize both formal and informal writing, drafting and revising, editing for correctness, synthesizing source material, and documenting sources accurately.

Course Expectations

Students are expected to read a summer reading novel related to writing. Assessments include four formal essays, a Socratic Seminar discussion, and a formal presentation.

Prerequisites

A B+ average in current honors course. An A in current regular course, honors placement test, and departmental approval. If you are in a regular English course, you must take the placement test.

Students in this course are required to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: ENGL 1100 First Year Writing.

EN LITERATURE OF CONTROVERSY

Grade 12 | .5 Credit | Semester Course

LITERATURE COURSE FOR SENIORS

Course Description

In this course, students will explore various types of banned, censored, and challenged works, which include novels, essays, nonfiction texts, graphic novels, and film. These works are written by modern and contemporary writers of national and international backgrounds that explore subjects such as feminism, oppression of minorities, the struggle for political freedom, war, and mental health. This class responds to issues through group discussions, a variety of writing assignments, and engaging and creative presentations.

Course Expectations

Students should expect to read three to four novels as a class. Students should expect to complete three to five written summative assignments and participate in approximately one to two graded discussions or presentations. This course requires a summer reading novel and assignment.

Prerequisites

None

EN MYSTERY AND THE SUPERNATURAL

Grade 12 | .5 Credit | Semester Course

LITERATURE COURSE FOR SENIORS

Course Description

In this course, the spooky, the creepy, and the unexplainable will be common threads through assigned reading and writing. These threads will also serve as the inspiration for discussions, presentations, and creative projects. This course spans multiple genres (e.g., novels, short stories, poetry, plays, films, and other visual art). Using literary lenses, students will look at the traditional forms and key elements of the masterpieces of Gothic Literature. These lenses will drive discussion of how authors develop fear and discomfort in their audience while simultaneously addressing social issues. Next, the course will explore how writers have channeled primal human fears into dark and spooky stories over time. Finally, students will consider how contemporary writers have repurposed Gothic motifs to address modern anxieties, fears, and darker questions about human nature.

Course Expectations

Students are expected to read a summer reading novel, three all-class novels, short stories, and an independent novel study related to Gothic fiction. Assessments include three formal essays, a Socratic Seminar discussion, and a formal presentation.

Prerequisites

None

EN SCIENCE FICTION & FANTASY: THE ORIGIN STORIES

Grade 12 | .5 Credit | Semester Course

LITERATURE COURSE FOR SENIORS

Course Description

In this course, students will read and closely examine various works of science fiction and literary fantasy to understand this genre as a reflection of human intelligence, imagination, and a collective sense of wonder. Through research, students will come to understand the cultural and historical context of each text to form deeper, more profound discussion points and analytical writing. Both contemporary and historical works will be studied to allow students the ability to recognize the genre's diverse cultural traditions as well as the larger impact of these texts throughout time. This course challenges students to grapple with content through group discussions, a variety of writing assignments, and at least one engaging and meaningful presentation.

Course Expectations

Students should expect to read four to five novels and short stories as a class and an additional one novel independently. Students should expect to complete three to four written summative assignments and participate in approximately two to three graded discussions or presentations. This course requires a summer reading novel and assignment.

Prerequisites

None

EN HONORS VOICES OF HUMAN RIGHTS

Grade 12 | 1 Credit (.5 Credit EN, .5 Credit SS) | Year-long Course

LITERATURE OR WRITING COURSE FOR SENIORS

Course Description

This course covers some of the darkest periods of the modern world through the lens of the human story. Students will understand how the words *never again* have failed over and over. Since this is a dual English/Social Studies course, students will study international policies that allowed for these events to occur as well as connect to literature that tells the story of the people impacted. Throughout this course, students will study narratives, podcasts, primary sources, documentaries, and movies. Students will attend class field trips and hear guest speakers. In-depth, high-level discussions will be a key piece to this course. Students will analyze what can be learned from the past to prevent future atrocities.

Course Expectations

Students should expect to read one to two novels. Students should expect to engage in debates, discussions, and analyses of a variety of genres. Students will work on a year-long research project.

Prerequisites

None

EN HONORS HOLOCAUST PERSPECTIVES OF EXTRAORDINARY LIVES

Grade 12 | 1 Credit | Year-long Course

LITERATURE AND WRITING COURSE FOR SENIORS

Course Description

This course allows students to study extraordinary lives of the Holocaust through a variety of college prep writing assignments and several genres of literature and modes of media including: memoirs, novels, poetry, short stories, primary documents, graphic novels, visual testimonies, virtual reality experiences, and podcasts in an attempt to gain a better understanding of the Holocaust and its implications in the contemporary world. Students will learn of the origins of Antisemitism and analyze the historical development of the Holocaust and its effects through the perspectives of: Nazis, women, children, liberators, resisters, rescuers, and "others." A final component of the course includes experiential learning both inside and outside the classroom. All of this exemplifies "bearing witness" to one's personal journey through the course.

Course Expectations

Students in the course should expect to critically engage with multiple genres of media, write in all college prep formats, daily classroom discussions, in-depth critical analyses, challenging introspective responses both verbal and written, evaluation of primary and secondary documents, organizational, presentation, and research skills, personal leadership, and three on-going, culminating final projects. One culminating project will have a community facing component. The course requires summer reading and an assignment.

Prerequisites

None

EN AP/ACC SENIOR ENGLISH

Grade 12 | 1 Credit | Year-long Course

LITERATURE AND WRITING COURSE FOR SENIORS

Course Description

This year-long dual credit course is divided into two distinct semesters, each emphasizing different aspects of college-level reading, writing, and analysis. First semester, students focus on nonfiction texts and develop advanced composition skills for a variety of purposes, audiences, and contexts. Class readings and discussions will explore the function of rhetoric and effective communication across multiple genres. Students will employ current research methodologies to investigate topics of interest, moving from broad inquiries to focused research questions while maintaining awareness of audience and purpose. Emphasis is placed on revision and collaborative feedback, as students will engage in peer review and use instructor commentary to strengthen their written work. Second semester, the emphasis shifts to the study of imaginative literature, offering a comprehensive introduction to major literary forms - fiction, poetry, and drama. Students will analyze the structure, language, and themes of selected works while continuing to refine their analytical and interpretive skills. Writing assignments include personal essays, literary analyses, and an independent novel project incorporating formal research methods and academic documentation.

Course Expectations

As part of the honors program, this course emphasizes rigor, independence, time management, and academic curiosity. Students read two summer reading books, critical annotation, extensive writing, and research-based projects. The first semester culminates in a multi-modal project demonstrating organization and creativity, while the second semester includes reading four novels, and concludes with an independent novel study and formal presentation. *Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.*

Prerequisites

A B+ average in current honors course. An A in current regular course, honors placement test, and departmental approval. If you are in a regular English course, you must take the placement test.

Students in this course are required to register for two St. Louis University college credit semesters, fall and spring or take the AP exam, AP English Literature and Composition in May.

Students are able to earn 6 college credits for this year-long course through SLU:ENGL 1900 Advanced Strategies Rhetoric and Research and ENGL 2250 Conflict, Social Justice, and Literature.

EN FILM APPRECIATION

Grade 12 | .5 Credit | Semester Course

ELECTIVE COURSE

Elective Course: This course does not count toward the four English credits needed for graduation.

Course Description

This class will introduce students to the film industry through the study and analysis of classic and contemporary films. Emphasis will be placed on exposing the class to a wide variety of styles and genres as well as formulating and justifying criticisms and analyses of the works. Students will develop an appreciation for the interaction of film elements such as: mise-en-scene, narrative, cinematography, editing, sound, and acting. Participation in class discussions, journal responses, written analyses and film reviews, and a paired project presentation will be requirements for successful completion of the course.

Course Expectations

Students should expect to complete eight to ten film reviews, four to six discussion board responses, a collaborative presentation, and a cumulative multimodal project. This course requires no summer reading.

Prerequisites

None

FINE ARTS DEPARTMENT

The Fine Arts Department encourages the individual student's potential to communicate and express creatively. Faculty strive to develop the student's sensitivity to the human condition and an awareness of the role of the artist effecting change. The Fine Arts Department endeavors to make art a dynamic influence in the life of the school so that students and faculty can become more aware of the beauty surrounding them. The department emphasizes the long lasting effect of fine arts and its impact on students' lives.



OBJECTIVES

- Students will develop aesthetic awareness and the skills necessary for observation and critical judgment of a work of art.
- Students will have opportunities for artistic expression which are both productive and satisfying for the individual.
- Students will develop skills for specific techniques.
- Students will have multiple opportunities to develop their individual artistic potential.
- Students will develop the ability for expressive communication in an environment that challenges them to grow in respect for self and others.
- Students' creativity will be nurtured.
- Students' critical thinking will be promoted.

REQUIREMENTS

To meet the graduation requirement of St. Joseph's Academy, and that of the state of Missouri, one full credit is required.

WEIGHTED COURSE ELIGIBILITY POLICY

Honors courses are more challenging high school courses with greater expectations; they carry extra GPA weight, but they do not carry any college credit or potential for college credit.

Dual enrollment (ACP) courses are more challenging than regular or honors courses, as they are taught at the university level. Students are advised to register for ACP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for ACP fine arts courses are expected to follow through on this commitment by registering for college credit through UMSL.

To be eligible for ACP courses, students must meet the criteria of the dual enrollment program through UMSL. UMSL requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACP course. Sophomores must meet higher standards for ACP, including a school recommendation.

Acceptance into a weighted course is based on instructor/departmental approval.

FINE ARTS

All students are required to complete 1 credit in Fine Arts for graduation.

FRESHMEN

VISUAL ART COURSES
Drawing and Painting I *(.5 credit)*

DANCE COURSES
Dance I* *(.5 credit)*

**credit available for Physical Education only in the freshman year*

MUSIC/CHORUS COURSES
Freshman Chorus *(.5 credit)*
Instrumental Ensemble *(.5 credit)*

THEATRE COURSES
Acting I *(.5 credit)*

SOPHOMORES

VISUAL ART COURSES
Drawing and Painting I *(.5 credit)*
Ceramics I *(.5 credit)*
Digital Design *(.5 credit)*
Digital Photography I *(.5 credit)*
ACP Drawing II *(.5 credit)*
ACP Painting II *(.5 credit)*

DANCE COURSES
Dance I *(.5 credit)*
Dance II *(.5 credit)*
Dance III: Performance *(.5 credit)*

MUSIC/CHORUS COURSES
Instrumental Ensemble *(.5 credit)*
Advanced Chorus *(1 credit)*
Class Piano I *(.5 credit)*
Frontenac Voices *(1 credit)*
Handbell Ensemble *(.5 credit)*
Honors Frontenac Voices *(1 credit)*
Honors Music Theory *(.5 credit)*

THEATRE COURSES
Public Speaking *(.5 credit)*
Honors Acting II *(.5 credit)*

JUNIORS & SENIORS

VISUAL ART COURSES
Drawing and Painting I *(.5 credit)*
Ceramics I *(.5 credit)*
Digital Design *(.5 credit)*
Digital Photography I *(.5 credit)*
ACP Drawing II *(.5 credit)*
ACP Painting II *(.5 credit)*
ACP Art History *(.5 credit)*
ACP Ceramics II: Hand-Building *(.5 credit)*
ACP Ceramics II: Wheel-Throwing *(.5 credit)*
ACP Digital Photography II *(.5 credit)*
ACP Graphic Design *(.5 credit)*
ACP Independent Art *(.5 credit)*

DANCE COURSES
Dance I *(.5 credit)*
Dance II *(.5 credit)*
Dance III: Performance *(.5 credit)*
Applied Arts: Dance Practicum *(.5 credit)*

MUSIC/CHORUS COURSES
Instrumental Ensemble *(.5 credit)*
Advanced Chorus *(1 credit)*
Class Piano I *(.5 credit)*
Frontenac Voices *(1 credit)*
Handbell Ensemble *(.5 credit)*
Honors Frontenac Voices *(1 credit)*
Honors Music Theory *(.5 credit)*
Honors Advanced Chorus *(1 credit)*

THEATRE COURSES
Public Speaking *(.5 credit)*
Honors Acting II *(.5 credit)*
Honors Acting III *(.5 credit)*

FINE ARTS

VISUAL ART COURSES

FA DRAWING AND PAINTING I

Grade 9, 10, 11, 12 | .5 Credit | Semester Course

Course Description

Students will explore a variety of drawing and painting media, developing observational and technical skills. This course will focus on students learning about line, form, value, composition, color theory, and color mixing. Students will be required to purchase their own art supplies.



Course Expectations

Students are expected to come prepared with materials, participate actively, use class time productively, and demonstrate consistent effort toward developing artistic skills and meeting course objectives. There is homework in this course.

Prerequisites

None

FA CERAMICS I

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

The student will combine the creative process in this course with the techniques of building with clay by investigating and implementing the themes of sculptural vs. functional ceramics. Students will be introduced and gain knowledge of the following hand-building techniques in clay: pinch, coil, and slab construction. They will also acquire familiarity with certain vocabulary pertaining to the art, craft, history of ceramics, and the creative process. By the end of the semester, students will also be proficient in a variety of basic glazing and surface techniques.

Course Expectations

Much of the work is completed during class, but students may find that they have to spend some time outside of class to complete projects.

Prerequisites

None

FA DIGITAL DESIGN

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

In this course, students will begin exploring the difference between design and fine art. They will learn and apply the elements and principles of design to solve visual problems in their work. They will be introduced to a variety of computer software applications, and use tools such as Adobe Illustrator to develop and complete projects. This class serves as an introduction to computer-based digital design and is a prerequisite for ACP Graphic Design.

Course Expectations

This course focuses on the elements and principles of design, digital workflow, and computer-aided design applications. Students will complete four to five portfolio projects, with a variety of process and reflection assignments throughout. Students will be expected to work outside of class, particularly when completing portfolio projects. The amount of outside class time will vary depending on proficiency and scope, but a safe estimate is one to two hours per week.

Prerequisites

None

FINE ARTS

VISUAL ART COURSES

FA DIGITAL PHOTOGRAPHY I

Grade 10, 11, 12 **.5 Credit** **Semester Course**

May be taken for Fine Arts credit or Computer Science & Engineering, but not both.

Course Description

In this visual arts and applied computer science course, students will learn about and understand how to control the digital camera. They will begin to develop their photographic aesthetic as they explore a variety of subject matter, with an emphasis on composition. Students will learn about the historical development of photography and the camera. As they edit their photographs, they will learn to operate computer software, such as Adobe Photoshop. *Camera requirement: DSLR or point-and-shoot camera with manual capabilities. A limited number of school cameras are available to rent for $150 per semester.*

Course Expectations

This course focuses on the basics of camera operation, digital workflow, and image editing. Students will complete four to five portfolio projects, with a variety of process and reflection assignments throughout. Students will be expected to work outside of class, particularly when shooting for an assignment. The amount of outside class time will vary depending on proficiency and scope, but a safe estimate is one to two hours per week.

Prerequisites

None

FA ACP DRAWING II

Grade 10, 11, 12 **.5 Credit** **Semester Course**

Course Description

In this course, students will continue to develop and refine observational and drawing skills learned in Drawing and Painting I. The student will explore and use a variety of drawing materials including graphite, ink, colored pencils, charcoal, and mixed media. Students will be required to purchase their own drawing supplies.

Course Expectations

Students are expected to come prepared with materials, participate actively, use class time productively, and demonstrate consistent effort toward developing artistic skills and meeting course objectives. There is homework in this course.

Prerequisites

3.0 GPA, Art I: Drawing and Painting or Drawing and Painting I, and instructor/departmental approval.

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: STUDIO ART 1140: Drawing I.

FA ACP PAINTING II

Grade 10, 11, 12 **.5 Credit** **Semester Course**

Course Description

In this course, students will continue to develop and refine painting skills learned in Drawing and Painting I. This course includes the creative use and integration of color theory on various surfaces. Students will explore both observational and expressive themes and imagery and use a variety of painting materials. Students will be required to purchase their own painting supplies.

Course Expectations

Students are expected to come prepared with materials, participate actively, use class time productively, and demonstrate consistent effort toward developing artistic skills and meeting course objectives. There is homework in this course.

Prerequisites

3.0 GPA, Art I: Drawing and Painting or Drawing and Painting I, and instructor/departmental approval.

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: STUDIO ART 2245: Painting I.

FINE ARTS

VISUAL ART COURSES

FA ACP ART HISTORY

Grade 11, 12 | .5 Credit | Semester Course

Course Description

Students will learn about historical artworks, artists, and art movements of the 19th and 20th century. Additionally, students will explore how art is an emotional and visual response to events throughout history.

Course Expectations

This is a more traditional course that is open to all and not necessarily geared specifically toward to visual artists. Some time is expected outside of class.

Prerequisites

3.0 GPA and instructor/departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: ART 1100 Introduction to Western Art.

FA ACP CERAMICS II: HAND-BUILDING

Grade 11, 12 | .5 Credit | Semester Course

Course Description

The student will build on the skills learned in Ceramics I to create advanced and in-depth three-dimensional works of art using the hand building techniques of pinch, coil, and slab. Students in Ceramics II are expected to achieve a higher level of craftsmanship, creativity, and understanding of the creative process than in Ceramics I.



Course Expectations

A deeper dive into the world of ceramics. Some time is expected outside of class to complete projects.

Prerequisites

3.0 GPA, Ceramics I, and instructor/departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: STUDIO ART 2270 Ceramics I.

FA ACP CERAMICS II: WHEEL-THROWING

Grade 11, 12 | .5 Credit | Semester Course

Course Description

The student will learn how to create pottery exclusively using the pottery wheel. Students in Wheel-Throwing are expected to achieve a higher level of craftsmanship, creativity, and understanding of the creative process than in Ceramics I.

Course Expectations

A deeper dive into the world of ceramics – specifically using the wheel. Some time is expected outside of class to complete projects.

Prerequisites

3.0 GPA, Ceramics I, and instructor/departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: STUDIO ART 2280 Ceramics II.

FA ACP DIGITAL PHOTOGRAPHY II

Grade 11, 12 | **.5 Credit** | **Semester Course**

May be taken for Fine Arts or Computer Science & Engineering credit, but not both.

Course Description

In this course, students will move beyond the basic camera operations and photographic compositions introduced in Digital Photography I. This course will focus on students learning to communicate themes, messages, and ideas through their photography, while using the skills learned in Digital Photography I. Students will employ advanced Adobe Photoshop techniques. Adobe Lightroom will be introduced as a method for RAW file editing and organization. The final assessment for this course will be a long-term photo project in which students create a cohesive printed and digital portfolio utilizing Adobe InDesign. For this course, students must provide their own digital cameras along with other class-specific supplies.

Course Expectations

This is a college-level course. This course builds on the basics learned in the pre-requisite Digital Photography I, and focuses on more advanced shooting and editing techniques. Students will complete four to five portfolio projects, with a variety of process and reflection assignments throughout. Additionally, students will research and present the work of historical photographers that have made significant contributions to the field. Students will be expected to work outside of class, particularly when shooting for an assignment. The amount of outside class time will vary depending on proficiency and scope, but a safe estimate is two to four hours per week.

Prerequisites

3.0 GPA, Digital Photography I, and instructor/departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: STUDIO ART 2260 Photography I.

FA ACP GRAPHIC DESIGN

Grade 11, 12 | **.5 Credit** | **Semester Course**

May be taken for Fine Arts or Computer Science & Engineering credit, but not both.

Course Description

In this visual arts and applied computer science course, students will learn the role that graphic design plays in media, advertising, and design. They will rely on design theory and photographic skills as they are introduced to a variety of computer software applications, and use tools such as Adobe Photoshop and Illustrator to develop projects. Students must provide their own digital cameras along with other class-specific supplies.

Course Expectations

This is a college-level course. This course builds on the basics learned in the pre-requisite Digital Design, and focuses on more advanced techniques as well as the career path of graphic design. Students will complete four to five portfolio projects, with a variety of process and reflection assignments throughout. Students will be expected to work outside of class, particularly when shooting for an assignment. The amount of outside class time will vary depending on proficiency and scope, but a safe estimate is two to four hours per week.

Prerequisites

3.0 GPA, Digital Design, and instructor/departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: STUDIO ART 2205 Graphic Design I.

FINE ARTS

VISUAL ART COURSES

FA ACP INDEPENDENT ART

Grade 11, 12 | .5 Credit | Semester Course

This course may be repeated for credit, see below for details.

Course Description

ACP Independent Art is a semester-long advanced level course that allows students the freedom to explore personally driven themes throughout the entire semester. Students will focus on design, traditional 2D media, or 3D media based on their prior course sequencing. There are high levels of expectations for preparedness, effort, and research during this course. Students will be required to purchase their own art supplies.

Course Expectations

Students are expected to come prepared with materials, participate actively, use class time productively, and demonstrate consistent effort toward developing artistic skills and meeting course objectives. There is homework in this course.



Prerequisites

1 credit of Visual Art (including one ACP Visual Art course), 3.0 GPA, and instructor/departmental approval.

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through UMSL: STUDIO ART 2074 Special Topics in Studio Art.

This course may be repeated for an additional .5 credit at St. Joseph's Academy and for an additional 3 college credits through UMSL: STUDIO ART 2074 Special Topics in Studio Art with a change of topic.

DANCE COURSES

FA DANCE I

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

This is an introductory overview course that is designed to explore dance as an art form. Students will study dance conditioning, ballet, jazz, and modern dance. Emphasis will be on beginner dance technique, movement exploration through guided improvisation, and dance history.

Course Expectations

There are no outside class time expectations in course.

Prerequisites

None

** Freshmen may take this course for Physical Education credit only, not for Fine Arts credit.*

FA DANCE II

Grade 10, 11, 12 | .5 Credit | Semester Course

May be taken for Fine Arts or Physical Education credit, but not both.

Course Description

Dance II is an intermediate class designed for students who have completed Dance I or students who have taken ballet, jazz, and/or modern dance outside of school in the past three years. Students will study dance conditioning, ballet, jazz, and modern dance. Emphasis will be on intermediate dance technique and movement exploration of the elements of dance.

Course Expectations

There are no outside class time expectations in course.

Prerequisites

Dance I or permission of the instructor.

DANCE COURSES

FA DANCE III: PERFORMANCE

Grade 10, 11, 12 | .5 Credit | Semester Course

May be taken for Fine Arts or Physical Education credit, but not both.
This class may be repeated for credit.

Course Description

Dance III is an intermediate/advanced level class designed for students who have completed Dance II or have at least two full years of jazz, ballet, and/or modern dance in the past four years outside of school. The focus of this class is preparation of a performance piece to be included in the spring musical revue. Mandatory attendance and participation in Tech Week and the performance dates are necessary to receive credit for the course. Other activities include creating dance compositions and exploring various movement combinations, including jazz, ballet, or modern dance, not related to the performance. This class may be repeated as the content of the class changes with each offering.



Course Expectations

Students in this class are expected to perform as part of the spring performance in May. Students must be available after school during the week of the show for tech and for all performances Thursday-Saturday at 7:00 p.m.

Prerequisites

Dance II or permission of the instructor.

FA APPLIED ARTS: DANCE PRACTICUM

Grade 11, 12 | .5 Credit | Semester Course

Course Description

This course is designed for students who wish to deepen their understanding of dance by taking on the role of a dance class assistant. As assistants, students will gain hands-on experience in teaching, choreography, and skill progression. They will work closely with the dance instructor, helping to demonstrate techniques and assist in the planning and execution of lesson plans. In addition to refining their own dance skills, students will develop leadership, communication, and organizational abilities that are essential for a career in dance education or the performing arts. This course is ideal for experienced dancers looking to explore teaching or mentorship roles in dance.

Course Expectations

A majority of the work for students in this class will be completed in class by leading beginning students, breaking down choreography, and meeting with the instructor about curriculum. Dance Practicum students will have journal reflections and some class/skill planning to do outside of class.

Prerequisites

Application for and Dance II (or permission from instructor)

FINE ARTS

MUSIC/CHORUS COURSES

FA FRESHMAN CHORUS

Grade 9 | **.5 Credit** | **Year-long Course**

This course is taken along with PE Physical Education or PE Dance I and meets both semesters.

Course Description

The Freshman Chorus is a performing ensemble that studies the techniques of singing through various styles of music. Basic music theory and sight singing are also studied. This ensemble performs at both the Christmas and Spring Concerts. Mandatory attendance and participation at both concerts are required to receive credit for the course.

Course Expectations

The majority of work is done in class. There are no formal tests or quizzes. The semester concerts count as the exam.

Prerequisites

None

FA INSTRUMENTAL ENSEMBLE

Grade 9, 10, 11, 12 | **.5 Credit** | **Year-long Course**

This course meets from 7:15-8:00 a.m., twice per week on Tuesday and Wednesday.
This course may be repeated for credit.

Course Description

Students will develop individual musicianship through ensemble experience and through exposure to a widely varied repertoire. The group will have one performance each semester. Mandatory attendance and participation at both concerts are required to receive credit for the course. The Instrumental Ensemble accepts students with previous experience in middle school band, or orchestra experience on violin and cello. Piano students are limited and only by audition.

Course Expectations

The Instrumental Ensemble Class will focus on musical skills to further develop each individual student in the areas of proper tone, phrasing, rhythmic counting, and ensemble blend in order to perform literature at a grade 2 level. Students will engage in rehearsal skills that will include B flat, E flat, and F major along with their relative minor scales. The culmination of each semester's work will be presented in a required concert performance.



Prerequisites

Proficiency on your instrument and instructor/ departmental approval; student must provide her own instrument.

FA ADVANCED CHORUS

Grade 10, 11, 12 | **1 Credit** | **Year-long Course**

This course may be repeated for credit.

Course Description

Open to sophomores, juniors, and seniors, the Advanced Chorus is a performing group that studies the techniques of singing through many styles of music. Some music theory and sight singing are also studied. Performances include: Christmas Concert, Spring Concert, and some school liturgies. Matching formal concert attire is required and must be purchased. Mandatory attendance and participation at both concerts are required to receive credit for the course.

Course Expectations

The majority of work is completed during class. There are no formal tests. There are periodic assessments throughout the semester. The concert counts as the exam.

Prerequisites

Freshman Chorus or departmental approval

FINE ARTS

MUSIC/CHORUS COURSES

FA CLASS PIANO I

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

Class Piano I will provide students with group and individualized training in basic piano technique, music notation and reading, music history, and culture. Students will have the opportunity to explore a wide variety of repertoire. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. This is a beginning class. No prior piano or music reading skills are necessary. Access to a piano or keyboard outside of school is encouraged, but not required.



Course Expectations

Students can complete most of the work during class time. There are unit playing assessments and no formal final (written) exam.

Prerequisites

None

FA FRONTENAC VOICES

Grade 10, 11, 12 | 1 Credit | Year-long Course

This class meets from 7:15-8:00 a.m., every day.
This course may be repeated for credit.

Course Description

The Frontenac Voices are selected by audition from the members of the Advanced Chorus. The opportunity of performing more challenging music in a smaller ensemble is offered to those who qualify. Auditions for this ensemble are during the first week of the fall semester. This course may be repeated and is offered before school. Performances include: Christmas Concert, Spring Concert, Music Festival, graduation, and school liturgies. Matching formal concert attire is required and must be purchased. Mandatory attendance and participation at both concerts are required to receive credit for the course.

Course Expectations

Students are expected to attendance class daily. Work on music outside of class is required. There are weekly sight-singing assignments and periodic singing assessments.

Prerequisites

Audition and concurrent enrollment in Advanced Chorus

FA HANDBELL ENSEMBLE

Grade 10, 11, 12 | .5 Credit | Semester Course

This course may be repeated for credit.

Course Description

Students will learn basic ringing techniques and will reinforce rhythm and music reading skills as they apply to handbell ringing. Required performances include the Christmas or Spring Concerts. This ensemble may also perform at some school liturgies and community events. Enrollment is limited. Mandatory attendance and participation at the semester's concert are required to receive credit for the course.

Course Expectations

All of the work is completed in class. The semester concert counts as the exam. There are no formal written assessments.

Prerequisites

None

FINE ARTS

MUSIC/CHORUS COURSES

FA HONORS FRONTENAC VOICES

Grade 10, 11, 12 | 1 Credit | Year-long Course

This course may be repeated for credit. This class meets from 7:15-8:00 a.m., every day.

Course Description

Students enrolled in the Honors section will complete all of the work for Frontenac Voices and additional work will be required. Students will complete daily sight singing assignments. Students are required to audition for, and participate in (if eligible and selected) the following: All-District Honor Choir, All-State Honor Choir, All-District Solo and Small Ensemble Music Festival, and All-State Solo and Small Ensemble Music Festival. Students must also perform at least one selection in each semester's vocal recital. Students will research and write about the composers and selections performed during each semester. Private voice lessons are strongly encouraged. Performances include: Christmas Concert, Spring Concert, Music Festival, graduation, and school liturgies. Matching formal concert attire is required and must be purchased. Mandatory attendance and participation at both concerts are required to receive credit for the course.

Course Expectations

Students are to attend class daily. Work on music outside of class is required. There are weekly sight-singing assignments and periodic singing assessments. Students are expected to perform at each end-of-semester concert (in addition to the Choral Concert), audition for All-District Choir, and participate in MSHSAA All-District Music Festival.

Prerequisites

Audition and concurrent enrollment in Advanced Chorus

FA HONORS MUSIC THEORY

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

This course studies basic music structures and form through analysis to give students a working knowledge of music. The following topics will be studied: notation skills, major and minor scales, key signatures and tonality, intervals and transposition, chords and inversions, harmony, chord functions, cadences and non-harmonic tones, four-part chorale writing and analysis, dominant seventh chords, secondary dominants, and modes. Ear training will be part of the course.

Course Expectations

There is daily homework and periodic assessments.

Prerequisites

Instructor/departmental approval

FA HONORS ADVANCED CHORUS

Grade 11, 12 | 1 Credit | Year-long Course

This course may be repeated for credit.

Course Description

Open to juniors, and seniors, the Honors section of the Advanced Chorus is a performing group that studies the techniques of singing through many styles of music. Some music theory and sight singing are also studied. Performances include Christmas Concert, Spring Concert, and school liturgies. Matching formal concert attire is required and must be purchased. Mandatory attendance and participation at both concerts are required to receive credit for the course. In addition to the coursework for Advanced Chorus, the Honors section will have weekly sight-singing and rhythmic reading exercises assigned through *SightReadingFactory.com*, will study Music Theory in a more in-depth manner, will be assessed on the semester's choral music by either singing in a small group (one person on a part) or via *Match My Sound* software. The students will be required to attend one outside choral concert per semester and write a reflection/review paper. Students in the section will be expected to audition for solos.

Course Expectations

The majority of work is completed during class. The honors sections does have homework but not daily. There are no formal tests. There are more assessments throughout the semester than in Advanced Chorus. The concert counts as the exam.

Prerequisites

Prior enrollment in Advanced Chorus for at least one year

FINE ARTS

THEATRE COURSES

FA ACTING I

Grade 9 | .5 Credit | Semester Course

Course Description

Students are introduced to the fundamentals of training for the beginning actor. Basic acting skills are explored through improvisation and scene work which focus on increasing concentration, relaxation, collaboration, listening, line memorization, and stage voice use. Students will learn proper theatre etiquette and the process involved in critiquing a theatrical performance. Areas of study include character development, stage blocking, and play analysis. Additionally, this course will provide the foundation that will prepare students who are interested in taking advanced courses in theatre.

Course Expectations

Emphasis is placed on collaboration, focus, and creativity. Most of the work and rehearsals will take place during class time. Consistent participation and engagement are essential for success. Students will also complete a written theater review to strengthen their understanding of live performance and critical observation.

Prerequisites

None

FA PUBLIC SPEAKING

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

This course introduces students to the art and practice of public speaking. Students will learn how to communicate ideas clearly, confidently, and persuasively in a variety of settings. Through practice speeches, peer feedback, and analysis of famous speeches, students will gain skills in speech preparation, delivery, and audience connection.

Course Expectations

Public Speaking is an active, hands-on class where students will build confidence and communication skills through practice and performance. Success depends on engagement, effort, and positive attitude. The more students put into this class, the more confident and capable they will become as a speaker. Some memorization will be required.

Prerequisites

None

FA HONORS ACTING II

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

Advanced stage movement exercises as well as script and play analysis will be employed toward scene work and monologue study for the intermediate actor. Emphasis is on individual development in the use of principles and styles of acting. Students will prepare and perform scenes from both classical and contemporary plays. Through research and presentation, students will explore theatre careers. The semester culminates in a final performance.



Course Expectations

Daily participation is essential as students engage in advanced improvisation, monologue, and scene work. Each actor will prepare and memorize two contrasting monologues and participate in partner and group scene work. The focus of this course is on refinement, authenticity, and professional readiness.

Prerequisites

Acting I or instructor/departmental approval

THEATRE COURSES

FA HONORS ACTING III

Grade 11, 12 | .5 Credit | Semester Course

Course Description

Honors Acting III is designed as an Auditions Class where students will learn and apply real-world audition techniques used in professional theater and film. Through mock auditions. Students will prepare, memorize, and present monologues and/or songs, gaining confidence and polish in their audition skills. The course will include the filming of auditions, the creation of a professional theater résumé and headshot, and the development of a personal acting reel built from recorded class work throughout the semester. As part of their honors credit, all students are required to participate in the Winter Play (February) in an acting or production role.

Course Expectations

Daily participation is required and essential. Memorization is required outside of class time. As part of their honors credit, all students are required to participate in the Winter Play (February) in an acting or production role. This course emphasizes professionalism, preparation, and performance at an advanced level. This requires both rehearsals and performances outside of the school day.

Prerequisites

Acting I & Honors Acting II or instructor/departmental approval

MATHEMATICS DEPARTMENT

The goals of the Mathematics Department are to offer a complete high school mathematics curriculum for the college-bound student and to challenge each individual to develop her God-given mathematical talents.



OBJECTIVES

- Students will develop logical and creative approaches to problem solving.
- Students will develop facility in applying basic mathematical concepts.
- Students will develop clarity and precision in mathematical language.
- Students will develop an appreciation for the deductive nature of mathematics.
- Students will select courses that allow her maximum achievement for her abilities, needs, and interests.
- Students will experience a smooth transition to mathematics courses at the college level.

REQUIREMENTS

Four credits in mathematics are required for graduation. A Texas Instruments graphing calculator is required for all mathematics classes. The model numbers of the calculators that may be used are announced in the spring.

WEIGHTED COURSE ELIGIBILITY POLICY

Honors courses are more challenging high school courses with greater expectations; they carry extra GPA weight, but they do not carry any college credit or potential for college credit.

Advanced Placement (AP) courses are more challenging than honors courses and students should expect significant additional preparation outside of the course meeting time. Students are advised to register for AP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for AP mathematics courses are expected to follow through on this commitment by preparing and taking the AP exam in May.

Dual enrollment (ACP) courses are more challenging than regular or honors courses, as they are taught at the university level. Students are advised to register for ACP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for ACP mathematics courses are expected to follow through on this commitment by registering for college credit through UMSL.

Students who register for an AP/ACP mathematics course are expected to follow through on this commitment by either registering for college credit through UMSL or taking the AP exam. To be eligible for ACP courses, students must meet the criteria of the dual enrollment program through UMSL. UMSL requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACP course. Sophomores must meet higher standards for ACP, including a school recommendation.

Eligibility for weighted mathematics courses is determined based on the student's semester grades in prerequisite courses and teacher recommendations. Eligibility for advanced level math courses, for incoming freshmen, is determined on a placement test. This test is given during the spring of the student's 8th grade year on the SJA campus.

MATHEMATICS

APPEALING WEIGHTED COURSE PLACEMENT

Students who are not recommended for a weighted course in Mathematics may appeal that decision by completing the following steps. The appeal process is initiated by the student.

- Fill out the *Appeal Form (available in Canvas under Counseling Services > Course Registration)*
- Obtain a parent signature
- Submit the form by the deadline (February 12, 2026 at 9:00 a.m.)

Completion of the form does not guarantee placement.

All students are required to complete 4 credits in Mathematics for graduation.

FRESHMEN

REQUIRED COURSES

Algebra I B *(1 credit)* ***or***
Algebra I *(1 credit)* ***or***
Algebra I Accelerated *(1 credit)*

COURSES FOR ADVANCED STUDENTS *(1) credit required*

Honors Geometry *(1 credit) or*
Honors Algebra II Trigonometry *(1 credit)*

SOPHOMORES

REQUIRED COURSES

Geometry B *(1 credit)* ***or***
Geometry *(1 credit)* ***or***
Honors Geometry *(1 credit)*

COURSES FOR ADVANCED STUDENTS *(1) credit required*

Algebra II Trigonometry *(1 credit)*
Honors Algebra II Trigonometry *(1 credit)*
AP/ACP Calculus AB *(1 credit)*
AP/ACP Calculus BC *(1 credit)*
ACP Precalculus *(1 credit)*
ACP Calculus I *(1 credit)*

JUNIORS

REQUIRED COURSES

Algebra II *(1 credit)*
or
Algebra II Trigonometry *(1 credit)*
or
Honors Algebra II Trigonometry *(1 credit)*

COURSES FOR ADVANCED STUDENTS *(1) credit required*

ACP Precalculus *(1 credit)*
ACP Calculus I *(1 credit)*
AP/ACP Calculus AB *(1 credit)*
AP/ACP Calculus BC# *(1 credit)*
AP/ACP Calculus BC *(1 credit)*
ACP Calculus III *(1 credit)*
AP/ACP Statistics *(1 credit)*

SENIORS

COURSE SELECTION

(1) credit required

ACP Precalculus *(1 credit)*
ACP Calculus I *(1 credit)*
AP/ACP Calculus AB *(1 credit)*
AP/ACP Calculus BC# *(1 credit)*
AP/ACP Calculus BC *(1 credit)*
ACP Calculus III *(1 credit)*
AP/ACP Statistics *(1 credit)*
Algebra III *(.5 credit)*
Probability and Statistics *(.5 credit)*
Trigonometry *(.5 credit)*

MT ALGEBRA I B

Grade 9 | 1 Credit | Year-long Course

Course Description

This course reinforces the student's experience with rational numbers while introducing the concepts of constant and variable. The student learns to evaluate and simplify algebraic expressions, to solve linear and quadratic equations, to translate word problems into algebraic equations, and to graph linear functions. Other topics include an introduction to functions, inequalities, natural-number exponents, factorization of polynomials, an introduction to radicals, and systems of equations/inequalities. Other topics are added as time allows. The student learns the "why" as well as the "how" of basic algebraic operations.

Course Expectations

In this class, topics are covered at a moderate pace. Students are expected to participate by asking and answering questions; collaborate and work with classmates; participate in activities; and work on assignments as time permits. Outside of class, students can expect an average of two practice sets per week (written and/or online) and additional study/review time prior to assessments. In class, students will receive direct instruction/ practice at a differentiated pace and there will be dedicated review time prior to unit assessments. Students needing extra support can expect to utilize the math lab and/or meet with the teacher outside of class time. There will be a minimum of nine assessments, plus two semester exams over the course of the year.

Prerequisites

Departmental approval

MT ALGEBRA I

Grade 9 | 1 Credit | Year-long Course

Course Description

Students in this course will evaluate and simplify algebraic expressions, solve linear and quadratic equations, translate word problems into algebraic equations, and graph linear functions. Other topics include functions, inequalities, natural-number exponents, factorization of polynomials, radicals, and systems of equations/inequalities. Other topics are added as time allows. The student learns the "why" as well as the "how" of basic algebraic operations.

Course Expectations

In this class, topics are covered at a traditional pace. Students are expected to participate by asking and answering questions; collaborate and work with classmates; participate in activities; and work on assignments as time permits. Outside of class, students can expect an average of two to three practice sets per week (written and/or online) and additional study/review time prior to assessments. Students needing extra support can expect to utilize the math lab and/or meet with the teacher outside of class time. There will be a minimum of ten assessments, plus two semester exams over the course of the year.

Prerequisites

Departmental approval

MT ALGEBRA I ACCELERATED

Grade 9 | 1 Credit | Year-long Course

Course Description

This course is for the student who has some experience with Algebra I topics but does not show a mastery of the subject. Building on that experience, the instructor will design the course to challenge the students by complementing and extending their knowledge of Algebra I.

Course Expectations

In class, students are expected to participate by asking and answering questions, collaborating with classmates, and beginning homework. Outside of class, students should plan for approximately thirty minutes of homework each night, with additional practice as needed before tests. Over the course of the year, students will complete twelve in depth units. Students needing extra support can expect to utilize the math lab and/or meet with the teacher outside of class time on an as needed basis.

Prerequisites

Departmental approval

MT GEOMETRY B

Grade 10 | 1 Credit | Year-long Course

Course Description

This course will cover various Geometry topics and principles, including segments, lines and angles, parallel lines, triangles, similarity, quadrilaterals and polygons, circles, introductory trigonometry, area, volume, and reasoning and proof (two-column). There will also be a focus on reviewing and reinforcing Algebra I skills.

Course Expectations

In this class, topics are covered at a moderate pace. Students are expected to participate by asking and answering questions; collaborate and work with classmates; participate in activities; and work on assignments as time permits. Outside of class, students can expect an average of two practice sets per week (written and/or online) and additional study/review time prior to assessments. In class, students will receive direct instruction/ practice at a differentiated pace and there will be dedicated review time prior to unit assessments. Students needing extra support can expect to utilize the math lab and/or meet with the teacher outside of class time. There will be a minimum of ten assessments, plus 2 semester exams over the course of the year.

Prerequisites

Algebra I B or Algebra I

MT GEOMETRY

Grade 10 | 1 Credit | Year-long Course

Course Description

This course will cover various Geometry topics and principles, including segments, lines and angles, parallel lines, triangles, similarity, quadrilaterals and polygons, circles, introductory trigonometry, area, volume, and reasoning and proof (two-column).

Course Expectations

In class, students are expected to participate by asking and answering questions, collaborating with classmates and using time management skills effectively to get homework started during class time. Outside of class, students should plan for approximately thirty minutes of homework each night, with additional practice as needed before tests. There is one project each semester, which will be completed during class time. Students are expected to recall and use previously learned Algebra 1 skills. Over the course of the year, students will complete nine units of study.

Prerequisites

An A in Algebra I B, or completion of Algebra I, or Algebra I Accelerated

MT HONORS GEOMETRY

Grade 9*, 10 | 1 Credit | Year-long Course

Course Description

This course will move at a very brisk pace and require a mastery of the topics covered in Algebra I. The emphasis on logic and deductive systems develops the structure of geometry, while application problems demonstrate the practical nature of the subject. The topics covered include segments, lines and angles, parallel lines, triangles, similarity, quadrilaterals and polygons, circles, introductory trigonometry, area, volume, and reasoning and proof (two-column).

Course Expectations

Most homework and test preparation will take place outside of class time in order to cover the topics at the deep level required. Over the course of the year, the class will do two projects, ten to eleven tests and two semester final exams. This class requires a summer packet prior to the start of the year.

Prerequisites

A B+ in Algebra I Accelerated and/or departmental approval

* Freshman courses will be determined by placement test

MATHEMATICS

MT ALGEBRA II

Grade 11 | 1 Credit | Year-long Course

Course Description

This course reviews and extends the topics introduced in Algebra I. It is designed for those students who desire further work in mathematics, but do not qualify for the more rigorous course in Algebra II Trigonometry. Topics covered include: real and complex numbers, equations (linear, quadratic, and fractional), systems of equations, inequalities, exponents, polynomials, and an introduction to trigonometry.

Course Expectations

In class, students are expected to participate by asking and answering questions, collaborating with classmates, and beginning homework. Students will be receiving more direct instruction at a differentiated pace in combination with more frequent assessments. Outside of class, students should plan for approximately two to three homework assignments, with additional practice as needed before tests. Students needing extra support can expect to utilize the math lab and/or meet with the teacher outside of class time on an as needed basis.

Prerequisites

Algebra I B, Algebra I, or Algebra I Accelerated, Geometry B, Geometry, or Honors Geometry, and/or departmental approval

MT ALGEBRA II TRIGONOMETRY

Grade 10, 11 | 1 Credit | Year-long Course

Course Description

In this course, the first semester will reinforce topics covered in Algebra I with an increase in difficulty and depth. Also, absolute value equations, inequalities, and graphs will be covered. Solving, graphing, and analyzing quadratic equations are discussed. By the end of the semester, students will be able to solve systems of equations in three variables. Second semester will explore trigonometry, equations, inequalities, and graphs of degree two and higher. This will include parabolas and circles, as well as radical, exponential, logarithmic, and rational functions.

Course Expectations

In class, students are expected to participate by asking and answering questions, collaborating with classmates and using time management skills effectively to get homework started during class time. Outside of class, students should plan for approximately thirty minutes of homework each night, with additional practice as needed before tests. Students are expected to recall and use previously learned skills from Algebra 1 and Geometry. Over the course of the year, students will complete nine units of study.

Prerequisites

A B average in Algebra I or Algebra I Accelerated, a B average in Geometry or Honors Geometry, and/or departmental approval

MT HONORS ALGEBRA II TRIGONOMETRY

Grade 9*, 10, 11 | 1 Credit | Year-long Course

Course Description

This course will progress at a very brisk pace, covering the greatest breadth and depth of topics. Students are expected to have mastered the skills and thoroughly understood the concepts covered in prior courses. They are expected to have retained this past knowledge, which will generally not be reviewed in the course. In addition to the material in Algebra II Trigonometry, topics such as sequences, transformations, trigonometry, and matrices will also be covered.

Course Expectations

In class, students are expected to participate by asking and answering questions, collaborating with classmates, and beginning homework if time permits. Outside of class, students should plan on completing homework each night, with additional practice as needed before tests. Over the course of the year, students will complete twelve in depth units that will challenge both their algebra and critical thinking skills.

Prerequisites

A B+ average in Honors Geometry and/or departmental approval

* Freshman courses will be determined by placement test

MT ACP PRECALCULUS

Grade 10, 11, 12 | 1 Credit | Year-long Course

Course Description

This is a two-semester, college-level course in which students may earn college credit for Precalculus. The curriculum follows UMSL's Precalculus program throughout the year. Topics covered include functions, graphs and modeling, systems of equations, conic sections, trigonometric laws, graphs and identities, and an introduction to Calculus.

Course Expectations

In class, students are expected to take notes, ask and answer questions, collaborate with classmates, and actively participate in activities. A strong foundation in Algebra 1, Geometry, and Algebra 2/Trigonometry is essential for success in this course. Most homework and test preparation will occur outside of class. Each of the nine units will conclude with a unit test, and students will also take two final exams over the course of the year.

Prerequisites

A C+ average in Algebra II Trigonometry, completion of Honors Algebra II Trigonometry, and/or departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 5 college credits for this year-long course through UMSL: MATH 1045 Precalculus.

MT ACP CALCULUS I

Grade 10, 11, 12 | 1 Credit | Year-long Course

Course Description

This is a two-semester, college-level course, in which college credit for Calculus I may be earned. Up to five hours of college credit may be earned through UMSL. UMSL's calculus curriculum is followed throughout the year. Topics of this course will include limits, continuity, derivatives, integration, and applications of these topics. Topics will be approached using both analytical and graphing techniques. Students who are not interested in continuing on to AP/ACP Calculus BC should take this course.

Course Expectations

Students are expected to participate in class by taking notes, asking questions, and collaborating with their classmates. When time allows after lessons, students should utilize class time to begin their homework. They can expect to spend 1-2 hours per week on homework outside of class, with all assignments being due by the day of the unit test, and additional time for practice before tests. The course will cover eight units.

Prerequisites

An A average in Algebra II Trigonometry or C+ average in Honors Algebra II Trigonometry, and/or departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 5 college credits for this year-long course through UMSL: MATH 1800 Analytic Geometry and Calculus I

MT AP/ACP CALCULUS AB

Grade 10, 11, 12 | 1 Credit | Year-long Course

Course Description

This is a two-semester, college-level course, in which college credit for Calculus I may be earned. Up to five hours of college credit may be earned through UMSL, and up to ten hours of college credit may be earned on the AP test. Both the recommended Advanced Placement calculus curriculum and UMSL's calculus curriculum are followed throughout the year. This class covers approximately three-fourths of a two-semester college calculus course. The topics included are: limits, continuity, differentiation, integration, and applications of these topics. **Students interested in continuing on to AP/ACP Calculus BC and/or applying to highly selective colleges should take this course.**

Course Expectations

In class, students are expected to actively participate by taking notes, asking and answering questions, and occasionally collaborating with classmates. A typical lesson will encompass taking notes for the entire class. Homework and test preparation will take place outside of class time. Class grades will be entirely based upon tests, which include critical thinking questions. Daily homework is not collected. Over the course of a year, students will complete nine units. Students who sign up for the AP test will be expected to complete additional homework.

Prerequisites

A B+ average in Honors Algebra II Trigonometry, and/or departmental approval

Students in this course are expected to either take the AP Calculus AB exam, or register for college credit. Students are able to earn 5 college credits for this year-long course through UMSL: MATH 1800 Analytic Geometry and Calculus I.

MT AP/ACP CALCULUS BC#

Grade 11, 12 | 1 Credit | Year-long Course

Course Description

This is a two-semester, college-level course, in which college credit for Calculus I and Calculus II may be earned. Up to ten hours of college credit may be earned through UMSL. Up to fifteen hours of college credit may be earned on the AP test. This class prepares the student for the AP Calculus BC test, which includes an AB subscore. Both the recommended Advanced Placement calculus curriculum and UMSL's calculus curriculum are followed throughout the year. This class covers more than a two semester college calculus course. The topics included are: limits, continuity, differentiation, integration, advanced techniques of integration, polar equations, improper integrals, parametric equations, vectors, and series.

Course Expectations

In class, students are expected to actively participate by taking notes, asking and answering questions, and occasionally collaborating with classmates. A typical lesson will encompass taking notes for the entire class. Homework and test preparation will take place outside of class time. Class grades will be entirely based upon tests, which include critical thinking questions. Daily homework is not collected. This class will cover material at a college-level pace. Over the course of a year, students will complete ten units. Students who sign up for the AP test will be expected to complete additional homework.

Prerequisites

AP/ACP Calculus AB, and departmental approval

Students in this course are expected to either take the AP Calculus BC exam which includes the AB subtest or register for college credit.
Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

Students are able to earn 10 college credits for this year-long course through UMSL: MATH 1800 Analytic Geometry and Calculus I and MATH 1900 Analytic Geometry and Calculus II.

MATHEMATICS

MT AP/ACP CALCULUS BC

Grade 10, 11, 12 | **1 Credit** | **Year-long Course**

Course Description

This is a two-semester, college-level course, in which college credit for Calculus I and Calculus II may be earned. Up to ten hours of college credit may be earned through UMSL. Up to fifteen hours of college credit may be earned on the AP test. This class prepares the student for the AP Calculus BC test, which includes an AB subscore. Both the recommended Advanced Placement calculus curriculum and UMSL's calculus curriculum are followed throughout the year. This class covers more than a two semester college calculus course. The topics included are: limits, continuity, differentiation, integration, advanced techniques of integration, polar equations, improper integrals, parametric equations, vectors, and series.

Course Expectations

In class, students are expected to actively participate by taking notes, asking and answering questions, and occasionally collaborating with classmates. A typical lesson will encompass taking notes for the entire class. Homework and test preparation will take place outside of class time. Class grades will be entirely based upon tests, which include critical thinking questions. Daily homework is not collected. This class will cover material at a college-level pace. Over the course of a year, students will complete ten units. Students who sign up for the AP test will be expected to complete additional homework.

Prerequisites

AP/ACP Calculus AB or an A average in Honors Algebra II Trigonometry, and/or departmental approval

Students in this course are expected to either take the AP Calculus BC exam which includes the AB subtest or register for college credit. Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

Students are able to earn 10 college credits for this year-long course through UMSL: MATH 1800 Analytic Geometry and Calculus I and MATH 1900 Analytic Geometry and Calculus II.

MT ACP CALCULUS III

Grade 11, 12 | **1 Credit** | **Year-long Course**

Course Description

This is a two-semester, college-level course, in which college credit for Calculus III may be earned. Up to five hours of college credit may be earned through UMSL. The topics included are: three-dimensional analytic geometry, vector-valued functions, partial differentiation, multiple integration, and line integrals.

Course Expectations

In class, students are expected to actively participate by taking notes, asking and answering questions, occasionally collaborating with classmates, and beginning homework if time permits. A typical lesson will encompass taking notes for the entire class. Homework and test preparation will take place mostly outside of class time. Class grades will be entirely based upon tests, which include critical thinking questions. Daily homework is not collected. Over the course of a year, students will complete nine units.

Prerequisites

AP/ACP Calculus BC, departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 5 college credits for this year-long course through UMSL: MATH 2000 Analytic Geometry and Calculus III.

MATHEMATICS

MT AP/ACP STATISTICS

Grade 11, 12 | 1 Credit | Year-long Course

Course Description

This is a two-semester, college-level course, in which college credit for Statistics may be earned. College credit may be earned through UMSL or by taking the AP test. Both the recommended Advanced Placement Statistics curriculum and UMSL's Statistics curriculum are followed throughout the year. The purpose of this class is to introduce the students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Throughout the year, students are exposed to four main themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

Course Expectations

In class, students are expected to take notes, ask and answer questions, collaborate with classmates, and actively participate in activities. Most homework and test preparation will take place outside of class. Each of the nine units will conclude with a unit test, and students will also take two final exams during the year. In addition, students will complete one project each semester. Students who register for the AP exam will be required to complete extra homework for each chapter in order to prepare for the optional test in May.

Prerequisites

An A average in Algebra II Trigonometry or B average in Honors Algebra II Trigonometry, and/or departmental approval

Students in this course are expected to either take the AP Statistics exam or register for college credit. Students are able to earn 3 college credits for this year-long course through UMSL: MATH 1320 Introduction to Probability and Statistics.

MT TRIGONOMETRY

Grade 12 | .5 Credit | Semester Course

Course Description

This one semester course is designed for the student who has just completed Algebra II. By the completion of this course, students will be able to solve triangles, compute and graph trigonometric functions in both degrees and radians, and prove trigonometric identities. Additional topics may include: inverse trig functions, trigonometric equations, and more in-depth trig identities.

Course Expectations

Most often, students should have time to start their homework, but should expect to do some work outside of class, with additional time for test preparation. Over the course of the semester, the class will cover five units.

Prerequisites

Algebra II and/or departmental approval

MT ALGEBRA III

Grade 12 | .5 Credit | Semester Course

Course Description

This is a semester course which reviews and extends upon the topics introduced in Algebra II. Topics covered include: factoring, complex numbers, rational exponents, simplifying rational functions, functions and their graphs, transformations, inverse functions, solving linear and nonlinear equations and inequalities, polynomial functions, logarithms, exponentials, solutions to systems of linear and nonlinear equations, systems of inequalities, matrices, and rates of change.

Course Expectations

In class, students are expected to participate by asking and answering questions, collaborating with classmates, and beginning homework. Outside of class, students should plan for approximately two to three homework assignments, with additional practice as needed before tests. Students needing extra support can expect to utilize the math lab and/or meet with the teacher outside of class time on an as needed basis.

Prerequisites

Trigonometry and/or departmental approval

MT PROBABILITY AND STATISTICS

Grade 12 | .5 Credit | Semester Course

Course Description

This one semester course introduces the student to the fundamental ideas behind statistical methods and to the basic considerations of probability. Data organization and analysis, combinations and permutations, random variables, binomial and normal distributions, and sampling are covered.

Course Expectations

Students are expected to participate in class by taking notes, asking questions, and collaborating with classmates. They should utilize time given in class to begin homework, and if time is used well, they should only expect thirty minutes to an hour of work outside of class each week, with additional time needed to prepare for tests or finish projects. Students will sometimes be asked to perform studies and take surveys around the school during class time, and they will complete projects connecting real-world data to their learning. Through the semester, the course will cover four units.



Prerequisites

Trigonometry and/or departmental approval

PHYSICAL EDUCATION DEPARTMENT

The goal of the Physical Education Department is to develop awareness in the individual student of the role that regular physical activity plays in the pursuit of lifelong health and well-being, and to provide her with an opportunity for enjoyment, self-expression, and communication.



OBJECTIVES

- Each student will have an opportunity to exercise and become physically fit to better perform her daily routine, while encouraging a healthful use of leisure time.
- Students will encounter a variety of lifetime and team activities so that each student may experience success and/or discover new interests in physical activity for the present and future.
- Students' social, communication, and cooperation skills will be enhanced.
- Students will become acquainted with basic First Aid and CPR.

REQUIREMENTS

To meet the graduation requirement of St. Joseph's Academy and that of the state of Missouri, one full credit is required.

All students are required to complete 1 credit in Physical Education for graduation.

FRESHMEN

COURSE SELECTION

Dance I *(.5 credit)*
Physical Education *(.5 credit)*

SOPHOMORES

COURSE SELECTION

Dance I *(.5 credit)*
Dance II *(.5 credit)*
Dance III: Performance *(.5 credit)*
Lifetime Sports *(.5 credit)*
Strength Conditioning and Training *(.5 credit)*
Yoga I *(.5 credit)*

JUNIORS & SENIORS

COURSE SELECTION

Dance I *(.5 credit)*
Dance II *(.5 credit)*
Dance III: Performance *(.5 credit)*
Lifetime Sports *(.5 credit)*
Strength Conditioning and Training *(.5 credit)*
Yoga I *(.5 credit)*
Health and Wellness *(.5 credit)*
Yoga II *(.5 credit)*

PHYSICAL EDUCATION

PE PHYSICAL EDUCATION

Grade 9 | **.5 Credit** | **Semester Course**

When taken with Freshmen Chorus, this course meets both semesters.

Course Description

This engaging and active course introduces students to a variety of team and recreational sports such as basketball, volleyball, soccer, pickleball, and more, with a focus on building physical fitness, coordination, and teamwork. Students will learn the rules, techniques, strategies, and safety guidelines for each activity while developing important life skills like communication, sportsmanship, and leadership.

Course Expectations

Students are expected to come prepared each day, actively participate, put forth consistent effort, and demonstrate respectful behavior, while also challenging themselves, supporting their peers, and maintaining a positive attitude.

Prerequisites

None

PE DANCE I

Grade 9, 10, 11, 12 | **.5 Credit** | **Semester Course**

Dance I for freshmen is for PE credit only. When taken with Freshmen Chorus, this course meets both semesters. May be taken for Physical Education or Fine Arts credit, but not both, in grades 10, 11, and 12.

Course Description

This is an introductory overview course that is designed to explore dance as an art form. Students will study dance conditioning, ballet, jazz, and modern dance. Emphasis will be on beginner dance technique, movement exploration through guided improvisation, and dance history.

Course Expectations

There are no outside class time expectations in course.

Prerequisites

None

PE DANCE II

Grade 10, 11, 12 | **.5 Credit** | **Semester Course**

May be taken for Physical Education or Fine Arts credit, but not both.

Course Description

Dance II is an intermediate class designed for students who have completed Dance I or students who have taken ballet, jazz, and/or modern dance outside of school in the past three years. Students will study dance conditioning, ballet, jazz, and modern dance. Emphasis will be on intermediate dance technique and movement exploration of the elements of dance.



Course Expectations

There are no outside class time expectations in course.

Prerequisites

Dance I or permission of the instructor

PHYSICAL EDUCATION

PE DANCE III: PERFORMANCE

Grade 10, 11, 12 | .5 Credit | Semester Course

May be taken for Physical Education or Fine Arts credit, but not both.
This class may be repeated for credit.

Course Description

Dance III is an intermediate/advanced level class designed for students who have completed Dance II or have at least two full years of jazz, ballet, and/or modern dance in the past four years outside of school. The focus of this class is preparation of a performance piece to be included in the musical or musical revue. Mandatory attendance and participation in Tech Week and the performance dates are necessary to receive credit for the course. Other activities include: creating dance compositions and exploring various movement combinations, including jazz, ballet, or modern dance, not related to the performance. This class may be repeated as the content of the class changes with each offering.

Course Expectations

Students in this class are expected to perform as part of the spring performance in May. Students must be available after school during the week of the show for tech and for all performances Thursday-Saturday at 7:00 p.m.

Prerequisites

Dance II or permission of the instructor

PE LIFETIME SPORTS

Grade 10, 11, 12 | .5 Credit | Semester Course

This class may be repeated for credit.

Course Description

This course is designed to introduce students to a variety of recreational and fitness-based activities that promote health, wellness, and enjoyment throughout a lifetime. Activities may include recreational volleyball, golf, power walking, weight training, tennis, and a wide range of team sports.

Course Expectations

Students are expected to come prepared each day with proper attire, participate actively with a positive attitude, and demonstrate teamwork, cooperation, and good sportsmanship. Emphasis will be placed on skill development, understanding rules and strategies, improving overall fitness, and encouraging students to take responsibility for creating a safe, inclusive, and respectful environment.

Prerequisites

None

PE STRENGTH CONDITIONING AND TRAINING

Grade 10, 11, 12 | .5 Credit | Semester Course

This class may be repeated for credit.
Enrollment will be limited to 18 students.



Course Description

Students will learn the methods necessary to achieve individual fitness goals through the use of weight and fitness equipment. This course focuses on improving overall strength, endurance, and total body conditioning through structured weight training and guided workouts. Students are expected to participate fully each day, follow safety guidelines, demonstrate proper technique, and track their progress throughout the semester. Respect for equipment, classmates, and personal effort are essential.

Course Expectations

Students are expected to come prepared with proper workout attire, a positive attitude, and their own yoga mat to support stretching and recovery activities.

Prerequisites

None

PHYSICAL EDUCATION

PE YOGA I

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

This course combines Vinyasa/Ashtanga flow, Hatha yoga, and Pilates core strengthening and muscle lengthening exercises. Students will incorporate a wide variety of current physiological and mind-body principles that will lead to improved core strength, endurance, flexibility, enhanced self-awareness, and relaxation. Awareness of alignment, the connection of breath and movement, and mindfulness in all movements will be explored. Students will be required to bring their own yoga mat.

Course Expectations

There are no outside class time expectations in course.

Prerequisites

None

PE HEALTH AND WELLNESS

Grade 11, 12 | .5 Credit | Semester Course

Course Description

This course will provide students with experiences and opportunities to acquire the knowledge, attitudes, and skills necessary for making healthy decisions, achieving health literacy, and adopting health-enhancing behaviors. Students will develop an awareness of the importance of one's health in improving the quality of life. Key topics that will be covered include physical, mental, social, and emotional health. Students will study methods of achieving proper nutrition, self-defense, drug education, sexual health, and knowledge of infectious diseases as they affect the body.

Course Expectations

Students are expected to actively participate in discussions and activities, demonstrate respect for sensitive topics, and approach learning with an open mind. They will be responsible for completing assignments on time, applying classroom knowledge to real-life decision-making, and practicing healthy habits both inside and outside of class. Regular attendance, engagement, and a willingness to contribute thoughtfully to group work and personal reflections are essential to success in this course.

Prerequisites

None

PE YOGA II

Grade 11, 12 | .5 Credit | Semester Course

Course Description

This course builds on the concepts and yoga practice in Yoga I. Yoga II deepens the yoga practice experience by encouraging a more mindful practice that goes beyond asanas. Students will incorporate a wide variety of current physiological and mind-body principles that will lead to improved core strength, endurance, flexibility, enhanced self-awareness, and relaxation. Awareness of alignment, the connection of breath, movement, and mindfulness in all movements will be further developed. Students will be required to bring their own yoga mat.



Course Expectations

There are no outside class time expectations in course.

Prerequisites

Yoga I

SCIENCE DEPARTMENT

The goal of the Science Department's curriculum is to encourage students to explore Science, Technology, Engineering, and Mathematics (STEM) from freshman through senior year. Students consistently use state-of-the-art laboratory equipment, probeware with data collection, and graphic analysis software in conjunction with their laptops to investigate principles and develop their knowledge and mastery of science. Inquiry-based labs and direct manipulation of biological specimens are also used as STEM learning endeavors. Project-based design and engineering investigations are part of several classes from freshman through senior year.



OBJECTIVES

- Students will observe and study the physical and biological aspects of the environment.
- Students will search for relationships among these observations.
- Students will develop curiosity about why these relationships exist.
- Students will apply acquired facts and concepts to new situations.
- Students will communicate new knowledge clearly and precisely.
- Students will develop an appreciation and respect for the surrounding world.
- Students will accept responsibility for acting on new knowledge.

REQUIREMENTS

Three credits of lab science are required for graduation. These required credits will be met by taking a biology course in the freshman year, a chemistry course in the sophomore year, and a physics course in the junior year. For placement into the honors/AP/ACC/ACP courses, students' current science and math grades will be reviewed as well as student attendance in their current science course. Additionally, students will take a math skills test to be granted access to Chemistry, Honors Chemistry, AP Chemistry, Physics, Honors Physics, and AP Physics.

WEIGHTED COURSE ELIGIBILITY POLICY

Honors courses are more challenging high school courses with greater expectations; they carry extra GPA weight, but they do not carry any college credit or potential for college credit.

Advanced Placement (AP) courses are more challenging than honors courses and students should expect significant additional preparation outside of the course meeting time. Students are advised to register for AP courses only if they can commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for AP science courses are expected to follow through on this commitment by preparing and taking the AP exam in May.

Dual enrollment (ACC/ACP) courses are more challenging than regular or honors courses, as they are taught at the university level. Students are advised to register for ACC/ACP courses only if they can commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for ACC/ACP science courses are expected to follow through on this commitment by registering for college credit through UMSL or SLU.

Students who register for an AP/ACC or AP/ACP science course are expected to follow through on this commitment by either registering for college credit through UMSL or SLU or taking the AP exam.

WEIGHTED COURSE ELIGIBILITY POLICY *(continued)*

To be eligible for ACC or ACP courses, students must meet the criteria of the dual enrollment program through UMSL or SLU. UMSL or SLU requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACC or ACP course. Sophomores must meet higher standards for ACC or ACP, including a school recommendation.

Students are recommended for weighted courses based upon their math and science grades, teacher recommendation, and department approval. To be eligible for ACC or ACP courses, students must meet the criteria of the dual credit programs through SLU or UMSL.

APPEALING WEIGHTED COURSE PLACEMENT

Students who are not recommended for a weighted course in Science may appeal that decision by completing the following steps. The appeal process is initiated by the student.

- Fill out the *Appeal Form (available in Canvas under Counseling Services > Course Registration)*
- Obtain a parent signature
- Submit the form by the deadline (February 12, 2026 at 9:00 a.m.)

Completion of the form does not guarantee placement.

Note: Any student choosing to take more than 1.0 science credit during any given school year must obtain departmental approval.

SCIENCE

All students are required to complete 3 credits in Science for graduation.

FRESHMEN

REQUIRED COURSES

Biology B *(1 credit)* ***or***
Biology *(1 credit)* ***or***
Honors Biology *(1 credit)*

SOPHOMORES

REQUIRED COURSES

Chemistry B *(1 credit)* ***or***
Chemistry *(1 credit)* ***or***
Honors Chemistry *(1 credit)*

ELECTIVE COURSES

Environmental Science *(.5 credit)*
Genetics *(.5 credit)*
Human Anatomy *(.5 credit)*
Introduction to Science Research (.5 credit) ***OFFERED SPRING 2027***
Independent Science Research *(.5 credit)* ***OFFERED FALL 2026***
ACP Marine Science *(.5 credit)*
Zoology *(.5 credit)* ***OFFERED 2026-27***

JUNIORS

REQUIRED COURSES

Physics *(1 credit)* ***or***
Honors Physics *(1 credit)*

ELECTIVE COURSES

Environmental Science *(.5 credit)*
Genetics *(.5 credit)*
Human Anatomy *(.5 credit)*
Introduction to Science Research *(.5 credit)* ***OFFERED SPRING 2027***
Independent Science Research *(.5 credit)* ***OFFERED FALL 2026***
ACP Marine Science *(.5 credit)*
Zoology *(.5 credit)* ***OFFERED 2026-27***
AP/ACP Biology *(1 credit)*
AP/ACP Chemistry *(1 credit)*
ACC Forensic Science *(1 credit)*
ACP Human Anatomy & Physiology *(1 credit)*

SENIORS

ELECTIVE COURSES

Environmental Science *(.5 credit)*
Genetics *(.5 credit)*
Human Anatomy *(.5 credit)*
Introduction to Science Research *(.5 credit)* ***OFFERED SPRING 2027***
Independent Science Research *(.5 credit)* ***OFFERED FALL 2026***
ACP Marine Science *(.5 credit)*
Zoology *(.5 credit)* ***OFFERED 2026-27***
AP/ACP Biology *(1 credit)*
AP/ACP Chemistry *(1 credit)*
ACC Forensic Science *(1 credit)*
ACP Human Anatomy & Physiology *(1 credit)*
AP Physics *(1 credit)*

SCIENCE

SC BIOLOGY B

Grade 9 | **1 Credit** | **Year-long Course**

Course Description

This year-long, lab-based course exposes students to a broad overview of the science of biology. Emphasis is placed on recognizing the relevancy of biology in the everyday. The focus of coverage is based on student interest but will typically include cell structure and function, cellular transport, photosynthesis, cell respiration, cellular reproduction, heredity, ecology and evolution theory. Instructional methods include direct instruction, guided labs, hands-on activities and differentiated assessments which facilitate conceptual understanding and develop study, organizational and problem-solving skills.

Course Expectations

Assessments in Biology B are structured to measure foundational knowledge and the development of core academic skills. Students can expect assessments that utilize heavily scaffolded outlines and are graded using simplified rubrics. The focus of evaluation is on developing and demonstrating fundamental critical thinking, note-taking, and writing skills. Consistent review of vocabulary outside of class to ensure understanding is expected.

Prerequisites

Departmental approval

SC BIOLOGY

Grade 9 | **1 Credit** | **Year-long Course**

Course Description

This year-long, lab-based course introduces students to the fundamental concepts in the field of biology. Topics include biochemistry, cell structure and function, cellular transport, energetics, cellular reproduction, heredity, molecular biology, ecology and the theory of evolution. Instructional methods include direct and student-centered instruction, guided and inquiry-based laboratory work, exposure to scientific research, hands-on activities and discussions.

Course Expectations

Assessments in Biology measure a student's capacity for accelerated learning and their ability to demonstrate increased depth in comprehension of biological processes and how they are applied. Students are assessed on their preparedness for complex problem-solving, requiring them to actively engage with material that includes greater detail and a wider breadth of vocabulary than the Biology B course. Labs will often be more involved requiring students to apply concepts and demonstrate scientific reasoning through hands-on activities. Consistent review of vocabulary and conceptual concepts outside of class to ensure understanding is expected.



Prerequisites

Departmental approval

SCIENCE

SC HONORS BIOLOGY

Grade 9 | 1 Credit | Year-long Course

Course Description

This course is designed as an intensive first year biology course in preparation for college and is intended for students who may be thinking of pursuing a career in science. It includes a more comprehensive study of the fundamental biological principles beyond those covered in the Biology B and Biology courses. Instructional methods include more frequent student-centered instruction and inquiry-based laboratory experiments. Self-directed projects and research will be included.

Course Expectations

Honors Biology assessments demand higher expectations for independent critical thinking and are designed to measure proficiency in independent work. Students should expect evaluations that require them to demonstrate research, critical reading, and applying complex information. Assessments cover core concepts in greater depth, detail, and complexity and require the mastery of a wider breadth of vocabulary and interconnected processes. Furthermore, students are assessed on their ability to handle a higher volume of work outside of class. Consistent review of vocabulary, conceptual concepts, and ability to apply knowledge outside of class to ensure understanding is expected.

Prerequisites

Departmental approval

SC CHEMISTRY B

Grade 10 | 1 Credit | Year-long Course

Course Description

This course is designed as a first year chemistry course in preparation for college. It is an introduction to the science of chemistry, its concepts and methods of theory, states and properties of matter, chemical periodicity, equation writing, the mole concept, chemical bonding, chemical reactions, and other topics. The cycling of materials and the impact of human chemical activities on the environment will also be addressed. The subject matter is developed through lecture, class discussion, demonstrations, laboratory, and problem-solving experiences. Chemistry B will work at a differentiated pace to allow for more direct instruction and increased opportunities for individualized instruction.

Course Expectations

Each semester will cover approximately three major units broken into smaller sections. There will be daily homework, multiple quizzes, several lab experiences/activities and one test per unit.

Prerequisites

A biology course and departmental approval, which includes a test on math skills.

SC CHEMISTRY

Grade 10 | 1 Credit | Year-long Course

Course Description

This course is designed as a first year chemistry course in preparation for college. It is an introduction to the science of chemistry, its concepts and methods of theory, states and properties of matter, chemical periodicity, equation writing, the mole concept, chemical bonding, energy in chemistry bonding with thermochemistry, quantifying reactants and products using stoichiometry, modeling chemical reactions, and predicting products. The subject matter is developed through lecture, class discussion, demonstrations, laboratory, and problem-solving experiences.

Course Expectations

The curriculum is divided into introductory six units, each incorporating laboratory investigations, quizzes, homework assignments and one test. The class will have a hands-on focus with activities in each unit to help with understanding of chemistry topics. Laboratory work emphasizes safe practice and accurate data collection, to aid in the understanding of units. Students will problem solve with interpreting data and critical thinking. Students are expected to engage actively and collaborate with peers during class, to develop a deeper undersatnding of chemistry units. Students are assessed on their ability to handle a higher volume of work outside of class.

Prerequisites

A biology course and departmental approval, which includes a test on math skills.

SC HONORS CHEMISTRY

Grade 10 | 1 Credit | Year-long Course

Course Description

This course is designed as an intensive first year chemistry course in preparation for college. It will include a more comprehensive study of the concepts of chemistry principles and properties than the Chemistry or Chemistry Accelerated courses. Instructional methods include laboratory experiments, lectures, discussion and an emphasis on mathematical formulation, and problem-solving skills. The course work will include an independent project. This course is designed for students who may be thinking of pursuing a future career in science. Honors Chemistry is a fast-paced, rigorous course designed to challenge students and prepare them for advanced study in chemistry and related sciences.

Course Expectations

The curriculum is divided into ten units, each incorporating laboratory investigations, quizzes, homework assignments, and a unit test. Laboratory work emphasizes safe practices, accurate data collection, and scientific communication through lab reports and presentations. Regular quizzes and assignments reinforce key concepts, while comprehensive tests assess deeper understanding and problem-solving skills. Students are expected to engage actively in class, collaborate with peers, and maintain consistent independent study habits to keep pace with the accelerated content. By the end of the course, students will have developed strong analytical and laboratory skills, a solid foundation in chemical principles, and the critical thinking abilities necessary for success in AP Chemistry, and college-level science courses.

Prerequisites

A biology course and departmental approval, which includes a test on math skills.

SC PHYSICS

Grade 11 | 1 Credit | Year-long Course

Course Description

This laboratory-based course will cover the topics of motion, acceleration, vectors, forces, Newton's laws, the laws of conservation of energy and momentum, and circular/rotational mechanics. Energy topics in electricity, electrical circuits, and light optics will be included. Students will investigate the properties of liquids, gasses, static electricity, magnetism, sound, light, and optics. The use of LabPro interface with Logger Pro software for lab data acquisition and analysis will be emphasized. The course will also study wave properties as they apply to the phenomena of sound, light, and optics.

Course Expectations

Physics will consist of approximately eight units, each featuring a unit test and a lab or project in addition to daily formative assessments. Through hands-on laboratory investigations, problem solving, and real-world applications, students will develop critical thinking, mathematical reasoning, and scientific inquiry skills. Emphasis is placed on understanding concepts, analyzing data, and applying physics ideas to everyday situations, while building a strong foundation for future science courses and STEM-related pathways.

Prerequisites

A chemistry course and departmental approval, which includes a test on math skills.

SC HONORS PHYSICS

Grade 11 | 1 Credit | Year-long Course

Course Description

This is a laboratory-based course which will cover the topics of motion and kinematics, vectors, forces, Newton's laws, as well as the laws of conservation of energy and momentum, and circular/rotational mechanics. Wave mechanics, sound, light, and light optics will also be investigated through a lab-based, investigative approach. An independent project or research investigation will be completed. The use of LabPro interface with Logger Pro software for lab data acquisition and analysis will be emphasized. This course is designed for students who may be thinking of pursuing a future career in science. Honors Physics is an advanced course emphasizing fundamental physical principles through the use of a college-level textbook and computer-based assessments.

Course Expectations

Students are expected to commit one to two hours per week outside of class, in addition to completing a year-long independent research project for the Science Fair.Each semester includes five units consisting of rigorous assignments, formal laboratory investigations, and comprehensive exams.

Prerequisites

A chemistry course (Honors Chemistry preferred), as well as prior or concurrent enrollment in Honors Algebra II Trigonometry, and departmental approval, which includes a test on math skills.

SC ENVIRONMENTAL SCIENCE

Grade 10, 11, 12 | .5 Credit | Semester Course

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.

Course Description

Environmental Science is an interdisciplinary course that examines the patterns and processes of the natural world and the ways in which they are influenced by human activities. Emphasis is placed on developing the scientific knowledge and analytical skills necessary to understand and address contemporary environmental challenges. Through the study of ecological principles, natural systems, and the application of scientific methods, students will gain an introductory understanding of key environmental science concepts and evaluate the sustainability of human practices within global ecosystems.

Course Expectations

Students are expected to engage in daily review of class notes, study key concepts and terminology, and complete laboratory exercises or activities not finished during class sessions. The course consists of four main units. There is one summative exam for each unit and a quiz for each of the ten chapters covered. Labs and projects will be completed throughout the course. Assignments include additional readings or videos depending on the topic. The final is a research project and presentation.

Prerequisites

Completion of a biology course and departmental approval

SC GENETICS

Grade 10, 11, 12 | .5 Credit | Semester Course

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.

Course Description

Genetics is an advanced course that provides an in-depth study of heredity, DNA structure and function, and gene expression. Students will explore topics such as the Human Genome Project, genetic engineering, biotechnology, and the ethical implications of genetic research and applications. Laboratory investigations will reinforce key concepts and techniques used in modern genetics. Priority enrollment is given to seniors.

Course Expectations

Students are expected to engage in daily review of class notes, study key concepts and terminology, and complete laboratory exercises or activities not finished during class sessions. This semester course covers five units, each followed by a test. Assignments may include additional readings or videos depending on the topic. Collaborative laboratory work may necessitate coordination outside of scheduled class time. The final is a multi-part research project.

Prerequisites

Completion of a biology course and departmental approval

SC HUMAN ANATOMY

Grade 10, 11, 12 | .5 Credit | Semester Course

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.
May take Human Anatomy or ACP Human Anatomy and Physiology, but not both.

Course Description

This course is designed to increase knowledge of the human body. The students will explore the structure and function of the human body by examining different human body systems. Lab dissection of animal organs and the use of the Asclepius digital board for modeling body system dissections are integral parts of this course. Semester Anatomy provides a focused overview of the human body, emphasizing selected body systems.

Course Expectations

Students are expected to engage in daily review of class notes, study key concepts and terminology, and complete laboratory exercises or activities not finished during class sessions. Assignments may include additional readings depending on the topic, as well as participation in discussion boards and preparation for quizzes. Collaborative laboratory work may necessitate coordination outside of scheduled class time. Each module will end with some sort of assessment being either a test or a project.



Prerequisites

A biology course and departmental approval

SC INTRODUCTION TO SCIENCE RESEARCH

Grade 10, 11, 12 | .5 Credit | Semester Course

SPRING SEMESTER COURSE - OFFERED SPRING 2027
ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.

Course Description

The goal of research is to further the knowledge and understanding of the world around us. Science is both a body of knowledge and the process to expand this body of knowledge. In Introduction to Science Research students will have the opportunity to explore the messiness of a scientific research process, make their own discoveries, and contribute to the greater scientific community. This course can be a stand alone course to increase knowledge of the scientific process as well as to build the foundation to pursue an Independent Science Research project.

Course Expectations

Students should expect to be guided in the process of scientific research for the first third of the course and then to plan and implement a four week, in-school science investigation including data analysis. Class time will be devoted to experimental set-up, data collection and data analysis.

Prerequisites

None

SC INDEPENDENT SCIENCE RESEARCH

Grade 10, 11, 12 | .5 Credit | Semester Course

FALL SEMESTER COURSE

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.
This course may be repeated for credit.

Course Description

This course is intended for students who are carrying out scientific research for an entry into the St. Louis Academy of Science Honors Science Fair, as well as for presentation at a research conference, or another science program or competition. Students will be supervised by their mentor and be required to maintain a logbook of their research work. This course can be a stand alone course to increase knowledge of the scientific process as well as to build the foundation to pursue an Independent Science Research project.

In order to complete registration for this course, students must interview and have developed a research protocol with the mentor before Easter Break 2026. The student, with the advice of their mentor, will develop a schedule of deadlines. All projects require students to design an experiment or device that meets certain requirements; included in this is the gathering of background research to better focus the project.

Course Expectations

Students are expected to enter the course in August with a research plan including equipment and costs approved by the mentoring teacher. Class time will be devoted to experimental set-up, data collection and data analysis. Students are also expected to work outside of class during heavy collection times as well as to conduct background research to make the project relevant. Students will need to be self-motivated and to work independently. The final project will be a formal laboratory report, successful entry into the Honors Division of the St. Louis Academy of Science and submitting a research grant.



Prerequisites

Departmental approval for Fall 2026, completion of Introduction to Science Research for 2027-28

SC ACP MARINE SCIENCE

Grade 10, 11, 12 | .5 Credit | Semester Course

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.

Course Description

This course is designed to increase the student's knowledge of the oceans and ocean life. Students will investigate topics related to the ocean such as why the ocean is vital, currents, producers, animals, and ecosystems, as well as the interaction between humans and the ocean. Laboratory work and research skills will be included in this course.

Course Expectations

Students are expected to engage in daily review of class notes, study key concepts and terminology, and complete laboratory exercises or activities not finished during class sessions. The course consists of six main units with one summative exam or project for each unit as well as labs. Assignments may include additional readings or videos depending on the topic and ongoing assignments using community science programs such as Fathomverse and the Global Ocean Biogeochemical floats. The exam is a project.

Prerequisites

A biology course and departmental approval

Students are able to earn 3 college credits for this semester course through UMSL: GEOLOGY 1053: Oceanography (MOTR PHYS 110)

SC ZOOLOGY

Grade 10, 11, 12 | .5 Credit | Semester Course

ELECTIVE COURSE

OFFERED 2026-27

This elective course does not fulfill the science requirement for graduation.

Course Description

This is a one-semester course in which students will study the various biological aspects of animal life class by class. Evolution, body systems, physiology, ecology, behavior, and reproduction will be addressed. Laboratory work will include identification and dissection of preserved specimens. Field study and research will also be an integral part of the curriculum. Priority will be given to seniors who register for this course.

Course Expectations

Students are expected to engage in daily review of class notes, study key concepts and terminology, and complete laboratory exercises or activities not finished during class sessions. The course consists of seven main units with one summative exam or project for each unit as well as labs. Assignments may include additional readings or videos depending on the topic and ongoing assignments using community science programs such as i-Naturalist. The exam is a project.

Prerequisites

A biology course and departmental approval

SC ACC FORENSIC SCIENCE

Grade 11, 12 | 1 Credit | Year-long Course

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.

Course Description

Forensic Science is a year-long course designed to enable students to acquire the knowledge and skills of solving crimes through the use of scientific techniques and inquiry. The lab-based course will include laboratory investigations in the study of physical evidence, examination of the crime scene, fiber and hair analysis, drugs, forensic toxicology, types of microscopes, forensic serology, DNA, trace evidence, fingerprints, blood splatter, entomology, anthropology, and document examination. ACC Forensics is an investigative course designed to actively engage students in the crime-solving process. While much of the work will occur during class, the amount of work completed outside of class will depend on the specific projects and labs, as well as how much a student can accomplish during class time.

Course Expectations

Student expectations include weekly readings of four to five pages of assigned articles, module papers analyzing a serial killer case at the conclusion of each first-semester module, and participation in weekly discussion board questions, which require students to review notes and readings, contribute to class discussions, and analyze content from movies viewed in class. Labs and group projects will be completed collaboratively during class, though any unfinished work must be completed at home. The final project will serve as the exam project for the first semester, and a comprehensive final exam in the spring will assess students' overall understanding of the course.

Prerequisites

3.0 cumulative GPA, a biology and chemistry course, and departmental approval

Students in this course are expected to register for college credit though St. Louis University.
Students are able to earn 3 college credits for this year-long course through SLU: FRSC 2600 Survey of Forensic Science.

SC ACP HUMAN ANATOMY AND PHYSIOLOGY

Grade 11, 12 | 1 Credit | Year-long Course

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.
Students may take ACP Human Anatomy and Physiology or Human Anatomy, but not both.

Course Description

This course is designed to present an in-depth coverage of the structures and functions of the human body. Lab dissection of animal organs and the use of the Asclepius digital board for modeling body system dissections are integral parts of this course. Students anticipating careers in biological sciences or medical fields, as well as students interested in increasing their understanding of the human body, should find this course beneficial.

Course Expectations

Students are expected to review notes and lessons daily, complete any unfinished homework or lab work at home, participate in discussion board questions (typically one per module), and contribute to group projects, completing unfinished portions outside of class if needed. ACP Anatomy and Physiology is a fast-paced course that requires consistent study and review outside of class. Each of the ten modules will include an assessment, lab write-up, and quizzes. Success in this course depends on strong study habits and regular review of material.

Prerequisites

3.0 cumulative GPA, a biology and chemistry course, and departmental approval

Registering for college credit is expected for this course.
Students are able to earn 4 college credits for this year-long course through UMSL: BIOL 1131 Human Physiology and Anatomy.

SC AP/ACP BIOLOGY

Grade 11, 12 | 1 Credit | Year-long Course

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.

Course Description

This year-long biology course will engage the learner in the four big ideas of biology: Energetics, Evolution, Information Storage, and Transmission as well as System Interactions. These four areas have been subdivided into major categories with percentage goals specified for each. The two main goals of AP/ACP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The ongoing knowledge explosion in biology makes these goals even more challenging.

Course Expectations

Students will be provided with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Laboratory work is an integral part of this course.AP/ACP Biology is a rigorous course that will require five to eight hours a week of outside work, one test and one lab per unit as well as formative assessments on myapclassroom. There are nine units for the course, including a summer packet that will review the scientific process and an overview of chemistry topics that relate to life.



Prerequisites

3.0 cumulative GPA, a biology and chemistry course (honors preferred), and departmental approval

Students in this course are expected to either take the AP Biology exam, and/or register for both UMSL Biology college courses.
Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

Students are able to earn 4 college credits for these year-long courses through UMSL:
BIOL 1012 General Biology (3 credits) and BIOL 1013 General Biology Laboratory (1 credit).

SCIENCE

SC AP/ACP CHEMISTRY

Grade 11, 12 | **1 Credit** | **Year-long Course**

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.

Course Description

AP Chemistry is a year-long course designed for students who are interested in pursuing a STEM-related degree program, including pre-health fields and engineering. The course will review and add depth to concepts covered in chemistry, and then add new topics that are typical of two semesters of a college general chemistry course. Advanced laboratory techniques, data analysis, and use of technology will play a critical role throughout the course. Topics covered will include advanced chemical reactions, thermochemistry, electronic structure, bonding theory, intermolecular forces, and equilibrium. The College Board's Advanced Placement Chemistry curriculum is followed throughout the year.

Course Expectations

AP Chemistry is a rigorous course that will require five to eight hours a week of outside work, one test and one lab per unit, daily formative assessments and a summer packet that will review chapters of material learned in Honors Chemistry.

Prerequisites

3.0 cumulative GPA, an A in Honors Chemistry is required, current or prior enrollment in Physics (Honors Physics or AP Physics preferred), Honors Algebra II Trigonometry or an AP/ACP Calculus course, and departmental approval which includes a test on math skills.

Students in this course are expected to take the AP Chemistry exam and/or register for the UMSL course. Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

Students are able to earn 5 credits through UMSL: CHEMISTRY 1111 - Introductory Chemistry I.

SC AP PHYSICS

Grade 12 | **1 Credit** | **Year-long Course**

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.

Course Description

This second full year of physics is an introductory college-level course. It will utilize advanced algebra and trigonometry to deeply explore the essential concepts of physics as outlined in AP Classroom Physics 1: kinematics, force and translational dynamics, work, energy and power, linear momentum, torque and rotational dynamics, energy and momentum of rotating systems, oscillations, and fluids. Advanced laboratory techniques, data analysis, and use of technology will play a critical role throughout the course.

Course Expectations

The AP Physics exam will include both multiple-choice and free-response questions. Throughout the year, students will practice with AP-style problems and mock exams. Consistent effort and participation will be the best preparation for success. Students will take tests over every topic and work through a hands-on lab which will aid in the understanding of the material. Daily homework and activities will also help with the application process.



Prerequisites

3.0 cumulative GPA, Honors Chemistry, Honors Physics, Honors Algebra II Trigonometry or AP/ACP Calculus, and departmental approval, which includes a test on math skills.

Students in this course are expected to take the AP Physics I: Algebra based exam. Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

SOCIAL STUDIES DEPARTMENT

The goal of the Social Studies Department is to develop an atmosphere of inquiry and analysis in which students can acquire an awareness of and an appreciation for ongoing human experiences.



OBJECTIVES

- Students will develop necessary skills of comprehension, critical analysis, and expression that will enable the student to explore relevant social, political, and economic issues.
- Students will receive a broad historical background of human progress: social, political, and economic, which will lend perspective to contemporary issues.
- Students will develop a value system that includes a reverence for life, a sense of thoughtful responsibility, and personal accountability.

REQUIREMENTS

Students are required to earn three credits in social studies with 2.5 credits predetermined in the freshman, sophomore, and junior years. The remaining .5 credit and additional credits are elective, with some requiring departmental approval.

WEIGHTED COURSE ELIGIBILITY POLICY

Honors courses are more challenging high school courses with greater expectations; they carry extra GPA weight, but they do not carry any college credit or potential for college credit.

Advanced Placement (AP) courses are more challenging than honors courses and students should expect significant additional preparation outside of the course meeting time. Students are advised to register for AP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for AP social studies courses are required to follow through on this commitment by preparing for and taking the AP exam in May.

Dual enrollment (ACP) courses are more challenging than regular or honors courses, as they are taught at the university level. Students are advised to register for ACP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for ACP social studies courses are required to follow through on this commitment by registering for college credit through UMSL.

Students who register for an AP/ACP social studies course are required to follow through on this commitment by either registering for college credit through UMSL or taking the AP exam.

To be eligible for ACP courses, students must meet the criteria of the dual enrollment program through UMSL. UMSL requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACP course. Sophomores must meet higher standards for ACP, including a school recommendation.

In order to be considered for placement in a Social Studies weighted class, a student must receive departmental approval. Because social studies skills are grounded in reading and writing, approval in these courses is dependent on acceptance into honors English courses through the English placement test. Students who are not accepted through this test may appeal for their Social Studies placement.

SOCIAL STUDIES

APPEALING WEIGHTED COURSE PLACEMENT

Students who are not recommended for a weighted course in Social Studies may appeal that decision by completing the following steps. The appeal process is initiated by the student.

- Fill out the *Appeal Form (available in Canvas under Counseling Services > Course Registration)*
- Obtain a parent signature
- Submit the form by the deadline (February 12, 2026 at 9:00 a.m.)

Completion of the form does not guarantee placement.

All students are required to complete 3 credits in Social Studies for graduation.

FRESHMEN

REQUIRED COURSE

Government *(.5 credit)*

SOPHOMORES

REQUIRED COURSES

World History *(1 credit)*
or
AP World History: Modern *(1 credit)*

ELECTIVE COURSES

Geography and Culture *(.5 credit)*

JUNIORS

REQUIRED COURSES

American History *(1 credit)*
or
American Studies
(2 credits: 1 credit SS, 1 credit EN)
or
AP/ACP American History *(1 credit)*

ELECTIVE COURSES

Geography and Culture *(.5 credit)*
International Relations *(.5 credit)*
Topics in Social Studies *(.5 credit)*
ACP Big History *(.5 credit)*
AP Psychology *(1 credit)*
AP/ACP US Government and Politics *(1 credit)*

SENIORS

ELECTIVE COURSES

Geography and Culture *(.5 credit)*
International Relations *(.5 credit)*
Topics in Social Studies *(.5 credit)*
ACP Big History *(.5 credit)*
AP Psychology *(1 credit)*
AP/ACP US Government and Politics *(1 credit)*
Modern American History Since 1945 *(.5 credit)*
Honors Modern American History Since 1945 *(.5 credit)*
Honors Voices of Human Rights *(.5 credit SS and .5 credit EN)*

SOCIAL STUDIES

SS GOVERNMENT

Grade 9 | .5 Credit | Semester Course

Course Description

Students in this course will be introduced to the fundamental concepts of government and political systems. Through a comparative analysis of various governmental structures, students will develop a deeper understanding of the institutions, processes, and principles that govern society. Students will have the opportunity to apply their knowledge to real-world situations through analysis of current events and trends. They will learn to analyze political news, evaluate arguments, and engage in critical thinking. The course will also emphasize the development of essential skills, including reading comprehension, media literacy, and effective communication.

Course Expectations

Students will read approximately five to ten pages per week independently. Assessments include reading quizzes (multiple choice quizzes over comprehension) and unit assessments (multiple choice and short answer tests and current events analysis presentations).

Prerequisites

None

SS WORLD HISTORY

Grade 10 | 1 Credit | Year-long Course

Course Description

This is a two-semester, chronologically organized study of world history and geography. This course will cover historical developments, events, and people who influenced and shaped world history from ancient times to the present. Students are expected to complete readings in and beyond the textbook, examine primary documents, write essays, conduct research, and participate in class discussions.

Course Expectations

Throughout the year, students will read an average of fifteen to twenty pages per week, including primary sources and historical interpretations. Assessments will include daily class work, quizzes, unit tests, and projects. Students are expected to participate actively in class discussions, collaborate on small group projects, and develop presentation skills throughout the course.

Prerequisites

None

SS AP WORLD HISTORY: MODERN

Grade 10 | 1 Credit | Year-long Course

Course Description

This AP course will cover the events and people who influenced and shaped the major regions of the globe from 1200 to the present. It will explore the themes of interaction between humans and the environment, the development and interaction of cultures, state building and conflict, interaction of economic systems, and the development of societies. Students are expected to complete reading in and beyond the textbook, examine primary documents, write essays, conduct research, and participate in class discussions. Students can expect the course to be reading and writing intensive.

Course Expectations

Over the summer, students will be asked to read the first chapter of their textbook, complete an assignment, and be ready for a test in the second week. Students can routinely expect to actively engage in class by taking notes, asking and answering questions, and occasionally collaborating with classmates, as well as read up to twenty five textbook pages per week for homework. Course grades will mostly be based on quizzes and tests, which include reading quizzes, map quizzes, and chapter tests that involve skills-based application and critical thinking questions. As an AP course, this course will cover material at a quicker pace.

Prerequisites

Departmental approval

Students in this course are required to take the AP World History: Modern exam.
Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

SOCIAL STUDIES

SS GEOGRAPHY AND CULTURE

Grade 10, 11, 12 | .5 Credit | Semester Course

Course Description

Students will be introduced to the five themes of geography: location (position on earth's surface), place (physical and human characteristics), human-environment interactions (shaping the landscape), movement (humans interacting with the earth), and regions (how they form and change) through the study and evaluation of each of the continents. The course will go beyond maps and place a special focus on human geography, including where different peoples live, their customs, food, styles of clothing, and how they impact the world around them.

Course Expectations

Each unit the students will learn the physical and political geography of a continent. Formative assessments will be a variety of assignments and projects on human geography as well as group and individual presentations on various aspects of geography and culture. Summative assessments will be unit tests.

Prerequisites

None

SS AMERICAN HISTORY

Grade 11 | 1 Credit | Year-long Course

Course Description

This course offers a comprehensive exploration of American history, spanning from the Colonial era to modern times. By the end of the course, students will have the skills to dissect pivotal political, economic, and cultural transformations that have shaped America. An emphasis is placed on project-based historical inquiry, reading, examination of primary sources, and active participation. The workload, pacing, and content of this course is designed to transition students to adequately prepare them for college reading and writing courses. Beginning with the class of 2029, students in this course will be required to complete the US and Missouri Constitution tests.

Course Expectations

Students will complete a summer reading novel along with summer reading work, both due on the first day of class. Throughout the year, students will read an average of fifteen to twenty pages per week, including primary sources and historical interpretations. Assessments will include quizzes, tests, and projects. Students are expected to participate actively in class discussions, collaborate on small group projects, and place emphasis on developing presentation skills throughout the course.

Prerequisites

None

SS AMERICAN STUDIES

Grade 11 | 2 Credits (1 credit SS, 1 credit EN) | Year-long Course

Course Description

This collaborative course offers an intensive interdisciplinary approach to the themes, texts, and content of the United States throughout her history. The core principle is that students' comprehension and appreciation of American literature and history are greatly enriched when these subjects engage in a dynamic dialogue. Immersive experiences are vital for a comprehensive understanding of the American experience. This course will cover the into the complex issues of equality, justice, and power, and explore how the diverse, often conflicting, perspectives on America have contributed to the shaping of this nation and identity. The course will be research intensive, including assignments that involve analyzing fiction and informational texts, conducting historical research, engaging in creative writing, and maintaining extensive journals. The workload, pacing, and content of this course is designed to transition students to adequately prepare them for college reading and writing courses. This course will be evaluated with a single grade, which will be applied to both the American History and American Literature & Composition components. Beginning with the class of 2029, students in this course will be required to complete the US and Missouri Constitution tests.

Course Expectations

Students should expect the course will be research intensive including assignments that involve analyzing fiction, non-fiction, and informational texts, conducting historical research, engaging in extensive creative and academic writing, maintaining extensive reflective journals, and two semester cumulative projects. This course requires a summer reading novel and assignment. This course requires a summer reading book and assignment. Students should be able to sustain a 145 minute block period.

Prerequisites

A B+ average or above in Honors World Literature & Composition or World Literature & Composition and a B+ average or above in AP World History or World History, or departmental approval.

SS AP/ACP AMERICAN HISTORY

Grade 11 | 1 Credit | Year-long Course

Course Description

This course will examine the development of American life and culture, from Indigenous cultures to the present day. The first semester will examine developments through 1877; second semester will examine changes from 1877 to present. Students will develop skills that will allow them to analyze sources, weigh interpretations, and create evidence-based arguments. An emphasis will also be placed on applying history to today's world in relevant and meaningful ways. Students can expect the course to be reading and writing intensive. Beginning with the class of 2029, students in this course will be required to complete the US and Missouri Constitution tests.

Course Expectations

Students will be required to read thirty pages over summer, and take a quiz on the first class. They will also write a personal history essay due on the first day of class. Throughout each semester, they will read an average of thirty pages a week of historical interpretations and background information. Assessments will consist of three synthesis essays, short answer quizzes, a written midterm, and written final.

Prerequisites

Departmental approval

Students in this course are required to either take the AP United States History exam, or register for college credit. Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

Students are able to earn 6 college credits for this year-long course from UMSL: HIST 1001 American Civilization to 1865 (3 credits) and HIST 1002 American Civilization 1865 to present (3 credits).

SS INTERNATIONAL RELATIONS

Grade 11, 12 | .5 Credit | Semester Course

Course Description

Why do countries go to war? Why do countries work together? How do leaders decide when to use diplomacy, sanctions, or force? In this course, students will dive into the theories that explain how nations behave on the world stage. Through real-world case studies like the Russia–Ukraine conflict (since 2014), China's rise as a global power, and the tensions in the Middle East, students will explore the tools of statecraft and what drives foreign policy decisions. The course will also tackle some of today's global challenges, from terrorism and climate change to shifting alliances and security threats. By the end of the course, students willl have a better understanding of the forces shaping our world- and the choices that shape the future.

Course Expectations

Students should expect to actively engage in class by participating in activities and discussions. Most work will be done during class time, but students can expect five to ten pages of reading per week as homework. Over the course of the semester, students should expect three larger unit assessments, including one traditional test and two project-based assessments.

Prerequisites

Departmental approval

SS TOPICS IN SOCIAL STUDIES

Grade 11, 12 | .5 Credit | Semester Course

Topics for 2026-27: Crime in History and Creating Digital History

Course Description

This semester course will cover two topics of Social Studies, with each student taking one topic for the first quarter and the other topic for the second. This course allows students an opportunity to learn how to do a deep-dive into a topic: accessing, exploring, and analyzing primary and secondary sources. Students may have two different teachers, switching at the quarter to the other teacher and the other topic. While the topics may seem unrelated, the skills built in both quarters will be the same.

Course Expectations

Students will complete two major projects, one on each topic, during the semester. The projects for the current topics are a podcast and a website, however as topics change projects will change. Students will complete in class assignments related to the topic currently being taught. Students will share updates throughout the semester on their projects and receive feedback from their peers.

Prerequisites

None

SS ACP BIG HISTORY

Grade 11, 12 | .5 Credit | Semester Course

Course Description

Big History provides a comprehensive, multi-disciplinary narrative of the universe, Earth, and humanity, starting from the Big Bang and stretching to the present day. It uses concepts from various fields like astronomy, physics, biology, and anthropology to explore themes like "thresholds of increasing complexity" and "collective learning" to show how simple matter evolved into more complex systems and life forms. The course encourages big-picture thinking by examining history across different scales of space and time and emphasizing how to test claims with evidence.

Course Expectations

Throughout the semester, students will read an average of fifteen to twenty pages per week, including primary and secondary sources, as well as historical interpretations. Assessments will include daily class work, quizzes, DBQ's, and projects. Students are expected to participate actively in class discussions, collaborate on small group projects, and develop presentation skills throughout the course.

Prerequisites

Departmental approval

Students are able to earn 3 college credits for this semester-long course from UMSL: HIST 1999: Big History.

SS AP PSYCHOLOGY

Grade 11, 12 | 1 Credit | Year-long Course

Course Description

The purpose of AP Psychology is to introduce students to the study of behavior and mental processes of humans and animals. Students will be provided with a critical overview of the study of psychology, focusing on the theories and research methods used in psychological science and practice. This course also examines human behavior, the various theories that propose to explain it, and how it applies to their lives. Finally, students will learn about the methods and ethical approaches of professional psychology.

Course Expectations

Students will read a book related to course content and respond to reflective questions over the summer, due during the first week of classes. They can expect to read approximately ten pages a week in their textbooks or through assigned articles. Assessments will include daily assignments, multiple choice quizzes (assessing understanding of class readings and discussed concepts from class), as well as two to three unit tests with AP style essay questions per semester. Students will also complete projects that will incorporate elements of the curriculum as a form of assessments as well.

Prerequisites

Departmental approval

Students in this course are required to take the AP Psychology exam.
Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

SS AP/ACP US GOVERNMENT AND POLITICS

Grade 11, 12 | 1 Credit | Year-long Course

Course Description

Students will examine the development and differences in political beliefs, and how those beliefs impact our democracy and current issues. Students will learn by examining and analyzing multiple perspectives on such topics as civil liberties and civil rights. Social and public opinion will also be explored. A major emphasis in the course is for students to develop and defend their views on issues in a respectful, well-informed manner.

Course Expectations

Students will read a book related to course content and write a reflective essay over the summer, due on the first day of class. They can expect to read approximately twenty pages a week. Assessments will include short answer quizzes (assessing understanding of class readings and discussed concepts from class), as well as three short answer tests each semester. They will complete a series of projects, including a comparative essay and other work of similar effort, on analyzing political beliefs and political campaigns.

Prerequisites

Departmental approval

Students in this course are required to either take the AP United States Government exam, or register for college credit.
Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

Students are able to earn 3 college credits for this year-long course through UMSL: POL SCI 1100: Introduction to American Politics

SOCIAL STUDIES

SS MODERN AMERICAN HISTORY SINCE 1945

Grade 12 | .5 Credit | Semester Course

Course Description

This class will examine the development of American culture and society, with an emphasis on the 1950s through the 1990s. The course will focus on how pop culture and social changes have defined America, and time will be taken to connect those developments to today. Specific attention will be given to the changing identity of music, from rock to rap, the influential nature of TV shows and movies, and social movements. Students can expect to read primary sources from significant historical figures, but also examine key pieces of pop culture, such as TV shows and movies, song lyrics, and short stories from these decades.

Course Expectations

Students will read an average fifteen pages each week of historical interpretations and background information. They will be asked to develop questions and lead short discussions around readings for a particular week. They will be graded on short quizzes and short written reflections on sources read throughout each unit.

Prerequisites

None

SS HONORS MODERN AMERICAN HISTORY SINCE 1945

Grade 12 | .5 Credit | Semester Course

Course Description

This class will focus on the development of American life and culture, especially from the 1970s to the 2000s. Topics will include changes in music, TV/movies, and fashion, as well as social history, for groups such as women and African Americans. Students can expect to read primary sources from significant historical figures and key pieces of pop culture, such as TV shows and movies, song lyrics, and short stories from these decades. They will examine differing perspectives from historians and create their own interpretations through discussion and writing.

Course Expectations

Students will read an average thirty pages each week of historical interpretations and background information. Throughout the semester, they will be responsible for finding sources, crafting discussion questions, and leading a class discussion around a particular topic of interest. Weekly short-answer quizzes and three analytical essays will assess students' understanding of course concepts.

Prerequisites

Departmental approval

SS HONORS VOICES OF HUMAN RIGHTS

Grade 12 | 1 Credit (.5 credit SS, .5 credit EN) | Year-long Course

Course Description

This course covers some of the darkest periods of the modern world through the lens of the human story. Students will understand how the words *never again* have failed over and over. Since this is a dual English/Social Studies course, students will study international policies that allowed for these events to occur as well as connect to literature that tells the story of the people impacted. Throughout this course, students will study narratives, podcasts, primary sources, documentaries, and movies. Students will attend class field trips and hear speakers. In-depth, high-level discussions will be a key piece to this course. Students will analyze what can be learned from the past to prevent future atrocities.

Course Expectations

Students should expect to read one to two novels. Students should expect to engage in debates, discussions, and analyses of a variety of genres. Students will work on a year-long research project.

Prerequisites

None

THEOLOGY DEPARTMENT

Rooted in the charism of the Sisters of St. Joseph of Carondelet, the goal of the Theology Department is to provide students with the opportunity, atmosphere, and education for developing a mature understanding of, and engaging with, their faith in order to foster a commitment to building the Kingdom of God. The Theology Department's courses correspond with the USCCB curriculum framework.



OBJECTIVES

- Students will interpret Sacred Scripture to grow in understanding of the Christian tradition and one's role in salvation history.
- Students will examine the nature and ultimate reality of the human person as revealed in Christ Jesus, described in Scripture, and understood through our shared human experience.
- Students will understand the nature and content of sacramentality in community, in experience, personal faith life, and in the Catholic Church.
- Students will be able to describe the charism of the Sisters of St. Joseph of Carondelet and articulate how this spirituality is rooted in right relationship and expressed through social justice.

REQUIREMENTS

Four credits in Theology are required for graduation.

WEIGHTED COURSE ELIGIBILITY POLICY

Dual enrollment (ACC/ACP) courses are more challenging than regular or honors courses, as they are taught at the university level. Students are advised to register for ACC/ACP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for ACC/ACP theology courses are expected to follow through on this commitment by registering for college credit through UMSL or SLU.

To be eligible for ACC courses, students must meet the criteria of the dual enrollment program through SLU. SLU requires that students must have a minimum cumulative unweighted grade point average of 3.0 to enroll in the two ACC courses, *ACC Religions of the World* and *ACC God-Talk: Ultimate Questions in Theology*.

To be eligible for ACP courses, students must meet the criteria of the dual enrollment program through UMSL. UMSL requires that students must have a minimum cumulative unweighted grade point average of 3.0 to enroll in the ACP course, *ACP Philosophy*.

THEOLOGY

All students are required to complete 4 credits in Theology for graduation.

FRESHMEN

REQUIRED COURSE

Sacred Scripture, Our Story *(1 credit)*

SOPHOMORES

REQUIRED COURSES

Church History: Moments in the Life of the Church *(.5 credit)*
Life in Christ *(.5 credit)*

JUNIORS

REQUIRED COURSES

Living the Gospel through Catholic Social Teaching *(.5 credit)*
and
World Religions *(.5 credit)* ***or***
ACC Religions of the World *(.5 credit)*

SENIORS

SENIOR COURSE OPTIONS

(one credit of Theology is required senior year, selected from the courses listed)

Invitation to Discipleship *(.5 credit)*
Death, Dying & Living *(.5 credit)*
Soulful Living: Spiritual Practices for Life *(.5 credit)*
ACC God-Talk: Ultimate Questions in Theology *(.5 credit)*
ACP Philosophy *(.5 credit)*

THEOLOGY

TH SACRED SCRIPTURE, OUR STORY

Grade 9 | 1 Credit | Year-long Course

Course Description

This course provides students with an introduction to the Judeo-Christian Scriptures in which they explore the nature of the Bible, learn how to read and interpret it, identify the key stories and themes, and discover the truths about God, humans, and our relationship to God contained within it. Students are invited to see scripture as both a historical document and as a guide for reflection, helping them recognize God's life within and God's love for all.

Course Expectations

In each unit, students can expect weekly homework assignments, in class work, and a concluding assessment covering content from the unit. In class, students are encouraged to engage in spiritual practices such as meditation, journaling, and contemplation, and discussion based learning with their classmates. Each semester concludes with a cumulative final.

Prerequisites

None

TH CHURCH HISTORY: MOMENTS IN THE LIFE OF THE CHURCH

Grade 10 | .5 Credit | Semester Course

Course Description

This course examines the history of Christianity from its beginnings at Pentecost to the contemporary situation of our present day. Students will study the early, medieval, and modern periods of Church history. The course will emphasize significant movements, central figures, crucial events, major controversies, and important ecumenical councils that have shaped the contours of Christian history. Special attention will be paid to the development of sacraments and the evolution of Church teachings. Likewise, this course will foster a deeper understanding of the Church as both a historical and sacramental presence in the world, and cultivate an appreciation for the relevance of Christianity's past to its present. The corresponding courses in the USCCB Curriculum Framework are *History of the Catholic Church, Jesus Christ's Mission Continues in the Church,* and *Sacraments as Privileged Encounters with Christ.*

Course Expectations

Students will engage directly in class participation, writing synthesis reflections, and keeping up with assigned readings throughout the semester. Readings are not assigned for every class session, but every unit has multiple readings. Students will also have minor assessments, very short assessments (five to ten questions) that cover one or two topics within a unit that are announced ahead of time to students with clear expectations. Students will also have unit assessments that are significant tests of learning within an entire unit at the end of each. Students will have a project final exam that offers an opportunity to use creativity to demonstrate understanding of Church History.

Prerequisites

None

TH LIFE IN CHRIST

Grade 10 | .5 Credit | Semester Course

Course Description

This course encourages sophomores to grow in faith and live a life inspired by Christ. Students will explore and study concepts of: human dignity, authenticity, free will, moral decision making, and healthy relationships. By doing so, students are invited to participate in the building up of the Kingdom of God.



Course Expectations

Each unit includes weekly homework assignments and a unit assessment. Students are also expected to engage in spiritual practices such as daily journaling and personal reflection, as well as class discussions, in-class work, and a project-based assessment. The course will conclude with a cumulative exam.

Prerequisites

None

THEOLOGY

TH LIVING THE GOSPEL THROUGH CATHOLIC SOCIAL TEACHING

Grade 11 | .5 Credit | Semester Course

Course Description

This course examines the Roman Catholic Church's teachings and the lived Catholic response to systems of injustice and oppression in the modern world. Specifically, this course will examine how since 1891 and Pope Leo XIII's Rerum Novarum, modern Catholic Social Teaching has attempted to respond to systems of oppression and injustice in the hope of reclaiming the human dignity of all people. Students are encouraged to develop an awareness of local, national, and global injustices, and by extension, become living witnesses to the preferential option for the poor at the center of our Catholic faith.

Course Expectations

Each unit includes reading guides, quizzes, and group assignments. In addition, students will write four individual essays and prepare two group presentations over the semester. The course concludes with a comprehensive partner final research project.

Prerequisites

None

TH WORLD RELIGIONS

Grade 11 | .5 Credit | Semester Course

Course Description

After a basic introduction to the common elements of religion, this course examines selected indigenous religions before turning to the religions of Judaism, Islam, Hinduism and Buddhism. Emphasis is placed on origins, major concepts, scriptures and important rituals of each religion in comparison to what the students know of their own faith.



Course Expectations

Each unit includes weekly homework assignments and unit assessments. Students are expected to engage in class discussions, create presentations to be delivered to their class, and attend one mandatory field trip to different places of worship. The class culminates in a comprehensive final.

Prerequisites

None

TH ACC RELIGIONS OF THE WORLD

Grade 11 | .5 Credit | Semester Course

Course Description

While also an introduction to the study of religion, this class moves beyond the scope of World Religions both in terms of the number of religions incorporated and the depth of the material covered. The course explores the histories, teachings, and practices of different traditions, as well as the cultural and social contexts of religion. Topics of inquiry include indigenous traditions, Hinduism, Sikhi, Buddhism, Confucianism, Daoism, Judaism, Christianity, Islam, Yoruba/African diasporic religions and North American Indigenous religious traditions.

Course Expectations

As a college-level course, this class progresses at an accelerated pace and includes significantly more independent reading, writing, and study as compared to its non-weighted counterpart. Each unit will include weekly assignments in reading, reflection, and one page written analysis on each of the religious traditions surveyed in the course. Units will also include in-class group assignments and individualized religious tradition quizzes. The course's comprehensive final is an essay that analyzes the students' growth in religious literacy.

Prerequisites

Student meets weighted course eligibility policy

Students in this course are expected to register for college credit.

Students are able to earn 3 college credits for this semester course through SLU: 2710 Religions of the World

THEOLOGY

TH INVITATION TO DISCIPLESHIP

Grade 12 | .5 Credit | Semester Course

Course Description

This course invites students to explore what it means to follow Christ in daily life. Students will reflect on their understanding of God, examine the meaning of discipleship, and consider how faith guides decisions, relationships, and personal growth. The course integrates Scripture, Church tradition, and contemporary insights, helping students nurture spiritual practices and respond to God's call with compassion, integrity, and purpose.

Course Expectations

Each unit consists of weekly homework assignments and culminates in a unit assessment. Students are expected to actively participate in class discussions, personal theological reflection, and faith-sharing. Students work to remain open to learning while showing respect for self and others. The course concludes with a cumulative final.

Prerequisites

None

TH DEATH, DYING, & LIVING

Grade 12 | .5 Credit | Semester Course

Course Description

This course initiates an exploration of death and dying, and the integral relationships they play in life. The stages of death, dying, and grieving are examined, as well as the attitudes regarding the process of death. Students will conduct interviews regarding wisdom and life advice from elders. In addition, certain moral dilemmas, such as suicide and extraordinary means of maintaining life, are considered in light of contemporary moral teaching of the Catholic Church. All of these help us to better understand and fully live our lives.

Course Expectations

In each unit, students can expect homework assignments, in class work, and unit assessments. Students are required to engage in a behind the scenes tour of a funeral home and a cemetery field trip in preparation for the final project. The class culminates with a multi-part final project.

Prerequisites

None

TH SOULFUL LIVING: SPIRITUAL PRACTICE FOR LIFE

Grade 12 | .5 Credit | Semester Course

Course Description

This course invites students to explore Catholic spirituality and discover how faith can shape daily life. Through prayer, journaling, sacred spaces, and the wisdom of spiritual writers, students will reflect on their relationship with God and learn practical habits for intentional, faith-filled living.

Course Expectations

Students will complete weekly assignments and unit assessments, participate in class discussion and collaboration, and actively engage in this small learning community. Success requires openness, genuine effort, and honest reflection in both speech and writing. The course ends with a cumulative final.

Prerequisites

None

THEOLOGY

TH ACC GOD-TALK: ULTIMATE QUESTIONS IN THEOLOGY

Grade 12 | .5 Credit | Semester Course

Course Description

This course centers around the genre of historical and autobiographical narrative as a way of getting at the ultimate questions at the heart of theology and religion. In dialogue with Jewish and Christian scripture, as well as classic and contemporary spiritual autobiographies written from within the Christian tradition and beyond, students will wrestle with the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; evil and salvation, and other matters of ultimate concern. Through the medium of narrative, this course aims to stimulate engagement with and reflection on the kinds of questions that matter most to the arc of a human life.

Course Expectations

The major assessments for this course include a midterm and two written papers. Additionally, students will have some minor reading assessments. Class itself is largely centered on discussion and student inquiry. Student participation in discussion is a requirement and graded component of the course. Most of students' time preparing for class will be spent attending to the readings assigned for each class session. The course ends with a seated final exam.

Prerequisites

Student meets weighted course eligibility policy

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this semester course through SLU: THEO 1600 God-Talk: Ultimate Questions in Theology.

TH ACP PHILOSOPHY

Grade 12 | .5 Credit | Semester Course

Course Description

This course introduces students to the central questions and major traditions of Western philosophy, tracing ideas from the ancient Greeks through contemporary thinkers. Students will explore: metaphysics, epistemology, personal identity, ethics, and ongoing debates surrounding free will. Beyond familiarizing students with influential philosophical ideas, the course seeks to sharpen students ability to read and think critically, analyze and synthesize different perspectives, and use sound reasoning and logic in their personal, political, and professional lives.

Course Expectations

As a college-level course, this class progresses at an accelerated pace and includes significantly more independent reading, writing, and study as compared to non-weighted alternatives. Students complete weekly assignments in reading, reflection, and short exercises which require critical reading and writing. Each unit ends with a comprehensive assessment. These will include two in-class tests, one midterm analysis paper (four to five pages), and one case study analysis. A comprehensive final exam will take the form of a philosophical film analysis.

Summer Expectations:

Students are expected to watch two films (*Inception* and *Free Guy*). Both will be used to illustrate philosophical ideas and students will be expected to draw upon these during class discussions. There is no written work for these films.

Prerequisites

Student meets weighted course eligibility policy

Students are able to earn 3 college credits for this semester course through UMSL: PHIL 1150 Introduction to Philosophy

WORLD LANGUAGE DEPARTMENT

The goals of the World Language Department are to help the student communicate in a second language, engage with different cultural backgrounds and values, and encourage the student to understand different perspectives, however different from her own.



OBJECTIVES

- Students will develop novice to advanced language skills as tools of communication.
- Students will apply the structural elements of the language using various methods.
- Students will compare the customs, cultures, and histories of global communities.
- Students will develop open-mindedness and cultural competency as global citizens.

REQUIREMENTS

Each student is required to take two consecutive years of the same world language, regardless of entry level. Students must take two years of the same language before that language can be dropped. Students may choose from French, Latin, Mandarin, or Spanish. Students are allowed to do additional coursework in other languages as long as the student has met the above requirement with their first-enrolled language.

HONORS COURSE ELIGIBILITY POLICY

Honors courses are more challenging high school courses with greater expectations; they carry extra GPA weight, but they do not carry any college credit or potential for college credit.

Advanced Placement (AP) courses are more challenging than honors courses, and students should expect significant additional preparation outside of the course meeting time. Students are advised to register for AP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for AP world language courses are expected to follow through on this commitment by preparing for and taking the AP exam in May.

Dual enrollment (ACC/ACP) courses are more challenging than regular or honors courses, as they are taught at the university level. Students are advised to register for ACC or ACP courses only if they commit to the challenge of completing rigorous assignments and the test preparation necessary to be successful. Students who register for ACP or ACC world language courses are expected to follow through on this commitment by registering for college credit through UMSL or SLU.

To be eligible for ACP courses, students must meet the criteria of the dual enrollment program through UMSL. UMSL requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACP course. Sophomores must meet higher standards for ACP, including a school recommendation.

To be eligible for ACC courses, students must meet the criteria of the dual enrollment program through SLU. SLU requires that juniors and seniors must have a minimum cumulative unweighted grade point average of 3.0 to enroll in an ACC course. Sophomores must meet higher standards for ACC, including a 3.5 unweighted GPA and a school recommendation.

To be eligible for upper-level world language honors courses, students must complete levels I & II of the language. Students must earn a B or higher in the level II course to be eligible for the honors level III course or have approval from the World Language Department. Students must earn a B or higher in the level III course to be eligible for the honors level IV course or have approval from the World Language Department.

WORLD LANGUAGE

All students are required to complete 2 consecutive credits in the same language for graduation.
Students must take two years of the same language before that language can be dropped.

FRESHMEN

FRENCH COURSES
French I *(1 credit)*
French II *(1 credit)*

LATIN COURSES
Latin I *(1 credit)*
Latin II *(1 credit)*

MANDARIN COURSES
Mandarin I: Mandarin and Chinese Multiculturalism *(1 credit)*
Mandarin II: Mandarin and Chinese Multiculturalism *(1 credit)*

SPANISH COURSES
Spanish I *(1 credit)*
Spanish II *(1 credit)*

SOPHOMORES

FRENCH COURSES
French I *(1 credit)*
French II *(1 credit)*
ACC French III *(1 credit)*

LATIN COURSES
Latin I *(1 credit)*
Latin II *(1 credit)*
ACC Latin III *(1 credit)*

MANDARIN COURSES
Mandarin I: Mandarin and Chinese Multiculturalism *(1 credit)*
Mandarin II: Mandarin and Chinese Multiculturalism *(1 credit)*
Honors Mandarin III *(1 credit)*

SPANISH COURSES
Spanish I *(1 credit)*
Spanish II *(1 credit)*
ACP Spanish III *(1 credit)*

CULTURE COURSE
Classical Mythology *(.5 credit)* ELECTIVE COURSE

JUNIORS & SENIORS

FRENCH COURSES
French I *(1 credit)*
French II *(1 credit)*
ACC French III *(1 credit)*
ACC French IV *(1 credit)*
AP/ACC French: Language and Culture *(1 credit)*

LATIN COURSES
Latin I *(1 credit)*
Latin II *(1 credit)*
ACC Latin III *(1 credit)*
ACC Latin IV *(1 credit)*
AP Latin *(1 credit)*

MANDARIN COURSES
Mandarin I: Mandarin and Chinese Multiculturalism *(1 credit)*
Mandarin II: Mandarin and Chinese Multiculturalism *(1 credit)*
Honors Mandarin III *(1 credit)*
Honors Mandarin IV *(1 credit)*

SPANISH COURSES
Spanish I *(1 credit)*
Spanish II *(1 credit)*
ACP Spanish III *(1 credit)*
ACP Spanish IV *(1 credit)*
AP Spanish: Language and Culture *(1 credit)*

CULTURE COURSE
Classical Mythology *(.5 credit)* ELECTIVE COURSE

WORLD LANGUAGE

FRENCH COURSES

WL FRENCH I

Grade 9, 10, 11, 12 | **1 Credit** | **Year-long Course**

Course Description

Students are introduced to life in France and in other Francophone (French-speaking) countries through conversation and thematic vocabulary, as well as through cultural activities and multimedia experiences. Listening, speaking, reading, and writing skills are developed through interactive communication, phonetics and grammar, projects, and use of technology in the course. A novice understanding of French grammar is applied in authentic situations, both spoken and written. The course is a gradual immersion experience in the target language, progressing toward overall proficiency in all four skills.

Course Expectations

French I is a beginner-friendly course that introduces students to reading, writing, speaking and listening in the target language and the French speaking world.Students should expect around forty-five to sixty minutes of homework a week which includes vocabulary study, short writings, listening activities and verb/language structure practice. Students can expect one to two projects a semester. Students are expected to actively participate in daily class discussion and use French as much as possible.

Prerequisites

None

WL FRENCH II

Grade 9*, 10, 11, 12 | **1 Credit** | **Year-long Course**

Course Description

Students continue to learn about French-speaking people in France and the Francophone (French-speaking) world and expand their French vocabulary through dialogues, discussions, writing, and modified readings. Grammar, speaking, and writing skills are developed through classroom work, projects and studying phonetics, as well as the use of technology in the course. The course is a gradual immersion experience in the target language, progressing toward overall proficiency in all four skills. Total immersion in the target language second semester will be required.

Course Expectations

French II builds on the language foundation built in French I and continues to improve all skills in the target language. Homework typically takes forty five minutes to an hour per week and includes vocabulary study, short writings, listening activities and verb/language structure practice. Students can expect two to four projects a semester. Students are expected to actively participate in daily class discussion and use French as much as possible.

Prerequisites

French I, placement test, or departmental approval (* grade 9 requires departmental approval)

WL ACC FRENCH III

Grade 10, 11, 12 | **1 Credit** | **Year-long Course**

Course Description

Students review grammatical points already covered and expand their knowledge of verb tenses, vocabulary, and additional grammatical elements. Through discussion and dialogues in the target language, French geography, film, current events, and history are studied. Comprehension of the written language is developed by reading several short stories in French. This class will be conducted entirely in French. Technology will be used for research, class presentations, and recordings.

Course Expectations

ACC French III is a honors level/college credit course that allows students to improve on all language competencies and discover more complex language structures. Homework typically takes one to two hours per week and includes vocabulary study, short writings, listening activities and verb/language structure practice. Students can expect to read and interpret three to five short stories in this class. Students can expect two to four projects a semester. Students are expected to actively participate in daily class discussion and usage of the target language is required.

Prerequisites

3.0 GPA for juniors and seniors, 3.5 GPA for sophomores, a B or higher in French II, or departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 3 college credits for this year-long course through SLU: FREN 1010 Communicating in French I.

FRENCH COURSES

WL ACC FRENCH IV

Grade 11, 12 | **1 Credit** | **Year-long Course**

Course Description

Using a thematic approach, this course concentrates on advanced speaking, reading and writing French, and the application of the language to authentic situations. Grammar structures are introduced or reviewed as they relate to each lesson. The student is immersed in the culture, history, literature, and geography of Francophone countries through authentic films, discussion, projects, and stories. Classic and modern examples of literature from Francophone countries will be read and explored. Current events in the Francophone world will be discussed and compared with the students' life experiences. Frequent use of technology for research and reporting is required in order to prepare students for university. This course is conducted entirely in French.

Course Expectations

ACC French IV is a honors level/college credit course that allows students to improve on all language competencies and explore more complex language structures. Homework typically takes two hours per week and includes vocabulary study, short writings and reading, listening activities and verb/language structure practice. Students will be required to complete thirty minutes of outside study biweekly. Students can expect to read and interpret three to five short stories in this class. This class is mostly project based, so students can expect around three to four projects/writing assessments a semester. Active participation in the target language is required.

Prerequisites

3.0 GPA, ACC French III, or departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 6 college credits for this year-long course through SLU: FREN 1020 Communicating in French II (3 credits) and FREN 2010 Intermediate French Language and Culture (3 credits).

WL AP/ACC FRENCH: LANGUAGE AND CULTURE

Grade 11, 12 | **1 Credit** | **Year-long Course**

Course Description

In addition to an intense grammar study and review, students will receive extensive training using authentic materials for formal and informal speaking practice, audio and reading comprehension, organization of ideas for reporting on various sets of circumstances, and spontaneous conversation practice. Technology will be incorporated in all phases of this course, specifically when using authentic French materials. This course is conducted entirely in French.

Course Expectations

AP/ACC French: Language and Culture is a honors level/college credit course that allows students to improve on all language competencies and explore more complex language structures.Homework typically takes two hours per week and includes vocabulary study, short writings and reading, listening activities and verb/language structure practice. Students will be required to complete thirty minutes of outside study biweekly. Students can expect to read and interpret three to five short stories in this class. This class is mostly project based, so students can expect around three to four projects/writing assessments a semester. Active participation in the target language is required.

Prerequisites

3.0 GPA, ACC French III, and/or ACC French IV, or departmental approval

Students in this course are expected to take either the AP French Language and Culture exam or register for college credit.

Students are able to earn 6 college credits for this year-long course through SLU: FREN 1020 Communicating in French II (3 credits) and FREN 2010 Intermediate French Language and Culture (3 credits).

LATIN COURSES

WL LATIN I

Grade 9, 10, 11, 12 | 1 Credit | Year-long Course

Course Description

In this class, students begin their study of Latin and Roman civilization through the Cambridge Latin Course, learning the essentials of Latin grammar, syntax, and vocabulary while following an ongoing story set in Pompeii, Roman Britain, and Alexandria. As their reading skills grow, students strengthen linguistic awareness through English derivatives and explore Roman daily life (such as its food, clothing, theater, business, law, religion, and education) alongside themes of slavery, entertainment, and family. The course also examines Roman beliefs about death and the afterlife, the eruption of Mt. Vesuvius in 79 C.E., and the archaeological discoveries that reveal the ancient world. It concludes with a look at life in the provinces, comparing Roman Britain to the Italian heartland and tracing how Roman identity developed across the empire.

Course Expectations

Latin I is a beginner-friendly course that introduces students to reading and writing Latin through the Cambridge Latin Course, while exploring daily life and beliefs in the ancient Roman world. Homework typically takes one to three hours per week and includes vocabulary study, short translations, and occasional written work. Students engage in regular cultural mini-projects and collaborative in-class discussions to deepen their understanding of Roman civilization.

Prerequisites

None

WL LATIN II

Grade 9*, 10, 11, 12 | 1 Credit | Year-long Course

Course Description

In this class, students continue their study of Latin and Roman civilization through the Cambridge Latin Course, strengthening their grasp of grammar, syntax, and vocabulary while developing greater reading fluency and confidence. As they encounter new grammatical concepts such as participles, relative clauses, and other complex sentence structures, they build skill in both translation and interpretation. The stories, set in Roman Alexandria, Greece, and Britain, introduce the diversity of life across the empire and the many ways local cultures interacted with Roman power. Students explore topics such as Celtic Britain before and after the Roman invasion, provincial government, trade and travel, Romanization, and the spread of science and religion throughout the Mediterranean world. The course emphasizes thoughtful reading of longer Latin passages and invites students to connect language study with the complexity of cultural exchange in the ancient world.

Course Expectations

Latin II builds on the foundations of Latin I, continuing with the Cambridge Latin Course to develop stronger reading and writing skills while deepening students' understanding of Roman culture. Students should expect two to four hours of homework per week, including vocabulary review, regular translations, writing tasks, and preparation for frequent quizzes and assessments. Active participation and steady progress through reading assignments are essential for success in this more advanced level. Note that there will be an enrichment assignment required for completion the summer before this course begins.

Prerequisites

Latin I or departmental approval, (* grade 9 requires departmental approval)

LATIN COURSES

WL ACC LATIN III

Grade 10, 11, 12 | 1 Credit | Year-long Course

Course Description

In this dual-enrollment class, students complete the Cambridge Latin Course and begin the transition to reading authentic Latin prose. They strengthen their command of grammar, syntax, and vocabulary while refining translation skills and developing a sharper sense of Latin style. Continued study of etymology and English–Latin linguistic connections enhances precision and comprehension. The readings trace a journey from life in the Roman provinces to the bustling heart of imperial Rome, following stories filled with political intrigue, philosophical reflection, and cultural exchange. Students explore topics such as technology and engineering, religion and philosophy, the Roman army and its influence on provincial life, the processes of Romanization and governance, and the archaeological and historical methods used to study the ancient world. The course emphasizes fluent reading and accurate translation, preparing students for advanced Latin literature and fostering a lasting appreciation for the language's influence on the modern world.

Course Expectations

ACC Latin III is a reading-focused course that continues the Cambridge Latin Course series while introducing new mythological and cultural texts. Students can expect three to five hours of weekly homework, including daily vocabulary study, grammar practice, and independent Latin reading. Writing is limited to targeted translations and occasional research projects, with most collaboration and discussion taking place in class. Note that there will be an enrichment assignment required for completion the summer before this course begins.

Prerequisites

3.0 GPA, a B or higher in Latin II, or departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 6 college credits for this year-long course through SLU: LATN 1010 Reading Latin I (3 credits) and LATN 1020 Reading Latin II (3 credits).

WL ACC LATIN IV

Grade 11, 12 | 1 Credit | Year-long Course

Course Description

This course allows Latin students to explore the role of women in ancient Greek and Roman worlds. Students will engage with ancient history and culture more deeply by learning to read and analyze Latin prose and poetry at an intermediate collegiate level. Students will translate classic passages from the writings of Suetonius, Livy, Tacitus, and others from Latin into English, examining and analyzing their linguistic and literary features through discussions, debates, and presentations.

Course Expectations

ACC Latin is a rigorous, reading-focused course that explores classical texts by Sulpicia, Vergil, Ovid, Suetonius, and others through translation, literary analysis, and cultural study focusing on the female experience in ancient Rome. Students should expect to spend three to five hours per week on homework, including daily vocabulary review, weekly Latin reading and grammar practice, and occasional writing or research assignments. Active participation in class discussions is essential, with most collaboration happening during class time with review done outside of class. Note that there will be an enrichment assignment required for completion the summer before this course begins.

Prerequisites

3.0 GPA, B or higher in Honors Latin III, or departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 6 college credits for this year-long course through SLU: LATN 2010 Intermediate Latin: Language and Literature (3 credits) and LATN 2020 Intermediate Latin: Rhetoric and Poetry (3 credits).

WORLD LANGUAGE

LATIN COURSES

WL AP LATIN

Grade 11, 12 | **1 Credit** | **Year-long Course**

Course Description

This course allows Latin students to explore ancient Roman history and culture more deeply by learning to read and analyze Latin prose and poetry at an intermediate college level. Students will translate classic passages from the writings of Vergil, Pliny, Horace, Catullus, Livy, and others from Latin into English, examining and analyzing their linguistic and literary features through discussions, debates, and presentations. Students will be prepared to take the AP Latin exam by the end of the spring semester.

Course Expectations

AP Latin is a rigorous, reading-focused course that explores classical texts by Vergil, Pliny, Horace, and others through translation, literary analysis, and cultural study. Students should expect to spend three to five hours per week on homework, including daily vocabulary review, weekly Latin reading and grammar practice, and frequent writing or research assignments. Active engagement in class discussions is essential, with most collaboration happening during class time. The spring semester will conclude with a required Course Project, checkpoints for which will be factored into the student's AP score by CollegeBoard. Note that there will be an enrichment assignment required for completion the summer before this course begins.

Prerequisites

B or higher in Honors Latin III or departmental approval

Students in this course are expected to take the AP Latin exam.
Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.

CULTURE COURSE

WL CLASSICAL MYTHOLOGY

Grade 10, 11, 12 | **.5 Credit, elective** | **Semester Course**

ELECTIVE COURSE

This elective course does not fulfill the science requirement for graduation.

Course Description

This reading and writing intensive course is designed for students who wish to explore the world of classical mythology. It begins by acquainting them with the nature of myth and the traditional stories by which people define their world and affirm its shared values. Students will explore some methods by which these tales can be interpreted. Finally, students will meet those gods and heroes through original authors in translation and visual depictions from ancient artwork. No Latin experience is required for this elective.

Course Expectations

This course will require steady engagement with readings, research, reflections, and assessments—expect to spend one to two hours per week on assignments and discussion. Students should plan to read scholarly sources, write thoughtfully, and actively participate in class dialogue about mythological stories and the gods/goddesses or heroes within those stories.

Prerequisites

None

MANDARIN CHINESE COURSES

WL MANDARIN I: MANDARIN AND CHINESE MULTICULTURALISM

Grade 9, 10, 11, 12 | 1 Credit | Year-long Course

Course Description

In this course, students will begin their study of Mandarin Chinese, developing both language skills and cultural awareness. The curriculum emphasizes accurate pronunciation, foundational vocabulary, the romanization system known as Hanyu Pinyin, and essential grammatical structures. Interactive communication is central, as spoken Mandarin is emphasized, fostering confidence through conversation-based activities. In addition to language acquisition, students will explore key aspects of Chinese history, culture, and traditions. By the end of the course, students will not only have the tools to communicate at a beginner level but also an appreciation for the richness and diversity of Chinese culture.

Course Expectations

Students are expected to review their notes and vocabulary, and practice audio files, every night for a minimum of twenty minutes. In addition, students should anticipate spending forty-five to sixty minutes per week on assigned homework. In class, students are expected to participate in discussions and demonstrate progressive language competency.

Prerequisites

None

WL MANDARIN II: MANDARIN AND CHINESE MULTICULTURALISM

Grade 9*, 10, 11, 12 | 1 Credit | Year-long Course

Course Description

This course builds upon the prerequisite knowledge established in Mandarin I, guiding students toward greater fluency and cultural understanding. Learners will refine their pronunciation, expand their vocabulary, and tighten their grasp of essential grammatical structures. Interactive communication remains central to the learning experience, allowing students to speak Mandarin in practical contexts. Continued practice with Hanyu Pinyin will support reading and writing development, while students also begin learning the most common Chinese radicals—a major step in transitioning to simplified Mandarin characters (Hanzi). Beyond language skills, students will deepen their study of Chinese history, culture, and traditions, with a focus on the roles of Mainland China and Taiwan in today's world. By the end of the course, students will be prepared with stronger linguistic skills, acute cultural insight, and the tools necessary for continued study of Mandarin.

Course Expectations

Students are expected to review their notes and vocabulary every night for a minimum of twenty minutes. In addition, students should anticipate spending forty-five to sixty minutes per week on assigned homework. In class, students are expected to participate in discussions and demonstrate progressive language competency.

Prerequisites

Mandarin I or departmental approval, (* grade 9 requires departmental approval)

MANDARIN CHINESE COURSES

WL HONORS MANDARIN III

Grade 10, 11, 12 | 1 Credit | Year-long Course

Course Description

Mandarin III continues the progression of language and cultural study established in Levels I and II. Students will further develop their proficiency in speaking, listening, reading, and writing by reinforcing vocabulary and engaging with more complex grammatical structures. The major focus of this course is the transition from Hanyu Pinyin to reading and writing in simplified Mandarin characters (Hanzi), an essential step toward Mandarin literacy. Building on their foundation in Chinese history, culture, and traditions, students will begin to connect cultural knowledge with their study of Hanzi to enrich comprehension and context. By the end of the course, students will possess both stronger linguistic proficiency and greater awareness of global trends and events.

Course Expectations

Students are expected to review their notes and vocabulary every night for a minimum of twenty minutes. In addition, students should anticipate spending ninety minutes per week on assigned homework. Most complex work will be completed in class, including reading texts in Hanzi, listening to and analyzing native speaker conversations, and participating in class discussions connecting history, culture, and current events. Students are expected to demonstrate progressive linguistic proficiency.

Prerequisites

A B or higher in Mandarin II or departmental approval

WL HONORS MANDARIN IV

Grade 11, 12 | 1 Credit | Year-long Course

Course Description

Mandarin IV builds upon the foundation of Mandarin I, II, and Honors III. Students will strengthen their speaking, listening, reading, and writing abilities by reinforcing and supplementing their vocabulary and grammatical knowledge and by fully engaging with simplified Mandarin characters (Hanzi). Learners will continue to integrate their extensive understanding of Chinese history, culture, and traditions into their study of Hanzi. By the end of the course, students will demonstrate not only spoken and written communication skills in Mandarin but the ability to connect China's history to its role in the modern world through the lens of a well-rounded perspective.

Course Expectations

Students are expected to review their notes and vocabulary every night for a minimum of twenty minutes. In addition, students should anticipate spending ninety minutes per week on assigned homework. Most complex work will be completed in class, including reading texts in Hanzi, listening to and analyzing native speaker conversations, and participating in class discussions connecting history, culture, and current events. Students are expected to demonstrate progressive linguistic proficiency.

Prerequisites

A B or higher in Honors Mandarin III or departmental approval

WORLD LANGUAGE

SPANISH COURSES

WL SPANISH I

Grade 9, 10, 11, 12 | 1 Credit | Year-long Course

Course Description

This introductory course develops foundational skills in listening, speaking, reading, and writing through authentic and interactive experiences. Students learn pronunciation, vocabulary, and grammar structures while exploring Hispanic cultures integrated throughout all units. The course emphasizes gradual immersion in Spanish, leading to novice-high proficiency in interpretive, speaking, and writing skills.

Course Expectations

Students should expect thirty to forty-five minutes of homework per week, as well as ten minutes of daily engagement with Spanish-language content (music, shows, podcasts, or read-alouds) outside of class. They will learn to choose level-appropriate resources that enhance enjoyment and language acquisition.

Prerequisites

None

WL SPANISH II

Grade 9*, 10, 11, 12 | 1 Credit | Year-long Course

Course Description

Building on Spanish 1, this course expands vocabulary, grammar, and cultural understanding while increasing the use of Spanish in class. Students engage in more active communication through collaborative activities, short recordings, presentations, conversations, and writing tasks, preparing them for the rigor of ACP Spanish III. By year's end, students develop novice-high to intermediate-low proficiency in interpretive, speaking, and writing skills.

Course Expectations

Students should expect forty-five to sixty minutes of homework per week and fifteen minutes of daily engagement with novice to intermediate Spanish-language content outside of class to reinforce learning.

Prerequisites

Spanish I or departmental approval, (* grade 9 requires departmental approval)

WL ACP SPANISH III

Grade 10, 11, 12 | 1 Credit | Year-long Course

Course Description

This college-level course is primarily taught in Spanish and emphasizes immersion in the language. It builds on the foundations of Spanish II with increased rigor. The course encourages communicative proficiency through an interactive task-based approach which involves application, cultural analysis and the integration of all four skills – reading, writing, listening, and speaking. Students participate in guided conversations, interactive activities, and short presentations, using Spanish throughout the class period. The course develops intermediate-level interpretive skills and intermediate low–mid proficiency in speaking and writing.

Course Expectations

Students should expect sixty to seventy minutes of homework per week, plus one hour of independent engagement with intermediate-level Spanish-language content per week (music, stories, podcasts, TV, etc.).

Prerequisites

3.0 GPA, a B or higher in Spanish II or departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 5 college credits for this year-long course through UMSL: SPANISH 1001: Spanish Language and Culture I.

SPANISH COURSES

WL ACP SPANISH IV

Grade 11, 12 | **1 Credit** | **Year-long Course**

Course Description

This college-level course emphasizes class discussion, prompt-based writing, research, and oral presentations. Building on Spanish III, the course encourages communicative proficiency through an interactive task-based approach which involves application, cultural analysis and the integration of all four skills – reading, writing, listening, and speaking. Active participation in class activities and discussion is essential to build intermediate mid–high proficiency. Students also practice skills aligned with the AP Spanish Language and Culture exam, including comparative cultural analysis, synthesizing information from multiple sources, and formal writing and speaking tasks. The course encourages critical thinking, cultural interpretation, and written and oral performance - all essential components of AP success.

Course Expectations

Students should expect sixty to ninety minutes of homework per week, including readings, writing, research, and preparation for discussions. They are also required to engage fifteen minutes daily with authentic Spanish-language materials (news, films, literature, debates, etc.) to deepen cultural understanding and proficiency.

Prerequisites

3.0 GPA, a B or higher in ACP Spanish III, or departmental approval

Students in this course are expected to register for college credit.
Students are able to earn 8 college credits for this year-long course through UMSL: SPANISH 1002: Spanish Language and Culture II (5 credits) and SPANISH 2101: Spanish Language and Culture III (3 credits).

WL AP SPANISH: LANGUAGE AND CULTURE

Grade 11, 12 | **1 Credit** | **Year-long Course**

Course Description

The course follows the College Board AP Spanish Language and Culture curriculum, focusing on advanced vocabulary, grammar review, comprehension, conversation, presentations, and formal/informal writing. Instruction centers on authentic sources and thematic units such as beauty and aesthetics, global challenges, and families and communities. Students are encouraged to think critically, express independent viewpoints, and integrate all language skills.

Course Expectations

In this rigorous, college-level course students should expect summer homework and approximately ninety minutes of weekly homework during the year. Students preparing for the AP exam will also complete individual progress checks and independent practice in AP Classroom.

Prerequisites

For students taking AP immediately after ACP Spanish 3: GPA of 3.0 or higher, an A or higher in ACP Spanish III, teacher recommendation, minimum proficiency of intermediate low in all skills, and willingness to speak only Spanish in class.

For students taking AP after ACP Spanish 4: GPA of 3.0 or higher, a B or higher in ACP Spanish IV, teacher recommendation, and willingness to speak only Spanish in class.

Students in this course are expected to take the AP Spanish exam.
Additional independent work, outside of class time, will be necessary to prepare for the AP test in May.