MARQUETTE UNIVERSITY HIGH SCHOOL

For Faith, Scholarship and Community

Curriculum Guide 2026-2027

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Introduction

This guide describes the educational philosophy of Marquette University High School, the courses of study, and course selection process. In addition, the content will describe the academic strength of the Marquette High curriculum and the programs of study in place to meet the students' academic goals and interests. The content of this guide may change annually as courses and curriculum are continually evaluated.

Students and parents are encouraged to use this guide as a reference in planning the four years of high school. Students should use the guide with their advisors to make informed decisions about the future. In addition to describing courses, this guide provides information about graduation requirements, credits, grades, Advanced Placement, Dual Enrollment, and special programs.

Marquette High faculty and advisors are prepared to help students make the most of their opportunities in high school and beyond. If there are any questions about course selection, academic offerings, or the Marquette High approach to education please contact Ms. Fran Maloney, Assistant Principal of Academics, or Jeff Monday, Principal.

Philosophy

Marquette University High School, a community of students, alumni, parents, guardians, faculty, and staff, continues the mission of educating young men in their faith. It aspires to foster the growth of all its members in their bodies and minds, their hearts and souls.

In the Jesuit tradition, the school aims at both academic excellence as well as the growth of the whole person in its task of preparing young men for college and subsequent leadership in the community. Therefore, it challenges and respects each student's talents, needs, and potential with a course of study that includes art, English, world languages, social studies, mathematics, music, physical education, science, and theology. There is a wide variety of co-curricular activities to facilitate healthy social, emotional, intellectual, and physical development. An active pastoral program, social service experience, retreats, and liturgies, promotes religious growth in Jesus Christ as the model and inspiration of our community and of our concern for justice and peace in the world.

The overriding objective of Marquette is to form persons who will utilize their God-given gifts and talents in the service of others. Marquette aims to foster and facilitate the development of its students who, by the time of graduation, are open to growth, intellectually competent, religious, loving, and committed to justice. Although these five categories can be separated for purposes of description, they are interrelated and represent a unified, mutually dependent process.

Graduate at Graduation

Open to Growth

The MUHS graduate takes some intentional responsibility for his own growth. He strives to grow in the realization and use of his talents. He is beginning to understand that leadership is a vehicle of growth for both himself and others. The graduate is learning how to learn; consequently, he desires learning as a life-long process to develop imagination, feelings, conscience, and intellect. He is developing compassion for others by respecting diversity and by accepting and offering constructive criticism. The graduate is willing to risk new experiences and recognizes them as opportunities to grow. A close relationship with God enables him to nurture such openness.

Intellectually Excellent

The graduate is encouraged to exhibit a mastery of academic skills for advanced education and development of character. He is trained in basic study and research skills so that he is prepared for life-long creative learning. He is developing an aesthetic capacity.
The graduate is developing intellectual integrity and honesty. His repertory of knowledge enables him to view his community in a compassionate and hopeful way. Similarly, he is developing a critical consciousness which enables him to analyze and question the issues facing our society. He is learning that different branches of knowledge provide alternate approaches to truth.

Religious

The graduate knows that God loves him and he returns that love through prayer and service. He has begun to experience a personal relationship with God and has reflected on that relationship in prayer. He seeks to recognize the work of God in others. He is aware that the Catholic Church is an instrument to aid personal religious development. The graduate seeks to develop a personal faith that recognizes injustices and promotes just actions.

Loving

The MUHS graduate is seeking to understand and to love himself and others. His relationships are deepening as he tries to move beyond self-interest and to disclose himself, accepting the mystery of other persons and cherishing these persons. The graduate is not a fully confident, loving adult, yet he is beginning to integrate his interest, concerns, feelings, and sexuality into his whole personality. The graduate, to the best of his abilities, gives himself to others in service and is becoming sensitive to the beauty and fragility of the created universe.

Committed to Justice

The MUHS graduate is developing a strong sense of the dignity and equality of all persons. He is beginning to acknowledge and respect all people, regardless of race, sex, religion or ethnic background. He has begun to acquire skills toward improving his world, whether that be through his family, his school, his career, his city, or his nation. He is beginning to understand individual and structural injustices. The graduate knows that God can be found in all things. In working toward a just world, the graduate is preparing to contribute his gifts and talents developed at MUHS to his community. He is becoming aware of his participation in bringing God's kingdom to reality.

Jesuit Education

Students at Marquette University High School benefit from a Catholic education in the Jesuit tradition. The International Commission on the Apostolate of Jesuit Education (ICAJE) published a document outlining the distinguishing markers of Jesuit schools, The Characteristics of Jesuit Education. The follow excerpts from this document highlight the guideposts for the curricula and graduation requirements of Jesuit high schools including MUHS.

- A thorough and sound intellectual formation includes mastery of basic humanistic and scientific disciplines through careful and sustained study that is based on competent and well-motivated teaching. This intellectual formation includes a growing ability to reason reflectively, logically and critically.

- While it continues to give emphasis to the traditional humanistic studies that are essential for an understanding of the human person, Jesuit education also includes a careful and critical study of technology together with the physical and social sciences.

- In Jesuit education, particular care is given to the development of the imaginative, the affective, and the creative dimensions of each student in all courses of study. These dimensions enrich learning and prevent it from being merely intellectual. They are essential in the formation of the whole person and are a way to discover God as He reveals Himself through beauty. For these same reasons, Jesuit education includes opportunities -through course work and through extracurricular activities - for all students to come to an appreciation of literature, aesthetics, music and the fine arts.

As a Jesuit school Marquette University High School follows the standards and benchmarks as stated in "Our Way of Proceeding: Standards and Benchmarks for Jesuit Schools in the 21st Century."

Graduation Requirements

Marquette University High School requires 23 credits for graduation in the following academic areas.

English	**4.0 Credits**
Fine Arts	**0.5 Credits**
Mathematics	**3.0 Credits**
Science	**3.0 Credits**
Social Studies	**3.0 Credits**
Theology	**4.0 Credits**
World Language	**2.0 Credits**
Service	**0.5 Credits**
Additional Credits	**3.0 Credits**

Year courses = 1 credit *Semester courses = 0.5 credit*

In addition to the academic requirements for graduation, all students must complete the Freshman Retreat, Freshman Fitness Program, Sophomore Retreat, required Service Program volunteer hours in the sophomore and junior years, and the Senior Shared Life Project work and reflection day. All students are expected to be involved in minimally one co-curricular activity each year.

Courses required in a specific year are listed below. Students may complete other graduation requirements by selecting electives as they choose. Students taking four years of science must take one year of physics junior or senior year.

Freshmen: English 1, Mathematics, Intro to Catholic Christianity & Hebrew Scriptures

Sophomores: American Literature, Mathematics, Christian Scriptures, Moral Decision Making

Juniors: Two English options, Mathematics, Church History, Christian Discipleship

Seniors: Two English options, Theological Seminar, & ½ credit Theology options

Course Listing

A list of all courses offered at MUHS is listed below:

~ Dual Credit Available

* Offered Alternating Years

English

- English 1
- American Lit & Composition
- American Studies - English
- AP English Literature & Comp
- AP English Language & Comp
- Myth & Culture
- Expository Writing
- Plays of Shakespeare~
- Perspectives in Science Fiction
- World Literature
- Literature of Great Britain~
- Virtue & Vice in Literature
- Literature & Social Justice
- Public Speaking for Strength and Substance

Mathematics

- Algebra 1
- Honors Algebra 1 & 2
- Geometry
- Advanced Geometry
- Honors Geometry/Algebra 2
- Algebra 2
- Advanced Algebra 2 with Trigonometry
- Precalculus
- AP Precalculus
- AP Precalculus+
- AP Calculus AB
- AP Calculus BC~
- AP Statistics
- Multivariable Calculus~

Computer Science

- Computer Programming
- AP Computer Science A~

Science

- Biology
- Honors Biology
- AP Biology
- Chemistry
- Honors Chemistry
- AP Chemistry~
- Environmental Science
- Anatomy & Physiology
- Physics
- Physics: Astronomy
- Physics: Astronomy (Semester)
- AP Physics 1
- AP Physics C

Social Studies

- World History
- United States History
- American Studies - Social Studies
- AP US History
- AP Human Geography
- AP European History~
- Introduction to Sociology
- American Government*
- History of Milwaukee*
- International Relations*
- AP Psychology
- Comparative Cultures*
- History: 50's & 60's*
- History: Civil War*
- Topics in History: World Wars*
- AP Microeconomics
- AP Macroeconomics
- AP World History~
- AP African American Studies*
- History & Science of Human Innovations & Technology
- Personal Finance*
- History: Latin America

Electives

- Strength & Conditioning
- Adv. Strength & Conditioning
- Speed & Agility

World Languages

- Latin 1-2
- Advanced Latin 3
- Honors Latin 4-5~
- German 1-2
- Advanced German 3
- Honors German 4-5
- Honors Spanish for Heritage Speakers 1-2
- Spanish 1-2
- Advanced Spanish 3
- Honors Spanish 1-4~
- AP Spanish Language & Culture~
- AP Spanish Literature & Culture~
- Ignatian Global Citizenship

Fine Arts

- Photography
- Painting
- 2D Design
- 3D Design
- Ceramics
- Drawing
- Advanced Drawing
- AP Studio Art
- Computer Assisted Music
- Jazz Lab 1-4
- Chorus & Select Chorus

Theology

- Introduction to Catholic Christianity
- Salvation History and the Hebrew Scriptures
- Moral Decision Making
- Christian Scriptures
- Church History
- Christian Discipleship
- Theological Seminar
- Faith & Reason~
- Catholicism & World Religions
- Call of Christ

Course Selection

We encourage students to make the most of their education, to take advantage of the opportunity to study here at MUHS, to challenge themselves to be the best students and people they can become. However, we also recognize that not every course is designed for every student. It is important to help students balance what they are taking. While they may be at the level to take all Honors and AP courses, combined together with outside of school commitments, this may not be the best course of action for some students; for others it may be exactly what they need. Other students may need some encouragement to challenge themselves and not be satisfied with the minimum. We also want students to balance pursuing their interests and continue to try new things. Many students report they wish they took an art class earlier in their time here.

Academic Schedule

Every year, students will take a full year of English and Theology. In addition, their schedules will be developed through courses selected in fine arts, math, science, social studies, world language, and electives.

Alternate Choices

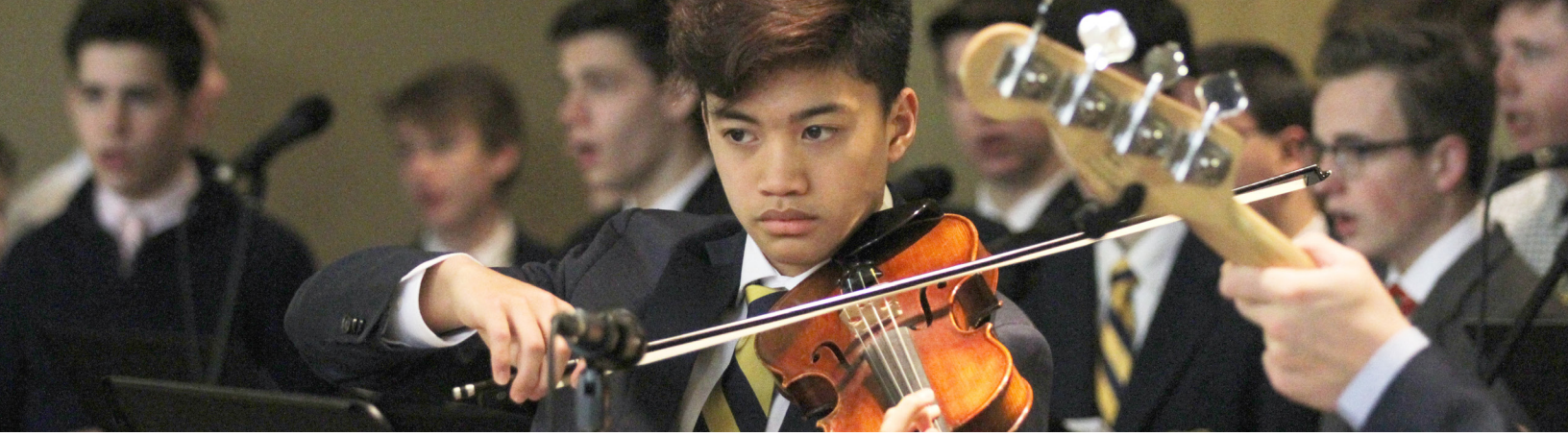
- Students must choose their alternate courses wisely and take those choices as seriously as their first choices. While every effort is made to maximize student choices in building the master schedule, it is likely that juniors and seniors will receive at least one alternate course.
- Alternate courses cannot be the same as primary selections.

Course Selection Continued

Honors/AP classes

- Teachers recommend levels of a course for a student based on his previous academic performance.
- Generally, a student is encouraged to take no more than 3 AP/Dual Credit classes in a semester.
- A student who does not meet a pre-requisite for a course may appeal to take the course by making a request to the chair of the department.

**Remember, scheduling is done after all students have submitted their requests. Therefore, students have the same possibility of receiving a course no matter when they complete their course selection, as long as it is within the published timeframe.



Scheduling Conflicts

The master schedule is built to maximize student selections. However, at times there are conflicts that arise or requests exceed the maximum students that can be accommodated in the schedule. In these instances, alternate selections are used.

If the alternate selections do not solve the conflict, a student will be contacted to resolve the conflict.

In instances where requests exceed the maximum students who can be accommodated, seniors are given priority.

Course Changes & Withdrawal Policy

Student schedules, teaching assignments and hiring decisions are based on the course selection completed by students along with their parents and advisors each spring. Course selections indicate a commitment to complete the courses (or alternate courses) listed. The spring course selection process is the final opportunity to make course selection decisions and the student is then committed to completing those courses. As such, it is vital that course preferences are accurate and that course loads are reasonable and balanced. Marquette High recommends that students take six courses per semester, with a minimum of 5.5 credits per year in the freshman, sophomore, and junior year and 5.0 credits in the senior year.

Once scheduled, subsequent schedule changes or course withdrawals will be made only by approval of the Assistant Principal for Academics pending scheduling constraints and availability. Requests for specific teachers cannot and will not be honored. Changes to a student's schedule must be made on the following timeline:

- Students may drop courses for the current semester only during the first three weeks of each semester.

- Students may add courses for the current semester only up to the third day of the semester.

The school may consider course changes if a student has been placed in a course inappropriate for his background or talent and withdrawals if a student becomes seriously ill or faces unique personal circumstances. Discussions with the Assistant Principal for Academics about moving a student between levels of a course should be initiated by the teacher.

The full course change policy can be viewed here.
(N.B. Seniors are required to notify colleges of any course change that has been approved.)

Learning Adjustments

Marquette University High School's commitment to justice extends to providing additional learning support to eligible students. MUHS maintains this Policy for Students with Learning Differences and Special Needs to insure that all of its students are provided with the same opportunities to learn. MUHS is committed to providing support to qualified students with some disabilities or diagnosed learning differences, including temporary conditions. MUHS seeks to address the needs of these students with services and adjustments to allow them to thrive and flourish in the school's college preparatory curriculum. The school may not be able to support all adjustments given personnel and program limitations.

Jesuit Ideals and Learning

In keeping with the Jesuit values on education and cura personalis, procedures are created, maintained, implemented, and provided to interested parties. Individuals seeking adjustments may contact MUHS' Director of Learning Services by calling or writing to MUHS to initiate an application for assistance. Requisite for Seeking Adjustments in School: Parents seeking long-term and short term adjustments, and adjustments for prospective students should contact the Director of Learning Services.

Requisite for Seeking Adjustments for ACT or College Board

Students seeking adjustments for ACT or College Board (Advanced Placement, PSAT, SAT and Subject exams) standardized testing should follow the stated guidelines and procedures of those testing companies. These guidelines may be accessed on the ACT and College Board Websites.

Implementation of Adjustments in the Classroom

The decision to include adjustments in a learning plan will be made on a case-by-case basis. The review process will be contingent upon the school's ability to accommodate an adjustment as well as its impact on the overall social and educational environment of the school. MUHS may agree to a student receiving one-on-one assistance in the school from a non-MUHS teacher. Such special situations will be reviewed regularly. Teachers will implement and abide by adjustments determined to be necessary by the MUHS review process. They may provide additional adjustments on a case-by-case basis; however, they will not be expected or required to provide adjustments beyond those identified and agreed to in the review process.

Advanced Placement

Marquette University High School participates in the national College Board Advanced Placement Program. These courses align to rigorous, college-level standards set by the College Board and are taught by MUHS faculty. AP courses prepare students to take a subject specific exam and potentially earn college credit in selected academic areas. AP courses have a heavier work load and are more time-consuming than most other courses in the same discipline. AP students should be strong readers and excel at writing. These courses often demand more independent study and academic initiative from students. AP students should have a passion for the subject area. MUHS encourages students to take AP courses, but also to carefully balance these courses' increased rigor with other curricular, co-curricular and extra-school commitments (e.g., work, family, club sports). All AP students must take the corresponding national exam the following spring at an approximate cost of $100 per exam unless otherwise noted under the course description.

MUHS offers the following AP courses:

- AP African American Studies
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science A
- AP English Literature & Composition
- AP English Language & Composition
- AP European History
- AP Human Geography
- AP Microeconomics
- AP Macroeconomics
- AP Physics 1
- AP Physics C (2 AP Exams)
- AP Precalculus
- AP Psychology
- AP Spanish Language & Culture
- AP Spanish Literature & Culture
- AP Statistics
- AP Studio Art
- AP US History
- AP World History

Dual Enrollment

SLU 1818 Program

MUHS partners with St. Louis University (SLU) for dual enrollment of some courses. Dual credit allows qualified students earn college credit at a discounted rate for authorized courses at MUHS where they are enrolled. These courses are determined on an annual basis by MUHS and SLU, and students should not select these courses with the expectation that they will be offered as dual enrollment. If a course is offered as dual credit, students will register for SLU credit by the end of September. The registration process will be distributed to students and parents at the beginning of the academic year. Students are not required to take a MUHS course offered as dual credit course for college credit.

Those who want to register for college credit for authorized courses must meet the following conditions:

Sophomores: Minimum of 3.5 cumulative GPA and parent and school permission

Juniors and Seniors: Minimum of 3.0 cumulative GPA

Marquette University Partnership

Students may take courses at Marquette University during the January-term, summer, and spring semesters at a significantly discounted tuition ($500 for a 3-credit course). Information about enrollment in a MU course should be requested through the Assistant Principal for Academics.

MUHS Ignatian Global Scholars Certificate Program

The mission of the Ignatian Global Scholars Program is to create opportunities for students to engage in existent, ongoing experiences that form global citizens for and with others. It offers a defined path to prepare students to examine global issues, understand different perspectives, develop cultural competencies, and deepen the commitment to take action in service to others. Global citizens are those who continuously seek to deepen their awareness of their place and responsibility in an increasingly interconnected world, both locally and globally; those who stand in solidarity with others in the pursuit of a more humane world.

Students who are a part of the program and successfully complete components within Ignatian Pedagogical Paradigm categories (Context, Experience, Reflection, Action, Evaluation) will receive a certificate of distinction as a Global Scholar upon graduation to be awarded from both Marquette University High School and the Jesuit Schools Network. Completion of the certificate requires a minimum of four semesters.

Students must complete the following academic requirements:

- Ignatian Global Citizenship
- 3 years of language study
- At least 4 of the following courses:
    - World History
    - Dialogues in Faith: Catholicism and World Religions
    - World Literature
    - Environmental Science
    - International Relations
    - Comparative Cultures
    - AP Human Geography
    - 4th / 5th Year of Latin, German, or Spanish
    - 2nd Language (1 year)
    - AP World History
    - AP African American Studies

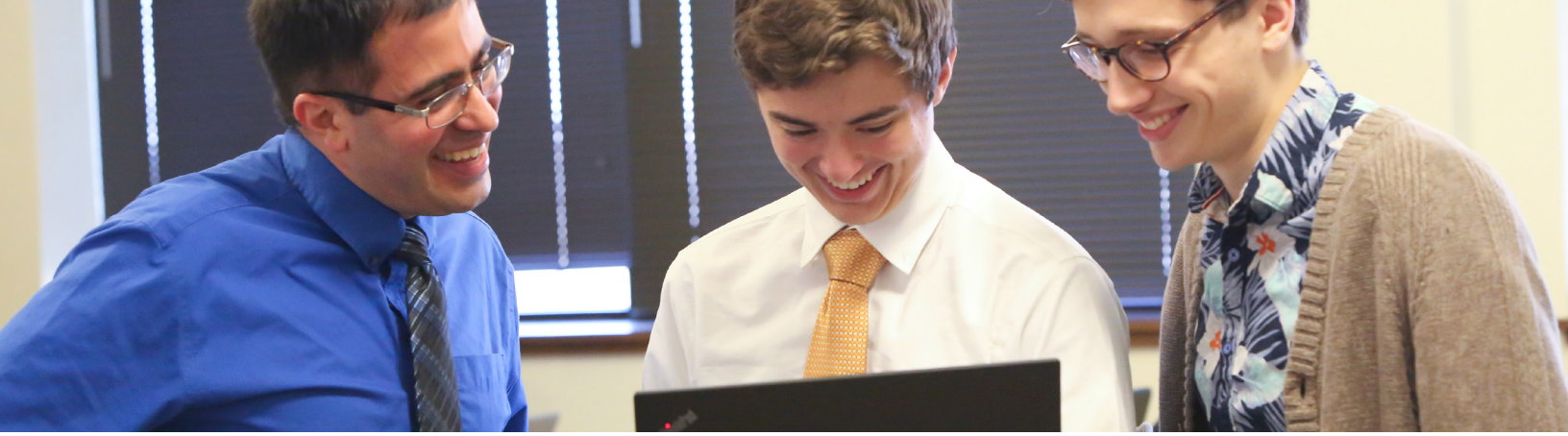
Students will also need to be engaged in school and other experiential activities with a global perspective. They will also engage in ongoing reflection as part of the program.

Humanities Statement

Our Way of Proceeding: Standards and Benchmarks for Jesuit Schools in the 21st Century calls for institutions to "draw upon an Ignatian worldview and the Catholic intellectual tradition in all subjects to help students think critically, ethically and compassionately about themselves and the world around them." Marquette University High School recognizes disciplines within the Humanities as vital to this mission. We seek to engender students with the desire both to serve others and to fruitfully participate in creating beauty and communion in the world. As such, MUHS emphasizes a rigorous curriculum that not only exposes students to the many faces of the human experience, but also fosters dialogue and understanding therein.

As integral to their education, students will encounter a plurality of cultural products and perspectives. They will engage voices found in the fiction, poetry, drama, and essays of English, as well as those composed in other languages. They will pursue excellence in communicating through the written word, focusing on the mechanics of effective composition, analysis, and rhetoric. They will examine global historical events, contexts, and cultures. They will be guided to appreciate artistic beauty in the world and the integral roles that creativity and creation hold in our lives. They will undertake these pursuits as part of a rich formal education and practice in Ignatian, Catholic spirituality.

MUHS affirms these goals as inextricably linked to developing compassionate and whole students committed to justice. The second universal apostolic preference adopted by the Society of Jesus urges us "to walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice." The Humanities curriculum across all four years of study offers our young men opportunity and encouragement to be contemplative in this regard, and it likewise frames education as the outward-facing and loving endeavor held so valuably by St. Ignatius.



STEM: Science, Technology, Engineering & Math

Marquette University High School has a strong tradition of preparing its students for further studies in STEM areas: science, technology, engineering and math. Its requirement that all students complete three years of coursework in each of the math and science departments provides every student with a foundation in these key STEM areas. In fact, over 97 percent of students complete four or more years of coursework in math and science. Elective offerings in Computer Science may build upon this foundation. Marquette High's core curriculum, with a strong emphasis on the humanities, is part of a STEM preparation. Science and engineering schools place much value on students' ability to communicate well in writing, think critically and analyze issues. Creative engagement in the fine arts—whether in music, visual arts, or graphic design—complements STEM preparation.

Students with a strong interest in STEM studies and careers should take a minimum of 4.0 credits (four full years) of both science and math. Taking the most challenging courses in these areas—Honors and AP level courses—may better prepare students for university work in STEM fields. Students with a strong interest in STEM should plan their high school curriculum to include courses in their junior and/or senior years such as: AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, Computer Programming, AP Computer Science A, AP Physics 1, AP Physics C, AP Statistics and Multivariable Calculus.

Marquette High offers a number of co-curricular clubs and activities that offer students opportunities to pursue their interest in STEM areas outside of the classroom. Its Engineering and Applied Sciences Club, Math Team, Robotics Team, Science Olympiad Team, SMART Team (molecular engineering) and Environmental Science Club are popular organizations and open to students of all grade levels.

Grading Philosophy

Marquette University High School emphasizes both academic excellence as well as the growth of the whole person in its mission of preparing young men for college and subsequent leadership in the community. The course of study seeks to instill in students a love of learning, intellectual curiosity, a strong work ethic, and the desire to utilize their gifts and talents in the service of others to have a positive influence in our world.

The purpose of grades is to reflect accurately the progress a student has made in meeting stated course learning outcomes throughout a course of study, as well as to capture a student's mastery of those outcomes at the end of a stated period of time. Grades communicate student progress and proficiency to students, parents, the school, and other institutions and agencies (i.e. college admissions, scholarship agencies, etc.); thus, timeliness and accuracy in reporting grades at regular intervals is essential.

Teachers clearly communicate learning outcomes in advance of and during instructional activity and provide timely feedback in relation to expected outcomes. Students are to be engaged in self-reflection throughout the instructional process to become more aware of, and independent in, their learning. Students' grades are determined primarily by their performance on summative assessments aligned to stated course learning outcomes. Formative assessments (including homework) may be included as part of a student grade, but the treatment of these scores should be developmentally appropriate and designed to encourage a growth mindset. MUHS recognizes students' academic behavior and effort have a direct impact on learning and grades. Teachers are also encouraged to describe this impact through narrative comments made about student performance at the end of each quarter.

Grades and Grading Scale

The MUHS grading scale has been designed with the intention of allowing students to earn grade point averages that can be fairly assessed both internally and externally. Grade point averages are necessary to provide summative information about student performance to various stakeholders; however, MUHS places emphasis on life-long learning of content knowledge and skills over the accumulation of points and grades.

Percentage	Grade	Quality Points	Qualitative Descriptions
100-98	A+	4.1	Student demonstrates comprehensive knowledge, application, and understanding of the course content and skills. Learning outcomes are met. The student has shown a consistent commitment to academic excellence and is well prepared for the next level.
97-93	A	4.0	
92-90	A-	3.7	
89-87	B+	3.3	Student demonstrates a thorough knowledge and application of course content and skills, and is growing in understanding. Most of the learning outcomes are met. The student is well prepared for the next level.
86-83	B	3.0	
82-80	B-	2.7	
79-77	C+	2.3	Student demonstrates a mostly complete knowledge and application of the course content and skills, but may not yet have a full understanding of the broader concepts of the discipline. More than half of the learning outcomes are met, and all are in progress. The student is mostly prepared for the next level.
76-73	C	2.0	
72-70	C-	1.7	
69-67	D+	1.3	Student demonstrates a limited knowledge and application of the course content and skills with little understanding. Few of the learning outcomes are met. There is a concern for readiness at the next level.
66-63	D	1.0	
62-60	D-	0.7	
59	F	0.0	Student demonstrates unacceptable knowledge and/or application of the course content and skills. Learning outcomes are either not met or not attempted. The student is not prepared for the next level.

Other Grades:

S- 0.00 - Satisfactory – used only in meeting school graduation requirements such as service, fitness, and civics exam.

U- 0.00 - Unsatisfactory – used only when not meeting school graduation requirements such as service, fitness, and civics exam.

P- credit - Passing – in special circumstances, the Assistant Principal for Academics may approve a pass grade for course credit.

I - 0.00 - Incomplete – used only in extraordinary circumstances and requires pre-approval by the Assistant Principal for Academics.

WF- 0.00 - Withdrew Failing – may be assigned if a course is dropped after a reasonable period of time as determined by the Assistant Principal for Academics.

W- 0.00 - Withdrew - may be assigned if a course is dropped after a reasonable period of time as determined by the Assistant Principal for Academics.

MUHS communicates and recognizes earned grade point averages as reflected on grade reports and internal transcripts. Only courses taken at MUHS are calculated in the student's cumulative grade point average. MUHS College Counseling Office will issue transcripts to include weighted and un-weighted grade point averages for college and scholarship applications only. Advanced Placement courses and dual enrollment courses shall be given a weight of 1.0 point for the calculation of the weighted GPA.

Academic Honors

MUHS formally recognizes those students who achieve the following grade point averages at the conclusion of each semester: First Honors 3.6 - 4.10 GPA; and Second Honors 3.2 - 3.59 GPA.

MUHS recognizes graduating seniors with the highest and second highest academic achievements (determined by grade point averages, standardized test scores, and rigorous course load) as Valedictorian and Salutatorian respectively. A student must attend MUHS for a minimum of six semesters in order to be considered for Valedictorian or Salutatorian. Letter grades earned outside of MUHS are not included in a student's MUHS grade point average, even if the course in which the letter grade is earned is accepted for credit at MUHS. Seniors in good behavioral standing may be considered for the honor of Valedictorian and Salutatorian and are chosen at the end of the seventh semester marking period. In cases where the achievement varies insignificantly, students may share these honors. Other than for Valedictorian and Salutatorian, Marquette High does not rank students.

COURSE DESCRIPTIONS

ENGLISH

The comprehensive purpose of the Marquette University High School English Program is to develop students' critical ability to analyze the quality and purpose of the printed page, to appreciate the human values woven into the fabric of enduring literature, and to cultivate students' power of expression, both spoken and written, so that he may communicate his insights clearly and imaginatively.

Every MUHS student must take four years of English. The freshman program introduces the student to basic skills and understandings he will need in order to pursue a college preparatory program successfully. Along with the traditional investigation of literature, study of grammar and writing of paragraphs and essays, the student builds vocabulary, practices efficient study habits and enhances reading comprehension.

The sophomore curriculum is a continuation of the freshman program with the added expectation of greater depth of literary analysis through the study of multiple critical thinking strategies. Course reading includes both foundational and contemporary works of American literature that prepare students for reading at the university level. Additionally, students gain extensive experience in writing academic essays and preparing presentations.

In his junior and senior years, the student chooses from a bank of grade specific electives, that include Advanced Placement, literature and composition options. The learning standards and skill development established in junior year courses are foundational for electives taught at the senior level. All junior and senior level courses require the student to demonstrate critical thinking skills, close examination of both and nonfiction, as well as multiple writing forms that are critically insightful and exhibit clarity, unity, and coherence.

FRESHMAN	English 1
SOPHOMORE	• American Literature and Composition • American Studies - English
JUNIOR	Choose among: • AP English - Language and Composition (Year-long course) • Expository Writing (1 semester) • Perspectives in Science Fiction (1 semester) • Virtue and Vice in Literature (1 semester) • World Literature (1 semester)
SENIOR	Choose among: • AP English - Literature and Composition (Year-long course) • Myth and Culture (1 semester) • The Plays of William Shakespeare (1 semester) • Literature of Great Britain (1 semester) • Literature and Social Justice (1 semester) • Public Speaking with Strength and Substance

010 English 1

Credit: 1.0
Grades: 9
Two Semesters
Prerequisite: None

Freshman English is designed to provide each student with knowledge of the principles of grammar, standard English usage, and composition. Students are introduced to the study of literature through a variety of genres, including poetry, short stories, drama, novels and non-fiction. Students learn that authors have purpose and intent in creating literature beyond the literal events or descriptions. The course emphasizes vocabulary building and practice, writing effective paragraphs and essays, using proper MLA format, and developing increasingly sophisticated sentence structures and arguments as the year progresses.

021 American Literature & Composition

Credit: 1.0
Grades: 10
Two Semesters
Prerequisite: None

Sophomore English continues a college preparatory program by focusing on the evolution of American literature from its foundations to the twenty-first century. Class discussion, presentations, written expression and daily assignments spring from the close examination of diverse writers and genres within the framework of American history and culture. Intensive academic writing instruction focuses heavily on clear, organized, analytical and technically proficient prose.

023 American Studies - English

Credit: 1.0
Grades: 10
Two Semesters
Prerequisite: None

American Studies is a two semester, two period English and Social Studies course satisfying the American Literature and U.S. History requirements for graduation. The interdisciplinary course will emphasize the relationship between literature and historical context from the inception of the Americas to the present-day United States. Using a multitude of literary and historical resources, students will critically engage such issues as who gets to be an "American", who is able to tell the American story, who is afforded the promises and protections of American ideals, and what is America's role in the global community. This examination of America's national identity and the American Experience will require students to read and analyze text critically while understanding the arc of American History. Students will develop their writing to a high academic standard that engages the duality of both the concept and the country of America and how that has changed and stayed the same over time. *Only open to Sophomores. Concurrent enrollment with American Studies - Social Studies is required.*

036 AP English Literature & Composition

Credit: 1.0
Grades: 12
Full Year
Prerequisite: B or better in Junior level English courses.

AP English provides a challenging, stimulating experience for students who have a special interest for an in-depth study of literature and writing, and to prepare students for the AP Literature and Composition Exam through which they may earn college credit. We will be concerned with learning how to read and evaluate classic and contemporary literary works across the major genres (poetry, drama, novel, short story, and essay) with critical awareness of their styles, structures and meanings. Our reading will focus on writing from a range of centuries and forms, with extensive study of poetry. (If you can read poetry intelligently, you can read anything meaningfully.) The course requires devotion to reading, provides a college-level challenge for all students, and promises an enjoyable exploration of values in literature. Class participation and student presentation are major components. Assume frequent writing assignments and explications of texts. The AP English Literature and Composition exam (apx. $100).

040 AP English Language and Composition

Credit: 1.0
Grades: 11
Full Year
Prerequisite: B or better in Sophomore level English.

The AP course offers rigorous preparation for college level writing and emulates a first-year college composition class by preparing students to "write effectively and confidently in their college courses across the curriculum and in their professional and personal lives" (College Board). Students will read, analyze and critique predominantly non-fiction texts with wide-ranging purposes, styles and forms including, but not limited to, travel writing, memoir, academic essays, sermons, philosophical treatises, opinion/editorials, and journalistic reporting. Some fiction and poetry may be included. Students will improve their mastery of standard written English, develop revision skills, become aware of the interplay between purpose and audience expectation, utilize rhetorical strategies that produce effective argumentation, and grow in their ability to produce "analytic and argumentative compositions that introduce a complex idea developed through the use of evidence"(College Board). This course challenges the student to become a better thinker, one who synthesizes varying forms of discourse, makes outward connections and uses his conclusions to become an individual critically aware of his own moral, emotional, social, spiritual, and intellectual development, as well as his authentic engagement in the lives of others. Only one writing course may be taken per academic year. The AP English Language and Composition exam (apx. $100).

055 Myth and Culture

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

What do the stories we tell ourselves say about us as human beings, about our societies, laws, values? Why do themes and images of mythologies across the globe repeat themselves? This course examines these questions at length, and also attempts to determine whether civilization has found substitutions for mythology so important to former societies, but virtually absent in the Twenty-First century. The course studies psychological context, ancient heroes and myths, as well as contemporary novels and films. The course emphasizes student participation, interpretive reading, viewing, and writing.

057 Virtue and Vice in Literature

Credit: 0.5
Grades: 11
One Semester
Prerequisite: None

This course is a semester-long, junior-level elective grounded in the traditions of the humanities. It will challenge students to think deeply about what it means to be human and in what ways we all share a common human experience. It will also invite students to join conversations started by some of the most influential writers and thinkers from antiquity to the present day. The course will be thematically organized by four different virtues (e.g. Love, Courage, Sacrifice, Humility) and will include prose, poetry, drama and philosophy, in addition to supplementary media such as music and film.

066 Expository Writing

Credit: 0.5
Grades: 11
One Semester
Prerequisite: None

This course is designed to help the student develop a process of exploring, organizing, creating and effectively communicating ideas in formal and informal composition. In order to strengthen those skills students have found difficult to master or to integrate in the past, vocabulary, grammar, style, attention to form and an understanding of the merits of researching, drafting, revising and editing are emphasized daily. Literary and media texts act as models of form as students learn to hone their own writing craft. The goal of the semester's work is to anticipate, beyond these concerns, university &/or career work for which writing is a fundamental, even a crucial skill.

076 Literature & Social Justice

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

The Literature and Social Justice course is a semester-long English elective offered at the senior level. The heart of this class is the recognition of human dignity through narrative. Through multiple literary forms, particularly fiction, students will walk alongside characters as they grapple with conflicts related to health, housing, work, the environment, identity, and dignity. Beyond literary texts, students will consider the implications of their analysis and examination in the world surrounding them.

082 The Plays of Shakespeare (Dual Credit available)

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

The writings of William Shakespeare are part of Western tradition. His words have become our words, his characters our icons and his plots our daily struggles. Thus, studying and understanding Shakespeare helps students understand themselves and the world around them. This course covers five of Shakespeare's works: two tragedies, a comedy, a romance and a history. An effort is made to avoid duplicating plays that have been read in other MUHS English courses. Students also attend a live performance of Shakespeare. Overall, the goal is to better understand the Bard's writing, his context and the continued relevance of his subject matter. Students enrolled in this course may take the course for dual credit.

088 Perspectives in Science Fiction

Credit: 0.5
Grades: 11
One Semester
Prerequisite: None

Science Fiction is a widely read and exciting genre to explore, as it offers escape, poses questions and comments on possibilities. This class aims to challenge the student to read beyond enjoyment into an intensive study of plot, style, circumstance of characters, and reoccurring genre-specific topics. Students will read both classic and contemporary science fiction as they develop a sense of wonder for the world, their faith, and the possibilities of the universe and beyond.

093 World Literature

Credit: 0.5
Grades: 11
One Semester
Prerequisite: None

This elective course examines both classical and modern literature written by the world's most prominent voices. Students explore diverse cultures, writing styles and forms, historical and philosophical contexts as well as global film. Students will gain an introductory understanding of university level literary theory and use a variety of critical strategies to evaluate literature. Course objectives focus on analytical reading and critical thinking displayed in class discussion, individual and group presentations, formal academic essays and written responses.

096 Public Speaking with Strength & Substance

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

This practice-oriented course will give the novice to intermediate speaker the opportunity to develop and strengthen skills in preparing and presenting public oral presentations in a variety of situations. Students will explore not only how to inform and entertain but also how to speak to persuade, inspire, and influence positive change for a more just and compassionate world. Through self reflection, peer analysis, and teacher feedback, a student will gain insight into his personal communication strengths while developing growth areas. As part of the expectations of this course, students will be expected to engage in public oral communications outside of the classroom (e.g. school tours, leading prayer, mass readings, etc.). Students may not take Public Speaking as part of their 1 credit senior english requirement if they have taken AP Language and Composition.

098 Literature of Great Britain (Dual Credit available)

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

Not surprisingly, our friends from across the pond have given us some pretty good writers. Through a survey of novels, plays, poems, short stories and paintings, we will thematically explore how British artists have taken up questions of the human condition: What is art? How do authors use love to tell other stories? What constitutes the human? How are we to reconcile the monstrous and the sacred? What connection does religion offer between beauty and experience? Our exploration over the semester will include masterpieces from both traditional and contemporary writers. Students enrolled in this course may take the course for dual credit.

MATHEMATICS

As a college preparatory school, we offer a strong, fundamental college preparatory program in mathematics. The goal of the Mathematics Department is to lay a solid foundation in each course so that the student is well prepared for the next course he will take. Since 97% of all students take four years of math, this is critical.

Freshmen are placed in the appropriate course based on previous experience, entrance test scores, and a math placement test given in May. Both the honors track and the college prep track provide excellent preparation for college mathematics courses; however, the honors courses cover material at a more challenging level and pace. Successful students may earn college credit in calculus, statistics and/or computer science through the Advanced Placement program.

At a minimum, Marquette requires all students to successfully complete Algebra 1, Geometry, and Algebra 2 for graduation. All students should be aware of the mathematics requirements of the college or university they hope to attend and the requirements for their particular field of interest.

College Prep Path	Advanced College Prep Path	Honors Path	Advanced Honors Path
Algebra 1	Algebra 1 or Honors Algebra 1 and 2	Algebra 1 or Honors Algebra 1 and 2	Honors Geometry / Algebra 2
Geometry	Advanced Geometry	Honors Geometry / Algebra 2	AP Precalculus
Algebra 2	Advanced Algebra 2 with Trigonometry	AP Precalculus+	AP Calculus BC
Precalculus	AP Precalculus	AP Calculus AB or AP Calculus BC	Multivariable Calculus

100 Algebra 1

Credit: 1.0
Grades: 9
Two Semesters
Prerequisite:
Departmental placement

The Algebra 1 course content focuses on developing algebraic fluency and basic skills. Students will solve and graph algebraic equations, and learn to apply them to everyday life situations. Students will develop an understanding of algebra as a life skill for interpreting data, analyzing mathematical situations, rational problem solving and communicating solutions. The majority of our freshmen are placed in this course.

104 Honors Algebra 1 and 2

Credit: 1.0
Grades: 9
Two Semesters
Prerequisite:
Departmental placement

Students who demonstrate mathematics talent and proficiency in most Algebra 1 skills are placed in Honors Algebra 1 and 2. The course moves at a rapid pace and introduces advanced topics, including many topics from Algebra 2. These topics may include but are not limited to linear programming, conic sections, synthetic division, imaginary and complex numbers, polynomials, and extensive work with quadratics. Emphasis is placed on solving challenging, higher-level problems.

119 Geometry

Credit: 1.0
Grades: 10
Two Semesters
Prerequisite: Algebra 1 &
Departmental placement

This course uses the same textbook as both the Advanced and Honors Geometry courses, but moves at a slower pace and does not reach the same depth as the other courses. Geometry covers the definitions, postulates, and theorems of geometry as a mathematical system. Students learn to prove and to apply theorems. Topics include congruence, similarity, polygons, circles, perpendicularity, area, volume, and coordinate geometry. Use of algebra in the solution of geometric problems is emphasized.

125 Advanced Geometry

Credit: 1.0
Grades: 10
Two Semesters
Prerequisite: C or
higher in Algebra 1 &
Departmental placement

This course covers the definitions, postulates, and theorems of geometry as a mathematical system. Students learn to prove and to apply theorems. Topics include congruence, similarity, polygons, circles, perpendicularity, area, volume, and coordinate geometry. Students also complete discovery and computer lab activities. Use of algebra in the solution of geometric problems is emphasized.

130 Honors Geometry/Algebra 2

Credit: 1.0
Grades: 9, 10
Two Semesters
Prerequisite: B or higher in Honors Algebra 1/2 or Departmental placement

Students cover the topics of geometry in more depth with an emphasis on deductive reasoning and proof. During the year, students continue the study of Algebra 2 topics including trigonometry, linear and quadratic equations, functions, inequalities, factoring, polynomials and rational expressions. A strong emphasis is placed on improving problem solving skills. Two textbooks are used in this course.

136 Algebra 2

Credit: 1.0
Grades: 11
Two Semesters
Prerequisite: Geometry or Advanced Geometry & Departmental placement

Students in Algebra 2 study the fundamental topics of algebra. This course uses the same textbook as the Advanced Algebra 2/ Trigonometry class, but moves at a slower pace and does not reach the same depth as the Advanced Algebra 2/Trigonometry course. Emphasis is placed on understanding algebra and its applications to real life situations. An introduction to some of the basic concepts of trigonometry is also included.

143 Advanced Algebra 2 with Trigonometry

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: C or higher in Advanced Geometry & Departmental placement

This course covers the more advanced topics of algebra. Some topics presented are relations and functions, quadratic equations, logarithms, polynomials, complex numbers, trigonometry, and conic sections. Emphasis is placed on application problems.

149 AP Precalculus+

Credit: 1.0
Grades: 9, 10, 11
Two Semesters
Prerequisite: B or higher in Honors Geom/Algebra 2 or Departmental placement

This course is the final preparation before taking calculus. Topics include rates of change, polynomial and rational functions, transformations, arithmetic and geometric sequences, exponential and logarithmic functions, inverse functions, trigonometric functions, polar coordinates, parametric equations, vectors, matrices, and conic sections. Assessments are designed to prepare students for the rigor of AP Calculus AB and AP Calculus BC. The AP examination is **not** required for this course.

154 Precalculus

Credit: 1.0
Grades: 12
Two Semesters
Prerequisite: Alg. 2 or Adv. Alg. 2/Trig. & Departmental placement

This is a survey course in advanced mathematical concepts, designed for high school seniors. It is intended for those who do not qualify for AP Precalculus. First semester emphasis is on reinforcing algebraic techniques, functions, logarithms, trigonometry, sequences and series. During the second semester, topics include combinatorics, probability, statistics, matrices and vectors, and financial algebra.

161 AP Precalculus

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: B or higher in Adv. Alg. 2/Trig. & Departmental placement

This course is the final preparation before taking calculus. Topics include rates of change, polynomial and rational functions, transformations, arithmetic and geometric sequences, exponential and logarithmic functions, inverse functions, trigonometric functions, and polar coordinates. Additional topics including parametric equations, vectors, matrices, and conic sections may be added based on available time. The AP examination is **not** required for this course.

166 AP Calculus AB

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: AP Precalculus or AP Precalculus+ & departmental placement

This course covers limits and continuity, differential calculus, and many topics in integral calculus. Graphing calculators are used extensively. All students taking the course must take the AP Calculus AB exam in May (apx. $100).

172 AP Calculus BC

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: AP Precalculus+ & departmental placement

This course covers the Calculus AB topics plus more advanced techniques in each respective area of study. Second semester topics include vectors, parametric equations, polar equations, and sequences and series. A graphing calculator is required. All students taking the course must either take the AP Calculus BC exam in May (apx. $100) and/or take it for dual credit.

174 Multi-variable Calculus (Dual Credit available)

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: AP Calculus BC & Departmental placement

Multivariable Calculus is the extension of calculus to more than one variable – the differentiation and integration of functions of several variables. This course builds on the foundations laid in AP Calculus BC. Topics include vectors and the geometry of space; vector functions; partial derivatives; multiple integrals; and vector calculus. Time permitting, the course may also include the study of hyperbolic functions, a review of conic sections, and an introduction to differential equations.

177 AP Statistics

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite:
Departmental placement
Sophomores: Honors or AP Math concurrently
Juniors: Adv. or AP Math concurrently
Seniors: Concurrent with another Math course or if completed AP Precalculus

Statistics is a two-semester elective that studies the collection, presentation, and analysis of numerical data to make inferences in the face of uncertainty. Statistical methods may be used to verify or refine theories in a wide range of disciplines in both the natural and social sciences, from biology and zoology to economics and psychology. Statistics has become an increasingly useful subject to know in occupations related to medicine, law, and financial services. Students use graphing calculators and statistical software to examine patterns, manipulate data, test hypotheses, and make predictions. Areas covered include patterns of data and distributions, planning a statistical study, probability, ordinary least squares regression, chi-square analysis, hypothesis testing, and inferential statistical techniques. All students taking the course are required to take the AP Statistics exam (apx. $100) in May.

SCIENCE

The first principle and foundation, from the spiritual exercises of Saint Ignatius of Loyola, emphasizes the following: "All things in this world are gifts of God and presented to us so that we can know God more easily and make a return of love more readily." We believe the pursuit of science is essential to understanding our world, and inquiring about our world, and therefore bringing us closer to the gifts of God. As such, inquiry-based laboratory work is integral to each science course. Methods of gathering and collating data, interpreting data, and forming logical and justifiable scientific conclusions are emphasized as the cornerstone of scientific investigation.

The Marquette University High School science department believes in providing a respectful, challenging and caring environment for a diverse community of students. Students will engage the natural world in the core science disciplines: biology, chemistry, and physics. Our department offers differentiated courses to address varied needs by offering college prep, honors and Advanced Placement level courses. Although three years of science are required, the majority of students opt for a four year science experience. All students taking a fourth year of science must take a physics course if they have not done so during their junior year. Exceptions to the Physics course requirement may be granted by the Assistant Principal for Academics.

The Science Department deepens students' awareness of the needs of and dignity of all people. Students learn how to work in collaborative laboratory environments and how to work with a diverse group of student peers. The curriculum encourages and inspires students to use science as a vessel to address the needs and social injustices of humanity. Active Science Olympiad, SMART Team (molecular engineering), Engineering and Applied Sciences, and Environmental Science Outdoors Teams and Clubs provide the highly interested student an additional opportunity to pursue independent research projects, to participate at interscholastic competitions, and to present educational programs to the community.

	COLLEGE PREPARATORY	ADVANCED COLLEGE PREPARATORY
FRESHMAN	Biology	Honors Biology
SOPHOMORE	Chemistry	Honors Chemistry
JUNIOR	Choose among: • Environmental Science • Physics • Anatomy & Physiology • Physics: Astronomy • Astronomy (SEM)	Choose among: • AP Biology • AP Chemistry • AP Physics I
SENIOR	Choose among: • Environmental Science • Physics • Anatomy & Physiology • Physics: Astronomy • Astronomy (SEM)	Choose among: • AP Biology • AP Chemistry • AP Physics I • AP Physics C

200 Biology

Credit: 1.0
Grades: 9, 10
Two Semesters
Prerequisite:
Departmental placement

Biology is an inquiry-based course that introduces students to the fundamental principles governing living systems. Students investigate how structure relates to function, how matter and energy move through biological systems, and how organisms grow, respond, and maintain internal balance. Emphasis is placed on understanding biological mechanisms—not just identifying parts—and on using evidence, data, and models to explain how living systems work. Major topics include cell structure and function, membrane transport, enzymes and metabolism, homeostasis, genetics and inheritance, gene expression, evolution by natural selection, and ecological interactions. Students regularly engage in laboratory investigations, data analysis, and scientific argumentation to develop skills in observation, experimental design, and causal reasoning.

208 Honors Biology

Credit: 1.0
Grades: 9, 10
Two Semesters
Prerequisite:
Departmental placement

Honors Biology is a rigorous, inquiry-driven course designed for students ready to engage deeply with biological concepts and scientific reasoning. The course emphasizes explaining biological phenomena through underlying mechanisms, analyzing data from laboratory investigations, and applying core principles across multiple levels of biological organization. Students are expected to move beyond description to causal explanations supported by evidence. Major topics include cell structure and function, membrane transport, enzymes and metabolism, feedback regulation and homeostasis, genetics and gene expression, evolution by natural selection, and ecological interactions. Laboratory investigations are central to the course and require careful experimental design, quantitative data analysis, and scientific argumentation. Students regularly interpret primary data, evaluate models, and synthesize information from multiple sources. The honors course demands a more in-depth approach, a higher level of reading comprehension, and substantial outside reading and research than college prep Biology. Student placement is determined by the department chair and the Assistant Principal for Academics following a review of entrance scores and grade reports in math and reading.

216 AP Biology

Credit: 1.0
Grades: 11, 12
Two Semesters
Days: All + Lab
Prerequisite: Approval of current science teacher
Minimum 3.3 cumulative GPA
Juniors: 2 full years of science
Seniors: concurrent enrollment in Physics if not taken during their Junior year.

The AP Biology course is an inquiry based second-level experience in the biological sciences and aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. The range and depth of topics covered, the kinds of laboratory work required and the level of scientific analysis is the caliber of a first-level college biology course. There is a focus on lab experiments with hands-on learning making up 25% of the course, including bacterial transformation, DNA gel electrophoresis, and polymerase chain reactions (PCR). All students enrolled in the course are required to take the AP Biology exam (apx. $100) in May.

220 Anatomy & Physiology

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Departmental placement
Juniors: 2 full years of science. Seniors: concurrent enrollment in Physics if not taken during Junior year.

This course will be a comprehensive look at the anatomy and physiology of the organ systems of the human body. The systems will be approached with an emphasis on how structure is related to function. Organ systems will be examined on the microscopic and macroscopic level with a focus on the interconnected natures of the system and the maintenance of homeostasis. An emphasis will be placed on a hands-on approach. This will include both hands on and virtual dissections along with medical applications. In all units there will be a clinical extension.

224 Chemistry

Credit: 1.0
Grades: 10, 11
Two Semesters
Prerequisite: Departmental placement

The Chemistry course studies fundamental principles of chemistry. Data collection in the laboratory and data analysis are integral to the course. Topics studied include physical states of matter, energy changes, stoichiometry, atomic and molecular structure, the periodic table, formulas, equations, bonding, solution chemistry (including equilibrium), and acid base relationships, thermochemistry, oxidation/reduction reactions and electrochemistry.

232 Honors Chemistry

Credit: 1.0
Grades: 10, 11
Two Semesters
Prerequisite:
Departmental placement

The Honors Chemistry course studies fundamental principles of chemistry. Data collection in the laboratory and data analysis are integral to the course. Topics studied include physical states of matter, energy change, stoichiometry, atomic and molecular structure, the periodic table, formulas, equations, bonding. thermochemistry, solution chemistry including equilibrium and acid base relationships. The Honors Chemistry course is more quantitative in its approach than Chemistry 224. The development of topics is more detailed and theoretical, and the Honors Chemistry course includes a more in depth look at the additional topics of oxidation/reduction reactions and electrochemistry.

246 Environmental Science

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite:
Departmental placement
Juniors: 2 full years of science. Seniors: concurrent enrollment in Physics if not taken during Junior year

Environmental science is the study of nature and the physical, chemical, and biological relationships that exist between the organisms and the environment. The use of laboratory experiments, field studies, class speakers, and projects enhance the classroom learning and are meant to further the students understanding of the natural environment. In addition, students will incorporate their natural/social science experiences along with their theological coursework, to help them establish a view of human's impact on their ecosystem and their responsibility to the environment and people of the world.

248 AP Chemistry (Dual Credit available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Days: All + Lab
Prerequisite:
Departmental placement
Minimum 3.3 cum GPA B+ avg. in Honors science and B+ avg. in advanced math classes
Juniors: 2 full years of science
Seniors: concurrent enrollment in Physics if not taken during their Junior year.

The AP Chemistry course is an inquiry based experience which corresponds to the typical freshman college course in inorganic chemistry. The laboratory as a site for discovery and theory verification is an integral part of the course. A laboratory manual with accurate, meticulous laboratory records is kept. All students taking the course must either take the AP Chemistry exam in May (apx. $100) and/or take it for dual credit.

256 Physics

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite:
Departmental placement
Juniors: Completion of Honors Geom/Alg 2 (130)or Adv. Geometry (125)or a B- or better in Geometry (119)

The first semester of this course introduces students to scientific thinking through a heavy emphasis on the scientific method and experimental design in dealing with concepts in Kinematics and Forces. A special emphasis is placed on qualitative descriptions of motion and forces while students are introduced to quantitative descriptions of motion with mathematical and graphical models. Lab activities are a critical component of this course and students investigate various technologies relevant in the study of motion and forces. Students will develop scientific literacy skills through assigned readings and mathematical practice. The second semester of Physics 256 expands on the scientific skills to investigate topics in projectile motion, rotational motion, momentum & impulse, and work, energy, & power. Students will continue to expand their laboratory skills and experimental design techniques through regular lab experiences at least once per unit. Students will work to develop mathematical models based on experimental data collected in the lab.

258 Physics: Astronomy

Credit: 1.0
Grades: 11, 12
One Semester
Prerequisite:
Juniors: Completion of Honors Geom/Alg 2 (130) or Adv. Geometry (125) or a B- or better in Geometry (119)

This year-long course provides students with a comprehensive exploration of physics and astronomy. The first half of this course will cover the foundations of physics. It covers the same content as the first semester of Physics 256. Those topics include Velocity, Acceleration, Force, and Energy as it applies to motion of bodies. Hands-on experiments and problem-solving activities reinforce scientific principles and critical thinking skills.

The second half will apply those concepts to the field of astronomy. It covers the same content as Astronomy 259. Those topics include The Solar System, Stars and Stellar Evolution, Survey of Galaxies and the Structure of the Universe. Observational assignments such as creating star charts or tracking lunar phases assess practical skills in celestial observation. This course does satisfy the physics requirement for a fourth year of science.

259 Astronomy (Sem)

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: Completion of or concurrent enrollment in physics

The focus of Astronomy is to give students an understanding of the patterns and principles governing the universe. Topics covered in this course include: Foundations of Astronomy; The Solar System; Earth, Moon, and Sun Dynamics; Small Solar System Bodies; Stars and Stellar Evolution; Survey of Galaxies and the Structure of the Universe, Cosmology and the Big Bang, Exoplanets, the Search for Life, and Space Exploration. This class will require observational assignments such as creating star charts or tracking lunar phases to assess practical skills in celestial observation.

The single semester astronomy option is available to students who have completed the first semester of physics.

266 AP Physics 1

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite:
Departmental placement
Minimum 3.3 cum GPA
Juniors: Completion of Honors Geom/Alg 2 (130)or Adv. Alg 2/Trig (143)
Seniors: Acceptance to AP PreCalc or an AP Calc

This course exposes students to concepts typically covered in a 1st semester college physics class including kinematics (motion), forces, energy, momentum, rotational motion, and simple harmonic motion. Students will exercise experimental design practices to engage in hands-on laboratory activities and will frequently participate in problem solving activities. Students enrolled in this course are required to take the AP Physics 1 exam (apx. $100) in May.

268 AP Physics C

Credit: 1.0
Grades: 12
Two Semesters
Days: All + Lab
Prerequisite:
Departmental placement
Minimum 3.3 cum GPA
Seniors: Successful completion of an AP Calculus course or the completion of AP Physics 1 and concurrent enrollment in an AP Calculus Course

This course will cover kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation in the first semester. The second semester will cover electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. This Course is modeled after the first two semesters of a typical college level physics with calculus treatment. All students taking the course are required to take both of the AP Physics C Exams: Mechanics and Electricity + Magnetism (apx. $200) in May.

SOCIAL STUDIES

The Social Studies Department prepares students to become informed, active citizens with knowledge of and a respect for their own cultural and historical heritage and an understanding of and respect for other cultures. Courses explore issues of diversity, global awareness and social justice. Given the MUHS urban environment, students are encouraged to become involved in school and community affairs.

The Social Studies Department merges a variety of disciplines and methodologies. The roots of the department are grounded in history, yet the curriculum introduces a variety of subject areas: cultural studies, economics, geography, political science, psychology and sociology. All of these subjects feature the basic tenets of St. Ignatius: reverence, awareness, responsibility, action and recognition.

Marquette University High School requires that all graduates complete three years of course work in social studies. Most colleges recommend that students complete four years. The three required years of course work must include World History and United States History. To satisfy the third credit required for graduation, students are free to choose from a myriad of electives.

	COLLEGE PREPARATORY	ADVANCED COLLEGE PREPARATORY (at least two AP courses)
FRESHMAN	World History	
SOPHOMORE	U.S. History American Studies - Social Studies	AP U.S. History
JUNIOR	Choose among: • AP Human Geography • AP European History* • Introduction to Sociology • American Government* • International Relations* • AP Psychology • Comparative Cultures* • The 50's and 60's* • World Wars* • Civil War Legacy* • History of Milwaukee* • Personal Finance* • AP Microeconomics • AP Macroeconomics • AP World History • AP African American Studies* • Human Innovations and Technology • History: Latin America	Choose among: • AP Human Geography • AP European History* • Introduction to Sociology • American Government* • International Relations* • AP Psychology • Comparative Cultures* • The 50's and 60's* • World Wars* • Civil War Legacy* • History of Milwaukee* • Personal Finance* • AP Microeconomics • AP Macroeconomics • AP World History • AP African American Studies* • Human Innovations and Technology • History: Latin America
SENIOR	Choose among: • AP Human Geography • AP European History* • Introduction to Sociology • American Government* • International Relations* • AP Psychology • Comparative Cultures* • The 50's and 60's* • World Wars* • Civil War Legacy* • History of Milwaukee* • Personal Finance* • AP Microeconomics • AP Macroeconomics • AP World History • AP African American Studies* • Human Innovations and Technology	Choose among: • AP Human Geography • AP European History* • Introduction to Sociology • American Government* • International Relations* • AP Psychology • Comparative Cultures* • The 50's and 60's* • World Wars* • Civil War Legacy* • History of Milwaukee* • Personal Finance* • AP Microeconomics • AP Macroeconomics • AP World History • AP African American Studies* • Human Innovations and Technology

*These courses are offered on a rotational basis.

300 World History

Credit: 1.0
Grades: 9, 10
Two Semesters
Prerequisite: None

World History is an introductory course in the study of the development of various cultures around the world. The course introduces political, economic and social systems. The course also introduces core academic skills related to reading comprehension, researching, writing, studying, and engaging a social learning environment in a classroom. Students are assessed in a variety of ways and are expected to complete independent assignments as well as classroom work. The overall goal of the course is to provide content and skill foundations as a basis for further study in high school and college.

306 United States History

Credit: 1.0
Grades: 10, 11
Two Semesters
Prerequisite: None

United States History is the second course in the Social Studies sequence. The course introduces the political, economic and social development of the United States throughout history. It will also reinforce and extend the core academic skills introduced in World History related to reading comprehension, researching, writing, studying, and engaging a social learning environment in a classroom. Students are assessed in a variety of ways and are expected to complete independent assignments as well as classroom work. Students are also required to pass a 100 question civics exam. The overall goal of the course is to reinforce skill work from World History, learn the history of the United States, and prepare for a variety of electives offered at MUHS. NOTE: Students may opt to satisfy the United States History requirement through the Advanced Placement Program or the American Studies sequence. See course 312.

308 American Studies - Social Studies

Credit: 1.0
Grades: 10
Two Semesters
Prerequisite: None

American Studies is a two-semester, two-period English and Social Studies course satisfying the American Literature and U.S. History requirements for graduation. This interdisciplinary course emphasizes the relationship between literature and historical context in developing an "American identity." Using a multitude of literary and historical resources, students will critically explore questions of who is able to tell the American story, who is afforded the promises and protections of American ideals, and what America's role in the global community is. In so doing, students will analyze both primary and secondary texts, as well as film, art, and music. Students will additionally continue developing their research and writing skills. *Only open to Sophomores.*

312 AP U.S. History

Credit: 1.0
Grades: 10, 11
Two Semesters
Prerequisite: unweighted GPA of 3.3 and a B or better in World History & English 1

AP United States History is a two-semester course which offers a collegiate level approach to the study of United States History from pre-colonial to contemporary times. The course is designed to develop a more intense understanding of individuals, institutions, and events that have shaped American history. Students are expected to read extensively about historical scenarios and problems, do in-depth research, and submit several scholarly papers on various topics of American history. Class methods include discussion, lecture, project work and other related techniques. Students are required to write 3-4 papers a semester, each of 3-4 pages in length, with a scholarly research component. Reading expectations range from 5-10 pages per night. Reading quizzes are administered approximately three times each week. Some group work, mainly in the form of thematic research, is required. Approximately 2-3 individual project based activities are expected each semester. All students taking the course are required to take the AP U.S. History Exam (apx. $100) in May.

Junior and Senior Social Studies Electives

352 AP Human Geography

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Juniors: 2.7 unweighted cum. GPA
Seniors: 2.3 unweighted cum. GPA

AP Human Geography is a two-semester course that focuses on the in-depth analysis of seven key themes which include an introduction to basic geographic principles, culture, political geography, agriculture, urban development, economic development, and population/migration. The course focuses on the various terms, theories, and concepts associated with the study of Human Geography as well as the identification and understanding of the role these themes play in modern society. The course seeks to create an environment where students will become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. In an increasingly interconnected society, this course seeks to create global citizens who are actively engaged in and aware of contemporary and historical issues, events, and concepts that affect populations on the local, national, and global scales. Throughout the school year, students will immerse themselves in the content through the completion of a diverse set of activities and assessments. Students should anticipate nightly reading from a college level text and all students who take AP Human Geography are expected to have strong research and writing skills. All students taking the course must take the AP Human Geography exam in May (apx. $100).

354 AP World History: Modern (Dual Credit available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Juniors: 2.7 unweighted cum. GPA
Seniors: 2.3 unweighted cum. GPA

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. All students taking the course must either take the AP World History exam in May (apx. $100) and/or take it for dual credit.

356 AP European History (Dual Credit available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Juniors: 2.7 unweighted cum. GPA
Seniors: 2.3 unweighted cum. GPA

AP European History is a challenging college-level course that is structured around the investigation of seven course themes in four different chronological periods from the Renaissance to the present (1450 – c. 2001). During the year, students will be provided with the opportunity to examine primary sources, such as pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, students will be exposed to both a factual narrative and to the interpretations of European history from the perspectives of a variety of different writers and historians. As such, students will examine how people have thought about and written about historical events over the course of time. Students will work to master historical thinking skills by linking factual material, interpretations of the past, and primary evidence to course themes. As such, students will develop analytical and interpretive writing skills in assessments reflective of the AP exam. All students taking the course must either take the AP European History exam in May (apx. $100) and/or take it for dual credit.

358 AP African American Studies

Credit: 1.0
Grades: 11, 12
Two Semester
Prerequisite: Juniors: 2.7 unweighted cum. GPA
Seniors: 2.3 unweighted cum. GPA

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. All students taking the course must take the AP African American Studies exam in May (apx. $100).

360 Introduction to Sociology

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

Introductory Sociology is a one-semester course designed to give students a broader understanding of what it means to be human and how individuals relate to others in a group setting. In the course of the semester, students are encouraged to examine the underlying forces which shape American culture. Classes are devoted to the study of sociological perspectives, important sociologists, socialization, culture, crime and deviance, inequalities and social change. Throughout the course of the semester, students will work on original sociological research.

366 American Government

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

American Government is a one-semester course designed to develop students' understanding of the principles, structures, and practices of American democracy. The course begins with an in-depth study of the U.S. Constitution and explores the formation, roles, and responsibilities of the three branches of the federal government. Students will also examine the functions of national, state, and local governments and the rights and responsibilities of citizens in a democratic society. Through a combination of traditional instruction, discussion, and experiential, activity-based learning, students will build the knowledge and skills necessary for informed and active civic participation.

372 International Relations

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

International Relations is a one-semester introduction to the study of political science focusing on how state and nonstate actors relate on the world level. The course introduces students to individuals, governments, and organizations that influence international issues. The issues and history discussed are relevant in the post-WWII world. Students are expected to become familiar with the language that is used to describe international problems and solutions. The course is designed to prepare students to apply what they have learned in future study and in analyzing issues in a world where changes impact international relations daily.

380 AP Psychology

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Juniors: 2.7 unweighted cum. GPA
Seniors: 2.3 unweighted cum. GPA

Students in AP Psychology will learn about human behavior, motivation, and the brain. The course offers an introduction to the key terms, concepts, research methods, and theoretical perspectives of psychology and provides students with the opportunity to reflect on their lives. Specific units of study include the brain and nervous system, personality, states of consciousness, learning and memory, cognition and intelligence, sensation and perception, emotion and motivation, and abnormal psychology. The course utilizes activities, experiments, videos, and case studies, with an emphasis on collaboration and discussion. Students are required to read the text and complete on-line quizzes. All students taking the course must take the AP Psychology exam in May (apx. $100).

384 Comparative Cultures

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

Comparative Cultures is a one semester (.5 credit) Social Studies elective designed using a cross-curricular approach in an effort to develop and enhance students' understanding of global regions, cultural similarities and differences and the issues that arise as a result. In large measure, the instructional analysis is based on an institutional focus with students required to use a base understanding of cultural concepts as the primary tool to examine the world's cultures. Although history is the primary focus, content related to sociology, philosophy, economics, theology, political science and geography is also used. Students are expected to make intelligent, critical judgments and decisions about world issues based on a substantive understanding of global events, particularly related to those occurring in the twentieth and twenty-first centuries. The materials used in the course include modern texts, primary and secondary documents, literary works and film in a desire to portray the cultures of the world from a variety of vantage points. The course requires a daily study of current events and the manner in which those events reflect both historical circumstances and future efforts that acknowledge and respect the diverse cultures of the world. Ultimately, the goal is to provide the students with a personal understanding of the world as it exists in the twenty-first century.

386 Topics in History: The 50's and 60's

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

The 50's and 60's is a one-semester course that focuses on the social, political and cultural events of the post war world. The course begins with an examination of the events surrounding the Cold War, particularly focusing on the United States' involvement in Korea, the domestic threat of communist infiltration, and the events surrounding the war in Vietnam. The tragedy and turmoil of the era, including the political assassinations, the struggle for civil rights and the growing sense of anti-establishment attitudes are the central themes of the class. The course also studies the cultural trends of the period, including the influence of television, music and art and the importance of oral history.

388 Topics in History: The World Wars

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

The World Wars is a one-semester course that focuses on the events that surrounded some of the most significant events of the 20th century. The course covers the background events in Europe that set the stage for the outbreak of World War I, the involvement of the United States, the diplomatic attempts to end the conflict and the reorganization of Europe that occurred in 1918. A study of the social, political and economic conditions of the world in the inter-war period provides the backdrop for the events leading to the rise of fascism in Europe and the eventual outbreak of World War II. Students study key military operations with a focus on the personalities of the time. The course concludes with an examination of the balance of world power in 1945 and the eventual emergence of the two super powers—the United States and the Soviet Union. Students are required to write a 4-5 page research paper. The research component requires at least five scholarly sources be used in the analysis. Reading requirements range from 5-12 pages per night. Reading quizzes are administered up to three times each week Very little group work is required but 2-3 project based activities based on student interest are assigned.

391 Topics in History: Civil War Legacy

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

The Civil War Legacy is a one-semester course designed to provide students with an in-depth understanding of the Civil War era and its important legacy on the United States of today. The course focuses on the historical crises leading up to Southern secession, major military campaigns, and the social implications of Reconstruction's failure up to the 20th Century Civil Rights Movement. Sectional differences regarding the war's memory and its relevance to the present day are highlighted through online interactions and video-conferences with high school classrooms in the South. This class provides a framework for the tools used by historians including research, writing and primary source analysis. Students are introduced to the field of Public History through scholastic interactions with local museums, historical sites, and video-conferences with historians. Students are expected to read the assigned portions of two texts. Typical reading load for this course will average six to eight pages per night and writing assignments may include weekly online blog posts and a traditional research paper.

392 History: Latin America

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

This is a one-semester course for juniors and seniors. The course is designed as a brief overview of the history of a region that today includes more than twenty countries. Students will study patterns related to native civilizations in the Americas, interactions those civilizations had with Europeans, and the creation of modern states. While studying patterns suggests clear commonalities among many people throughout the region, students will recognize the unique and complex cultural aspects of those whose histories are being studied in a brief overview. This course is rooted in history as a discipline and will reinforce and extend skill work developed in core classes.

394 History of Milwaukee

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

History of Milwaukee is a one semester elective that explores the evolution of our city from Native American villages through twenty-first century metropolis. The course will focus on the geographic, economic, political, and social history of Milwaukee, with particular emphasis on immigration and industrialization. Additionally, special attention will be paid to Milwaukee's civil rights history and the impact the movement has had on our community today. Students will conduct independent research and an oral history.

398 Human Innovation and Technology

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

The course will focus on the history, technology and innovation of 20th Century nuclear energy development and the space race. This is a project centered, hands-on course where students will analyze, test and build past technological, engineering and scientific innovations. The course will conclude with a look to 21st Century technologies that will push humans to new worlds. Students will gain a better understanding of technology's impact on society and students will become more discerning developers, inventors and users of future technology.

919 Personal Finance

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: None

Personal Finance is a practical, real-world course designed to equip students with the knowledge and skills needed to manage money responsibly throughout their lives. Students explore key topics such as financial decision-making and behavioral economics, banking, budgeting, saving and investing, credit and debt, financing a college education, taxes, insurance, and net worth. Through interactive lessons, simulations, data analysis, and real-life scenarios, students practice making informed financial decisions and evaluating their outcomes. By the end of the course, students will develop confidence, critical thinking skills, and healthy habits to support long-term financial success.

Economics Courses

These courses fulfill Social Studies requirements.

348 AP Microeconomics

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: Juniors: 2.7 unweighted cum. GPA
Seniors: 2.3 unweighted cum. GPA

AP Microeconomics is a one-semester course, which provides an in-depth examination of the principles of economics that explain behaviors in a market economy. This course emphasizes the study of businesses, households, and governments. Attention is given at the beginning of the course to a study of basic economic concepts, with a special focus on the workings of demand and supply forces. Areas of further study include elasticity, costs of production, market structures, product and factor markets, and the efforts of government to promote efficiency and equity. Students are expected to complete regular reading assignments, homework problems and participate in class discussions. Students should select the appropriate course level of economics after consulting with his current social studies teacher. Students are encouraged to take AP Microeconomics before AP Macroeconomics but not required. All students taking the course are required to take the AP Microeconomics Exam (apx. $100) in May.

349 AP Macroeconomics

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: Juniors: 2.7 unweighted cum. GPA
Seniors: 2.3 unweighted cum. GPA

AP Macroeconomics is a one-semester course, which provides an in-depth examination of the United States economic system as a whole. Attention is given at the beginning of the course to a review of basic economic concepts and microeconomic theories. Areas of further study include inflation, unemployment, money & banking, national income accounting, international trade and economic performance measures like Gross Domestic Product. Students are expected to complete regular reading assignments, homework problems and participate in class discussions. Students should select the appropriate course level of economics after consulting with his current social studies teacher. Students are encouraged to take AP Microeconomics before AP Macroeconomics but not required. All students taking the course are required to take the AP Macroeconomics Exam (apx. $100) in May.

WORLD LANGUAGES

World Language courses fulfill an essential role in the Marquette High mission to educate the whole person. Through study of other cultures and languages, students are invited to develop a loving appreciation for the diversity of God's creation. The department supports the pursuit of scholastic excellence and students' personal responsibility for their continued growth in language proficiency. Research shows many positive cognitive effects of studying a foreign language, including improved memory and enhanced problem-solving skills. Any student arriving with middle school foreign language experience is required to take a placement test in May. Students who have grown up speaking Spanish at home should also take the placement exam to determine the most appropriate entry-level Spanish course. Most students at Marquette High take 3 or more years of a foreign language. All students are required to take 2 consecutive years of the same language. Students who take a third or fourth year of the language regularly score well enough on university language placement exams to qualify for retro-credits and advanced college standing. Students who perform successfully on the AP Spanish Language and/or AP Spanish Literature exams may qualify for additional college credit. Upper level courses in German, Latin and Spanish are eligible for dual enrollment credit through the SLU 1818 program.

In accordance with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines, the Latin program stresses reading comprehension and cultural knowledge while Spanish and German courses focus on communicative proficiency in reading, listening, speaking and writing, providing students with the linguistic and cultural competence necessary to thrive in an interdependent global community.

To that end, the World Languages curriculum pushes student to explore expressions of language and culture in the Milwaukee community. Additionally, MUHS regularly offers trips abroad and service opportunities where students can fully immerse themselves in the languages and cultures they study.

400 Latin 1

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: None

Latin 1 is designed as a breakthrough year for students with little or no prior Latin experience. The course provides instruction in the vocabulary, grammar and pronunciation skills necessary to read and translate basic texts in preparation for reading Latin from the Classical Age. An introduction to the culture and geography of the Roman Empire is integrated into the course through novice-level readings and videos.

404 Latin 2

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: Latin 1 or departmental placement

Latin 2 builds upon the basic language proficiency acquired in Latin 1 by expanding each student's vocabulary and grammar base. Students become comfortable with increasingly sophisticated texts in preparation for reading and translating Latin from the Classical Age. Students will also develop a more nuanced appreciation for the history and culture of the Roman Empire.

406 Advanced Latin 3

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: C in Latin 2 and departmental placement

Advanced Latin 3 is a threshold year of the Latin program that sees students transition into confident readers and translators of the Latin language. The length and sophistication of texts increase as students expand their vocabulary and advanced knowledge of grammar. Through these texts, students explore a variety of cultural themes and viewpoints on the Romans and their empire.

415 Honors Latin 4 (Dual Credit available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: B in Advanced Latin 3 and departmental placement

Honors Latin 4 is the capstone year for the Latin program. Students are comfortable reading and translating sophisticated Latin texts, requiring advanced knowledge of the language and culture of the Romans. Students also first encounter authentic texts from the Classical Age. These more advanced texts continue to show students the customs and practices of the Romans and their empire. Students enrolled in this course may take the course for dual credit.

416 Honors Latin 5 (Dual Credit available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: B in Honors Latin 4 and departmental placement

Honors Latin 5 builds upon the knowledge and skills mastered in Honors Latin 4. This course is intended for those students who enter Marquette High ready to take Latin 2.

424 German 1

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: None

German 1 is designed as a breakthrough year for students with little or no prior German experience. The course, taught in German, provides instruction in the vocabulary, grammar and pronunciation skills necessary to interpret the language, to interact with peers, and to present basic personal and factual information at the beginner's level. An introduction to the cultures and geography of the German-speaking world is integrated into the course through novice-level readings, videos and online activities.

428 German 2

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: German 1 or Deptartmental placement

Taught in German, German 2 builds upon the basic language proficiency acquired in German 1 by expanding each student's vocabulary and grammar base, with a special focus on understanding stories and narrating in the past. Students become more comfortable in the interpretive, interpersonal and presentational modes of communication. Extensive partner practice focuses on cultural awareness in navigating the German-speaking world.

432 Advanced German 3

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: C in German 2 and departmental placement

Advanced German 3 is a threshold year of the German program that sees students transition into culturally competent, independent users of the language. The course, taught in German, provides instruction in effective human interaction using the German language. Students explore a variety of cultural themes and viewpoints as they learn how to appropriately express their own thoughts and opinions in spoken and written German using appropriate vocabulary and advanced grammar. Students at level 3 begin to read lengthier cultural articles and works of fiction.

436 Honors German 4 (Dual Credit Available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: B in Advanced German 3 & departmental placement

Honors German 4 develops a student's independent use of the language aimed towards proficiency. Students read and discuss a variety of cultural and literary selections including news articles, short stories, poetry and drama. Students broaden their knowledge of the German-speaking world by preparing written reports and delivering oral presentations on cultural topics. This course is conducted in German.

440 Honors German 5 (Dual Credit Available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: B in Honors German 4 & departmental placement

Honors German 5 builds upon the knowledge and skills mastered in Honors German 4. Students hone advanced writing and speaking skills and independently choose areas of interest in advanced grammar topics. This course is intended for those students who enter Marquette High ready to take German 2.

444 Honors Spanish for Heritage Speakers 1

Credit: 1.0
Grades: 9, 10, 11
Two Semesters
Prerequisite: Fluency in spoken Spanish and Departmental placement

Honors Spanish for Heritage Speakers is a course for students who are able to speak and understand spoken Spanish, and so emphasizes the structure and use of formal Spanish. The students in this class study grammar, rules for orthography and accentuation, and word processing skills in Spanish; expand their vocabulary and cultural knowledge through readings in the history, culture, and literature of Latin America and Spain; develop research and discourse skills through current events pertaining to the Spanish-speaking world; create presentations to practice more formal uses of the spoken language; and practice writing in various formats ranging from poetry and short stories to formal essays and letters.

Español Honores para Hispanohablantes es un curso para estudiantes que pueden hablar y entender el español hablado y hace énfasis en la estructura y el uso del español formal. Los estudiantes en esta clase estudian gramática, reglas de ortografía, acentos, y habilidades en el procesamiento de textos en español; ampliación de vocabulario y su conocimiento de la cultura a través de lecturas de historia, cultura y literatura latinoamericana y española; desarrollo de capacidades de investigación y comunicación a través del uso de eventos actuales en el mundo hispanohablante; creación de presentaciones para practicar el uso más formal del idioma hablado; y práctica de la escritura en formatos diversos que van desde la poesía e historias cortas hasta ensayos más formales y cartas.

448 Honors Spanish for Heritage Speakers 2

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: Departmental placement

The second level of Honors Spanish for Heritage Speakers follows a similar format as Honors Spanish for Heritage Speakers 1 while exposing students to formal grammatical structures and literature in further depth. Preparation for the AP Spanish Language and Culture exam is integrated into the course since heritage speakers are encouraged to take the AP Spanish Language & Culture course as juniors and the AP Spanish Literature & Culture course as seniors in order to earn college credit.

El segundo nivel de Español Honores para Hispanohablantes sigue un formato similar al del primer nivel de Español Honores para Hispanohablantes 1 exponiendo a los estudiantes en mayor profundidad a estructuras gramaticales formales y literatura. La preparación para el examen de Español AP Lenguaje y Cultura está integrado en el curso ya que los estudiantes hispanohablantes de tercer año son animados a tomar la clase de Español AP Lenguaje y Cultura al igual que la clase de Español AP Literatura y Cultura para los estudiantes del cuarto año para recibir crédito en la universidad.

452 Spanish 1

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: None

Spanish 1 is designed as a breakthrough year for students with little or no prior Spanish experience. The course, taught in Spanish, provides instruction in the vocabulary, grammar and pronunciation skills necessary to interpret the language, to interact with peers, and to present basic personal and factual information at the beginner's level. An introduction to the cultures and geography of the Spanish-speaking world is integrated into the course through novice-level readings, videos and online activities.

456 Spanish 2

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: Spanish 1 or Departmental placement

Taught in Spanish, Spanish 2 builds upon the basic language proficiency acquired in Spanish 1 by expanding each student's vocabulary and grammar base, with a special focus on understanding stories and narrating in the past. Students become more comfortable in the interpretive, interpersonal and presentational modes of communication. Extensive partner practice focuses on cultural awareness in navigating the Spanish-speaking world.

454 Honors Spanish 1

Credit: 1.0
Grades: 9, 10
Two Semesters
Prerequisite: Department placement

Honors Spanish 1 is an accelerated introduction to high school Spanish for students who have previously studied some Spanish in grade school or middle school. Taught in Spanish, the course provides instruction in the vocabulary, grammar and pronunciation skills to interpret the language, to interact with peers and to present basic personal and factual information at the beginner's level. An introduction to the cultures and geography of the Spanish-speaking world is integrated into the course through novice-level readings, videos and online activities. Honors Spanish 1 provides the grammar, vocabulary and cultural base students need to move on to Honors Spanish 2. Students must take the Spanish placement test in order to be placed in the honors track.

458 Honors Spanish 2

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: B in Honors Spanish 1 and departmental placement

Honors Spanish 2 builds upon the vocabulary, culture and grammar base established in Honors Spanish 1. Students continue to enrich their language experience through supplemental readings and more extensive writing tasks focused on narration in the past. Students benefit from regular immersion in Spanish. Extensive partner practice, presentations, and projects center on cultural awareness in navigating the Spanish-speaking world. Honors Spanish 2 provides the grammar, vocabulary and cultural base students need to move onto Honors Spanish 3, a pre-AP course.

460 Advanced Spanish 3

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: C in Spanish 2 and departmental placement

Advanced Spanish 3 is a threshold year of the Spanish program that sees students transition into culturally competent, independent users of the language. The course, taught in Spanish, provides instruction in effective human interaction using the Spanish language. Students explore a variety of cultural themes and viewpoints as they learn how to appropriately express their own thoughts and opinions in spoken and written Spanish using appropriate vocabulary and advanced grammar. Students at level 3 begin to read lengthier cultural articles and works of fiction.

461 Honors Spanish 3

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: B in Honors Spanish 2 and departmental placement

This course builds toward advanced language proficiency in speaking, listening, reading and writing. Students read and discuss a variety of authentic cultural and literary selections. Advanced grammar structures, such as the subjunctive, are taught. Students broaden their knowledge of the Spanish-speaking world by preparing written reports and delivering presentations. Class is conducted entirely in Spanish. Preparation for the AP Spanish Language and Culture exam is integrated into the course since Honors Spanish 3 is designed for students who intend to enroll in AP Spanish Language and Culture the following year.

464 Honors Spanish 4 (Dual Credit available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: B in Advanced Spanish 3 / C in Honors Spanish 3 and departmental placement

Spanish 4 develops a student's independent use of the language aimed towards proficiency. Students read and discuss a variety of cultural and literary selections including news articles, short stories, poetry and drama. Students broaden their knowledge of the Spanish-speaking world by preparing written reports and delivering oral presentations on cultural topics. This course is conducted in Spanish.

470 AP Spanish Language and Culture (Dual Credit available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: B in Honors Spanish 3 / C in Honors Spanish for Heritage Speakers 2 / B in Honors Spanish 4 and Departmental placement

The AP Spanish Language and Culture course emphasizes communication by applying interpretive, interpersonal and presentational skills in real-life situations. The course is built around six engaging themes: Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges and Personal and Public Identities. Authentic contemporary and historical texts (print, audio, and video) are incorporated. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course is taught in Spanish. All students taking the course must take the AP Spanish Language and Culture exam in May (apx. $100) and/or take it for dual credit.

472 AP Spanish Literature and Culture (Dual Credit available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: B in AP Spanish Language and Culture & departmental placement

The Advanced Placement Spanish Literature and Culture course is designed for those students who have successfully completed the Advanced Placement Spanish Language and Culture course. The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, plays, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons including exploration of various media (e.g., art, film, articles, literary criticism). The course is taught in Spanish. All students taking the course must take the AP Spanish Literature and Culture exam in May (apx. $100) and/or take it for dual credit.

917 Ignatian Global Citizenship

Credit: 0.5
Grades: 10, 11, 12
One Semester
Prerequisite: None

This course forms global citizens who take action toward creating a more just and sustainable future. Guided by the Universal Apostolic Preferences, the course uses Ignatian spirituality lenses and the UN Sustainable Development Goals to explore issues of global significance such as education, poverty, peace and justice, migration, and climate change, etc. Through virtual exchanges and other activities, students will gain a deeper awareness of the international network of Jesuit schools and will consider their role in carrying out its global mission. Ignatian Global Citizenship is the required foundation course for students in the Ignatian Global Scholars program but all interested students in grades 10, 11 or 12 are invited to enroll. This course earns elective credit.

COMPUTER SCIENCE

In an increasingly technological world, it is important that students develop an understanding of the nature of technology, recognize its potential impact on their lives, use a variety of technologies to prepare them for post-secondary education, and become informed, productive, responsible, and independent learners.

Students wishing to take computer science courses should have a computer that runs Windows, Mac OS X, or Linux (Chromebooks are not supported). The Java programming language (Microsoft OpenJDK) is available to students free of charge, as is the software that is used to write and compile computer programs (Geany). Students will receive assistance in downloading and installing these programs on the first day of any MUHS computer science course.

Students should be aware that many engineering majors are required to take some form of computer programming as a part of their undergraduate program. A number of engineering schools recommend that students considering engineering take a computer programming course prior to high school graduation. With this in mind, MUHS offers two college-preparatory programming classes: Computer Programming (one semester, using Java or Python as the programming language) and AP Computer Science (two semesters, using Java as the programming language). Students considering engineering as a college major are strongly encouraged to take at least one semester of programming prior to graduation.

508 Computer Programming

Credit: 0.5
Grades: 10, 11, 12
One Semester
Prerequisite:
Simultaneous enrollment in an Advanced or Honors mathematics course.

In this course, students will learn problem solving skills and the basic concepts of programming in Java or Python. Students will be exposed to many of the topics in Advanced Placement Computer Science. Topics include variables, void and valued methods, conditionals, iteration, strings, objects, and arrays. Students are strongly encouraged to take this course before taking the AP Computer Science course.

Students need a Mac or Windows PC. A Chromebook is not sufficient.

510 AP Computer Science A (Dual Credit available)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Computer. Programming (508) or consent of department.
Simultaneous enrollment in an Advanced or Honors mathematics course.

This is an intensive course that builds upon the skills taught in Computer Programming and covers the A-curriculum as defined by the College Board. It is equivalent to a first-semester college level course using the Java programming language. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Topics include data types, conditional statements, iteration, arrays and array lists, inheritance, polymorphism, interfaces, recursion, sorting and searching algorithms, and object oriented design. The student who enrolls in this course must have the ability to think abstractly and have strong analytical and problem-solving skills. All students taking the course must either take the AP Computer Science exam in May (apx. $100) and/or take it for dual credit.

Students need a Mac or Windows PC. A Chromebook is not sufficient.

FINE ARTS

The visual and performing arts are considered essential components in the education of students at Marquette University High School and the successful fulfillment of its mission. We strive to prepare our students to be creative and critical thinkers, artists, participants and patrons in the arts through outstanding teaching and background preparation. We work to create an interdisciplinary, intercultural, and creative community. The students are trained to be producers of art and a source of knowledge and motivation for the larger community. We encourage the exploration of values, attitudes, and standards through the arts by introducing the student to a broad range of concepts focusing on the human response to moral, historical, philosophical and creative interests while fostering creativity and the dissemination of information through open and free discussion.

The fine arts also provide learners with non-academic benefits such as promoting self-esteem, motivation, aesthetic awareness, cultural exposure, creativity, improved emotional expression, as well as social harmony and appreciation of diversity. These are the very fibers of the fabric known as our American culture. As a Jesuit school, we emphasize the uniqueness and acceptance of each person, encourage a lifelong openness to growth; love and acceptance of self and provide a realistic knowledge of the world and its structures. The highest standards in all things are our aspiration along with preparing our students for active participation in the community for the service of others.

All students must complete one-half credit in Fine Arts in order to graduate from Marquette University High School; however, those students with an aptitude in the arts typically take a Fine Arts course each semester throughout their four years.

Visual Arts

Foundations (Level One)

623 2D Design

Credit: 0.5
Grades: 9, 10, 11, 12
One Semester
Prerequisite: None

Students are introduced to basic art and design methods including traditional drawing, sketching, and cutting techniques as well as digital photography, computer design and illustration in Adobe Photoshop and Illustrator. Projects have a strong focus on developing technical design skills with line, shape, color text, logos, icons, posters, and more.

This is a foundational design course. No art or design experience is necessary.

Students need a laptop capable of running Adobe Creative software. MUHS provides this software. If a student's current laptop cannot run the software, he will need to complete assignments using MUHS computers in the Art classroom. For specific laptop specifications, please email the department chair.

624 3D Design

Credit: 0.5
Grades: 9, 10, 11, 12
One Semester
Prerequisite: None

Students are introduced to sculptural and design methods including basic drawing, cutting, folding, sculpting, adhesives, sewing, carving, casting, and 3D digital modeling.

Projects have a strong focus on developing technical skills, a basic understanding of tools, familiarity with sculpture materials, and design principals.

This is a foundational design course. No art or design experience is necessary.

640 Drawing

Credit: 0.5
Grades: 9, 10, 11, 12
One Semester
Prerequisite: None

Students engage in fundamental drawing exercises investigating line, shape, perspective, value and color. Projects have a strong emphasis on drawing from observation and developing an understanding of drawing tools including pencil, eraser, charcoal, chalk and/or colored pencil.

This is a foundational drawing course. No drawing experience is necessary.

Visual Arts

Specialty (Level Two)

608 Photography

Credit: 0.5
Grades: 9, 10, 11, 12
One Semester
Prerequisite: Foundations (level one) course

Students learn to see the world more carefully with weekly photography projects. A photographic eye is developed with a broad range of experiences in traditional camera craft (including film development), new digital techniques, and alternate imaging methods. The cultural importance of photography is studied through the lens of fine artists, journalists, and designers.

This is a foundational photography course. Any one of the art foundations courses fulfills the prerequisite requirement. No photography or retouching experience is necessary.

Students are required to provide their own digital camera with manual controls (mobile devices are not acceptable, DSLR is preferred) and a laptop capable of running Adobe Photoshop. MUHS provides Adobe editing software for use on personal computers.

For specific camera advice and laptop specifications please email department chair.

622 Painting

Credit: 0.5
Grades: 9, 10, 11, 12
One Semester
Prerequisite: Foundations (level one) course

Using acrylic and watercolor paints, students acquire a basic proficiency in color mixing, paint application and composition. All supplies are provided.

No painting experience is necessary. Any one of the art foundations courses fulfills the prerequisite requirement.

628 Ceramics

Credit: 0.5
Grades: 9, 10, 11, 12
One Semester
Prerequisite: Foundations (level one) course

Students experience the open ended workability of clay as an art medium through a variety of clay techniques including hand building, carving, sculpting, wheel throwing, and glazing to produce both functional and fine art objects. The cultural importance of ceramics and sculpture is studied through the work of fine artists, craftspeople, and designers.

This is a foundational ceramics & sculpture course. Any one of the art foundations courses fulfills the prerequisite requirement. No 3D art experience is necessary.

644 Advanced Drawing

Credit: 0.5
Grades: 9, 10, 11, 12
One Semester
Prerequisite: Drawing

Students expand on their drawing skills by engaging in extended personal projects and sketchbook exercises. Projects have a strong emphasis on student voice, current trends in art making, and more advanced drawing techniques.

The foundation level Drawing course fulfills the prerequisite requirement.

Specialty (Level Two) continued

652 AP Studio Art

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Previous art courses and consent of instructor

AP Studio Art is designed for highly motivated students committed to serious study of art. Experiences in this course will expand your studio practice with new and innovative art making processes, conceptual investigations, research, and critique. The structure of the course encourages autonomy by developing good studio habits within a creative community of peers. Students receive a customizable studio space, art materials, and personalized instruction to pursue portfolio goals.

Over the course of two semesters students produce a professional quality art portfolio designed around three aspects of artistic practice: the ability to conduct a Sustained Investigation through practice, experimentation, and revision, guided by questions; skillfully synthesizing materials, processes, and ideas; and articulating, in writing, information about one's work:

The final exam is a public exhibit of your Sustained Investigation and digital submission of your portfolio to the College Board for review. High scoring portfolios may result in college credit or advanced placement. (AP Exam ~$100)

This course requires a minimum of 7 hours per week of dedicated artistic practice.

Instrumental and Choral Music

664 Computer Assisted Music

Credit: 0.5
Grades: 9, 10, 11, 12
One Semester
Prerequisite: None

Computer Assisted Music is available to all students; however, it is designed primarily for students with little or no musical training. Basic computer skills will be taught as well as the mechanical aspects of music necessary to decipher musical notation. As students develop a level of understanding of music notation, they will recreate music using computer-based workstations found in the school's Fine Arts Computer Lab. Class time is set aside for this computer use; however, students will likely have to use the computer lab during their free time.

673 Jazz Lab 1 – Electric or Acoustic Bass

Credit: 0.5 per year
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: Has received previous instruction

Jazz Lab 1 is intended for any student who has received previous instruction on acoustic or electric bass. This course is designed to help the student increase both individual and ensemble skills. Students are involved in classes focusing on specific instrument types and small ensembles.

671 Jazz Lab 1 - Piano

Credit: 0.5 per year
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: Has received previous instruction

Jazz Lab 1 is intended for any student who has received previous instruction on piano. This course is designed to help the student increase both individual and ensemble skills. Students are involved in classes focusing on specific instrument types and small ensembles.

674 Jazz Lab 1 – Drums/Percussion

Credit: 0.5 per year
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: Has received previous instruction

Jazz Lab 1 is intended for any student who has received previous instruction on drum set or percussion. This course is designed to help the student increase both individual and ensemble skills. Students are involved in classes focusing on specific instrument types and small ensembles.

675 Jazz Lab 1 – Electric or Acoustic Guitar

Credit: 0.5 per year
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: Has received previous instruction

Jazz Lab 1 is intended for any student who has received previous instruction on acoustic or electric guitar. This course is designed to help the student increase both individual and ensemble skills. Students are involved in classes focusing on specific instrument types and small ensembles.

676 Jazz Lab 2

Credit: 0.5 per year
Grades: 10, 11, 12
Two Semesters
Prerequisite: Jazz Lab 1 and consent of instructor

Jazz Lab 2 is offered to those students who have demonstrated technical proficiency on an appropriate musical instrument following their successful completion of Jazz Lab I. Students are grouped (by ability level) into two jazz rhythm sections. Each of these groups spend time rehearsing both as a jazz combo (improvisation) and as a big band rhythm section (sight-reading). Participation in end-of-semester concerts is required.

680 Jazz Lab 3

Credit: 0.5 per year
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: See Description

Jazz Lab 3 is intended for students who have received previous instruction on one of the following musical instruments: flute, clarinet, saxophone, French horn, trumpet/cornet, trombone, baritone horn, or tuba. Those students who have successfully completed Jazz Lab 1 or 2 may also enroll (with the consent of the instructor.) This course is devoted to the performance of jazz/fusion music with an emphasis on sight-reading and improvisation. Participation in end-of-semester concerts is required.

684 Jazz Lab 4

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite:
Jazz Lab 1, 2 or 3
and consent of instructor

Jazz Lab 4 is offered to those students who have demonstrated the highest of musical standards while being a member of Jazz Labs 1, 2, or 3. Placement into this ensemble is through audition and instructor consent. Along with two concert performances at MUHS, students travel to and perform at various Jazz Festivals throughout the Midwest.

695 Chorus

Credit: 0.5 per year
Grades: 9, 10, 11, 12
Days: 3 per week
One or Two Semesters
Prerequisite: None

As an integral part of the Marquette community, Chorus is designed to give the student a fundamental technical knowledge of the voice as an instrument as well as pure enjoyment of vocal music. This ensemble enjoys a commitment to musical excellence and to a mission of artistic expression. The chorus performs a varied repertoire of music including pop, show tunes, folk, classical and spirituals. Students in the course lead music at our liturgies and community celebrations. Students may repeat this course in subsequent years. Audition is not necessary. Previous vocal experience and the ability to match pitch is not required, but helpful. One concert each semester and # of outside of school commitments are required in this course.

697 Select Chorus

Credit: 0.5 per sem
Grades: 9, 10, 11, 12
Days: 5 per week
Two Semesters

Prerequisite: Chorus and consent of instructor

Select Chorus is designed for students interested in singing and performing. Selection is based on audition and assumes previous participation in chorus (695). Membership in Select Chorus is limited. Selected students are expected to be actively engaged in MUHS choral performances providing leadership roles. This course is designed to provide students with advanced technical knowledge of the voice as an instrument with individualized instruction and critique provided.

String Orchestra

Students who play a non- Jazz Lab instrument and participate in UW-Milwaukee's University Community Orchestra or the Milwaukee Youth Symphony Orchestra (MYSO) may receive .5 Fine Arts string orchestra credit per year on their MUHS transcript. Community Orchestra rehearsals are held weekday evenings. Students interested in string orchestra credit should see the Assistant Principal for Academics for more information. Students involved in string orchestra outside of MUHS are encouraged to take other Fine Arts courses in their 4 years.

THEOLOGY

The purpose of the Theology program at Marquette University High School is to acquaint students with the Catholic/Christian tradition. While the pastoral programs (retreats, liturgies, Shared Life Project, etc.) are more experiential in nature, theology courses focus on a knowledge of the main elements of Catholic Christian tradition. Theology courses also attempt to help students reflect upon and grow in their religious and moral values and beliefs in light of that tradition.

The first three and a half credits of Theology are specified. Freshmen take Introduction to Catholic Christianity and Hebrew Scriptures. Sophomores take Christian Scriptures and Moral Decision Making. Juniors take Church History and Christian Discipleship. Finally, all Seniors take Theological Seminar for one semester and select one of the electives for the other.

802 Introduction to Catholic Christianity

Credit: 0.5
Grades: 9
Days: 4 days
One Semester
Prerequisite: None

This course begins the student's journey through religious faith, practice, and experiences. Students have the opportunity to learn about and explore the general topics of God, faith, and religion as well as more specific Catholic beliefs and practices including the Mass and the Creed. The course also introduces St. Ignatius of Loyola and Ignatian Spirituality specifically discovering the voice of God in our own lives and developing a sacramental view.

802 Salvation History and the Hebrew Scriptures

Credit: 0.5
Grades: 9
Days: 5 days
One Semester
Prerequisite: None

In this course, students are introduced to the Hebrew Scriptures, the Old Testament as it is often called. Studying the history, literature and culture of Biblical times, students are called to examine the great theological and religious truths of the Biblical message and apply them to their lives. Active involvement by each student is emphasized. The Old Testament course will cover a general introduction to Scripture, Genesis, Exodus, Deuteronomy, Joshua, Judges, the Historical Books, the Wisdom Literature, and the Prophets. The Bible is the primary text.

992 Freshman Advising

Credit: Intro to Catholic Christianity
Grades: 9
Days: 1 per week
Two Semesters
Prerequisite: None

Freshmen Advising is the freshmen group counseling program. Freshmen meet in small groups with a faculty adviser on a weekly basis during the first semester. The freshmen advising class is designed to help freshmen transition into Marquette University High School, and address appropriate developmental issues. It also provides time for freshmen to talk about current topics of concern with their freshman advising teacher and the two senior Big Brothers. The teacher meets individually with the students after each progress report and grading period. The freshmen learn how to interact in a group setting. Topics of discussion include: transition issues, goal setting, learning styles assessment, how to communicate with teachers, conflict resolution, use of time, decision making skills, bullying, self-esteem, managing stress, depression, dating and respect, study skills, test prep and dangers of social media. The Big Brothers are part of each group. They offer 'Words of Wisdom" and speak on some of the topics stated above, offering a seasoned student viewpoint to the discussion. In the second semester the class meets less frequently. Freshmen advising teachers will meet one-on-one with their students outside of the Freshman Advising class when necessary.

808 Moral Decision Making

Credit: 0.5
Grades: 10
One Semester
Prerequisite: None

In this course the student synthesizes the teachings of the Catholic Church and various moral codes with social issues which confront him in everyday life. Emphasis is placed on his relationship with God as revealed in Jesus Christ and his responsibility to carry forth the values and message of Jesus in everyday life. Topics included in the course are the Christian lifestyle, discernment regarding moral issues and the value of sexuality.

813 The Revelation of Jesus Christ in the Christian Scriptures (Christian Scriptures)

Credit: 0.5
Grades: 10
One Semester
Prerequisite: None

At the beginning of the sophomore year, students will begin an exploration of the Christian Scriptures also called the New Testament. The goal of the course, in addition to growing in an understanding of the Christian testament, will be to understand Jesus as the unique manifestation of God in our lives; it is at the heart of the Catholic Christian experience and understanding. This study will include the Gospels of Mark, Matthew, Luke-Acts, and John. In conjunction with the Gospels, the student will explore the Sacraments of Healing in the Church. Also, the student will explore the letters of Paul and his missionary journeys responsible for the spread and foundation of Christianity in the Roman Empire and, following that, into the world-at-large. In conclusion, the students will review a sampling of the other letters and, with time, a look at the Book of Revelation.

818 Church History

Credit: 0.5
Grades: 11
One Semester
Prerequisite: None

Beginning with the Acts of the Apostles, Church History works to acknowledge that the Church is comprised of saints and sinners and that the Church is in constant need of reform while being faithful to the deposit of faith. The course examines major figures from the history of the Church and the influence they have had on the development of the Church. The Second Vatican Council is also presented during this semester.

824 Christian Discipleship

Credit: 0.5
Grades: 11
One Semester
Prerequisite: None

The central question addressed in this course is "What does it mean to be a disciple of Christ in today's world?" Through the lens of Catholic Social Teaching, students will reflect formally and systematically on how to apply the teachings to effecting systemic change in order to create a more just world. Applications of the concepts covered in this course involve service and advocacy projects in the Milwaukee community as well as tutoring at Messmer St. Rose a local Catholic elementary school. This course is intended to help students reflect on the meaning and implications of justice in their faith life.

833 Theological Seminar

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

Senior Seminar explores and explicates the Catholic Christian tradition through a variety of contemporary issues as highlighted in assorted publications and resources. Through reading, research, class discussions, position papers, and various assessment tools, the student develops a mature, intellectual framework for his faith. By expanding his theological vocabulary and deepening his understanding of church teachings, the student will be able to recognize and reflect upon a wide range of issues in the future, offering his own theological perspectives and insights.

Senior Electives

835 Faith and Reason (Dual Credit available)

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

Human beings are driven by the desire to know. Our life experiences push us to seek to answer the fundamental questions regarding our relationship with God and the meaning of human life. "Why" and "What if" impel us to gain insights into truth, faith, and knowledge – the purpose of life. Faith and Reason provides a framework that leads us to explore these ultimate questions. This course will offer students the opportunity to continue this quest. Students must be participants not spectators. Attentiveness, reflection, and intelligent contribution are the means by which we contribute to this enterprise of wisdom. Students enrolled in this course may take the course for dual credit.

837 Dialogues in Faith: Catholicism and World Religions

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

Humans are created to be in relationship with God and to discover the fullness of God's truth. This one semester course will explore the degrees to which God's truth is present in the major religions of the world. This exploration will be done through the lens of Catholic teaching on ecumenism and inter-religious dialogue. Students will be given a foundation in Catholic doctrine on revelation and ecclesiology, and the ability to identify similarities and differences in a variety of faith traditions. This will foster inter-religious dialogue and Christian unity in our society.

839 Call of Christ

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

This course will present a systematic exploration of the themes of the Spiritual Exercises of St. Ignatius and the idea of vocation as a personal call from God that promotes holiness and the Kingdom of God. Students will examine the idea of vocation within the Roman Catholic theological tradition and learn prayer practices and tools for discernment. Students interested in this course should be committed to growth in prayer and personal reflection. The ultimate goal of this course will be to prompt, promote, and assist personal reflection concerning one's call from God. NB: This course will be writing intensive; meaning students will be expected to keep a course journal and write papers based on class themes.

GENERAL ELECTIVES

These are general elective courses that may be used to satisfy the total credit requirement of twenty three. Please be aware, however, that these courses do not fulfill specific requirements in any core academic areas.

704 Strength and Conditioning

Credit: 0.5
Grades: 10, 11, 12
One Semester:
Prerequisite: None

In this course, students will participate in a strength & conditioning program while gaining the knowledge and skills to enhance their own physical development. Prospective students should have an interest in maximizing their physical performance while learning the reasoning behind training methodologies. Students will be exposed to, but not limited to the following topics, exercises, techniques, and strategies to increase their performance: Athletic/Fitness Testing, SMART Goals, Bio-Motor Skills, Strength Training, Olympic/Explosive Lifts, Speed/Agility Exercises, Aerobic/Anaerobic Training, Flexibility/Mobility Exercises, Core Strength, Anatomy, Biomechanics, Nutrition, Recovery Techniques/Strategies, Heart Rate Monitoring, Program Design, Stress Management, Sports Medicine, Mindful Consumer in the Fitness Industry.

Using peer motivation and working together, students will work towards achieving personal success, improving self-confidence, decreasing stress within the school day, and acquire the knowledge and skills to make sound decisions related to leading a healthy lifestyle. Students will be exposed to the necessity of regular exercise and a nutritional diet, as well as the importance of stress management, and other topics related to a healthy lifestyle.

706 Advanced Strength and Conditioning

Credit: 0.5
Grades: 10, 11, 12
One Semester
Prerequisite: Strength and Conditioning

Advanced Strength & Conditioning is a continuation of Strength & Conditioning. Additional emphasis will be placed on advanced training techniques and programming, self-evaluation, individual goal setting, goal-specific training, nutritional assessment, leadership, peer coaching and human performance topics. Students will also explore a career option in a field related to human performance, anatomy, physiology, sport psychology, motor learning, kinesiology, sports medicine, physical therapy, or orthopedic medicine.

Students will continue their progression in knowledge and skills to enhance their own physical development. Students will be exposed to, but not limited to the following topics, exercises, techniques, and strategies to increase their performance: Athletic/Fitness Testing, SMART Goals, Bio-Motor Skills, Strength Training, Olympic/Explosive Lifts, Speed/Agility Exercises, Aerobic/Anaerobic Training, Flexibility/Mobility Exercises, Core Strength, Anatomy, Biomechanics, Nutrition, Recovery Techniques/Strategies, Heart Rate Monitoring, Program Design, Stress Management, Sports Medicine, Mindful Consumer in the Fitness Industry.

708 Speed & Agility

Credit: 0.25
Grades: 10, 11, 12
One Semester
Prerequisite: None

This course is designed to help students develop the fundamental skills and techniques necessary to improve overall athletic performance through speed, agility, and quickness training. Students will learn proper sprint mechanics, acceleration and deceleration techniques, change-of-direction strategies, and footwork drills that enhance coordination, balance, and reaction time. Emphasis will be placed on safe and effective training methods, body control, and movement efficiency.

Through a combination of education and practical application, students will gain a deeper understanding of how strength, mobility, and conditioning contribute to speed development and injury prevention. This course is ideal for students interested in improving athletic ability, preparing for competitive sports, or pursuing studies in exercise science, kinesiology, or related fields. This course meets 2-3 days/week for a semester.

Student Four Year Planning Grid

	Freshman	Sophomore	Junior	Senior
Theology (4 Credits)	Introduction to Catholic Christianity and Salvation History and the Hebrew Scriptures	Christian Scriptures/ Morality	Church History/ Discipleship	Senior Seminar/1 Elective
English (4 Credits)	English 1	American Literature & Composition or American Studies - English		
Math (3 Credits)				
Science (3 Credits)	Biology or Honors Biology	Chemistry or Honors Chemistry		
SocialStudies (3 Credits)	World History			
WorldLanguages (2 Credits)	Spanish, German, or Latin			
Fine Arts (.5 Credit)				
Electives				
Total 23 Credits				
Fitness	1.5 hours per week			
Service		24 hours	12 Hours and Service Project (~24 Hours total)	80 Hours of Senior Shared Life
Standardized Testing	PreACT (optional)	PreACT / PSAT (optional)	PSAT / ACT	ACT / SAT (recommended)

Course Sequencing

	Freshman	Sophomore	Junior	Senior
English (4 credits required)	English 1	American Literature & Compostion	English Choice	English Choice
Theology (4 credits required)	Biblical Literature	Christian Scriptures AND Morality	Church History AND Discipleship	Senior Seminar AND Theology Choice
Science (3 credits required)	Biology	Chemistry	Physics OR Science Choice	Physics OR Science Choice
Mathematics (3 credits required)	Algebra 1 OR Geometry	Geometry OR Algebra 2	Algebra 2 OR Precalculus	
SocialStudies (3 Credits)	World History	U.S. History	Social Studies Choice	
WorldLanguages (2 Credits)	World Language Choice 1	World Language Choice 2		
Fine Arts (.5 Credit)	Fine Arts Choice			
Electives			Electives Choice	Electives Choice
Retreat Service	Freshman Retreat	Sophomore Retreat 24 Hours Service	Service Project 24 Hours Service	Kairos (Optional) Senior Shared Life
TOTAL CREDITS	**5.5-6.5**	**5.5-6.5**	**5.5-6.5**	**5.0-6.5**