

Cristo Rey Atlanta Jesuit High School

Academic Course Catalog

2026-27

Cristo Rey Atlanta Jesuit High School is a Catholic learning community that educates young people of limited economic means, of any faith or creed, to become men and women for and with others. Through a rigorous college preparatory curriculum, integrated with a relevant work study experience, students graduate prepared for college and life.

Course Offerings “At a Glance” by Department: Academic Year 2026-27

Freshman Year – Class of 2030

English: *English 9* or *Honors English 9*

Math: *Integrated Math 1* or *Honors Integrated Math 1*

Science: *Biology* or *Honors Biology*; *Health (S1)* and *Personal Fitness (S2)*

Social Studies: *World History 1 (Ancient)*

Theology: *Theology 9*

Computer Science: *Computer Science 9*

CWSP: *Corporate Work Study Program 9*

Sophomore Year – Class of 2029

English: *English 10* or *Honors English 10*

Math: *Integrated Math 2* or *Honors Integrated Math 2*

Science: *Chemistry* or *Honors Chemistry*

Social Studies: *World History 2 (Modern)* or *AP World History: Modern*

Theology: *Theology 10*

Computer Science: *Computer Science 10*

World Languages: *Spanish 1* or *Spanish 1 Advanced*

CWSP: *Corporate Work Study Program 10*

Junior Year – Class of 2028

English: *English 11* or *AP English Language and Composition*

Math: *Integrated Math 3* or *AP Precalculus*

Science: *Chemistry* or *Physics*

Social Studies: *United States History* or *AP United States History*

Theology: *Theology 11*

Computer Science: *Computer Science 11*

World Languages: *Spanish 2* or *Spanish 2 Advanced*

CWSP: *Corporate Work Study Program 11*

Senior Year – Class of 2027

English: *ELA Seminar 12* or *AP Seminar ELA*; *AP English Literature and Composition*

Math: *Statistics* or *Precalculus* or *AP Calculus AB*

Science: *Anatomy and Physiology*; *Physics*; *Urban Ecology*

Social Studies: *Government (S1)* or *AP Government and Politics*; *Economics (S2)*; *AP Business with Personal Finance*

Theology: *Theology 12*; *The Tapestry: A Survey of Diverse Theologies*

World Languages: *Spanish 3* or *AP Spanish Language and Culture*

CWS: *Corporate Work Study Program 12*

English Department
Department Head: Ms. Jenel Fabien

English 9 (Multi-Cultural Encounters) and *Honors English 10* bridge the gap between students' education in middle school and the demands of a college-preparatory high school curriculum. Short works of fiction and nonfiction are studied as well as longer literary works. Writing instruction starts with the composition of well-structured paragraphs and eventually moves to an introduction of the five-paragraph essay format. The course also includes grammar and vocabulary instruction.

English 10 (Classics of Western Literature) requires students to read selected short works of fiction and nonfiction as well as longer literary works; selections are typically less complex than those studied in the Honors course. Students improve their capacity to write well-structured paragraphs and essays and expand their competence in grammar and vocabulary. Coverage of basic research techniques (including MLA format) and plagiarism avoidance is also included in the course. Students moving from English 10 to AP English Language and Composition during their Junior year should speak to the 10th-grade English teacher about rhetorical concepts that are covered in Honors and may be needed for AP.

Honors English 10 (Classics of Western Literature) prepares students for the reading demands of AP courses through the study of short works of fiction and nonfiction as well as longer literary works. Writing instruction focuses on mastering paragraph and essay structures that students will need in higher-level courses. As further preparation for later English courses, students learn select literary and rhetorical devices. Grammar and vocabulary instruction as well as coverage of basic research techniques (including MLA format) and plagiarism avoidance are also included in the course.

English 11 (American Literature) primarily covers texts from the United States with an emphasis on excerpts of fiction and nonfiction. Additionally, students master foundational writing elements such as argumentative thesis writing and essay structures to form a strong foundation for completing timed essays during Senior year. Compositions will include but, depending on student needs, may not be limited to argumentative essays. Grammar and vocabulary instruction is also included in the course, as are longer literary works. MLA format is also reviewed. Students enrolled in this course may receive approval to take AP English Literature and Composition during their Senior year.

AP English Language and Composition prepares students for the College Board's Advanced Placement exam in May. Students focus primarily on works of nonfiction, with emphasis on rhetorical analysis, argumentation, and synthesis of sources. Through selected composition assignments, students develop the rhetorical effectiveness of their writing. Topics in grammar will appear in this course if needed, and students study vocabulary as well. Readings typically originate from the United States and may include longer works of literature or nonfiction. MLA format is also reviewed.

AP English Literature and Composition prepares students for the College Board's Advanced Placement exam in May. Students increase their skills in analyzing complex novels, plays, and poems from around the world, but with some emphasis given to British texts. Many essays focus on improving students' timed-writing skills, though students compose typed essays as well. Coverage of vocabulary (including poetic devices) is also included, and reading homework is assigned on a near-nightly basis.

ELA Seminar 12 requires students to complete one individual project and one team project from AP Seminar, both of which require research and written reports. Students will receive additional guidance on these tasks, and the restraints that the College Board imposes on AP Seminar students will not apply.

AP Seminar ELA requires students to conduct four research projects involving the evaluation of complex, real-world issues through multiple points of view and resulting in proposed solutions. These projects include written research reports and argumentative presentations, completed both individually and through collaborative teams. Students improve their use of academic databases, proper research techniques, MLA citation skills, and relevant computer applications. Unlike other AP courses, AP Seminar requires students to submit two projects to the College Board in addition to the AP exam.

Math Department

Department Head: Ms. Aileen Pollitzer

The *Integrated Mathematics 1 / Honors Integrated Mathematics 1* course is written to align with the first of three courses in the integrated pathway of the Common Core State Standards. Each of the three courses, Math 1, Math 2, and Math 3, contain standards from number and quantity, algebra, function, geometry, and statistics and probability. The major purpose of Math 1 is to formalize and extend the mathematics that students learned in the middle grades, including working with linear and exponential functions, solving systems of equations and inequalities, using rigid transformations to explain geometric relationships, and analyzing data. Students in Math 1 will solidify and extend their understanding of functions, solving equations, and data analysis. The Mathematical Practice Standards apply throughout each course and, together with the content standards, create mathematical learning experiences based upon reasoning and sense-making, building perseverance and problem-solving skills, and rich in mathematical discourse.

The *Integrated Mathematics 2 / Honors Integrated Mathematics 2* course is designed to build upon student understanding of functions developed in Integrated Math 1. The major purpose of Math 2 is to extend the mathematics that students learned in Math 1, including working with quadratic, piecewise and absolute value functions, using rigid transformations and triangle congruence criteria to prove geometric relationships, examining the geometry of circles. The Mathematical Practice Standards apply throughout each course and, together with the content standards, create mathematical learning experiences based upon reasoning and sense-making, building perseverance and problem-solving skills, and rich in mathematical discourse.

The *Integrated Mathematics 3* course is written to align with the third of three courses in the integrated pathway of the Common Core State Standards. The major purpose of Math 3 is to extend the mathematics that students learned in Math 1 and Math 2, including deepening their understanding of both familiar functions and newer, more complex functions and learning how to manipulate them to create models for real-world data. Students will have an understanding of function definitions and will be able to graph, perform operations, solve equations, and model data using linear, exponential, quadratic, radical, logarithmic, polynomial, rational, and trigonometric functions.

Statistics is designed as an introduction to the study of probability and statistics. Students will formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. They will select and use appropriate statistical methods to analyze data. Students will develop and evaluate inferences and predictions that are based on data. Students will be able to use a basic understanding of probability to make and test conjectures about the results of experiments and simulations.

Precalculus (12th Grade) and AP Precalculus (11th Grade) is a year-long, college-level course focused on analyzing, modeling, and interpreting polynomial, rational, exponential, logarithmic, and trigonometric functions. It emphasizes conceptual understanding, multiple representations (graphical, numerical, analytical, verbal), and prepares students for Calculus or other STEM fields. The curriculum covers four main units with a strong emphasis on function behavior and rates of change.

AP Calculus AB (12th Grade) is a college-level, single-variable calculus course focusing on limits, derivatives, integrals, and their applications. It covers the first semester of college calculus, emphasizing conceptual understanding, mathematical reasoning, and multiple representations (graphical, numerical, analytical, and verbal). Students learn to justify solutions and apply calculus to real-world modeling.

Science Department

Department Head: Ms. Rosa Muñoz

Biology / Honors Biology provides an introduction to the basics of life, including the scientific method, taxonomy, cell biology, reproduction, genetics, ecology, and evolution. Students maintain an interactive notebook to structure their learning experience. Labs enable them to further understand and apply the concepts they learn in class. This course also seeks to improve students' study habits, organization, notetaking, communication, and writing.

Chemistry / Honors Chemistry is an introductory course for students in a college preparatory program. Students develop their understanding of chemical principles and concepts using lecture, demonstrations, experimentation, observations, and activities (both individual and group). The scope of the chemistry class teaches that chemistry is the study of matter, its properties, how substances combine or separate to form new substances, and how substances interact with energy.

Physics is a one-year laboratory science designed for college preparatory students. The course will provide studies in the following areas: motion and its causes, conservation laws, periodic motion, thermodynamics and heat theory, electricity, magnetism, and electromagnetic radiation, light and optics, and modern physics including fundamental particles. In addition, this course is designed to provide students with a foundation for further study in biology, chemistry, and advanced science courses. The laboratory section of this course is designed to develop investigative skills as well as problem solving and independent critical thinking.

Anatomy and Physiology is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body; however, rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.), instruction is focused on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Whenever possible, careers related to medicine, research, healthcare and modern medical technology are emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e., real-life applications) are emphasized.

Urban Ecology is the study of the distribution and abundance of life and interactions between and among organisms and their environment, including the impact of human activities on the natural world. It draws on elements from biology, chemistry, physics, mathematics, and the social sciences. This curriculum is lab and field based. Whenever possible careers related to ecology and relevant case studies are emphasized.

Health and Personal Fitness are designed for high school students in Grade 9 to understand the need and assume the responsibility for maintaining a healthy lifestyle long-term. Physical fitness, the ability to carry out daily tasks with vigor and alertness, is one component of positive lifestyle management. The other aspects are health and wellness.

Social Studies Department
Department Head: Ms. Jacquelynn Davis

World History 1 (Ancient) covers human history from ancient times up to approximately 1000 CE. The course will also address the following themes from human and physical geography: beliefs and ideals (religion), conflict and change, conflict resolution, culture, distribution of power, governance, location, human movement/migration, production, distribution, consumption, economy and international trade, rule of law, technological innovation and art, landforms, and maps.

World History 2 (Modern) is designed to educate students about events and moments in world history that have shaped the world. Through the examination of past events, students will have a clear view of current international policies and relations of nations around the world. The period covered in this course ranges from approximately 1000 CE to current events around the world.

In *AP World History: Modern*, students investigate significant events, individuals, developments, and processes from 1200 CE 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 explore connections among different historical developments: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. The students will sit for the Advanced Placement exam in May.

United States History provides a basic survey from the pre-Columbian era to the present. Students in this course will analyze and then draw conclusions as to why certain American historical events happened and how these events still influence our society today.

AP US History is a challenging course that is meant to be the equivalent of a freshman-level college course. The course is a two-semester survey of American history from the pre-Columbian era to the present, emphasizing the development and changing nature of American society. It is in some ways more difficult than a college course in that our examination of American history must be finished more than a month before the end of the school year since it culminates in a rigorous, nationally-administered Advanced Placement exam.

United States Government is a senior-level, one-semester course and is designed as a basis of study about how the American political system works. There is an extensive examination of the Constitution as well as of the legislative, executive, and judicial branches of government. Citizenship rights and responsibilities are emphasized, and the policy-making process is explored in depth.

Economics is a senior-level, one-semester course that provides students with a better understanding of both microeconomics and macroeconomics. Students are introduced to basic economic systems and concepts and will gain an understanding of how to become more knowledgeable consumers and citizens through discussion of current events and issues.

AP Business with Personal Finance is a year-long high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy. AP Business with Personal Finance is part of the AP Career Kickstart™ group of courses, which are designed to accelerate high school students on

their paths to in-demand careers. As an AP Career Kickstart™ course, AP Business with Personal Finance offers students the opportunity to earn an employer-endorsed credential in the business field.

AP U.S. Government and Politics: This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Theology Department
Department Head: Dr. Alan McGill

Theology 9 begins with a brief introduction to Catholicism, the Jesuits, and St. Ignatius Loyola. This includes an explanation of the Mass and some Catholic-Christian prayers and customs. The Fall semester then entails a study of the Old Testament in light of a Catholic Christian interpretation. The Church encourages readers of the Bible to take account of the best available scholarly insights. The Spring semester entails an exploration of the New Testament, again interpreted in light of Catholic principles and modern biblical scholarship. These courses equip students to interpret the Bible responsibly as the Word of God in human words.

Theology 10 focuses on Christology and Ecclesiology: the study of the person and mission of Jesus Christ (Christology), particularly in relation to Salvation History and, the study of the nature and mission of the Church (Ecclesiology). We will consider how Christ's mission and our own ministry as Church influence our lives and our world. The fall semester reviews salvation history with the specific lens of Jesus Christ as the source of our salvation. Topics include the creation and fall, how God's plan unfolds for us in human history, and the role of Jesus' in God's plan for us. Throughout the understanding of Christ, we examine the evolution of the gradual realization on the part of Christians that Jesus was fully human and fully divine. The spring semester reviews the topics of the beginning and mission of the Church, including the understanding of what is Church and why we need Church. Finally, the course focuses on the Church in the modern world, highlighting key papal teachings and the Second Vatican Council (1962-65) which represents a renewal of the Church's teachings and practices, whereby the Church adopts a dialogical stance in relation to cultures, world religions, the arts, and sciences.

In *Theology 11*, our fall semester will explore the question as to how we decide what is right, just and fair and how we apply that to complex and troubling situations in our lives and in our world. It will address the question as to what is the ultimate basis for saying that something is right or wrong, good or evil ... personal opinion alone, group opinion alone (society/ culture), universal laws based on reason, intentions, consequences, or God? Towards that end, we will study various ethical theories and apply them to moral issues. Students will have the freedom to make class presentations on the moral issues that matter most to them. The spring semester course, course, "Finding God in All Things," will explore the question as to what people mean by the word "God" and how this makes a difference as to how they approach life. We will discuss arguments for and against the existence of God, taking seriously the objections of atheists and agnostics. We will discuss human attempts to express the mystery of God in relation to gender, race, and culture. These courses will support the school's mission to produce graduates who are "religious" (in a sense that we will discuss in class), intellectually competent, open to growth, and committed to justice. Indicators of these values that are observable in the classroom setting will include the ability to think, talk, and write constructively and respectfully about religious and moral issues. It is the hope of our school that this religious competency flows into the choices and behaviors of students for the rest of their lives.

Theology 12 provides the opportunity to think critically about important questions of faith, religion, God, and the meaning of human life. The course is divided into two parts: World Religions and Catholic Social Teaching. In the fall semester, we will explore the debate over the existence and nature of God, as well as how various religions have sought to explain and experience God. This includes an overview of Judaism, Islam, Hinduism, Buddhism, Yoruba religion and indigenous religions. Specific religions under investigation may vary somewhat from semester to semester. The second semester focuses on Catholic Social Teaching, an integral part of Catholic doctrine that, in light of the gospel, addresses issues related to the economy, environment, race, criminal justice, immigration, poverty, abortion, the death penalty, and war.

The Tapestry: A Survey of Diverse Theologies

All theology is contextual. Theology comes from a context, and it is important to recognize that so that we do not absolutize one perspective. This course will expose students to readings that represent diverse approaches to Christian theology including Central and South American Liberation, Black, Native American, feminist, Asian, creation-centered, and process theology. The classes will involve critical discussion of these diverse texts of manageable length, fostering skills in theological reflection, argumentation, dialogue, and writing. Students from any worldview are welcome to apply once they are prepared to undertake the reasonable workload and to enter into respectful dialogue with their peers and with an assortment of authors with whom they may or may not agree.

Computer Science Department

Department Head: Ms. Alexis Alvarado

Foundations of Business, Technology, and Information Technology (Grade 9) is an introductory course designed for 9th-grade students to build the knowledge and skills needed for success in high school, college, and future careers. Students will explore the relationship between business and technology while developing practical skills that can be applied in both academic and real-world settings. Throughout the course, students will learn computer fundamentals, ethics of AI, digital literacy, keyboarding, productivity software, internet safety, cybersecurity awareness, digital communication and workplace professionalism. Students will also develop critical thinking, problem-solving, collaboration, and design thinking skills through hands-on projects and technology-based activities. Emphasis is placed on responsible digital citizenship, ethical use of technology with AI included, effective communication, creativity, and career exploration. By the end of the course, students will have a strong foundation in business and technology concepts, information technology, and computer science.

Introduction to Software Technology (Grade 10) is a foundational course that introduces students to the principles of computer science, programming, and software development. Throughout the year, students will explore topics including digital citizenship, cybersecurity, computer hardware and software, operating systems, web design, and emerging technologies. Students will also gain an understanding of how technology impacts individuals, businesses, and society while exploring careers within the technology field. Learning experiences are centered around the design thinking process, encouraging students to develop creative, user-focused solutions to real-world problems. Through hands-on, project-based learning, students will develop programming skills using JavaScript, HTML, and CSS while strengthening computational thinking, problem-solving, collaboration, and communication skills. Students will create websites, write and debug code, complete authentic technology projects, and build a portfolio that demonstrates their growth. The course also emphasizes the ethical and responsible use of artificial intelligence (AI), helping students understand how AI can be used effectively, responsibly, and ethically in both academic and real-world settings while preparing them for advanced computer science and technology pathways.

The *Computer Science Principles in JavaScript* (Grade 11) is designed to help students master the basics of Computer Science Principles in JavaScript. All learning materials and resources that students need for a successful year-long JavaScript course can be found on the CodeHS website. The course utilizes a blended classroom approach. The content is fully web-based, allowing students to write and run code directly in the browser. Teachers utilize the tools and resources provided by CodeHS to leverage their time in the classroom and give focused, one-on-one attention to students. Each unit of the course is broken down into lessons. Lessons consist of video tutorials, short quizzes, example programs to explore, and written programming exercises, adding up to over 100 hours of hands-on programming practice in total. Several units have free-response questions that students have consider the applications of programming and incorporate examples from their own lives.

World Languages Department
Department Head: Ms. Maithya Mora

Spanish 1, Grade 10, is a beginning Spanish class that introduces the student to all aspects of foreign language study. Students practice communication, explore cultures, make connections to other subjects and cultural and linguistic comparisons, and use the Spanish language in the community. Vocabulary and grammar, reading and writing, listening and speaking are some of the skills included in the instruction. Daily classroom experiences will develop oral proficiency as well as an appreciation and development of cultural awareness through various readings, media resources, and authentic materials.

Spanish 1 Advanced, Grade 10, is a class for students who speak Spanish at home. Students who understand and communicate in Spanish expand their knowledge into using more formal language registers. They develop literacy skills through various readings, media resources, and authentic materials, exploring topics related to their experience as bilingual and bicultural speakers.

Spanish 2, Grade 11, continues the study of the Spanish language by further developing communication skills, exploring cultures, making connections to other subjects and cultural and linguistic comparisons, and using the Spanish language in the community. Students increase their vocabulary and study past tense verb forms. Students continue to practice listening to and understanding the spoken word, reading Spanish texts, and using the language to orally communicate and write about a variety of topics.

Spanish 2 Advanced, Grade 11, continues the development of Spanish literacy skills for students who speak Spanish at home. Students expand their knowledge using more formal language registers. They further develop literacy skills through various readings, media resources, and authentic materials, exploring topics related to their experience as bilingual and bicultural speakers, and engaging in more formal writing tasks.

Spanish 3, Grade 12, is an exploratory course that fine-tunes proficiency in the target language with a focus on interpersonal and presentational communication. The foundation gained from successful completion of Spanish I and II is built upon as students engage in the relevant themes of human ingenuity, cultural tradition and awareness of our planet. Students will deepen their understanding of the language through reading and storytelling.

AP Spanish Language and Culture, Grade 12, is an advanced college-level course designed to develop students' proficiency in Spanish across interpersonal, interpretive, and presentational communication. Students explore contemporary and global themes such as families and communities, personal and public identities, science and technology, beauty and aesthetics, global challenges, and contemporary life through the use of authentic materials. Instruction integrates reading, writing, listening, and speaking through the analysis of articles, interviews, audio reports, charts, and literary texts created by and for Spanish-speaking communities. Students engage in spontaneous conversations, formal email writing, argumentative essays using multiple sources, simulated conversations, and cultural comparison presentations aligned with the Advanced Placement exam format. The course emphasizes cultural understanding, critical thinking, and the ability to communicate effectively across various time frames while developing

advanced vocabulary and formal language registers. By the end of the course, students will be prepared to take the AP Spanish Language and Culture exam and may earn college credit while gaining a deeper appreciation of the diversity of the Spanish-speaking world.

Corporate Work Study Program**Director of Corporate Work Study: Mr. Najgee Gatson**

CWSP (Grades 9, 10, 11, and 12): The *Corporate Work Study Program* (CWSP) is designed to prepare students to successfully navigate and function effectively in the corporate world. The course is designed to foster two major skills: 1 – Cristo Rey Atlanta Jesuit students will have the skills to solve problems in the workplace; the course objective is to prepare each student to make a meaningful impact at work. 2 – Cristo Rey Atlanta Jesuit students will be prepared to foster and maintain professional relationships.