



JESUIT HIGH SCHOOL

1200 JACOB LANE

CARMICHAEL, CALIFORNIA 95608

COURSE/DESCRIPTION/CATALOGUE

2012 - 2013

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# THEOLOGY DEPARTMENT

## Theology 1: Introduction to Catholic Christianity

Grade Level: 9  
Length: One Semester  
Type of Course: Required Core Course  
Criteria for Enrollment: All Freshmen must enroll

This course will reinforce basics of Catholic Christian faith. Topics will include: an introduction to Jesuit High, the Society of Jesus and Ignatian Spirituality; adolescent change and personal faith development; Jewish roots of Christianity; elements of Christian faith; Jesus and the gospels, the role of Scripture and Tradition; elements of Christian worship; Sacraments, liturgical calendar, prayer; elements of Christian moral and social teaching.

## Theology 2A: Introduction to Christianity Morality

Grade Level: 10  
Length: One Semester  
Type of Course: Required Core Course  
Criteria for Enrollment: All Sophomores must enroll

This course is designed to aid the student in his personal decision making. The goal of the course is to invite students into a process of self-reflection as they face the challenges of contemporary society. Students will develop a structural framework to use in resolving moral dilemmas and then look at some specific contemporary issues and case studies. This course includes a unit presented by Women Escaping a Violent Environment (WEAVE).

## Theology 2B: God and the Old Testament

Grade Level: 10  
Length: One Semester  
Type of Course: Required Core Course  
Criteria for Enrollment: All Sophomores must enroll

Students will reflect on why we claim God exists. Then they will trace the development of God's covenantal love from Abraham through the Old Testament period. Students will reflect on the history and stories of the Old Testament to understand their teachings and their background to Christianity. They will reflect on how the main teachings and our modern scientific understanding of life and of the universe can be integrated in a meaningful way.

## Theology 3: Social Justice

Grade Level: 11  
Length: One Semester  
Type of Course: Required Core Course  
Criteria for Enrollment: All Juniors must enroll

Is social justice and peace possible in our world? Throughout its history, the Catholic church has attempted to transform the world into the Kingdom Jesus preached. The Christian call to justice and peace links faith with the need to respond to those in need. This course will present the foundations of Catholic social teaching in order to explore the injustices of our world and our response as Christians.

## Theology 4: Christian Testament

Grade Level: 12  
Length: One Semester  
Type of Course: Required Core Course  
Criteria for Enrollment: All Seniors must enroll

The purpose of scripture in general and the Christian/New Testament in particular is not simply to inform but to transform the reader. This is a living word in which Christians discover the meaning of life, where they learn what it means to be people in relationship with neighbor and God. The Christian Testament challenges us to be changed, to "repent, for the Reign of God is at hand," to become new people in the Spirit of Jesus. This scriptural invitation and exhortation to a change of heart, to metanoia, to discipleship to our everyday lives, is the focus of this course.

In order to achieve these goals, this course focuses on the development of a more mature, adult ability to read scripture. Reading scripture is a skill, and this course will further develop that skill in each of us. We will then use that skill to read from the gospels, from Paul's letters, from the catholic epistles, all the while asking the fundamental questions: What does this living word tell me about how to live today, in relationship with others and God? How is it good news for me and for the people I encounter?

## Senior Electives

### Theology 4: Ignatius of Loyola: His Life, Vision, and Legacy (Ignatian Spirituality)

Grade Level: 12  
Length: One Semester  
Type of Course: Elective  
Criteria for Enrollment: Fulfills semester elective requirement

The term “Loyola” has either been revered or scorned by many throughout history. It identifies a spirituality that has enriched many people - and has been at times misrepresented, misunderstood, and fought against. Here at Jesuit High School, “Loyola” can be seen on numerous plaques or signs, and found in print in school documents, but the tradition and legacy of Ignatius Loyola is somewhat mysterious to many. This course seeks to introduce the spiritual experience, charisms, and theology of Ignatius Loyola by studying his life and legacy to the Christian people.

Our study will primarily hinge upon the Ignatian vision of God, his method of discerning God’s Will, and of service to others, as found through the rich tradition of The Spiritual Exercises of St. Ignatius. This course will further explore this vision which has been specifically incorporated into the spirituality, ministerial tradition, governance, and lifestyle of Jesuits as proposed in the Constitutions of the Society of Jesus, written by Ignatius himself; through decisions for the magis found throughout Jesuit history; in the Jesuit philosophy of education; and in such lay movements as the Christian Life Community.

### Theology 4: Introduction to Ethics

Grade Level: 12  
Length: One Semester only  
Type of Course: Elective  
Criteria for Enrollment: Fulfills semester elective requirement

During this elective semester-long course, the student will be introduced to the philosophical study of ethics as well as the study of moral theology as it exists within the Catholic Church. Students will analyze various approaches to the study of ethics from Plato and Aristotle and Aquinas and Kant, Locke and Mill. Students will analyze critical moral issues of the modern era and be challenged to incorporate the five characteristics of the Profile of the Graduate at Graduation.

### Theology 4: World Religions

Grade Level: 12  
Length: One Semester  
Type of Course: Elective  
Criteria for Enrollment: Fulfills semester elective requirement

This course examines the major religious traditions in the contemporary world: Hinduism, Buddhism, Judaism, Islam, Christianity, and others. The cultural, historical, political and spiritual aspects of each religion will be explored with a focus on their specific religious expressions. The historical foundations, major themes, basic beliefs, sacred writings, and various rituals of each tradition will be discussed. In addition, this course will help the students in their introductory college level social studies, liberal arts, and philosophy classes.

### Theology 4: Liturgy Workshop

Grade Level: 12  
Length: Two Semesters  
Type of Course: Elective (substitutes for required Core course and elective)  
Criteria for Enrollment: Audition; Intermediate Chorus recommended

This two semester course gives students the basic scriptural, liturgical, communications, musical, and ministerial skills necessary for planning vibrant, nourishing liturgies. Students are expected to become competent liturgical ministers and music ministers for the Church of the twenty-first century.

Using the liturgical cycle, the class members will discover the richness of the Catholic ritual through hands-on preparation, planning and executing liturgies in school and parish settings. Students acquire an academic understanding of the nature, history, structure, and rationale underlying Catholic liturgy. Students will study, pray, and reflect on their faith experience using the Hebrew and the Christian Scriptures. Students are encouraged to hone their basic skills in sight singing (solfeggio), ear training, cantoring and accompanying the liturgical ensemble.

## FINE ARTS DEPARTMENT

### ART APPRECIATION AND HISTORY

#### Art of Diverse Cultures 1A/1B

Grade Level: 9 - 12  
Length: Two Semesters  
Type of Course: Elective; both semesters  
fulfill UC/CSU VPA requirement  
Prerequisite: N/A

This course is designed to give the student a basic cultural literacy and to explore the major non-western styles of art forms from prehistoric times to the 20<sup>th</sup> century. Major topics and basic terms will be studied within each culture grouping. The first semester will focus on Africa, the Near East, and India; the second semester, the Pacific Rim. The course will stress the acquisition of perceptual and critical skills, the analysis and interpretation of style and meaning, and the ability to make and support personal decisions about works of art.

#### AP Art History

Grade Level: 10, 11, 12  
Length: One Year  
Type of Course: Elective; both semesters  
fulfill UC/CSU VPA requirement  
Prerequisite: N/A

This course is designed as an historical survey of selected works of painting, sculpture and architecture from antiquity to present. This two semester course forms an introduction to the major artistic movements in world art as well as to the study of art history. The course will stress the acquisition of perceptual and critical skills, the analysis and interpretation of style and meaning, and the ability to make and support personal decisions about works of art.

#### The Art of Film A/B

Grade Level: 9 - 12  
Length: Two semesters  
(one year curriculum)  
Type of Course: Elective; both semesters  
fulfill UC/CSU VPA requirement  
Prerequisite:

This course is designed to give the student a basic "cineliteracy." Students will explore the major language systems and spectrum of techniques used by filmmakers in conveying meaning, all the while viewing, analyzing, critiquing, and appreciating several major filmworks of the twentieth century. First semester students learn how to engage in

close reading of films, the cinematic terminology associated with film, and begin to build a historical knowledge of the development of film and film history. Second semester students will learn the work of well-known directors of major films in film history, and they will learn the use of the camera, lighting, sound and setting in films, and the rudiments of film and video production. Besides the daily viewing and critiquing of major films, students explore previsualization techniques such as storyboarding and screen writing in order to produce and direct a short film themselves. Consequently, students will concentrate on important film makers and video production. This major class project will take place in small groups.

### STUDIO ART

#### Studio Art 1A/1B - Introduction to Drawing / Painting

Grade Level: 9 - 12  
Length: Two Semesters  
Type of Course: Elective; both semesters  
fulfill UC/CSU VPA requirement

This course is designed to give beginning art students (including students with disabilities) a hands-on introduction to the fundamental elements involved in art, such as the use of line, value, texture, composition, scale, proportion, perspective and foreshortening. Students also learn how to use different media; for example, charcoal, pencil, ball-point pen, pastel, brush & ink, watercolor, and acrylic. Students will be introduced to numerous cultural and historical styles and concepts. Students are given a broad range of subject matter to which they may apply these elements and media; various still-life set-ups, landscape and the figure, all of which will provide the framework for students to expand on their skills, strengthen their personal artistic vision, and broaden their understanding of art. Through critiques, students will display the ability to aesthetically value and appreciate works of art, as well as understand the relationship between art, culture, and history.

**Studio Art 2A/2B - Advanced Drawing / Painting**  
 Grade Level: 9 - 12  
 Length: Two Semesters  
 Type of Course: Elective; both semesters  
 fulfill UC/CSU VPA requirement  
 Prerequisite: Studio Art 1A / 1B,  
 or consent of instructor

This course designed to allow students to broaden their knowledge of media and art skills and to apply this knowledge to strengthen their ideas and concepts. This course will continue to explore representational art through observational drawing and painting and introduce the student to non-representational art methods and concerns. The student will also explore conceptually based art work. The course will be based on a given series of projects to which the student responds. Students will be introduced to numerous cultural and historical styles and concepts. All students, on certain projects, will use the same medium for the work; on other projects students will search for the medium that they feel best expresses the intent of the project and / or the conceptual concerns present in the work. Students in the second semester will propose a series of work based on ideas / concepts generated by the student, all of which will provide the framework for students to expand on their skills, strengthen their personal artistic vision and broaden their understanding of art. The student chooses the media and method of execution that best expressed the intent of the proposed work. The student completed a series of studies prior to beginning each project. Through critiques, students will broaden the ability to aesthetically value and appreciate works of art, as well as understand the relationship between art, culture, and history.

**THEATER**

**Dramatic Arts 1A / 1B**  
 Grade Level: 9-12  
 Length: Two Semesters  
 Type of Course: Elective (evening seminar)  
 Prerequisite: Audition or presentation of  
 technical proposal

The course is designed to introduce the art of the actor through performance. Through various processes each student will discover what is encompassed in the history of drama and the dramatic profession. The course content centers around an introduction to the history of theater, theatrical directing, acting, technical production, and dramatic criticism. Through reading of the textbook and scripts; writing essays and scripts;

design, acting, and lecture students will have a beginning understanding of the history of drama and the dramatic profession.

**ORCHESTRAL MUSIC**

**Instrumental Music - Beginning Band**  
 Grade Level: 9-10  
 Length: One Year  
 Type of Course: Elective - fulfills UC/CSU  
 VPA requirement  
 Prerequisite: Instructor permission

Students will discover the world of music through hands on work with a concert band instrument. Music terminology, rhythmic figures and basic reading skills will be learned to further enhance this experience. Instrumental Music is considered a performing group. Students will develop and refine individual skills to prepare them to function as a member of a musical ensemble. Students are required to perform in concert venue performances. Instruments being offered include wind, percussion, and string. Successful completion of this course will give the student the skills necessary to enroll in one of the other music course offerings such as Concert Band or Orchestra.

**Concert Band**  
 Grade Level: 9 - 12  
 Length: One Year  
 Type of Course: Elective - fulfills UC/CSU  
 VPA requirement  
 Prerequisite: Audition and Instructor permission

This one year course is designed to explore the major musical styles of contemporary music of the 20th century. It is designed as both a performance class and an intermediate to advanced level instructional course for wind, percussion, and keyboard players. The class may include normal brass, woodwind, and percussion instruments or be limited to MIDI instruments only. Study will include, but not be limited to, listening, lecture, and actual public performance. During the year, students will develop and refine individual skills as well as developing as a musical ensemble.

### **Symphonic Band**

Grade Level: 9 - 12  
Length: One Year  
Type of Course: Elective - fulfills UC/CSU  
VPA requirement  
Prerequisite: Audition and Instructor permission

This one year course is designed to explore the major musical styles of western music from baroque times through contemporary music of the 20th century. It is designed as both a performance class and an advanced level instructional course for wind, percussion, and keyboard players. Study will include, but not be limited to, listening, lecture, and actual public performance. During the year, students will develop and refine individual skills as well as developing as a musical ensemble.

### **Orchestra**

Grade Level: 9 - 12  
Length: One Year  
Type of Course: Elective - fulfills UC/CSU  
VPA requirement  
Prerequisite: Audition and Instructor permission

This one year course is designed to explore the major musical styles of western music from baroque times through contemporary music of the 20th century. It is designed as both a performance class and an intermediate to advanced level instructional course for wind, percussion, and keyboard players. The class may include normal string, brass, woodwind, and percussion instruments or be limited to MIDI instruments only. Study will include, but not be limited to, listening, lecture, and actual public performance. During the year, students will develop and refine individual skills as well as developing as a musical ensemble.

### **Jazz Ensemble**

Grade Level: 9 - 12  
Length: One Year  
Type of Course: Activity  
Prerequisite: Audition; concurrent enrollment  
in Concert Band, Orchestra, or Symphonic Band;  
and Instructor permission

This one year course is designed to explore the major traditional and contemporary styles of jazz music of the 20th century through listening and performance. It is designed as both a performance class and the most advanced level instructional course for wind, percussion, and keyboard players.

### **Pep Band**

Grade Level: 9 - 12  
Length: One Year  
Type of Course: Activity  
Prerequisite: Instructor permission

This one year course is designed to provide students with an opportunity to develop both their musical skills and their social skills while at the same time participating in a co-curricular activity similar to that of after school sports. The Pep Band promotes school spirit and pride by playing music at all home football and basketball games. Sporting their distinctive PBJ shirts (Pep Band, Jesuit), the "Band" is the anchor of the famous Sixth Man and is also featured during rallies and other school events. As a musical group which performs for sporting and school events, Pep Band does not satisfy the UC and CSU freshman eligibility requirements in visual and performing arts.

### **VOCAL MUSIC**

#### **Choral Music**

Grade Level: 9 - 12  
Length: Two semesters  
Type of Course: Elective - fulfills UC/CSU  
VPA requirement  
Prerequisite: Open to all students able to sign  
choral music; consent of instructor

This one year course is designed to provide the musical theory, application and appreciation necessary for the student to participate in vocal ensemble. This course is open to students with little or no prior training in music. Students will learn the correct use of the singing voice and the development of style in singing. Students are required to perform in multiple concert venues. Successful completion of this course will give the student the skills necessary to enroll in one or the other music offerings such as Intermediate Chorus.

#### **Concert Chorus**

Grade Level: 9 - 12  
Length: Two semesters  
Type of Course: Elective - fulfills UC/CSU  
VPA requirement  
Prerequisite: Audition; Choral Music recommended

This one year course is designed to provide the musical theory, application and appreciation necessary for the student to participate in a vocal ensemble. This course is open to students with basic training in vocal music. Students will learn and further refine the correct use of the singing voice and the development of style in singing.

Students are required to perform in multiple concert venues. Successful completion of this course will give the student the skills necessary to enroll in one of the other music course offerings such as Choral Workshop.

### **Choral Workshop**

(Refer to Liturgy Workshop listing under Theology Department)

AP Music Theory

Grade Level: 11 - 12  
Length: Two semesters  
Type of Course: Elective - fulfills UC/CSU VPA requirement  
Prerequisite: Audition, application, and Choral Music recommended

This one year course is designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The course will seek to instill mastery of the rudiments and terminology of music, including notation; intervals; scales and keys; chords; metric organization and rhythmic patterns. Students will listen to a wide variety of music, including not only music from standard Western tonal repertoire, but also contemporary, jazz, and popular music, and the music of non-western cultures.

### **Chamber Ensemble**

Grade Level: 11 - 12  
Length: Two semesters  
Type of Course: Elective - fulfills UC/CSU VPA requirement  
Prerequisite: Audition, application, a GPA of at least 3.0, an English grade of B or better, and successful completion of beginning and intermediate choir or permission from the instructor.

The Chamber Singers Ensemble is Jesuit High School's honors performance choir. The course is geared towards qualified students who wish to achieve the highest levels of performance through a comprehensive, systematic, and intensive study of the art of solo and ensemble singing. Students will be expected to learn important choral works from the Western classical canon, exercise critical analytical skills, explore histories of repertoire, cultivate and maintain a professional work ethic, and synthesize information through extensive written assignments, exams, and a major concert performance. Students will learn how to apply acquired knowledge of music theory and singing technique in order to achieve the optimal levels of performance. Successful completion of this year-long course will earn them UC-approved honors credit. Admission is contingent upon a successful vocal audition, a GPA of at least 3.0, an English grade of B or better, and a solid character recommendation. Prerequisites: successful completion of beginning and intermediate choir (Men's Chorus & Concert Choir) or its equivalent, or permission from the instructor.



# ENGLISH DEPARTMENT

Jesuit High School requires eight semesters of English for graduation. The goals of the department are twofold. The primary focus is to assist the students in developing an increasing control, power, and purpose over their written work. Students should be able to respond to a variety of writing "occasions" in clear and precise prose which exhibits an individual voice and focus. The second goal is to expose students to a body of accumulated literature and various displays of humanity therein. The goal is to experience literature of lasting human value which ultimately leads to a conclusion that humanity is of inestimable worth, that we live in a universe which is constantly unfolding and revealing itself to us, and that we are called in all instances to be human and merciful and just.

## Criteria for AP and XL Enrollment

**English 1XL** placement will be determined by previous grades in middle school/junior high, the HSPT scores, and score on the Jesuit English placement test essay.

**English 2XL, AP English 3, and AP English 4 courses in the English Department require applications to the Department.** This process is initiated by the student and includes several steps. Students are asked for a paragraph indicating their overall interest and aptitude for honors work, a self evaluation, and a sample of their writing. Additionally, students are evaluated on their grades in English, class rank, standardized test scores, and a recommendation from their current teacher.

### English 1

Grade Level: 9  
Length: One Year  
Type of Course: Core graduation requirement

Freshman *English* has four goals: (1) to begin a systematic approach to writing; (2) to master certain grammatical material that will aid in the development of composition skills, (3) to begin to develop the students' working vocabulary in speech and writing; and 4) to identify certain literary concepts through exposure to a wide variety of literary genres. To these ends, students will engage in a course of study that includes reading, analysis, and evaluation of drama, poem, short story, and novel. This course will present students with writing assignments and strategies that will help them to develop a personal writing voice that allows for increasing control, variation, purpose and insight. The second goal of the English curriculum is to expose students to literature of the world, across the ages, and representing the recurring issues of humanity. Through the study of various forms, students will become familiar with literary genres and begin the study of the vast body of literature available. Literature study will be rooted in works which present occasions to respond humanly and as people of faith.

### English 1XL

Grade Level: 9  
Length: One Year  
Type of Course: Core graduation requirement

This course is an accelerated version of the normal freshman English curriculum. Students follow the normal course including literature study,

composition, grammar and vocabulary but in greater detail, quantity, and with greater rigor. This is a two-semester course requiring departmental approval for placement. Placement into English 1XL will be determined by previous grades in middle school/ junior high, the HSPT scores, and score on the Jesuit English placement test essay.

### English 1A/1B

Grade Level: 9  
Length: One Year  
Type of Course: Core graduation requirement

Students who are determined to be "at-risk" upon entry into the English program (based on placement test results, standardized test results, grades and writing samples) are candidates for Double English. The course adds a second English class to the normal incoming freshman language curriculum. The foreign language requirement is waived to the second year and students have two English classes for the year. English 1A focuses on the vocabulary, literature, and composition skills of the freshman curriculum. English 1B focuses on the grammar and composition skills of the freshman curriculum. Both courses place emphasis on note-taking and study skills.

### English 2 World Literature / Composition

Grade Level: 10  
Length: One Year  
Type of Course: Core graduation requirement

Sophomore English continues to reinforce the course of study begun in the freshman year. This course covers four essential areas of instruction:

world literature, grammar, composition, and vocabulary. Within these four areas, students will broaden their understanding and appreciation of increasingly more complex forms of writing through their reading of a variety of genres and exploration of a variety of themes in world literature. Students will focus on the foundations of diverse cultures through an integrated program which includes vocabulary development, critical reading, analytical writing, grammar, speaking and listening. Students will also complete a research project intended to introduce them to basic library research methods.

### English 2XL

Grade Level: 10  
Length: One Year  
Type of Course: Core graduation requirement  
Prerequisite: Application/department approval required

This course is an accelerated version of the normal sophomore English curriculum. Students critically analyze the various genres of literature expanding into poetry, essay, short story, novel and drama. Students also study a Shakespearean play and the Elizabethan theater. As with Freshman XL, students will follow the normal course of study for sophomore year but in greater detail, quantity, and with greater rigor. This is two-semester course requiring department approval for placement.

### English 3: American Literature/Composition

Grade Level: 11  
Length: One Year  
Type of Course: Core graduation requirement

This course compliments *American History* which is the focus of junior-year social studies. The course will survey significant authors and works from the Puritans to the Moderns. Composition is focused on literary analysis (but includes and reinforces skills acquired in the first semester). The course covers the full range of American literary genres (poem, short story, essay, drama, and novel). Vocabulary study aimed at increasing spoken and written proficiency will continue. This course also advances the composition program by adding several modes, and formalizing the study of composition. Students will be developing the ability to respond to a number of writing situations (including assessment using the **University of California**, Analytical Writing Placement Examination (AWPE) and grading criteria) choosing appropriate modes, expressing themselves clearly and with a distinguishable voice. The course focuses on a variety of methods including both reading and writing journals, writers' workshop, and peer evaluation (in collaborative

workshop). Critical analysis of the various literary genres is also included. Vocabulary study aimed at increasing spoken and written proficiency will continue.

### AP English 3: Language and Composition

Grade Level: 11  
Length: One Year  
Type of Course: Core graduation requirement  
Prerequisite: Application/department approval required

This is a college-level course open to juniors with an emphasis on intensive study of language and composition. Students will learn a number of skills designed to assist them with the stylistic analysis of various pieces of nonfiction. Students will then be asked to synthesize their analysis in both verbal and written response. Additionally, students will read and study material from all genres of American Literature. Students will take the **Advanced Placement Language and Composition Examination** in the spring (for college credit). **This course meets the University of California requirements for an Advanced Placement course.** Course placement is by department approval.

### AP English 4: Literature and Composition

Grade Level: 12  
Length: One Year  
Type of Course: Core graduation requirement  
Prerequisite: Application/department approval required

This is a college-level course open to seniors with an emphasis on intensive study of the various genres of world literature. The students will be challenged to critically analyze and synthesize materials and respond verbally and in composition. Students will take the **Advanced Placement Literature and Composition Examination** in the spring (for college credit). This course meets the **University of California** requirements for an **Advanced Placement** course. Course placement is by department approval.

### Senior Electives

(NOTE: Not all courses are offered every year)

### English 4: Shakespeare

Length: One Semester  
Type of Course: Elective

We will take an insightful look at the English playwright, reading four plays and one in conjunction with what is playing in Ashland. Interested students would have the opportunity to travel north to view some Shakespeare live! We will

also have the opportunity to view local performances and videos; as well as examine different forms of Shakespearean adaptation. We will explore his life and times, his poetry and his prose equally, his inventions and conventions and his most amazing gifts as an author. Tentative plays: *Much Ado About Nothing*, *Taming of the Shrew*, *Merchant of Venice*, *Midsummer Night's Dream*, *Othello*, and *Hamlet*.

**English 4: Poetry: Composition and Criticism**  
Length: One Semester  
Type of Course: Elective

This course provides an intensive introduction to the theory, criticism, composition, and performance of poetry. Students will read, listen to, analyze, write, and recite poetry in both the narrative and lyrical modes. Students will become familiar with a variety of poetic forms, including the ballad, ode, sestina, and sonnet, as well as examples of free verse. Students need not have prior experience or special aptitude, just a willingness to develop an understanding and appreciation of poetry.

**English 4: The Hero's Journey in Myth, Literature & Film**  
Length: One Semester  
Type of Course: Elective

Prometheus ... Dr. Frankenstein ... Hamlet ... Batman ... Icarus ... Luke Skywalker ... Ebenezer Scrooge ... Dante ... Fox Mulder ... Odysseus ... Indiana Jones ... Leander ... Gilgamesh ... Truman Burbank... This senior English elective traces the evolution of Heroes as they progress from the earliest mythic stories of ancient civilizations to their modern-day counterparts in literature and film. Using a wide variety of excerpts as examples, we will apply the principles of archetypal criticism to each work as we discuss the path of the hero, the anti-hero, his shadow, and his feminine counterpart, all the while connecting their stories to our own stories of initiation, growth, quest, challenge and victory.

**English 4: Creative Writing: Short Stories**  
Length: One Semester  
Type of Course: Elective

This course will focus on the strategies and tools used to create short fiction. As a process of writing their own short stories, students will read and analyze the fiction of authors such as Poe, Hemingway, Chopin, Bradbury, Boyle and Soto. Students will also explore the different elements and genres of the short story as a way to find their own style and voice. While the reading and

studying of the writers is a valuable aspect of the course, the final outcome is for each student to have a polished draft of an original work. Thus, the course will, at times, be conducted as a workshop where collaboration is required. The only requirements for this course are creativity and a love for reading and writing.

**English 4: Psychological Realism (Horror in Literature, Film, and Performance)**  
Course Length: One Semester  
Type of Course: Elective

This course examines aesthetic horror literature (prose and poetry), film, television, and radio play. Students will study the works of such authors as Mary Shelley, Edgar Allan Poe, Bram Stoker, Lord Dunsany, Henry James, H.P. Lovecraft, William Faulkner, William Peter Blatty, Stephen King, Peter Straub, and John Ajvide Lindqvist. The course will attempt to identify what constitutes the horrific in particular cultures and to determine the aesthetic appeal and social purpose of horror. That is, students will attempt to answer the following questions: What is horrifying? Why do we enjoy being frightened? What social issues does horror address? At the end of the course, students will be required to formulate their own theories of horror.

**English 4: Modern American Literature**  
Length: One Semester  
Type of Course: Elective

This single semester course is not a survey of American literature, but rather we will look at select authors in fiction, poetry and drama thoroughly instead of many others slightly. This class will take an in-depth look into the life and times of the author as well as the study of style, themes, unforgettable characters, and language of his/her work. Through critical reading and analysis, in-depth writing and class discussion, the class will embark on the journey of such authors as Ernest Hemingway, Lorraine Hansberry, and T.S. Eliot.

## WORLD LANGUAGES DEPARTMENT

Students are given a choice from among three world languages: Modern French, Spanish and classical Latin. Students are required to take a minimum of three years of one language or two years each of two languages. Four years are offered in all languages. Third year French or Spanish Honors course enrollment is contingent upon student's prior performance (minimum grade of B and teacher recommendation). The criteria for acceptance in Spanish 4, AP Spanish and French 4(H) is the successful completion of level three course and/or teacher recommendation, whereas AP Latin is offered by invitation only. NOTE: All AP and Honors classes require a special application.

### Latin 1

Grade Level: 9  
Length: One Year  
Type of Course: Core Course

Latin 1 is a beginning course, which teaches Latin through reading. Students engage in the following activities: reading Latin aloud and silently, translating Latin sentences into English and vice-versa; memorizing and using vocabulary; developing listening skills; studying the history and origin of English words derived from Latin; and learning about Roman Family Life and the Roman Empire.

### Latin 2

Grade Level: 10  
Length: One Year  
Type of Course: Core Course

Latin 2 continues the work of Latin 1. The first part of the course reviews the grammar and vocabulary learned in the first year in the context of new stories and exercises. Then, new grammar is introduced: including the subjunctive mood and consequent grammar; deponent verbs; gerund, gerundives, etc. The student is expected to read increasingly more sophisticated Latin and to develop an increased appreciation of Roman culture.

### Latin 3 Honors

Grade Level: 11  
Length: One Year  
Type of Course: Core Course

Latin 3 reviews and completes the grammar and skills learned in Latin 1 and Latin 2 and explores different genres of Roman Literature. Students will meet Cicero, Caesar, Vergil, Livy, and Ovid.

### AP Latin 4 - Vergil

Grade Level: 12  
Length: One Year  
Type of Course: Honors Elective Course

Latin 4 - AP prepares the student for the Latin Advanced Placement Exam in Vergil. It is a reading course in Vergil's Aeneid. Books I, II, and IV are read and studied in detail; selections are read from Book VI. The entire work is read during the summer before starting the course and repeated again during the school year. In Book I, the student is introduced to the versification of epic poetry, including special syntax and epic forms, scansion, poetic figures of speech and vocabulary. Throughout the year the student will study and discuss Vergil's ideals and themes as expressed in the Aeneid, the political social, and literary world of Augustan Rome. Aeneas as a Roman heroic ideal, mythology, and the basic human problems and values embedded in ancient culture will also be discussed.

### French 1

Grade Level: 9  
Length: One Year  
Type of Course: Core Course

The course introduces the basic grammatical structures of the French language and develops listening, speaking, reading and writing skills, as students learn vocabulary pertaining to simple, selected topics of discussion. An introduction to the culture of France and other French-speaking countries is an integral part of the program.

## **French 2**

Grade Level: 10  
Length: One Year  
Type of Course: Core Course

The course is designed to continue the mastery of basic linguistic structures and further develop and strengthen the communication skills in modern French. Grammar, vocabulary, pronunciation and cultural information are organized around this purpose. Speaking, listening, reading and writing skills will be developed through greater usage of the target language; films, audio and online resources are utilized in addition to the book.

## **French 3**

Grade Level: 11  
Length: One Year  
Type of Course: Core Course

This course is designed to continue to reinforce and expand the student's fluency in French while encouraging their personal reaction to and active participation in the learning process. This course is a general review of the basics in French grammar presented in French 1 and 2. Using the knowledge acquired during the first two years, the students will be able to write a number of creative essays, to read books in French, and to present oral reports on given topics. Cultural information will continue to be presented.

## **French 3 Honors**

Grade Level: 11  
Length: One Year  
Type of Course: Honors Core Course

This course is designed as a preparatory class for French 4 Honors. The main purpose of this course is to deepen the communication skills in Modern French. The course will help the students to strengthen: a) Practical speaking skills (asking for information, giving personal opinions); b) Listening skills (understand more complicated exchanges such as newscasts, advertising); c) Reading skills (including reading a short novel in French); d) Writing skills (with guidance students will be able to write reports, descriptions, personal letters).

## **French 4 Honors**

Grade Level: 12  
Length: One Year  
Type of Course: Honors Elective Course

The French 4 Honors language course is designed for those who have chosen to develop their proficiency in French. The course emphasizes the use of language for active communication and has the following objectives: a) ability to understand spoken French in various conversational situations;

b) development of a French vocabulary sufficient for reading newspaper and magazine articles, literary texts and other non-technical writings without dependence on a dictionary; c) ability to express oneself in French both in speech and in writing, accurately and resourcefully with reasonable fluency. The course content reflects intellectual interests shared by the students and teacher (arts, current events, literature, sports). The course seeks to develop language skills that can be applied to various activities and other disciplines.

## **Spanish 1**

Grade Level: 9  
Length: One Year  
Type of Course: Core Course

The course is designed to introduce and lay the foundation of the Spanish language and the Hispanic world. These objectives are accomplished through a variety of activities: cooperative learning drills, oral and written assignments; and reading and listening comprehension exercises.

## **Spanish 2**

Grade Level: 10  
Length: One Year  
Type of Course: Core Course

The course is designed to strengthen the foundations started in Level 1. Our goal is to develop greater facility with all aspects of the target language; reading, writing, listening, and oral comprehension. This is accomplished through greater usage of the target language by both teacher and student. Films, current events, and cultural discussions are used to better understand the Hispanic culture.

## **Spanish 2(XL)**

Grade Level: 10  
Length: One Year  
Type of Course: Core Course  
Prerequisite: Department approval

This course is an AP directed class for students who desire a more intensive experience of the Spanish language and culture. To enhance foreign language acquisition, most of the class will be taught in the target language. To develop language proficiency verbal, auditory, reading, and writing exercises will be presented at an advanced level.

**Spanish 2A/B**

Grade Level: 10, 11, 12  
 Length: Two Years  
 Type of Course: Core Course  
 Prerequisite: Department approval

This course is designed for students needing more time with foreign language acquisition. It is a two-year course, in which the curriculum of Spanish I and II will be completed. To accommodate the varied learning styles, class size consideration will be given.

**Spanish 3**

Grade Level: 11  
 Length: One Year  
 Type of Course: Core Course

This course is designed to reinforce comprehension and utilization of the language. This is accomplished through cooperative learning exercises, oral reports and presentations. Audio-visual materials are used to improve comprehension and develop better writing skills. A variety of readings are provided to capsule the student's understanding of the language and culture of the Hispanic world.

**Spanish 3 (Honors)**

Grade Level: 11  
 Length: One Year  
 Type of Course: Honors Course

This class is designed as a preparatory class for Advanced Placement Spanish IV. The main focus is developing oral, listening, writing, and reading skills. To fulfill these goals, a wide variety of cooperative learning exercises are utilized in conjunction with oral reports, audio self-taping, writing exercises, and readings from throughout the Hispanic world.

**Spanish 4**

Grade Level: 12  
 Length: One Year  
 Type of Course: Core Course

This class is designed to offer an opportunity for the student at Jesuit High School, who has not chosen the advanced placement track, to continue his education in the Spanish language. Emphasis will be placed on fostering an appreciation for the Spanish speaking world's language and culture and enforcing the student's confidence in their ability to communicate in the target language. The expected outcome being that their interest in learning Spanish will continue outside the doors of our classroom through self motivation.

**AP Spanish 4: Spanish Language**

Grade Level: 12  
 Length: One Year  
 Type of Course: Honors Elective Course

This course is designed to assist the fourth year students in developing university level communication proficiencies. The communicative skills emphasized are oral, listening, writing proficiency, and reading. These talents must be exhibited on a wide variety of subjects. To accomplish these goals a wide range of cooperative learning drills are used in conjunction with oral reports, audio self-taping, writing exercises, films to critique in an essay form, readings of various literary figures of the Hispanic world and listening to a wide range of Hispanic musicians to improve their comprehension skills.

## MATHEMATICS DEPARTMENT

The Mathematics Department at Jesuit High seeks to give students a fundamental appreciation of the techniques of mathematical problem solving and reasoning. Three years of math (Algebra 1, Geometry, Algebra 2) are required for graduation, and most students elect to take a fourth year. Many college majors require at least one year of calculus, and students are encouraged to continue their math study through senior year in order to be as flexible as possible in choosing courses in college.

### **Algebra 1 B**

Grade Level: 9  
Length: Two semesters  
Type of Course: Lower division course required for graduation of students that do not meet the prerequisites of the regular Algebra 1 course  
Prerequisite: None  
Criteria for Enrollment: Enrollment is based on entrance examination math score and grammar school math GPA, and standardized test scores.

This program was developed for students who, by the nature of their mathematical backgrounds and maturity, can expect to learn Algebra 1 more effectively by having it presented at a slower pace. The course follows the general goals and objectives of the regular Algebra 1 course. However, the additional time will allow the teacher to give attention to the varying remediation needs of the target students. Students begin this course during the summer prior to the 9th grade.

### **Algebra 1**

Grade Level: 9  
Length: One year  
Type of Course: Lower division course required for graduation  
Prerequisite: Proficiency in basic operations of arithmetic  
Criteria for Enrollment: Enrollment is based on entrance examination math score and grammar school math GPA, and standardized test scores.

Algebra 1 is a traditional course in elementary algebra with an emphasis on problem solving. The course falls into four basic parts: 1) the four operations on real numbers and their use in the solution of simple equations and related problems; 2) polynomials, factoring, and fractions, leading to the solution of more complicated problems; 3) inequalities, functions and relations, and systems of open sentences; and 4) irrational numbers and quadratic functions and equations.

### **Algebra 1 XL**

Grade Level: 9  
Length: One year  
Type of Course: Lower division course required for graduation  
Prerequisite: Elementary school Algebra course; satisfactory elementary school GPA  
Criteria for Enrollment: Approval of Department Chairperson; superior Algebra placement examination scores, elementary school GPA, standardized test scores

The course follows the general goals and objectives of the regular Algebra 1 course. However, particular detail is given to the proofs of several theorems and their applications. In addition, advanced topics of algebra are introduced: absolute value equations and inequalities; polynomial functions and their graphs; analytic techniques to explore various curves; other topics. Finally, students will be given challenge problems designed for curricular enrichment and requiring independent study and research.

**Geometry**

Grade Level: 10  
Length: One year  
Type of Course: Core lower division course required for graduation  
Prerequisite: Algebra 1  
Criteria for Enrollment: Passing Algebra 1 with a C or better, teacher recommendation and adequate performance on the assessment exam.

The course reviews the base concepts, terminology and notations involved in geometry. Both abstract and practical aspects are covered. The subject is explained and developed as an organized system, building from a beginning with the three undefined terms, (point, line and plane), using them in definitions and postulates, and then finally, in proved theorems. Definitions, postulates, and theorems are systematically brought into the course along with the subjects to which they pertain. Also, algebraic and arithmetic methods and relationships are employed throughout the course. In this way, algebra skills are maintained and the students are better prepared to enter into the geometric aspects of advanced algebra, trigonometry, analytic geometry, and calculus.

**Geometry B**

Grade Level: 10  
Length: One year  
Type of Course: Core lower division course required for graduation  
Prerequisite: Algebra 1  
Criteria for Enrollment: Passing Algebra 1B with a C or better and teacher recommendation.

This program was developed for students who, by the nature of their mathematical backgrounds and maturity, can expect to learn Geometry more effectively by having it presented at a slower pace. The course follows the general goals and objectives of the regular Geometry course. However, the additional time will allow the teacher to give attention to the varying remediation needs of the target students.

**Geometry XL**

Grade Level: 9, 10  
Length: One year  
Type of Course: Core lower division course required for graduation  
Prerequisite: Passing Algebra 1 with an A (95% or better) or Algebra 1(XL) with a B (85% or better), teacher recommendation and adequate performance on the assessment exam.  
Criteria for Enrollment: Teacher recommendation; satisfactory national test scores including math and reading comprehension; Department approval required.

Geometry XL is a one-year course developed for students who can benefit from a geometry course that moves at a faster pace. The problems set will cover topics in a more thorough manner than regular geometry. As a comprehensive course in Euclidean plane geometry, the class examines the elemental geometric figures: line, angle, triangle, polygon and circle. The class also examines their properties: parallelism, perpendicularity, congruency and similarity. Additionally, logical reasoning and spatial visualization skills are developed to prepare students for further study in Mathematics and the application of skills to the solution of practical problems. The course provides extensive experience with the devising, presentation and defense of student proofs and the theoretical consideration of the nature of proof. Algebra 2 material and more advanced Trigonometry is also previewed during the second semester to facilitate a smooth transition into Algebra 2 Honors the next academic year.

**Algebra 2**

Grade Level: 10, 11  
Length: One year  
Type of Course: Core upper division course required for graduation  
Prerequisite: Algebra 1, Geometry  
Criteria for Enrollment: Passing Geometry with a C- or better, teacher recommendation and adequate performance on the assessment exam.



The first part of the course reviews basic terminology, notations, concepts, skills and applications of elementary algebra by examination of the real number system. This includes real number concepts and skills involving operations with positive and negative numbers and zero, solution of linear equations, solution of verbal problems, properties of polynomials and rational expressions. Ideas such as set variable, number line, open sentence, ordered pair, equivalent sentences and Cartesian coordinate system are studied and the student is required to demonstrate ability to solve problems involving these concepts.

The second part of the course deals with the concepts of function and relation and emphasizes lines and quadratic relations and functions. The text discussing this material employ symbols, concepts and methods presented in the earlier chapters. Thus, the course continually grows and builds on learned material. Discussions on complex numbers, exponential and logarithmic functions, and an introduction to trigonometry complete the course.

### **Algebra 2 B**

Grade Level: 10, 11  
Length: One year  
Type of Course: Core upper division course required for graduation  
Prerequisite: Algebra 1, Geometry  
Criteria for Enrollment: Passing Geometry B with a C- or better and teacher recommendation.

This program was developed for students who, by the nature of their mathematical backgrounds and maturity, can expect to learn Algebra 2 more effectively by having it presented at a slower pace. The course follows the general goals and objectives of the regular Algebra 2 course. However, the additional time will allow the teacher to give attention to the varying remediation needs of the target students.

### **Algebra 2 Honors**

Grade Level: 10, 11  
Length: One year  
Type of Course: Core upper division course required for graduation  
Prerequisite: Algebra 1, Geometry  
Criteria for Enrollment: Passing Algebra 1 and Geometry with an A (95% or better) or Algebra 1(XL) and Geometry (XL) with a B (85% or better), teacher recommendation and adequate performance on the assessment exam; satisfactory national test scores including math and reading comprehension; Department approval required.

This course follows the description of the regular Algebra 2 course but moves at a much faster pace and covers the material with more depth. In addition to more advanced problems, this course covers conic sections and trigonometry.

### **College Algebra**

Grade Level: 12  
Length: One year  
Type of Course: Core upper division elective course  
Prerequisite: Algebra 1, Geometry, Algebra 2  
Criteria for Enrollment: A grade in Algebra 2 of C- or below or enrollment in Algebra 2B, teacher recommendation, and adequate performance on the assessment exam.  
NOTE: Students passing Algebra 2 with a C or better are ineligible for this course.

For students passing Algebra 2 or Algebra 2B with a C-, College Algebra is a math elective. For students who earned a grade below C- in Algebra 2 or Algebra 2B, this course can be taken in lieu of repeating Algebra 2, and passing with a C- or better would therefore be required for graduation and would not be an elective. The course reviews all of Algebra 2. Additional topics will include angles and their measurements, the unit circle, circular functions and graphs, trigonometric identities and trigonometric applications.

### **Functions, Statistics, and Trigonometry**

Grade Level: 11, 12

Length: Two semesters  
Type of Course: Core upper division elective course  
Prerequisite: Algebra 2  
Criteria for enrollment: Passing Algebra 2 with a C- or above, Teacher recommendation. NOTE: students passing Algebra 2 with a B or better are recommended to take Pre-Calculus and students with a Pre-Calculus grade of C- or better are ineligible for the course

This course is a topic-oriented course focusing on the integration of functions, statistics, and trigonometry with applications of algebra and geometry. Sequences, counting problems, and other topics from discrete mathematics are also covered as well as many topics from a traditional pre-calculus course. This course is designed to strengthen the students' mathematical background in preparing them for pre-calculus or advanced statistics courses. This course may be taken concurrently with pre-calculus with department chair approval.

### **Pre-Calculus**

Grade Level: 11, 12  
Length: One year  
Type of Course: Core upper division elective course  
Prerequisite: Algebra 1, Geometry, Algebra 2  
Criteria for Enrollment: Passing Algebra 2 with a B (85% or better), teacher recommendation, and adequate performance on the assessment exam; satisfactory national test scores including math and reading comprehension

Pre-Calculus mathematics is a course designed for the student who intends to study Calculus or pursue college in the direction of the natural or physical sciences. Traditional topics of algebra are reviewed at the beginning of the course. The properties of algebraic, logarithmic and exponential functions will be developed with great emphasis placed on sketching curves using data such as zeros, asymptotes, and discontinuities. The student is given a rigorous course in trigonometry covering all major topics that are of importance to a future calculus student. Circular functions are developed first, followed by the trigonometric functions of measures of the general angles. Applications of all these topics will be introduced. If time is available, vectors will be covered.

### **Pre-Calculus Honors**

Grade Level: 10, 11, 12  
Length: One year  
Type of Course: Core upper division elective course  
Prerequisite: Geometry, Algebra 2 (usually Honors)  
Criteria for Enrollment: Passing Algebra 2 with an A (95% or better) or Algebra 2(H) with a B (85% or better), teacher recommendation, and adequate performance on the assessment exam; satisfactory national test scores including math and reading comprehension; Department approval required.

The student who has taken Algebra 2 as a sophomore will, on meeting the criteria for enrollment, take Pre-Calculus Honors as a preparation for AP Calculus in the senior year. This course is designed for the student of high ability and motivation who will study all the topics of the regular pre-calculus course but in more depth. In addition to the topics covered in Pre-Calculus, students will be introduced to the trigonometric form of complex numbers, vectors, solving systems of equations and inequalities, the algebra of matrices, determinants, sequences and series, permutations, combinations, and probability, conic sections, parametric equations, and polar coordinates along with selected topics at the discretion of the instructor.

### **Calculus**

Grade Level: 12  
Length: One year  
Type of Course: Core upper division elective course  
Prerequisite: Geometry, Algebra 2, Pre-Calculus  
Criteria for Enrollment: Passing Pre-Calculus with a B (85% or better), teacher recommendation, and adequate performance on the assessment exam; satisfactory national test scores including math and reading comprehension

This course is similar to AP Calculus, but the topics are covered at a slower pace. This course presents a detailed investigation of the two main concepts of a first year study of the Calculus; differentiation and integration. In order to facilitate this investigation, the student will study the properties of algebraic and trigonometric functions; limits and continuity; differentiation; solutions of differential equations; the anti-derivative; definite integration and plane analytic geometry. In each area, applications are made by the student in the use of the Calculus to solve problems in the sciences, economics and business. Development of organizational and analytical skills in problem solving and presentation is stressed.

#### **Advanced Placement Calculus**

Grade Level: 12  
Length: One year  
Type of Course: Upper Division elective course  
Prerequisite: Geometry, Algebra 2, Pre-Calculus  
Criteria for Enrollment: Passing Pre-Calculus with an A (95% or better) or Pre-Calculus Honors with a B (85% or better), teacher recommendation, and adequate performance on the assessment exam; satisfactory national test scores including math and reading comprehension; Department approval required.

This course presents a detailed investigation of the two main concepts of Calculus; differentiation and integration. In order to facilitate this investigation, the student will study the properties of elementary functions (algebraic, trigonometric, exponential, and logarithmic); limits and continuity; differentiation; solutions of differential equations; the anti-derivative; definite integration and plane analytic geometry. In each area, applications are made by the student in the use of the Calculus to solve problems in the sciences, economics and business. Development of organizational and analytical skills in problem solving and presentation is stressed. Students are expected to take the National Advanced Placement test in the last month of the course.

#### **Advanced Placement Calculus (BC)**

Grade Level: 12  
Length: One year  
Type of Course: Upper Division elective course  
Prerequisite: Geometry, Algebra 2, Pre-Calculus, Calculus  
Criteria for Enrollment: Passing Calculus with an A (95% or better) or AP Calculus with a B (85% or better), teacher recommendation; Department approval required.

This course includes a comprehensive review of all topics covered in the AB course (see AB course description included in this catalogue). In addition, the student will study infinite sequences and series and applications of calculus to polar, parametric, and vector functions. Development of organizational and analytical skills in problem solving and presentation is stressed in this course, as in the AB course. Students are expected to take the National Advanced Placement test in the last month of the course.

## PHYSICAL EDUCATION DEPARTMENT

### Physical Education 1/Health and Safety

Grade Level: 9  
Length: One semester  
Type of Course: Graduation requirement

All Freshman must enroll in one semester of Physical Education. The Physical Education program promotes fitness as a lifetime responsibility. Students are given the opportunity to participate in a variety of activities which have lifetime value. While physical ability is not emphasized, however, participation, attitudes, and cooperation (with peers and teacher) are emphasized. The freshman year includes a four week course in First Aid, S.T.D., tobacco and alcohol education, and testicular cancer awareness, which all students must pass to graduate.

### Physical Education 2

Grade Level: 10  
Length: One semester  
Type of Course: Graduation requirement

All Sophomores must enroll in one semester of Physical Education. The sophomore year continues the foundation laid in the freshman year. Sophomores are expected to have an understanding of all physical activities, allowing for advanced skill work in the various units. The sophomore course continues the Health Education curriculum.

### Physical Education 3/4

Grade Level: 11, 12  
Length: One semester  
Type of Course: Upper Division Elective

This one semester course stresses team sports and activities combined with a weight training component. Team sports include: Water Polo, Indoor Soccer, Floor Hockey, Volleyball, Men's Slow Pitch Softball, Team Handball, Golf, Touch/Flag Football and Badminton. Activities incorporate individual and group competitions, with an emphasis on class tournaments. The strength component can be structured to parallel a student's season of sport or individualized to meet a student's personal fitness objectives.

## SCIENCE DEPARTMENT

A balanced core of two and one half years of laboratory science is required of all students. The general course of study includes General Science or Pre-AP Biology taken during the freshman year; Biology taken during sophomore year; followed by Chemistry in the junior year. Students expecting to follow a science-oriented course of study in college are advised to enroll in Physics or Biology 2 in their senior year.

Core science courses include General Science, Biology, Chemistry, and Physics. Other science electives include Pre-Advanced Placement Biology, Biology XL, Advanced Placement Biology, Biology 2 (Anatomy and Physiology), Chemistry Honors, Physics Honors, AP Chemistry and AP Physics. All courses provide students with opportunities to develop skills in using the Scientific Method. The Jesuit graduation requirement of five semesters of laboratory science fulfills the University of California's four semester laboratory science admission requirement.

### General Science

Grade Level: 9  
Length: One semester  
Type of Course: Core Course  
Prerequisites: None

This is an introductory survey course of the disciplines that make up modern scientific thought. This course includes topics from the fields of chemistry, physics, and health science. Points of emphasis include scientific thought and problem solving, metric and unit analysis, an introduction to chemistry (atomic theory, chemical bonding, Periodic table), and an introduction to physics (forces, motion, forms of energy).

### Pre-Advanced Placement Biology

Grade Level: 9  
Length: One semester  
Type of Course: Elective meeting Jesuit High School grad requirement  
Prerequisites: Department Approval

Pre-Advanced Placement Biology is designed as a one semester introductory class for those students intending to take AP Biology in the subsequent academic year. Topics of study include: use of the microscope, diversity of life on the planet, cell structure and function, evolution and natural selection, molecular biology, genetics, reproduction, circulation, respiration, and digestion. Laboratory dissections are an integral part of the course.

### Biology

Grade Level: 10  
Length: Two semesters  
Type of Course: Core Course  
Prerequisites: None

An introduction to General Biology as a laboratory science applying the tools of scientific investigation. Topics include use of the

microscope, diversity of life on the plant, cell structure and function, evolution and natural selection, molecular biology, genetics, reproduction, circulation, respiration, and digestion. Laboratory investigations are an integral part of the course.

### Biology XL

Grade Level: 10  
Length: Two semesters  
Type of Course: Elective meeting Jesuit High School graduation requirement  
Prerequisites: Application / Department approval required

An introduction to General Biology for faster learners involving greater in-depth coverage of the topics indicated above. Student will be prepared to take the SAT II for Biology following this course. Application and department approval required.

### AP Biology

Grade Level: 10  
Length: Two semesters  
Type of Course: Elective meeting Jesuit High School graduation requirement  
Prerequisites: Application / Department approval reqd - successful completion of Pre-AP Biology  
Post-requisite: Student must take AP exam for course credit

AP Biology includes those topics regularly covered in a college biology course for biology majors. This course differs significantly from the regular college-prep Biology course offered at Jesuit High School with respect to the textbook used, the range and depth of topics covered, the intensity and depth of the laboratory exercises, and the time and energy required of each student. The textbook used by this course is a college text used by college Biology majors.

All topics discussed and the amount of each topic covered in this course are representative of the

goals set down by the College Board and the National AP Examination. Accordingly, the goals have been set for percentage coverage of three general areas: molecules and cells, 25 percent; genetics and evolution, 25 percent; and organisms and populations, 50 percent.

### **Biology 2 Anatomy / Physiology**

Grade Level: 12  
Length: Two semesters  
Type of Course: Elective course meeting  
Jesuit High School graduation requirement  
Pre-requisites: Biology and Chemistry

Anatomy/Physiology is a course of study pertaining to the structure and function of the human body. This course may be used as a preparatory for students entering the allied health fields, physical ed, art, psychology or anthropology. This course will provide a conceptual framework in human anatomy and physiology. The theme of the text is homeostasis, how the body manages to integrate all its functions and systems in the daily maintenance of life. This course uses the systemic approach, in which the body systems are studied individually. The text is divided into twenty chapters, which are grouped by common themes into six units.

### **Chemistry**

Grade Level: 11, 12  
Length: Two semesters  
Type of Course: Core Course  
Prerequisites: Biology/Biology XL/  
Pre-AP Biology/AP Biology and Algebra 1,  
Department approval

An introduction to General Chemistry as a laboratory oriented course. Topics studied include mathematical foundations, measurement, matter and energy, atomic structure and theory, The Periodic Law (Periodicity), chemical bonding, chemical formula calculations, writing and balancing chemical equations, stoichiometry, the Gas Laws, Solution chemistry, Acid and Base chemistry, Organic and Nuclear chemistry.

### **Chemistry Honors**

Grade Level: 10 (dept approval), 11  
Length: Two semesters  
Type of Course: Elective course meeting  
Jesuit High School graduation requirement  
Pre-requisites: Biology, Algebra 1 and Geometry;  
requires application - department approval  
Post-requisite: Student must take SAT II for  
course credit; seniors excepted

An Honors section based on the Prentice-Hall Chemistry program, but with greater mathematical content; applications of radiant energy to atomic structure, including orbital hybridization, atomic orbitals, and geometric shapes of molecules.

### **AP Chemistry**

Grade Level: 11, 12  
Length: Two semesters  
Type of Course: Elective course meeting  
Jesuit High School graduation requirement  
Pre-requisites: Application / department approval  
required; Algebra 1, Geometry, and  
Biology (XL) or AP Biology and Chemistry(H).  
Requires application - department approval.  
Post-requisite: Student must take AP exam  
for course credit

A chemistry course designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course differs qualitatively from the usual first secondary school course in chemistry with respect to chemical calculations and mathematical formulation of principles, and the kind of lab work done. Such calculations include percentage composition, empirical and molecular formulas from experimental data; molar masses from gas density; freezing point and boiling point measurements; the gas laws; stoichiometric calculations; mole fractions; electrolysis; equilibrium constants and their applications; standard electrode potentials; and thermodynamics.

### **Physics**

Grade Level: 11, 12  
Length: Two semesters  
Type of Course: Elective course meeting  
Jesuit High School grad requirement  
Pre-requisites: Biology, Chemistry, Algebra 1,  
Geometry; Algebra 2

An introductory course studying the basic principles of our mechanical universe including: mechanics & dynamics, energy, heat, sound, light, optics, electrical applications, magnetism and nuclear physics. Concepts and practical applications are

emphasized with intensive lab activity. A basic understanding of trigonometry is required from Algebra II for success in problem solving and project challenges. If you question your math background for this course, please speak to the instructor.

### **Physics Honors**

Grade Level: 11, 12

Length: Two semesters

Type of Course: Elective Honors course meeting Jesuit High School graduation requirement,

Pre-requisites: Algebra 1, Geometry; Algebra 2, Biology. Concurrent enrollment in Pre-Calculus desired.

Students are encouraged to take the SAT II exam.  
Requires application - department approval required.

An honors-level-accelerated course, with increased emphasis on mathematics including algebra and trigonometry as well as calculus and linear algebra. This course includes a more in-depth exploration and analysis of the scientific method, mechanics, modern physics, one and two dimensional motion (kinematics), Newton's laws of motion, energy, waves, and electromagnetism.

### **AP Physics**

Grade Level: 11 (department approval), 12

Length: **Three semesters**

Type of Course: Elective Honors course meeting Jesuit High School grad requirement,

Pre-requisites: Algebra II Honors (those wishing to take the AP Physics "C" exam will need Honors Pre-Calculus).

Requires special application and dept approval.

Students will prepare for the AP Physics "B" Examination which covers topics in mechanics, electricity and magnetism, thermal physics, waves and optics, and atomic and nuclear physics. Students should note that the Physics B exam is aligned with the pre-med college required Physics course

## SOCIAL SCIENCES DEPARTMENT

The Jesuit Social Studies/History Department believes that the study of this diverse discipline is an essential component of the school's mission to educate "men for others." The exploration of culture, history, geography, economics, politics and human thought creates a deeper understanding of and appreciation for the world and a sensitivity to its people. The Social Studies Department places particular emphasis on promoting the school's mission by focusing on historical and modern issues of social justice.

In the process of educating, it is the goal of the department to develop a core set of fundamental skills, the most important of which are critical reading, writing and thinking. In lower division classes, students learn skills such as efficient note taking, close reading, and proper study strategies. Upper division courses stress research, composition, and oral presentation skills.

Please Note: All Seniors must enroll in Civics and/or Economics to fulfill graduation requirements.

### Global Studies I/II

Grade Level: 9  
Length: Two semesters  
Type of Course: Core Course  
Prerequisites: None

Global Studies focuses on the non-Western regions of the world. Grounded in geography, the course examines the culture, history, politics, economic and social systems of Africa, East Asia (China, Japan), Latin America and the Middle East. Special emphasis is placed on identifying similarities and differences in these cultures, recognizing ethnocentric world views and understanding the impact of these cultures on the United States.

### Global Studies III: Western Cultures

Grade Level: 10  
Length: One semester  
Type of Course: Core Course  
Prerequisites: Global Studies

This survey course covers both Western and Eastern Europe beginning with Greek Civilization and continuing through post-WWII Europe. Students examine Classical Mediterranean, Medieval, Renaissance, Reformation, Exploration and Colonization, the French and Industrial Revolutions, World Wars I and II, and the Cold War eras. Special emphasis is placed on geography, culture, history, politics, economics and social systems.

### United States History

Grade Level: 11  
Length: Two semesters  
Type of Course: Core Course  
Prerequisites: Global Studies I & II

Students will study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of

the Enlightenment on US democratic ideals, students build upon previous study of global industrialization to understand the emergency and impact of new technology and a corporate economy, including the social and cultural effects. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. Students understand that our rights under the US constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

### AP United States History

Grade Level: 11  
Length: Two semesters  
Type of Course: Upper Division Course  
which fulfills grad requirement  
Prerequisites: Application and department approval required

Criteria for Enrollment:  
3.75+ GPA in Social Studies courses; 3.75+ overall GPA; 50+ verbal PSAT or PLAN equivalent; superior recommendations from past teachers

This advanced placement course is a college level course designed for highly motivated juniors. Students enrolled in this class will need to master the content of United States history to succeed on the advanced placement test. Students write several document-based and free response essays to learn strategies for writing college quality essays. The AP test will be given in the middle of May, and students passing this test are given college credit at many universities and colleges. The pace of this class is accelerated, covering one or two chapters per week.



All seniors must have a course in Civics and/or Economics to fulfill the Social Studies graduation requirement.

### **Civics - American Government**

Grade Level: 12  
(or juniors who have completed U.S. History)  
Length: One semester  
Type of Course: Upper Division Course  
which fulfills grad requirement  
Prerequisites: U.S. History

A study of the three main branches of the federal government (Executive, Judicial, and Legislative) and the place of individual citizens within the governmental framework. Special emphasis will be placed on problems facing the government, with in-depth study of selected Supreme Court decisions, the President's war powers, lobbying, the media, and political campaigns.

### **Economics**

Grade Level: 12  
Length: One semester  
Type of Course: Upper Division Course  
fulfills grad requirement  
Prerequisites: None

An introduction to the basic concepts of Economics, this course involves both theoretical and practical approaches to the ideas of scarcity and exchange. After a survey of the microeconomic principles of supply and demand, consumer choice, and efficient production, the class explores several contemporary economic issues, including business finance, the stock market, poverty and inequality, and the international economic system.

### **AP Government**

Grade Level: 12  
Length: Two semesters  
Type of Course: Upper Division Course  
which fulfills Civics/Economics  
graduation requirement  
Prerequisites: Application and department  
approval required;  
U.S. History teacher approval  
Criteria for Enrollment: 3.5+ Grade point average,  
Minimum 500 PSAT Verbal  
superior recommendations  
from past teachers

This two semester course focuses on the nature of the American political system, its development over the past 200 years and how it works today. Content areas include principles of our government, interpretation of original documents,

political beliefs and behaviors, political parties and interest groups, national institutions and policy processes and law. Students will have the opportunity to actively participate in this class through individual and group discussion, presentations and research, with a special focus on current issues. One of the primary objectives of this course is to expose students to all areas of information covered on the AP examination.

### **AP Economics**

Grade Level: 12  
Length: Two semesters  
Type of Course: Upper Division Course  
which fulfills Civics / Economics grad requirement  
Prerequisites: Special application and  
Department approval required; U.S. History  
teacher approval  
Criteria for enrollment: Minimum 3.2 GPA in Social  
Studies and Math

### **AP Microeconomics (during the fall semester)**

This course covers material that is usually taught in a one-semester undergraduate microeconomics course. Students receive an introduction to microeconomic analysis. This occurs when students examine the workings of supply and demand in the determination of price, resource allocation, and distribution. Students analyze different forms of markets as these affect economic efficiency and income distribution. Students should have the ability to submit regularly assigned homework using a home computer. Enrollment in the course presumes a commitment to taking the AP Microeconomics test in May.

### **AP Macroeconomics (during the spring semester)**

This course covers material that is usually taught in a one-semester undergraduate macroeconomics course. Macroeconomics deals with principles that apply to a total economic system, particularly the general levels of output and income. It strongly emphasizes the determinants of aggregate demand and the monetary and fiscal policies used to achieve particular policy objectives. Students will understand concepts such as the multiplier, the accelerator, balance-of-payments equilibrium, inflation, and depreciation as well as institutional arrangements such as open-market operations, deficit spending, and exchange rates.

Students should have the ability to submit regularly assigned homework using a home computer. Enrollment in the course presumes a commitment to taking the AP Macroeconomics test in May.



## SOCIAL SCIENCES ELECTIVES

### The Holocaust

Grade Level: 12  
(or juniors who have completed US History)  
Length: One Semester  
Type of Course: Upper Division Course  
which fulfills grad requirement  
Prerequisites: None

Description: This course will examine the events, culture(s) and individuals whose genesis resulted in one of the greatest crimes in recorded history. This course will enable students to examine and experience moral issues and dilemmas in historical and present day contexts as well as develop a more profound awareness of the circumstances under which social justice can be sacrificed in the name of ethnocentric nationalism.

### Introduction to Psychology

Grade Level: 12  
Length: One Semester  
Type of Course: Upper Division Course  
which fulfills grad requirement  
Prerequisites: None

Description: A survey of the scientific study of human behavior covering experiments, observations, and theories relating to individual differences, personality, development, motivation, social behavior, deviant behavior, genetics, physiology of behavior, learning and cognitive processes, and sensory and perceptual processes. Discussion often centers around major social problems and psychologists' efforts to characterize and solve these problems.

## OTHER

### Senior Christian Service

Students are required to volunteer a minimum of fifty hours in the community at approved agencies with persons who are in some way “challenged” - developmentally, physically, academically or economically.

Placements include schools, senior residential facilities, childcare facilities, programs for at-risk youth, agencies that assist the poor and homeless and programs that assist the physically and developmentally challenged. Rising seniors have the option to complete their service hours during the summer. Summer placements include local agencies, Camp Re-Creation and Muscular Dystrophy Camp and service immersion in Mexico, on the Pine Ridge Reservations, in New Orleans and a week-long urban immersion “Plunge” in conjunction with Loaves & Fishes.

In addition to the fifty hour service commitment, seniors have ten hours of class time. This includes orientation at the beginning of the semester and monthly reflection groups. Required assignments include a visual project and final synthesis essay.

This description is designed to give some information about Senior Christian Service. If, after reading it, you have any questions, please contact Gina Anderson.

- OPTIONS:
- I. School year service  
Sign-up for Christian Service during either fall or spring semester, either 3rd or 7th/8th period.
  - II. Summer school service
    - A. four-week summer course, beginning the first day of summer school
    - B. service immersion - applications and interviews required
    - C. Camp Re-Creation & Muscular Dystrophy Camp - applications and interviews required

## YEARBOOK

### 3rd Period

Grade Level: 9-12  
Length: One year  
Type of Course: Elective  
Prerequisites: Instructor permission only - See Mr. Chandley

Yearbook. You plan it. You design it. You shoot it. You write it. You make it yours. Creating the Cutlass is a unique opportunity, defined by a spirit of independence and collaboration among talented, artistic, self-motivated students. It's lots of work... but also lots of fun. We want guys who are responsible and good-humored, self-starters and team players.

Components include:

- 1) Art and Graphic Design (Photoshop)
- 2) Photography
- 3) Journalistic and Creative Writing

Applications are available in 405, the Main Office, and the Counseling Center. Third period is best taken as a two-semester course, but it may be taken for one semester with permission from the adviser.

7th/8th Period  
Grade Level: 9-12  
Length: One year  
Type of Course: Activity  
Prerequisites: Instructor permission only - See Mr. Chandley

This co-curricular course is an adjunct to 3rd period yearbook and is intended for either high-level editors already in 3rd period or talented students who, because of scheduling conflicts, are unable to be in 3rd period. Like 3rd period, it is both very fun and very demanding, and it is also a “by-application-only” co-curricular and is therefore only for those who are willing to spend significant time as “freelance” staffers who complete assignments independently and on time. Such assignments typically include photography (like photographing athletic events), writing articles, and laying out pages using Adobe® software. Photographers, artists, writers, computer wizards, and graphic designers are all highly encouraged to apply. It is not simply a “club” or after-school activity and does not, in fact, meet every day after school; though after-school and weekend hours are sometimes required. Rather, 7th/8th period staffers are required to check in with the Adviser and/or Editor-in-Chief at least once a week (usually Monday at lunch in the yearbook room) to obtain assignments and deadlines. Those who sign up for 7th or 8th period yearbook without turning in the requisite application (available from the adviser) will be withdrawn. Students must complete an application and be admitted as part of the staff to be officially enrolled and earn a grade.

## **NEWSPAPER**

5th Period  
Grade Level: 9-12  
Length: One year  
Type of Course: Activity  
Prerequisites: Instructor permission only - See Mr. Carrigan

Newspaper is a two semester course, which has as its goal to produce six to eight issues of The Plank. Students will learn about all facets of publishing a newspaper; however, they may choose to be involved in a specific area, including photography, writing, editing, and layout and design. To earn a grade, students are required to submit articles for each issue, even if their piece is not selected for the final copy. This class is best taken as a two-semester course, but it may be taken for one semester. Students must complete an application to be admitted.

7th/8th Period  
Grade Level: 9-12  
Length: One year  
Type of Course: Activity  
Prerequisites: Instructor permission only - See Mr. Carrigan

This co-curricular course is an adjunct to the class that meets during the normal school day and is intended for talented students who, because of scheduling conflicts, are unable to be in that class. Although it doesn't meet during the normal school day, this class, too, is application-only. Students who take 7th/8th period should be willing to spend significant time as “freelance” staffers who complete assignments independently and on time. Students who take the 7th/8th period class are required to meet with the Adviser and/or Editor-in-Chief at least once a week (usually on Friday at break) to obtain assignments and deadlines. Students must complete an application and be admitted as part of the staff to be officially enrolled and earn a grade.