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ALL COURSES OFFERED AT LOYOLA ACADEMY are college preparatory courses. The graduation requirements are as follows:

<table>
<thead>
<tr>
<th>GRADUATION REQUIREMENTS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4.0</td>
</tr>
<tr>
<td>THEOLOGY</td>
<td>4.0</td>
</tr>
<tr>
<td>SCIENCE (laboratory science; one credit must be Biology)</td>
<td>3.0</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3.0</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>2.0</td>
</tr>
<tr>
<td>LANGUAGE (two years of one language)</td>
<td>2.0</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION &amp; HEALTH (see items #3 and 4 below)</td>
<td>2.0</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td>1.0</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>4.0</td>
</tr>
<tr>
<td>FORMATION (.25 credit earned each year)</td>
<td>1.0</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>26.0</td>
</tr>
</tbody>
</table>

1. Students in the class of 2021, 2022, and 2023 are expected to carry a full load of 6.25 courses (including Formation) per semester each year unless granted a specific exception. Students in the class of 2024 are required to carry a full load of 7.25 courses (including Formation) per semester during freshman year.

2. It is the responsibility of students to be aware of graduation requirements and also to be certain that their academic programs satisfy their requirements. It is also the responsibility of students to review their class schedules to be certain they are scheduled for the required courses.
3. Students must complete two years of Physical Education including Health, which must be completed during either freshman or sophomore year. Students may substitute one year of Performing Arts for Physical Education during either freshman or sophomore year.


5. By the end of senior year, students must accumulate the required number of credits and successfully complete all graduation requirements to be eligible for graduation.

### COURSE LOAD

THE MINIMUM COURSE LOAD FOR STUDENTS in the 9th grade at Loyola Academy is seven classes plus Formation. The minimum course load for students in grades 10-12 is six classes plus Formation. No student is allowed to take more than seven classes.

### SCHEDULING CONFLICTS

DUE TO THE COMPLEXITY OF SCHEDULING courses, students and parents are advised that conflicts may prohibit students from being enrolled into all of the courses they select. We work collaboratively to build student schedules to try to ensure that student course needs are met, however scheduling conflicts do occur. Conflicts may include the following: limited sections of a course, facilities limitations that impact the ability to offer a course, teacher availability, registration priorities, etc. If scheduling complications arise, students will be notified by their counselor and/or the Principal’s Office by mid-May.

### STUDENT INITIATED COURSE CHANGES

BECAUSE STUDENTS HAVE A NUMBER OF OPPORTUNITIES to review their schedules during the registration process and prior to the start of a new school year, schedules may only be changed during the add/drop period to correct scheduling errors or to drop seventh courses. Requests for a course change because of a student’s prior experience with a teacher is reviewed after the request has been submitted in writing to the Associate Principal for Academics. After the first week of school, schedule changes may only be initiated by a counselor, department chair or the Associate Principal for Academics. When a schedule change is permitted, it is ordinarily made only at the beginning of the first semester. Deviations from this policy are referred to the Associate Principal for Academics. The drop/add dates for Spring 2020 and Summer 2020 are April 29 through May 1 and July 15 through July 22.
WITHDRAWAL FROM COURSES

AFTER THE FIRST SEMESTER HAS BEGUN, students may withdraw from courses without academic penalty under the following conditions: a) the course cannot be a requirement for graduation; b) the withdrawal does not result in below minimum class size; and c) the withdrawal must be done within the first full week of the semester. Students who carry the minimum required subject load of 6 courses may not withdraw from courses. Deviations from these conditions are referred to the Associate Principal for Academics, who permits them only after consultation with the department chair. Students who withdraw from a course after Thursday, September 20 will receive a grade of ‘W’ (Withdraw) on their transcript.

COURSE PLACEMENT AND WEIGHT

LOYOLA ACADEMY’S ADMINISTRATION AND FACULTY use a vertical tracking system to accommodate the variety of talents, interests and skill sets of our students. The tracking system allows for course placements at various points on the tracking scale and for mobility. Upon entrance to Loyola Academy, students are placed in tracks based on the results of the High School Placement Test (HSPT). Once placed, students move up and down the tracking scales depending on their preparations and performances within the subject areas. Teachers, counselors, and department chairs monitor course placements closely.

DUAL CREDIT PROGRAM

Dual-credit courses are taught at Loyola Academy during the school year by Loyola Academy faculty. Through participation in the program, students earn college level credit while simultaneously earning credit towards fulfilling graduation requirements at Loyola Academy. College credits earned for courses taken as dual credit are recorded on a college transcript issued through the respective college. These credits are generally transferable to other accredited colleges and universities, however, the receiving institution will make the final decision about transferability of courses.

AP Calculus BC (M470) - SLU
AP US Government & Politics (H270) - SLU
AP European History (H240) - LUC
AP Latin (L640) - LUC
AP Language and Composition (E140) - LUC
AP Literature and Composition (E150) - LUC
AP Statistics (M530) - LUC
French 4 (L746) - SLU
Honors British Lit. (E139) - SLU
Honors French 4 (L749) - SLU
Honors Greek 3 (L679) - LUC
Honors Latin 3 (L639) - LUC
Honors Spanish 4 (L849) - SLU
Honors World Lit. (E149) - LUC
Linear Algebra (M510) - OCC
Multivariable Calc. (M520) - OCC
Spanish 4 (L846) - SLU
Spanish 4 Immersion (L846s) - SLU
Honors World Lit. (E149) - LUC

LUC: Loyola University  OCC: Oakton Community College  SLU: Saint Louis University
General Guidelines for Tracking

The following guidelines stated below act as a functional set of guidelines and policies for tracking across academic disciplines. Students are guided by conversations with their discipline-specific teachers and department chairs during the registration process when considering what tracks they will move to for the next academic year. While tracking decisions are based on skill-sets that students have attained, there are some numerical specifications for certain tracking decisions.

Skill Development Across Tracks 1, 3, 6, 9 and Advanced Placement Courses

Track One and Track Three: Class is explicitly structured to focus on content and skill review; students are supported with teaching strategies that promote resourcefulness and critical thinking skills. At the Track One level in the O'Shaughnessy Program, students are supported with additional literacy instruction and learning enrichment. Track Three classes are limited to Math and Science.

Track 6: Class is structured in order to enable increased expectations for independent inquiry, deepening of content review and skill review. Track 6 classes place less emphasis on basic skill-building with more focus placed on application and analysis of content.

Track 9 and Advanced Placement: At the Honors and Advanced Placement levels, students are expected to engage in independent inquiry and problem-solving, and classes focus on less skill and content review.

Movement Vertically in Tracking System

Recommendations to Move Down: Students who are enrolled in a Track 3, 6, or 9 course and earn an unweighted grade of 80 or below may receive recommendations to move down a track for the next academic year.

Recommendations to Move Up: Students who wish to move up in a track should discuss their request with their current teacher and have a course grade in the ‘A’ range. A student’s discipline specific teacher and the department chair have final approval over moving up a track.

Specifically for AP courses, students must earn an unweighted grade of 85 or higher in a Track 9 course to be promoted to an AP course in that discipline. Students have the option to appeal to a department chair about registration to an Advanced Placement course.
## TRACK DESCRIPTORS

<table>
<thead>
<tr>
<th>TRACK 1</th>
<th>TRACK 3</th>
<th>TRACK 6</th>
<th>TRACK 9</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Preparatory with Support</td>
<td>College Preparatory (Math and Science only)</td>
<td>Accelerated College Preparatory</td>
<td>Honors College Preparatory</td>
<td>Placement</td>
</tr>
</tbody>
</table>

### STRUCTURE
- **TRACK 1**: Explicitly structured
- **TRACK 3**: Structured with Teacher facilitates independent inquiry
- **TRACK 6**: Structured with increased expectations for independent inquiry
- **TRACK 9**: Expectations for independent inquiry
- **ADVANCED**: Structured to align with College Board curriculum
  - Independent inquiry expected

### INSTRUCTIONAL APPROACH
- **TRACK 1**: Frequent content and skill review
  - Strategies for resourcefulness and creative thinking incorporated into instruction
  - Significant support provided to assist student use of critical thinking skills to complete course assignments
- **TRACK 3**: Frequent review of foundational skills
  - Support provided to assist student use of critical thinking skills to complete course assignments
  - Development of abstract and independent thinking promoted through the use of concrete examples
- **TRACK 6**: Appropriate content and skill review
  - Resourcefulness and creative thinking supported by classroom teacher
  - Instructional strategies promote abstract and independent thinking through the use of concrete examples
- **TRACK 9**: Minimal skill and content review
  - Content review completed independently by students
  - Students are independent learners, self-motivated and able to complete assignments with minimal guidance
  - Foundational skills expected
  - Strategies focus on acquisition and mastery of advanced concepts and analytical skills
- **ADVANCED**: Content review completed independently by students
  - Students are independent learners, self-motivated and able to complete assignments with minimal guidance
  - Foundational skills expected
  - Strategies focus on acquisition and mastery of advanced concepts and analytical skills

### ASSIGNMENTS
- **TRACK 1**: 30-45 minutes daily
  - Requires guidance to complete assignments
  - Student utilizes resources for additional help outside of class
- **TRACK 3**: 30-45 minutes daily
  - Student seeks assistance to successfully complete assignments
- **TRACK 6**: 30-45 minutes daily
  - Limited guidance needed to complete assignments
  - Independently seeks help to successfully complete assignments
- **TRACK 9**: 30-45 minutes daily
  - Able to work independently to complete a variety of daily and open-ended assignments
- **ADVANCED**: 60-75 minutes daily
  - Significant learning occurs outside of class
  - Assignments emphasize depth of content

### ASSESSMENT
- **TRACK 1**: Emphasis on college preparatory skills with some open-ended, conceptual questions
  - Active class participation is required
- **TRACK 3**: Emphasis on basic skills with increasing focus on open-ended conceptual questions
  - Active class participation is required
- **TRACK 6**: Less emphasis on basic skills with emphasis on application and analysis of content
  - Classroom participation reflects consistent preparation
- **TRACK 9**: Assessments require application, analysis, and synthesis of content
  - Significant class participation reflects preparation and independent inquiry
- **ADVANCED**: Assessments require application, analysis, and synthesis of content
  - Required to take national AP exam
  - Significant class participation reflects preparation and independent inquiry
COURSE WEIGHTS

WEIGHTS ARE ASSIGNED TO HONORS AND AP COURSES in order to reflect the challenge of these programs. A multiplier is used for weighting. Weighting points will not be awarded to students earning grades of 77 or below in these courses. Weights are credited directly to the student grades (for honors purposes only) in the appropriate courses as follows:

Grades for Track 9 courses (Honors) are multiplied by 1.05
Grades for Advanced Placement courses are multiplied by 1.08

For the purposes of weighting, Greek 4 (L690), Linear Algebra (M510), Multi-variable Calculus (M520), and Discrete Math (M540) are treated as AP courses. The weighted average for each semester is included in the cumulative weighted average.

First and Second Honors are determined by the weighted average each semester. No semester honors are awarded to students with failing grades, regardless of overall averages. Loyola Scholars are determined by unweighted averages. (The academic eligibility of Dumbach and Clavius Scholars is also determined by the unweighted average, and they maintain their status as a scholar based on unweighted average).

GRADING

THE LOYOLA ACADEMY GRADING SYSTEM IS NUMERICAL. In comparison with the letter grading system, the following are equivalent:

A+ = 98-100  B+ = 90-92  C+ = 82-84  D+ = 76-77
A = 95-97  B = 87-89  C = 80-81  D = 72-75
A- = 93-94  B- = 85-86  C- = 78-79  D- = 70-71
F = below 70 (a failure is averaged into the cumulative average with the grade equivalent of 65)

Students may refer to the student Handbook and Calendar for a detailed description of the Loyola Academy Grading System, the explanation of failing grades, and the causes for dismissal of students for academic reasons.
ACADEMIC ACCOMMODATIONS

STUDENTS WHO REQUEST ACADEMIC ACCOMMODATIONS for the completion of course exams and standardized testing must have submitted recent and complete psychoeducational testing to the School Psychologist for review and approval prior to receiving accommodations. Please refer to Loyola’s Academic Resource Center webpage at www.goramblers.org/Page/Testing-Accommodations for more complete information regarding accommodations for students with diagnosed learning differences.

ADVANCED PLACEMENT COURSES

Loyola Academy participates in the national College Board Advanced Placement Program. AP courses are college-level courses taught by our faculty at the Academy. **At the end of each AP course, students are required to take the national AP exam for that course. Failure to take the exam will result in a failing grade for the second semester of that AP course.**

Depending on the exam results, students may earn college credit. In addition, the College Board recognizes outstanding AP exam testers with AP Scholar designations. AP courses are intended to challenge students of outstanding ability. Learning in AP courses is broader and deeper, the pace of instruction faster, and the need for critical thinking and independent inquiry critical. Some Honors and Advanced Placement courses require summer reading and/or writing assignments. Students and parents are advised to consider course choices based on summer requirements and cumulative effect on summer break options.

**FRESHMAN AND SOPHOMORE STUDENTS ARE ALLOWED TO ENROLL in a maximum of three AP courses per school year if course prerequisites are met.**

**JUNIOR AND SENIOR STUDENTS ARE ALLOWED TO ENROLL in a maximum of three AP courses per school year, but have the option of requesting a fourth AP course if the following requirements are met:**

- All course prerequisites have been met.
- The student has successfully completed two AP courses simultaneously during a previous academic year.
- The student has a minimum cumulative unweighted GPA of 93.00.
- The student completes an AP Approval Form and obtains the necessary signatures.
- The request is approved by the Associate Principal for Academics.

Loyola students who wish to take an AP exam for an AP course not offered at Loyola Academy (such as AP Computer Science), but who are enrolled in the corresponding Honors course, may take the AP exam with teacher approval. Questions regarding AP exam eligibility should be directed to the department chair and/or the Associate Principal for Academics.
### REQUIRED FOUR YEAR CURRICULUM

The sample four year plan of a Track 6 student below allows a student to reach 26 credits, the required total. Students may choose from other course sequences, especially in the honors tracks. Required courses are indicated with an asterisk (*).

<table>
<thead>
<tr>
<th></th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td><strong>(4 credits required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 1*</td>
<td>American Lit*</td>
<td>British Lit*</td>
<td>English Choice*</td>
</tr>
<tr>
<td><strong>THEOLOGY</strong></td>
<td><strong>(4 credits required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theology 1*</td>
<td>Theology 2*</td>
<td>Theology 3*</td>
<td>Theology 4*</td>
</tr>
<tr>
<td><strong>MATHMATICS</strong></td>
<td><strong>(3 credits required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra I* OR Geometry*</td>
<td>Geometry* OR Algebra II*</td>
<td>Algebra II* OR Precalculus</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td><strong>(2 credits required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Studies*</td>
<td>US History*</td>
<td>SS choice</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td><strong>(3 credits required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics*</td>
<td>Chemistry</td>
<td>Biology*</td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE</strong></td>
<td><strong>(2 credits required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language I*</td>
<td>Language II*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PE/PERF ARTS</strong></td>
<td><strong>(2 credits required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education 1 &amp; Health or Dance 1 &amp; Health * or Performing Arts</td>
<td>Physical Education 1 &amp; Health or Dance 1 &amp; Health * or Physical Education 2 or Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FINE ARTS</strong></td>
<td><strong>(1 credit required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fine Arts*</td>
</tr>
<tr>
<td><strong>FORMATION</strong></td>
<td><strong>(1 credit required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freshman Formation*</td>
<td>Sophomore Formation*</td>
<td>Junior Formation*</td>
<td>Senior Formation*</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>7.25</strong></td>
<td><strong>6.25</strong></td>
<td><strong>6.25</strong></td>
<td><strong>6.25</strong></td>
</tr>
</tbody>
</table>

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**For the sample plan above, please note the following:**

1. The total credits for four years of academic classes and Formation is 26 credits.
2. A minimum of 7 credits must be taken in freshman year along with Formation.
3. Colleges and Universities recommend the following:
   (a). 4 credits in Mathematics
   (b). 3 credits in Social Studies and Language
FORMATION PROGRAM–COUNSELING DEPARTMENT

THE FORMATION PROGRAM IS DESIGNED TO ENHANCE Loyola Academy’s distinctive Jesuit mission and vision, to help form young women and men for meaningful lives of leadership and service within a diverse and committed community. Formation aims to encourage students to respond to their God-given call to become Leaders in Service who are religious, intellectually competent, physically fit, loving, open to growth and committed to doing justice. The Formation Program is grounded in our over 450-year-old tradition of Jesuit education as it strives for the Magis and Cura Personalis to promote doing more and better by others, while consistently demonstrating care for the entire person. The program and curriculum is aligned with the American School Counselor Association’s established mindsets and behaviors for student success, is recognized for its commitment to developing and delivering a comprehensive, data-driven program in accordance with the ASCA National Model: A Framework for School Counseling Programs and meets the State of Illinois’ Social-Emotional Learning (SEL) Standards.

Students explore academic, personal, social, health, wellness, college and career topics relevant to high school students through Formation curriculum developed and facilitated by their school counselor and at times by their college counselor. This curriculum is designed to be developmentally appropriate, preventative in nature, comprehensive in scope; including but not limited to reflection, mindfulness, cooperative learning, assignments, projects, presentations, guest speakers and discussions. Formation prepares our students for their academic studies, encourages social-emotional learning, promotes exploration of college and careers, while preparing individuals for the challenges of the 21st century by analyzing their growth as people in the context of an ever-changing global society.

Loyola Academy requires all students to complete 1.0 credit of Formation for graduation (.25 credits per year). To earn the annual .25 credit, students must maintain regular attendance, complete all assignments, and actively participate in the weekly Formation sessions. Formation is reflected on student transcripts, and students will receive a quarterly grade of Pass or Fail.

Freshman Formation (G931)  Junior Formation (G030)
Sophomore Formation (G020)  Senior Formation (G040)
DUMBACH SCHOLARS HONORS PROGRAM

The Dumbach Scholars is an enrichment program designed to enhance the curriculum of Loyola’s most gifted and motivated students. Created in 1984, the Dumbach Scholars program has helped to prepare Loyola graduates for admission to the finest universities in the world. The Program is grounded in small group Socratic discussions of topics in the humanities and the arts. Worthy of its Jesuit ideals, the Program calls students to approach their studies as Renaissance learners, to maximize the use of their talents, and to actively serve others in need of those talents. Students may apply for acceptance at the end of the first semester of freshman year.

The sample program below is an example only. Dumbach Scholars may take other course sequences.

<table>
<thead>
<tr>
<th></th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English 1</td>
<td>American Literature</td>
<td>British Literature or AP Literature</td>
<td>AP Language or Choice</td>
</tr>
<tr>
<td><strong>THEOLOGY</strong></td>
<td>Theology 1</td>
<td>Theology 2</td>
<td>Theology 3</td>
<td>Theology 4</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II or Precalculus</td>
<td>Precalculus or Calculus</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>AP Human Geography or World Studies</td>
<td>US History or AP US History</td>
<td>Social Studies choice</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Physics</td>
<td>Chemistry</td>
<td>Biology or AP Biology</td>
<td>Science choice</td>
</tr>
<tr>
<td><strong>LANGUAGE</strong></td>
<td>Language I</td>
<td>Language II</td>
<td>Language III</td>
<td>Language IV</td>
</tr>
<tr>
<td>(4 years required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION / PERFORMING ARTS</strong></td>
<td>Physical Education 1 &amp; Health or Dance 1 &amp; Health or Performing Arts</td>
<td>Physical Education 1 &amp; Health or Dance 1 &amp; Health or Phys. Ed. 2 or Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FINE ARTS</strong></td>
<td></td>
<td></td>
<td></td>
<td>AP Art History</td>
</tr>
<tr>
<td><strong>FORMATION</strong></td>
<td>Freshman Formation</td>
<td>Sophomore Formation</td>
<td>Junior Formation</td>
<td>Senior Formation</td>
</tr>
<tr>
<td>(1 credit required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>7.25</td>
<td>7.25</td>
<td>6.25</td>
<td>6.25</td>
</tr>
</tbody>
</table>

For the Dumbach Scholars Honors Program, please note the following:

1. A minimum of four courses at the Honors or AP level are required during the regular school year.
2. Dumbach Scholars are required to enroll in AP Art History in their first year of the program. AP Art History satisfies the Fine Arts graduation requirement.
3. Dumbach Scholars are required to participate in seminars held during free periods or before school and attendance at various enrichment activities are program requirements.
CLAVIUS SCHOLARS HONORS PROGRAM

The Clavius Scholars Honors Program is an enrichment program designed to enhance the curriculum of Loyola’s most gifted and motivated students. Created in 2007, the Clavius Scholars Honors Program prepares Loyola graduates for admission to the finest universities in the world by focusing on their interest in science and math. The Program works to form students with a critical appreciation of the scientific process and inquiry. Worthy of its Jesuit ideals, the Clavius Scholars Program calls students to approach their studies as analytical learners, to maximize the use of their talents, to actively serve others in need of those talents, and to consider the environmental and social impact of their actions.

The sample program below is an example only. Clavius Scholars may take other course sequences.

<table>
<thead>
<tr>
<th></th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>English 1</td>
<td>American Literature</td>
<td>British Literature or AP Literature</td>
<td>AP Language or Choice</td>
</tr>
<tr>
<td>THEOLOGY</td>
<td>Theology 1</td>
<td>Theology 2</td>
<td>Theology 3</td>
<td>Theology 4</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Honors Algebra I or Honors Geometry</td>
<td>Honors Geometry Honors Algebra II Honors Pre-Calculus</td>
<td>Honors Algebra II or Honors Precalculus or AP Calculus</td>
<td>Honors Precalculus or AP Calculus or Linear Algebra/ Multi-variable Calculus</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>AP Human Geography or World Studies</td>
<td>US History or AP US History</td>
<td>Social Studies choice</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Physics</td>
<td>Chemistry</td>
<td>AP Biology or Biology</td>
<td>AP Science or Choice</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Language I</td>
<td>Language II</td>
<td>Language III</td>
<td>Language IV</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION / PERFORMING ARTS</td>
<td>Physical Education 1 &amp; Health or Dance 1 &amp; Health or Performing Arts</td>
<td>Physical Education 1 &amp; Health or Dance 1 &amp; Health or Phys. Ed. 2 or Performing Art</td>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>FORMATION</td>
<td>Freshman Formation</td>
<td>Sophomore Formation</td>
<td>Junior Formation</td>
<td>Senior Formation</td>
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<td>TOTAL CREDITS</td>
<td>7.25</td>
<td>7.25</td>
<td>6.25</td>
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</tbody>
</table>

4. Dumbach Scholars must maintain a 90% unweighted grade average.
5. Dumbach Scholars must accrue 50 hours of service.
6. Additional summer reading is a requirement.
For the Clavius Scholars Honors Program, please note the following:

1. Clavius Scholars are required to take AP Statistics.
2. Clavius Scholars take four consecutive years of Math.
3. Clavius Scholars complete at least one AP Science course before graduation.
4. A minimum of four courses at the Honors or AP level are required during the regular school year.
5. Additional summer reading is required.
6. Clavius Scholars must maintain a 90% unweighted grade average.
7. Clavius Scholars must accrue 50 hours of service.

O’SHAUGHNESSY PROGRAM

The O’Shaughnessy Program is an academic program designed to promote independent learning, literacy and self-advocacy skills. Scholars are selected for the O’Shaughnessy Program based on results from the High School Placement Test, junior high standardized tests and junior high academic performance. Students in the O’Shaughnessy Program are enrolled in specialized courses for English, Social Studies and Theology classes for freshman year. If scholars remain in the program, they will enroll in a specific English class as sophomores.

O’Shaughnessy classes, with teacher to student ratios 1:18, offer students a college preparatory curriculum within smaller classes. Additionally, students participate in an Academic Resource Center course that focuses on organization and study skills along with embedded literacy instruction and formative assessments. A collaborative team of teachers works with students with the goal of advancing literacy and executive function skills and strategies across the curriculum.

Incoming freshmen enrolled in the O’Shaughnessy Program will attend and successfully pass the Literacy and Learning summer school class prior to the start of their freshman year. Summer school participation allows the O’Shaughnessy Program directors and teachers to identify student needs in order to tailor instruction and curriculum.

Students pay an additional fee for the O’Shaughnessy Program as well as summer school tuition.
O'Shaughnessy Two Year Program

<table>
<thead>
<tr>
<th></th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>English 1</td>
<td>American Literature</td>
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<tr>
<td>THEOLOGY</td>
<td>Theology 1</td>
<td>Theology 2</td>
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<tr>
<td>MATHEMATICS</td>
<td>Algebra I</td>
<td>Geometry</td>
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<td>SOCIAL STUDIES</td>
<td>World Studies</td>
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<td>SCIENCE</td>
<td>Physics</td>
<td>Chemistry</td>
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<td>LANGUAGE</td>
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<td>Language I</td>
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<tr>
<td>PE/FINE ARTS</td>
<td>Physical Education 1 &amp; Health or Dance 1 &amp; Health or Performing Arts</td>
<td>Physical Education 1 &amp; Health or Dance 1 &amp; Health or Phys. Ed. 2 or Performing Arts</td>
</tr>
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<td>LITERACY &amp; LEARNING ENRICHMENT (non-credit)</td>
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<td>FORMATION</td>
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<td>TOTAL CREDITS</td>
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O'Shaughnessy Program Literacy and Learning Enrichment Description

**Freshman Literacy and Learning (N995)**
Freshmen enrolled in the O'Shaughnessy Program attend a required academic support class in the Academic Resource Center four out of six days of the RAMBLE schedule. The support class provides instruction in organizational skills, study skills, and content along with focused literacy instruction and practice. The freshman program focuses on the literacy and executive functioning skills required to succeed in a college preparatory program.

**Sophomore Literacy and Learning (N996)**
Sophomores enrolled in the O'Shaughnessy Program attend a required academic support class in the Academic Resource Center four out of six days of the RAMBLE schedule. The support class provides continued instruction in organizational skills, study skills, and content along with continued focused literacy practice and instruction. The sophomore program focuses on higher level skills needed to succeed in a college preparatory program.
IGNATIAN SERVICE LEARNING CURRICULUM

Ignatian Service Learning (ISL) courses are rooted in the Jesuit tradition of forming men and women for others using their gifts and talents to meet the world’s most pressing needs. ISL courses extend the learning context from the classroom to the real world through student immersion into social issues and service with community partners. Speakers and direct service engagement will challenge students to observe, reflect and act on the knowledge they have learned, and in light of their faith, apply it to real world needs. In all ISL courses classroom time will be given to journaling, shared reflections and discussions, and projects applicable to the needs of the community. Each course has specific field requirements correlated to its content.

The five Service Learning Outcomes embedded in every Service Learning course are:

1) Context: Students will connect the context of the service site to the course.
2) Experience: Students will progress through three stages of the ISL Cognitive Map.
3) Reflection: Students will use self-reflection to evaluate their experiences.
4) Action: Students will demonstrate leadership by applying social justice values to inform action.
5) Evaluation: Students will recognize a connection between faith, course content, and service experiences.
## IGNATIAN SERVICE LEARNING COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SERVICE COMMITMENT</th>
<th>PREREQUISITE</th>
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<tbody>
<tr>
<td><strong>SOPHOMORES</strong></td>
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<tr>
<td><strong>ENGLISH</strong></td>
<td>Hnrs American Literature Hidden Voices</td>
<td>7 service site visits each semester outside of school hours</td>
</tr>
<tr>
<td><strong>FINE ARTS</strong></td>
<td>Studio 2: Art and Social Change</td>
<td>3 service site visits per semester outside of school hours</td>
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<tr>
<td><strong>LANGUAGE</strong></td>
<td>Spanish 4: Language Acquisition through Immersion</td>
<td>7 service site visits each semester outside of school hours</td>
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<tr>
<td><strong>JUNIORS</strong></td>
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<tr>
<td><strong>FINE ARTS</strong></td>
<td>Studio 2: Art and Social Change</td>
<td>3 service site visits per semester outside of school hours</td>
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<tr>
<td><strong>LANGUAGE</strong></td>
<td>Spanish 4: Language Acquisition through Immersion</td>
<td>7 service site visits each semester outside of school hours</td>
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<tr>
<td><strong>SCIENCE</strong></td>
<td>Honors Environmental Science</td>
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</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>Honors Sociology in Action</td>
<td>7 service site visits each semester outside of school hours</td>
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<td><strong>SENIORS</strong></td>
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<tr>
<td><strong>FINE ARTS</strong></td>
<td>Studio 2: Art and Social Change</td>
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<td>Honors Environmental Science</td>
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<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>Honors Sociology in Action</td>
<td>7 service site visits each semester outside of school hours</td>
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<tr>
<td><strong>THEOLOGY</strong></td>
<td>Justice Seminar</td>
<td>7 service site visits each semester outside of school hours</td>
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</table>
ENGLISH DEPARTMENT

THE ENGLISH DEPARTMENT OFFERS a comprehensive four-year program in the study of all language arts components: writing, literature, vocabulary, grammar, research, and speech. All course outcomes include the development of critical thinking, reading and writing skills. For freshmen, sophomores, and juniors, the English curriculum is defined. Seniors may select from a series of courses to fulfill the English graduation requirement. In each of the senior elective courses, study of composition, grammar, usage, and vocabulary forms an essential part of the course. Seniors will choose their English electives in consultation with their teachers and counselors and with the approval of the English Department chair.

Program of Studies

<table>
<thead>
<tr>
<th>DEPARTMENTS</th>
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<tr>
<td>ENGLISH DEPARTMENT</td>
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<tr>
<th></th>
<th>HONORS (Track 9)</th>
<th>ACCELERATED COLLEGE PREPARATORY (Track 6)</th>
<th>COLLEGE PREPARATORY WITH SUPPORT (Track 1)</th>
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<td>SOPHOMORE</td>
<td>Honors American Literature (Service Learning option available)</td>
<td>American Literature</td>
<td>American Literature</td>
<td>Journalism 1</td>
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<td>JUNIOR</td>
<td>Honors British Literature or AP Literature &amp; Composition</td>
<td>British Literature</td>
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<td>Journalism 1 or Journalism 2</td>
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<td>SENIOR</td>
<td>AP Literature &amp; Composition or AP Language &amp; Composition or Honors World Literature</td>
<td>Advanced Composition and one senior elective or Journalism 1 or Journalism 2</td>
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<td>Journalism 1</td>
</tr>
</tbody>
</table>
English Department Courses

Note: The English Department requires summer reading for all students. Titles and assignments will be available to students on the English Department home page in mid-May.

English 1 (E111)
1.0 credit, Track 1

This freshman course includes the following content strands: language, writing, library research, and literature. The course emphasizes mastery of the fundamentals of grammar, usage, vocabulary and spelling, and an introduction to study skills, research techniques, literary genres, and literary terms. With significant instructional support, students are expected to regularly use critical thinking skills to complete course assignments. In preparation for English 1, incoming students must complete a summer reading assignment that is announced in May. Enrollment in this course is determined by the Director of the Academic Resource Center and the English department chair.

English 1 (E116)
1.0 credit, Track 6

This freshman course includes the following content strands: language, writing, library research, and literature. This course places less emphasis on basic skills and more on application and analysis of grammar, usage, vocabulary, spelling, study skills, research techniques, literary genres, and literary terms. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments. An additional text may be assigned by the teacher. In preparation for English 1, incoming students must complete a summer reading assignment that is announced in May.

Honors English 1 (E119)
1.0 credit, Track 9

This freshman Honors course emphasizes the mastery of grammar, usage, expository and argumentative writing, vocabulary, literary terms, and close reading of all literary genres. Students are expected to perform independent inquiry, participate in class, and complete homework assignments utilizing resourceful, critical, and creative thinking. Assessments in this course require application, analysis, and synthesis of content. A literary selection in addition to the course anthology may be assigned by the teacher. In preparation for Honors English 1, students must complete a summer reading assignment that is announced in May.

American Literature (E121)
1.0 credit, Track 1

This course emphasizes writing, vocabulary, close reading, literary analysis, and literary criticism to encourage students to develop an appreciation of American literature. With significant instructional support, students are expected to regularly use critical thinking skills to complete course assignments. A survey of all genres of the various periods of American literature forms the reading segment of the course. A research paper on a literary topic is assigned as part of the writing component. Required readings beyond the course anthology include The Adventures of Huckleberry Finn and The Great Gatsby. In preparation for this course, students must complete a summer reading assignment that is announced in May. Enrollment in this course is determined by the Director of the Academic Resource Center and the English department chair.
American Literature (E126)
1.0 credit, Track 6

This course emphasizes writing, vocabulary, close reading, literary analysis, and literary criticism to encourage students to develop an appreciation of American literature. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments. A survey of all genres of the various periods of American literature forms the reading segment of the course. A research paper on a literary topic is assigned as part of the writing component. Required readings beyond the course anthology include *The Adventures of Huckleberry Finn* and *The Great Gatsby*, and an additional text may be assigned by the teacher. In preparation for this course, students must complete a summer reading assignment that is announced in May.

Honors American Literature: Hidden Voices in American Literature (E129s)
1.0 credit, Track 9 (service learning course)

This course is designed to examine American Literature through the active participation in community-based organizations that allow for a deeper analysis of American society, both past and present, through the lens of hidden voices. Building on the skills gained in E119, this course exposes students to diverse groups facing challenges in both the world and literature, while refining the skills of writing, vocabulary, close reading, literary analysis, and literary criticism. Students are expected to perform independent inquiry, participate in class, and complete homework and assignments utilizing resourceful, critical, and creative thinking. These skills for problem-solving and critical thinking will also be applied in the context of community experiences. Assessments in this course regularly require application, analysis, and synthesis of content. As part of the course, students are required to participate in Arrupe service experiences outside of school hours during second and third quarters. During these service site visits, students will be oriented to the core themes of the course: socioeconomic status, race, immigration, war and activism. A research paper on a literary and societal topic is assigned as part of the writing component. This course prepares students for either Honors British Literature or AP Literature and Composition. In preparation for this course, students must complete a summer reading assignment that is announced in May.

Honors American Literature (E129)
1.0 credit, Track 9

This course emphasizes writing, vocabulary, close reading, literary analysis, and literary criticism to encourage students to develop an appreciation of American literature. A survey of all genres of the various periods of American Literature forms the reading segment of the course. Students are expected to perform independent inquiry, participate in class, and complete homework and assignments utilizing resourceful, critical and creative thinking. Assessments in this course regularly require application, analysis, and synthesis of content. A research paper on a literary topic is assigned as part of the writing component. Required readings in addition to the course anthology include *The Scarlet Letter, The Adventures of Huckleberry Finn, The Great Gatsby* and *The Grapes of Wrath*. This course prepares students for either Honors British Literature or AP Literature and Composition. In preparation for this course, students must complete a summer reading assignment that is announced in May.
British Literature (E136)
1.0 credit, Track 6
This course emphasizes writing, close reading and the study of literary criticism of all genres of the various periods of British literature. The reading selections provide the basis for analytical and expository writing. A research paper on a literary topic is assigned. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments. In preparation for this course, students complete a summer reading assignment that is announced in May.

Honors British Literature (E139)
1.0 credit, Track 9, Dual Credit
This course offers a rigorous approach and pacing to writing, close reading, and the study of literary criticism of all genres of the various periods of British literature. Students are expected to perform independent inquiry, participate in class, and complete homework and assignments utilizing resourceful, critical and creative thinking. Assessments in this course regularly require application, analysis, and synthesis of content. The reading selections provide the basis for analytical and expository writing. A research paper on a literary topic is assigned. In preparation for this course, students must complete a summer reading assignment that is announced in May. Successful completion of Honors British Literature is necessary for students considering an Advanced Placement English course in senior year.

English Courses for Seniors
Seniors have several options for courses and course sequences. Students should study the course offerings and discuss them with their parents, English teachers and school counselors before selecting their preferences. Please note the following for all senior English courses:

1. The study of composition, grammar, usage, and vocabulary, as well as critical reading skills, continues to be emphasized in all senior courses.
2. Students must take either a full-year course or two one-semester courses during senior year. An additional English course may be taken, but only if their schedule and that of the English Department permit, and if the English Department Chair approves. **Seniors who enroll in Advanced Composition first semester must select two options for their second semester elective course.**
3. A student who fails a one-semester course in English must take a replacement course either during second semester or summer school.
4. Senior English courses are tracked. Seniors are to choose courses that are appropriate to their need and level of development in reading and writing. Final track placement decisions are made by the teacher and approved by the department chair.
5. The English Department Chair in consultation with a student’s English teacher will make the final determination of an appropriate track for a student.
Honors World Literature (E149)
1.0 credit, Track 9, Dual Credit

Honors World Literature is a full-year survey of literature from various cultures and time periods. The course will present the literature of ancient classical societies such as Greece and Rome as well as the literature of South America, Africa and modern European countries. The reading selections will provide the basis for analytical and expository writing. Each student will complete a research paper on a literary topic. The course expects independent inquiry of students who regularly perform in classwork and homework with resourceful, critical and creative thinking. Assessments in this course regularly require application, analysis and synthesis of content. In preparation for this course, students must complete a summer reading assignment, to be announced in May.

Advanced Placement: English Literature and Composition (E140)
1.0 credit (a full year course for seniors and juniors*), Dual Credit

This course offers an intensive study of world literature and the process of analytic writing which prepares the student for the Advanced Placement test in literature and composition. Students are required to take the national AP exam at the end of the course.

*Senior students must meet the following criteria: (1) successfully completed Honors American Literature with an average of 90 or higher, (2) achieved a first semester exam grade of 85 or higher and (3) have the recommendation of their Honors American Literature teacher.

Advanced Placement English Language and Composition (E150)
1.0 credit, Dual Credit

This full-year course is an intensive study of complex texts from a variety of mostly nonfictional rhetorical sources. Students closely read the texts and examine the purpose and strategies of the author, the subject matter, and the audience. Students write extensively in a variety of modes for a range of audiences, honing their skills in the art of synthesis, with the goal of producing a final argumentative research paper. As a prerequisite to the course, students will read two to three complete works and write an essay about the works in class during the first week of school. Students are required to take the national AP exam at the end of the course.

Semester Electives in English

Electives may be used toward the full-year English requirement. Students must select two options for their second semester elective course, listing their first and second choice.

Note the semester sequence when selecting courses.
Advanced Composition (E157) Semester 1
0.5 credit, Track 6
This one-semester senior course emphasizes mastery of the writing process and examines the types of writing students will encounter in college. Students become proficient in argumentative writing while responding to increasingly complex nonfiction texts. The development of critical thinking skills is an essential component of the course. The course includes a review of MLA formatting and a research paper is completed. In preparation for the course, students complete a summer reading assignment that is announced in May.

20th Century African American Authors (E163) Semester 2
0.5 credit, Track 6
This one-semester senior course explores the unique contributions to American literature provided by African American authors. After reading selections from the Harlem Renaissance through the Civil Rights movement to the present, students follow and analyze the literary and social developments through class discussions and writing essays. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments.

The Short Story (E164) Semester 2
0.5 credit, Track 6
This one-semester senior course examines in detail the development of the short story as a literary genre from the early nineteenth century to the present. Students are exposed to a wide range of diverse authors with unique literary voices from a variety of cultures. Students regularly compose essays related to the readings. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments.

Global Perspectives in Literature (E166) Semester 2
0.5 credit, Track 6
This one-semester senior course focuses on contemporary and non-traditional works of literature from a variety of cultures (Asian, African, European, Latino and Middle Eastern). Works will include novels, poetry, drama, and short stories. Students will immerse themselves in the various cultures studied and gain an understanding of another world that exists and functions outside of their classrooms, their community and even their continent. Students regularly compose essays related to the readings. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments.

Creative Writing (E168) Semester 2
0.5 credit, Track 6
This one-semester course is for students who wish to explore writing creative fiction, non-fiction, drama, and poetry. Students regularly read selections from these genres and create a variety of written products. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments.
English Electives

Journalism 1 (E186)
1.0 credit, Track 6
This year long course provides students with the opportunity to explore the field of journalism. It is intended for students interested in working on Loyola’s student newspaper, The Prep, or for those students who may be interested in a career in journalism. This course will provide students with instruction on the basics of news writing, interviewing, legal issues related to journalism, journalism ethics, and media. Through the analysis of contemporary journalism, students study the fundamental style and ethics of journalism to create their own pieces for submission to and possible publication in The Prep. Journalism 1 is open to seniors and will fulfill the requirement for senior year English credit. This course is also open to sophomores and juniors, but it can only be taken as an elective.

Journalism 2 (E187)
1.0 credit, Track 6
Students will continue their study of journalism and their explorations of specific genres within the paper in this year long course. Through the analysis of contemporary journalism, students will continue to hone their journalistic skills and style to create their own pieces of submission to and publication in The Prep. Students will research, write, and edit hard news stories, feature stories (soft news), sports stories, arts and entertainment stories, and editorials and columns. Students will learn how to run a newsroom for a digital paper in conjunction with the co-curricular newspaper staff. In order to register for Journalism 2, students must have successfully completed Journalism 1 (E186). Journalism 2 is open to underclassmen as an elective only. Seniors may enroll in Journalism 2 as their required senior English credit. No potential NCAA athlete should register for Journalism 2.
A Note Regarding Fine Arts Tracking
Most Fine Arts offerings are offered at the Track 6 level. Courses in studio or performance sequences that are offered at the Track 9 level require demonstrated talent, a distinct pattern of student growth, and auditions or the approval of the teacher prior to registration.

Fine Arts Courses

VISUAL ARTS

Photography (A012)
1.0 credit, Track 6
This full-year course is designed for beginning photography students. Students will learn how to use digital and analogue SLR cameras to create images grounded in the elements and principles of art. Students will work in the darkroom developing images while also using Photoshop to edit their work. Students develop their artistic process by focusing on conceptualization and personal voice.

Honors Photography 2 (A013)
1.0 credit, Track 9
Honors Photography 2 offers continued study of camera technique, shutter speed, aperture and studio lighting. Students will creatively problem solve using photo manipulation and alternative processes while developing their individual creativity. Students will continue to develop darkroom skills with innovative techniques. Adobe Photoshop will be used in photographic editing. The projects will combine camera technique, compositional choices and personal expression of ideas. Students are expected to develop an individual voice. Students must have a 35mm film camera or DSLR digital camera. Student must have completed Photography 1 or have approval from the department chair.

Graphic Design (A027)
1.0 credit, Track 6
This is both a theoretical and hands-on full year course that immerses students in all aspects of the visual side of print media. Topics for study include design, layout, typography, color, illustration, photography, and information graphics. Students develop skills in digital typesetting, and the creation of digital documents including ads, posters, flyers, and graphics through a computer lab and studio experience. This course is offered to students in grades 9-12.
Filmmaking 1 (A085)
1.0 credit, Track 6
This full-year course combines the art and science of filmmaking. Students will explore every aspect of making a film including writing, directing, editing, and producing. Throughout the year students will investigate the history of filmmaking, how to tell stories on film including writing scripts, working with actors, pre-production, editing, sound mixing/foley, and post-production. In addition, students will explore the science behind the films including the lighting design, acoustics, and the technology of various editing software. The course will culminate at the end of the year with a short-film festival of student works made throughout the course. Prerequisites include the completion of one Visual Arts or Theater class or department chair permission.

Structural Design (A026)
1.0 credit, Track 6
This is a full-year course within the domains of industrial design, architectural design, and computer-aided design. It is an introduction to the use of shapes and forms used in spatial problem solving in both 2 and 3 dimensions. This course allows students to explore the nature of various materials while creating a variety of models utilizing the elements and principles of design in projects requiring an ever-greater sense of visual literacy. This course is offered to students in grades 9-12.

Architecture I (A067)
1.0 credit, Track 6
This full-year course offers project-based inquiry into the world of architecture through the creation of student drawings and models produced both manually and through the use of AutoCAD. First semester projects include the study of historical stylistic and spatial considerations through the creation of both architectural elevations and models. Second semester, students will create a model and a set of drawings of a Dream House as a capstone project after exploring contemporary approaches to the study of architecture. This course is offered to students in grades 9-12.

Honors Architecture 2 (A070)
1.0 credit, Track 9
This full-year studio course offers an advanced exploration of the world of architecture for the student who is seriously thinking about pursuing a career in architecture or urban planning. First semester projects continue the work begun in Architecture 1 (A067) including the creation of elevations and floor plans and other schematics leading to the first semester capstone project of a net-zero house completely designed by the student. The focus of the second semester is a capstone project meeting the specifications of the annual Newhouse Architecture Contest sponsored by the Chicago Architectural Foundation. Students will create an electronic portfolio to demonstrate their talent to prospective colleges and universities. Prerequisites include Structural Design (A026), Architecture 1 (A067), or department chair approval.
Studio 1 (A032)
1.0 credit, Track 6
This course introduces students to a broad range of approaches to communicating visually. Students will gain an understanding of the foundations of art and the principles of design while also developing critical thinking and problem solving skills. Students will be drawing, painting, printmaking and 3D assembling using multiple techniques and media. No previous art experience is necessary. This course is offered to students in grades 9-12.

Studio 2: Art and Social Change (A038s)
1.0 credit, Track 6 (service learning course)
This Service Learning Course challenges student artists to explore ideas and transform perceptions through art. Building on skills learned in Studio 1, this course provides the opportunity for students to engage with community partners to investigate contemporary issues through the artistic process. In-class studio time will refine the artistic skills and studio habits by utilizing a variety of mediums and approaches to art making. As an extension, the course will deepen critical thinking through the creation of an art series that explores the complex themes of social justice based on experiences with the community partner, field trips and guest speakers. Students will meet with community partners outside of class three times per semester. The course prepares students for Studio 3 Honors. Prerequisite: Studio 1 or permission from the Department Chair.

3D Studio Art (A039)
1.0 credit, Track 6
This course uses the creation of three-dimensional art as a means to develop and enhance a student's understanding and knowledge of art. Students explore a wide variety of materials and techniques, including clay, wood, plaster, paper, metal and found objects. The class uses both historical and contemporary models as a catalyst for projects and discussions. Assignments focus on creativity, expression of ideas and comprehension of tools and techniques. Prerequisite: any entry level art course or permission from the department chair.

Honors Studio 3 (A103)
1.0 credit, Track 9
A continuing experience in studio art, offered at the nine track level, for students looking to refine their skills in drawing, painting, and printmaking while broadening their scope of visual communication. Students are encouraged to respond creatively to personal experiences and the world around them while developing an artistic voice. Emphasis is placed on portfolio development. Studio 2 (A038) or the approval of the department chair is a prerequisite of this course.
Honors Portfolio Development (A105)
1.0 credit, Track 9
This course offers a continuation of the studio experience for students who completed Honors Studio 3 (A103) as freshmen or sophomores and want to develop skill, technique and variety in their work before enrolling in Advanced Placement Studio Art (A030). This course will allow students to explore, investigate and experiment with a range of approaches and materials as they begin to work with mini concentrations.

Advanced Placement Studio Art (A030)
1.0 credit
This course follows the standard and guidelines of the College Board’s review of student portfolios. Students produce a drawing, 2D or 3D design portfolio for submission to the College Board for scoring the portfolio and the potential of earning college credit. Students develop an inquiry-based artistic investigation in the course that becomes the basis of their submitted portfolios. The submitted portfolio must demonstrate synthesis of ideas, materials and processes through practice, experimentation and revision of art methods and works. The documentation and physical preparation of the portfolio is a component of this course. The course is open to seniors based on a portfolio review or approval of the instructor. It is recommended that the student have at least one studio art class at Loyola Academy. Students are required to submit a portfolio to the College Board at the end of this course.

Advanced Placement Art History (A020)
1.0 credit
This is a multidimensional course that focuses on aesthetics, art history, and studio practicums in the visual arts. Emphasis centers on works of art as they are created, perceived, understood, and appreciated by human minds. Students are required to take the national AP exam at the end of the course.
MUSIC

Advanced Placement Music Theory (A040)
1.0 credit
This course introduces music students to musicianship, theory, musical materials, and procedures. The course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of this theory course. AP Music Theory is offered every other year. Prerequisites include consent of the teacher based upon the ability to read and write musical notation and a minimum of one year of previous music performance or theory experience. This course is offered to students in grades 10-12. Students are required to take the national AP exam at the end of the course.

Beginning Instrumental (A003)
1.0 credit, Track 6
This course is designed for students with no instrumental musical background. This is a discovery course where students will be permitted to learn from a selection of instruments. Students enrolled in this course will build and maintain musical stamina, vocabulary, and appropriate concert etiquette through the rehearsal and performance of level-appropriate music. This course is designed to prepare students for either Concert Band (A005) or Symphony Orchestra (A016). Students enrolled in the course should be prepared to rent their own instruments if the school cannot provide one. This course may be taken during the freshman or sophomore years in lieu of Physical Education.

Please Note: All curricular bands rehearse and perform outside of the regular school day throughout the school year. During Marching Season, rehearsals are once per week after school. After Marching Season, rehearsals and performances are less frequent after school but are communicated to parents and students with the Band calendar at the beginning of the year. Attendance at rehearsals and performances serve as an extension of the course and are treated as such. Students that are involved in athletics and other activities may submit conflict forms in order to work out scheduling conflicts so there is no impact on grades. There is a Marching Band camp in summer that is part of the course requirements.

Concert Band (A005)
1.0 credit, Track 6
This course is for the high school musician who has previous instrumental experience in grammar/middle school. Students perform developmentally appropriate music and expand their musical vocabulary through the performance and critique of standard band repertoire. This course is offered to students in grades 9-12. This course may be taken freshman or sophomore year in lieu of Physical Education.
Symphonic Band (A006)
1.0 credit, Track 6
This course is for the advanced high school musician and may be taken by approval from the band director. Students work on emotionally expressive and technically challenging music while refining musical and technical fundamentals. This course also focuses to refine other elements of music, such as history, music theory, performance and rehearsal etiquette. Prerequisites include Concert Band and/or by audition. This course is offered to students in grades 9-12. This course may be taken during the freshman or sophomore years in lieu of Physical Education.

Percussion Ensemble (A007 or A011)
1.0 credit, Track 6 or 9
This course is designed for students from grades 9-12 with prior musical experience in percussion or prior piano experience AND approval from the Band Director. Emphasis is placed on the fundamentals of a comprehensive percussion arts education, which includes skill development on concert, marching, and world percussion instruments. Concepts studied include performance of concert snare drum, bass drum, keyboard/mallet percussion, drumset, and rudimentary music theory. During the fall, Percussion Ensemble will focus on Marching Battery technique in conjunction with the full Marching Band. In addition to performing their own pieces, Percussion Ensemble members also perform with the Concert Band and/or Symphonic Band at all performances as well as during the Marching Season. Prospective students should contact the Band Director with questions about qualifications of the course. This course may be taken in lieu of Physical Education during freshman or sophomore year.

Honors Concert Band (A008)
1.0 credit, Track 9
This course is for the high school musician who has previous instrumental experience in grammar/middle school and/or an introductory high school music course. Students perform developmentally appropriate music and expand their musical vocabulary and fundamentals through the performance and critique of standard band repertoire. To achieve the honors credit associated with the class, students complete multiple assignments valued at different points based on the necessary level of work and are designed to increase the depth of learning. This course may be taken during the freshman or sophomore years in lieu of Physical Education.
**Honors Symphonic Band (A009)**
1.0 credit, Track 9

This course is a Track 9 option available to students who register for Symphonic Band (A006). Approval of the band director is necessary and will be based on the student’s current musical ability, aptitude, rehearsal etiquette, and commitment to rehearsals and performances outside of the regular school day. To achieve the honors credit associated with the class, students complete multiple assignments valued at different points based on the necessary level of work and are designed to increase the depth of learning. This course may be taken during the freshman or sophomore years in lieu of Physical Education.

**Symphony Orchestra (A016)**
1.0 credit, Track 6

This full-year performance-based course studies, rehearses, and performs intermediate level music from many eras, styles, and countries from around the world. This course is open to any student who has experience playing Violin, Viola, Cello, Bass, Harp or Piano. This class introduces students to more advanced playing techniques in preparation for audition into Honors Symphony Orchestra (A019). This class is open to all grade levels and may be taken during the freshman or sophomore year in lieu of Physical Education.

**Honors Symphony Orchestra (A019)**
1.0 credit, Track 9

As the most advanced orchestra class available at Loyola Academy, this course is designed to prepare students for college level music study. Admittance is by audition only and space is limited based upon instrumentation. This class will introduce students to professional level literature, playing techniques, and a variety of performance experiences. If granted admittance, this course may be taken during the freshman or sophomore year in lieu of Physical Education.

**Beginning Guitar (A018)**
1.0 credit, Track 6

This performance-based course is for students in grades 9-12 and no previous musical experience is necessary for enrollment. Students learn a variety of styles and playing techniques including classical, folk, jazz, and rock. This class is designed to create competent literate musicians capable of reading traditional notation, TABS, and lead sheets/chords. This class prepares students for Guitar Ensemble (A028). Guitar courses may not be taken in lieu of Physical Education.
Guitar Ensemble (A028)
1.0 credit, Track 6
This performance-based course is for students who have successfully completed Beginning Guitar (A018) or who have auditioned for the instructor. Students will further their playing technique through ensemble literature, performances in large and small group settings, and solo guitar literature. This class is open to all grade levels. Guitar courses may not be taken in lieu of Physical Education.

Concert Choir (A051 for Men; A052 for Women)
1.0 credit, Track 6
This is an entry-level course for students interested in developing and utilizing vocal musical expression in high school and beyond. Basic skills in musicianship including sight-reading, notation, and vocal techniques such as breathing, phrasing, tone, and projection are stressed using exercises and one-, two-, and three-part compositions for mixed voices. Background lectures, clinic demonstrations, and rehearsals combine to reach these goals, as well as public performance. This course is open to all grade levels, however some vocal knowledge is helpful. No audition is required to enroll in this course. This course may be taken during the freshman or sophomore year in lieu of Physical Education.

Contemporary Vocal Ensemble (A054)
1.0 credit, Track 6
This intermediate mixed-choir course focuses on choral music of all styles including jazz, contemporary a cappella, and sixteenth to twentieth century classical art forms. On occasion, the ensemble combines forces with the Chamber Singers to provide a quality large-choir experience. Students will also perform at school concerts as well as community events. This course is for students who have successfully completed one year of Concert Choir (A051 or A052), and/or who have successfully auditioned. Incoming students with voice experience and basic sight reading skills may audition for this class. This course may be taken during the freshman or sophomore year in lieu of Physical Education.

Chorale (A053)
1.0 credit, Track 6
This course is the main performance ensemble for women who plan to study vocal performance in high school and college. Students practice and perform vocal music of all styles and periods. Special attention is paid to advanced literature, and individualized coaching for solo passages. High performance standards lead to public performance on campus and across the Chicagoland area. This course is open to students who have successfully completed one year of Concert Choir (A052) or CVE (A054), and/or who have successfully auditioned. This course may be taken during the freshman or sophomore year in lieu of Physical Education.
Honors Chorale (A055)
1.0 credit, Track 9
This course is the main performance ensemble for women who plan to study vocal performance in high school and college. Students practice and perform vocal music of all styles and periods. Special attention is paid to advanced literature, and individualized coaching for solo passages is given. High performance standards lead to public performance on campus and across the Chicagoland area. At the honors level, students will focus on their individual performance and vocal development at a rigorous level. Honors credit will include individual study of voice, solo performances, and adjudicated performances. This course is open to students who have successfully completed one year of Concert Choir (A052) or CVE (A054), and/or who have successfully auditioned. This course may be taken during the freshman or sophomore year in lieu of Physical Education.

Honors Chamber Singers (A059)
1.0 credit, Track 9
This course is the most advanced vocal ensemble and is limited to 24 students. Using the highest standards of literature and performance, the ensemble performs on a collegiate level and represents Loyola Academy in public performances of distinction on and off campus. Students will focus on their individual performance and vocal development at a rigorous level. Honors credit will include individual study of voice, solo performances, and adjudicated performances. This course may be taken during the sophomore year in lieu of Physical Education.
DANCE

Dance Design and Performance 1 (A045)
1.0 credit, Track 6
This course is for students who need to focus on proper technique and choreography in contemporary/modern, ballet, and jazz dance. Students enrolled in this course are required to perform with the class at Loyola’s Open House, Dance Jam and in the annual spring dance concert and attend dance performances in the Chicago area. This course may be taken during sophomore year in lieu of Physical Education. Juniors and seniors may take this course to fulfill their Fine Arts requirement. The successful completion of Dance 1 & Health (P910) or American Dance Beat (A047) or permission of the teacher is a prerequisite.

Dance Design and Performance 2 (A046)
1.0 credit, Track 6
This is an advanced course of study aimed at students with strong backgrounds in contemporary/modern, ballet, and jazz dance. Advanced techniques and combinations are employed and performance aspects of technique are stressed. Students are expected to attend dance performances of quality, as they are available in the metropolitan Chicago area and students are required to perform at Loyola’s Open House, Dance Jam and in the annual spring dance concert. This course may be repeated for credit with the permission of the teacher. This course may be taken during sophomore year in lieu of Physical Education. Juniors and seniors may take this course to fulfill their Fine Arts requirement. Placement in this course is based on audition, which takes place during January of the prior academic year.

American Dance Beat (A047)
1.0 credit, Track 6
This high energy dance course develops a foundation for students to explore the body and fitness through hip hop, body percussion, jazz and tap dance styles. Coursework emphasizes technical instruction and movement composition. Students are required to perform with their class in performances throughout the year. This course may be taken during sophomore year in lieu of Physical Education.

American Dance Beat 2 (A048)
1.0 credit, Track 6
This intermediate level dance course in hip hop, body percussion, jazz and tap is designed for students with previous experience in these forms or students who have completed American Dance Beat (A047). Coursework emphasizes choreography, improvisation and performance as well as cultural and historical studies of American dance. Enrolled students are required to perform at school concerts as well as attend professional performances in the Chicago area. This course may be repeated with permission from the teacher. This course may be taken during sophomore year in lieu of Physical Education.
Honors Dance (A049)
1.0 credit, Track 9
This Track 9 option is open to students who have been placed through audition and are studying at a professional studio. Students will be challenged to perfect their performance and technical skills. Assignments include challenging choreographic solos and group works. Students will be expected to attend dance performances of quality, as they are available in the metropolitan Chicago area. Students are required to perform at Loyola’s Open House, Dance Jam, Honors Dance Concert, and in the annual spring dance concert and may be required to perform outside of school. This course may be repeated for credit with permission of the teacher. Students must audition in January of the prior academic year.

Theater Arts 1 (A034)
1.0 credit, Track 6
This course is open to students in grades 10-12. Students actively explore the communicative art of live theater. Areas of concentration include acting, theater history, theater appreciation, technical theater, theater production, and play writing. Students participate in group projects that stress the collaborative aspects of the theater arts. This course may be taken during sophomore year in lieu of Physical Education.

Honors Theater Arts I (A037)
1.0 credit, Track 9
This full-year course is open to students in grades 9-12 who have a strong interest or involvement in theater activities prior to the course. Students develop a solid understanding about the various aspects of theater arts, including acting, directing, writing, and theater history. Each semester culminates in a performance by the entire class. This course is designed for the student who desires a concrete understanding of theater by working first hand on the art form. Students are required to attend both professional theater and Loyola Academy productions. Hours of theater production work outside of class are also required each semester. Current Loyola students without experience in the LA Theatre program are required to receive written permission from the Fine Arts Chair to enroll in the course. This course may be taken during the freshman or sophomore years in lieu of Physical Education.

Theater Arts 2 (A036)
1.0 credit, Track 6
This course is open to students who have completed Theater Arts 1 (A034) and want to further explore the art of theater. Emphasis is placed on developing the student's acting skills through exercises, scene studies, monologue and audition preparations, playwriting and the directing process.
Honors Theater Arts 2 (A109)
1.0 credit, Track 9

This course focuses on the advanced study and practice of theater arts. Emphasis is placed on developing the student’s acting skills through scene studies and monologue and audition preparations, playwriting, and directing process. During the second semester, the students participate in the Manhattan Theater Club’s TheatreLink project. TheatreLink is curriculum-based web projects that connects 18 high schools from around the world to study and create theater together. Working with a professional playwright based in New York, the class works via the internet and videoconferencing to create a play that is performed by another school and then performs a play written by a third school. Students are required to attend both professional theater and Loyola Academy productions. Hours of theater production work outside of class are also required each semester. Prerequisites include the completion of Theater Arts 1 (A034) with a grade of 95 or above, Honors Theater Arts 1 (A037), Theater Arts 2 (A036) or permission of the teacher. This course may be taken during the sophomore year in lieu of Physical Education.
LOYOLA ACADEMY OFFERS CLASSICAL AND MODERN LANGUAGES AND REQUIRES THAT ALL STUDENTS complete at least 2.0 credits of one language to graduate. Three years of language study are recommended.

Classical Languages Course Descriptions

LATIN

Latin courses are tracked to meet the academic achievement potential of all students. Through Latin all students can become familiar with an ancient language and culture that continues to have a strong influence on Western civilization.

Latin 1 (L616 or L619)
1.0 credit, Tracks 6 or 9
This introductory course focuses on Latin with precision and understanding, and includes the study of grammar, syntax, vocabulary, and English word study, as well as Roman life and classical lore. Students in L616 and L619 will use the Oxford Latin Program, Books I and II. Track 9 (L619) is paced to cover more material than track 6.

Latin 2 (L626)
1.0 credit, Track 6
This course begins with a thorough review of Latin 1 (L616). Text readings spotlight Roman daily life and history through the late Republic and Early Empire. Students will study the unique grammar, syntax, and vocabulary in preparation for further Latin courses. Students will use the Oxford Latin Program, Books II and III. Incoming freshmen who wish to enroll in this course must take the Latin language qualifying exam offered in April.

Honors Latin 2 (L629)
1.0 credit, Track 9
This course begins with a thorough review of Honors Latin 1 (L619). Readings spotlight Roman history and daily life through the late Republic and Early Empire. Students will study and demonstrate understanding of the unique grammar, syntax, and vocabulary in preparation for further Latin courses. Students will use the Oxford Latin Program, Books II and III. Incoming freshmen who wish to enroll in this course must take the Latin language qualifying exam offered in April.

Latin 3 (L636 or L639)
1.0 credit, Track 6 or 9, Track 9 Dual Credit
This course begins with a review of Latin 2 (L626 or L629) and the translation of passages from Pliny, Petronius, and Sallust. Students continue the examination of Roman history, art, and architecture. Latin is read intensively and extensively with an emphasis on precision. A wide range of Latin prose is studied, including Vergil, Horace, Catullus, and Ovid. Student in Track 9 (L629) study First Catilinarian Oration and the philosophy and letters of Cicero.
Latin 4 (L646 or L649)
1.0 credit, Track 6 or 9
In this course, students continue to refine and polish their skills in Latin. Latin is read intensively and extensively with emphasis on precision. A wide range of Latin sources are studied, including Vergil, Horace, Catullus, and Ovid.

Advanced Placement Latin (L640)
1.0 credit, Dual Credit
In this course, students continue to refine and polish their skills in Latin and focus on Caesar’s Gaelic Wars and Vergil’s Aeneid. Students also prepare for the Advanced Placement exam in Latin and depending on their scores may earn college credit. Students enrolled in this course are required to take the AP exam at the end of the course.

ANCIENT GREEK
All Greek courses are taught at the Honors level. Admission is based on Loyola Academy entrance examination scores. Juniors and seniors with proven records of academic achievement are also welcome.

Honors Greek 1 (L659)
1.0 credit, Track 9
This course introduces the grammar, syntax, and vocabulary of ancient Attic Greek. Emphasis is placed on reading Greek prose. The readings provide an introduction to the culture of fifth century Athens.

Honors Greek 2 (L669)
1.0 credit, Track 9
Intermediate Greek, a continuation of Greek 1 (L659), prepares students for original readings from a variety of Greek authors. These readings provide an insight into the Greek mind and world. A survey of Herodotus’ Histories is included.

Honors Greek 3, Readings in Greek Epic (L679)
1.0 credit, Track 9, Dual Credit
After an introduction to the Homeric dialect of Ancient Greek, students translate selections of the Iliad in Greek from books 1, 3, 5, 6, 9, 16, 22 and 24. This course covers the entire Iliad and Odyssey in English. Students examine the themes of moral injury from war, survivors’ guilt, the heroic journey, and challenges faced by a veteran returning to home and community. Students can earn college credit through Loyola University’s Dual Credit Program (GREK 285: Introduction to Greek Poetry).
Honors Greek 4, Readings in Greek Tragedy (L690)
1.0 credit, Track 9
This class offers a college-level experience. Readings include Greek tragedies from Aeschylus, Sophocles, and Euripides. The Greek Defense, an oral exam conducted by college professors, is conducted during fourth quarter. Although the College Board does not offer an AP test for ancient Greek, students who successfully complete this course receive weighted points on their transcripts equivalent to those given in AP courses.

Modern Languages Course Descriptions

CHINESE

Chinese 1 (L916)
1.0 credit, Track 6
This course is an introduction to the basics of the Chinese language and culture, including the rules of writing Chinese characters, correct tones, basic grammar, and listening, speaking, reading and writing Chinese.

Honors Chinese 1 (L919)
1.0 credit, Track 9
This course is an introduction to the basics of the Chinese language and culture, including the rules of writing Chinese characters, correct tones, basic grammar, listening, speaking, reading and writing Chinese. This is an in depth course that encompasses interpretive and interpersonal communication skills.

Chinese 2 (L926)
1.0 credit, Track 6
This course enhances the four skills of listening, speaking, reading and writing the Chinese language. Students improve their communication skills through the mastery of more vocabulary and more advanced grammar.

Honors Chinese 2 (L929)
1.0 credit, Track 9
This course enhances the four skills of listening, speaking, reading and writing. With a more advanced vocabulary and grammar, students improve their communication skills in more challenging tasks.

Chinese 3 (L936)
1.0 credit, Track 6
This course builds students’ communication skills through an expanded vocabulary, advanced grammar, and more authentic learning materials such as Chinese movies, YouTube videos, TV shows to prepare students for the intermediate level of competence.
Honors Chinese 3 (L939)
1.0 credit, Track 9
This course continues to build students’ communication skills through an expanded vocabulary and advanced grammar and more authentic learning materials such as Chinese movies, YouTube videos, TV shows to prepare students to reach the intermediate level of competence. The accelerated pace of this course adequately prepares students to take Honors Chinese IV and the Advanced Placement Chinese Language and Culture.

Chinese 4 (L946)
1.0 credit, Track 6
This course develops linguistic and proficiencies in listening, speaking, reading, and writing through students’ exposure to real life language tasks involving reading, conversation, composition, and research. Authentic materials, student work, and the textbook are used in addition to audiovisual materials. Students increase interpersonal and presentational skills in Chinese.

Honors Chinese 4 (L949)
1.0 credit, Track 9
This course continues to develop the four major language skills: listening, speaking, reading and writing. This course helps students to develop proficiency in communication by discussing a variety of different topics to enhance their listening and speaking ability. They improve their writing ability through further exposure to the real life language tasks that involve reading, conversation, research, and authentic materials.

Advanced Placement Chinese Language and Culture (L940)
1.0 credit
Advanced Placement Chinese is designed to prepare students for the College Board’s AP Chinese Language and Culture Examination. Students improve their interpersonal, interpretive, and presentational communication skills while they develop intermediate to advanced-level knowledge in the Chinese language and culture. Students continue to advance their knowledge in various aspects of the Chinese community, history, and culture. Coursework focuses on two-way communication, reading proficiency, and speech and writing. Students are required to take the national AP exam at the end of the course.
FRENCH

French 1 (L716)
1.0 credit, Track 6
This course is an introduction to French language and culture and focuses on acquiring reading, writing, listening, and speaking skills as a means for communication.

Honors French 1 (L719)
1.0 credit, Track 9
This course is an introduction to French language and culture and focuses on acquiring reading, writing, listening, and speaking skills as a means for communication. The pace of the course is accelerated to adequately prepare students for Honors French 2 (L729).

French 2 (L726)
1.0 credit, Track 6
This course helps students to build their communication skills developed in French 1 (L716), while enhancing their knowledge of the Francophone world. Mastery of grammar and vocabulary and developing proficient speaking, writing, listening, and reading skills in French are the focus of this course. Incoming freshmen who wish to enroll in this course must take the French language qualifying exam offered in the spring.

Honors French 2 (L729)
1.0 credit, Track 9
This course helps students to build their communication skills developed in French 1 (L719), and enhances their knowledge of the Francophone world and French culture and civilization. The pace of this course is accelerated to prepare students for Honors French 3. Incoming freshmen who wish to enroll in this course must take the French language qualifying exam offered in the spring.

French 3 (L736)
1.0 credit, Track 6
This course helps students to build their communication skills developed in French 2 (L726), and enhances their knowledge of the Francophone world. Mastery of advanced grammar and vocabulary and the development of proficient speaking, writing, listening, and reading skills in French are emphasized in this course. During the second semester, students read, discuss, and analyze a French novel.
Honors French 3 (L739)
1.0 credit, Track 9
This course is a continuation of Honors French 2 (L729). Conducted primarily in French, the course helps students to build their communication skills while enhancing their knowledge of the Francophone world. Mastery of advanced grammar and vocabulary and the development of proficient speaking, writing, listening, and reading skills in French are emphasized in this class. During the second semester, students read, discuss, and analyze a French novel. The pace of this course is accelerated to adequately prepare students for Honors French 4 (L749) or AP French Language (L750).

French 4 (L746)
1.0 credit, Track 6, Dual Credit
This course is a continuation of French 3 (L736). In this course, conducted primarily in French, students develop their communicative skills in the French language and improve their understanding of the French-speaking world. Through the study of authentic sources such as film shorts, video clips, music, and literary and nonliterary texts, as well as advanced grammar and vocabulary, students learn to express themselves with greater accuracy and sophistication on themes such as family life, social issues, and sports and leisure.

Honors French 4 (L749)
1.0 credit, Track 9, Dual Credit
This course is a continuation of Honors French 3 (L739) in which students develop their communicative skills in the French language and improve their understanding of the French-speaking world. Through the study of authentic sources such as film shorts, video clips, music, and literary and nonliterary texts, as well as advanced grammar and vocabulary, students learn to express themselves with greater accuracy and sophistication on themes such as family life, social issues, and sports and leisure. This course, conducted primarily in French, prepares students for AP French (L750) course. (Seniors may take this course concurrently with AP).

Advanced Placement French Language and Culture (L750)
1.0 credit
In this college-level course conducted entirely in French, students improve their interpersonal, interpretive, and presentational communication skills, while developing an appreciation for the products, practices, and perspectives of the French culture. Through the study of authentic sources ranging from literature to podcasts and YouTube videos, students explore the themes of global challenges, science and technology, contemporary life, search for self, family and community, and beauty and aesthetics. A summer assignment is required. Students are required to take the Advanced Placement French exam at the end of this course. Successful completion of French 4 (L746 or L749) is a prerequisite for this course with the exception of seniors dual-enrolled in L749 and L750.
SPANISH

Spanish 1 (L816)
1.0 credit, Track 6
This course is an introduction to the Spanish language and Spanish-speaking cultures. The focus of this course is on oral proficiency, comprehension, and reading and writing skills.

Honors Spanish 1 (L819)
1.0 credit, Track 9
This course is an introduction to the Spanish language and Spanish-speaking cultures. The focus of this course is on oral proficiency, comprehension, reading and writing skills. This course is conducted in Spanish, whenever possible. The pace of this course is accelerated to prepare students for Honors Spanish 2 (L829).

Spanish 2 (L826)
1.0 credit, Track 6
This course is a continuation of Spanish 1 (L816). Students build a stronger vocabulary to allow for creativity and spontaneity and learn more complex grammar. Students continue to study Spanish-speaking cultures. Incoming freshmen who wish to enroll in this course must take the Spanish language qualifying exam offered in the spring.

Honors Spanish 2 (L829)
1.0 credit, Track 9
This course is a continuation of Honors Spanish 1 (L819). The focus of the course is the continued development of oral proficiency, comprehension, reading and writing skills. The novel Esperanza will be used to develop reading, writing and critical thinking skills. This course is conducted mainly in Spanish. Incoming freshmen who wish to enroll in this class must take the Spanish language qualifying exam offered in the spring.

Spanish 3 (L836)
1.0 credit, Track 6
This course is a continuation of Spanish 2 (L826). Students will learn more vocabulary, all the remaining verb tenses, and the grammar structures. Socio-cultural knowledge will be expanded with the expectation that students be able to handle themselves well in a social situation within a Spanish-speaking environment. This course is conducted in Spanish.
Honors Spanish 3 (L839)
1.0 credit, Track 9
This course helps students to continue to develop their proficiency in Spanish in preparation for AP Spanish Language and Culture (L840). It is a sequel to Honors Spanish 2 (L829). It stresses oral skills, composition, vocabulary building and grammatical structures not previously covered. It is complemented by selected authentic readings such as Marianela by Benito Pérez Galdós. This course is conducted entirely in Spanish.

Spanish 4 (L846)
1.0 credit, Track 6, Dual Credit
This is a traditional classroom based course that follows Spanish 3 (L836). It emphasizes the four basic language skills of reading, writing, speaking and listening through the study of Spanish-speaking cultures. The content of this course includes literature, current events, art appreciation, traditions of yesterday and today, geography, and prevalent figures of Spanish-speaking countries. This course is conducted in Spanish and is a preparation for students who choose to take AP Spanish Language and Culture (L840) in the following year.

Spanish 4: Language Acquisition through Immersion (L846s)
1.0 credit, Track 6 (service learning course), Dual Credit
This course is designed for learning Spanish through active participation in community-based organizations that require the use of Spanish. Building off of the skills gained in Spanish 3 (L836), this course exposes students to Spanish speaking communities that will motivate and challenge students to learn Spanish for immediate real world application. With the course being conducted in Spanish, classroom time will refine the skills of reading, writing, speaking and listening gained in the traditional Spanish 4 course but extend these for problem-solving and critical thinking in their community experience. Through an exploration of the themes of identity, bi-lingual education, immigration, and other contemporary issues, students will be oriented to the experiences they’re having with their community partners as well as preparing for AP Language the following year. Students will complete seven service site visits each semester outside of school hours to a community partner that specifically works with Spanish speakers. Prerequisite: Spanish 3 track 6.
**Honors Spanish 4 (L849)**

1.0 credit, Track 9, Dual Credit

This course emphasizes an interactive, proficiency-oriented approach to the teaching of language and culture. It is a continuation of Honors Spanish 3 (L839) and is conducted entirely in Spanish. The students develop further insight into the nature of language and culture through comparisons of their own culture with that of the Spanish-speaking world. The study of selected Spanish and Latin American literature is a central part of this course in order to prepare students for AP Spanish Language and Culture (L840) or, with teacher approval, AP Spanish Literature (L850). This course emphasizes an interactive, proficiency-oriented approach to the teaching of language and culture. It is a continuation of Honors Spanish 3 (L839) and is conducted entirely in Spanish. The students develop further insight into the nature of language and culture through comparisons of their own culture with that of the Spanish-speaking world. The study of selected Spanish and Latin American literature is a central part of this course in order to prepare students for AP Spanish Language and Culture (L840) or, with teacher approval, AP Spanish Literature (L850).

**Advanced Placement Spanish 4, Language (L840)**

1.0 credit

Advanced Placement Spanish 4 Language and Culture prepares the student for the College Board Advanced Placement examination. Students have the potential to earn college credit depending on the results of the exam. Summer work prior to this course is required. This course is conducted entirely in Spanish. Students read, discuss, and analyze the six overarching themes as set by the College Board as well as practice the exam skills of interpretive reading, interpersonal and presentational speaking and writing. Successful completion of Honors Spanish 3 (L839) or Honors Spanish 4 (L849) is recommended.

**Advanced Placement Spanish 5, Literature (L850)**

1.0 credit

This course prepares the student for the Advanced Placement exam. Students have the potential to earn college credit depending on exam scores. Students read, discuss, and analyze the works on the College Board’s reading list that differs by year and College Board requirements. Students are introduced to authors, poets and writers from a variety of Spanish speaking countries. Summer work prior to the course is required. This course is conducted entirely in Spanish. Students are required to take the national AP exam at the end of the course. Successful completion of AP Spanish 4 Language (L840) is strongly recommended.
MATHEMATICS DEPARTMENT

Course Sequence
Students are required to take Mathematics during freshman, sophomore, and junior years. Although Mathematics is not required in senior year, all students are expected to have completed Precalculus before graduation. Geometry, Algebra 2, or other nonrepeat courses taken during the summer do not negate this requirement.

Program of Studies

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<td>AP Calculus AB</td>
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NOTES: * May be taken in summer school.
Summer School is required prior to the start of freshman year for Track 1.
Hnrs Computer Science courses may not be taken as a graduation credit in Mathematics.

Calculator Policy
All students are required to have a Texas Instruments (non-CAS) graphing calculator (i.e. TI-83, TI-84, TI-84 Plus, etc.) graphing calculator.
Freshman Track Placement and Course Selection

FRESHMAN TRACK PLACEMENT
Incoming freshmen initially are placed in one of the following tracks based on their entrance exam scores:

1. Track 1 (M411)–College Preparatory with support, supervised study, and smaller class sizes. **Students in this track must attend summer school prior to freshman year.**

2. Track 6 (M416)–Accelerated College Preparatory.

3. Track 9 (M419)–Honors Accelerated College Preparatory.

FRESHMAN COURSE SELECTION
Incoming freshmen can advance to Geometry by:

1. **Passing** the Geometry Qualifying Test.

2. **Successfully completing Honors Algebra 1** in summer school (this is a four-hour course in summer school).

All incoming freshmen taking Algebra 2, Geometry, or a higher level course in eighth grade should notify the Mathematics Department chair to arrange for appropriate testing and placement.

All students who have been placed in Algebra 1 (M411), Track 1, are required to attend summer school. Students placed in M411 may take the Algebra 1 Track 6 Qualifying Test. After successful completion of this test, a student may be placed in Algebra 1 (M416), Track 6 and the summer school requirement will be removed.

FRESHMAN SUMMER SCHOOL

1. **Algebra 1, Track 1**: This required course for M411 students will focus on skills such as note-taking, summarizing, and iPad usage. In addition, topics such as the real number system, operations with integers and rational numbers, order of operations, simplifying and evaluating variable expressions, linear equations and linear inequalities.

2. **Introduction to Algebra 1**: This course is offered to incoming freshmen placed in Algebra 1 (M416), Track 6 or Algebra 1 (M419), Track 9 in freshman year. This course is a review of Pre-Algebra topics.
Course Descriptions

Algebra 1 (M411)
1.0 credit, Track 1
This first-year algebra course introduces students to the fundamentals of algebra. Topics include operations with real numbers, polynomials, solving linear equations, quadratic equations, inequalities, and word problems. Students are introduced to graphing in one and two dimensions. A student's entrance exam score determines placement in this course.

Algebra 1 (M416)
1.0 credit, Track 6
This first-year elementary algebra course includes topics such as operations with polynomials, solving linear and quadratic equations, solving inequalities, writing and graphing linear equations, an introduction to functions, systems of linear equations and inequalities, word problems, rational expressions and equations, and radicals. A student's entrance exam score determines placement in this course.

Honors Algebra 1 (M419)
1.0 credit, Track 9
This first-year elementary algebra course includes topics such as operations with polynomials, solving linear and quadratic equations, solving inequalities, writing and graphing linear equations, an introduction to functions, systems of linear equations and inequalities, word problems, rational expressions and equations, and radicals. A student's entrance exam score determines placement in this course.

Geometry (M421)
1.0 credit, Track 1
This course includes the study of plane and solid geometry with an emphasis on problem solving rather than on mathematical proof. Topics include points, lines, planes and angles, properties of polygons and circles, perimeter and area, similarity, congruence, surface area and volume of solids, special right triangles, and trigonometry. Algebra 1 is a prerequisite.

Geometry (M423)
1.0 credit, Track 3
This course is an intuitive approach to geometry; the course is not proof intensive. Topics include parallel and perpendicular lines, congruence and similarity of triangles and other polygons, right triangle trigonometry, properties of circles, area, surface area, and volume of geometrical figures. This course will encourage the student's development of abstract and independent thinking through the use of concrete examples. Assessments emphasize basic skills with a focus on open-ended conceptual questions. Algebra 1 is a prerequisite.
**Geometry (M426)**
1.0 credit, Track 6

This course introduces mathematical proof and logical structure including both plane and solid geometry. Topics include the basic concepts of geometry, properties of triangles, quadrilaterals, polygons, circles, solids, congruence, similarity, area, and volume. This course uses instructional strategies to promote proactive students who consistently use critical-thinking skills to complete course assignments. Assessments place less emphasis on basic skills and greater emphasis on application and analysis of content. Algebra 1 is a prerequisite. Incoming freshmen who wish to enroll in this course must demonstrate Algebra 1 proficiency on the Geometry Qualifying Test.

**Honors Geometry (M429)**
1.0 credit, Track 9

This course introduces mathematical proof and logical structure including plane, solid, and analytic geometry. Topics include the basic concepts of geometry, properties of triangles, quadrilaterals, polygons, circles, solids, congruence, similarity, area, and volume. Students are expected to demonstrate independent inquiry and resourceful, critical, and creative thinking in class and homework assignments. Assessments in this course include application, analysis, and synthesis of content. Algebra 1 is a prerequisite. Incoming freshmen who wish to enroll in this course must demonstrate Algebra 1 proficiency on the Geometry Qualifying Test.

**Algebra 2 (M461)**
1.0 credit, Track 1

This course includes a thorough review of Algebra 1 followed by a continuation of the fundamentals of Algebra 2 including operations with polynomials, solving linear and quadratic equations, real and complex numbers, logarithms, graphing on the coordinate plane, inequalities, functions, and sequences and series. Geometry is a prerequisite.

**Algebra 2 (M433)**
1.0 credit, Track 3

This full-year course offers advanced algebra concepts. Topics include data and linear representations and applications, linear, quadratic, polynomial, exponential, logarithmic, rational, radicals, functions, matrices, and conic sections. Students use inductive and deductive reasoning to justify logical conclusions in investigating and solving real world applications and recognize the connection between mathematical algorithms and other disciplines. This course encourages students to develop abstract and independent thinking through the use of concrete examples. Assessments emphasize basic skills with a focus on open-ended conceptual questions. Geometry is a prerequisite.
Algebra 2 (M436)
1.0 credit, Track 6
This course includes a brief review of Algebra 1 followed by a continuation of the fundamentals of Algebra 2, including operations with polynomials, solving linear and quadratic equations, real and complex numbers, conics, logarithms, graphing on the coordinate plane, inequalities, functions, and sequences and series. The course uses instructional strategies to promote proactive students who consistently use critical-thinking skills to complete course assignments. Assessments place less emphasis on basic skills and greater emphasis on application and analysis of content. Geometry is a prerequisite.

Honors Algebra 2 (M439)
1.0 credit, Track 9
This course is designed to provide the student with an extensive Algebra 2 background. Using multiple representations, students will study linear, quadratic, higher degree polynomial, exponential, and logarithmic functions. In addition, students study complex numbers, conic sections, radicals, matrices, probability, sequences, and series. Assessments in this course include application, analysis, and synthesis of content. Geometry is a prerequisite.

Precalculus (M451)
1.0 credit, Track 1
This course includes the study of trigonometry and analytic geometry from a more intuitive approach. Topics include a brief review of Algebra 2 parent functions and transformations. Trigonometry topics including right triangle trigonometry, graphs of functions and inverse functions, identities, equations, formulas, laws of sines and cosines, and polar equations and graphing. Algebra 2 is a prerequisite.

Precalculus (M453)
1.0 credit, Track 3
This course includes the study of trigonometry and analytic geometry from a more intuitive approach. Topics include a brief review of Algebra 2 parent functions and transformations. Trigonometry topics including right triangle trigonometry, graphs of functions and inverse functions, identities, equations, formulas, laws of sines and cosines, and polar equations and graphing. This course encourages students to develop abstract and independent thinking through the use of concrete examples. Assessments place an emphasis on basic skills with a focus on open-ended conceptual questions. Algebra 2 is a prerequisite.
Precalculus (M456)
1.0 credit, Track 6
This course builds upon the topics studied in Algebra 2 and includes the study of trigonometry. Topics include polynomial, logarithmic, exponential, trigonometric functions and their graphs, analytic trigonometry, parametric equations, polar equations and their graphs, conic sections, and sequences and series. This course uses instructional strategies to promote proactive students who consistently use critical-thinking skills to complete course assignments. Assessments have less emphasis on basic skills with greater emphasis on application and analysis of content. Algebra 2 is a prerequisite.

Honors Precalculus (M459)
1.0 credit, Track 9
This course uses a graphing approach to understanding trigonometry and advanced algebra concepts. Specific topics include: trigonometric functions, equations, graphs, and identities; law of sines and cosines; sequences and series; conics; logarithms and exponential functions, parametric equations; polar equations and graphs; sequences and series; and an introduction to limits and derivatives. Students are expected to demonstrate independent inquiry and resourceful, critical, and creative thinking in class and homework assignments. Assessments in this course include application, analysis, and synthesis of content. Algebra 2 is a prerequisite.

Calculus (M466)
1.0 credit, Track 6
This course is the equivalent to one semester of college-level calculus. A brief review of precalculus topics includes linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. The topics from calculus include limits, continuity, derivatives and their applications (specifically, related rates and optimization problems), definite and indefinite integrals using substitution, partial fractions, and integration by parts. This course uses instructional strategies to promote proactive students who consistently use critical-thinking skills to complete course assignments. Assessments place less emphasis on basic skills with greater emphasis on application and analysis of content. Precalculus is a prerequisite.

Advanced Placement Calculus AB (M460)
1.0 credit
This course is comparable to a college-level calculus course. Topics include limits, continuity, derivatives and their applications, integrals and their applications, slope fields, and motion in the plane. The course requires the use of a graphing calculator with functions (i.e. TI-83 Plus or TI-84 preferred). Students enrolled in this course are required to take the national AP exam in AB Calculus. Honors Precalculus is a prerequisite or Precalculus Track 6 with chair approval.
Advanced Placement Calculus BC (M470)
1.0 credit, Dual Credit
This course is the equivalent of a full-year of college-level calculus. Topics include limits, continuity, derivatives and their applications, integrals and their applications, improper integrals, slope fields, Euler’s method, motion in the plane, parametric and polar functions, and sequences and series. Based on this examination, the student’s college will determine the amount of advanced placement and/or college credit the student will receive. Honors Precalculus is a prerequisite. Students are required to take the national AP exam at the end of the course.

Advanced Placement Statistics (M530)
1.0 credit, Dual Credit
This non-calculus based college-level course that covers the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students make the connections between data distributions and probability to understand and utilize inferential techniques. For students in the Clavius Scholars program, small discussion groups meet monthly to analyze and interpret data in a shared inquiry setting. Students are required to take the national AP Statistics exam at the end of the course. Honors Algebra 1 is a prerequisite. This course is open to students outside of the Clavius Honors Program.

Linear Algebra (M510)
0.5 credit, Dual Credit
This introductory college-level course includes the study of linear equations, matrices, determinants, vectors, and vector spaces. Upon successful completion of this course, students earn weighted points on their transcripts equivalent to those given to students in AP classes. AP Calculus AB (M460) or BC (M470) is a prerequisite. Students may also be taking AP Calculus concurrently.

Multivariable Calculus (M520)
0.5 credit, Dual Credit
This course is the equivalent to the third semester of college-level calculus. Topics include limits and continuity of functions of several variables, partial derivatives, LaGrange multipliers, vector-valued functions; double and triple integrals with applications; change of variables to polar, cylindrical, and spherical coordinates; and integrals over paths and surfaces. Upon successful completion of this course, students earn weighted points on their transcripts equivalent to those given to students in AP classes. Prerequisites include AP Calculus AB (M460) or BC (M470).
Discrete Math (M540)
1.0 credit
This full-year senior level course will extend students’ mathematical ability to deal with abstraction and various forms of proof. Students will explore topics such as combinatorics, graph theory, algorithms, propositional logic, single quantified statements, set theory, and other mathematical topics to develop their logic and analysis skills. Upon successful completion of this course, students earn weighted points on their transcripts equivalent to those given to students in AP classes. Prerequisites include successful completion of AP Calculus AB (M460), AP Calculus BC (M470), or Calculus (M466) with chair approval.

Honors Computer Science Principles (M039)
1.0 credit, Track 9
In this course, students are introduced to the foundational concepts of computer science and how computing and technology can impact the world. With a focus on creative problem solving and real world applications, Honors Computer Science Principles aims to prepare students for college and their career. Students will use course materials to learn about the Internet and program in the JavaScript language. Completion of Geometry Track 6 or higher is a prerequisite of this course.

Honors Computer Science A (M049)
1.0 credit, Track 9
In this course, topics for study include the history of computer science, Java programming, classes, methods, loops, decisions, arrays, inheritance, interfaces, polymorphism, recursion, sorting, and searching. Prerequisites include the completion of Honors Computer Science Principles (M039) and/or completion of Algebra 2 with a grade of 90 or greater and/or Honors Algebra 2 with a grade of 80 or greater.

Summer School
The following Mathematics courses are offered at Loyola Academy summer school:

- Honors Algebra 1, Track 9
- Algebra 2, Track 6
- Honors Algebra 2, Track 9
- Geometry, Track 6
- Honors Geometry, Track 9
Freshman Course Descriptions

Students are required to take either Physical Education 1 & Health or Dance 1 & Health during either Freshman or Sophomore year. Freshmen who elect to take a Performing Arts course rather than a Physical Education course must sign up for either Physical Education 1 & Health or Dance 1 & Health in their Sophomore year.

Dance 1 & Health (P910), Coed
1.0 credit, Track 6
This is the entry level course in the sequential core dance curriculum and serves as an introduction to basics in contemporary / modern, ballet, and jazz technique. Students explore basic movement, vocabulary, and concepts relating to technique, and master movement combinations and acquire knowledge of basic elements of movement design and choreography. Courses in dance promote the understandings of kinetic wellness and personal wellness through the philosophy of the Physical Education department. Fitness testing will be administered.

The Health Education unit teaches the comprehension of health related concepts and the promotion of health and disease prevention. Exposure to a variety of health-related concepts will help foster practice of health-enhancing behaviors and help reduce health risks. Students will learn how to access valid health information and health-promoting products and services. Analysis of the influence of culture, media, technology, and other factors are also examined. Health topics include mental and emotional health, violence and abuse, alcohol, tobacco use, drugs, nutrition and fitness, disease and disorders, sexually transmitted infections (STI), body systems, and CPR.

Physical Education 1 & Health, Male (P916), Female (P917)
1.0 credit, Track 6
This course focuses on providing students with fundamental knowledge and skill development through a sequence of Health and skill-related foundational fitness activities including cardiovascular and strength training, individual and team sports, and aquatics. Students who fail to pass the aquatic proficiency test at the beginning of Physical Education 1 & Health will take a Learn-to-Swim segment.

The Health Education unit teaches the comprehension of health related concepts and the promotion of health and disease prevention. Exposure to a variety of health-related concepts will help foster practice of health-enhancing behaviors and help reduce health risks. Students will learn how to access valid health information and health-promoting products and services. Analysis of the influence of culture, media, technology, and other factors are also examined. Health topics include mental and emotional health, violence and abuse, alcohol, tobacco use, drugs, nutrition and fitness, disease and disorders, sexually transmitted infections (STI), body systems, and CPR.
Sophomore Course Descriptions

Physical Education 2, (P926), Coed
1.0 credit, Track 6
This course focuses on improving fitness and refining motor skills by participating in individual and team sports, with an added emphasis on mastering interpersonal skills that result in greater respect for and cooperation with others. Goals include instilling an appreciation of exercise and a healthy use of leisure time to promote a wellness-oriented lifestyle. Fitness tests are administered.

Beginning Pilates and Yoga (P912), Coed
1.0 credit, Track 6
This noncompetitive course is an introduction to the basic philosophies and principles of yoga and Pilates. Through these practices, students train the body and mind to build strength, flexibility, balance, and control. Students learn beginning-level mat work in Pilates and basic Hatha Yoga poses and stretches. Students are required to bring their own yoga mats. An overview of the history of Pilates and yoga and how they have changed and developed over the years is included. Fitness tests are administered.

Strength and Conditioning (P920), Coed
1.0 credit, Track 6
This course is for the student-athlete and advanced fitness enthusiast. Athletes participate in their in-season and off-season strength training and conditioning programs designed in collaboration by their Physical Education teachers and athletic coaches. Activities include a rotation of Pilates, cardiovascular workouts, weight training, and individual and team sports. Fitness tests are administered.

Sophomore Adventure Education (P940), Coed
1.0 credit, Track 6
This course includes instruction on a variety of outdoor activities. Included are units on rock climbing, orienteering, camping, and canoeing. The course includes a lab fee of $150 for field trips and equipment use. Students enrolled in this course focus on Adventure Education activities and Physical Education activities throughout the year. Fitness tests are administered.

Fusion Fitness (P960), Coed
1.0 credit, Track 6
This course offering emphasizes aerobic, core, and strength conditioning through the use of activities such as: step aerobics, cardio kickboxing, cardio hip hop, HIIT training, Bosu balls, medicine balls, free weights, stability balls, Yoga, Pilates, running/walking, plyometrics, and agility training. Activities and experiences vary according to each student’s fitness level. This course also focuses on the five major fitness components: muscular endurance and strength, cardiovascular endurance, flexibility, and body composition. Fitness tests are administered.
SCIENCE DEPARTMENT

Graduation Requirements
Three years of Science, including Physics, Chemistry, and Biology, are required to graduate from Loyola Academy. Please note that any number of Science classes may be offered in the summer, however at least one full year of science must be completed during the regular school year.

A Sample Schedule

<table>
<thead>
<tr>
<th></th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
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<td>AP Biology</td>
<td>AP Science or Science Elective</td>
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<td><strong>COLLEGE PREP</strong></td>
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<td>Chemistry Track 6</td>
<td>Biology Track 6</td>
<td>AP Science or Science Elective</td>
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<td><strong>COLLEGE PREP WITH SUPPORT</strong></td>
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<td>Chemistry Track 1</td>
<td>Biology Track 1</td>
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Course Descriptions

Physics (S651, S656, S659)
1.0 credit, Track 1, 6, 9
This course is aligned with the NGSS (Next Generation Science Standards) and emphasizes a conceptual understanding of physics laws. Students will build a foundation of scientific literacy by engaging in the practices of inquiry. Students taking this course will develop their analytical and problem-solving skills and will be acquainted with practical applications of the concepts developed. Using STEAM principles, students will explore new ideas and learn by doing.

Chemistry (S531, S536, S539)
1.0 credit, Track 1, 6, 9
This course introduces students to the basic concepts of Chemistry. Students learn to apply their knowledge of concepts to solve quantitative problems. Laboratory work is an integral part of the course.

Biology (S511, S516, S519)
1.0 credit, Track 1, 6, 9
This course introduces students to the basic knowledge of an individual's makeup and function as related to the environment. Current topics are emphasized. Laboratory work is an integral part of the course. Prerequisites include Chemistry.

Full-Year STEAM Electives

Earth and Space Science (S546)
1.0 credit, Track 6
This course focuses on the systems of the Earth that shape our daily lives and the science of the larger universe. Students will explore the Earth's spheres including the geosphere, hydrosphere, and atmosphere. Students will be actively involved in data collection and analysis while utilizing the principles of physics and chemistry. Students will learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe. Upon completion of this course, students will be sensitized to various moral and environmental issues concerning sustainability and global climate change. Prerequisites include Physics and Chemistry.
Honors Anatomy and Physiology (S569)
1.0 credit, Track 9
This course provides students with an in-depth examination of the interactions of the body systems. Students will design experiments, investigate the structures and functions of the human body, and use models as illustrative examples of body processes. A major focus includes the inter-related processes occurring in cells, tissues, and organ systems in order to understand and be able to explain homeostatic mechanisms and processes. Laboratory investigations include the required dissection of a cat and other specimens. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real-world cases, and often play the role of biomedical professionals to solve medical cases. Students practice problem solving with structured activities and apply their skills to patient cases.

Honors Environmental Science (S529)
1.0 credit, Track 9 (service learning course)
This laboratory and field-science course offered by invitation to juniors and seniors is part of Loyola’s Service Learning Program. Students use course content to service and benefit the community. It is both an interdisciplinary course drawing from biology, chemistry, geology, geography, and environmental studies and a current-issues course with special emphasis on local examples and problems. Students are permitted to take the AP Environmental Science exam with additional preparation. STEAM skills are in integral part of this course. Students will complete seven service site visits each semester outside of school hours. Prerequisites include Biology and Chemistry.

Introduction to Engineering Design (S576)
1.0 credit, Track 6
This course serves as the foundation of the nationally recognized Project Lead the Way pre-engineering program. Students will use 3D modeling design software to solve design problems as they develop, create, and analyze product models. The course encourages students to think like engineers and apply the engineering design process. Students document their work and communicate solutions to peers and members of the professional community. This course is open to junior and senior students.

Maker Technology (S578)
1.0 credit, Track 6
This course introduces students to the convergence of science, technology, and creativity. As a project-based class, students will build projects while developing their understanding of the principles and practices of coding, mechanics, and electronics. Students will learn solid modeling and 3D printing as a tool to develop parts for projects while using engineering practices that allow students to design and build circuits, and code microprocessors to build projects that interact in the world.
One-Semester STEAM Electives

Biotechnology (S582)
0.5 credit, Track 6
This laboratory based course introduces students to genetic-based biotechnology concepts and laboratory skills. This course offers the student an opportunity to experience the content and lab work associated with human genetics, biotechnology, genetic engineering and an exploration of the associated bioethical issues. Topics covered in both lab and class will include cloning, CRISPR, gene therapy, genetic testing and DNA identification. Prerequisites include Chemistry and Biology.

Digital Electronics (S583)
0.5 credit, Track 6
This course will familiarize students with the fundamental concepts of digital technology and logic that underlie all computers, calculators, and other digital electronic devices. Students will learn about binary number systems, boolean algebra, logic operations, and logic gates. Design projects will apply this learning to the creation of progressively more complicated devices, culminating with design of a single-digit calculator. Geometry is a prerequisite. Note: Digital Electronics is not approved by the NCAA Clearinghouse.

Forensic Science (S584)
0.5 credit, Track 6
This course will introduce students to the scientific steps behind modern forensic techniques via hands on investigations. This semester long class culminates in a simulated crime scene scenario where students will interpret data, construct explanations and engage in argument from the evidence. Through experiential learning, students will become familiar with how to gather and analyze evidence related to fingerprints, DNA, handwriting, toxicology records and soil samples; they will compare hair and fibers via microscopy, and interpret blood spatter patterns. The social justice impacts of forensic science within our criminal justice system will be explored throughout the semester. Prerequisites include Chemistry and Biology.

Introduction to Robotics (S585)
0.5 credit, Track 6
This course will familiarize students with the basics of robotic design and programming. Students will learn basic coding skills as they relate to programming robots. They will use STEAM and engineering practices to control robots and use different programming methods including block coding and line-by-line writing of source code. Geometry is a prerequisite.
ADVANCED PLACEMENT SCIENCE COURSE DESCRIPTORS

Please Note: All AP Science classes meet for double periods in the RAMBLE schedule.

Advanced Placement Biology (S510)
1.0 credit
This college-level course, open to juniors and seniors in the Integrated Science sequence or Traditional Science sequence, expands on biological concepts with an emphasis on the scientific process. Students are required to take the AP Biology exam at the end of the course and if successful may earn college credit. STEM skills are an integral part of this course. Prerequisites include Chemistry, Biology, and Physics. The Biology prerequisite is waived for students with a 95% overall weighted average or membership in the Clavius Scholars Honors Program.

Advanced Placement Environmental Science (S520)
1.0 credit
This college-level course, open to juniors and seniors in the Integrated Science sequence or Traditional Science sequence, provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study and includes a laboratory and a outdoor field investigation component. Students are required to take the AP Environmental exam at the end of the course and if successful may earn college credit. Prerequisites include Chemistry and Biology.

Advanced Placement Chemistry (S530)
1.0 credit
This college-level course, open to juniors and seniors in the Integrated Science sequence or Traditional Science sequence, is for those intending to major in science or engineering in college. Students receive a foundation in stoichiometry, gas laws, atomic structure, bonding thermodynamics, kinetics, acid-base, equilibrium, and oxidation-reduction. Students are required to take the AP Chemistry exam at the end of the course and if successful may earn college credit. Prerequisites include Physics and Chemistry.
Advanced Placement Physics 2 (S490)
1.0 credit
This college-level, algebra-based course, open to juniors and seniors in the Integrated Science sequence or Traditional Science sequence, expands on physical concepts with an emphasis on Newtonian mechanics; energy; electromagnetism; fluid dynamics; and nuclear, optical, and thermal physics. Students are required to take the AP Physics 2 exam at the end of the course and if successful may earn college credit. The AP Physics 2 exam focuses on fluid mechanics, thermodynamics, electromagnetism, optics, and nuclear physics. This course may be offered every two years, depending on enrollment. Students who enroll in this course are required to select an alternate course. Physics is a prerequisite.

Advanced Placement Physics “C” (S550)
1.0 credit
This calculus-based course, open to juniors and seniors in the Integrated Science sequence or Traditional Science sequence, contains content taught to engineering and science majors in college. Engineering skills are an integral part of this course. Students are required to take the AP Physics exam at the end of the course and if successful may earn college credit. Prerequisites include Physics and Calculus. Calculus may be taken concurrently.

Summer School Program
The following Science courses are available in summer school:
- Chemistry
- Honors Chemistry
- Biology
- Honors Biology
SOCIAL STUDIES DEPARTMENT

Graduation Requirements

Two years of Social Studies are required to graduate, however students are strongly encouraged to take three years of Social Studies, as required by most colleges and universities. To graduate, students must complete either World Studies or AP Human Geography and must also complete United States History. Students must also pass the US and Illinois Constitution exams, which are given in US History.

Program of Studies

<table>
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<tr>
<th>WORLD STUDIES (FRESHMEN/SOPHOMORES)</th>
<th>UNITED STATES HISTORY (SOPHOMORES/JUNIORS)</th>
<th>ELECTIVE COURSES (JUNIORS/SENIORS)</th>
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<td>AP Human Geography</td>
<td>AP United States History</td>
<td>Honors Economics Track 9</td>
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<tr>
<td>**World Studies **</td>
<td>**Honors United States History Track 9</td>
<td>**Sociology * Track 6</td>
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<td>**Political Science * Track 6</td>
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* Indicates a one semester course.

** Course may be taken during summer school

Course Information

1. Students are not able to earn more than 1.0 credit in summer. Only one Social Studies full-year course may be taken in the summer.
2. Students taking Track 6 courses in summer school may only request a track change to Honors, not AP, courses.
World Studies

World Studies (H211)
1.0 credit, Track 1

This required course for freshmen enrolled in the O’Shaughnessy Program helps students understand how the world has arrived at its present condition through studies of past developments. The themes of civilization-building, cultural, social, and political development, cross-cultural interaction, and the rise, fall and reorganization of states are addressed through a chronological and thematic global approach. Mastery of this content helps students learn to view the world through various social sciences - as geographers, historians, political scientists, economists, and sociologists. The course is limited to 18 students per section, and enrollment is determined by the department chair and the O’Shaughnessy Program director.

World Studies (H216)
1.0 credit, Track 6

This introductory survey course helps students understand how the world has arrived at its present condition through studies of past developments. The themes of civilization-building, cultural, social, and political development, cross-cultural interaction, and the rise, fall and reorganization of states are addressed through a chronological and thematic global approach. Mastery of this content helps students learn to view the world through various social sciences - as geographers, historians, political scientists, economists, and sociologists.

AP Human Geography (H220)
1.0 credit

This full-year course will focus on the distribution, processes, and effects of human population on the planet. The content of the AP Human Geography course helps students develop critical thinking skills through the understanding, application and analysis of the fundamental concepts of geography. It aims to introduce students to the basic concepts of human geography and provide a geographic framework for the analysis of current world problems through the use of historical and modern case studies. The course develops the students’ ability to ask geographic questions; acquire, organize and analyze geographic information; and answer geographic questions. Units of study include population, migration, culture, language, religion, ethnicity, political geography, development, industry, agriculture, and urban geography. The AP Human Geography course is designed to prepare all students for the College Board’s AP Human Geography examination in May. Students are required to take the national AP Human Geography exam at the end of the course and may earn college credit.
United States History

United States History (H236)
1.0 credit, Track 6
This required course examines the history of the United States from colonization to the present. Students explore the various political, social, cultural, and intellectual trends which have influenced the shaping of America. The course focuses on skill development, including note-taking, outlining, essay writing, and the mechanics of research and writing a term paper. Students are required to pass the US Constitution and Illinois Government and Constitution Tests.

Honors United States History (H239)
1.0 credit, Track 9
This required and challenging course utilizes a college text to examine United States history and culture. Lectures, discussion, research papers, evaluative essays, and student projects are included to encourage student learning. This course examines the history of the United States from colonization to the present. Students explore the various political, social, cultural, and intellectual trends, which have influenced the shaping of our nation. Students must pass the US Constitution and Illinois Government and Constitution Tests.

Advanced Placement United States History (H230)
1.0 credit
This required and challenging course examines United States history and culture. Students are prepared to do college-level work through lectures, student-led discussions, debates, original-source readings, critical analysis of texts, research papers and projects, and student presentations that demand evaluation and synthesis. Students must pass the US Constitution and Illinois Government and Constitution Tests. Students are required to take the AP US History exam in the spring and may earn college credit. A summer assignment will be distributed by email in May for registered students. Prerequisites include the completion of AP Human Geography (H220) or Honors English 1 (E119) with a grade of 85 or better. Students who earn a grade of 95 or better in World History, Track 6 (H206) or English 1, Track 6 (E116) or American Literature, Track 6 (E126) may take this course with permission from the department chair.
AP ELECTIVE COURSE DESCRIPTORS

Prerequisite for AP electives include the completion of Honors US History (H239) or AP US History (H230) with a grade of 85 or better. Students who earn a 93 or better in Track 6 US History (H236) may take an Advanced Placement course may petition the department chair for permission to register.

Advanced Placement European History (H240)
1.0 credit, Dual Credit
This college-level course examines the major themes in European history from the Renaissance to the present. Through lectures, readings, historical research, independent study, and critical analysis of original source materials, students investigate the governments, science, technology, and ideas that developed in Europe, as well as the conflicts, wars, and imperialism that are fundamental to understanding today's world. Students are required to take the AP European History exam at the end of the course and may earn college credit. Summer reading assignments for the course will be announced in May.

Advanced Placement Psychology (H260)
1.0 credit
This college-level course examines approaches to psychology, types of psychological research, facets of human behavior and cognition, and the treatment of a variety of disorders. Students are required to take the AP Psychology exam at the end of the course. Because this course has a limited enrollment, students are required to select an alternate full-year course or two half-year courses.

Advanced Placement United States Government and Politics/Comparative Government and Politics (H270)
1.0 credit, Dual Credit
This course focuses on the American political system. During the first semester, students study the US Constitution, campaigns and elections, interest groups, civil rights and civil liberties, and institutions. During election years, students are expected to get involved in the electoral process, most often as campaign volunteers or election judges. Students are expected to write critical essays and complete a research paper on an approved topic. During the second semester, students compare and contrast the politics, economies, and social systems of six countries: the United Kingdom, China, Russia, Mexico, Nigeria, and Iran, as well as the European Union. Students also examine various ideologies, such as socialism and capitalism. Students are expected to learn the terminology in the field, complete comparative essays, and work on a group project in which each group will be assigned one of the designated countries. At the end of the course, students are required to take the AP exams in US government and comparative government.
Advanced Placement Economics (H290)
1.0 credit
This course provides students with a thorough understanding of the basic economic principles at work in the market level, as well as the whole national economy. The microeconomics component focuses on the functions of individual decision makers, both consumers and firms, within the economy. It places a primary focus on the nature and function of product markets, and includes studies of factor markets and the role of government in promoting equity and efficiency in the economy. The macroeconomics component places a particular emphasis on the study of national income and price-level determination. It helps students develop familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. At the end of the course, students are required to take the AP exams in Micro and Macro Economics.

HONORS ELECTIVE COURSE DESCRIPTORS

Honors Sociology in Action (H249)
1.0 credit, Track 9 (service learning course)
This full-year course is designed to apply sociological concepts to real-world communities located in the Chicagoland area. Building off of the skills gained in previous Social Studies courses, such as World History and U.S. History, this course exposes students to current social issues that exist within local communities. Students will develop foundational skills such as research, communication, and collaboration as in a traditional Sociology course, but will also recognize a sense of social responsibility based on personal contributions in the community served. By exploring themes of culture, power, inequality, and social change, students will be able to critically examine social institutions and prepare for further studies in Social Science. Students in Honors Sociology in Action are required to complete service visits to community sites that relate to course concepts. In order to be successful in class discussion and assessment, students must independently manage their time to ensure consistent attendance at community sites. During the second semester, the class will culminate with a cumulative project that integrates sociological theories and research methods with students' community service work. Students will complete seven service site visits each semester outside of school hours.
Honors United States Government and Politics / Comparative Government and Politics (H279)
1.0 credit, Track 9

This course focuses on the American political system. During the first semester, students study the US Constitution, campaigns and elections, interest groups, civil rights and civil liberties, and institutions. During election years, students are expected to get involved in the electoral process, most often as campaign volunteers or election judges. Students are expected to write critical essays and complete a research paper on how government and politics operate within our changing world. During the second semester, students compare and contrast the political systems and governments, economies, and social systems of other countries. Students also examine how globalization affects social justice and how different countries relate with each other. Students are expected to learn the terminology in the field and complete comparative essays. In addition, each student selects a country of interest for research and presents their findings on the historical, economic, cultural, and political aspects of that country to the class. US History, Track 6 (H236) with a grade of 88 or better is a prerequisite for this course.

Honors Economics (H289)
1.0 credit, Track 9

This full-year elective course gives students a basic understanding of their roles and responsibilities in society through an economic lens. Students will learn about Microeconomics during the first semester with a focus on their roles as consumers and producers in individual markets. The second semester will focus on Macroeconomics and its impact on local, national, and global communities. Honors Economics will provide students with a solid foundation for the study of college-level economics and some business-related courses. Due to the mathematical concepts in this course, students enrolled in Track 1 or Track 3 Math must receive department chair approval. Because the course has a limited enrollment, students are required to select an alternate full-year course or two half-year courses.
ONE-SEMESTER ELECTIVE COURSE DESCRIPTORS

Note: All electives require an alternate choice at registration.

**Contemporary American History (H258)**
0.5 credit, Track 6
This one-semester course is an examination of the current issues in the United States today, and how they are influenced by the previous history of the United States. The class focuses on the political, international, social, cultural, economic and intellectual developments of the last 50 years which have brought this country and its people to the present. The themes of the course include civil rights, immigration, poverty, the environment, corporate influence, defense spending, income inequality, the war on drugs. Students will explore current issues in the United States and relate them to previous history of the US since 1960. The course is for students who have fulfilled their U.S. History requirement, and does not substitute for a semester of U.S. History. Activities will include oral history projects, interviews, and investigation of history through articles, movies, television, and other media.

**Introduction to Entrepreneurship (H297)**
0.5 credit, Track 6
This course examines how entrepreneurship plays a crucial role in the health of our overall economy. The course focuses on business innovation, capital formation, business growth, vision, and hard work. At the end of the semester, students will be well versed in business terminology, appreciate entrepreneurial creativity, recognize their hard work, and describe how new businesses alter our society. This course is open to juniors and seniors. **Note: Introduction to Entrepreneurship is not approved by the NCAA Clearinghouse.**

**History of Chicago (H295)**
0.5 credit, Track 6
This one-semester course presents a comprehensive history of the city of Chicago from the 1600s to today's bustling metropolis. Students examine the city's social structure, ethnic and racial diversity, political and economic development, and cultural development, as well as some key events, including the Chicago fire, the Columbian Exposition, the St. Valentine's Day Massacre, and the riots of 1968. By the end of the course, students will be able to identify the major transformations that have impacted the city's growth.

**Modern Global Issues (H254)**
0.5 credit, Track 6
This one-semester course introduces students to the world through a blend of 21st century global issues that impact the international community today. The course offers students the opportunity to examine modern-day global challenges with a historical context. These global issues are thematically linked to current trends such as politics, economics, geography, culture, human rights, and the environment. This course is open to juniors and seniors.
Political Science (H256)
0.5 credit, Track 6
This one-semester, seminar-style course emphasizes the investigation of principal problems in American politics and government. Students examine the foundations and institutions of government and review current events with an emphasis on foreign policy and civil rights and civil liberty issues.

Psychology (H266)
0.5 credit, Track 6
This one-semester course focuses on the study of human behavior and presents an overview of the field of psychology. Students study terminology and learn to implement observation techniques in order to gain an understanding into the facets of personality and the thought processes of themselves and others. This course is open to juniors and seniors.

Sociology (H246)
0.5 credit, Track 6
This one-semester course explores social behaviors in human groups with emphasis on behavior and attitudes that impact the community. Building off of the skills gained in previous Social Studies courses, this course exposes students to current social issues that exist within local, national and international communities. Students will develop foundational skills such as research, communication and collaboration while learning about the ways people relate to one another through the systematic development of society. By exploring themes of culture, power, inequality and social change, students will be able to critically examine social institutions and prepare for further studies in Social Science.

Summer School Program
The following Social Studies courses are available in summer school:

- World Studies, Tracks 6
- United States History, Track 6
- Psychology, Track 6
- Sociology, Track 6
THEOLOGY DEPARTMENT

Course Sequence

All students are required to take four credits of Theology, one course each semester. The courses and sequence are predetermined and build upon each other to help students grow intellectually, religiously, and spiritually. Courses are taught at the Track 6 level, with the exception of Sacramental Journeys which freshmen in the O’Shaughnessy Program take at the Track 1 level. Seniors may either take Christology first semester and choose from three possible electives for second semester or register for Justice Seminar, a two-semester Ignatian Service Learning course.

Program of Studies

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<td>Catholic Ethics and Catholic Social Teaching (Track 6)</td>
<td>Christology (Track 6) and Senior Elective (Track 6) or Justice Seminar (Track 6)</td>
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<tr>
<td>ALL OTHER STUDENTS</td>
<td>Sacramental Journeys/ Sacred Stories I: Old Testament (Track 6)</td>
<td>Sacred Stories II: New Testament/ The Church in the World (Track 6)</td>
<td>Catholic Ethics and Catholic Social Teaching (Track 6)</td>
<td>Christology (Track 6) and Senior Elective (Track 6) or Justice Seminar (Track 6)</td>
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Course Descriptions

FRESHMAN YEAR (R411, R416)

Sacramental Journeys: Finding God in All Things
0.5 credit, Track 1 or 6
This foundational course offered first semester begins the student’s journey through the Theology curriculum by exploring the core beliefs, doctrines, rituals, and customs of the Roman Catholic faith. By studying the examples of Jesus Christ and St. Ignatius, students develop a sacramental imagination and come to an awareness that faith is a call to companionship with others to complete Christ’s mission of service to the world. Students also develop the tools for finding God in all experiences and for discerning their own unique responses to their experiences of God. Students participate in a required one-day retreat as part of this course.

Sacred Stories I: The Old Testament
0.5 credit, Track 1 or 6
This course offered second semester exposes students to the story and themes of salvation history and provides a strong foundation in Hebrew Scriptures. Using both historical-critical and narrative methodologies, this course helps students read and utilize scripture for a broader understanding of salvation history, literary significance, a call to biblical justice, personal faith enrichment, communal worship, and personal prayer. Specific themes explored include Covenant, Calling, Law, Kingdom, Prophetic Justice, and Wisdom. This course both builds off of and contributes to the scriptural themes and narratives studied in other courses in the Theology Department.

SOPHOMORE YEAR (R426)

Sacred Stories II: The New Testament
0.5 credit, Track 6
This course offered first semester exposes students to the story and themes of salvation history and provides a strong foundation in Christian Scriptures. Using both historical-critical and narrative methodologies, this course helps students read and utilize scripture for a broader understanding of salvation history, literary significance, a call to biblical justice, personal faith enrichment, communal worship, and personal prayer. Specific themes explored include Incarnation, Covenant, Discipleship, Kingdom, Justice, and Church. This course both builds off of and contributes to the scriptural themes and narratives studied in other courses in the Theology Department.
**The Church in the World**  
0.5 credit, Track 6

This course offered second semester examines the Church in action and its role in the history of the world. Students discuss the challenges of addressing fundamental questions of church identity. By studying the implication of being followers of Jesus—both for individuals and the Church—and by examining how historical and contemporary figures address these issues, students examine the lessons that can be taken from the past and applied to the present. Students are also asked to analyze how we can continue to respond to the signs of our times as Catholics.

**JUNIOR YEAR (R436)**

**Catholic Ethics**  
0.5 credit, Track 6

This course offered first semester introduces students to the Catholic ethical tradition. Through the study of various ethical philosophies and methodologies, students develop the critical skills necessary to make informed ethical decisions. Intentional reflection on both these intellectual concepts and the students’ own experiences challenges them to grow in awareness of self and others. Students are invited to explore how a Christian ethic, mediated through Jesus and the Ignatian tradition, draws wisdom from secular theories for the purpose of resolving contemporary ethical dilemmas.

**Catholic Social Teaching**  
0.5 credit, Track 6

This course offered second semester examines the Catholic social tradition as an imperative of Christian discipleship. Utilizing the See, Judge, Act paradigm, students engage in critical reflection on social structures and patterns of moral behavior as expressed in economic, cultural, social and political contexts. By the end of the course, students will be able to identify, apply and relate Catholic social teaching principles to injustice in all its forms. Students are challenged to grow in their awareness of their connectedness with the larger human community in order to cultivate a faith that does justice.

**SENIOR YEAR**

**Justice Seminar (R446)**  
1.0 credit, Track 6 (service learning course)

This full-year course is designed for students who desire extensive experience in social service, pastoral ministry and the work for social justice. It is rooted in the spirit of Pedro Arrupe’s vision to cultivate women and men for others. Through direct interaction with vulnerable communities, students are challenged to confront the limitations of their own worldview as well as structural and systemic justice issues. Theological reflection, Christian spiritualities, and sociology are utilized to encourage a ministry of presence. This course provides a context for personal discernment and the promotion of a faith committed to doing justice. Students will complete seven service site visits each semester outside of school hours.
Christology
0.5 credit, Track 6
This course offered first semester uses methodologies from anthropology, psychology, and scriptural theology to grapple with questions such as: Who is Jesus the Christ? Where do I encounter Jesus? How will I respond to the kingdom invitation of Jesus? Units explore topics in conversion, vocation, spirituality, justice, and kingdom theology. This course is required for all seniors who do not take Justice Seminar.

SENIOR-YEAR THEOLOGY ELECTIVES FOR SECOND SEMESTER

Exploring Faith through Film and Fiction (R445)
0.5 credit, Track 6
In this course students examine theological themes in films and fiction. Students will concentrate on identifying core elements of the Catholic worldview as it infuses the vision of artists and storytellers. The fourth quarter consists of both creating stories for the purpose of social justice and experiencing the Spiritual Exercises of St. Ignatius through the utilization of film and reflective journaling.

God and Science in Postmodernity (R447)
0.5 credit, Track 6
This course explores the historically tenuous relationship between religion and science by considering controversial questions such as: Has science made religion obsolete? Can we prove that God does not exist? Are faith and science incompatible? Students read contemporary authors who pose challenges to faith and their religious respondents, including a Catholic, Jesuit worldview that emphasizes God’s presence in all things. The goal of the course is to instill students with the task of bringing compassion and critical thinking into a greater public discussion that is, at times, quite hostile.

World Religions: Sacred Responses (R448)
0.5 credit, Track 6
This course explores the degrees to which God’s truth is present in the major religions of the world. This exploration is done through the lens of Catholic teaching on interreligious dialogue and surveying the beliefs, practices, and contemporary influences of the major religions of the world: Hinduism, Buddhism, Eastern traditions (e.g., Taoism, Confucianism, and Shintoism), Judaism, and Islam. The course begins with the premise that humans are created to be in relationship with God and to discover the fullness of God’s truth. Students are invited to reflect on how these faith traditions help them discern their call to discipleship.