Course Descriptions
2016 – 2017
In 1984, the International Commission on the Apostolate of Jesuit Education (ICAJE) published a document outlining the distinguishing markers of Jesuit schools, *The Characteristics of Jesuit Education*. The following excerpts from this document highlight the guideposts for the curricula and graduation requirements of Jesuit high schools including Marquette University High School.

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

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

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

**Graduation Requirements:** 23 credits total

<table>
<thead>
<tr>
<th>Year courses = 1 credit</th>
<th>Semester courses = 0.5 credit</th>
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<tbody>
<tr>
<td>English --------------- 4 credits</td>
<td>World Language --- 2 credits</td>
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<tr>
<td>Mathematics --------- 3 credits</td>
<td>Theology ------------ 4.0 credits</td>
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<tr>
<td>Social Studies ------ 3 credits</td>
<td>Fine Arts --------- 0.5 credits</td>
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<td>Science -------------- 3 credits</td>
<td>Service ------------ 0.5 credits</td>
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<tr>
<td>Additional Courses----- 3.0 credits</td>
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MUHS COURSE CHANGE AND WITHDRAWAL POLICY

Student schedules, teaching assignments and hiring decisions are based on the course selection sheets completed by students along with their parents and advisors each spring. Course selection sheets indicate a commitment to complete the courses (or alternate courses) listed on the sheet. The spring course selection process is the FINAL opportunity to make course selection decisions and the student is then committed to completing those courses. As such, it is vital that course preferences are accurate and that course loads are reasonable and balanced.

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

- Schedule changes for an upcoming semester will take place in August (for the fall semester) and December (for the spring semester).
- Student may drop courses for the current semester only during the first three weeks of each semester.

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

Students, parents and advisors are asked to use the advising transcript to ensure the student meets his graduation requirements and to make appropriate course load decisions. Marquette High recommends that students take six courses per semester, with a minimum of 5.5 credits per year in the freshman, sophomore, and junior year and 5.0 credits in the senior year. A regular course load for a student is 6.0 credits.

(N.B. Seniors are required to notify colleges of any course change that has been approved.)
Advanced Placement Courses

Certain courses are designated as Advanced Placement (AP) courses because they align to rigorous, college-level, standards set by the College Board. AP courses prepare students to take a subject specific exam and potentially earn college credit in selected academic areas. AP courses have a heavier work load and are more time-consuming than most other courses in the same discipline. AP students should be strong readers and excel at writing. These courses often demand more independent study and academic initiative from students. AP students should have a passion for the subject area. MUHS encourages students to take AP courses, but to also carefully balance these courses’ increased rigor with other curricular, co-curricular and extra-school commitments (e.g., work, family, club sports). All AP students must take the corresponding national exam the following spring at an approximate cost of $95 per exam.

MUHS offers the following AP courses:

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science
- AP English Literature & Composition
- AP English Language & Composition
- AP European History
- AP Human Geography
- AP Microeconomics
- AP Macroeconomics
- AP Psychology
- AP Spanish Language & Culture
- AP Spanish Literature & Culture
- AP Statistics
- AP Studio Art
- AP US History
The comprehensive purpose of the Marquette University High School English Program is to develop students’ critical faculty to judge the quality of the printed page, to appreciate the human values woven into the fabric of enduring literature, and to cultivate the student's power of expression, both spoken and written, so that he may easily communicate his ideas clearly and imaginatively.

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

The sophomore program is a continuation of the freshman program with the added expectation of greater depth of literary interpretation, study of usage and mechanics, and extensive experience in writing expository essays, particularly literary analysis essays and research papers in MLA format. Developing public speaking skill is also emphasized. Literary study focuses on American literature.

In his junior and senior years, the student takes a total of four semester-length courses. All seniors must choose two semester length electives or the year-long Advanced Placement section. All junior and senior courses require the student to demonstrate his refined powers of thought and expression in expository essays each semester.

### 010 English 1

| Days: All | Credit: 1.0 | Prerequisite: None |

The freshman program in English is designed to provide each student with knowledge of the basic principles of grammar and standard English usage and an introduction to the study of literature composed of specific units on the short story, the novel, drama, and poetry. The course also emphasizes vocabulary building and practice in the writing of effective paragraphs and essays. Units on library use, MLA format and study skills complement these objectives.

### 021 American Literature and Composition

| Days: All | Credit: 1.0 | Prerequisite: None |

Sophomore English continues the general preparation of the student by focusing on American literature from its beginnings into the 21st century. Assignments, including vocabulary building and writing instruction, spring from study of an array of writers and genres within the framework of American history and its themes. The student is required to compose a term paper using the MLA format and research procedure. Formal introduction to the basics of public speaking also takes place.

### Junior and Senior English Electives

### 036 Advanced Placement English (Literature & Composition)

| Days: All | Credit: 1.0 | Prerequisite: B or better in jr. level Engl. courses |

AP English is a year-long college-level course in both the study and practice of writing and the study of literature. The course concentrates on learning how to read and respond to American and British literary works across the major genres (poetry, drama, novel, short story, essay) with critical awareness of their stylistic features, structure, and meaning. Reading is extensive, of wide scope, and thematically grouped for each of the four quarters. Writing consists both of critical exercises on literary works and issues, and several longer thematic papers per semester. Class participation forms a major component of the course. All students taking the course are required to take the AP Literature and Composition exam in May. (See page iii for AP details.) (Individuals who do not meet the grade standard may gain admission into the course with a recommendation from their current English teacher and approval of the Department Chair.)
This course is designed to prepare the student for the AP Exam by focusing on intensive reading of prose and poetry. Longer novels and plays are assigned along with shorter essays and poems. Emphasis is placed on comprehension of the works and the ability to write critical essays similar to those demanded by the test. **All students taking the course are required to take the AP Literature and Composition exam in May.** (See page iii for AP details.) (Individuals who do not meet the grade standard may gain admission into the course with a recommendation from their current English teacher and approval of the Department Chair.)

**039 Advanced Placement English (Language and Composition)**

*One Semester*

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Prerequisite: B or better in sr. level Engl. courses

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

**038 Advanced Placement English (Literature & Composition)**

*One Semester*

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Grades: 12

Prerequisite: B or better in sr. level Engl. courses

This course is designed to prepare the student for the AP Exam by focusing on intensive reading of prose and poetry. Longer novels and plays are assigned along with shorter essays and poems. Emphasis is placed on comprehension of the works and the ability to write critical essays similar to those demanded by the test. **All students taking the course are required to take the AP Literature and Composition exam in May.** (See page iii for AP details.) (Individuals who do not meet the grade standard may gain admission into the course with a recommendation from their current English teacher and approval of the Department Chair.)

**054 The American Hero**

*One Semester*

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Prerequisite: None

Who exactly is "The Greatest American Hero"? Do novels and movies adequately define this person and if so, do they then define the culture? This course examines this question in depth and attempts to determine whether Americans have indeed found substitutions for the mythology so important to former societies, but absent in American culture. The course studies relatively traditional heroes of the Old West (and Old East) to the 20th century. Heroic historical figures are also studied. The course emphasizes interpretive reading, viewing, and writing.

**061 Modern Irish Literature**

*One Semester*

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Prerequisite: None

Irishmen often maintain that much of the animosity between the British and the Irish is due to the British resentment of what the Irish have made of the English language. This course addresses Irish writers of the 20th century with a nod to the Anglo-Saxons. These include William Butler Yeats, John Millington Synge, and, of course, James Joyce, who in a recent list of the top 100 novels of the 20th century written in the English language, authored two of the top three. Students also read some poets currently writing. The primary focus of the course is intelligent critical reading and writing, intending to move the student to the college level armed with skill and confidence.

**066 Expository Writing**

*One Semester*

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Prerequisite: None

This course is designed to help the junior student who struggles with writing to develop a process of creating, organizing, and effectively communicating ideas through writing while also improving his understanding and appreciation for literature. As this is primarily a composition course, the content focuses on developing writing skills in three areas: grammar, style, and form. Yet, substantive reading occurs in this class. The goal is to advance beyond these concerns to an exploration of literature: what it is, what can be gained by studying it, and how it engages the reader to inform an experience of life and culture(s). **Only one writing course may be taken per academic year.**
068 Creative Writing  One Semester
Days: All  Credit: 0.5
Grades: 11,12  Prerequisite: None

Everyone has a story to tell. A work of creative writing can sail across the world in pursuit of a whale, explore the strange beauty of a wheelbarrow or reminisce about an Irish childhood. The creative writer’s task is to spark readers’ imaginations by the interplay of such craft elements as character, plot, point of view, sensory detail, dialogue, setting, pace, voice, and theme. In this elective, students have the opportunity to explore the creative process, deepen their understanding of the relationship between reading and writing, and study diverse writers of fiction, poetry and creative nonfiction to inform and guide their own work. Only one writing course may be taken per academic year.

072 Poetry as Power  One Semester
Days: All  Credit: 0.5
Grades: 11,12  Prerequisite: None

This class explores 20th century poetry and focuses on the experiment and vision of American Modernist poets who, in the aftermath of WW I, mixed tradition with their own electrified experimentation to create a whole new way for poetry to reply to its era and to clear the way for new forms. We will read and discuss the work of E.E. Cummings, William Carlos Williams, Langston Hughes, T.S. Eliot, Wallace Stevens, Edna St. Vincent Millay, Robert Frost and a weekly gathering of contemporary and WWI poets. Samples of traditional poetry serve as a foundation for learning how to read and understand what makes a poem matter. Students will also read essays by poets and will strengthen critical skills through discussion, formal and personal writing.

082 The Plays of William Shakespeare  One Semester
Days: All  Credit: 0.5
Grades: 11,12  Prerequisite: None

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

088 Perspectives in Science Fiction  One Semester
Days: All  Credit: 0.5
Grades: 11,12  Prerequisite: None

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

093 World Literature  One Semester
Days: All  Credit: 0.5
Grades: 11,12  Prerequisite: None

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

098 Literature of Great Britain  One Semester
Days: All  Credit: 0.5
Grades: 11,12  Prerequisite: None

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

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

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

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

Mathematics

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

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

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

*Three years of mathematics are required for graduation. Approximately 97% of our students take four years of mathematics.*
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Type</th>
<th>Days</th>
<th>Credit</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>100</td>
<td>Algebra 1</td>
<td>Two Semesters</td>
<td>All</td>
<td>1.0</td>
<td>Grades: 9, Prerequisite: Departmental placement</td>
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<tr>
<td>104</td>
<td>Accelerated Intermediate Algebra</td>
<td>Two Semesters</td>
<td>All</td>
<td>1.0</td>
<td>Grades: 9, Prerequisite: Departmental placement</td>
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<tr>
<td>119</td>
<td>Geometry</td>
<td>Two Semesters</td>
<td>All</td>
<td>1.0</td>
<td>Grades: 10, Prerequisite: Approval of current math teacher</td>
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<tr>
<td>125</td>
<td>Advanced Geometry</td>
<td>Two Semesters</td>
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<td>Grades: 9,10, Prerequisite: Approval of current math teacher</td>
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<tr>
<td>130</td>
<td>Accelerated Geometry/Algebra 2</td>
<td>Two Semesters</td>
<td>All</td>
<td>1.0</td>
<td>Grades: 9,10, Prerequisite: Approval of current math teacher</td>
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<tr>
<td>136</td>
<td>Algebra 2</td>
<td>Two Semesters</td>
<td>All</td>
<td>1.0</td>
<td>Grades: 11,12, Prerequisite: Approval of current math teacher</td>
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<td>143</td>
<td>Advanced Algebra 2 with Trigonometry</td>
<td>Two Semesters</td>
<td>All</td>
<td>1.0</td>
<td>Grades: 10,11,12, Prerequisite: Approval of current math teacher</td>
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The Algebra 1 course content focuses on developing algebraic fluency and basic skills. Students will solve and graph algebraic equations, and learn to apply them to everyday life situations. Students will develop an understanding of algebra as a life skill for interpreting data, analyzing mathematical situations, rational problem solving and communicating solutions. The majority of our freshmen are placed in this course.

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

This is a typical high school geometry course. It begins with an introduction to mathematical logic. Students practice the art of the axiomatic system through basic congruent triangle and parallel line proofs. Students also complete measurement, discovery and computer lab activities in order to gain an understanding of the properties and inter-relationships of lines, planes, triangles, polygons and circles. In the second semester, students are introduced to right triangle trigonometry and solid geometry.

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

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

Students in Algebra 2 study the fundamental topics of algebra. This course uses the same textbook as the Advanced Algebra 2/Trigonometry class, but moves at a slower pace and does not reach the same depth as the Algebra 2/Trigonometry course. Emphasis is placed on understanding algebra and its applications to real life situations. An introduction to some of the basic concepts of trigonometry is also included. Algebra 2 students who desire to take a 4th year of mathematics take Precalculus in their senior year.

This course covers the more advanced topics of algebra. Some topics presented are relations and functions, quadratic equations, logarithms, complex numbers, trigonometry, and conics. Emphasis is placed on word problems. Successful students in this course progress to Advanced Precalculus. Students who take this course as sophomores or juniors generally advance to AP AB Calculus.
148 Accelerated Algebra 2/Precalculus

Days: All
Grades: 10,11,12
Credit: 1.0
Prerequisite: Acc. Geom/Alg2 & Approval of current math teacher

This course is a continuation of Accelerated Geometry / Algebra 2. Final topics in algebra and an extensive study of trigonometry are covered, along with functions, logarithms, sequences and series, conics, matrices, polar coordinates, vectors, and an introduction to limits. Two textbooks are used during the year. This is a fast paced and highly rigorous course; students should only enroll if they fully intend to take Calculus.

154 Precalculus

Days: All
Grades: 12
Credit: 1.0
Prerequisite: Alg. 2 or Adv. Alg. 2/Trig. and Approval of current math teacher

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

160 Advanced Precalculus

Days: All
Grades: 11,12
Credit: 1.0
Prerequisite: Adv. Alg. 2/Trig. and Approval of current math teacher

This course is the final preparation before taking calculus. Topics in algebra are interrelated with exponential, logarithmic, and polar functions, with a heavy concentration on trigonometric functions. Sequences, series, proof by induction, and limits of functions and sequences are covered along with detailed analysis of various types of functions. This course moves at a pace commensurate to students abilities.

166 AB Calculus

Days: All
Grades: 11,12
Credit: 1.0
Prerequisite: Acc. Alg 2/Precalc or Adv.Precalc. and Approval of current math teacher

This course covers elementary functions and their graphs, limits and continuity, differential calculus, and many topics in integral calculus. Graphics calculators are used extensively. This course culminates with the AP AB Calculus exam in May, a requirement for all students enrolled in this course. (See page iii for AP details.) Most universities grant credit for one semester of college calculus if the student performs well on this exam.

172 BC Calculus

Days: All
Grades: 11,12
Credit: 1.0
Prerequisite: Acc. Alg 2/Precalc. and Approval of current math teacher

This course covers the AB Calculus topics plus more advanced techniques in each respective area of study. Second semester BC topics include vectors, parametric equations, polar equations, and sequences and series. Graphics calculators are used extensively. As an equivalent of two semesters of college level calculus, this course culminates with the AP BC Calculus exam in May, a requirement for all students enrolled in this course. (See page iii for AP details.) Students who perform well on this exam usually receive credit for two semesters of college calculus for their efforts.

Please Note: This class meets for additional time each day. On Forward days class begins at 7:40 am and on Reverse days ends at 3:30 pm.

174 Multi-variable Calculus

Days: All
Grades: 11,12
Credit: 1.0
Prerequisite: BC Calculus

Multivariable Calculus is the extension of calculus to more than one variable – the differentiation and integration of functions of several variables. The course begins with a review of conic sections, parametrics and polar relations and then moves to vector calculus in 2 and 3 dimensional space. Other topics include partial derivatives, double and triple integrals, Green’s Theorem, and Stokes’ Theorem. The course ends with an introduction to differential equations.
Statistics is a two-semester elective that studies the collection, presentation, and analysis of numerical data to make inferences in the face of uncertainty. Statistical methods may be used to verify or refine theories in a wide range of disciplines in both the natural and social sciences, from biology and zoology to economics and psychology. Statistics has become an increasingly useful subject to know in occupations related to medicine, law, and financial services. Students use graphing calculators and statistical software to examine patterns, manipulate data, test hypotheses, and make predictions. Areas covered include patterns of data and distributions, planning a statistical study, probability, ordinary least squares regression, chi-square analysis, hypothesis testing, and inferential statistical techniques. Students who take this course must be concurrently enrolled in a middle or advanced math course. All students taking the course are required to take the AP Statistics exam in May. (See page iii for AP details.)

911 Math Problem Solving

This course is for talented math students who enjoy math and would like to increase their reasoning abilities and problem solving skills. Part of each class is spent reviewing formulas, techniques and theorems from algebra, geometry or probability. Most class time is spent working on state and national contests and exams. Students are encouraged to explain their solutions. Each class ends with a 45 minute team contest.

913 Advanced Math Problem Solving

This course is for talented math students who enjoy math and would like to increase their reasoning abilities and problem solving skills. Part of each class is spent reviewing formulas, techniques and theorems from geometry, probability, trigonometry, and other pre-calculus topics. Most class time is spent working on state and national contests and exams. Students are encouraged to explain their solutions. Each class ends with a 45 minute team contest.

Science

The better we understand the intricacies of the atomic structure, the nature of life, or the master plan for the galaxies, the more reason we have found to marvel at the wonder of God's creation.

– Werner Von Braun

The Science Department of Marquette University High School has a history of an extremely sound program of college preparatory courses. In addition to the college prep track, the Department also offers an accelerated track of courses for those more gifted and motivated in the sciences. Determination of placement in any given course will be made through the advisement of the Science Department. Students wishing to take two science courses in the same year must secure approval from the Science Department prior to submission of the Course Request Worksheet by their advisors.

Laboratory work is integral to each science course. Methods of gathering and collating data, interpreting data, and forming logical and justifiable scientific conclusions are emphasized as the cornerstone of scientific investigation. Use of videos, computers, demonstrations, and independent research projects supplement laboratory work and class discussion. An active Science Club provides the highly interested student an additional opportunity to pursue independent research projects, to participate at interscholastic competitions, and to present educational programs to the community.

The science program emphasizes thorough study of the three primary laboratory science courses: Biology, Chemistry, and Physics. The majority of students complete all three courses in the college preparatory track. Others elect, through guidance and qualification, to pursue the courses in the accelerated track and follow an area of interest in an Advanced Placement course. Although three years of science are required, the majority of students opt for a four year science experience. All students taking a fourth year of science must take Physics if they have not done so during their junior year. Exceptions to this requirement may be granted by the Assistant Principal for Academics.

These science offerings are interesting, challenging, and demanding of an investment of time and effort by the student. With such a commitment, however, he will be rewarded with a solid preparation for college-level study along with a growing understanding of and curiosity about the complex world. A degree of scientific literacy is essential if one is to function maturely in today's increasingly technological society. All students are reminded that three credits in science are required for graduation.
The focus of Biology is to give students an understanding of the patterns that exist throughout living organisms. Topics covered in this course include: the history of biological concepts; complementarity of structure and function; diversity of type and unity of pattern; change of organisms through time; genetic continuity; complementarity of the organism and its environment; regulation and homeostasis; and, the biological basis of behavior. All levels of biological organization are studied from molecule through cells, tissues, organs, individuals, populations, species, communities, and the world biome. In addition, all students are required to research a biological topic of their choice (subject to instructor approval) that has not been extensively covered in the course and to report orally to the class their findings and understanding.

The focus of Accelerated Biology is to give students an understanding of the living world by concentrating on the molecular and cellular levels of organization, and applying these fundamental structural and functional units to the diverse forms of life. Integrating life concepts such as cell structure and function; genetics; meeting energy requirements; maintenance of internal environment; mechanisms of support, growth, and development; and, continuity of form and function are mastered at the molecular level and then applied to the whole organism, plant or animal. Dynamic interrelationships among the varied forms of life are explored, with an emphasis on human interaction in the biological world. The accelerated course demands a more in-depth approach, a higher level of reading comprehension, and substantial outside reading and research. Current topics in biology, such as recombinant DNA, are investigated. In addition, all students are required to research a biological topic of their choice (subject to instructor approval) that has not been extensively covered in the course and to report orally to the class their findings and understanding. Student placement is determined by the department chair and the Assistant Principal for Academics following a review of entrance scores and grade reports in math and reading.

Environmental science is the study of nature and the physical, chemical, and biological relationships that exist between the organisms and the environment. The use of laboratory experiments, audio visuals, class speakers, and demonstrations enhance the classroom learning and are meant to further the students understanding of the natural environment. In addition, students will incorporate their natural and social science experiences to help them establish a view of human’s impact on their ecosystem and their responsibility to the environment and people of the world.
245 Physical Geology

Days: All
Grades: 11,12
Credit: 1.0
Prerequisite:
Approval of current science teacher
Juniors: 2 full years of science
Seniors: concurrent enrollment in Physics

This course presents an overview of central topics in geology. Major themes include earth history and paleontology, internal processes and geophysics, surficial processes and geochemistry, and geology in the service of humankind. The course is lecture/discussion based with data collection and data analysis integral to the course. Semester projects include an urban rock project and a mapping project of the Lake Michigan shoreline.

216 Advanced Placement Biology

Days: All + Lab
Grades: 11,12
Credit: 1.0
Prerequisite:
Approval of current science teacher
Minimum 3.2 cum GPA
B+ avg. in science classes
Juniors: 2 full years of science
Seniors: concurrent enrollment in Physics if not taken during their Junior year.

The AP Biology course is an inquiry based second-level experience in the biological sciences and aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. The range and depth of topics covered, the kinds of laboratory work required and the text used is the caliber of a first-level college biology course. Students experience "cutting edge" research projects in a state-of-the-art molecular biology laboratory. Examples of lab projects include bacterial transformation, DNA gel electrophoresis, polymerase chain reactions (PCR), animal behavior, and bioinformatics. Successful completion of the AP Biology examination permits some students to take upper-level biology courses upon entering college or receive college credits. Enrollment in the course is subject to the approval of the Science Department. All students enrolled in the course are required to take the AP Biology exam in May. (See page iii for AP details.)

248 Advanced Placement Chemistry

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

The AP Chemistry course is an inquiry based experience which corresponds to the typical freshman college course in inorganic chemistry. The laboratory as a site for discovery and theory verification is an integral part of the course. A laboratory manual with accurate, meticulous laboratory records is kept. All students taking the course are required to take the AP Chemistry Exam in May. (See page iii for AP details.)

256 Physics

Days: All
Grades: 11,12
Credit: 1.0
Prerequisite:
Approval of current science teacher
Juniors: Completion of Acc.Geom/Alg 2 (130) or Adv. Geometry (125) or a B- or better in Geometry (119)

While proceeding through the traditional areas of mechanics, electricity, magnetism, wave behaviors and light, a premium is placed upon experimental evidence that supports present scientific understanding. Such evidence is collected through paradigm laboratory activities which students incorporate into written reports. Conservation laws are developed and serve to tie together the various topics studied. Instruction is based upon a pedagogy called ‘modeling’ developed at Arizona State University under funding by the National Science Foundation. Outside of class, students are frequently required to access teacher-created video hosted on the course website using either their own devices or school computers. A review of student placement is conducted by the Science Department prior to the finalization of enrollments in courses 256 and 264.
Accelerated Physics

Days: All  
Grades: 11,12  
Credit: 1.0  
Prerequisite: Approval of current science teacher

This course takes an in-depth view of motion, force, energy, electricity, magnetism, light waves, and relativity and Quantum Mechanics. Many experiments and demonstrations are done to further the student's grasp of the physical world around him. This course is designed to challenge the student to experience, reason and reflect as opposed to memorizing facts. The course best reflects the learning needs and methodology of accelerated chemistry students. The program requires a good facility for solving math problems, especially word problems. In the course of the year, a research paper and several student generated lab reports are required. A review of student placement is conducted by the Science Department prior to the finalization of enrollments in courses 256 and 264.

Social Studies

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

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

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

World History

Days: All  
Grades: 9, 10  
Credit: 1.0  
Prerequisite: None

World History is a full year social studies course offered to both freshmen and sophomores which seeks to trace the development of the various cultures of the world beginning with prehistoric times and ending with the modern world. The content of the course focuses on the rise of political, economic and social systems throughout the world, including Europe, Asia, Africa and the Americas. The goal of the course is to acquaint students with the essential developments of world history in order to provide background and basis for further study. Students are expected to read all assigned material, including the textbook, excerpts from historical documents and various related articles. The successful completion of unit assignments, requiring outside research is an essential requirement. Mastery of the material is required as indicated by the completion of regular quizzes and exams. Notebook work, which is checked and updated regularly, develops the student’s organization skills. Active participation is essential given the discussion atmosphere of the class. Within the context of the curriculum, students acquire basic research, writing, and presentation skills.

U.S. History

Days: All  
Grades: 10, 11  
Credit: 1.0  
Prerequisite: None

United States History is a full year course. The class covers the period from approximately the age of exploration and discovery (1450) to modern times. The presentations and discussions center on the gradual political, social and economic development of the United States as a nation-state and its eventual emergence as a world power. The class itself seeks not only to detail historical fact but more importantly, to provide opportunities for historical analysis. Given the importance of having an informed electorate in a democratic society, much attention is paid to the Constitution as a living document of American law and government. Students are expected to read material assigned by the instructor as a basis for class presentations and discussions. Regular assignments, often requiring outside research are used to allow students the opportunity to complete further study on topics of interest. Daily notebook completion is required as a reflection of preparation and commitment. A number of assessment tools are used to evaluate individual progress including oral presentations, group projects, quizzes, written reflections, and exams. Active participation is essential given the discussion atmosphere of the class. Each semester, students are required to complete a formal research paper using MLA format that highlights historical knowledge as well as one's research and critical analysis skills.

NOTE: Students may opt to satisfy the U.S. History requirement through the Advanced Placement Program. See course 312.
AP United States History is a two-semester course which offers a collegiate level approach to the study of United States History from pre-colonial to contemporary times. The course is designed to develop a more intense understanding of individuals, institutions, and events that have shaped American history. Students are expected to read extensively about historical scenarios and problems, do in-depth research, and submit several scholarly papers on various topics of American history. Class methods include discussion, lecture, project work and other related techniques. Students are required to write 3-4 papers a semester, each of 3-4 pages in length, with a scholarly research component. Reading expectations range from 5-10 pages per night. Reading quizzes are administered approximately three times each week. Some group work, mainly in the form of thematic research, is required. Approximately 2-3 individual project based activities are expected each semester. All students taking the course are required to take the AP U.S. History Exam in May. (See page iii for AP details.)

Junior and Senior Social Studies Electives

352 Advanced Placement Human Geography

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<th>Days:</th>
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<th>Credit: 1.0</th>
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<td>Grades:</td>
<td>11,12</td>
<td>Prerequisite: Approval of current social studies teacher</td>
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AP Human Geography is a two-semester course that focuses on the in depth analysis of seven key themes including an introduction to basic geographic principles, culture, politics, agriculture, urban development, economic development, and population/migration. The course focuses on the various terms, theories, and concepts associated with the study of Human Geography as well as the identification and understanding of the role these themes play in modern society. Students are expected to complete major unit assignments which require extensive research and analysis. Examples of these assignments include debates, current event presentations, a city scavenger hunt, and numerous individual and group projects that will be worked on both in and outside of class. Preparation for the AP Exam includes test and quiz assessment and completion of written assignments, both formal and informal, which call on students‘ ability to apply geographic theory to real world situations. All students taking the class are expected to take the AP Human Geography exam in May. (See page iii for AP details.)

356 Advanced Placement European History

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<th>Days:</th>
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<th>Credit: 1.0</th>
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<tr>
<td>Grades:</td>
<td>11,12</td>
<td>Prerequisite: Approval of current social studies teacher</td>
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AP European History is a two-semester course which offers a college approach to Modern European History from approximately 1450 (the Renaissance) to the modern day. Students are expected to learn and synthesize the research material from various sources, to organize and substantiate the information and to write research reports in an organized and coherent style commensurate with scholarly standards. Class methods include lecture, discussion, seminars, and films. Students must read all assigned material, including the textbook, excerpts from primary and secondary historical documents, and various articles of historical criticism. The successful completion of daily reading and assignments that often require outside research is an essential part of the class. Research papers, including primary and secondary documentation, allow the students to examine individual topics related to the AP Exam. Examinations are both objective and expository in nature, reflective of the actual AP exam. Active engagement and learning behavior is absolutely required of each student on a daily basis. All students taking the course are required to take the AP European History Exam in May. (See page iii for AP details.)

360 Introductory Sociology

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<tr>
<th>Days:</th>
<th>All</th>
<th>Credit: 0.5</th>
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<tr>
<td>Grades:</td>
<td>11,12</td>
<td>Prerequisite: None</td>
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Introductory Sociology is a one-semester course designed to give students a broader understanding of what it means to be human and how individuals relate to others in a group setting. In the course of the semester, students are encouraged to examine the underlying forces which shape American culture. Classes are devoted to the study of sociological perspectives, important sociologists, social organization, culture, social structure, inequalities and social change. Students are expected to write short reflection papers and perform sociological experiments and draw conclusions through their analysis. Throughout the course of the semester, students will work on original sociological research either in groups or individually, culminating with a paper and presentation during the last week of the semester. Chapter reading is assigned for each unit and is approximately 10 pages per week.
366 American Government  
Days: All  
Grades: 11,12  
Credit: 0.5  
Prerequisite: None

American Government is a one-semester course which strives to cultivate an appreciation for the virtues and challenges of citizenship participation in American democracy. The course emphasizes the formation, development, and responsibilities of the three branches of the Federal government, beginning with a study of the Constitution. A unit on state and local politics and a unit on citizen involvement form an important component of the course. The reading load is approximately 30 pages per unit. Related topics are covered through student reports and presentations. Students are required to complete a research paper on selected topics related to the present operation of government.

372 International Relations  
Days: All  
Grades: 11,12  
Credit: 0.5  
Prerequisite: None

International Relations is a one-semester introduction to the study of how people relate on the world level. The course will introduce students to individuals, governments, and organizations that influence international issues. The course will primarily focus on issues and history relevant in the post-WWII world. Students will be expected to become familiar with the language that is used to describe international problems and solutions. The course is designed to prepare students to apply what they have learned in future study and in analyzing issues in a constantly changing world. The completion of a research paper on a topic of interest related to modern global affairs is required of all students.

380 AP Psychology  
Days: All  
Grades: 12  
Credit: 1.0  
Prerequisite: Approval of current social studies teacher

Students in AP Psychology will learn about human behavior, motivation, and the function of the brain. The course introduces scholars to the key terms, concepts, research methods, and theoretical perspectives of psychology and provides them the opportunity to reflect on their lives. Content of study includes the brain and nervous system, personality and its development, states of consciousness, learning and memory, cognition and intelligence, sensation and perception, emotion and motivation, and abnormal psychology. The course utilizes activities, experiments, videos, and case studies, emphasizing collaboration and discussion. Students are required to read the text. All students taking the course are required to take the AP Psychology Exam in May. (See page iii for AP details.)

384 Comparative Cultures  
Days: All  
Grades: 11,12  
Credit: 1.0  
Prerequisite: None

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

386 Topics in History: The 50’s and 60’s  
Days: All  
Grades: 11,12  
Credit: 0.5  
Prerequisite: None

Projected Offering: 2016-2017

The 50’s and 60’s is a one-semester course that focuses on the social, political and cultural events of the post war world. The course begins with an examination of the events surrounding the Cold War, particularly focusing on the United States’ involvement in Korea, the domestic threat of communist infiltration, and the events surrounding the war in Vietnam. The tragedy and turmoil of the era, including the political assassinations, the struggle for civil rights and the growing sense of anti-establishment attitudes are the central themes of the class. The course also studies the cultural trends of the period, including the influence of television, music and art. Students are required to complete a research paper at the end of the semester based on a topic of student interest from the period and read one chapter per calendar week for discussion or quiz.
The World Wars is a one-semester course that focuses on the events that surrounded some of the most significant events of the 20th century. The course covers the background events in Europe that set the stage for the outbreak of World War I, the involvement of the United States, the diplomatic attempts to end the conflict and the reorganization of Europe that occurred in 1918. A study of the social, political and economic conditions of the world in the inter-war period provides the backdrop for the events leading to the rise of fascism in Europe and the eventual outbreak of World War II. Students study key military operations with a focus on the personalities of the time. The course concludes with an examination of the balance of world power in 1945 and the eventual emergence of the two super powers—the United States and the Soviet Union. Students are required to write a 4-5 page research paper. The research component requires at least five scholarly sources be used in the analysis. Reading requirements range from 5-12 pages per night. Reading quizzes are administered up to three times each week. Very little group work is required but 2-3 project based activities based on student interest are assigned.

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

Economics Courses

These courses fulfill Social Studies requirements.

Introductory Economics is a one-semester course designed to introduce students to the study of economics. The students work to gain an understanding of economic methodology and basic economic concepts. The course includes the study of both macroeconomics (the entire economy) and microeconomics (individual parts of the economy). Students are expected to complete regular reading assignments and homework problems and participate in class discussions. Introductory Economics is not required for AP Microeconomics or AP Macroeconomics. Students should select the appropriate course level of economics after consulting with his current social studies teacher, selecting either the introductory offering or the AP offering(s).

AP Microeconomics is a one-semester course, which provides an in-depth examination of the principles of economics that explain the behavior of consumers and producers in a market economy. Areas of emphasis include elasticity, costs of production, market structures, labor markets, product and factor markets, and the efforts of government to promote efficiency and equity. Students are expected to complete regular reading assignments, homework problems and participate in class discussions. Students will also be expected to make extensive use of other sources (i.e. WSJ) to supplement dated text material. Students should select the appropriate course level of economics after consulting with his current social studies teacher. All students taking the course are required to take the AP Microeconomics Exam in May. (See page iii for AP details.)
349 Advanced Placement Macroeconomics

Days: All  Credit: 0.5
Grades: 11,12  Prerequisite: Concurrent with an Adv./Acc. level math course
Approval of current social studies teacher

AP Macroeconomics is a one-semester course, which provides an in-depth examination of the United States’ economic system as a whole. Areas of emphasis include Gross Domestic Product, Inflation, Unemployment, Money & Banking, Interest Rates and International Trade. Students are expected to complete regular reading assignments, homework problems and participate in class discussions. Students will also be expected to make extensive use of other sources (i.e. WSJ) to supplement dated text material. Students should select the appropriate course level of economics after consulting with his current social studies teacher. All students taking the course are required to take the AP Macroeconomics Exam in May. (See page iii for AP details.)

World Languages

The sum of human wisdom is not contained in any one language.

-Ezra Pound

The Marquette High World Languages Department provides students with the linguistic and cultural competence necessary to thrive in an interdependent global community. While modern language instruction stresses communicative proficiency, in accordance with the American Council of the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, Latin emphasizes reading comprehension and cultural knowledge. Consistent with the Grad at Grad goals, World Language classes incorporate Ignatian themes, address social justice issues, and broaden and enrich the student’s view of the world. Each student must complete two consecutive years (2 credits) of the same foreign language in order to fulfill graduation requirements but four years are encouraged.

400 Latin 1

Days: All  Credit: 1.0
Grades: 9,10,11,12  Prerequisite: None

The Oxford Latin Course: Part I teaches the basics of Latin grammar while introducing students to the life of the Roman poet Horace. Students thus learn about Roman daily life and some of the Romans’ major myths in the course of learning the Latin language. Frequent quizzes will monitor student progress in mastering vocabulary and grammar, while regular tests and the semester exam will focus on the students’ ability to read and translate. Being able to read and translate at sight receives heavy emphasis.

404 Latin 2

Days: All  Credit: 1.0
Grades: 9,10,11,12  Prerequisite: Latin 1 or Dept. placement

Latin for the New Millennium presents students with the opportunity to learn Latin by reading (adapted) selections from the masterpieces of Latin literature in chronological order (3rd Century BC – 6th Century AD). After an extensive review, students will build upon the basic knowledge gained in Latin I. Frequent quizzes will monitor student progress in mastering vocabulary and grammar, while regular tests and the semester exams will focus on the students’ ability to read and translate.

406 Latin 3

Days: All  Credit: 1.0
Grades: 10,11,12  Prerequisite: Latin 2

Latin for the New Millennium presents students with the opportunity to learn Latin by reading (adapted) selections from the masterpieces of Latin literature in chronological order (8th Century AD – 18th Century AD). Thus, while finishing their knowledge of Latin grammar, students will continue read and engage with great ideas on which Western Civilization was founded. Frequent quizzes will monitor student progress in mastering vocabulary and grammar, while regular tests and the semester exam will focus on the students’ ability to read and translate. Students will use the textbook into the beginning of the third quarter, after which they will read stories taken from Greek Mythology.

407 Acc. Latin 3

Days: All  Credit: 1.0
Grades: 10,11,12  Prerequisite: Latin 2 & approval of current Latin teacher

Latin for the New Millennium presents students with the opportunity to learn Latin by reading (adapted) selections from the masterpieces of Latin literature in chronological order (8th Century AD – 18th Century AD). Thus, while finishing their knowledge of Latin grammar, students will continue read and engage with great ideas on which Western Civilization was founded. Frequent quizzes will monitor student progress in mastering vocabulary and grammar, while regular tests and the semester exam will focus on the students’ ability to read and translate. Students will use the textbook in the beginning of the third quarter, after which they read stories taken from Greek Mythology and Roman history.
**410 Latin 4**  
**Two Semesters**  
**Days:** All  
**Credit:** 1.0  
**Grades:** 11,12  
**Prerequisite:** Latin 3  
Latin 4 focuses on independent reading/translating at sight. Grammar review continues throughout the year. Readings consist of selections from Greek Mythology, Roman history, bible stories, and Julius Caesar’s conquest of Gaul. Frequent vocabulary tests and grammar quizzes are supplemented by translation exams.

**415 Honors Latin 4**  
**Two Semesters**  
**Days:** All  
**Credit:** 1.0  
**Grades:** 11,12  
**Prerequisite:** Acc. Latin 3  
Honors Latin 4 aims at teaching students to read and translate authentic Latin prose at sight. Students quickly begin reading and translating selections from Caesar’s *De Bello Gallico* interspersed with readings from Greek mythology and Bible stories. During the second semester students will continue to read from Julius Caesar but may also read selections from Cicero, Livy, Seneca, Pope Pius II, Ovid, and Virgil among other authors as their interest dictates. Frequent vocabulary tests and grammar quizzes are supplemented by translation exams.

**417 Honors Latin 5**  
**Two Semesters**  
**Days:** All  
**Credit:** 1.0  
**Grades:** 11,12  
**Prerequisite:** Latin 4  
Honors Latin 5 builds upon the skills learned in Latin 4. Students will begin the year with Caesar again but may then move on to other authors as they desire. Frequent vocabulary tests and grammar quizzes are supplemented by translation exams.

**422 Latin Summer Seminar**  
**Summer Session**  
**Days:** Summer 2014  
**Credit:** 0.25  
**Grades:** 10,11,12  
**Prerequisite:** Latin 2  
Latin Summer Seminar is for students who are interested in Latin and would like to continue with the language over the summer. Students will read a number of Latin stories from Greek mythology. The emphasis of the course is rapid reading and translating rather than increasing grammatical knowledge (only two new forms to learn). Students will receive stories each week to be translated at home. Class is once a week for two hours over six weeks. This is not a remedial course. Students who have completed this course will take Latin 3 in the upcoming school year.

**424 German 1**  
**Two Semesters**  
**Days:** All  
**Credit:** 1.0  
**Grades:** 9,10,11,12  
**Prerequisite:** None  
German 1 is designed as a breakthrough year for students with little to no prior German language experience. The course, taught in German, provides instruction in effective human interaction using the German language. Through the use of unit themes and essential questions, guided by the Geni@l Klick A1 textbook series, students develop a beginner’s level ability to interpret the language, present and interact with and for their peers. The themes teamed with the communicative approach of the class result in insights into the nature of the German language and culture, the culture’s diverse perspectives and its interconnectedness.

**428 German 2**  
**Two Semesters**  
**Days:** All  
**Credit:** 1.0  
**Grades:** 9,10,11,12  
**Prerequisite:** German 1 or Dept. placement  
German 2 builds upon the success of the basic language proficiency acquired in German 1. The course, taught in German, provides instruction in effective human interaction using the German language. Through the use of unit themes and essential questions, guided by the Geni@l Klick A2 textbook series, students approach an independent ability to interpret and speak the language. This year is characterized by extensive role-playing of culturally significant scenarios and a particular focus on the products and practices found in the countries where German is spoken.

**432 German 3**  
**Two Semesters**  
**Days:** All  
**Credit:** 1.0  
**Grades:** 10,11,12  
**Prerequisite:** German 2  
German 3 is a threshold year of the German program that sees students transition into culturally competent, independent users of the language. The course, taught in German, provides instruction in effective human interaction using the German language. Through the use of unit themes and essential questions, guided by the Geni@l Klick B1 textbook series, students develop an advanced ability to interpret the language, present and interact with and for their peers. Characteristics of German 3 include the introduction of authentic, historical texts of fiction, the study and use of advanced grammar, and the production of organized paragraphs when writing.
**Honors German 4**

Days: All  
Grades: 11,12  
Credit: 1.0  
Prerequisite: German 3

German 4 develops a student’s independent use of the language aimed towards proficiency. This is done through a strong emphasis on the current affairs of the native-speaking German world and continued focus on authentic texts of fiction. Each year’s course has an emphasis on the abstract themes like beauty, dignity, identity. These enduring ideas are examined through the products and practices of our own culture compared to the German-speaking world. A study of Germany’s historical development from 1945 to the present day is also characteristic of this course. Conversant German with the instructor is an expectation of this course.

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**Honors German 5**

Days: All  
Grades: 11,12  
Credit: 1.0  
Prerequisite: German 4

Honors German 5 entails independent reading in a variety of areas: history, literature, newspapers, science, and economics. Materials from multiple sources are generated for the class. Writing skills are honed, grammar is reviewed, and oral competency is required. Conversant German with the instructor is a requirement in this course.

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**Spanish for Native Speakers 1**

Days: All  
Grades: 9,10,11  
Credit: 1.0  
Prerequisite: Fluency in spoken Spanish  
Placement Test must be taken in June

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

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**Spanish for Native Speakers 2**

Days: All  
Grades: 10,11,12  
Credit: 1.0  
Prerequisite: Spanish Native Speakers 1

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

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**Spanish 1**

Days: All  
Grades: 9,10,11,12  
Credit: 1.0  
Prerequisite: None

Spanish 1 provides an introduction to essential vocabulary, grammar, and pronunciation skills necessary for communication. Students develop language proficiency in the interpretive, interpersonal and presentational modes of communication. An introduction to the culture and geography of the Hispanic world is integrated into the course through Descubre 1, a dynamic program which features an engaging online component. Students are immersed in the Spanish language from the beginning of the course.

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**Accelerated Spanish 1**

Days: All  
Grades: 9,10,11,12  
Credit: 1.0  
Prerequisite: Departmental placement

Accelerated Spanish 1 is designed for students who have had studied Spanish in middle school, but who do not place into Spanish 2. While the course covers the same basic vocabulary and grammar as the regular track Spanish 1, the student’s language experience is enriched by supplemental reading, writing, and a more in-depth study of grammar. Spanish is spoken as much as possible in class. Students are admitted based on their MUHS Spanish Placement Test score.

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**Spanish 2**

Days: All  
Grades: 9,10,11,12  
Credit: 1.0  
Prerequisite: Spanish 1 or Departmental placement

Spanish 2 continues to expand the student's vocabulary and grammar base. Students become better able to communicate as their confidence and proficiency increase. There is much partner practice. Students become more comfortable in the interpretive, interpersonal and presentational modes of communication. Spanish is spoken extensively in class.
Accelerated Spanish 2 offers students the opportunity to continue to expand their vocabulary and grammar base while enriching their language experience through supplemental readings and more extensive writing. The focus is on developing proficiency in communication. Spanish is spoken extensively in class. Students from Accelerated Spanish 1 and Spanish 1 may be admitted with teacher approval. A grade of B+ or higher is recommended.

Accelerated Spanish 3 offers students the opportunity to continue to expand their vocabulary and grammar base while enriching their language experience through supplemental readings and more extensive writing. The focus is on developing proficiency in communication. Spanish is spoken extensively in class. Students from Accelerated Spanish 1 and Spanish 1 may be admitted with teacher approval. A grade of B+ or higher is recommended.

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

Advanced Placement Spanish Language and Culture emphasizes communication by applying interpretive, interpersonal and presentational skills in real-life situations. The course is built around six engaging themes: Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges and Personal and Public Identities. Authentic contemporary and historical texts (print, audio, and video) are incorporated. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course is taught in Spanish.

Note: This course replaces AP Spanish 4. All students taking the course are required to take the AP Spanish Language & Culture Exam in May. (See page iii for AP details.)

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

In an increasingly technological world, it is important that students develop an understanding of the nature of technology, recognize its potential impact on their lives, use a variety of technologies to prepare them for post-secondary education, and become informed, productive, responsible, and independent learners. “Self-taught” skills are often lacking in the fundamentals of computer systems or communication technologies and seldom include networking methodologies. Parents need to be aware that their sons do not necessarily have the proper computer foundations even though they can display “adept” skills on the Web or at gaming.

All MUHS computers run Windows 7 Professional in a networked environment. Standard computer science applications include Microsoft Office 2010 Professional, NVu, Java, Alice, and BlueJ. A variety of other software specifically supporting mathematics, science, arts, languages, and other curricular areas are also installed in various labs throughout the school. Students are assigned individual e-mail and network accounts.

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

508 Computer Programming

<table>
<thead>
<tr>
<th>Days:</th>
<th>All</th>
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<tbody>
<tr>
<td>Grades:</td>
<td>10, 11, 12</td>
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<tr>
<td>Credit:</td>
<td>0.5</td>
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<tr>
<td>Prerequisite:</td>
<td>Simultaneous enrollment in an advanced or accelerated mathematics course.</td>
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</tbody>
</table>

In this course, students will learn problem solving skills and the basic concepts of programming in Java, an object-oriented programming (OOP) language. Students will be exposed to many of the topics in Advanced Placement Computer Science. Topics include variables, void and fruitful functions, conditionals, recursion, iteration, strings, objects, and arrays. Students are strongly encouraged to take this or another independent programming course before taking the AP Computer Science course. A laptop computer is required for this course.

510 Advanced Placement Computer Science

<table>
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<th>Days:</th>
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<tr>
<td>Grades:</td>
<td>11, 12</td>
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<tr>
<td>Credit:</td>
<td>1.0</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Comp. Prog. (508) strongly recommended Simultaneous enrollment in an advanced or accelerated mathematics course.</td>
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</tbody>
</table>

This is an intensive course that builds upon the basics of object-oriented programming in Advanced Computer Science and covers the A-curriculum as defined by the College Board. It is equivalent to a first-semester college level course using the Java programming language. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Topics include data types, conditional statements, iteration, arrays and array lists, inheritance, polymorphism, interfaces, recursion, sorting and searching algorithms, and object oriented design. The student who enrolls in this course must have the ability to think abstractly and have strong analytical and problem-solving skills. A laptop computer is required for this course. All students are required to take the written AP Computer Science A test in the spring. (See page iii for AP details.)
Fine Arts

The goals of the Fine Arts Department are to stimulate an interest in the fine arts, to give students a positive creative experience, and to provide an enjoyable and challenging variation in the student’s academic program. The fine arts promote personal growth as well as appreciation for the aesthetic environment. As such, experience of the fine arts is valuable for everyone and has lasting significance in the student’s enjoyment of the world around us. These courses fulfill the objectives of the school’s mission and philosophy statement.

The Fine Arts Department offers courses in art, music and drama. All students must complete one-half credit in Fine Arts in order to graduate from Marquette University High School. Any of the courses listed in this section may be used towards fulfill this requirement.

602 Explorations in Art  One Semester

<table>
<thead>
<tr>
<th>Days:</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>0.5</td>
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<tr>
<td>Grades:</td>
<td>9,10,11,12</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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</table>

No experience necessary! This course is an introductory art course is designed for those students who are interested in participating in basic art making processes. Together we will use the elements of art to solve classic construction and design problems in art. Line design, drawing, painting, collage, printmaking and even sculpture … ample studio experiences and instruction is provided to create a varied body of work.

606 Architectural Art  One Semester

<table>
<thead>
<tr>
<th>Days:</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>0.50</td>
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<tr>
<td>Grades:</td>
<td>10,11,12</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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</table>

In this course students will gain a broad exposure to a variety of cultural, environmental and historical perspectives of architecture including its decorative elements. The course will focus around the artistic and formal qualities of structures from ancient Greece to modern cityscapes. There will be a special emphasis on the choices made in the design of religious buildings through time. This course exposes students to the field of art history and requires fewer art projects.

608 Photography 1  One Semester

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<thead>
<tr>
<th>Days:</th>
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<tr>
<td>Credit:</td>
<td>0.5</td>
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<tr>
<td>Grades:</td>
<td>9,10,11,12</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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</tbody>
</table>

This course explores the world of digital photography. Students learn how to get the most out of their cameras including studio lighting and digital light-room techniques in Adobe Photoshop. Class critiques of student work expand student’s artistic vision. **Students are required to bring their own DSLR, digital point-and-shoot phone, or camera.** However, no photography or retouching experience is necessary.

611 Photography 2  One Semester

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<th>Days:</th>
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<tr>
<td>Credit:</td>
<td>0.5</td>
</tr>
<tr>
<td>Grades:</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Photography 1</td>
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</tbody>
</table>

This course expands on the knowledge and skills learned in Photography 1. Advanced lighting, Photoshop, printing, and display techniques are practiced with a focus on conceptual exploration. Projects explore creative vision and develop expressive literacy. **Students are required to bring their own DSLR or digital point-and-shoot phone, or camera.**

622 Painting  One Semester

<table>
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<th>Days:</th>
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<tr>
<td>Credit:</td>
<td>0.5</td>
</tr>
<tr>
<td>Grades:</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
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This course will introduce students to the basic properties and uses of water color and acrylic paints. Color mixing, together with various painting techniques, will be explored. Students will draw their inspiration from still lives, their personal lives, and photographs.

624 3D Design  One Semester

<table>
<thead>
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<th>Days:</th>
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<tr>
<td>Credit:</td>
<td>0.5</td>
</tr>
<tr>
<td>Grades:</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
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</tbody>
</table>

This course will focus on 3 dimensional drawing techniques, architectural styles and techniques as well as model building and contemporary sculpture. Student sculptures will be based on specific themes and subject matter.
628 Ceramics 1

Days: All
Grades: 9,10,11,12
Credit: 0.5
Prerequisite: None

This introductory course in the study of ceramics includes the techniques of manipulating clay, hand construction, and glaze application. Principles of design are applied to the production of pottery and sculpture. Functional forms such as bowls, cups and plates are made along with non-functional pieces such as sculpture. Class time is provided for all assignments but students should plan to spend extra hours outside of class.

632 Ceramics 2

Days: All
Grades: 9,10,11,12
Credit: 0.5
Prerequisite: Ceramics 1

Ceramics 2 involves the student in advanced work in ceramics with a continuation of hand building and a mastery of the potter's wheel. Craftsmanship and good design are stressed. Independent work and advanced projects are required.

640 Drawing 1

Days: All
Grades: 9,10,11,12
Credit: 0.5
Prerequisite: None

This course is designed to meet the needs and interests of students who would like to develop drawing skills. Basic drawing skills are emphasized, teaching students to see and draw what they see. Basic design and creative thinking is stressed. Some of the drawing media that the students use are: pencil, ink, chalk, charcoal, and scratchboard. Art history and appreciation are also included in the curriculum.

644 Drawing 2

Days: All
Grades: 9,10,11,12
Credit: 0.5
Prerequisite: Drawing 1

Drawing 2 offers each student an opportunity to do advanced and challenging work in drawing. The student's creativity, style, and technique are further developed with the refinement of drawing skills and media. Portraiture and the human figure, both realistic and exaggerated are emphasized. Additional activities include field trips, visits to art museums, and research.

650 Digital Design

Days: All
Grades: 9,10,11,12
Credit: 0.5
Prerequisite: None

Digital Design introduces students to the fundamentals of design. Students use both traditional and digital production techniques. Course work develops skills with Adobe Illustrator and includes an introduction to Adobe Photoshop. Projects develop visual communication skills and encourage personal expression.

652 Advanced Placement in Studio Art

Days: All
Grades: 11,12
Credit: 1.0
Prerequisite: Previous art courses and consent of instructor

The AP program in Studio Art is intended for highly motivated students committed to serious study in art. The work involves significantly more time than most high school courses and is not intended for casually interested art students. The program reflects three major concerns in art education: quality, concentration and breadth. Quality defines the development of a sense of excellence in art; concentration exemplifies a personal commitment to a particular mode of working and thinking; and breadth is the exhibition of a variety of art experiences. In place of an exam at the end of the course, the student is required to select materials from his work to be submitted for evaluation by a group of artists and teachers so that he may be given credit, advanced placement or both, on the college level. (See page iii for AP details.)

664 Computer Assisted Music

Days: All
Grades: 9,10,11,12
Credit: 0.5
Prerequisite: None

Computer Assisted Music is available to all students; however, it is designed primarily for students with little or no musical training. Basic computer skills will be taught as well as the mechanical aspects of music necessary to decipher musical notation. As students develop a level of understanding of music notation, they will recreate music using computer-based workstations found in the school’s Fine Arts Computer Lab. Class time is set aside for this computer use; however, students will likely have to use the computer lab during their free time.
671 Jazz Lab 1 - Piano
   Two Semesters
Days: Alternating
Grades: 9,10,11,12
Credit: 0.5 per year
Prerequisite: See course description
Jazz Lab 1 is intended for any student who has received previous instruction on one of the following musical instruments: piano, acoustic or electric guitar, acoustic or electric bass, drum set or percussion. This course is designed to help the student increase both individual and ensemble skills. Students are involved in master classes (focusing on specific instrument types) and small ensembles.

673 Jazz Lab 1 – Electric or Acoustic Bass
   Two Semesters
674 Jazz Lab 1 – Drums/Percussion
   Two Semesters
675 Jazz Lab 1 – Electric or Acoustic Guitar
   Two Semesters

676 Jazz Lab 2
   Two Semesters
Days: Alternating
Grades: 10,11,12
Credit: 0.5 per year
Prerequisite: Jazz Lab 1 and consent of instructor
Jazz Lab 2 is offered to those students who have demonstrated technical proficiency on an appropriate musical instrument following their successful completion of Jazz Lab 1. Students are grouped (by ability level) into two jazz rhythm sections. Each of these groups spend time rehearsing both as a jazz combo (improvisation) and as a big band rhythm section (sight-reading). Participation in end-of-semester concerts is required.

680 Jazz Lab 3
   Two Semesters
Days: Alternating
Grades: 9,10,11,12
Credit: 0.5 per year
Prerequisite: See course description
Jazz Lab 3 is intended for students who have received previous instruction on one of the following musical instruments: flute, clarinet, saxophone, French horn, trumpet/cornet, trombone, baritone horn, or tuba. Those students who have successfully completed Jazz Lab 1 or 2 may also enroll (with the consent of the instructor.) This course is devoted to the performance of jazz/fusion music with an emphasis on sight-reading and improvisation. The highest of musical standards is pursued while performing for a variety of events:
   a) two concerts at MUHS
   b) various university jazz festivals
   c) special athletic events

684 Jazz Lab 4
   Two Semesters
Days: All
Grades: 10,11,12
Credit: 1.0
Prerequisite: Jazz Lab 1, 2 or 3 and consent of instructor
Jazz Lab 4 is offered to those students who have demonstrated the highest of musical standards while being a member of Jazz Labs 1, 2, or 3. Placement into this ensemble is through audition and instructor consent. Along with two concert performances at MUHS, students travel to and perform at various Jazz Festivals throughout the Midwest.

--- String Orchestra
Students who play a non- Jazz Lab instrument and participate in UW-Milwaukee’s University Community Orchestra or the Milwaukee Youth Symphony Orchestra (MYSO) may receive .5 Fine Arts string orchestra credit per year on their MUHS transcript. Community Orchestra rehearsals are held Wednesday evenings from 7:00-9:30 p.m. at UWM. Students interested in string orchestra credit should see the Assistant Principal for Academics for more information.

692 Chorus (Semester Option)
695 Chorus (Full Year Option)
   One Semester
   Two Semesters

There is only one chorus. However, students may choose to enroll in chorus for the full year (select course 695) or for one semester only (select course 692). Students may repeat this course in subsequent years. This ensemble enjoys a commitment to musical excellence and to a mission of artistic expression. The chorus performs a varied repertoire of music including pop, show tunes, folk, classical and spirituals. This course is designed to give the student a fundamental technical knowledge of the voice as an instrument as well as pure enjoyment of vocal music. Audition is not necessary. Previous vocal experience is not required, but helpful.
Select Chorus (Full Year Option)  

Two Semesters

Days: 5 per week  
Grades: 9, 10, 11, 12  
Credit: 0.50 per sem  
Prerequisite: One year of Chorus and audition with instructor

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

Theology

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

The first three credits of theology are specified. Theology 1 is Biblical Literature. Theology 2 is composed of Moral Decision Making and Sacraments and the Catholic Church, each a semester course. Theology 3 is composed of Church History and Christian Discipleship, each a semester course. Seniors must enroll in Theological Seminar on the Church and Contemporary Issues and select one senior elective.

800 Theology 1: Biblical Literature  

Two Semesters

Days: 4 days 1st sem./5 days 2nd sem.  
Grades: 9  
Credit: 1.0  
Prerequisite: None

Theology 1 presents an overview of the Sacred Scriptures. The Bible is the primary text. Studying the history, literature and culture of Biblical times, students are called to examine the great theological and religious truths of the Biblical message and apply them to their lives. Active involvement by each student is emphasized. Included in the course is an overview of the life of St. Ignatius, Ignatian spirituality and the Eucharist.

992 Freshman Advising  

Two Semesters

Days: 1 per week  
Grades: 9  
Credit: Part of Theology 1 credit  
Prerequisite: None

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

808 Moral Decision Making  

One Semester

Days: All  
Grades: 10  
Credit: 0.5  
Prerequisite: None

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

812 Sacraments and the Catholic Church  

One Semester

Days: All  
Grades: 10  
Credit: 0.5  
Prerequisite: None

The Church as a sign and symbol of God’s love and action in the world is the overall theme of this class. Specific areas examined include the nature and structure of the Church as described by the Second Vatican Council, the Sacraments, and the importance of worship as individuals and within a community setting.
818 Church History  
Days: All  
Grades: 11  
Credit: 0.5  
Prerequisite: None  
Beginning with the Acts of the Apostles, Church History works to acknowledge that the Church is comprised of saints and sinners and that the Church is in constant need of reform while being faithful to the deposit of faith. The course examines major figures from the history of the Church and the influence they have had on the development of the Church. The Second Vatican Council is also presented during this semester.

824 Christian Discipleship  
Days: All  
Grades: 11  
Credit: 0.5  
Prerequisite: None  
The central question addressed in this course is “What does it mean to be a disciple of Christ in today's world?” Students have the opportunity to reflect formally and systematically on issues of justice and service. Application of the concepts covered in this course involve service projects in the Milwaukee community and tutoring at St. Rose Grade School. This course is intended to help students reflect on the meaning and implications of justice in their faith lives.

833 Senior Theological Seminar  
Days: All  
Grades: 12  
Credit: 0.5  
Prerequisite: None  
Senior Seminar explores and explicates the Catholic Christian tradition through a variety of contemporary issues as highlighted in assorted publications and resources. Through reading, research, class discussions, position papers, and various assessment tools, the student develops a mature, intellectual framework for his faith. By expanding his theological vocabulary and deepening his understanding of church teachings, the student will be able to recognize and reflect upon a wide range of issues in the future, offering his own theological perspectives and insights.

Senior Electives

835 Faith and Reason  
Days: All  
Grades: 12  
Credit: 0.5  
Prerequisite: None  
Human beings are driven by the desire to know. Our life experiences push us to seek to answer the fundamental questions regarding our relationship with God and the meaning of human life. “Why” and “What if” impel us to gain insights into truth, faith, and knowledge – the purpose of life. Faith and Reason provides a framework that leads us to explore these ultimate questions. This course will offer students the opportunity to continue this quest. Students must be participants not spectators. Attentiveness, reflection, and intelligent contribution are the means by which we contribute to this enterprise of wisdom.

837 Dialogues in Faith: Catholicism and World Religions  
Days: All  
Grades: 12  
Credit: 0.5  
Prerequisite: None  
Humans are created to be in relationship with God and to discover the fullness of God’s truth. This one semester course will explore the degrees to which God’s truth is present in the major religions of the world. This exploration will be done through the lens of Catholic teaching on ecumenism and inter-religious dialogue. Students will be given a foundation in Catholic doctrine on revelation and ecclesiology, and the ability to identify similarities and differences in a variety of faith traditions. This will foster inter-religious dialogue and Christian unity in our society.

839 The Call of Christ  
Days: All  
Grades: 12  
Credit: 0.5  
Prerequisite: None  
The purpose of this course is to help students understand how God calls all people to an abundant life of meaning, purpose and joy through their vocation. Students will explore a variety of charisms and vocations that are given to enrich both the faith community and the world. Students will also learn prayer practices and tools for discernment. Various guest speakers will share their vocation stories, and some class time will be devoted to individual prayer and reflection in the chapel. Topics covered include: the universal call to holiness, God’s personal call to each human, prayer and discernment, marriage, holy orders, consecrated life, and challenges to commitment and vocation. As a philosophical backdrop for the topics covered, we will consistently ask the question of what makes for true happiness in life.
Electives

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

702 Physical Fitness & Wellness       One Semester

Days:  All         Credit: 0.5
Grades: 10, 11, 12  Prerequisite: None

This elective course is designed to provide students with a relaxed environment in which to gain knowledge and hands-on experience in fitness activities. Along with becoming more fit, students will develop a feeling of competence and enjoyment in physical activity. Instruction will center on the proper use of the fitness center and how it can be incorporated into a healthy lifestyle, both safely and effectively. Activities will focus on the main components of fitness as well as the current trends in the field. In addition to gaining experience and knowledge in fitness, students will be instructed on topics relating to wellness and lifelong health issues. Approximately 60% of the time will be spent in the fitness center performing activity and hands on labs. The other 40% will be spent in classroom instruction.

915 Human Innovation and Technology One Semester

Days:  All         Credit: 0.5
Grades: 11, 12  Prerequisite: None

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