



MARQUETTE UNIVERSITY HIGH SCHOOL

For Faith, Scholarship and Community

Curriculum Guide 2018-2019

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Introduction

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

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

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



Philosophy

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

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

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



Graduate at Graduation

Open to Growth

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

Intellectually Excellent

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

Religious

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

Loving

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

Committed to Justice

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



Jesuit Education

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

- A thorough and sound intellectual formation includes mastery of basic humanistic and scientific disciplines through careful and sustained study that is based on competent and well-motivated teaching. This intellectual formation includes a growing ability to reason reflectively, logically and critically.
- While it continues to give emphasis to the traditional humanistic studies that are essential for an understanding of the human person, Jesuit education also includes a careful and critical study of technology together with the physical and social sciences.
- In Jesuit education, particular care is given to the development of the imaginative, the affective, and the creative dimensions of each student in all courses of study. These dimensions enrich learning and prevent it from being merely intellectual. They are essential in the formation of the whole person and are a way to discover God as He reveals Himself through beauty. For these same reasons, Jesuit education includes opportunities -through course work and through extracurricular activities - for all students to come to an appreciation of literature, aesthetics, music and the fine arts.

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

Graduation Requirements

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

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

Year courses = 1 credit Semester courses = 0.5 credit

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

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

- Freshmen:** English 1, Mathematics, Biblical Literature
- Sophomores:** American Literature, Mathematics, Moral Decision Making, + Sacraments and the Catholic Church
- Juniors:** Two English electives, Mathematics, Church History, + Christian Discipleship
- Seniors:** Two English electives, Theological Seminar, & ½ credit Theology elective

Course Listing

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

English

English 1
American Lit/Composition
AP English Literature & Comp
AP English Language & Comp
American Hero
Modern Irish Literature
Expository Writing
Creating Writing
Poetry as Power
Plays of Shakespeare
Perspectives in Science Fiction
World Literature
Literature of Great Britain

Mathematics

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

Computer Science

Computer Programming
AP Computer Science A

Science

Biology
Honors Biology
AP Biology
Chemistry
Honors Chemistry
AP Chemistry
Environmental Science
Physical Geology
Physics
AP Physics 1
AP Physics C

Social Studies

World History
United States History
AP US History
AP Human Geography
AP European History
Introduction to Sociology
American Government
History of Milwaukee
International Relations
AP Psychology
Comparative Cultures
Topics in History: 50's & 60's
Topics in History: Civil Wars
Topics in History: World Wars
Introduction to Economics
AP Microeconomics
AP Macroeconomics

Electives

Physical Fitness and Wellness
History & Science of Human Innovations
& Technology

World Languages

Latin 1-4
Honors Latin 4-5
German 1-4
Honors German 4-5
Honors Spanish for Heritage
Speakers 1-2
Spanish 1- 4
Honors Spanish 1-3
AP Spanish Language & Culture
AP Spanish Literature & Culture

Fine Arts

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

Theology

Biblical Literature
Moral Decision Making
Sacraments & the Catholic Church
Church History
Christian Discipleship
Theological Seminar
Faith & Reason
Catholicism & World Religions
The Call of Christ



Course Selection

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

Academic Core Credits (English, Math, Science, Social Studies, World Language)

Students should be scheduled for at least 4 of these courses each semester to have a strong transcript. This still leaves space for arts classes, electives, and Theology.

Alternate Choices

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

Course Selection Continued

Honors/AP classes

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

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



Scheduling Conflicts

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

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

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



Course Changes & Withdrawal Policy

Student schedules, teaching assignments and hiring decisions are based on the course selection completed by students along with their parents and advisors each spring. Course selection printouts 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. Marquette High recommends that students take six courses per semester, with a minimum of 5.5 credits per year in the freshman, sophomore, and junior year and 5.0 credits in the senior year

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

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

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

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

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

Learning Adjustments

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

Jesuit Ideals and Learning

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

Requisite for Seeking Adjustments for ACT or College Board

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

Implementation of Adjustments in the Classroom

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



Advanced Placement

Marquette University High School participates in the national College Board Advanced Placement Program. These courses align to rigorous, college-level, standards set by the College Board and are taught by MUHS faculty. AP courses prepare students to take a subject specific exam and potentially earn college credit in selected academic areas. AP courses have a heavier work load and are more time-consuming than most other courses in the same discipline. AP students should be strong readers and excel at writing. These courses often demand more independent study and academic initiative from students. AP students should have a passion for the subject area. MUHS encourages students to take AP courses, but 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 A
- AP English Literature & Composition
- AP English Language & Composition
- AP European History
- AP Human Geography
- AP Microeconomics
- AP Macroeconomics
- AP Physics 1
- AP Physics C (2 AP Exams)
- AP Psychology
- AP Spanish Language & Culture
- AP Spanish Literature & Culture
- AP Statistics
- AP Studio Art
- AP US History



Dual Enrollment

SLU 1818 Program

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

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

Sophomores: Minimum of 3.0 cumulative GPA and parent and school permission

Juniors and Seniors: Minimum of 2.5 cumulative GPA and parent and school permission

Marquette University Partnership

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



STEM: Science, Technology, Engineering & Math

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

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

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



Grading Philosophy

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

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

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

Grades and Grading Scale

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

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

Other Grades:

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

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

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

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

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

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



Academic Honors

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

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



COURSE DESCRIPTIONS

ENGLISH

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

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

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

In his junior and senior years, the student chooses a total of four semester-length courses which include Advanced Placement options, a variety of literature-based courses as well as writing course options. All junior and senior classes require the student to demonstrate critical thinking skills, close literary examination and organized, clear and insightful academic writing.

COLLEGE PREPARATORY		ADVANCED COLLEGE PREPARATORY
FRESHMAN	English 1	
SOPHOMORE	American Literature and Composition	
JUNIOR	Choose among: <ul style="list-style-type: none"> • The American Hero • Modern Irish Literature • Expository Writing • Creative Writing • Poetry as Power • The Plays of William Shakespeare • Perspectives in Science Fiction • World Literature • Literature of Great Britain 	Choose among: <ul style="list-style-type: none"> • AP English (Literature & Composition) and / or • AP English (Language and Composition) • Junior electives
SENIOR	Choose among: <ul style="list-style-type: none"> • The American Hero • Modern Irish Literature • Expository Writing • Creative Writing • Poetry as Power • The Plays of William Shakespeare • Perspectives in Science Fiction • World Literature • Literature of Great Britain 	Choose among: <ul style="list-style-type: none"> • AP English (Literature & Composition) and / or • AP English (Language and Composition) • Senior electives

010 English 1

Credit: 1.0
 Grades: 9
 Two Semesters
 Prerequisite: None

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

021 American Literature and Composition

Credit: 1.0
 Grades: 10
 Two Semesters
 Prerequisite: None

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

038 Advanced Placement English (Literature & Composition)

Credit: 0.5
Grades: 10
One Semesters
Prerequisite: B or better in
Junior level English courses.

AP English provides a challenging, stimulating experience for students who have a special interest for an in-depth study of literature and writing, and to prepare students for the AP Literature and Composition Exam through which they may earn college credit. We will be concerned with learning how to read and evaluate classic and contemporary literary works across the major genres (poetry, drama, novel, short story, and essay) with critical awareness of their styles, structures and meanings. Our reading will focus on writing from a range of centuries and forms, with extensive study of poetry. (If you can read poetry intelligently, you can read anything meaningfully.) The course requires devotion to reading, provides a college-level challenge for all students, and promises an enjoyable exploration of values in literature. Class participation and student presentation are major components. Assume frequent writing assignments and explications of texts. All students taking the course are required to take the AP Literature and Composition exam (apx. \$95) in May.

039 Advanced Placement English (Language and Composition)

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: B or better
in Sophomore and/or
Junior level English.

The AP course offers rigorous preparation for college level writing and emulates a first-year college composition class by preparing students to “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (College Board). Students will read, analyze and critique predominantly non-fiction texts with wide-ranging purposes, styles and forms including, but not limited to, travel writing, memoir, academic essays, sermons, philosophical treatises, opinion/editorials, and journalistic reporting. Some fiction and poetry may be included. Students will improve their mastery of standard written English, develop revision skills, become aware of the interplay between purpose and audience expectation, utilize rhetorical strategies that produce effective argumentation, and grow in their ability to produce “analytic and argumentative compositions that introduce a complex idea developed through the use of evidence”(College Board). This course challenges the student to become a better thinker, one who synthesizes varying forms of discourse, makes outward connections and uses his conclusions to become an individual critically aware of his own moral, emotional, social, spiritual, and intellectual development, as well as his authentic engagement in the lives of others. Only one writing course may be taken per academic year. All students taking the course are required to take the AP Language and Composition exam (apx. \$95) in May.

061 Modern Irish Literature

Credit: 0.5
Grades: 11, 12
One Semester
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.

054 The American Hero

Credit: 0.5
Grades: 11, 12
One Semester
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.

066 Expository Writing

Credit: 0.5
Grades: 11
One Semester
Prerequisite: None

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

068 Creative Writing

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

Everyone has a story to tell. In this elective, students have the opportunity to explore the creative process specifically as it pertains to the written word, 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. Students will occasionally mimic the styles of certain authors for the purpose of expanding their repertoire of skills. We study techniques for crafting character, setting, plot, dialogue, point of view and imagery, among others: in short, the anatomy of a story. Various assignments elicit intended discoveries for how one can discover his writing voice. Premises are that the creative writer's task is to spark readers' imaginations and that everyone has a story to tell. While stressing one's writing skills, analytical thinking and critical reading remain dimensions of this course, as are grammatical precision and proper writing mechanics. Students may receive a more intensive critique of their writing strengths and weaknesses for the sake of learning clear and concise communication. Only one writing course may be taken per academic year.

072 Poetry as Power

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

This class focuses on 20th century poetry, especially the "voices and visions" of American Modernist poets who, in the aftermath of WWI, mixed tradition with experimentation, forging poetry as a response to their era and so clearing the way for contemporary open forms. We will read and explore the work of Whitman, Dickinson, Hughes, Eliot, Stevens, Frost, Millay and a gathering of WWI and contemporary poets. Samples of traditional poetry will serve as foundations for understanding how to read the modern poem. Students will read essays by poets and critics so as to strengthen critical skills through class discussions and through each student's own writing – formal and personal.

082 The Plays of William Shakespeare

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

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

088 Perspectives in Science Fiction

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

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

093 World Literature

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

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

098 Literature of Great Britain

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

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



MATHEMATICS

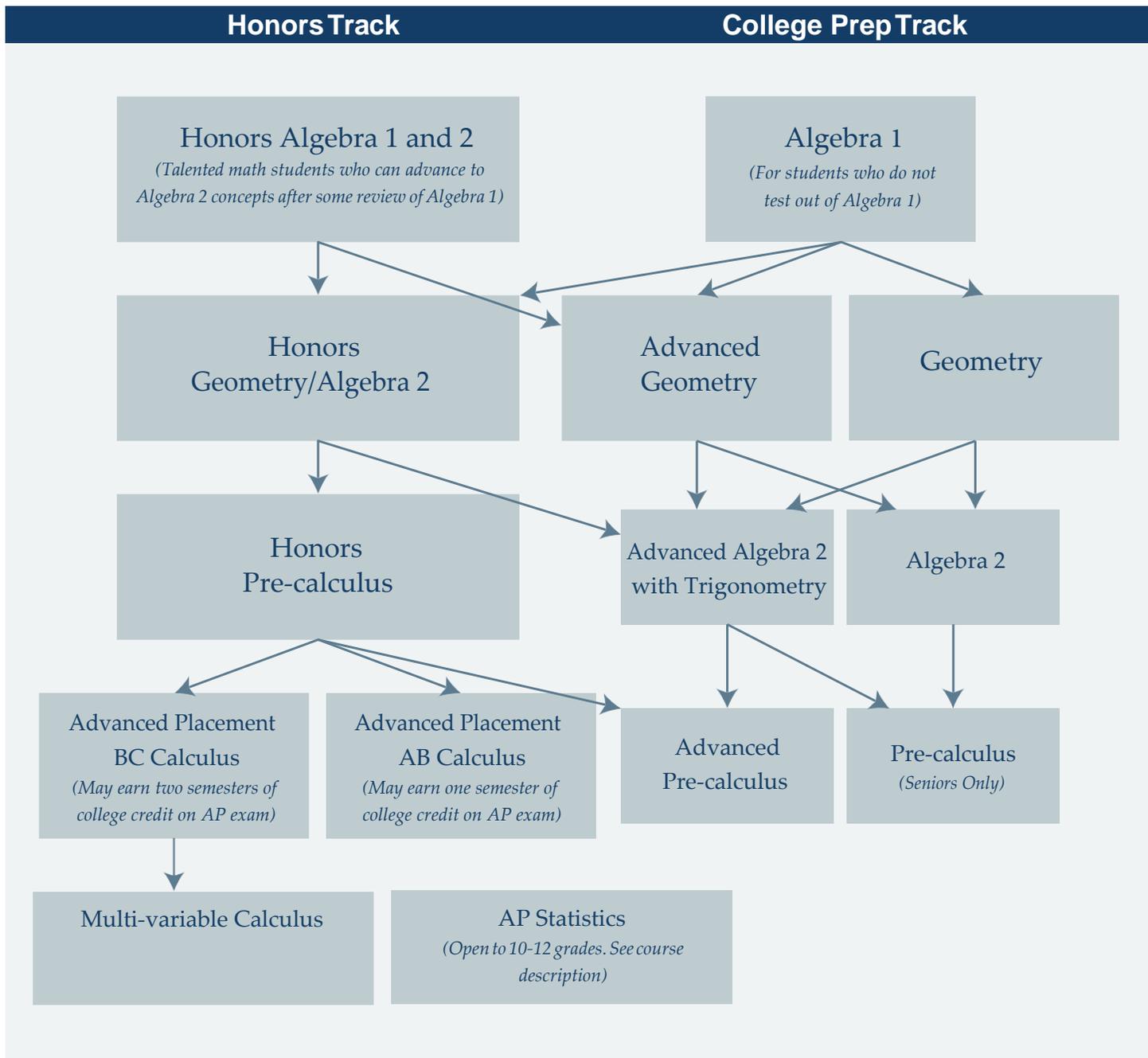
As a college preparatory school, we offer a strong, fundamental college preparatory program in mathematics. The Math Department's goal is to lay a solid foundation in each course so that the student is well prepared for the next course he will take. Since 97% of all students take four years of math,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

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

Math Level Pathways



Students may move between college prep and honors paths as depicted in the chart above.

100 Algebra 1

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

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

104 Honors Algebra 1 and 2

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

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

119 Geometry

Credit: 1.0
Grades: 10
Two Semesters
Prerequisite: Approval of current math teacher

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

125 Advanced Geometry

Credit: 1.0
Grades: 9, 10
Two Semesters
Prerequisite: Approval of current math teacher

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

130 Honors Geometry/Algebra 2

Credit: 1.0
Grades: 9, 10
Two Semesters
Prerequisite: Approval of
current math teacher

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 trigonometry, 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.

136 Algebra 2

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Approval of
current math teacher

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

143 Advanced Algebra 2 with Trigonometry

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: Approval of
current math teacher

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

148 Honors Precalculus

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: Honors
Geom/Alg2 & Approval of
current math teacher

This course is a continuation of Honors 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, parametric equations, proof by induction, 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

Credit: 1.0
Grades: 12
Two Semesters
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

Credit: 1.0
Grades: 11, 12
Two Semesters
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.

166 AB Calculus

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Honors Alg
2/Precalc or Adv. Precalc.
and Approval of current
math teacher

This course covers limits and continuity, differential calculus, and many topics in integral calculus. Graphing calculators are used extensively. This course culminates with the AP AB Calculus exam (apx. \$95) in May, a requirement for all students enrolled in this course. Most universities grant credit for one semester of college calculus if the student performs well on this exam.

172 BC Calculus

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Honors Alg
2/Precalc or Adv. 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 (apx. \$95) in May, a requirement for all students enrolled in this course. 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 (DE)

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: BC Calculus and Approval of current math teacher

Multivariable Calculus is the extension of calculus to more than one variable – the differentiation and integration of functions of several variables. This course builds on the foundations laid in Calculus I and II. Topics include vectors and the geometry of space; vector functions; partial derivatives; multiple integrals; and vector calculus. Time permitting, the course may also include the study of hyperbolic functions, a review of conic sections, and an introduction to differential equations. Students who successfully complete this course with a grade of C+ or better can earn 4 college credits through St. Louis University.

177 AP Statistics

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: Concurrent with a 10th-12th accelerated level or a 11th-12th advanced level math course or completion of Adv Alg2/Precalc

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. Sophomores enrolled in an accelerated math course or juniors enrolled in an advanced or accelerated math course may take AP Statistics concurrently. Seniors who take this course may take it concurrently with another math class or they must have completed Adv. or Honors Precalc. All students taking the course are required to take the AP Statistics exam (apx. \$95) in May.

911 Math Problem Solving

Days: T,W,Th – Summer
Grades: Entering 8 or 9
Summer Session
Prerequisite: Teacher recommendation

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

Days: T,W,Th – Summer
Grades: Entering 10,11,12
Summer Session
Prerequisite: Teacher recommendation

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 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.

Active Science Olympiad, SMART Team (molecular engineering), Engineering and Applied Sciences, and Environmental Science clubs and teams provide the highly interested student an additional opportunity to pursue independent research projects, to participate at interscholastic competitions, and to present educational programs to the community.

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 a Physics course if they have not done so during their junior year. Exceptions to the Physics course requirement may be granted by the Assistant Principal for Academics.

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.

	COLLEGE PREPARATORY	ADVANCED COLLEGE PREPARATORY
FRESHMAN	Biology	Honors Biology
SOPHOMORE	Chemistry	Honors Chemistry
JUNIOR	Choose among: <ul style="list-style-type: none"> · Environmental Science · Physical · Geology · Physics 	Choose among: <ul style="list-style-type: none"> · AP Biology · AP Chemistry · AP Physics I
SENIOR	Choose among: <ul style="list-style-type: none"> · Environmental Science · Physical Geology · Physics (Must take senior year) 	Choose among: <ul style="list-style-type: none"> · AP Biology · AP Chemistry · AP Physics I · AP Physics C

200 Biology

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

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.

208 Honors Biology

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

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.

224 Chemistry

Credit: 1.0
Grades: 10, 11
Two Semesters
Prerequisite: Approval of
current science teacher

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

232 Honors Chemistry

Credit: 1.0
Grades: 10, 11
Two Semesters
Prerequisite: Approval of
current science teacher

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

246 Environmental Science

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

Environmental science is the study of nature and the physical, chemical, and biological relationships that exist between the organisms and the environment. The use of laboratory experiments, 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

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

Credit: 1.0
Grades: 11, 12
Two Semesters
Days: All + Lab
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 (apx. \$95) in May.

216 Advanced Placement Biology

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

The AP Chemistry course is an inquiry based experience which corresponds to the typical freshman college course in inorganic chemistry. The laboratory as a site for discovery and theory verification is an integral part of the course. A laboratory manual with accurate, meticulous laboratory records is kept. All students taking the course are required to take the AP Chemistry Exam (apx. \$95) in May.

256 Physics

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Approval of current science teacher
Juniors: Completion of Honors 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. Fundamental scientific practices such as scientific inquiry, experimental design, and development of conservation laws are integral to the course. Such evidence is collected principally through paradigm laboratory activities which students incorporate into written reports. A review of student placement is conducted by the Science Department prior to the finalization of enrollment.

266 AP Physics 1

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Approval of current science teacher
Juniors: Completion of Honors Geom/Alg 2 (130) or Adv. Alg 2/Trig (143)
Seniors: Acceptance to Adv. PreCalc or an AP Calc

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 266. All students taking the course are required to take the AP Physics 1 Exam (apx. \$95) in May.

268 AP Physics C

Credit: 1.0

Grades: 12

Two Semesters

Prerequisite: Approval of current science teacher

Seniors: Successful completion of an AP Calculus course or the completion of AP Physics 1 and concurrent enrollment in an AP Calculus Course

This course will cover kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation in the first semester. The second semester will cover electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. This Course is modeled after the first two semesters of a typical college level physics with calculus treatment. These two semesters of physics are required for many STEM degrees every engineering discipline including Biomedical Engineering and Biomolecular Engineering as well as most of the natural science degrees. All students taking the course are required to take the AP Physics C Exam both Mechanics and Electricity and Magnetism (apx. \$190) in May.

915 Human Innovations and Technology

Credit: 0.5

One Semester

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.

Note: Course 915 - Human Innovation and Technology is an elective course offering. This course does not fulfill the specific requirement of three credits of science for graduation.



SOCIAL STUDIES

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

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

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

COLLEGE PREPARATORY

ADVANCED COLLEGE PREPARATORY (at least two AP courses)

FRESHMAN	World History	
SOPHOMORE	U.S. History	AP U.S. History
JUNIOR	<p>Choose among:</p> <ul style="list-style-type: none"> • AP Human Geography • AP European History • Introductory Sociology • American Government • International Relations • Comparative Cultures • The 50's and 60's • World Wars • The American Civil War Legacy • History of Milwaukee • Introductory Economics • Advanced Placement Microeconomics • Advanced Placement Macroeconomics 	<p>Choose among:</p> <ul style="list-style-type: none"> • AP Human Geography • AP European History • Introductory Sociology • American Government • International Relations • Comparative Cultures • The 50's and 60's • World Wars • The American Civil War Legacy • History of Milwaukee • Introductory Economics • Advanced Placement Microeconomics • Advanced Placement Macroeconomics
SENIOR	<p>Choose among:</p> <ul style="list-style-type: none"> • AP Human Geography • AP European History • Introductory Sociology • American Government • International Relations • AP Psychology • Comparative Cultures • The 50's and 60's • World Wars • The American Civil War Legacy • History of Milwaukee • Introductory Economics • AP Microeconomics • AP Macroeconomics 	<p>Choose among:</p> <ul style="list-style-type: none"> • AP Human Geography • AP European History • Introductory Sociology • American Government • International Relations • AP Psychology • Comparative Cultures • The 50's and 60's • World Wars • The American Civil War Legacy • History of Milwaukee • Introductory Economics • AP Microeconomics • AP Macroeconomics

300 World History

Credit: 1.0
Grades: 9, 10
Two Semesters
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.

306 U.S. History

Credit: 1.0
Grades: 10, 11
Two Semesters
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.

312 Advanced Placement U.S. History

Credit: 1.0
Grades: 10, 11
Two Semesters
Prerequisite: B or better in World History & English 1 courses & approval of current Soc. St. teacher

AP United States History is a two-semester course which offers a collegiate level approach to the study of United States History from pre-colonial to contemporary times. The course is designed to develop a more intense understanding of individuals, institutions, and events that have shaped American history. Students are expected to read extensively about historical scenarios and problems, do in-depth research, and submit several scholarly papers on various topics of American history. Class methods include discussion, lecture, project work and other related techniques. Students are required to write 3-4 papers a semester, each of 3-4 pages in length, with a scholarly research component. Reading expectations range from 5-10 pages per night. Reading quizzes are administered approximately three times each week. Some group work, mainly in the form of thematic research, is required. Approximately 2-3 individual project based activities are expected each semester. All students taking the course are required to take the AP U.S. History Exam (apx. \$95) in May.

Junior and Senior Social Studies Electives

352 Advanced Placement Human Geography

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Approval of current social studies teacher

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 critical reflection responses, current event presentations, a city scavenger hunt, and numerous individual and group projects that will be worked on both in and outside of class. Students should anticipate nightly reading from a college level text in addition to daily written assignments. All students who take AP Human Geography are expected to have strong research and writing skills. Daily participation is required and is an essential aspect to experiencing academic success in this course. Preparation for the AP Exam includes test and quiz assessments and completion of written assignments, both formal and informal, which require students to apply geographic theory to real world situations. All students taking the class are required to take the AP Human Geography exam (apx. \$95) in May.

356 Advanced Placement European History

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: Approval
of current social studies
teacher

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 (apx. \$95) in May.

360 Introductory Sociology

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

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

Credit: 0.5
Grades: 11, 12
One Semester
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

Credit: 0.5
Grades: 11, 12
One Semester
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.

Projected Offering: 2019-2020

380 AP Psychology

Credit: 1.0
Grades: 12
Two Semesters
Prerequisite: Approval of current social studies teacher

Students in AP Psychology will learn about human behavior, motivation, and the brain. The course offers an introduction to the key terms, concepts, research methods, and theoretical perspectives of psychology and provides students with the opportunity to reflect on their lives. Specific units of study include the brain and nervous system, personality, states of consciousness, learning and memory, cognition and intelligence, sensation and perception, emotion and motivation, and abnormal psychology. The course utilizes activities, experiments, videos, and case studies, with an emphasis on collaboration and discussion. Students are required to read the text and complete on-line quizzes. All students taking the course are required to take the AP Psychology Exam in (apx. \$95) May.

384 Comparative Cultures

Credit: 1.0
Grades: 11, 12
Two Semesters
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

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

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

Offered: 2018-2019

388 Topics in History: The World Wars

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

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

Offered: 2018-2019

391 Topics in History: The American Civil War Legacy

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

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

Projected Offering: 2019-2020

394 History of Milwaukee

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

History of Milwaukee is a one semester elective that explores the evolution of our city from Native American villages through twenty-first century metropolis. The course will focus on the geographic, economic, political, and social history of Milwaukee, with particular emphasis on immigration and industrialization. Additionally, special attention will be paid to Milwaukee's civil rights history and the impact the movement has had on our community today. Students should expect a combination of traditional classroom work, combined with a number of projects that will involve independent research and group collaboration. Students will be expected to complete an oral history project, as well as a group video documentary related to Milwaukee history. Themes and techniques of historical investigation, research methods, use of primary sources, interpretation, and composition will be explored in the process.

915 Human Innovation and Technology

Credit: 0.5 Elective Credit
One Semester

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.

Note: Course 915 - Human Innovation and Technology is an elective course offering. This course does not fulfill the specific requirement of three credits of social studies for graduation.

Economics Courses

These courses fulfill Social Studies requirements.

324 Introductory Economics

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

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).

348 Advanced Placement Microeconomics

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: Concurrent with an Adv./Honors level math course Approval of current social studies teacher

AP Microeconomics is a one-semester course, which provides an in-depth examination of the principles of economics that explain behaviors in a market economy. This course emphasizes the study of businesses, households, and governments. Attention is given at the beginning of the course to a study of basic economic concepts, with a special focus on the workings of demand and supply forces. Areas of further study include elasticity, costs of production, market structures, product and factor markets, and the efforts of government to promote efficiency and equity. Students are expected to complete regular reading assignments, homework problems and participate in class discussions. Students should select the appropriate course level of economics after consulting with his current social studies teacher. Students are encouraged to take AP Microeconomics before AP Macroeconomics but not required. All students taking the course are required to take the AP Microeconomics Exam (apx. \$95) in May.

349 Advanced Placement Macroeconomics

Credit: 0.5
Grades: 11, 12
One Semester
Prerequisite: Concurrent with an Adv./Honors 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. Attention is given at the beginning of the course to a review of basic economic concepts and microeconomic theories. Areas of further study include inflation, unemployment, money & banking, national income accounting, international trade and economic performance measures like Gross Domestic Product. Students are expected to complete regular reading assignments, homework problems and participate in class discussions. Students should select the appropriate course level of economics after consulting with his current social studies teacher. Students are encouraged to take AP Microeconomics before AP Macroeconomics but not required. All students taking the course are required to take the AP Macroeconomics Exam (apx. \$95) in May.



WORLD LANGUAGES

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

Credit: 1.0
Grades: 9,10,11,12
Two Semesters
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

Credit: 1.0
Grades: 9,10,11,12
Two Semesters
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

Credit: 1.0
Grades: 10,11,12
Two Semesters
Prerequisite: C Avg in
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 into the beginning of the third quarter, after which they will read stories taken from Greek Mythology.

407 Honors Latin 3

Credit: 1.0
Grades: 10,11,12
Two Semesters
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

Credit: 1.0
Grades: 11,12
Two Semesters
Prerequisite: Latin 3 &
approval of current Latin
teacher

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

Credit: 1.0
Grades: 11,12
Two Semesters
Prerequisite: Honors Latin
3 & approval of current
Latin teacher

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

Credit: 1.0
Grades: 11,12
Two Semesters
Prerequisite: Latin 4 &
approval of current Latin
teacher

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.

424 German 1

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

German 1 is designed as a breakthrough year for students with little 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

Credit: 1.0
Grades: 9, 10,11,12
Two Semesters
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

Credit: 1.0
Grades: 10,11,12
Two Semesters
Prerequisite: German
2 & approval of current
German teacher

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.

436 Honors German 4

Credit: 1.0
Grades: 11,12
Two Semesters
Prerequisite: German
3 & approval of current
German teacher

Honors 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.

440 Honors German 5

Credit: 1.0
Grades: 11,12
Two Semesters
Prerequisite: Honors
German 4 & approval of
current German teacher

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.

444 Honors Spanish for Heritage Speakers 1

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

Honors Spanish for Heritage Speakers is a course for students who are able to speak and understand spoken Spanish, and so emphasizes the structure and use of formal Spanish. The students in this class study grammar, rules for orthography and accentuation, and word processing skills in Spanish; expand their vocabulary and 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.

448 Honors Spanish for Heritage Speakers 2

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: Honors Spanish Heritage Speakers
Approval of current Spanish teacher

The second level of Honors 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.

452 Spanish 1

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
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.

454 Honors Spanish 1

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

Honors 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.

456 Spanish 2

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
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.

458 Honors Spanish 2

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: B- average
in Honors Spanish 1
and Approval of current
Spanish teacher

Honors 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.

460 Spanish 3

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: C
Avg. in Spanish 2 or
Honors Spanish 2
and Approval of current
Spanish teacher

Spanish 3 is designed to increase proficiency in the interpretive, interpersonal and presentational modes of communication. Vocabulary increases as well as knowledge of grammar. Focus is on the use of language in real-life situations. Students explore a variety of cultural themes and viewpoints as they learn how to appropriately express their own thoughts and opinions in Spanish, orally and in writing. The class is conducted in Spanish.

461 Honors Spanish 3

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: B average
in Honors Spanish 2
and Approval of current
Spanish teacher

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 & Culture course the following year.

464 Spanish 4

Credit: 1.0
Grades: 11, 12
Two Semesters
Prerequisite: B Avg.
Spanish 3 or
Honors Spanish 3
Approval of current
Spanish teacher

Spanish 4 is designed to develop advanced language proficiency in speaking, listening, reading and writing. Advanced grammar topics are presented. Students read and discuss a variety of cultural and literary selections including news articles, short stories, poetry and drama. Students broaden their knowledge of the Spanish-speaking world by preparing written reports and delivering oral presentations on cultural topics. This course is conducted in Spanish.

470 Advanced Placement Spanish Language and Culture

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: B Avg. in Honors Spanish 3/ C Avg. H Nat-Speakers 2 and Approval of current Spanish teacher

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

Note: All students taking the course are required to take the AP Spanish Language & Culture Exam (apx. \$95) in May.

472 Advanced Placement Spanish Literature and Culture

Credit: 1.0
Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: B Avg. in Honors Spanish 3/ C Avg. H Nat-Speakers 2 and Approval of current Spanish teacher

The Advanced Placement Spanish Literature and Culture course is designed for those students who have successfully completed the Advanced Placement Spanish Language and Culture course. The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, plays, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons including exploration of various media (e.g., art, film, articles, literary criticism). The course is taught in Spanish. All students taking the course are required to take the AP Spanish Literature & Culture Exam (apx. \$95) in May.



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. 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.

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

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

508 Computer Programming

Credit: 0.5

Grades: 10, 11, 12

One Semester

Prerequisite:

Simultaneous enrollment in an advanced or Honors mathematics course.

In this course, students will learn problem solving skills and the basic concepts of programming in Java, 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.

510 AP Computer Science A

Credit: 1.0

Grades: 11, 12

Two Semesters

Prerequisite: Computer Programming. (508) or consent of instructor.

Simultaneous enrollment in an advanced or honors mathematics course.

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. All students are required to take the written AP Computer Science A test (apx. \$95) in May.



FINE ARTS

The Fine Arts Department courses fulfill the objectives of the school's mission and philosophy statement. All students must complete one-half credit in Fine Arts in order to graduate from Marquette University High School; however, those students with an aptitude in the arts typically take a Fine Arts course each semester throughout their four years.

602 Exploring Art

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

This is a beginning Art course. It is designed for the Art Novice. In this hands-on art making course, students will explore a variety of mediums and art processes. Some of the projects include line designs based on personal doodles, sculptures using papier mache, basic print making and even some work with clay.

606 Architectural Art

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

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.

607 Digital Design

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

This is a foundational design course. No art or design experience is necessary. Students engage in generative design processes that include traditional drawing, sketching, and cutting techniques as well as digital photography, computer design and illustration in Adobe Photoshop and Illustrator. Projects have a strong focus on developing technical design skills with line, shape, color text, logos, icons, posters, and more. MUHS provides Adobe editing software for use on personal computers.

608 Photography 1

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

This is a foundational, digital photography course. No photography or retouching experience is necessary. Students learn how to get the most out of their cameras through traditional camera craft and innovative digital approaches including digital retouching in Adobe Photoshop. Projects have a strong focus on developing technical skills as students seek to answer the question, "How do I take pictures?" Students are required to bring their own digital camera. Mobile devices are acceptable but limited in terms of quality and manual control. MUHS provides Adobe editing software for use on personal computers.

611 Photography 2

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

This course expands on the skills learned in Photography 1 with advanced lighting techniques, Adobe Photoshop and Lightroom tutorials, digital print experience, traditional film development, alternative photographic processes, and display techniques. Projects also have a strong focus on conceptual exploration. as students seek to answer the question, "Why do I take pictures?" Students are expected to use a variety of cameras including DSLR, digital point-and-shoot, traditional film, and mobile devices. There are only a limited number of cameras for check out so students are strongly encouraged to bring their own. MUHS provides Adobe editing software for use on personal computers.

622 Painting

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

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

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

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

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

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

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

This is a beginning Drawing class. 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.

644 Drawing 2

Credit: 0.5
Grades: 9, 10, 11, 12
One Semester
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 exaggerative are emphasized. Additional activities include field trips, visits to art museums, and research.

652 Advanced Placement in Studio Art

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

This is a portfolio development course designed around three aspects of artistic practice: breadth, concentration, and quality. Breadth is a demonstration of a student's creative potential and experimental reach with art materials and art ideas. Concentration is work dedicated to a particular mode of thinking and a specific art process. Quality refers to technical mastery and a high level of craftsmanship with a chosen media. Students receive a private studio space and personalized instruction to develop their portfolios. The final exam includes an exhibit of the student's concentration thesis at the MUHS Fine Arts Night. Students will also submit a portfolio of work to the College Board for review. High scoring portfolios may result in college credit or advanced placement. This course is intended for highly motivated students committed to serious study in art. Portfolio work requires a minimum of 7 hours per week of dedicated artistic practice. All students taking the course are required to submit the AP Studio Art portfolio (apx. \$95) in May.

664 Computer Assisted Music

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

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

673 Jazz Lab 1 – Electric or Acoustic Bass

Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: Has received previous instruction

Jazz Lab 1 is intended for any student who has received previous instruction on 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 classes focusing on specific instrument types and small ensembles.

671 Jazz Lab 1 - Piano

Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: Has received previous instruction

Jazz Lab 1 is intended for any student who has received previous instruction on 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 classes focusing on specific instrument types and small ensembles.

674 Jazz Lab 1 – Drums/Percussion

Grades: 9, 10, 11, 12
Two Semesters
Prerequisite: Has received previous instruction

Jazz Lab 1 is intended for any student who has received previous instruction on 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 classes focusing on specific instrument types and small ensembles.

675 Jazz Lab 1 – Electric or Acoustic Guitar

Grades: 9, 10, 11, 12

Two Semesters

Prerequisite: Has received previous instruction

Jazz Lab 1 is intended for any student who has received previous instruction on 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 classes focusing on specific instrument types and small ensembles.

676 Jazz Lab 2

Credit: 0.5 per year

Grades: 10, 11, 12

Two Semesters

Prerequisite: Jazz Lab 1 and consent of instructor

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

680 Jazz Lab 3

Credit: 0.5 per year

Grades: 9, 10, 11, 12

Two Semesters

Prerequisite: See course descriptio

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

684 Jazz Lab 4

Credit: 1.0

Grades: 10, 11, 12

Two Semesters

Prerequisite:
Jazz Lab 1, 2 or 3
and consent of instructor

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

692 Chorus (Semester Option)

One Semester

695 Chorus (Full Year Option)

Credit: 0.25 per year
Grades: 9, 10, 11, 12
Days: 3 per week
Two Semesters
Prerequisite: None

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.

697 Select Chorus (Full Year Option)

Credit: 0.5 per sem
Grades: 9, 10, 11, 12
Days: 5 per week
Two Semesters
Prerequisite: Chorus and consent of instructor

Select Chorus is designed for students interested in singing and performing college acapella music. 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.

String Orchestra

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



THEOLOGY

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

The first three credits of theology are specified. Theology 1 is Biblical Literature. Theology 2 is composed of Moral Decision Making and Sacraments + 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 and select one senior elective.

800 Biblical Literature

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

Biblical Literature 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

Credit: Part of Biblical
Literature credit
Grades: 9
Days: 1 per week
Two Semesters
Prerequisite: None

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

808 Moral Decision Making

Credit: 0.5
Grades: 10
One Semester
Prerequisite: None

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

812 Sacraments and the Catholic Church

Credit: 0.5
Grades: 10
One Semester
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

Credit: 0.5
Grades: 11
One Semester
Prerequisite: None

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

824 Christian Discipleship

Credit: 0.5
Grades: 11
One Semester
Prerequisite: None

The central question addressed in this course is “What does it mean to be a disciple of Christ in today’s world?” 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

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

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

Senior Electives

835 Faith and Reason

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

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

837 Dialogues in Faith: Catholicism and World Religions

Credit: 0.5
Grades: 12
One Semester
Prerequisite: None

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

839 The Call of Christ

Credit: 0.5
Grades: 12
One Semester
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.



GENERAL ELECTIVES

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

177 AP Statistics

Credit: 1.0
Grades: 10, 11, 12
Two Semesters
Prerequisite: Concurrent with a 10th-12th Honors level or a 11th -12th advanced level math course or completion of Honors Precalc

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. Sophomores enrolled in an accelerated math course or juniors enrolled in an advanced or accelerated math course may take AP Statistics concurrently. Seniors who take this course may take it concurrently with another math class or they must have completed Adv. or Honors Precalc. All students taking the course are required to take the AP Statistics exam (apx. \$95) in May.

702 Physical Fitness & Wellness

Credit: 0.5
Grades: 10, 11, 12
One Semester
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 Innovations and Technology

Credit: 0.5
One Semester

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.

Student Four Year Planning Grid

	Freshman	Sophomore	Junior	Senior
Theology (4 Credits)	Biblical Literature	Sacraments/Morality	Church History/ Discipleship	Senior Seminar/1 Elective
English (4 Credits)	English 1	American Literature & Composition		
Math (3 Credits)				
Science (3 Credits)	Biology or Honors Biology	Chemistry or Honors Chemistry		
Social Studies (3 Credits)	World History			
World Languages (2 Credits)	Spanish, German, or Latin			
Fine Arts (.5 Credit)				
Electives				
Total 23 Credits				
Fitness	1.5 hours per week			
Service		24 hours	Hours and Service Project	80 Hours of Senior Shared Life
Standardized Testing	Pre-ACT	Pre-ACT / PSAT (optional)	PSAT / ACT	ACT / SAT (recommended)

Course Sequencing

	Freshman	Sophomore	Junior	Senior
English (4 credits required)	English 1	American Literature & Composition	English Choice	English Choice
Theology (4 credits required)	Biblical Literature	Sacraments AND Morality	Church History AND Discipleship	Senior Seminar AND Theology Choice
Science (3 credits required)	Biology	Chemistry	Physics OR Science Choice	Physics OR Science Choice
Mathematics (3 credits required)	Algebra 1 OR Geometry	Geometry OR Algebra 2	Algebra 2 OR Precalculus	
Social Studies (3 Credits)	World History	U.S. History	Social Studies Choice	
World Languages (2 Credits)	World Language Choice 1	World Language Choice 2		
Fine Arts (.5 Credit)	Fine Arts Choice			
Electives			Electives Choice	Electives Choice
Retreat Service	Freshman Retreat	Sophomore Retreat 20 Hours Service	Service Project	Kairos (Optional) Senior Shared Life
TOTAL CREDITS	5.5-6.5	5.5-6.5	5.5-6.5	5.0-6.5