St. Joseph's Prep

Program of Studies
2026 – 2027

ST. JOSEPH'S PREPARATORY SCHOOL
PROGRAM OF STUDIES
2026-2027

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GRADUATION REQUIREMENTS

In order to graduate from Saint Joseph's Preparatory School, a student must earn a minimum of 26.5 credits (Classes of '27, '28, '29) or 27 credits (Class of '30) as outlined below and fulfill community service requirements through the Ignatian Service Program. These components are inspired by and rooted in the Prep's mission "to develop the minds, hearts, souls, and characters of young men in their pursuit of becoming men for and with others."

Classics and Modern Languages[1]	5 credits
English	4 credits
History[2]	3 credits
Mathematics/Computer Science[3]	4 credits
Religious Studies	4 credits
Science[4]	3 credits
Visual Arts/Music[5]	1 credit
Electives	2 credits
Physical Education[6]	½ credit
Financial Literacy[7]	½ credit

[1] The language requirement must be fulfilled by the successful completion of a combined total of five credits earned studying Classics and one modern language (French, German, Mandarin Chinese, or Spanish). A minimum of two credits must be earned in both Classics and the same modern language. An additional single credit of language (Classics or the same modern language) must be completed for a total of five credits. Courses in each language must be taken in consecutive years. All first and second year students are required to take Latin.

[2] Freshmen study (Honors) World History. Sophomores study U.S. History (standard, American Studies, or AP). All students must study U.S. Government (standard or AP) in their junior or senior year (or in the Prep summer program).

[3] The mathematics/computer science requirement may be fulfilled by the successful completion of four credits, with a minimum of three credits being earned in mathematics courses (provided that Trigonometry has been taken).

[4] Biology and Chemistry must be taken as part of the science requirement.

[5] The Arts credit may be earned by taking a full-year course in Visual Arts or Music or by participating in a major ensemble for all four years.

[6] The Physical Education requirement is satisfied through special programming that occurs throughout the freshman year.

[7] This PA State requirement is in effect for all students in the classes of 2030 and beyond and will be satisfied in the junior or senior year.

SCHEDULING REQUIREMENTS

Freshmen and sophomores are required to enroll in seven courses; juniors and seniors are required to enroll in a minimum of six courses per semester. After consultation with counselors, students may elect to enroll in seven courses during their junior and/or senior year. Many seniors, however, prefer to enroll in six courses so that they may have more time to meet with college representatives, prepare college applications, and research schools. All juniors and seniors must carry at least six courses per semester. N.B. Although they meet during the academic day, the music ensembles do not count as one of the required courses. For requirements specific to the Hawk Honors Program, please see the appropriate section below.

FRESHMAN YEAR

Latin I or H. Latin I*	1 credit	Required
English I or H. English I*	1 credit	Required
Modern Language (standard or Honors*) I or II*	1 credit	Required
World History or H. World History*	1 credit	Required
Algebra I or H. Algebra I* or H. Geometry*	1 credit	Required
Physics A or H. Biology*	1 credit	Required
Religious Studies	1 credit	Required
Health and Exercise	½ credit	Required
Ignatian Service	10 hours	Required

Qualified students may also enroll in a major musical ensemble (Concert/Pep Band, Jazz Band, or Liturgical Ensemble) as an eighth class, which counts as ¼ credit.

*Placement based on HSPT and/or qualifying exams.

FRESHMAN YEAR (Advantage Program)

Latin I	1 credit	Required
English I	1 credit	Required
Study Skills	½ credit	Required
Music Appreciation*	½ credit	Required
World History	1 credit	Required
Algebra I	1 credit	Required
Physics A	1 credit	Required
Religious Studies	1 credit	Required
Health and Exercise	½ credit	Required
Ignatian Service	10 hours	Required

*Placement based on HSPT and/or qualifying exams.

Please Note: Freshmen may take H. Biology at the Prep during the summer after their

freshman year. Students electing to take the summer H. Biology course are required to have their application reviewed by the Science Department Chair. Please refer to the course description in the Science Department section of this Program of Studies. The offering of any summer course is subject to enrollment.

SOPHOMORE YEAR

Sophomores must carry the following seven courses.

Latin II or H. Latin II* or H. Latin II/Greek I*	1 credit	Required
English II or H. English II*	1 credit	Required
US History or American Studies or AP US History*	1 credit	Required
Modern Language (standard or Honors*) I or II or III	1 credit	Required
Geometry or H. Geometry* or AP Precalculus*	1 credit	Required
Religious Studies	1 credit	Required
Biology or Chemistry*	1 credit	Required
Ignatian Service	10 hours	Required

Qualified students may also enroll in a major musical ensemble (Concert/Pep Band, Jazz Band, or Liturgical Ensemble) as an eighth class, which counts as ¼ credit.

*Students must meet prerequisites (see course descriptions).

Please Note: Sophomores may take Chemistry or Government at the Prep during the summer after their sophomore year and select an elective in their junior year as their 6th or 7th course. Qualified math students have the option of taking Honors Precalculus in the summer once they complete (Honors) Geometry (contingent upon the approval of their sophomore math teacher). Students electing to take the summer Chemistry course are required to have their application reviewed by the Science Department Chair. Please refer to the course descriptions for the summer offerings on the last pages of this document. Visual Arts and Religious Studies semester courses (each worth ½ credit) may be offered in the summer subject to staffing and enrollment. The offering of any summer course is subject to enrollment.

JUNIOR YEAR

Juniors must carry at least 6 majors during their junior year.

Latin III or AP Latin* or H. Latin III/Greek II*	1 credit	Required
English III or AP English Language and Composition*	1 credit	Required
Modern Language (standard or Honors*) II, III, or IV	1 credit	Required
Christian Ethics	1 credit	Required
Visual Arts or Music**	1 credit	Required
Algebra II/Trig or Algebra II* or AP Precalculus*	1 credit	Required
Chemistry	1 credit	Required
Ignatian Service	20 hours	Required

Qualified students may also enroll in a major musical ensemble (Concert/Pep Band, Jazz Band, or Liturgical Ensemble) as an eighth class, which counts as ¼ credit.

For additional options, including elective offerings, please see the course descriptions in this catalog.

*Students must meet prerequisites (see course descriptions).
**Students must complete 1 credit total in Visual Arts or Music (taken during the junior year, a summer session, or the senior year).

Please Note: Government/AP Government* is required in either Junior or Senior year.

SENIOR YEAR

Seniors must carry at least 6 majors during each semester of their senior year. Seniors must take Government or AP Government in senior year if they did not have a Government course as a junior. Seniors may choose as many as 3 electives, not exceeding 7 courses.

English IV^ or AP English Literature & Composition*	1 credit	Required
Government/AP Government*	1 credit	Required
Mathematics/Computer Science	1 credit	Required
Modern Language (standard, Honors*, or AP*) III, IV	1 credit	Required
Classical Language	1 credit	Required
Religious Studies^	1 credit	Required
Visual Arts or Music**	1 credit	Required
Financial Literacy	½ credit	Required
Ignatian Service	40 hours	Required

Qualified students may also enroll in a major musical ensemble (Concert/Pep Band, Jazz Band, or Liturgical Ensemble) as an eighth class, which counts as ¼ credit.

For additional options, including elective offerings, please see the course descriptions in this catalog.

*Students must meet prerequisites (see course descriptions).
**Students must complete 1 credit total in Visual Arts or Music (taken during the junior year, a summer session, or the senior year)
^English IV and Religious Studies will each be rostered as two ½ credit courses.

HAWK HONORS PROGRAM

New to the Prep in the 2026-27 school year and open to the Classes of '30 and beyond, the Hawk Honors Program is designed to form intellectually curious and compassionate leaders who embody Ignatian values by finding God in all things and embracing the call to be contemplatives in action. Rooted in cura personalis—care for the whole person—the program challenges students to engage rigorously with the humanities, the arts, and STEM disciplines, fostering the full development of their God-given gifts.

Being contemplatives in action means cultivating the habit of thoughtful reflection alongside purposeful engagement with the world. The Hawk Program invites students to develop a deep interior life of prayer, reflection, and discernment that informs and energizes their active participation in leadership, service, and scholarship. This balance enables students to approach complex challenges with clarity, humility, and creativity, responding to the needs of their communities and the wider world with compassion and courage.

Through an integrated curriculum and meaningful cultural experiences, students deepen their capacity for critical reflection, creative problem-solving, and empathetic leadership. The Hawk Program inspires young men to seek magis—to strive for excellence in knowledge, character, and service—while cultivating a global and local awareness that prepares them to be thoughtful agents of justice and positive change.

Grounded in Ignatian pedagogy, the program cultivates students' capacity for discernment and intellectual rigor, encouraging them to wrestle thoughtfully with complex questions of faith, ethics, and justice. It invites students to embrace a responsibility not only to themselves but to the broader community—locally and globally—shaping leaders who act with integrity, compassion, and a deep sense of purpose rooted in their faith and commitment to the common good.

Entrance into the Hawk Honors Program is based on a student's aptitude as measured by the HSPT and the ability to meet the prerequisites for the required Hawk Freshman courses. The following is the progression of courses that Hawk Honors students will take each year.

FRESHMAN YEAR (Hawk Honors Program)

Honors Experience: English I*	1 credit	Required
Honors Experience: World History*	1 credit	Required
Honors Experience: World Religions*	1 credit	Required
H. Latin I	1 credit	Required
H. Modern Language II	1 credit	Required

H. Geometry or AP Precalculus	1 credit	Required
H. Biology	1 credit	Required
Health and Exercise	½ credit	Required
Ignatian Service	10 hours	Required

*The three classes listed as Honors Experience constitute an interdisciplinary, team-taught class with three teachers, one per discipline.

Qualified students may also enroll in a major musical ensemble (Concert/Pep Band, Jazz Band, or Liturgical Ensemble) as an eighth class, which counts as ¼ credit.

SOPHOMORE YEAR (Hawk Honors Program)

Honors Experience: English II*	1 credit	Required
Honors Experience: AP US History*	1 credit	Required
Honors Experience: Sacred Scripture*	1 credit	Required
H. Latin II/Greek I or H. Latin II	1 credit	Required
H. Modern Language III	1 credit	Required
AP Precalculus or AP Calculus AB	1 credit	Required
H. Chemistry	1 credit	Required
Ignatian Service	10 hours	Required

*The three classes listed as Honors Experience constitute an interdisciplinary, team-taught class with three teachers, one per discipline.

Qualified students may also enroll in a major musical ensemble (Concert/Pep Band, Jazz Band, or Liturgical Ensemble) as an eighth class, which counts as ¼ credit.

JUNIOR YEAR (Hawk Honors Program)

Honors Experience: AP English Lang. & Comp.*	1 credit	Required
Honors Experience: AP US Government & Politics*	1 credit	Required
Honors Experience: Christian Ethics*	1 credit	Required
H. Latin III/Greek II or AP Latin**	1 credit	Required
H. Modern Language IV or AP Spanish Language	1 credit	Required
AP Calculus AB or AP Calculus BC	1 credit	Required
AP Biology, AP Chemistry, or AP Physics I	1 credit	Required
Ignatian Service	20 hours	Required

**The three classes listed as Honors Experience constitute an interdisciplinary, team-taught class with three teachers, one per discipline.
**May be replaced by an AP Computer Science Elective.

Qualified students may also enroll in a major musical ensemble (Concert/Pep Band, Jazz Band, or Liturgical Ensemble) as an eighth class, which counts as ¼ credit.

SENIOR YEAR (Hawk Honors Program)

AP English Literature	1 credit	Required
AP Seminar*	2 credits	Required
AP Calculus BC or H. Math Theory	1 credit	Required
AP Modern Language or AP Spanish Literature	1 credit	Required
AP Biology, AP Chemistry, or AP Physics C	1 credit	Required
H./AP Elective in area of choice	1 credit	Required
(Elective of Choice	1 credit	Elective)
Financial Literacy	½ credit	Required
Ignatian Service	40 hours	Required

*AP Seminar includes Ethics (which fulfills the Religious Studies requirement and one other discipline as requested by the student and approved by a program coordinator). Although the class is worth 2 credits, it only occupies one slot as much of the required work will occur outside the regular schedule.

Qualified students may also enroll in a major musical ensemble (Concert/Pep Band, Jazz Band, or Liturgical Ensemble) as an eighth class, which counts as ¼ credit.

IGNATIAN SERVICE PROGRAM

"Our faith in Jesus Christ and our mission to proclaim the Gospel demand of us a commitment to promote justice and enter into solidarity with the voiceless and the powerless."

-Fr. Pedro Arrupe, SJ Superior General of the Society of Jesus 1945-1981

The essence of the Ignatian Service Program at St. Joseph's Prep is rooted in the core teaching of St. Ignatius that "love is shown in deeds rather than in words".

Following this rationale, our program is centered on the teaching that "A basic moral test [of a society] is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our [Catholic] tradition…instructs us to put the needs of the poor and vulnerable first." [8]

> *"Then the king will say to those on his right, 'come, you who are blessed by my Father. Inherit the kingdom prepared for you from the foundation of the world. For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me, naked and you clothed me, ill and you cared for me, in prison and you visited me.'*

[8] https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/option-for-the-poor-and-vulnerable

Then the righteous will answer him and say, 'Lord, when did we see you hungry and feed you, or thirsty and give you drink? When did we see you a stranger and welcome you, or naked and clothe you? When did we see you ill or in prison, and visit you?' And the king will say to them in reply, 'Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me.'" Matthew 25:34-40

At the very heart of our program is service to people who are materially poor, economically disadvantaged, marginalized, or excluded.

Using the framework of the Gospel teachings of Jesus Christ, the Jesuit Profile of a Graduate at Graduation and the tenets of Catholic Social Teaching, we support and challenge our students to volunteer their time and talent to work directly with those in remarkable need, or with organizations who directly serve these populations. We also prioritize ecological justice as part of our Ignatian Service program, in line with the theme of Caring for our Common Home, one of the Universal Apostolic Preferences of the Society of Jesus.

The St. Joseph's Prep Ignatian Service Program is mandatory for graduation.

Service Hours Requirement

All students are required to have 80 hours completed, logged, and approved in MobileServe (our service hour tracking system with a downloadable app, see section III for directions) by May 1 of their Senior year in order to fulfill their graduation requirement.

Students who exceed the minimum requirement in a school year may credit their hours towards future years. To remain in good academic standing, the following benchmarks must be met along the course of a student's academic career:

- Freshmen are required to complete 10 hours. 5 Ignatian Service Hours will be awarded for participation in the mandatory Freshman Day of Service. (A minimum of 10 hours must be logged and approved by 7/31 prior to their Sophomore Year.)
- Sophomores are required to complete 10 hours (or have a minimum of 20 total hours logged and approved by 7/31 prior to their Junior year)
- Juniors are required to complete 20 hours (or have a minimum of 40 total hours logged and approved by 7/31 prior to their Senior Year.)
- Seniors are required to complete 40 hours (or have a minimum of 80 total hours logged and approved by 5/15 of their Senior Year.)

I. What Is Acceptable Service?

School-Sponsored Programs

Any service program sponsored directly by the Mission and Ministry Office (e.g. Daily Service, Weekly Service, Annual Service Initiatives, Spring Break Days of Service, Service Immersion trips) is acceptable. Suggestions for service projects are provided by the Mission and Ministry Office throughout the school year via the school announcements and the website.

Any service performed at a service site, as listed on the Mission and Ministry Service Resource Board, is automatically approved.

SJP Team or Club Service which has been approved ahead of time with Mission and Ministry. (Some examples include: SJP Football Service Trip, Chemistry Club Gesu Mentoring, Environmental Club Cleanups, TMF Operation Legacy Events)

Verification of Completed School-Sponsored Service Hours

A student's participation in such a program must always be verified by someone at the site or the Prep moderator of that activity via email verification through MobileServe. **The signature verification on MobileServe is not an accepted form of verification.**

Non-School Sponsored Programs

Students are encouraged to find or design their own service projects or experiences to fulfill their required service hours.

The following requirements apply:

1. The project must assist people who are socially or economically disadvantaged, or otherwise marginalized. In choosing a service project, we require that it involve direct work with those in need, or direct work at an agency serving those in need. *Most fundraising activities do not meet our service requirements*. The project can also address the Universal Apostolic Preference of "Caring for our Common Home" and involve work towards renewing the earth.
2. Programs such as helping relatives, coaching CYO or paid youth teams, or other programs similar that do not place the student in a setting with people who are disadvantaged or otherwise marginalized will only be accepted on a limited basis

through our "Call to Family, Community, and Participation" hours. See section II below.
3. Any program which includes a stipend is not acceptable.
4. Travel time does not count unless it is directly connected to the service the student is performing.

The Mission and Ministry Office will assist the student find the appropriate site for his talents and availability. Meetings can be set up with members of the Mission and Ministry team to discuss these opportunities more fully and help students sign up for the right service for them.

Verification of Completed Non-School Sponsored Service

Outside projects are approved according to the following procedure:

1. Students must speak with the Mission and Ministry Office about the program in which the student is interested in participating..
2. **Work on an outside project should not begin until approval has been given by the Mission and Ministry Office.** Otherwise, the student assumes the risk that the hours completed on that project might not be counted.
3. Students are responsible to submit all hours on MobileServe with an appropriate supervisor email address. **The signature verification on MobileServe is not an accepted form of verification**. Please note, listing a parent as the supervisor will not be accepted without prior approval.

II. Call to Family, Community, and Participation (FCP) Hours

Catholic Social Teaching emphasizes a "Call to Family, Community, and Participation." In recognition of this Gospel call to serve the communities to which one belongs, up to 5 hours may be earned **per academic year** by students performing service for a community of which they are a member.

- Hours are only counted toward the grade level requirement in the year performed and **may not be rolled forward**.
- The service hour year is defined as June 2, 2026--June 1, 2027.
- **No FCP Hours will be granted retroactively.**

This includes, but is not limited to:

- St. Joe's Prep Community Events (Admissions, Development, Athletics, Mother's Club, Retreat Leaders, etc)

- Local faith community (altar serving, hospitality, lectoring, etc)
- CYO activities (coaching, reffing, refreshments, etc)
- Middle school
- Youth sports leagues that charge a fee
- Fundraising Activities

III. Logging Hours with MobileServe:

Download the app on the App Store or Google Play Store. You can also access it via https://mobileserve.com/.

On the "Sign In" page, look for the text that says "Or sign in with" with four different options underneath (on the website version, it says "Social Log In").

Press the Google icon, which will take you to a Google sign in page. From there, choose your "sjprephawks.org" account. If that doesn't work, click the "Forgot password" option, create your own password, and then log in using your Prep email and that password.

To log your service hours, press the "Log Hours" button and follow the steps from there. Keep in mind that you must get email verification from an adult supervisor in order for your hours to be approved.

FREQUENTLY ASKED QUESTIONS REGARDING COURSE SELECTION

Must I take a math class during my senior year?
Not necessarily. By the end of your junior year, you will have completed three full years of math. To fulfill the Math/Computer Science requirement of four credits, you will need to complete another math course **or** another full credit computer science course (or a one-semester class in Math and a one-semester class in Computer Science). You may elect to do both. N.B. Rising seniors who have just finished Algebra II must take Trigonometry.

If I enroll in a major musical ensemble, must I also take Visual Arts or Music classes?
Not necessarily. Each ensemble counts as ¼ credit per year. If you participate in the same ensemble for all four years, you will fulfill the Fine Arts requirement without needing to take a class. You do still have the option of taking a Fine Arts course as an elective. If you participate in the same ensemble for two years, you will fulfill half the Fine Arts requirement but you will still need to take a semester class in Fine Arts.

Do I need to take three years of Latin?
Not necessarily. If you will earn three credits studying a modern language, you only need two credits in Latin to satisfy the Classics and Modern Language requirement of five credits. You may, of course, complete a third and/or fourth year of study in Classics as an elective.

Do I need to take three years of a modern language?
Not necessarily. If you will earn three credits studying the Classical Languages, you only need two credits in one Modern Language to satisfy the Classics and Modern Language requirement of five credits. You may, of course, complete a third and/or fourth year of study in a Modern Language as an elective.

May I satisfy the language requirement by "doubling up" on either Modern or Classical Languages?
This is not an option for satisfying the language requirement. The intent of our Program of Studies is for students to achieve basic proficiency in both Latin and **one** Modern Language. If the language requirement is fulfilled, a student may choose to study another modern language as an elective with departmental approval.

Do all courses currently offered in the Classics Department and Modern Language Department count toward the Classics and Modern Language requirement?

No, all courses do not count towards the Classics and Modern Language requirements **The following courses count as electives only and not toward language credit.**

Athenian Democracy
Classical Mythology
Roman Archaeology
Rome: From Romulus to Caesar
Rome: From Augustus to Constantine
Literatura y cine en el mundo hispano/Hispanic World: Literature and Film

FULFILLING THE FOREIGN LANGUAGE REQUIREMENT

Modern Language choices are Spanish, French, German, or Mandarin Chinese.
Classes beyond level I must be the same language as level I and taken consecutively.

( ) Indicates elective choices – Requirement is 2 Classical Language courses and 2 Modern Language courses and one of either Classical or Modern Language

Traditional Program

Grade 9	Grade 10	Grade 11	Grade 12
Latin I H. Latin I	Latin II H. Latin II H. Latin II/Greek I	(AP Latin) (Latin III) (H. Latin III/Greek II)	(H. Latin IV) (AP Latin) (Latin IV) (H. Greek III)
Mod. Lang. I H. Mod. Lang. I	Mod. Lang. II H. Mod. Lang. II	(Mod. Lang. III) (H. Mod. Lang. III)	(Mod. Lang. IV) (H. Mod. Lang. IV) (AP ML Comp./Conv.)

Advantage Program

Grade 9	Grade 10	Grade 11	Grade 12
Latin I	Latin II H. Latin II H. Latin II/Greek I	(Latin III) (AP Latin) (H. Latin III/Greek II)	(H. Latin IV) (AP Latin) (Latin IV) (H. Greek III)
	Mod. Lang. I H. Mod. Lang. I	Mod. Lang. II H. Mod. Lang. II	(Mod. Lang. III) (H. Mod. Lang. III)

Accelerated Placement in Level II Classics

Grade 9	Grade 10	Grade 11 Must select one course from this column	Grade 12
Latin II H. Latin II H. Latin II/Greek I	AP Latin Latin III H. Latin III/Greek II	(H. Latin IV) (AP Latin) (Latin IV) (H. Greek III)	
Mod. Lang. I H. Mod. Lang. I	Mod. Lang. II H. Mod. Lang. II	(Mod. Lang. III) (H. Mod. Lang. III)	(Mod. Lang. IV) (H. Mod. Lang. IV) (AP ML Comp./Conv.)

Hawk Honors Program

Grade 9	Grade 10	Grade 11	Grade 12
Latin I H. Latin I	Latin II H. Latin II H. Latin II/Greek I	(AP Latin) (Latin III) (H. Latin III/Greek II)	(H. Latin IV) (AP Latin) (Latin IV) (H. Greek III)
H. Mod. Lang. II	H. Mod. Lang. III	H. Mod. Lang. IV AP ML Comp./Conv.	AP ML Comp./Conv. AP Spanish Lit.

Transfer Students into Grade 10 who place into Level I Classical and Modern Language courses

Grade 10	Grade 11	Grade 12 Must select one course from this column
Latin I H. Latin I	Latin II H. Latin II H. Latin II/Greek I	(AP Latin) (Latin III) (H. Latin III/Greek II)
Mod. Lang. I H. Mod. Lang. I	Mod. Lang. II H. Mod. Lang. II	(Mod. Lang. III) (H. Mod. Lang. III)

Transfer Students into Grade 10 who place into Level II Classical Language courses

Grade 10	Grade 11	Grade 12
Latin II H. Latin II H. Latin II/Greek I	AP Latin Latin III H. Latin III/Greek II	(H. Latin IV) (AP Latin) (Latin IV) (H. Greek III)
Mod. Lang. I H. Mod. Lang. I	Mod. Lang. II H. Mod. Lang. II	(Mod. Lang. III) (H. Mod. Lang. III)

Transfer Students into Grade 10 who place into Level II Modern Language courses

Grade 10	Grade 11	Grade 12
Latin I H. Latin I	Latin II H. Latin II H. Latin II/Greek I	(AP Latin) (Latin III) (H. Latin III/Greek II)
Mod. Lang. II H. Mod. Lang. II	Mod. Lang. III H. Mod. Lang. III	(Mod. Lang. IV) (H. Mod. Lang. IV) (AP ML Comp./Conv.)

N.B. Transfer students into Grade 11 MUST be able to satisfy the language requirement by successfully completing level III in Classical/Modern Language and level II in the other. Upon acceptance, the student will need to demonstrate proficiency in either Classical Language or Modern Language (as determined by the evaluation by the appropriate Department Chairperson) and must place into at least a level II in one of those areas during his junior year.

SELECTION OF COURSES

Students, you are advised to study all course offerings carefully. If you do not meet the prerequisite for the course, please do not apply for it, as another course selection will be made for you. One-on-one consultation with a counselor and/or teacher and discussion with (a) parent(s) are suggested to ensure a wise selection of courses. When choices are finalized, the course selection form must be signed by the student and the parent and submitted to the counselor. **The school reserves the right to cancel any course for which there is inadequate enrollment.** In such an event, the student and his counselor will be contacted by a scheduler via email. Students are also encouraged to list alternative classes on their course selection forms in the event that the desired course is underenrolled (and thus canceled), overenrolled, or conflicts (schedule-wise) with a student's other classes.

N.B. The schedulers will assign courses to students if they do not submit course selection forms by the stated deadline , if they sign up for courses for which they are not qualified, or if they do not complete the form correctly. If a desired course is not available, the scheduler will make every effort to use a student's preferred alternative solutions. If no

alternatives are given as instructed on the form, the scheduler will pick a substitute.

COURSE SELECTION PROCESS

- Students will meet by class to receive an introduction to the process. During this meeting, they will receive the official Course Selection Form.
- The Program of Studies (which includes the course catalogue) is available online.
- Students should review all course information carefully before making course selections and ensure that they meet all prerequisites for each course.
- If a student requests a course that requires authorization (as labeled on the Course Selection Form), he is responsible for obtaining that signature from the appropriate teacher or department head before the form is submitted.
- Students are required to meet with their counselor (college counselor for rising seniors; guidance counselor for rising juniors, rising sophomores, and incoming freshmen) to discuss their proposed schedule.
- In addition to the counselor, the student and his parent(s) must sign the Course Selection Form before returning it to the Main Office by the designated due date.
- During the summer, student schedules will be generated. **The school reserves the right to cancel any course for which there is inadequate enrollment. The school also reserves the right to deny a student access to a class if he does not meet the prerequisites or unresolvable scheduling conflicts arise.**
- Schedules will be made available to students in mid-August.

CHOOSING BETWEEN HONORS/AP AND STANDARD COURSES

In general, a student should take the most challenging courses in which he can be successful and maintain a healthy balance among school, co-curriculars, socialization, etc. Access to Honors/AP courses is limited to those students who meet the prerequisites listed in this Program of Studies. (Prerequisites vary from one class to another.) Even if a student does meet the prerequisites for a particular course, this does not mean that the class is right for him. If a student intends to enroll in several AP/Honors courses, he may wish to "go lighter" in a particular area. It is also important to keep in mind that AP/Honors courses typically have more assignments and/or assessments than a standard-level course. When budgeting time, a student should allot 30 to 45 minutes per night (6 out of 8 days per cycle) for each AP/Honors course.

Additionally, please keep in mind that students in courses designated as AP (not Honors) must take the corresponding AP Exam in May. As these exams are issued by the College Board, not St. Joseph's Prep, there is an additional cost of approximately $100 per exam.

GPA WEIGHTING FOR HONORS/AP COURSES

In many academic areas, the Prep offers Honors/AP courses. Although all classes at the Prep are rigorous, these courses in particular require additional time and effort in

addition to aptitude (as stated in the previous section). The criteria and prerequisites for entering an Honors/AP class vary from course to course and department to department. A student who requests to take an Honors/AP class should do so because he has interest in and aptitude for the subject at hand. A student should not request an Honors/AP class merely out of a desire to gain a GPA bonus or have a "more impressive" transcript.

The Prep publishes both the unweighted and weighted cumulative GPA on transcripts (not report cards). The weighted GPA is calculated by attributing an additional .5 "bonus" to any course designated Honors or AP. For example, an A in Algebra I is valued at 4.0 while an A in Honors Algebra I is valued at 4.5. In the event that a student fails an Honors/AP course, the 0.0 associated with that F does not carry a bonus. The weighted GPA is used only for external purposes. For all internal purposes, such as placement in courses with a GPA requirement, invitation to apply for the National Honor Society, and the designation of "First Honors" or "Second Honors," only the unweighted GPA is considered.

REQUESTS FOR SCHEDULE CHANGES

Drop/Add procedures, guidelines, and restrictions were presented to the students along with the course selection information. **Once the form is submitted, any request for a schedule change is subject to the following restrictions. Other requests for schedule changes will not be granted.**

1. Drop/add may only occur during certain windows:
    a. Sept. 21-25, 2026
    b. Jan. 19-22, 2027 (this affects only certain juniors/seniors, as it pertains to semester-classes that meet in the second semester)
2. Drop/add may only occur between different levels of the same courses (i.e. Honors/AP to standard and vice versa). Such changes will require counselor and parent signatures. If no exact course exists when moving from AP to a lower level, a student must move to the closest comparable course (i.e., AP Microeconomics to Cold War and Introduction to Psychology).
3. No other course changes, including the changing of electives, are permitted.

FAQ REGARDING SCHEDULE CHANGES

1. I wanted to be in an Honors/AP course but was placed in a standard course. Why?
    a. This could be an input error, but, more than likely, it might mean that you did not meet the prerequisites for a course. Questions regarding placement should be directed to the department chair of the subject in question.
2. Why am I not permitted to switch electives during drop/add? (This applies only to junior/seniors, as freshmen/sophomores do not have elective options.)
    a. Changing electives unbalances class sizes, thus resulting in overcrowding in certain classes. Your obligation is to plan your schedule carefully and seek advice from counselors, parents, teachers, etc. before submitting your form.

When you submit your scheduling form with your signature (and that of your counselor and parents), you are making a commitment to follow through with those classes.

3. May I drop a class and not replace it?
    a. Possibly. Freshmen and sophomores may not drop classes (they may only move from Honors/AP to the standard level of the same course or vice versa during the September drop/add period). Juniors and Seniors may drop a course if the drop does not cause them to have fewer than six courses per semester. Seniors may have additional restrictions if dropping a course would result in them failing to satisfy the requirements for graduation (e.g., If you have not satisfied your Religious Studies requirement, you may not drop a Religious Studies class in the second semester.).
4. May I add a brand new class to my schedule in September/January?
    a. Possibly. You are at the mercy of the schedule. If the desired class meets in an open period and has space, the class may be added during the drop/add period.
5. Why can't I choose which teacher I get?
    a. As already stated, unbalancing class sizes could have a negative impact on all students. The Prep is a college preparatory school that believes in the importance of diversity of instruction. It is to be expected that different teachers will have different teaching styles. As a teenager, it is important for you to develop the skill of adapting to different styles, even if those styles are not your preferred method.
6. My friend or older brother had a certain teacher for a certain subject, and he did not have a good experience. Why may I not switch from that teacher to another teacher?
    a. Each student's experience at the Prep is unique. One person's favorite teacher may be another's least favorite. The path to a good education is not easy, and it requires all of us to adapt to different styles. Our Ignatian tradition encourages us to keep our eyes, ears, and hearts open to those around us. Let us keep an open mind and realize that God speaks to us, even when we least expect it.
7. Why do I have to wait until the second week of school to switch from Honors/AP to standard or vice versa? Why can't I just make the change over the summer or during the first week of school?
    a. You signed up for the class with full awareness of the drop/add restrictions and must abide by them. You should not be turned off to a class by a challenging syllabus or a lower-than-expected grade on an initial assessment.
8. If I switch classes and find my new class too easy or too hard, may I switch back?

    a. No. Please consider your options carefully before requesting a switch. Changes are irreversible.
9. If I switch levels of a class, will other classes on my schedule be affected?
    a. It is quite possible that other classes will be affected by a schedule change. This depends on a variety of factors, such as enrollment in other sections and whether the new class is available in the same period as the old class.
10. If I request a switch within the outlined parameters, is the switch guaranteed?
    a. No. Every class at the Prep has a certain capacity (which varies by subject and classroom). We will not permit you to switch into a class that is already full. This is another reason to plan your courses very carefully before submitting your form. Also, if you are switching from a lower level to a higher level of a class, you must meet the prerequisites as published in the Program of Studies. If you do not meet the prerequisites, you will not be admitted to the course.
11. For semester classes, may I choose in which semester I take a given class?
    a. No, it is very important for class sizes to remain balanced, and various one-semester classes are only offered during a particular semester (which is not determined until schedules are made). You do not have the option of requesting in which semester you would like to take a particular course.

MID-QUARTER EVALUATION

Although students and their parents/guardians have access to grades at all times via MyPrep, the administration reviews grades at the midpoint of each quarter for the purposes of identifying students who require Academic Support. Families will only be notified if a student is required to attend support sessions.

REPORT CARDS

Report cards are available on MyPrep four (4) times per year. Each report card becomes "viewable" approximately one week after each marking period closes.

CLASS RANK

St. Joseph's Prep does not rank students.

ACADEMIC HONORS

The following designations are based on the unweighted grade point average (GPA) at the end of the year.

First Honors: Grade Point Average **3.500 or higher**
Second Honors: Grade Point Average **3.300 - 3.499**

COURSE CATALOG

Below is the list of courses that are scheduled to be offered in the 2026-27 school year. A star (☆) next to the title of the course indicates that the course (or an Honors/AP version of it) is required for graduation.

ARTS & INNOVATION DEPARTMENT

The fine arts requirement may be fulfilled by the successful completion of a year-long class in either Musical or Visual Arts. Alternatively, a student may satisfy the requirement by participating in a major musical ensemble: (Liturgical Chorus & Band, Concert & Pep Band, Jazz Band). If the latter is chosen, each ensemble counts as ¼ credit per year, meaning that a student must complete all four years in an ensemble to earn 1 credit.

Although there is no Computer Science requirement, a computer science class can satisfy the fourth year of the Math requirement provided that the student has finished math through Trigonometry (including Algebra II/Trigonometry).

Computer Science

Grades 11 and 12

Introduction to Programming and Robotics – CSI306 ½ credit

In Introduction to Programming and Robotics, students will learn general principles of program design by constructing complete programs in Python. Upon completion, students will have a firm grasp of the syntax and design of Python, as well as an understanding of general programming algorithms. Students will participate in Vex Robotics and are encouraged to formally compete against other schools during the duration of the course. Students will design, program, and make engineering modifications to their bots. Each week, students will have a different robotics challenge, which will be collaborative in nature and include a mix of building and programming. The students will also learn how to program the bot with Vex Code, which allows the robot to perform autonomous activities. Standard paper assessments on robotics principles learned should be expected as well.

Prerequisite: Priority will be given to students already on the Robotics Team. Precedence for other students will be decided by GPA.

AP Computer Science Principles – CSI404 1 credit

AP Computer Science Principles is a broad overview of a variety of computer science topics including programming, algorithms, internet, big data, app development, digital privacy and security, and societal impacts of computing. A large portion of the course, which also applies to your AP score, will be an independent Python project chosen by the student. The remainder of the score is determined from a multiple choice exam.

Prerequisite: Successful completion of CS 301. **OR** Students interested in taking AP Computer Science Principles without taking Intro to Programming must have a 3.0 GPA.

AP Cyber: Security – CSI405 1 credit

AP Cyber: Security is a full-year course covering foundational cybersecurity concepts and skills and is equivalent to a college-level, introductory course. Students will explore the current cyber threat landscape to understand the types of adversaries organizations face and the techniques adversaries use to compromise systems and data. Students will learn how vulnerabilities create risk and how organizations implement security controls to manage that risk. Topics in the course include physical, operational, application, and network security; security controls; cryptography; access control; attacks and detection; and response and recovery. Students will research emerging trends in cybersecurity and gain hands-on experience implementing security protocols. The course is designed to help students develop understanding and skills that will contribute to their ability to pass widely recognized professional cybersecurity certifications such as CompTIA Security+ and Cisco Certified Support Technician (CCST): Cybersecurity.

Prerequisite: Successful completion of CS 301. **OR** Students interested in taking AP Computer Science Principles without taking Intro to Programming must have a 3.0 GPA.

AP Computer Science A– CSI401 1 credit

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Prerequisite: 3.3 GPA requirement.

Visual Arts

Ceramics – FAR408 1 credit

During this course, you will develop skills in both handbuilding (tiles, pinch pots, coiling, slab building, and sculpting) and throwing techniques through hands-on activities/projects, live demonstrations, personal research/design, and group discussions and reflections. Working with clay requires you to first understand the material so that the process of purposeful and creative making can occur. This means that most of your learning will occur through your dedicated and focused interactions with the clay itself. You will initially engage in short teacher-led experiences that gauge your understanding of technique through independent and collaborative work; then be supported to experiment and find new meaning in the material or concept being taught. Through these shorter activities we will attempt to answer the following questions: How has clay played a part in our history? What does it mean for us to be making art with clay in the 21st century? And, what are the strengths and limitations of clay? As your understanding of the material and techniques develop you will engage in creating independent projects that challenge you to pair technique with aesthetic.

Paired with technical and conceptual understanding of the foundations of art you will also be developing behaviors embodied by artists such finding problems, solving

problems, doing research, setting goals, analyzing, and being reflective of your behaviors and reactions. You will practice and reflect upon these behaviors through ongoing reflections. As the course develops you will be given more autonomy and independence to drive your own projects and areas of further learning within the large realm of ceramics. This class may require time outside class due to the nature of the material.
Prerequisite: None

Media Arts: Camera to Computer – FAR409 1 credit
In this course, focusing on photography, video, design, and motion, you will develop advanced skills in digital media through both technical and conceptual approaches and AI tools. During the first semester, we will emphasize the foundations of the elements and principles of design through photography. You will learn to make thoughtful choices when capturing images, focusing on light, composition, and storytelling, before enhancing your work in post-production using digital applications like Photoshop. Teacher-led activities will help you build technical proficiency, while independent and collaborative projects will deepen your engagement with digital media. As the course progresses, you will transition to video and motion, experimenting with editing techniques and moving images to communicate your ideas. Through these activities, we will explore key questions: What does it mean to create with digital media? How can photography and video be used as tools for expression? How do artists use light, space, motion, and sound to tell stories? Building on these foundations, you will design independent projects that explore contemporary themes in art, combining technical skills with your personal aesthetic vision. By the end of this course, you will demonstrate mastery of artistic principles, technical knowledge, and confidence in visual storytelling. You will also develop essential artistic habits, such as experimentation, problem-solving, and patience, which you will practice and reflect upon throughout the year.
As your skills and understanding grow, you will gain autonomy to pursue self-directed projects, using digital media to express your unique perspective. Some projects may require time outside of class due to the nature of the work.
Prerequisite: None

Studio Art – FAR410 1 credit
During this course, which involves both drawing and painting, you will develop skills in a range of 2D dry and wet materials in both traditional and experimental technical approaches. You will initially engage in short teacher-led experiences that gauge your understanding of technique through independent and collaborative work; then be supported to experiment and find new meaning in the material or concept being taught. Through these shorter activities we will attempt to answer the following questions: What is a drawing material? What does it mean to draw/paint? And , What is a drawing/painting? As your understanding of the material/techniques and concepts develop you will engage in creating independent projects around contemporary themes in art. These independent projects will require you to apply your understanding of technique with personal aesthetics. By the end of this course, you will be able to demonstrate technical knowledge, be more confident in ideation, challenge aesthetic norms, and have developed behaviors that will help you be successful in and outside of the art room. As you explore the technical and conceptual understanding of the

foundations of art, you will also develop behaviors embodied by artists such as problem solving, research, experimentation, patience, and more. You will practice and reflect upon these behaviors through ongoing reflection. As the course develops, you will be given more autonomy and independence to drive your own projects and areas of further learning within the large realm of drawing and painting. This class may require time outside class due to the nature of the material.
Prerequisite: None.

AP Art: 2D Design – FAR433 1 credit
AP Art: 2D Design is a yearlong art course that is designed for highly motivated students who wish to expand and develop the skills, techniques, and knowledge acquired in previous art classes. The course demands significant commitment to the investigation of the formal and conceptual issues relating to the Elements of Art and Principles of Design. Materials include painting, drawing, photography, and design. Students are expected to independently generate unique ideas, develop deep concepts, practice informed and critical decision-making, and create with an understanding of material and craftsmanship. As a result, this class demands responsibility for all components of the art-making process. Students will submit portfolios for evaluation at the end of the second semester. AP portfolios are assessed on Quality in a student's work and Sustained Investigation of materials, processes, and ideas. The student's work should reflect these three areas of concern: quality, concentration and breadth. AP portfolios are assessed on (1) a sense of visual communication in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical and expressive means of the artist. Since this course is a rigorous introduction to college studio art courses, students are expected to work outside the classroom, maintain a sketchbook and participate in ongoing group and individual critiques. By signing up for this AP course, students agree to submit the AP final portfolio, which may include graphic design, typography, digital imaging, collage, mixed media, painting, drawing or photography. Prerequisite: Successful completion of Media Arts, or Studio Art at The Prep. Evidence of outside art classes and a portfolio are also considered.
Prerequisite: Successful completion of Ceramics, Media Arts, or Studio Art at the Prep. Evidence of outside art classes and a portfolio are also considered.

AP Art: 3D Design – FAR434 1 credit
AP Art: 3D Design is a yearlong art course that is designed for highly motivated students with an interest in sculptural issues who wish to expand and develop the skills, techniques, and knowledge acquired in previous art classes. The course demands significant commitment to the investigation of the formal and conceptual issues relating to the Elements of Art and Principles of Design. Materials include clay and any supporting accessories. Students are expected to independently generate unique ideas, develop deep concepts, practice informed and critical decision-making, and create with an understanding of material and craftsmanship. As a result, this class demands responsibility for all components of the art-making process. Students will submit portfolios for evaluation at the end of the second semester that demonstrate their understanding of design principles as they relate to the integration of depth and space,

and volume and surface. Students will be able to show an enduring understanding of 3-D design through any three dimensional approach, including, but not limited to, figurative or non figurative sculpture, ceramics, assemblage and 3-D fabric/fiber arts. The student's work should reflect these three areas of concern: quality, concentration and breadth. AP portfolios are assessed on (1) a sense of visual communication in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical and expressive means of the artist. Since this course is a rigorous introduction to college studio art courses, students are expected to work outside the classroom, maintain a sketchbook or a journal, and participate in ongoing group and individual critiques. By signing up for this AP course, students agree to submit the AP final portfolio, which may include 3-D design through any three-dimensional approach, including, but not limited to, figurative or non-figurative sculpture, ceramics, assemblage and 3-D fabric/fiber arts.
Prerequisite: Successful completion of Ceramics at the Prep. Evidence of outside art classes and a portfolio are also considered.

Music

Grades 11 & 12

<u>Music Fundamentals</u> – FAR435 1 credit
This elective course is designed to give students a general knowledge of the language and materials of music and music technology. Students will use this knowledge to compare and contrast many different genres, styles, and techniques, as well as to develop and articulate informed opinions on how music affects them personally. We will study rhythm, melody, harmony, form, different families of instruments, the characteristics of musical time periods, influential composers and musicians, and genres and styles from around the world. The music that students listen to will be utilized in the course to develop the student's capacity to listen to music in a more nuanced way. Throughout the course students will also have the opportunity to learn basic music production skills with digital audio workstation software. At the end of each semester, students will complete a project demonstrating how the concepts studied throughout the semester apply to one of their favorite current artists and reflecting on the ways in which the music of this artist affects them. This is primarily a listening and discussion course, with a strong emphasis on the student's personal experience and reflection on his relationship to music.
Prerequisite: None

<u>AP Music Theory</u> – FAR422 1 credit
AP Music Theory is a full year course that is designed for intermediate to advanced level musicians who have completed another music course at the Prep, are involved with SJP musical ensembles, and/or are receiving formal musical instruction outside the Prep. The course will enhance the students' working knowledge of notation, harmony, rhythm, and melody. Students will learn how to analyze chords, melodies and harmonic cadences, as well as develop aural skills that will strengthen their musicianship. Students will also have the opportunity to explore these new concepts through the act of composing original music.

Prerequisite: Students must be approved by a Prep music teacher or ensemble director.

Major Musical Ensembles

Major musical ensembles meet during an academic period 2 to 3 days per cycle. Grades are determined by participation, preparation, and attendance (both in class and at certain events that occur outside the regular school day). Admission to each ensemble must be confirmed by the director. Students requesting enrollment in an ensemble may be required to audition. A student who is particularly passionate about musical performance may participate in two, but not three ensembles simultaneously.

Concert & Pep Band – FAR130, 230, 330, 430 ¼ credit
This ensemble is for students who have experience with one or more musical instruments. Students will improve upon their skills with their instrument(s) and be taught to perform within an ensemble. This band performs at various school events throughout the academic year including (but not limited to) Open House, the Christmas Concert, the Spring Concert, and certain sporting events.
Prerequisite: Approval by the band director. For students new to the ensemble, this will require an audition.

Jazz Band – FAR131, 231, 331, 431 ¼ credit
This ensemble is for students who have experience with one or more musical instruments. Students will improve upon their skills with their instrument(s) and be taught to perform within an ensemble oriented toward jazz and similar musical styles. This band performs at various school events throughout the academic year including (but not limited to) Open House, the Christmas Concert, the Spring Concert, and certain evening events.
Prerequisite: Approval by the band director. For students new to the ensemble, this will require an audition.

Liturgical Ensemble – FAR132, 232, 332, 432 ¼ credit
This ensemble is for students who have the ability to sing or play a particular instrument. Students will improve upon their skills with their voice or instrument(s) and be taught to perform within an ensemble. Although a student must be able and willing to sing and/or play an instrument, formal training and ability to read music are not required. This ensemble will expose students to many different styles of Christian music including Gregorian chant, Classical, Traditional, Gospel, Calypso, Latin, and Rock. The Liturgical Ensemble provides music at all school liturgies and certain Prep Masses that occur outside the school day (such as Ring Mass and Baccalaureate).
Prerequisite: Approval by the ensemble director. For students new to the ensemble, this will require an audition.

CLASSICS DEPARTMENT

Grade 9

☆ **Latin I - CLA101** 1 credit

This course provides a detailed study of elementary Latin grammar and vocabulary. Students develop skills of memory, analysis, and association. Attention is given to the translation of stories in simplified Latin. Connections with English grammar and vocabulary are frequently indicated.

Prerequisite: None

In-class Requirement: Students take the National Latin Exam. (no additional cost)

Honors Latin I - CLA102 1 credit

This course attempts to group those students with identifiably high verbal skills. While the matter covered is the same as that in Latin I, the depth, pace, and amount of translation go beyond that of the regular course.

Prerequisite: Placement based on Scholarship-Entrance Examination and qualifying exams in verbal skills.

In-class Requirement: Students take the National Latin Exam. (no additional cost)

Grade 10

☆ **Latin II - CLA201** 1 credit

This course first reviews material learned in Latin I; then, new grammar is presented sequentially. Students use a review vocabulary from the first year text and begin to read selections covering Roman history and mythology. Cultural and historical aspects of ancient Rome are also explored.

Prerequisite: Successful completion of Latin I

In-class Requirement: Students take the National Latin Exam. (no additional cost)

Honors Latin II - CLA202 1 credit

This course is open to those students who have developed a serious interest in the language, history, and culture of ancient Rome. Students must have demonstrated superior ability in translating complex Latin, as well as in memorizing and identifying the grammatical elements learned in Latin I. Students in this course complete the same syllabus offered in Latin II, but do so at a quicker pace and with greater attention to the most complex aspects of the language. Students at the honors level can also expect to translate a greater number of passages than their peers in Latin II, as well as read excerpts of major works in the original.

Prerequisite: Recommendation of first-year Latin teacher and approval of the Department Chairperson.

In-class Requirement: Students take the National Latin Exam. (no additional cost)

Honors Latin II / Greek I - CLA 203 1 credit

This intensive course, which combines the introductory study of Attic Greek with the completion of the entire syllabus of Latin II, is open only to highly qualified students who have a serious interest in ancient languages and history. Students who enroll in this course are expected to continue their study of ancient Greek in the following year

(Honors Latin III/Greek II).
Prerequisite: Recommendation of first-year Latin teacher and approval of the Department Chairperson.
In-class Requirements: Students take the National Latin Exam and National Greek Exam. (no additional cost)

Depending on an individual student's situation, one or more upper-level language courses (in Greek or Latin) may be required in order to complete his overall language requirement. Students are urged to consult the Introduction to this booklet for an example outline of options and requirements. Any language course beyond the required two or three may be taken as an elective. In addition, please note that non-language electives listed under Grades 11 & 12 will not count toward the completion of the language requirement.

Grades 11 and 12

Latin III - CLA301 1 credit
This course offers students their first opportunity to read extensively from the corpus of Latin literature. The first term is devoted to the study of Latin prose. Students typically read selections from the works of Eutropius, Caesar, and Cicero. The second term is devoted to the study of Latin poetry. Students read selections from Ovid and Catullus. In both terms, relevant historical and cultural topics are addressed, as are features of literary style.
Prerequisite: Successful completion of second-year Classics course.
In-class Requirements: Students take the National Latin Exam. (no additional cost)

AP Latin - CLA302 1 credit
This course follows the syllabus set by the Advanced Placement Program of the College Board for a close reading of prescribed passages from the *Aeneid*, the epic poem by Vergil, and from *Epistulae*, the letters of Pliny the Younger. Other authors and texts will be utilized to support those designated by the College Board. Students develop linguistic skills by translating poetry and prose precisely and literally, reading with comprehension, and analyzing literary texts in coherent arguments supported by textual examples.
Prerequisite: Recommendation of second-year or third-year Latin teacher and approval of Department Chairperson.
In-class Requirements: Students take the National Latin Exam (no additional cost).

Honors Latin III/Greek II - CLA305 1 credit
This course, in which students complete the study of Greek grammar, is open to those students who have successfully completed Honors Latin II/Greek I. Selections from Attic prose and poetry of the fifth century BCE are read in the original Greek. Selections from the late Roman Republic or early Roman Empire are read in the original Latin. Texts are set and studied within their appropriate contexts. Cultural, historical, and archaeological topics are often explored and discussed. Students will be prepared to continue Classical language study in Latin (at the regular, Honors, or AP level) or Honors Greek III.
Prerequisite: Recommendation of first-year Greek teacher and approval of the Department Chairperson.

In-class Requirement: Students take the National Latin Exam and the National Greek Exam (no additional cost).

Latin IV - CLA404 1 credit

This course, like Latin III, offers students the opportunity to read Latin authors in the original. Students read selections from writers of the late Republic and Empire. Authors and texts are determined by the teacher/Department. Relevant historical and cultural topics are addressed and discussed.
Prerequisite: Successful completion of third-year Classical language course.
In-class Requirement: Students take the National Latin Exam (no additional cost).

Honors Latin IV– CLA405 1 credit

This course offers students the opportunity to read extensively from the poetry of Catullus and Horace at honors pace. Students can expect the workload and class experience to be similar to that of an author-level course at the university level. Class work requires close reading of the text, and students are expected to analyze critically in linguistic and literary terms. Correlations between the literature and culture of Greece and Rome are explored, at times in great detail. Scholarly articles may be used to supplement analysis of particular poems.
Prerequisite: Recommendation of third-year Latin teacher and approval of the Department Chairperson.
In-class Requirement: Students take the National Latin Exam (no additional cost).

Honors Greek III - CLA403 1 credit

This course presents an in-depth reading of *Histories* by the author Herodotus, and other works selected by the teacher/Department. Connections are made between the text and the archaeology, history, and mythology of ancient Greece. Background readings from secondary sources are used to enhance the classroom experience.
Prerequisite: Recommendation of second-year Greek teacher and approval of Department Chairperson.
In-class Requirement: Students take the National Greek Exam (no additional cost).

Rome: From Romulus to Caesar – CLA490 ½ credit

This semester-long course introduces students to the history of Rome from its foundations as a village to its rise as a world power through the end of the Republic. The focus of the course is literary, and students deal directly with the primary sources (in English translation) that present the ancient perspective of the periods under consideration. Significant attention is also paid to the archaeological, artistic, numismatic, and epigraphical evidence that scholars use to recreate the history of the city and its people.
Prerequisite: Successful completion of Latin through Latin II and approval of Department Chairperson.
Caveat: This course, which is open to both juniors and seniors, is a free elective that does not satisfy the foreign language requirement.

Rome: From Augustus to Constantine – CLA491 ½ credit

This semester-long course introduces students to the history of Rome as an empire, during which period its cultural, governmental, and military influence spread throughout the entire Mediterranean world. The focus of the course is literary, and students deal directly with the primary sources (in English translation) that present the ancient perspective of the periods under consideration. Significant attention is also paid to the archaeological, artistic, numismatic, and epigraphical evidence that scholars use to recreate the personalities of the emperors and the impact of Roman government and culture on conquered peoples.
Prerequisite: Successful completion of Latin through Latin II and approval of Department Chairperson.
Caveat: This course, which is open to both juniors and seniors, is a free elective that does not satisfy the foreign language requirement.

Roman Archaeology & Topography – CLA492 ½ credit
This semester-long course offers students the opportunity to study the archaeology, architecture, topography, and, to a lesser extent, art of Classical Rome. Students initially study the general principles and select topics of classical archaeology and architecture, which they then apply to a detailed study of the physical remains of Rome and its environs. Slide lectures elucidate the major monuments of the city. Students consider, among other things, the topography of Rome itself, the Roman conception of urban planning, and Roman socio-political and religious history.
Prerequisite: Successful completion of Latin through Latin II and approval of Department Chairperson.
Caveat: This course, which is open to both juniors and seniors, is a free elective that does not satisfy the foreign language requirement.

Classical Mythology – CLA493 ½ credit
This semester-long course offers students the opportunity to study the mythology and to survey some of the major myth cycles of the Greco-Roman world. Students study the various gods of the Greco-Roman pantheon, the literary tradition that details their exploits, and their function in the religion and daily lives of the ancients. Students also get the opportunity to read in translation large portions of major myths/myth cycles (*Iliad, Metamorphoses, Theogony*, among others) and to consider the transmission of these stories via material culture/visual arts (pottery, sculpture, fresco). In addition, correlations with other world religions, especially Christianity, are explored.
Prerequisite: Successful completion of Latin through Latin II and approval of Department Chairperson.
Caveat: This course, which is open to both juniors and seniors, is a free elective that does not satisfy the foreign language requirement.

Athenian Democracy – CLA494 ½ credit
This semester-long course guides students through the emergence and development of the Athenian democracy from the 6th to the 4th centuries BCE. Students engage in the close reading, analysis, and discussion of ancient literature in English translation. By reading from a wide variety of source material, students gain an appreciation for the politics, military affairs, arts, and culture of ancient Athens, with particular attention paid to how

the institutions of democracy governed the *polis* during both peace and war. Students consider both the ancient democracy of Athens and the reception of Athenian ideas during other periods of history, including the modern era. The course also dedicates special attention to the role of Aristophanic comedy in the democracy of Athens, with discussion of what role various media play in our own society and the importance of free speech with regard to political debate.
Prerequisite: Successful completion of Latin through Latin II and approval of Department Chairperson.
Caveat: This course, which is open to both juniors and seniors, is a free elective that does not satisfy the foreign language requirement.

ENGLISH DEPARTMENT

English 101 and 102 are genre courses that introduce students to short stories, poems, plays, novels and nonfiction essays, and the conventions within each of these genres. With its multi-genre approach, one that involves coverage of literary terms and archetypes and their functions within the text, this course engages students in the formal study of literature. The course builds the students' reading habits and critical reading processes (with emphasis on annotation). There is also a central focus on writing about what is read. In a process approach to writing, students will learn the conventions of formal academic writing and, in addition to crafting essays, will delve into more creative writing pieces. English 201 and 202 continue this study of literature and practice in writing. The course readings are drawn from American literature, while the literary content of English 301 and 302 consists of British and World literature. These junior-level courses again build on students' previous work in reading and writing. The AP Language and Composition course offered to qualifying juniors covers British and World literature with an added (and intense) focus on rhetorical analysis and persuasive writing. Senior English offerings include one-semester courses (non-AP students must take a minimum of two (2) semester offerings) or English 402, a full-year Advanced Placement course (AP Literature and Composition). Seniors and juniors who have room in their schedules may choose additional English semester courses as electives. In all English courses, *eloquentia perfecta*, the Jesuit term for writing and speaking well for the common good, is the central objective.

For graduation, students are required to obtain four (4) credits in English. Each senior semester course is worth a ½ credit.

Grade 9

☆ **English I - ENG101** 1 credit
The aim of the course is to foster habits of reading with attention and with sensitivity to the implications of what is read. The freshman student is introduced to five basic forms of literature: the short story, the poem, the play, the non-fiction essay and the novel. The freshman student is expected to recognize major literary devices found in these five forms

and to note, critically, the purpose and effect of these devices on the content of what they read. Literature is drawn from various cultures and literary traditions. Throughout the entire year, there is also a systematic emphasis on composition. Exercises in the forms of language solidify a student's command of English grammar and refine the student's abilities of self-expression in writing. Particular emphasis is placed upon a process approach to writing through practice in writing narrative and descriptive paragraphs and essays. The student also begins to write critically about the literature he reads. In addition to intensive practice in composition, significant time is spent on the student's verbal development through vocabulary and speech. Note taking and study skills are also a central part of this introductory work in literary analysis and writing for various purposes and audiences.
Prerequisite: None

Honors English I - ENG102 1 credit
This course is available for the freshman who has demonstrated a proficiency in language skills based on his entrance exam and diagnostic testing. The student is introduced to five basic forms of literature: the short story, the poem, the play, the non-fiction essay and the novel. A student in the Honors program will be expected to handle significant reading assignments and to be involved in a more sophisticated analysis of literature. Active class participation is an important aspect of a student's grade. As in English 101, numerous and varied writing assignments help the student to refine his critical reading and writing skills. Significant time is spent on vocabulary study and speech to aid the student's verbal development in pursuit of *eloquentia perfecta*. Note-taking and study skills are also a part of this accelerated introduction to literature and writing.
Prerequisite: Placement is based on the HSPT. A student who requests this course should be comfortable with speaking in a group setting.

Honors Experience: English I - ENG190 1 credit
Combined with Honors Experience: World History and Honors Experience: World Religions, this interdisciplinary course explores specific topics in world history by examining each through the lenses of the three disciplines.
Prerequisite: This course is open only to students in the Hawk Honors Program.

GRADE 10

☆ **English II - ENG20l** 1 credit
Students in English II will study the rich cultural literary heritage of America. Students will be exposed to traditional works from the Colonial era to the present as well as Native American and African American literature. Students will examine how these authors treat universal human concerns as well as their portrayal of life in America. In conjunction with the reading, English II--like English 101 and 102--emphasizes a process approach to writing. Students will write in a variety of modes, including narration, description, persuasion, and the critical essay. English II students will continue the study of vocabulary begun in freshman year. Students will also have the opportunity to develop their oral communication skills through informal and formal speech activities. Time is spent on note-taking and study skills as well.

Prerequisite: None

Honors English II - ENG202 1 credit

Honors English II is an honors course offered to those sophomores who have developed a serious interest in the study of literature and who have demonstrated in freshman year an ability to write well. In addition, the student must assume the responsibility of a greater volume of reading and more extensive writing and speaking assignments than in English 201. Involvements in class discussion and class participation are integral parts of this course and compose a significant percentage of the student's grade. Particular emphasis is placed upon a process approach to writing. In addition to narration, several forms are used to help the student develop his own voice as a writer: description, persuasion, journaling, the writing of reaction/response papers, and short story writing. The Honors student will continue the study and practice of critical writing. The student will expand his vocabulary through his examination of American literature and through a systematic vocabulary review. While not an Advanced Placement course, English 202 serves as an excellent introduction to the AP courses in junior and senior years and is thus considered a pre-AP course.

Prerequisite: Students must have an A average in English for freshman year and the high recommendation of the student's English 101/102 teacher. This recommendation will evaluate five factors of the student's freshman English performance: Grade in English (93 or higher), advanced writing ability, class participation skills, reading comprehension and ability to meet deadlines. Also considered in the student's placement are his overall G.P.A. (3.0 minimum), and PSAT verbal scores. Note: Students in Honors English I are not automatically guaranteed a seat in Honors English II.

English II: American Studies - ENG203 1 credit

American Studies is a team-taught, interdisciplinary course combining the current sophomore English II and United States History survey courses. Although it is not an Honors or AP course, American Studies is collegiate in both approach and course material. It explores the social, political, literary, economic, and religious past and present of the nation through fiction and nonfiction. The course will progress chronologically within thematic units. It will also develop the skills of literary analysis, composition, communication, and vocabulary/grammar. Significant emphasis will be placed on "learning to learn," i.e., test preparation, midterm and final exam prep, study skills, critical reading, and essay writing.

Prerequisite: In order to be placed into the course, students cannot have been placed in either Honors English II or AP US History.

Corequisite: This course must be taken with United States History: American Studies.

Grade 11

Juniors are required to take English 301 or 302. In addition, students may choose to take a semester course as an elective; however, seniors receive priority in the semester courses. If a junior does choose to take a semester course, he should be aware that this course will be purely an elective - it will not count against the one credit of English required in the senior year.

☆ **English III – ENG301** 1 credit

English 301 is a survey of British and World literature. Students will discover how the topics that interested writers and the style in which they wrote developed over the course of centuries. Discussion is integral to the course, and so too is the continuation of critical reading and writing skills developed in previous English courses. Once again, particular emphasis is placed upon a process approach to writing, with particular formation in analytical and argumentative essays in which students will adhere to the formal conventions expected of them in such written modes. The student will also be given regular opportunity to refine his writing skills in the various modes practiced in his career at the Prep: descriptive, narrative, persuasive, journaling, reaction/response essays and creative writing. Attention will be given to the writing of the SAT essay and the essay for college application. Vocabulary study and acquisition is built into the course, and students will have the opportunity to hone public speaking skills in formal presentations to the class. Time-management, note taking and study skills will also be addressed in this course.

Prerequisite: None

AP English III: Language and Composition - ENG302 1 credit

An Advanced Placement program is available to qualified students in both junior and senior year. For juniors, this course is AP Language and Composition; for seniors, AP Literature and Composition. The AP program in English is designed for students with confidence in their writing ability and a significant interest in literature, critical thinking and writing. AP English classes utilize the format of a college-level seminar. The AP Language and Composition course in junior year focuses on what rhetorical and compositional strategies authors use to achieve their purpose. Along with these demands of the AP Language and Composition program, it is imperative that students in the course anticipate comprehensive coverage of British and World literature. In addition, students must be willing to participate in discussions with other students, and must assume the additional responsibility of a greater volume of out-of-class writing and reading in preparation for class.

As in previous English courses, particular emphasis is placed upon a process approach to writing. Junior AP students will also be expected to write several critical analysis essays on works included in the study of British and World literature. Students will also work in the written modes of analysis and writing that are the focus of the AP Language and Composition program; these include rhetorical analysis essays, argument essays and synthesis argument essays. Time will also be spent on the essay for college applications. Vocabulary and informal and formal speech activities are, as they are in English 301, part of this accelerated course.

A culminating project acts as the final grade for this course. It should also be noted that junior AP English students need not be retained in the program during senior year if they do not sustain a high degree of motivation and/or do not demonstrate above-average aptitude for the material.

Prerequisite: An overall GPA of 3.3, an A average in English 201/202, and the strong recommendation of the student's English 201/202 teacher. Also considered in the student's placement is his PSAT verbal score. This recommendation will evaluate five factors of the student's current year's English performance: grade in English, writing ability, class participation skills, reading comprehension (the ability to analyze and synthesize), and the ability to meet deadlines.

Grade 12

AP English IV: Literature and Composition - ENG402 1 credit

Advanced Placement English Literature and Composition, a college-level course, will provide opportunities for students to develop their ability to read critically, think clearly, and write concisely. This course follows the guidelines for the AP Literature and Composition program and is designed for students with confidence in their writing ability and a significant interest in critical thinking and writing. AP students will study various schools of literary criticism and do readings in literary criticism related to the works they study. During the course, the students will read books that they have not had a chance to explore before, exchange ideas with their classmates about the ideas they encounter in these books, and challenge the beliefs and ideas which they currently hold. Students will have the opportunity to read some of the finest poetry, plays, novels, short stories, and essays ever written. They will refine their ability to discover meaning in literature by being attentive to language, image, character, action, argument, and the various techniques and strategies authors use to evoke emotional responses from readers. AP Lit. & Comp. students will be expected to justify their interpretations by reference to details and patterns found in the text, to compare their interpretations with those proposed by others, and to be prepared to modify their interpretations as they learn and think more deeply. AP Lit & Comp students will also participate in writing workshops, peer review, and revision of their work. Particular emphasis is placed on the process approach to writing. In addition to proficiency in the modes practiced in their three previous years of study, students will write critical analyses and work in some modes of creative writing. Finally, students will refine their skills in answering multiple choice questions about literature and writing the AP timed-write essay needed for the required AP Literature exam in May.

Prerequisites: An overall GPA of 3.3, an A in English III or AP Language and Composition, and the strong recommendation of the student's English teacher. Also considered in the student's placement is his PSAT verbal score. This recommendation will evaluate five factors of the student's current year's English performance: grade in English, writing ability, class participation skills, reading comprehension (the ability to analyze and synthesize), and the ability to meet deadlines.

SEMESTER COURSES

Non-AP seniors must choose two (2) of the following courses to complete their senior

English credit. Non-AP seniors are given priority for admission to semester elective offerings.

The English Department will NOT offer all of the following elective courses each year. Instead, the Department will attempt to offer those courses which are of the greatest interest to the majority of seniors. **Staffing and scheduling constraints may affect course offerings and availability.**

Literature and Film - ENG403 ½ credit

This course is designed to explore the relationship between literature and film as it recognizes film as a distinct and valid literary art form. Designed to explore the methods, techniques and processes of great American filmmakers, the course moves students through an examination of a variety of cinematic genres. Students will be encouraged to relate their understanding of literary conventions in their study of film, and will also be asked to read novels in order to study their film adaptations. In their work, students will gain insight into how characters are developed within literature and film. By grasping a more thorough understanding of the creative processes that authors and directors undergo, students will also develop thoughtful and critical approaches to film and media. Students will learn to identify and discuss directorial aspects of filmmaking, such as cinematography, score, costume, editing, sound effects, set design, and prop consistency. Of course, students will also be encouraged to express their reactions to character, acting and dialogue, and are expected to share their critical analysis of each. As they examine film's effect on their imaginations, and as they are encouraged to carefully consider the impact of media on the mind, students will also have the opportunity to develop their own screenplays and/or movie scenes. Through written assignments, classroom discussions, and introductory work in screenwriting/filmmaking, students will develop their understanding of the genre as a medium and its powerful impact on social psychology and culture.

Science Fiction Literature - ENG 404 ½ credit

This course offers students the opportunity to examine various works of science fiction and its numerous subgenres. Special emphasis will be placed on the texts' presence in science, history, and modern culture and predictions for where those trends will lead. Readings will be examined alongside an assortment of media: film, radio, music, and television. Writing assignments will allow students to explore their own abilities as writers, offering them the chance to assemble their own short works of science fiction based on the topics discussed. Students will also be expected to participate regularly in class discussion and group assignments. Independent reading, research, and public speaking will all be components of the course.

Shakespeare - ENG405 ½ credit

This course studies the plays of Shakespeare as literary, dramatic, and cultural texts and develops the student's ability to write in clear, well-argued critical prose. The aim is to rediscover Shakespeare in his own time, while also knowing him as our contemporary, a maker of our culture and a continuing source of pleasure. Students will carefully examine several of Shakespeare's most famous plays. Examples include *Henry IV, Part I; Twelfth*

Night; Measure for Measure; Titus Andronicus; Othello; The Winter's Tale; *Midsummer's Night's Dream; King Lear;* and *The Tempest*. Other possible activities include the integration of music (e.g., Verdi's *Falstaff*; Mendelssohn's *A Midsummer Night's Dream*), the study of film adaptations, and/or a field trip to view a live performance.

Creative and Personal Writing — ENG406 ½ credit

This course will examine various forms of personal and creative writing. Certainly, personal writing is one of the most significant means for capturing and expressing the human experience. Memoir, poetry, autobiography, music, journal, film and the personal essay are some of the many ways we have found to express who we are. Since much of a student's scholastic writing has focused on the critical and analytical modes of writing, this course will provide students an opportunity to examine models of personal writing by professional writers. Using these published writers as models, students will, writing intensively, create their own bodies of work. Students will thus sharpen their personal writing skills and develop their voice through their practice in various modes of personal writing. Students will give and use peer feedback and learn and apply a variety of editing and revision strategies to develop their expression and identity on--and off--the page.

Censorship in Literature — ENG408 ½ credit

This course will engage students in a careful reading and critical analysis of works of literature that have been censored or banned around the world. This censoring takes place in schools, libraries and bookstores, and it takes place for a variety of reasons, ranging from religious and political to sexual and social. The aim of the course is to look at books that have been censored and to find the merit in those novels, novels that take students to a place that forces them to confront thoughts and ideas that most people are uncomfortable thinking about. Through the semester, this course will examine some of the more frequently censored or banned books and try to see the issue from both sides of the fence. Course readings include *Fight Club* by Chuck Palahniuk, *Trainspotting* by Irvine Welsh, and *Requiem for a Dream* by Hubert Selby, Jr. The second part of the course shifts into an intense analysis of Season 1 of HBO's *The Wire*. Students will write response essays flowing out of discussions about their viewing of the show, created by David Simon who, in a recent interview, likened the show's West Baltimore setting to North Philadelphia. Students will thus engage in conversations about the setting of their school neighborhood. The course will thus engage students in a critical analysis of text and context in relevant, interesting ways.

Irish Literature - ENG415 ½ credit

The aim of this course is to enlighten students on the issues revolving around the North of Ireland and how those issues are presented in the works of its writers. The course will expand the student's awareness and understanding of the North, and Ireland as a whole, through the use of literature, language, music, history, and culture. Students should expect to cover a wide range of authors within this subject matter. The course will pull from a variety of sources ranging from films and periodicals to fiction and poetry. The main texts for the course are: *Ten Men Dead* by David Beresford, *The Troubles* by Tim Pat Coogan, *Say Nothing* by Patrick Radden Keefe, *Trinity* by Leon Uris. Each student will also be required to complete one outside reading selection which will serve as the final

exam for the course. The course will also rely on films to provide more background of historical events in Irish history. Some of the films that will be viewed in the course are: *In the Name of the Father*, *Sunday Bloody Sunday*, *The Boxer*, *The Wind That Shakes the Barley*, *Some Mother's Son*, *'71*, and *Hunger*.

Poetry and Music in Postmodern Culture – ENG 416 ½ credit

This course will examine the connections among poetry, music, and other aspects of culture in the modern world. Students will examine poetic structures as they have evolved from traditional poetry to contemporary music, performance art, and spoken word. From the Beat poets of the fifties to the performance poets of the 21st century, students will read and discuss the various ways that poetry, music, and lyrics express the culture in which they are written. Students will be evaluated in a variety of ways, including reading poetry aloud, writing critically and personally about poetry and music, and writing their own poetry. Evidence of student work may include essays, journals, portfolios, performance, and presentations.

Public Speaking – ENG417 ½ credit

The Public Speaking senior elective is designed for the serious student who desires to expand his knowledge and appreciation of speaking the English language, particularly in front of groups. A primary goal of the course is to help students develop confidence, not only in speaking in front of groups, but also in gathering and organizing the material they are presenting. Towards the course's primary goal of effective public speaking, students will also learn to be smart listeners and active scrutinizers of information, and in so doing work towards Jesuit education suggests students need to develop "mastery of logical skills and critical thinking." Important classroom discussions will cover the basic elements of logic and rhetorical analysis, which will be applied to statistics, research results, and mass media. While the class will cover the importance of presenting well-organized arguments, the class is not designed for the student with a pronounced interest in forensics and debate. Developing confidence and clarity of thought remains the center of the course's goal. The course is not geared towards, or a component of, the school's forensics program.

African-American Literature – ENG418 ½ credit

This course examines seminal works of African-American Literature from 1900 through the present from a thematic perspective. In it, students will analyze common threads that run through various genres and time periods, including the search for self-identity, the desire for self-definition and determination, the call to social action, the identification of social ills (past and present), and the celebration of race. Students will examine the cultural and historical trends that inform the thematic issues. The course will introduce students to major works and writers of the contemporary African American canon. Time will be devoted to close reading of texts, independent study of parallel works, and literary discussion of trends in the genre. Further, close study of the cultural context within which this literature has been produced will be conducted, utilizing documentary video, music, and scholarship from other disciplines like sociology, psychology, and

history. Students will be expected to write about these insightfully and speak about them adeptly in both class discussion and formal presentation.

The Latin American Short Story – ENG420 ½ credit

One of the literary genres most often associated with Latin America is the short story. This class examines both famous works and hidden gems written in various countries of the Americas between the late 19th century and the present day. Through each short story, students will gain new insight into different cultures and traditions born of centuries of intersection among various cultures (notably indigenous peoples, Africans, and Europeans). The class will also examine literary techniques and styles frequently identified with Latin American literature such as magical realism and *criollismo* while exploring the history and art of the region. Because each work is far shorter than a typical novel, students have the opportunity to read quite a variety, including short stories by Jorge Luis Borges (Argentina), Carlos Fuentes (Mexico), Isabel Allende (Chile), Gabriel García Márquez (Colombia), Horacio Quiroga (Uruguay), and more. Students will be expected to read works critically, study accompanying information, and analyze them through writing assignments, class discussion, and presentations.

Journalism – ENG421 ½ credit

News is vital for democracy. It serves as a check on the government and big corporations in order to protect the public from abuses of authority. As the Fourth Estate, media outlets wield a tremendous amount of power, for better or worse. A good journalist shares many of the characteristics of a Grad at Grad: They must be willing to set the agenda and think independently; sacrifice material gains for the public good; be a voice to the voiceless; and stay ahead of technology. In this course, students will name and discuss important instances of investigative journalism to recognize common characteristics; recognize qualities of reputable news outlets; identify types of misinformation and develop techniques for fact-checking; apply critical thinking skills to spot biases; and scan the internet for misinformation, especially as it relates to the victimization of innocent people. Students will show their passion for news writing and fact-checking by researching issues that are relevant to our local community.

HISTORY AND SOCIAL SCIENCES DEPARTMENT

Grade 9

☆**World History - HIS101** 1 credit

The World History course is designed to challenge and enlighten students' understanding of our world's vast array of cultures, civilizations, and societal structures that have shaped the past until the present day. This course is required of all freshmen in order to provide a broad appreciation of the historical trends and events of the world's major civilizations, with an emphasis on the details of smaller "case-studies" of lesser known regions, societies, and human practices that inform the student of the influential nature of man on his environment. The objective of the course is to involve students not only with these events, but also with all their effectual relations. There is an important emphasis

placed on student readings, participation in classroom discussion, and the preparation of carefully selected written projects. A formal term paper is assigned to each student to acquaint him with the nature of historical research and to develop writing skills. Also, the summer reading project will be evaluated in early September.
Prerequisite: None

Honors World History - HIS102 1 credit
The topics, emphasis, and objectives of this course are similar to the ones covered in the regular World History course listed above, but the depth, pace, and assignments go beyond that of the regular World History course. A formal research paper is assigned to each student to acquaint him with the nature of historical research and to develop writing skills. Also, the summer reading project will be evaluated in early September.
Prerequisite: Admission is based upon the student's overall score on the Prep's entrance exam as determined by the History Department.

Honors Experience: World History - HIS190 1 credit
Combined with Honors Experience: English and Honors Experience: World Religions, this interdisciplinary course explores specific topics in world history by examining each through the lenses of the three disciplines.
Prerequisite: This course is open only to students in the Hawk Honors Program.

The Psychology of Learning: Ars Profectus - PSY101 1 credit
This class equips students with evidence-based mindsets, strategies, routines, and habits that foster academic success. In a rigorous learning environment, students learn to navigate their studies with greater self-awareness, intentional practice, and enduring habits that translate into lifelong learning.
Prerequisite: This course is open only to freshmen in the Advantage Program.

Grade 10

☆**United States History - HIS201** 1 credit
The United States History course is a survey emphasizing the important social and political factors that have influenced the history of the United States from colonial times to the present. The objective of the course is to have a better understanding of particular decisions that people have made in the past. Emphasis is placed on extensive readings from the textbook and primary source material as the focus for classroom participation and involvement. The goal of the course is to develop an ability to read historical materials critically, to weigh evidence and interpretations, and to arrive at conclusions based on this evidence and study rather than bias. A formal research paper will be assigned to each student during the year. Also, the summer reading project will be evaluated in early September.
Prerequisite: None

AP United States History - HIS202 1 credit
The Advanced Placement course in United States History is offered to selected students during the sophomore year. This course is designed to be a more challenging analysis of

the themes and issues found in United States history by making demands on the student equivalent to those of an introductory college course. The students are given a thorough grounding in facts, but go beyond these facts to an examination of their significance and their cause and effect relationships. Emphasis is placed on discussions, selective reading, and working with primary source materials. Students learn to read historical material analytically and critically, to weigh historical evidence and interpretations, and to arrive at conclusions on the basis of facts rather than prejudice. A formal research paper will be assigned to each student during the year. Also, the summer reading project will be evaluated in early September.
Prerequisite: Class size is limited and admission is based upon all of the following:
i) Receiving an end of the year grade of a minimum of an "A" in World History or a "B+" in Honors World History;
ii) Having a cumulative GPA of a minimum of 3.0 at the end of freshman year.

United States History: American Studies - HIS203 1 credit
American Studies is a team-taught, interdisciplinary course combining the current sophomore English II and United States History survey courses. Although it is not an Honors or AP course, American Studies is collegiate in both approach and course material. It explores the social, political, literary, economic, and religious past and present of the nation through fiction and nonfiction. The course will progress chronologically within thematic units. It will also develop the skills of literary analysis, composition, communication, and vocabulary/grammar. Significant emphasis will be placed on "learning to learn," i.e., test preparation, midterm and final exam prep, study skills, critical reading, and essay writing.
Prerequisite: In order to be placed into the course, students cannot have been placed in either Honors English II or AP US History. Admission is via counselor recommendation.
Corequisite: This course must be taken with English II: American Studies.

Grades 11 and 12

☆**US Government and Politics - HIS301** 1 credit
The US Government course is designed to give students a critical perspective on government and politics in the United States. The course will commence with an examination of the historical foundations that have helped to shape the American government. Also, students will study how and why government functions in American society today. A college level textbook will be used in this course. Additional readings and documentaries will be scheduled for additional insights into current topics. The summer reading project will be evaluated in early September. Also, students will be expected to complete a research paper designed to examine and explain some aspect of this course.
Prerequisite: None

AP US Government and Politics - HIS402 1 credit
The Advanced Placement course in United States Government is designed to give students a critical perspective on government and politics in the United States. This

course is designed to be a more challenging analysis of the themes and issues found in United States Government by making demands on the student equivalent to those of an introductory college course. It involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires a familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. The course will focus on the constitutional underpinnings of the United States government, political beliefs and behavior, political parties and interest groups, the institutions and policy decisions. In order that students are fully prepared to meet the rigors of college level studies, students will be expected to complete a research paper designed to examine and explain some specific aspects of the course. To test students' analytical skills, the course will require the study of primary source materials, as well as the discussion of assigned articles, which are germane to the course.
Prerequisite: Class size is limited and admission is based upon all of the following:
i) Receiving an end of the year grade of a minimum of a "B+" in US History or US History: American Studies, or a minimum of a "B" in AP US History;
ii) Having a cumulative GPA of a minimum of a 3.0 at the end of the sophomore year (if taking the AP Government course in junior year) or at the end of junior year (if taking the AP Government course in senior year).

Electives

[For Juniors and/or Seniors]

AP African American Studies - HIS416 1 credit

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. The course focuses on four thematic units that move across the instructional year chronologically, providing students opportunities to examine key topics that extend from the medieval kingdoms of West Africa to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. As required for the AP test in May, each student will complete an Individual Student Project. Students will define and execute a research project of their choice and develop and deliver a presentation about their selected topic. This project component counts as 10 percent of the student's final AP Exam score.
Prerequisite: Teacher and counselor recommendation.

AP Psychology – PSY401 1 credit

This course will introduce students to the systematic and scientific study of the behavior and the cognitive processes of humans and animals. Psychology will be presented as both a theoretical and a practical science. Students will examine significant psychological research and learn how psychology impacts everyday lives. Major topics of study include: research methods and statistics, neuroanatomy and brain physiology, human development, sensation and perception, states of consciousness, learning, memory,

thinking and language, intelligence, motivation, emotion, personality, abnormal behavior and psychopathology, psychotherapy, stress and coping, and social psychology. This course will use a combination of lectures, demonstrations, class discussions, research articles, and videos. A critical component of this class will be assigned reading and written assignments.
Prerequisite: Having a cumulative GPA of a minimum of a 3.5 at the end of sophomore year (if taking the AP Psychology course in junior year) or at the end of junior year (if taking the course in senior year), and receiving a History Department recommendation.

AP Microeconomics - HIS412 1 credit
AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. This course will follow the AP curriculum closely but will also discuss taxation, current economic issues, philosophical inquiries into economics and justice, as well as some discussion of personal finance. Due to time constraints and our human condition of scarcity, students ought to not expect much if any macroeconomic content to be covered in this course.
Prerequisite: Having a cumulative GPA of a minimum of a 3.0 at the end of sophomore year (if taking the course in junior year) or at the end of junior year (if taking the course in senior year) and receiving a History Department recommendation.

US Intelligence and the Cold War – HIS409 ½ credit
The US Intelligence and the Cold War course examines the structure and functions of the US Intelligence Community and its role in the Cold War. In particular, the course will introduce students to the various organizations that make up the US Intelligence Community, and the various methods by which these organizations collect, analyze, and disseminate information for the end users such as the military, the President, and Congress. Particular emphasis will be on the Central Intelligence Agency. The course will further look at actual historical events during the Cold War period and examine the role that the Intelligence Community played in helping shape those events. The course will also introduce students to the world of counterintelligence, as it will examine the individual cases of "traitors and defectors" who had an impact on the Cold War. The course incorporates a number of selective reading assignments, primary source material, imagery analysis and operative simulations. A formal research paper will be assigned to each student.
Prerequisite: None

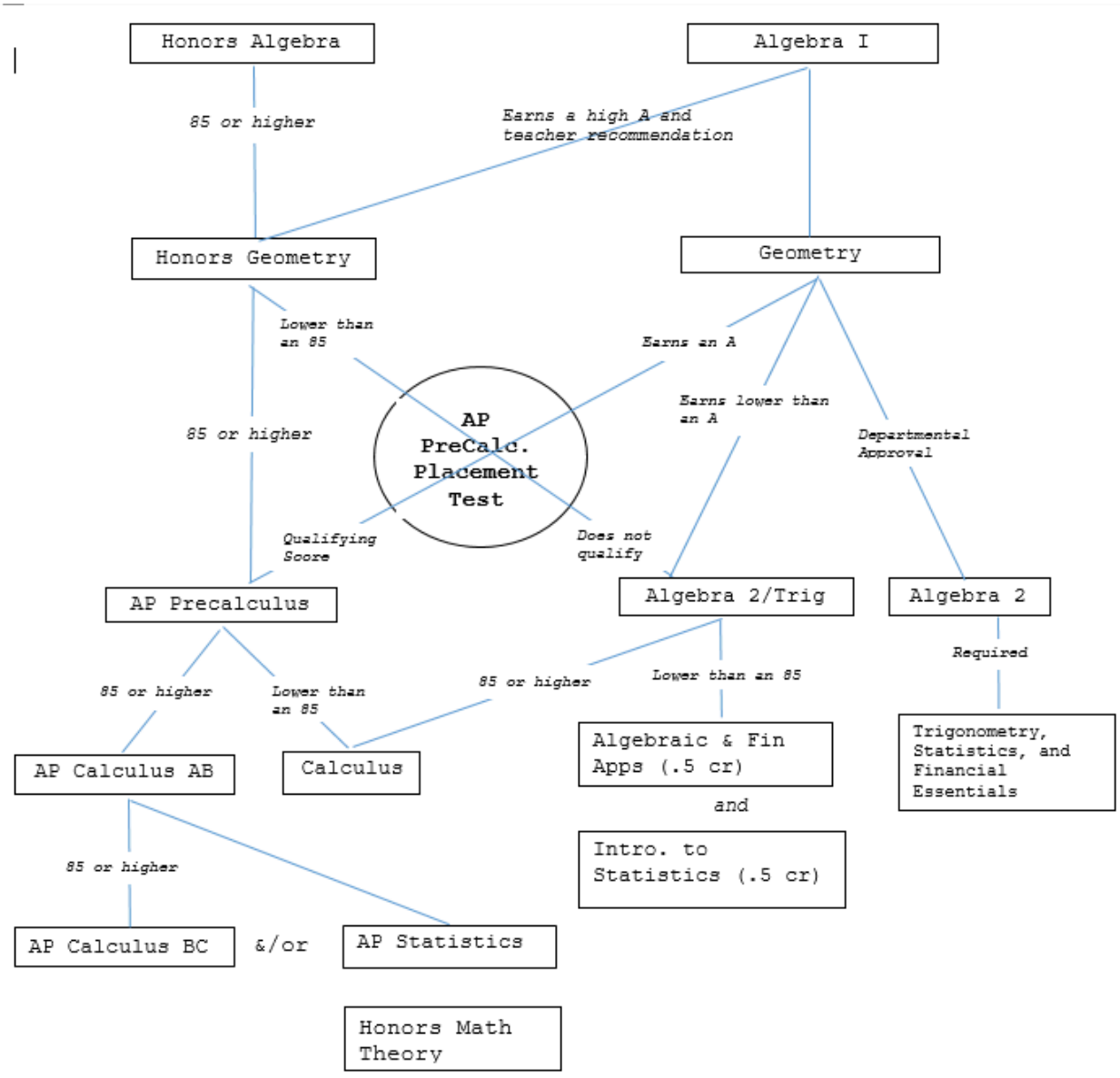
Modern United States History – HIS417 ½ credit
The Modern US History course is designed to study the history of the United States since 1980, with an emphasis on interpretation and analysis of the material by contemporary historians. Students will acquire a basic understanding of the factual material before embarking on discussions or offering opinions. The topics, which include both the studies

of history and current events, are an attempt to gain perspective on the present political, economic, and social developments in recent United States history. Also, a formal research paper will be assigned to each student.
Prerequisite: None

Introduction to Psychology – PSY402 ½ credit
Psychology is a broad and fascinating science. This one semester course will examine how the field of psychology informs our understanding about human behavior, emotions and cognition and impacts our everyday lives. The course will use a combination of interactive lectures, handouts, assigned readings, written assignments, and videos to study a variety of contemporary topics including: applying the scientific method of inquiry to behavior, cognition and emotion; basic neuroscience and physiology; human development across the lifespan; learning, memory, motivation; intelligence and language development; emotion, stress and wellness; and psychological disorders and treatment.
Assessment methods: In addition to major tests, quizzes, and a final examination, students will be required to complete a formal 4-6 page research paper. Please note, *Introduction to Psychology* is a one semester course that fulfills only an "elective" requirement.
Prerequisite: None

MATHEMATICS DEPARTMENT

In the spring, prior to the start of one's freshman year, all incoming freshmen are required to take a qualifying exam to determine proper course placement in mathematics. Based on the results of this exam, the students may be placed in Algebra, Honors Algebra or Honors Geometry. The expected progression of each of these placements is listed below.



The flowchart above shows the expected progressions of each placement. A student must earn at least an B+ average in order to remain in the Advanced/Honors courses. If a student fails to maintain the required average, proper placement will be discussed by the Department Chair and Assistant Principal. In order to move into Honors or Advanced courses from a Regular Placement course, a student must earn a high A in his previous math course and receive approval from members of the Mathematics Department.

N.B. This flowchart only shows classes offered by the Mathematics Department. In the fourth year of study, a student may satisfy his graduation requirement by substituting courses in Computer Science (see the Computer Science section for details regarding these courses). Students who took Algebra II (not Algebra II/Trigonometry) must take a Mathematics course.

MATHEMATICS COURSES

☆**Algebra I - MAT101** 1 credit

This course introduces students to the fundamentals of the language of mathematics and the applications of this language to the solutions of problems. Topics include: the order of operations, ratios, percents and proportions, functions, exponents, polynomials, linear equations and inequalities, systems of linear equations, quadratic equations, radical expressions and equations, and rational expressions and equations. Applications of each topic will be examined throughout the course.

In-class Requirements: non-graphing, scientific calculator

Prerequisite: None

Honors Algebra I - MAT102 1 credit

This course includes an accelerated review of Algebra I topics along with the introduction of the major topics included in a traditional Algebra II course including polynomial equations, radical expressions and equations, rational exponents, advanced factoring, complex numbers, and set notation. This course is for students who have special talent and proficiency in mathematics and who have had significant exposure to Algebra prior to 9th grade.

Prerequisite: Performance on the Math Placement Test

☆**Geometry - MAT201** 1 credit

This course covers a mixture of Euclidean geometry and algebra. The Geometry portion of the course includes definitions, postulates, angle and line relationships, properties of parallel lines, congruence theory, triangles, the Pythagorean Theorem, circles, perimeter and area of plane figures, surface area and volume of solids, similarity ratio, proportion, and algebraic applications. This course provides a review of certain Algebra I topics, including writing the equations of lines and solving systems of equations.

Prerequisite: MAT101 or MAT102

Honors Geometry - MAT202 1 credit

This course offers a more rigorous approach to standard geometry, emphasizing an in-depth exploration of geometric concepts. It includes advanced problem-solving, practical applications of geometric theorems, and a strong focus on logical reasoning. Topics such as transformations, coordinate geometry, and trigonometry are covered in greater depth. During the fourth quarter, the curriculum transitions to pre-calculus topics, including polynomial functions and calculator-based applications, serving as a foundation for the AP Pre-Calculus course offered in the following academic year.

Prerequisite: B+ in MAT102 or high A in MAT101; subject to departmental approval

☆**Algebra II / Trigonometry - MAT301** 1 credit

This course combines the content of a traditional Algebra II course including graphical translations; polynomial equations; radical functions and rational exponents; exponential and logarithmic functions; advanced factoring; complex numbers; and trigonometry. The

concepts of relation and function are stressed throughout the course and many concepts are presented using graphs of functions to give visualizations of the ideas.
Prerequisite: MAT201 or MAT202
In-class Requirements: TI84 graphing calculator

Algebra II - MAT303 1 credit
This course includes the content of a traditional Algebra II course including graphical translations; polynomial equations; radical functions and rational exponents; exponential and logarithmic functions; advanced factoring; complex numbers; and rational functions. Graphical aids are instrumental for discussion and visualizing the concept. The course is designed to move at a pace which meets the needs of the students. Students taking this course are not eligible to take MAT402 - Calculus.
Prerequisite: MAT 201. Subject to department approval.
In-class Requirements: TI84 graphing calculator

AP Precalculus - MAT304 1 credit
This course is designed for specially qualified students who have demonstrated above-average ability and interest in mathematics and who have a strong desire to study Calculus [particularly AP Calculus] in the following year. Students will experience modeling real world data, exploring multiple representations, mastering symbolic manipulation, and harnessing a dynamic world. Students are also expected to encounter more challenging exercises and homework assignments.
Prerequisite: B+ in MAT202 or a B+ on placement test offered in the Spring. l
In-class Requirements: TI84 or TI89 graphing calculator.

Trigonometry, Statistics and Financial Essentials - MAT417 1 credit
Trigonometry, Statistics, and Financial Essentials is a multifaceted course designed to provide students with a comprehensive understanding of essential mathematical principles and their practical applications. Through an integrated approach, students will explore fundamental concepts in trigonometry, including trigonometric ratios, the unit circle, and solving triangles. In the statistics component, students will learn to analyze data, interpret probability, and make informed decisions through measures of central tendency. Additionally, the course will cover practical financial skills such as budgeting, saving and investing, and retirement planning, empowering students to navigate personal financial matters with confidence. Through hands-on activities and real-world examples, students will develop critical thinking skills and mathematical literacy necessary for success in both academic and practical endeavors.
Prerequisite: Departmental approval
In-class Requirements: TI84

Algebraic and Financial Applications - MAT414 ½ credit
This course is geared toward students interested in business or the life and social sciences. It begins with the study of the mathematics of finance including, but not limited to, compound interest formulas, annuity formulas and loan payment formulas. Time is spent on the properties of and operations with matrices. This matrix theory is applied to the solution of multivariable linear systems and in the Simplex Method of linear programming.

Prerequisite: MAT301 or MAT303
In-class Requirements: TI84

Introduction to Statistics - MAT416 ½ credit

This course is geared toward students with an interest in the laws of probability and statistics but who may not qualify for AP Statistics or do not have an interest in taking a full year course. The course explores the ideas of sample space, permutations, combinations and conditional probability (Bayes' Theorem). Additional topics that are developed are random variables, frequency and probability distributions, means, variances, standard deviations and normal and binomial distributions.
Prerequisite: MAT301
In-class Requirements: TI84

Calculus - MAT402 1 credit

This course will cover many precalculus topics in detail including a review of functions, trigonometry and the transcendental functions. The course will also cover many calculus topics including limits, the derivative and its many applications, and an introduction to the integral.
Prerequisite: MAT302 or B+in MAT 301; subject to departmental approval
In-class Requirements: Graphing calculator

AP Statistics - MAT408 1 credit

This course will follow the syllabus for AP Statistics established for the Advanced Placement Program of the College Board. The topics for the course are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Special emphasis is placed upon practical applications and the ability to detect statistical bias when reading interpretations of data.
Prerequisite: MAT403, B+in MAT 304 or high A in MAT402; subject to departmental approval
In-class Requirements: TI89 graphing calculator.

AP Calculus AB - MAT403 1 credit

This course follows the syllabus for AP Calculus AB established by the Advanced Placement Program of the College Board. Limits, derivatives, integrals, and their applications will be studied.
Prerequisite: B+ in MAT 302; subject to departmental approval
In-class Requirements: TI89 graphing calculator.

AP Calculus BC - MAT501 1 credit

This course follows the syllabus for AP Calculus BC established by the Advanced Placement Program of the College Board. It is intended for those students who have already completed MAT403. Major topics to be covered are Integration techniques such as trigonometric substitution and partial fractions, convergence and divergence of infinite series, Taylor and Maclaurin series, approximation of definite integrals by series or by Simpson's Rule and applications of differentiation and integration on curves defined parametrically or in polar coordinates.

Prerequisite: B+or higher in MAT403; subject to departmental approval
In-class Requirements: TI89 graphing calculator.

Honors Math Theory - MAT601 1 credit

This course is designed to advance students' knowledge of mathematics for adept problem-solving, allowing for real-world scenarios, exploration of complex ideas, and development of problem-solving skills. Topics include graph theory, sequences, set theory and functions, elementary number theory and introduction to proof, game theory, and multivariable calculus.
Prerequisite: MAT403 (AP Calculus AB) or concurrent enrollment in MAT403; subject to departmental approval

Note: Departmental approval is based on grade history and teacher recommendations

MODERN LANGUAGE DEPARTMENT

☆**Level I (French, German, Spanish, Mandarin Chinese)**
French I - MLA101 1 credit
German I - MLA105 1 credit
Mandarin Chinese I – MLA107 1 credit
Spanish I - MLA103 1 credit

The aim of the Level I course is to stress the four skills of listening, speaking, reading and writing in the target language. Students become familiar with common expressions and vocabulary, as well as basic sentence structures and tenses of verbs. The course also offers an introduction to the culture, civilization, and geography of the countries where the target language is spoken.

Honors Level I (French, German, Spanish, Mandarin Chinese)
Honors French I - MLA102 1 credit
Honors German I - MLA106 1 credit
Honors Mandarin Chinese I – MLA108 1 credit
Honors Spanish I - MLA104 1 credit

Students admitted to Honors Level I will follow the normal Level I syllabus in a more accelerated fashion. Additional assessments in the various skill areas will be required.
Prerequisite: Incoming freshmen will be considered for honors based on placement test results. Current freshmen must have an unweighted GPA of 3.5 at the end of the third marking period.

☆**Level II (French, German, Spanish, Mandarin Chinese)**
French II - MLA201 1 credit
German II - MLA205 1 credit
Mandarin Chinese II – MLA207 1 credit
Spanish II - MLA203 1 credit

This course exposes students to regular instruction in and use of the target language. Communication skills are expanded to an intermediate level. Students gain proficiency in a real-life context, building vocabulary skills that help them to function in practical situations. Class activities may include a variety of small group work, individual and group projects, as well as individual projects that enhance the students' appreciation of the culture and civilization of the target language countries. **Prerequisite:** Successful completion of Level I. Incoming freshmen or current freshmen will be required to take a placement test for admission to these courses without having completed Level I at the Prep.

Honors Level II (French, German, Spanish, Mandarin Chinese)

Honors French II - MLA202	1 credit
Honors German II - MLA206	1 credit
Honors Spanish II - MLA204	1 credit
Honors Mandarin Chinese II – MLA208	1 credit

Students admitted to Honors Level II will follow the Level II syllabus in a more accelerated fashion. Additional assessments in the various skill areas will be required.
Prerequisite: Successful completion of Level I. B or higher average in Honors Level I or A in Standard Level I. Incoming freshmen must take an exam in the four skills to be admitted to these courses.

Level III (French, German, Spanish, Mandarin Chinese)

French III - MLA301	1 credit
German III - MLA305	1 credit
Mandarin Chinese III – MLA307	1 credit
Spanish III - MLA303	1 credit

The Level III course is required (☆) if a student stops taking Latin at Level II. These courses expand students' exposure to instruction in and use of the target language . Advanced grammatical concepts and vocabulary help the students to improve their proficiency in listening, speaking, reading, and writing the target language. Students develop the ability to express their needs and preferences and to carry on extended conversations. Short stories, articles, video, and other materials are used to strengthen skills and further develop cross-cultural awareness.
Prerequisite: Successful completion of Level II.

Honors Level III (French, German, Spanish,Mandarin Chinese)

Honors French III - MLA302	1 credit
Honors German III - MLA306	1 credit
Honors Mandarin Chinese III – MLA308	1 credit
Honors Spanish III - MLA304	1 credit

Students admitted to Honors Level III will follow the Level III syllabus in a more accelerated fashion. Additional assessments in the various skill areas will be required.

Prerequisite: Successful completion of Level II. B or higher average in Honors Level II or A in Standard Level II.

Level IV (French, German, Spanish, Mandarin Chinese)

French IV - MLA 401	1 credit
German IV - MLA 405	1 credit
Mandarin Chinese IV – MLA407	1 credit
Spanish IV - MLA 403	1 credit

These advanced courses further expand students' instruction in and use of the target language. A variety of grammatical, literary, historical, and cultural activities are used to increase the students' facility in using the language. Student demonstration of proficiency in all modes of communication in the target language is expected.
Prerequisite: Successful completion of Level III.

Honors Level IV (French, German, Spanish, Mandarin Chinese)

Honors French IV - MLA402	1 credit
Honors German IV - MLA406	1 credit
Honors Mandarin Chinese IV – MLA408	1 credit
Honors Spanish IV - MLA404	1 credit

These advanced courses are conducted almost exclusively in the target language. A variety of literary, historical, and cultural readings are used to increase the student's facility in the language. Advanced grammar and vocabulary are thoroughly reviewed and serve as a basis for advanced writing and a survey of target language literature. Students will complete various writing assignments and projects during the course.
Prerequisite: Successful completion of Level III. B or higher in Honors Level III or A in Standard Level III.

AP French Language and Culture- MLA502 1 credit

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and Francophone culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

This is an independent study course that follows the syllabus set by the Advanced Placement Program of the College Board.

AP German Language and Culture- MLA506 1 credit

AP German Language and Culture is equivalent to an intermediate level college course in German. Students cultivate their understanding of German language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life,

and global challenges.

This is an independent study course that follows the syllabus set by the Advanced Placement Program of the College Board.

AP Mandarin Chinese Language and Culture – MLA508 1 credit

This course continues to build on the skills developed in Mandarin Chinese IV. Communication skills are deepened at an intermediate level. Students enhance their knowledge of speaking, recognition, listening comprehension skills, as well as the writing system of Mandarin Chinese characters and the Latinized pinyin writing system. Students learn to function in a real-life context, building vocabulary skills that help them to function in practical situations. Class activities include small group works, individual and group speaking projects, as well as individual projects that enhance the student's appreciation of the culture and civilization of the target country.

This is an independent study course that follows the syllabus set by the Advanced Placement Program of the College Board.

Prerequisite: Successful completion of Mandarin Chinese IV and the instructor's approval. Any student wishing to take this course without earlier courses at The Prep will be required to take a placement test for admission, which includes speaking, listening comprehension, and writing sections.

AP Spanish Language and Culture– MLA504 1 credit

Students arrive at the AP Spanish Language and Composition course by advancing through honors classes. The Modern Language Department at St. Joseph's Prep supports the philosophy that the four skills (listening, reading, writing, speaking) tested on the AP Spanish Language Exam should be reinforced in a continuum of skill building from one level to the next. It recognizes that the exam requires considerable accuracy in all four skills. The teacher uses Spanish almost exclusively in class and encourages students to do so as well.

The classes are conducted in a challenging but supportive environment that promotes student interest without compromising high academic standards and integrity.

Prerequisite: Successful completion of Honors Spanish III and an "A" average in the course as of the third marking period.

AP Spanish Literature and Culture - MLA604 1 credit

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is

supported by the exploration of various media (art, music, film, articles, and literary criticism).
Prerequisite: Successful completion of AP Spanish Language and Culture.

PHYSICAL EDUCATION AND FINANCIAL LITERACY

The following two courses are required by the State of Pennsylvania. Both requirements will be satisfied outside the regular time order of classes.

☆**Health and Exercise - REQ101** ½ credit

In the Health Education component at St. Joseph's Prep, students are provided with information, which will enable them to assess their own philosophies of health, and from this to develop personal values conducive to a healthy mind and body. Health Education will take place during the freshman year. The program provides learning in the areas of human sexuality, drug and alcohol education, life and career application, stress and mental health, and nutrition and physical well-being.

The Physical Education offerings at the Prep consist of interscholastic sports, intramural programs, and a variety of club activities and events that have a physical activity component. In order for a student to satisfy the Prep's physical education requirement, annual participation in any of those programs must equal or exceed (20) hours. One may elect to participate in one or a combination of interscholastic sports, intramural programs, or any of the various clubs, activities, and events offered.

☆**Financial Literacy - REQ401** ½ credit

Financial Literacy examines the following major topics within the world of personal finance: money and markets, budgets/savings/spending, investment, money management (credit and risk), and major purchase considerations. In accordance with legislation of the State of Pennsylvania, this course is required for all students in the Class of 2030 and beyond.

RELIGIOUS STUDIES DEPARTMENT

Grade 9

☆**World Religions - REL101** 1 credit
This year-long course is an exploration into the different living religious traditions of the world. The first quarter will include a basic introduction to Christianity, Catholicism, and Jesuit charism, history, and worldview. The rest of the year will then explore the world's major religions. Students will learn to distinguish and appreciate the various ways people define their relationships with the divine and with the world. Students will also have the opportunity to read foundational texts from the major world religions and

to visit religious places of worship. Goals for students enrolled in this course are to develop the ability to think both empathetically and critically about religious beliefs and practices and to gain knowledge of the history and culture of several major religious traditions. The ultimate goal of the course, though, is to enhance the student's understanding of his own beliefs by better understanding the myriad approaches to spirituality and the divine.
Prerequisite: None

Honors Experience: World Religions - REL190 1 credit
Combined with Honors Experience: English I and Honors Experience: World History, this interdisciplinary course explores specific topics in world history by examining each through the lenses of the three disciplines.
Prerequisite: This course is open only to students in the Hawk Honors Program.

Grade 10

☆**Sacred Scripture - REL201** 1 credit
The sophomore year is devoted to a year-long study of Christian scripture. Both the Hebrew Scriptures/Old Testament and the New Testament will be studied with the tools of modern biblical scholarship and with the lens of the Christian community. Using available historical, socio-cultural, and linguistic scholarship, students will study the essential underlying message contained in the scriptures in an attempt to deepen each student's understanding of the biblical Jesus as he was viewed by the early Christian community and surrounding cultures. The major themes of covenant, exodus, exile, life, death, humility vs pride, forgiveness & reconciliation will be explored throughout the year.
Prerequisite: None

Grade 11

☆**Christian Ethics - REL303** 1 credit
This year-long course is an introduction to the fundamentals and concerns of Christian ethics in dialogue with philosophical frameworks The course seeks to help students develop an ethical awareness that they can bring to the moral challenges they face, both within their individual lives and society. To practice ethical judgment and decision making, principles of the Catholic social tradition and moral philosophy will be applied to several contemporary social issues using a Jesuit methodology of "context-experience-reflection-action." Units that will be covered in this course may include poverty and economic justice, violence and peacebuilding, environmental justice, bioethics, sexual ethics, and ethics of social media. The year will conclude with an integrative project in the fourth quarter.
Prerequisite: None

Grade 12

Seniors must take Christian Thought and Its Development and one of the senior semester offerings.

☆**Christian Thought and Its Development - REL409** ½ credit
This course will provide students with an exploratory survey of Christian theology from its earliest developments as a messianic movement emerging out of Second Temple Judaism to its continued trajectory within an increasingly interconnected postmodern reality. This course will assist students in a constructive dialogue around fundamental beliefs, traditions, and practices across the global Christian community, with a particular concentration on key figures within the Catholic tradition and their contributions. The organization of the course is thematic/topical although within each topic, the instructor will provide necessary historical context to help frame the conversation, while simultaneously assisting the students in their personal navigation/investigation of the following: ecclesiology, ecumenical dialogue/comparative theology, devotional practices/worship, and theological anthropology.
Prerequisite: None

Senior Semester Offerings

Ignatian Way – REL410 ½ credit
The Ignatian Way explores the life of St. Ignatius and examines how Ignatian spirituality can help people grow closer to God, discover more about themselves, and discern how God might be inviting them to develop their gifts to change the world. The Ignatian Way is a seminar-style course designed to foster meaningful discussions and active participation. Upon completion of this introductory course, students will be able to describe the following topics, assess their significance, and consider how these topics might apply to their own lives: The life of St. Ignatius of Loyola; a brief history of the Society of Jesus; the Universal Apostolic Preferences; the examen prayer; the hallmarks of Ignatian spirituality; Ignatian prayer practices (e.g., the examen, *lectio divina*, imaginative contemplation); Ignatian rules for discernment; the life of St. Carlo Acutis; the Spiritual Exercises of St. Ignatius and building a life of abundance. This course utilizes experiential learning. In nearly every class, students will pray with the examen or another spiritual exercise and journal about their prayer experience. Guided by the mission of the Prep, students strive to become "men for others" in order to vibrantly lead lives rooted in faith and marked by gratitude, love, and service. Students are encouraged to become involved with the many activities offered by Mission and Ministry.
Prerequisite: None

Philosophy as a Way of Life – REL411 ½ credit
Philosophy is a way of life where we "let ourselves be changed, in our point of view, attitudes, and convictions. This means that we must dialogue with ourselves, hence do battle with ourselves," in the words of philosopher Pierre Hadot. Following the example of Socrates, we ask questions about life, the universe, and everything, because "the unexamined life is not worth living." Philosophy engages mind and heart, body and soul,

in reflection and questioning. By the end of this course, students will have been introduced to, practiced, and cultivated philosophical habits empowering them to live philosophically, not in the abstract, but as a way of life.
Prerequisite: None

Theology through Tolkien and Lewis – REL412 ½ credit
In this course, students will explore elements of Christian theology through a selection of the great works of J.R.R. Tolkien and C. S. Lewis. Topics considered will include: the tension between divine providence and free will; the nature and origin of evil; inhabiting a fallen world; the soteriological destiny of any non-human incarnate beings that might exist; models for understanding heaven, hell, and purgatory; the cost and value of Christlike sacrifice; and the depth and meaning of incarnational theology. Works studied will include excerpts from well-known works including *The Lord of the Rings*, *The Chronicles of Narnia*, *The Hobbit*, *The Silmarillion*, *The Space Trilogy*, *The Screwtape Letters*, *Mere Christianity*, *The Great Divorce*, as well as the shorter works "Mythopoeia," "Leaf by Niggle," "The Athrabeth." Several letters and essays will also be considered.
Prerequisite: Must watch (or rewatch) *The Lord of the Rings* movies (all three) before beginning the class.

Prophets and Protest: Fire in the Bones - REL414 ½ credit
This discussion-based senior seminar explores religious activists of the twentieth century (Abraham Joshua Heschel, A.J. Muste, Dorothy Day, Howard Thurman, Thomas Merton, Martin Luther King Jr., and Fannie Lou Hamer) and twenty-first century (present day activists as appropriate) as examples of modern prophets. Beginning with Ezekiel, students will use these models to identify and understand modern prophets in the world around them today (politically, musically, theatrically, athletically) and even within themselves, to examine their own "fire in the bones." Students will engage with modern activists to determine, experience, and discern their "prophetic" nature. Students will also study and develop their own criteria to be able to critically discern prophetic voices and false ones, and finally, to identify prophetic voices in themselves, engage in activist movements, and make sense of/clearly think through how to give action to that voice.

SCIENCE DEPARTMENT

Grade 9

Physics A - SCI103 1 credit
Physics A is a full-year course whose purpose is to develop a student's understanding of natural laws by observing natural phenomena and collecting information through experiments. The physics course begins with the study of motion and develops the concepts needed to begin to understand the nature and effects of gravity, energy,

momentum, sound, light, electricity and magnetism, the behavior of solids, liquids and gasses, and atomic structure. The scientific method of investigation will be applied in this study of motion, energy, and matter. The student will search for regular patterns in experimental results using algebra based math skills and the international system of measurement. Upon completion of this course, a student should be able to make accurate observations, use problem-solving techniques, and reason to a logical conclusion; thus, he will be better prepared for future science courses in the school's program of studies.
Prerequisite: None

Honors Biology - SCI104 1 credit
This rigorous, accelerated course is designed to move beyond a general appreciation of life processes to engage in an intensive, theoretical investigation of the biochemical and molecular mechanisms that govern them. The curriculum prioritizes conceptual depth over an introductory survey, focusing on the sophisticated mastery of molecular biology, genetics, metabolism, and systems biology. A critical piece of the curriculum is the laboratory portion. Using the scientific method, students will master advanced microscopy and proper dissection techniques while conducting lab experiments that require complex data analysis.
Prerequisite: Based on HSPT entrance exam.

Grade 10

☆**Biology - SCI201** 1 credit
This course is an introduction to the life sciences. Its major objective is to give the student an appreciation and understanding of life processes. The introductory course focuses on several themes in the life sciences: diversity and the unity of life, interdependence of organisms, evolution and science as a process. Topics include molecular biology, molecular genetics, cell biology, metabolism, classical genetics, microbiology, botany, zoology and human biology. Laboratory work using the scientific method with an emphasis on data analysis is emphasized. The scientific method is highlighted in learning how to write a lab report. Laboratory work is an integral part of the course with students developing skills with the microscope during the first semester and proper dissection technique during the second semester.
Prerequisite: Successful completion of Physics A

Chemistry - SCI202 1 credit
This course provides the student with a fundamental grasp of chemistry which includes using scientific measurement and lab techniques, classification of matter, the behavior of gasses, the characteristics of liquids and solids, atomic structure, periodicity, chemical bonds, equilibrium, and theories and reactions of acids and bases as well as kinetics and thermochemistry. Some of the skills that a student will achieve during the course include problem-solving techniques, analytical thinking, expressing ideas with clarity and logic; significant figures/rounding off of calculations, proper usage of research for project/reports, as well as the use of mathematical relationships to predict outcomes. Labs are structured to enforce the understanding of the chemical topics taught within the classroom setting. Students are required to develop and apply the scientific method in

producing a lab report based on his experimental results. Labs involve both physical and technological experimentation.
Prerequisite: Successful completion of Biology

GRADES 11 AND 12

☆**Chemistry - SCI 301** 1 credit
This course provides the student with a fundamental grasp of chemistry which includes using scientific measurement and lab techniques, classification of matter, the behavior of gasses, the characteristics of liquids and solids, atomic structure, periodicity, chemical bonds, equilibrium, and theories and reactions of acids and bases as well as kinetics and thermochemistry. Some of the skills that a student will achieve during the course include problem-solving techniques, analytical thinking, expressing ideas with clarity and logic; significant figures/rounding off of calculations, proper usage of research for project/reports, as well as the use of mathematical relationships to predict outcomes. Labs are structured to enforce the understanding of the chemical topics taught within the classroom setting. Students are required to develop and apply the scientific method in producing a lab report based on his experimental results. Labs involve both physical and technological experimentation.
Prerequisite: Successful completion of Physics A and Biology.

AP Chemistry - SCI402 1 credit
The Advanced Placement Chemistry course is designed to be the equivalent of a general Chemistry course usually taken by freshmen in college. Students in the AP Chemistry course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems and equations. The course contributes to the development of the student's abilities to think clearly and express his ideas with clarity and logic. The AP Chemistry course differs qualitatively from the usual secondary course in Chemistry with respect to the type of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Some of the skills an AP Chemistry student will achieve are the appropriate use of scientific equipment, the ability to handle a comprehensive exam, identifying unknowns from laboratory techniques, and a positive attitude and concern for the proper use of chemistry in relation to environmental issues. A double period lab is given every cycle and students are required to complete a written lab report the following cycle. Labs are both physical as well as technologically based experimentation.
Prerequisite: Successful completion of Biology and Chemistry with grade of 93 or above in Chemistry. Chemistry taken in a summer school program does not qualify a student for AP Chemistry. A full year Chemistry course is required. Admission to AP Science courses must include approval of the student's introductory level instructor and the department chairperson.

Physics T - SCI403 1 credit
This course covers fundamental interactions in nature and their consequences. The mathematical and intellectual frameworks for the study of forces and motion are

developed through laboratory experiments and enhanced through classroom and problem solving exercises. Students will build mathematical models, apply these models to physical phenomena, and develop the ability to articulate and defend their understanding. Emphasis is placed on reasoning and argument from evidence. Specific topics covered include the mathematical description of motion, Newton's laws, systems in one and two dimensions, and the fundamental force of gravity. The mathematics used in this course include algebra, geometry, and basic trigonometry. This course is a prerequisite for AP Physics C.
Prerequisite: Successful completion of Biology and Chemistry.

AP Biology - SCI 404 1 credit
The Advanced Placement Course in Biology in the high school should meet the objectives of a general biology course at the college level. The objectives of the course are the following:

knowledge of the facts, principles and processes of biology;
understanding of the means by which biological information is collected, how it is interpreted and how one formulates hypotheses from available data and make further predictions;
understanding that science is a human endeavor with social consequences;
to emphasize critical thinking and writing abilities.

Topics covered in the course will include: biochemistry, cellular biology, photosynthesis, genetics, evolution, anatomy, physiology and ecology.
Prerequisite: Students must have an A in Biology and an A- in Chemistry. Chemistry taken in a summer school program does not qualify a student for AP Biology. Admission to AP Science courses must include approval of the student's introductory level instructor and the department chairperson.

AP Physics 1: Algebra-Based - SCI412 1 credit
This course follows the guidelines published by the College Board. The objectives of the course are as follows:

- Interpreting and describing representations and models
- Using mathematics to solve science problems
- Formulating a scientific question or hypothesis
- Designing an experiment to answer a scientific question or to test a hypothesis
- Analyzing data and evaluating evidence
- Working with scientific explanations and theories
- Making connections

Topics include learning about the foundational principles of physics including kinematics, dynamics, circular motion, gravitation, energy, momentum, simple harmonic motion, torque, rotational motion, and fluids.
Prerequisite: Successful completion of Biology and Chemistry with an A- average or greater in Chemistry and at least one of the following

- An average of A in either Geometry or Algebra II/Trig
- An average of A- or above in either H. Geometry or H. Precalculus
- An average of B or above in either AP Calculus AB or AP Calculus BC

Admission to AP Science courses must include approval of the department chairperson.

AP Physics C - SCI 407 1 credit

The AP Physics C is designed to be equivalent to the first two semesters of the college physics courses for scientists and engineers. The Mechanics portion of the course includes the following topics: kinematics, dynamics (Newton's laws), energy, momentum, rotational motion, and oscillations. The Electricity & Magnetism portion of the course includes the following topics: electrostatics, electric potential and capacitance, circuits, magnetism, and inductance. Calculus concepts are used throughout the entire course. Significant time and effort are required in order to be successful. There will be a double lab period given every cycle. This course is recommended for students who have completed AP Calculus AB or AP Calculus BC or are currently taking AP Calculus AB/BC. Students intending to major in physics, chemistry, or engineering are encouraged to take this course.

Prerequisite: Successful completion of Physics T (with an average of B+ or above) or AP Physics 1 (with an average of B or above). Admission to AP Science courses must include approval of the student's introductory level instructor and the department chairperson.

Prerequisite/Corequisite: Calculus

Environmental Science – SCI 409 1 credit

Man's impact on biodiversity and sustaining natural ecosystems is a global concern. This course will focus on examining the interrelationship between living organisms and their natural environment. Basic principles of science will be studied to analyze environmental problems and discuss potential solutions to them. Current issues of water and air pollution, climate change, depletion of natural resources, and loss of biodiversity within the different ecosystems of the world are representative topics. The lab component of the course incorporates structured investigations in the lab and field trips to local sites of interest. This is a two-semester lab course.

Prerequisite: Successful completion of Biology and Chemistry.

Human Anatomy and Physiology – SCI 410 1 credit

The Anatomy and Physiology course is a full year elective science class planned for students who are planning to major in science or the health fields in college. Students who are not planning to major in a science but are seeking a more in-depth science course that addresses their interests and prepares them for a human biology class in college will also benefit from this class. The course involves learning the systems of the human body. It emphasizes the complementary nature of structure and function, homeostatic mechanisms, interaction between humans and their environment, metabolic processes, common injuries and diseases. The lab component will include dissections of the rabbit/cat as well as organs from other animals.

Prerequisite: 80 or above average in either Biology or Chemistry.

Prerequisite Disclaimer for All Science Courses

In the spirit of Cura Personalis, students who wish to take an AP Science who do not meet the stated prerequisites of that course may formally petition the department head for an exception.

COURSES OCCURRING OUTSIDE THE ACADEMIC CALENDAR

Summer Enrichment Courses

The Prep typically offers the following courses in the summer. These courses can help a student to get ahead in a particular subject, thus reaching a higher level while still in high school. They may also help him to fulfill one of the Prep's core requirements, thus leaving room for more electives. Since each course is subject to enrollment, it is possible that any of these courses could be canceled with little forewarning.

Because they meet outside the regular school year, summer courses have an additional cost. Please see the Prep website for details regarding tuition, dates, times, and expectations.

A student may only take one full-credit course or two half-credit courses (provided that they meet in different sessions) per summer.

These courses are only for enrichment, not for credit recovery. A student who fails a course during the school year is not eligible to take these classes, as he must use the summer time to remediate the failed class.

Summer Honors Biology - SCI104 1 credit

This course is an introduction to the life sciences. Its major objective is to give the student an appreciation and understanding of life processes. The introductory course focuses on several themes in the life sciences: diversity and the unity of life, interdependence of organisms, evolution and science as a process. Topics include molecular biology, molecular genetics, cell biology, metabolism, classical genetics, microbiology, botany, zoology and human biology. Laboratory work using the scientific method with an emphasis on data analysis is emphasized. The scientific method is highlighted in learning how to write a lab report. Laboratory work is an integral part of the course with students developing skills with the microscope, proper dissection technique and computer-based laboratory protocols.

Prerequisite: A final grade of A in Physics A and approval by the Department Chairperson.

Summer Chemistry - SCI301 1 credit

This course provides the student with a fundamental grasp of chemistry which includes using scientific measurement and lab techniques, classification of matter, the behavior of gasses, the characteristics of liquids and solids, atomic structure, periodicity, chemical bonds, equilibrium, and theories and reactions of acids and bases as well as kinetics and thermochemistry. Some of the skills that a student will achieve during the course include problem-solving techniques, analytical thinking, expressing ideas with clarity and logic; significant figures/rounding off of calculations, proper usage of research for project/reports, as well as the use of mathematical relationships to predict outcomes. Labs are structured to enforce the understanding of the chemical topics taught within the classroom setting. Students are required to develop and apply the scientific method in producing a lab report based on his experimental results. Labs involve both physical and

technological experimentation.
Prerequisite: Successful completion of Biology.
Caveat: Chemistry taken in a summer school program does not qualify a student for AP Chemistry, AP Biology, or AP Physics.

☆**Summer US Government and Politics - HIS301** 1 credit
The US Government course is designed to give students a critical perspective on government and politics in the United States. The course will commence with an examination of the historical foundations that have helped to shape the American government. Also, students will study how and why government functions in American society today. A college level textbook will be used in this course. Additional readings and documentaries will be scheduled for additional insights into current topics. The summer reading project will be evaluated in early September. Also, students will be expected to complete a research paper designed to examine and explain some aspect of this course.
Prerequisite: None

Honors Precalculus - MAT302 1 credit
This course is designed for specially qualified students who have demonstrated above-average ability and interest in mathematics and who have a strong desire to study Calculus [particularly AP Calculus] in the following year. Students will experience modeling real world data, exploring multiple representations, mastering symbolic manipulation, and harnessing a dynamic world. Students are also expected to encounter more challenging exercises and homework assignments.
Prerequisite: A minimum grade of B+ in MAT202 or passing score on placement test offered in the Spring
In-class Requirements: TI89 graphing calculator.

Summer Religious Studies Seminar – REL409 ½ credit
Each summer, the Prep offers a religious studies elective course which counts as one half of the senior requirement. (N.B. Students do not have to be rising seniors in order to receive this credit.) The exact topic(s) and scope of the course will depend on teacher availability and area of expertise. Examples of offerings include Environmental Ethics and Philosophy. The format of the class tends to be more seminar-style - ample discussion buttressed by instruction. More details can be found on the website in the summer school section.
Prerequisite: None
Offering: This class runs for three weeks in the first or second summer school session.

Summer Studio Art I – FAR428 ½ credit
This introductory fine arts course centers on exploring creativity and personal expression. The objective of the course is for the student to discover and develop his unique voice and to learn to communicate it visually. The level I course introduces the student to the Artistic Thinking Process (DICE). Drawing skills, techniques and materials are emphasized. Through studio practices and artistic behaviors the student will build his capacity to find inspiration, develop his ideas and to make meaningful choices to

effectively communicate those ideas through various media. Continual reflection will build and strengthen his abilities to understand and articulate his process. This is accomplished through initial explorations and practice of idea generation and development, media and processes, followed by the individual interpretation of themes, ultimately leading to student-directed work. Historical and contemporary examples of design will be viewed throughout the semester for inspiration. Through discussions, written reflections, and critiques students will learn to evaluate and revise their own and others' work throughout the artistic process.
Prerequisite: None
Offering: This class is offered in the first summer session. Many students may wish to combine this class with Summer Studio Art II (listed below).

Summer Studio Art II – FAR429 ½ credit
This second level course is designed as a continuation of Drawing. Students will continue their exploration of a wide range of open-ended themes within the DICE - Artistic Process. They are encouraged to develop their own personal and individualistic approach to image making. Thematic projects promote the student's active role in all creative decisions from subject matter to medium and scale. In this course students concentrate on how color, form, design and composition can be used to describe and communicate ideas through visual means. Students will investigate the use of color emotionally and psychologically for practical and poetic ends. Higher levels of refinement and craftsmanship will be expected throughout the course.
Prerequisite: Successful completion of Multimedia Design I
Offering: This class is offered in the second summer session and can easily be combined with Summer Studio Art I (listed above).

International Programs

The Prep sees great value in learning outside the classroom, particularly in traveling to foreign countries. These classes give students the opportunity to explore other parts of the world within a given structure and to earn academic credit for the experience. Note that, due to travel expenses, these classes do have an additional cost.

The opportunity to travel internationally with the Prep is contingent upon a student's record of good behavior and academic integrity. All applications for these classes will be reviewed by the Dean of Students, the Assistant Principal for Student Life, and the Assistant Principal for Academics.

For specific information recording trips, credits, costs, dates, and relevant details, please see the Prep website.

International Travel Enrichment
Credit: ½ credit (The department that grants this credit will depend on the nature of the trip.)
The Prep typically offers at least one opportunity per summer to study a particular subject in a foreign country or in various foreign countries. These classes involve two components:

some classroom instruction or co-curricular requirements in advance and intense instruction *in situ* abroad. The duration of the class ranges from two to four weeks. To date, offerings have included Spain, Italy, Peru, Chile, Argentina, Mexico, and Southeast Asia (Taiwan, Malaysia, Singapore). Further details are provided on the Prep's website as they become available.

Dante's *Divine Comedy* (Summer 2026 - Travel Course)

Credit: ½ credit in Religious Studies

Tormented by the agonizing realization of personal loss and tragic misfortune Dante Alighieri writes, "Midway in our life's journey, I found myself in dark woods, the right way was lost" [Inferno – Canto I]. Commencing his famous poetic pilgrimage into the depths of perdition, these words are etched into history as a timeless prompt, leading one to grapple with the uncertainties and apprehensions encircling thoughts on mortality and suffering. Dante's vivid depiction of a wayward sojourner provides one with a striking illustration of the human condition. His poignancy and radiance continue to capture the intellect of many even in a contemporary world that seems to have distanced itself from the approach to grieving exemplified in the cantos of *La Divina Commedia*. Thus, on the one hand, Dante is a renowned literary figure, one of the greatest the Western world has ever produced, inspiring virtually all late medieval/early modern poets who would follow him. On the other hand, he is a writer with incredible theological depth and his magnum opus is often referred to as the "Summa in verse" – a reference to the foremost work of the Angelic Doctor of the Church, Thomas Aquinas. To attend to this influence, this course will be co-taught allowing the masterpiece's literary and theological brilliance to shine forth in the intellect of the reader.