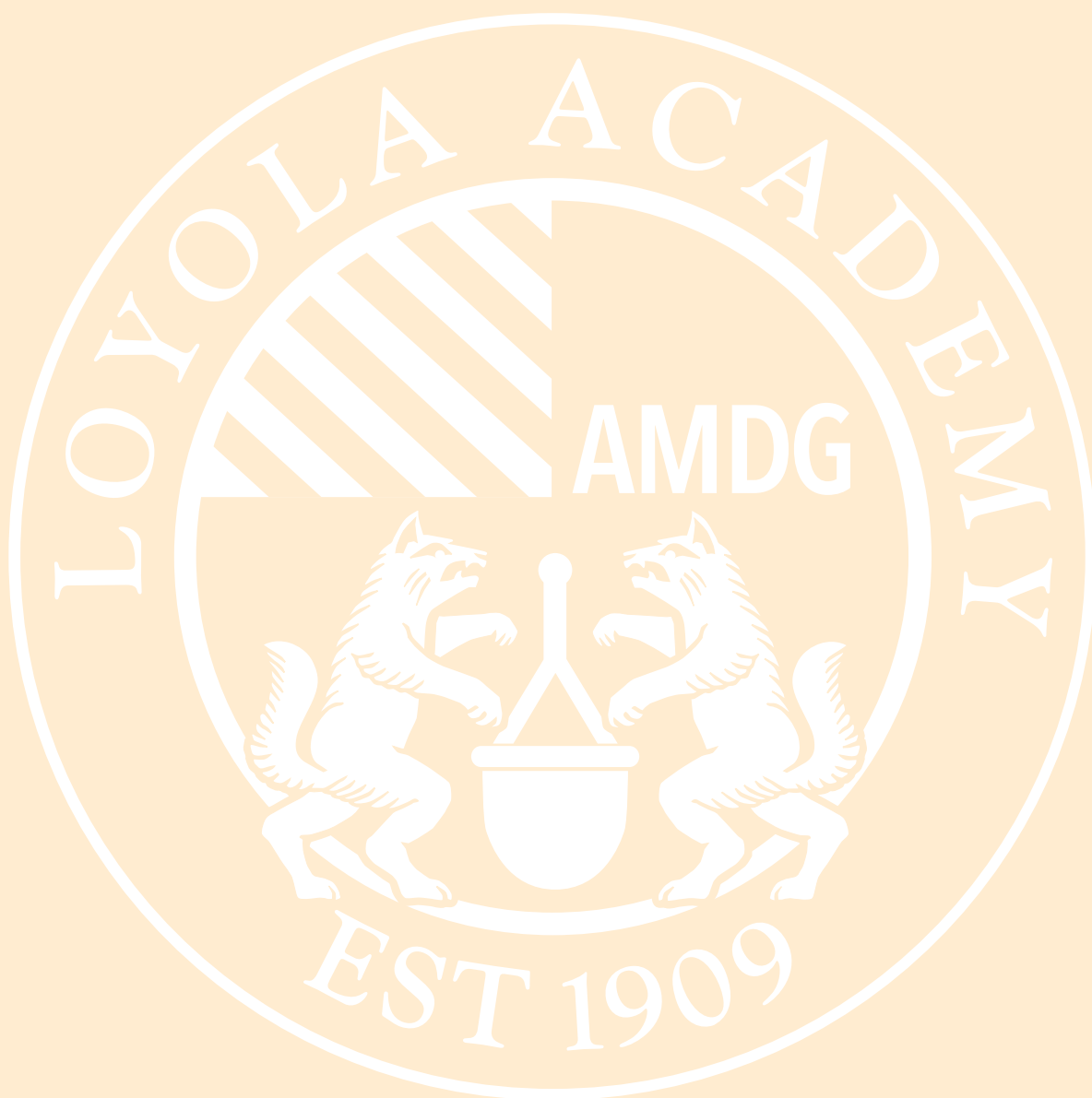


2026–2027

CURRICULUM

Guide



A JESUIT COLLEGE PREPARATORY SCHOOL



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General ACADEMIC Information

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

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS		
Classes of 2027 & 2028	Classes of 2029 & 2030	
4.0	4.0	ENGLISH
4.0	4.0	THEOLOGY
3.0	3.0	SCIENCE (laboratory science; one credit must be Biology)
3.0	3.0	MATHEMATICS
2.0	3.0	SOCIAL STUDIES
2.0	2.0	WORLD LANGUAGES (two years of one language)
2.0	2.0	PHYSICAL EDUCATION & HEALTH (see items #3 and 4 below)
1.0	1.0	FINE ARTS
4.0	4.0	ELECTIVES
1.0	1.0	FORMATION (.25 credit earned each year)
26.0	27.0	TOTAL CREDITS

1. Students in the class of 2027, 2028, and 2029 are expected to carry a full load of 6.25 courses (including Formation) per semester each year unless granted a specific exception. Students in the class of 2030 are required to carry a full load of 7.25 courses (including Formation) per semester during freshman year.
2. It is the responsibility of students to be aware of graduation requirements and also to be certain that their academic programs satisfy their requirements. It is also the responsibility of students to review their class schedules to be certain they are scheduled for the required courses.
3. Students in the class of 2028, 2029, and 2030 must complete at least one Ignatian Service Learning course prior to graduation.

- 4. Students must complete two years of Physical Education including Health, which must be completed during either freshman or sophomore year. Students may substitute one year of Performing Arts for Physical Education during either freshman or sophomore year.
- 5. Students in Illinois must pass an examination on the Declaration of Independence, the flag of the United States, the Constitution of the United States, and the Constitution of the State of Illinois.
- 6. By the end of senior year, students must accumulate the required number of credits and successfully complete all graduation requirements to be eligible for graduation.

COURSE
OVERLOADS

COURSE LOAD

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

SCHEDULING
CONFLICTS

SCHEDULING CONFLICTS

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

STUDENT INITIATED
COURSE CHANGES

STUDENT INITIATED COURSE CHANGES

BECAUSE STUDENTS HAVE A NUMBER OF OPPORTUNITIES to review their schedules during the registration process and prior to the start of a new school year, schedules may only be changed during the add/drop period to correct scheduling errors or to drop seventh courses. Requests for a course change because of a student's prior experience with a teacher is reviewed after the request has been submitted in writing to the Associate Principal for Academics. After the first week of school, schedule changes may only be initiated by a counselor, department chair or the Associate Principal for Academics. When a schedule change is permitted, it is ordinarily made only at the beginning of the first semester. Deviations from this policy are referred to the Associate Principal for Academics. The drop/add dates for Spring 2026 are April 29 through May 1. The Spring Drop/Add period serves as the final opportunity to adjust course selections for both the first and second semesters of the 2026-27 academic year.

COURSE PLACEMENT AND LEVELS

COURSE PLACEMENT AND LEVELS

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

COURSE AUDIT POLICY

COURSE AUDIT POLICY

Students are not permitted to audit courses. An exception may be granted in the following cases: an extended illness or hospitalization where a student needs to review previously taken course material or a second semester failure of a year-long course where the Department Chair requires the student to audit the first semester of the course before repeating the second semester. Students who audit a course are required to complete all work and abide by the policies and procedures established by the teacher. No credit is given for an audited course. Classes to be audited must be approved by the Associate Principal for Academics before the beginning of the semester.

DUAL CREDIT PROGRAM

DUAL CREDIT PROGRAM

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

AP Chinese (L940) - LUC

AP European History (H240) - LUC

AP Latin (L640) - LUC

Honors French 4 (L749) - LUC

Honors Greek 3 (L679) - LUC

Honors Greek 4 (L690) - LUC

Honors Latin 3 (L639) - LUC

Honors Latin 4 (L649) - LUC

Honors Native American Literature (E159) - LUC

Honors Spanish 4 (L849) - LUC

Honors World Literature (E149) - LUC

Multivariable Calculus (M520)

United States History Since 1945 (H258) - OAK

LUC: Loyola University OAK: Oakton

COURSE LEVELS

General Guidelines for Course Levels

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

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

Level 1 and Level 3: Class is explicitly structured to focus on content and skill review; students are supported with teaching strategies that promote resourcefulness and critical thinking skills. Level One students in the O'Shaughnessy Program are supported with additional literacy instruction and learning enrichment.

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

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

Movement Vertically in the Level System

Recommendations to Move Down: Students who are enrolled in a Level 3, 6, or 9 course and earn an unweighted grade of 70 or below may receive recommendations to move down a level for the next academic year.

Recommendations to Move Up: Students who wish to move up a level in a course should discuss their request with their current teacher to determine the appropriate placement. In general, a student wishing to move up a level should have an unweighted grade of 90 or higher in that discipline and must be prepared for the increased effort associated with the higher level. Students with an unweighted grade of 80 to 89 must have a conversation with their discipline teacher to discuss the appropriate placement. Students and parents are expected to fully and deeply consider the feedback from the discipline teacher when determining whether to move up a level.

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

Students wishing to move from a Level 6 course to an AP course must have an unweighted grade of 90 or higher and have a conversation with their discipline teacher and department chair.



COURSE LEVEL DESCRIPTORS

COURSE LEVEL DESCRIPTORS

	LEVEL 1 College Preparatory with Support	LEVEL 3 College Preparatory (Math & English only)	LEVEL 6 Accelerated College Preparatory	LEVEL 9 Honors College Preparatory	ADVANCED PLACEMENT
STRUCTURE	Explicitly structured	Structured Teacher facilitates independent inquiry	Structured with increased expectations for independent inquiry	Expectations for independent inquiry	Structured to align with College Board curriculum Independent inquiry expected
INSTRUCTIONAL APPROACH	Frequent content and skill review. - Strategies for resourcefulness and creative thinking incorporated into instruction - Significant support provided to assist student use of critical thinking skills to complete course assignments	Frequent review of foundational skills - Support provided to assist student use of critical thinking skills to complete course assignments - Development of abstract and independent thinking promoted through the use of concrete examples	Appropriate content and skill review - Resourcefulness and creative thinking supported by classroom teacher - Instructional strategies promote proactive students who consistently use critical thinking skills to complete course assignments	Minimal skill and content review - Content review completed independently by students - Resourcefulness and creative thinking required by classroom teacher - Instructional strategies support independent use of critical thinking skills to complete course assignments	Content review completed independently by students - Students are independent learners, self-motivated and able to complete assignments with minimal guidance - Foundational skills expected * Strategies focus on acquisition and mastery of advanced concepts and analytical skills
ASSIGNMENTS	30-45 minutes daily - Requires guidance to complete assignments - Student utilizes resources for additional help outside of class	30-45 minutes daily Student seeks assistance to successfully complete assignments	30-45 minutes daily - Limited guidance needed to complete assignments - Independently seeks help to successfully complete assignments	30-45 minutes daily Able to work independently to complete a variety of daily and open-ended assignments	60-75 minutes daily - Significant learning occurs outside of class - Assignments emphasize depth of content
ASSESSMENT	- Emphasis on college preparatory skills with some open-ended, conceptual questions - Active class participation is required	- Emphasis on basic skills with increasing focus on open-ended conceptual questions - Active class participation is required	- Less emphasis on basic skills with emphasis on application and analysis of content - Classroom participation reflects consistent preparation	- Assessments require application, analysis, and synthesis of content - Significant class participation reflects preparation and independent inquiry	- Assessments require application, analysis, and synthesis of content - Required to take national AP exam - Significant class participation reflects preparation and independent inquiry

COURSE
WEIGHTS

COURSE WEIGHTS

WEIGHTS ARE ASSIGNED TO HONORS AND AP COURSES in order to reflect the challenge of these programs. A multiplier is used for weighting. Weights are credited directly to the student grades (for honors purposes only) in the appropriate courses as follows:

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

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

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

GRADING

GRADING

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

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
F = below 60 (a failure is averaged into the cumulative average with the grade equivalent of 55)			

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

ACADEMIC ACCOMMODATIONS

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

ADVANCED PLACEMENT COURSES

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

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

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

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

- All course prerequisites have been met.
- The student has successfully completed two AP courses simultaneously during a previous academic year.
- The student has a minimum cumulative unweighted GPA of 90.00.
- The student completes an AP Approval Form and obtains the necessary signatures.
- The request is approved by the Associate Principal for Academics.

Loyola students who wish to take an AP exam for an AP course not offered at Loyola Academy, but who are enrolled in the corresponding Honors course, may take the AP exam with teacher approval. Questions regarding AP exam eligibility should be directed to the department chair and/or the Associate Principal for Academics.



REQUIRED FOUR
YEAR CURRICULUM

REQUIRED FOUR YEAR CURRICULUM

The sample four year plan of a Level 6 student below allows a student to reach 27 credits.

Students may choose from other course sequences, especially in the honors level.

Students often surpass 27 credits. Required courses are indicated with an asterisk (*).

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
ENGLISH (4 credits required)	English 1*	American Lit*	British Lit*	English Choice*
THEOLOGY (4 credits required)	Theology 1*	Theology 2*	Theology 3*	Theology 4*
MATHEMATICS (3 credits required)	Algebra I* OR Geometry*	Geometry* OR Algebra II*	Algebra II* OR Precalculus	Precalculus OR Calculus
SOCIAL STUDIES (3 credits required)	World Studies*	US History*	Elective*	Elective
SCIENCE (3 credits required)	Physics*	Chemistry*	Biology*	Science choice
WORLD LANGUAGES (2 credits required)	World Language I*	World Language II*	World Language III	Elective
PE/PERF ARTS (2 credits required)	Physical Education 1 & Health or Dance 1 & Health * or Performing Arts	Physical Education 1 & Health or Dance 1 & Health * or Physical Education 2 or Performing Arts		
FINE ARTS (1 credit required)			Fine Arts*	Elective
FORMATION (1 credit required)	Freshman Formation*	Sophomore Formation*	Junior Formation*	Senior Formation*
TOTAL CREDITS	7.25	7.25	6.25 or 7.25	6.25 or 7.25

For the sample plan above, please note the following:

1. The total credits for four years of academic classes and Formation is 26 credits (classes of 2027 and 2028) and 27 credits (classes of 2029 and 2030).
2. A minimum of 7 credits must be taken in freshman year along with Formation.
3. Colleges and Universities recommend 4 credits in Mathematics and 3 credits in Social Studies and World Language.
4. Beginning with the class of 2028, all students will be required to successfully complete a minimum of one Ignatian Service Learning class prior to graduation. Students may take additional ISL courses. See page 19 for Ignatian Service Learning courses.



PROGRAMS

FORMATION
PROGRAM —
COUNSELING
DEPARTMENT

FORMATION PROGRAM—COUNSELING DEPARTMENT

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

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

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

Freshman Formation (G931)

Sophomore Formation (G020)

Junior Formation (G030)

Senior Formation (G040)

DUMBACH SCHOLARS
HONORS PROGRAM

DUMBACH SCHOLARS HONORS PROGRAM

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

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

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

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

1. A minimum of four courses at the Honors or AP level are required during the regular school year.
2. Dumbach Scholars are required to enroll in AP Art History in their first year of the program.
AP Art History satisfies the Fine Arts graduation requirement.
3. Dumbach Scholars are required to participate in seminars held during free periods or before school and attendance at various enrichment activities are program requirements.
4. Dumbach Scholars must maintain a 90% unweighted grade average.
5. Dumbach Scholars must accrue 50 hours of service.
6. Additional summer assignment is a requirement.
7. Dumbach Scholars must maintain a clean disciplinary record with no academic integrity violations.

CLAVIUS SCHOLARS HONORS PROGRAM

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

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

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
ENGLISH	English 1	American Literature	British Literature or AP Literature	AP Language or Choice
THEOLOGY	Theology 1	Theology 2	Theology 3	Theology 4
MATHEMATICS	Honors Algebra I or Honors Geometry	Honors Geometry Honors Algebra II Honors Pre-Calculus	Honors Algebra II or Honors Precalculus or AP Calculus	Honors Precalculus or AP Calculus or Linear Algebra/ Multi-variable Calculus
		AP Statistics		
SOCIAL STUDIES	AP Human Geography or Hnrs World Studies or World Studies		AP US History or Hnrs US History or US History	Social Studies choice
SCIENCE	Physics	Chemistry	AP Biology or Biology	AP Science or Choice
WORLD LANGUAGES	World Languages I	World Languages II	World Languages III	World Languages IV
PHYSICAL EDUCATION / PERFORMING ARTS	Physical Education 1 & Health or Dance 1 & Health or Performing Arts	Physical Education 1 & Health or Dance 1 & Health or Phys. Ed. 2 or Performing Art		Fine Arts
FORMATION (1 credit required)	Freshman Formation	Sophomore Formation	Junior Formation	Senior Formation
TOTAL CREDITS	7.25	7.25	6.25	6.25

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

1. Clavius Scholars are required to take AP Statistics in their first year of the program.
2. Clavius Scholars take four consecutive years of Math.
3. Clavius Scholars complete at least one AP Science course before graduation.
4. A minimum of four courses at the Honors or AP level are required during the regular school year.
5. Additional summer reading is required.
6. Clavius Scholars must maintain a 90% unweighted grade average.
7. Clavius Scholars must accrue 50 hours of service.
8. Clavius Scholars must maintain a clean disciplinary record with no academic integrity violations.

RICCI SCHOLARS HONORS PROGRAM

The Ricci Scholars is an enrichment program designed to enhance the curriculum of Loyola’s most gifted and motivated students. Created in 2025, the Ricci Scholars Program prepares Loyola graduates for admission to the finest universities in the world by focusing on their interest in social studies and world languages. The Program works to form globally-minded students who continuously seek to deepen their awareness of their place and responsibility in an increasingly interconnected world, both locally and globally. Worthy of its Jesuit ideals, the Ricci Scholars Program calls students to stand in solidarity with others in the pursuit of a sustainable earth and a more humane world as true companions in the mission of reconciliation and justice. Students may apply for acceptance at the end of the first semester of freshman or sophomore year.

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

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
ENGLISH	English 1	American Literature	British Literature or AP Literature	English Choice
THEOLOGY	Theology 1	Theology 2	Theology 3	Encountering Global Theologies
MATHEMATICS	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Precalculus	Precalculus or Calculus
SOCIAL STUDIES	AP Human Geography or Hnrs World Studies or World Studies	AP US History or Hnrs US History or US History	AP or Hnrs Social Studies	AP or Hnrs Social Studies
SCIENCE	Physics	Chemistry	Biology or AP Biology	AP Environmental Science or Hnrs Environ. Science (ISL)
WORLD LANGUAGES	Hnrs World Language	Hnrs or AP World Language	Hnrs or AP World Language or Greek 3 (ISL) or Spanish 4 (ISL)	Hnrs or AP World Language or Spanish 4 (ISL)
PHYSICAL EDUCATION / PERFORMING ARTS	Physical Education 1 & Health or Dance 1 & Health or Performing Arts	Physical Education 1 & Health or Dance 1 & Health or Phys. Ed. 2 or Performing Art		Fine Arts
FORMATION <i>(1 credit required)</i>	Freshman Formation	Sophomore Formation	Junior Formation	Senior Formation
TOTAL CREDITS	7.25	7.25	6.25	6.25

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

1. Ricci Scholars take four consecutive years of Social Studies.
Social Studies courses taken during summer count towards this requirement.
2. Ricci Scholars take four consecutive years of world language.
The Seal of Biliteracy cannot replace a year of world language study.
3. Ricci Scholars must reach AP Spanish Language and Culture, AP Chinese, AP Latin, Honors French 4 or Honors Greek 4 before graduation.
4. A minimum of four courses at the Honors or AP level are required during the regular school year.
Spanish 4 (ISL) and Modern Global Issues (ISL) can be substituted for an Honors or AP course.
5. AP Art History may be taken as a 4th Honors or AP course.
6. Additional summer reading is required.
7. Ricci Scholars must maintain a 90% unweighted grade average.
8. Ricci Scholars must accrue 50 hours of service.
9. Ricci Scholars must maintain a clean disciplinary record with no academic integrity violations.

O'SHAUGHNESSY PROGRAM

The O'Shaughnessy Program is an academic program designed to promote independent learning, literacy, mathematics, and self-advocacy skills. Students are selected for the O'Shaughnessy Program based on results from the High School Placement Test, junior high standardized tests and junior high academic performance. Students in the O'Shaughnessy Program are enrolled in one or two cohorts of Level 1 classes: Logic includes Algebra 1 and Physics; Literacy includes English, World Studies and Theology. If students remain in the program, they will enroll in specific English and/or Math and Science courses as a sophomore.

O'Shaughnessy classes, with teacher to student ratios 1:18, offer scholars a college preparatory curriculum within smaller classes. Additionally, students participate in a Literacy and Learning or Logic and Learning course that focuses on building skills in organization, active learning, self-advocacy, reading, writing, and mathematics. A collaborative team of teachers works with scholars with the goal of advancing literacy, STEM and executive functioning skills and strategies across the curriculum.

Incoming freshmen enrolled in the O'Shaughnessy Program must attend and successfully pass the Literacy Essentials and/or Algebra 1 Essentials course(s) prior to the start of their freshman year. Summer school participation allows the O'Shaughnessy Program Director and teachers to identify student needs in order to tailor instruction and curriculum, and potentially modify program placement.

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

O'Shaughnessy Program Literacy and Learning Enrichment Description

Freshman Literacy and Learning (N995)

Freshmen enrolled in the O'Shaughnessy Program attend a required, non-credit academic enrichment class. The support class provides instruction in executive functioning and active learning skills based on neuroscience, along with focused literacy instruction and practice. The freshman program focuses on building independence required to succeed in a college preparatory environment.

Sophomore Literacy and Learning (N996)

Sophomores enrolled in the O'Shaughnessy Program attend a required, non-credit academic enrichment class. The support class provides continued and more individualized instruction in executive functioning and active learning skills based on neuroscience, plus literacy practice and instruction with a focus on informational text. The sophomore program focuses on critical thinking and academic skills needed to independently succeed in a college preparatory environment.

O'Shaughnessy Program Logic and Learning Enrichment Description

Freshman Logic and Learning (N997)

Freshman enrolled in the O'Shaughnessy Program attend a required, non-credit academic support class. The enrichment class provides instruction in executive functioning and active learning based on neuroscience, along with focused, foundational mathematics practice and critical thinking STEM instruction. The freshman program focuses on building independence required to succeed in a college preparatory environment.

O'Shaughnessy Two Year Program

	FRESHMAN	SOPHOMORE
ENGLISH	English 1	American Literature
THEOLOGY	Theology 1	Theology 2
MATHEMATICS	Algebra I	Geometry
SOCIAL STUDIES	World Studies	
SCIENCE	Physics	Chemistry
WORLD LANGUAGES OR FINE ARTS	World Language I or Fine Arts Choice	World Language II or Fine Arts Choice
PHYSICAL EDUCATION / PERFORMING ARTS	Physical Education 1 & Health or Dance 1 & Health or Performing Arts	Physical Education 1 & Health or Dance 1 & Health or Phys. Ed. 2 or Performing Arts
O'SHAUGHNESSY PROGRAM (non-credit)	Literacy & Learning or Logic & Learning Enrichment	Literacy & Learning or Logic & Learning Enrichment
FORMATION	Freshman Formation	Sophomore Formation
TOTAL CREDITS	7.25	6.25

IGNATIAN SERVICE LEARNING CURRICULUM

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

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

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



1. All ISL Service Courses require 14 hours of documented Community Engagement per semester, with a minimum of 3 required completed in both the first and third quarter. Each course structures those hours of engagement differently and frequently limits the engagement to specific approved community partners. Service hours must be completed through course specific approved Community Partners.
2. For students who take more than one ISL course at a time, service hours may be used for both courses if the Community Partner is approved for both courses.
3. Dumbach, Clavius and Ricci Scholars can count many of their ISL service hours towards their 50 hour service requirement.

IGNATIAN SERVICE LEARNING COURSES

	SOPHOMORE	JUNIOR	SENIOR
ENGLISH	Hnrs American Literature Hidden Voices (ISL)		Chicago Literature (ISL)
FINE ARTS	Art and Social Change (ISL)	Art and Social Change (ISL)	Art and Social Change (ISL)
MATHEMATICS	Statistics (ISL)	Statistics (ISL)	Statistics (ISL)
PHYSICAL EDUCATION	Adventure Education (ISL)	Sports and Leadership (ISL)	Sports and Leadership (ISL)
SCIENCE			Honors Environmental Science (ISL)
SOCIAL STUDIES		Honors Sociology in Action (ISL) Honors Civics & Advocacy (ISL) Modern Global Issues (ISL)	Honors Sociology in Action (ISL) Honors Civics & Advocacy (ISL) Modern Global Issues (ISL)
THEOLOGY	Christian Life in Community (ISL)	Faith & Justice (ISL)	Justice Seminar (ISL)
WORLD LANGUAGES	Spanish 4 (ISL)	Spanish 4 (ISL) Ancient Greek 3 (ISL) Hnrs Ancient Greek 3 (ISL)	Spanish 4 (ISL)



ENGLISH
DEPARTMENT

ENGLISH DEPARTMENT

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

Program of Studies

	HONORS (Level 9)	ACCELERATED COLLEGE PREPARATORY (Level 6)	COLLEGE PREPARATORY WITH SUPPORT (Level 3)	COLLEGE PREPARATORY WITH SUPPORT (Level 1)
FRESHMAN	Honors English 1	English 1		English 1
SOPHOMORE	Honors American Literature (Service Learning option available)	American Literature	American Literature	
JUNIOR	Honors British Literature or AP Literature & Composition	British Literature	British Literature	
SENIOR	AP Literature & Composition or AP Language & Composition or Honors World Literature or Honors Native American Literature	One senior elective each semester or Chicago Literature		

English Department Courses



Note: The English Department requires summer reading for students enrolled in Advanced Placement courses. Titles and assignments will be available to students on the English Department home page and under Resources on onCampus in mid-May.

English 1 (E111)

1.0 credit, Level 1

This freshman course includes the following content strands: language, writing, library research, and literature. The course introduces the fundamentals of grammar, usage, vocabulary and spelling, and an introduction to study skills, research techniques, literary genres, and literary terms. With significant instructional support, students are expected to regularly use critical thinking skills to complete course assignments. **Enrollment in this course is determined by the Director of the O'Shaughnessy Program and the English department chair.**

English 1 (E116)

1.0 credit, Level 6

This freshman course includes the following content strands: language, writing, library research, and literature. This course builds on basic skills and emphasizes the application and analysis of grammar, usage, vocabulary, spelling, study skills, research techniques, literary genres, and literary terms. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments. Texts will be assigned by the teacher.

Honors English 1 (E119)

1.0 credit, Level 9

This freshman Honors course emphasizes the mastery of grammar, usage, expository and argumentative writing, vocabulary, literary terms, and close reading of all literary genres. Students are expected to perform independent inquiry, participate in class, and complete homework assignments utilizing resourceful, critical, and creative thinking. Assessments in this course require application, analysis, and synthesis of content. Texts will be assigned by the teacher.

American Literature (E123)

1.0 credit, Level 3

This sophomore course emphasizes writing, vocabulary, close reading, literary analysis, and literary criticism to encourage students to develop an appreciation of American Literature. With scaffolded instructional support, students are expected to consistently use critical thinking skills to complete course assignments. A survey of all genres of the various periods of American literature forms the reading segment of the course. A research paper on a literary topic is assigned as part of the writing component. Students who are enrolled in English Level 1 (E111) will be enrolled in either Level 3 or Level 6 as determined by the Director of the O'Shaughnessy Program and the English Department Chair.

American Literature (E126)

1.0 credit, Level 6

This sophomore course emphasizes writing, vocabulary, close reading, literary analysis, and literary criticism to encourage students to develop an appreciation of American Literature. With scaffolded instructional support, students are expected to consistently use critical thinking skills to complete course assignments. A survey of all genres of the various periods of American literature forms the reading segment of the course. A research paper on a literary topic is assigned as part of the writing component. Students who are enrolled in English Level 1 (E111) will be enrolled in either Level 3 or Level 6 as determined by the Director of the O'Shaughnessy Program and the English Department Chair.

Honors American Literature: Hidden Voices in American Literature (ISL) (E129s)

1.0 credit, Level 9, Ignatian Service Learning course

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

**Honors American Literature (E129)**

1.0 credit, Level 9

This sophomore course emphasizes writing, vocabulary, close reading, literary analysis, and literary criticism to encourage students to develop an appreciation of American literature. A survey of all genres of the various periods of American Literature forms the reading segment of the course. Students are expected to perform independent inquiry, participate in class, and complete homework and assignments utilizing resourceful, critical and creative thinking. Assessments in this course regularly require application, analysis, and synthesis of content. A research paper on a literary topic is assigned as a part of the writing component. This course prepares students for either Honors British Literature or AP Literature and Composition.

British Literature (E133)

1.0 credit, Level 3

This junior course emphasizes writing, close reading and the study of literary criticism of all genres of the various periods of British literature. The reading selections provide the basis for analytical and expository writing. A research paper on a literary topic is assigned. With continued scaffolded instructional support, students are expected to consistently use critical thinking skills to complete course assignments. Students who are enrolled in American Literature Level 3 (E123) will be enrolled in either Level 3 or Level 6 British Literature after recommendation from the Director of the O'Shaughnessy Program and the English Department Chair.

**British Literature (E136)**

1.0 credit, Level 6

This junior course emphasizes writing, close reading and the study of literary criticism of all genres of the various periods of British literature. The reading selections provide the basis for analytical and expository writing. A research paper on a literary topic is assigned. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments.

Honors British Literature (E139)

1.0 credit, Level 9

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



ENGLISH COURSES FOR SENIORS

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

1. The study of composition, grammar, usage, and vocabulary, as well as critical reading skills, continues to be emphasized in all senior courses.
2. Students must take either a full-year course or two one-semester courses during senior year. An additional English course may be taken, but only if their schedule and that of the English Department permit, and if the English department chair approves.
3. A student who fails a one-semester course in English must take a replacement course either during second semester or summer school.
4. Senior English courses are offered at different levels. Seniors are to choose courses that are appropriate to their need and level of development in reading and writing. Final level placement decisions are made by the teacher and approved by the department chair.
5. The English Department Chair in consultation with a student's English teacher will make the final determination of an appropriate level for a student.

Honors World Literature (E149)

1.0 credit, Level 9, Dual Credit

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

Honors Native American Literature (E159)

1.0 credit, Level 9, Dual Credit

This senior course explores the diverse body of literature by Native American writers that draw on the traditions and practices of Western archives and also draw on a variety of Indigenous practices to show the importance of time and place in Native American storytelling. The class will explore the significant issues facing American Indian people on reservations, in cities, and across the nation. The class will study how Native American writers imagine identity, self, place, nature, and nation while looking closely at celebration, ceremony, and living cultures of Native Americans. The class will situate major historical moments and their effects on Native American culture and identity through a lens that recognizes settler colonialism as a principle of discussion. Students will gain an appreciation of the power of language to bring people together to share our common humanity and be able to apply that experience to academic, cultural, and literary expressions. Primary texts include novels and short stories by Native American and Indigenous writers as well as non-traditional texts like baskets, pottery, beadwork, and land. The first semester exam will ask students to engage in a researched argumentative analysis on the relation between story, time, and place. During the second semester, students will participate in an independent Capstone project on a topic of their interest and choice.

Chicago Literature (ISL) (E176s)

1.0 credit, Level 6, Ignatian Service Learning Course

This full-year, senior, Level 6 course examines the authors, themes, and characters of the “Chicago tradition” in literature from the early twentieth century until the present day. Through discussion of Chicago authors and their work, the class will determine what issues, themes, and concerns may be held in common by Chicago writers. Anticipated issues to be explored include industrialization, immigration, segregation, racism, housing, and the “building, breaking, rebuilding” ongoing transformation of Chicago’s physical, emotional, and social landscape. The course will also discuss Chicago’s situation within American culture, Chicago as a fictional character, and Chicago authors’ love for the city they depict. One goal of the course is that students gain a lifelong appreciation of Chicago literature and the city of Chicago itself. Students will be evaluated based on quizzes on reading, unit tests, formal and informal writing assignments, research projects, individual and group oral presentations, and other relevant and appropriate modes of evaluation.





ONE-SEMESTER ELECTIVE COURSE DESCRIPTORS

Electives may be used toward the full-year English requirement.

Note: All electives require an alternate choice at registration.

20th Century African American Authors (E163)

0.5 credit, Level 6

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

Creative Writing (E168)

0.5 credit, Level 6

This one-semester course is for students who wish to explore writing creative fiction, non-fiction, drama, and poetry. Students regularly read selections from these genres and create a variety of written products. With some instructional support, students are expected to consistently use critical thinking skills to complete course assignments.

Global Perspectives in Literature (E166)

0.5 credit, Level 6

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

Journalism (E186)

0.5 credit, Level 6

This one-semester course provides students with the opportunity to explore the field of journalism. It is intended for students who may be interested in a career in journalism. This course will provide students with instruction on the basics of news writing and interviewing. Through the analysis of contemporary journalism, students study the fundamental style and ethics of journalism to create their own pieces for submission to and possible publication in *The Prep*.

The Short Story (E164)

0.5 credit, Level 6

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

ADVANCED PLACEMENT COURSES



Sophomores who have completed Honors American Literature or Honors Hidden Voices in American Literature with an unweighted grade of 85 or higher may take AP Literature and Composition in place of Honors British Literature. Students with an unweighted grade of 84 or lower in a Level 9 course have the option to appeal to the English Department Chair.

Juniors who have completed Honors British Literature with an unweighted grade of 85 or higher may take AP Language and Composition or AP Literature and Composition in place of Honors World Literature or Honors Native American Literature. Students with an unweighted grade of 84 or lower in a Level 9 course have the option to appeal to the English Department Chair.

Advanced Placement: English Literature and Composition (E140)

1.0 credit (a full year course for seniors and juniors)

This course offers an intensive study of world literature and the process of analytic writing which prepares the student for the Advanced Placement test in literature and composition. Students are required to take the national AP exam at the end of the course. In preparation for this course, students must complete a summer reading assignment, to be announced in May.

Advanced Placement English Language and Composition (E150)

1.0 credit

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

FINE ARTS DEPARTMENT

A Note Regarding Fine Arts Levels

Most Fine Arts offerings are offered at Level 6. Courses in studio or performance sequences that are offered at Level 9 require demonstrated talent, a distinct pattern of student growth, and auditions or the approval of the teacher prior to registration.

Fine Arts Courses

VISUAL ARTS

Architecture I (A067)

1.0 credit, Level 6

This full-year introductory course is a project-based inquiry into the world of architectural design through the development of drawings and physical models. First semester student projects include the exploration of spatial considerations through the creation of architectural plans, elevations, sections and 3-D models. Second semester, student teams continue building skills from the first semester to design and document a project based on the best-practice delivery methodologies used in today's architecture industry. This course is offered to students in grades 9-12. Successful completion of this course qualifies students to enroll in Honors Architecture 2 (A070).

Honors Architecture 2 (A070)

1.0 credit, Level 9

This full-year studio course is open to students who have successfully completed Architecture I (A067) and wish to further explore architectural design. The course is well-suited for students considering potential careers in Architecture, Interior Design, Industrial Design, Urban Planning or Landscape Architecture. The project-based curriculum builds upon the digital and analog skills learned in Architecture I (A067); in addition, students learn site analysis, program development and 3-D modeling to communicate concept, schematic, and final designs. Students also learn basic planning rules-of-thumb for including structural, electrical, plumbing, and mechanical elements in their architectural designs. Architecture 1 (A067) is a prerequisite of this course.

Ceramics (A026)

1.0 credit, Level 6

Students in this year long foundational ceramics class will learn the techniques of wheel throwing, hand-building, extrusion and assembly in the context of making idea driven work where they practice employing their own artistic voice. Students will learn the material science of ceramics, firing processes and glazing techniques.



Fashion Design (A086)

1.0 credit, Level 6

Open to students who have taken a beginning level Visual Art course at Loyola, this class offers an introduction to the design process, garment construction, fashion illustration, and developing a sense of personal style. Students will learn to create a pattern for a garment that fits them, to operate a sewing machine, and how to document their work for a portfolio. Topics include “fast fashion” and its impact, the history of fashion, and cross-cultural influences on designers. Students are required to pay a course fee for the supplies for this class through the bookstore. On the Loyola bookstore web page, use the drop down menu to find your course. Keep your receipt as proof of purchase.

Graphic Design (A027)

1.0 credit, Level 6

This is both a theoretical and hands-on full-year course that immerses students in all aspects of the visual side of print media. Topics for study include design, layout, typography, color, illustration, photography, and information graphics. Students develop skills in digital typesetting, and the creation of digital documents including ads, posters, flyers, and graphics through a computer lab and studio experience. This course is offered to students in grades 9-12.

Photography (A012)

1.0 credit, Level 6

This full-year course is designed for beginning photography students. Students will learn how to use digital and analogue SLR cameras to create images grounded in the elements and principles of art. Editing images with Adobe Photoshop will be introduced. Students will gain a thorough understanding of the photographic process, from the initial photo shoot and contact sheet to the final printed product, culminating in the creation of a printed portfolio of their images. Students should have access to a digital camera, as a limited number are available for checkout.

Honors Photography 2 (A013)

1.0 credit, Level 9

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



Video Production (A085)

1.0 credit, Level 6

This full-year course combines the art and technology of video production. Students will explore every aspect of making a video including writing, directing, editing, and producing. Throughout the year students will investigate the history of film/video and how to tell stories through scripts, working with actors, pre-production, editing, sound mixing/foley, and post-production. In addition, students will explore the science behind video production including the lighting design, acoustics, and the technology of Adobe Premier editing software. The course will culminate at the end of the year with a short-film festival of student works made throughout the course. Prerequisites include the completion of one Visual Arts or Theater class or department chair permission.

3D Studio Art (A039)

1.0 credit, Level 6

This sculpture course offers an investigation of student driven ideas through the creation of three-dimensional art or sculpture. Students explore a wide variety of materials and techniques such as woodworking and carving, plaster sculpting, 3D modeling and printing, working in clay, learning handbuilding and wheel throwing, as well as working with other materials and techniques. Projects are thematic with a focus on student driven idea creation and development as well as making well crafted objects to communicate those ideas. Classes will be held in the new Innovation Hub. This course is offered to students in grades 9-12.

Studio 1 (A032)

1.0 credit, Level 6

This full-year conceptual art foundations course introduces students to a broad range of approaches to communicating visually. Students will gain an understanding of the foundations of art and the principles of design while also developing critical thinking and problem solving skills. Students will draw, paint, print and create 3D objects using multiple techniques and media. No previous art experience is necessary. This course is offered to students in grades 9-12.

**Art and Social Change (ISL) (A038s)**

1.0 credit, Level 6, Ignatian Service Learning course

This Service Learning Course challenges student artists to explore ideas and transform perceptions through art. This course provides the opportunity for students to engage with community partners to investigate contemporary issues through the artistic process. In-class studio time will develop artistic skills and studio habits by utilizing a variety of mediums and approaches to art making such as visual story-telling and animation. As an extension, the course will deepen critical thinking through the creation of an art series that explores the complex themes of social justice based on experiences with the community partner, field trips, class discussions and guest speakers. Students will meet with community partners outside of class three times per semester. This course is offered to students in grades 10-12.

Honors Studio 3 (A103)

1.0 credit, Level 9

A continuing experience in studio art for students looking to refine their skills in drawing, painting, and printmaking while broadening their scope of visual communication. Students are encouraged to respond creatively to personal experiences and the world around them while developing an artistic voice. Emphasis is placed on portfolio development. Studio Art 1 (A032), Art and Social Change (A038), or the approval of the department chair is a prerequisite of this course.

**Advanced Placement Art History (A020)**

1.0 credit

This is a multidimensional course that focuses on aesthetics, art history, and studio practicum in the visual arts. Emphasis centers on works of art as they are created, perceived, understood, and appreciated by human minds. Students are required to take the national AP exam at the end of the course. Previous honors or AP experience required or approval of the chair.

Advanced Placement Art & Design (A030)

1.0 credit

This course follows the standards and guidelines of the College Board's review of student portfolios. Students have the option of producing a drawing, 2D or 3D portfolio for submission to the College Board for portfolio scoring and the potential of earning college credit. Students develop a line of inquiry and this artistic investigation becomes the basis of their portfolio. The submitted portfolio must demonstrate synthesis of ideas, materials and processes through practice, experimentation and revision. The documentation and preparation of the portfolio is a component of this class. The course is open to juniors and seniors who have taken an introductory level art class or portfolio review and approval of their teacher. Students are required to submit a portfolio to the College Board at the end of this course.

MUSIC



Beginning Instrumental (A003)

1.0 credit, Level 6

This course is designed for students with no instrumental musical background. This is a discovery course where students will be permitted to learn from a selection of instruments. Students enrolled in this course will build and maintain musical stamina, vocabulary, and appropriate concert etiquette through the rehearsal and performance of level-appropriate music. This course is designed to prepare students for either Concert Band (A005) or Symphony Orchestra (A016). This course is offered to students in grades 9-12. This course may be taken during the freshman or sophomore years in lieu of Physical Education.



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

Concert Band (A005)

1.0 credit, Level 6

This course is for the high school musician who has previous instrumental experience in grammar/middle school. Students perform developmentally appropriate music and expand their musical vocabulary through the performance and critique of standard band repertoire. This course is offered to students in grades 9-12. This course may be taken freshman or sophomore year in lieu of Physical Education.

Honors Concert Band (A008)

1.0 credit, Level 9

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

Symphonic Band (A006)

1.0 credit, Level 6

This course is for the advanced high school musician and may be taken by approval from the band director. Students work on emotionally expressive and technically challenging music while refining musical and technical fundamentals. This course also focuses on refining other elements of music, such as history, music theory, performance and rehearsal etiquette. Prerequisites include Concert Band and/or by audition. This course is offered to students in grades 9-12. This course may be taken during the freshman or sophomore years in lieu of Physical Education.

Honors Symphonic Band (A009)

1.0 credit, Level 9

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

Percussion Ensemble (A007 or A011)

1.0 credit, Level 6 or 9

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



Symphony Orchestra (A016)

1.0 credit, Level 6

This performance-based course is open to any student who plays Violin, Viola, Cello, Bass, Harp or Piano. Symphony Orchestra offers students the opportunity to explore and develop their musical abilities through ensemble playing, emphasizing teamwork, as students work together to create a harmonious sound, develop their listening skills, and practice precise timing in a group setting. Under the guidance of a skilled conductor, students rehearse and perform a wide range of genres such as classical, jazz, pop, and cultural music pieces, allowing them to gain a deeper understanding and appreciation of different styles and musical genres. This class introduces students to more advanced playing techniques in preparation for audition into the Honors Symphony Orchestra (A019). This class is open to all grade levels and may be taken during the freshman or sophomore year in lieu of Physical Education.

**Honors Symphony Orchestra (A019)**

1.0 credit, Level 9

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

Beginning Guitar (A018)

1.0 credit, Level 6

This course is designed for students with little to no experience playing the guitar. Beginning Guitar offers comprehensive instruction on the fundamentals of playing the instrument, including proper hand placement, basic chords, strumming techniques, and reading guitar notes and diagrams. Students will learn how to tune the guitar, develop good playing posture, and practice basic finger exercises to strengthen their hand muscles. Students will also be introduced to various music styles and genres such as classical, folk, jazz, and rock, allowing them to gain a well-rounded understanding of the guitar and its versatility. This class prepares students for Guitar Ensemble (A028). Guitar courses may not be taken in lieu of Physical Education.

Guitar Ensemble (A028)

1.0 credit, Level 6

This performance-based course is for students who have successfully completed Beginning Guitar (A018) or who have previous experience and have auditioned for the instructor. Students will further their playing technique through ensemble literature, performances in large and small group settings, and solo guitar literature. This class is open to all grade levels. Guitar courses may not be taken in lieu of Physical Education.

Advanced Placement Music Theory (A040)

1.0 credit

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

CHOIR

Beginning Concert Choir (A052)

1.0 credit, Level 6

This course welcomes students of all musical backgrounds; no experience or audition necessary. Singers in this course develop skills in harmonizing, vocal technique, and performing choral music from jazz to gospel, and gospel to pop. Enrollment involves participation in a small number of after-school concerts. This course may be taken during the freshman or sophomore year in lieu of Physical Education.

Chorale (A053)

1.0 credit, Level 6

This advanced course is Loyola's advanced treble choir for soprano and alto voices that have demonstrated the highest vocal and music reading ability. Chorale travels and performs at different festivals and competitions. This course may be taken during the freshman or sophomore year in lieu of Physical Education.



Honors Chorale (A055)

1.0 credit, Level 9

This advanced course is Loyola's advanced treble choir for soprano and alto voices that have demonstrated the highest vocal and music reading ability. Chorale travels and performs at different festivals and competitions. At the honors level, students will focus on their individual performance and vocal development at a rigorous level. Honors credit will include individual study of voice, solo performances, and adjudicated performances. This course may be taken during the freshman or sophomore year in lieu of Physical Education.

Honors Chamber Singers (A059)

1.0 credit, Level 9

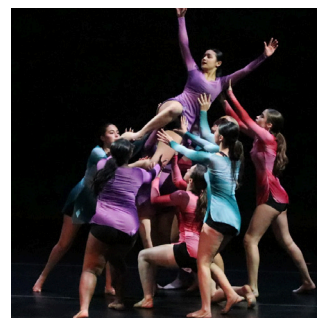
This advanced choir specializes in small-ensemble choral music being performed in top concert halls today. Chamber Singers participate in competitions and music festivals each season. Membership in Chamber Singers is by audition for highly motivated singers who have shown dedication and achievement in Loyola's choirs. This course may be taken during the sophomore year in lieu of Physical Education.

DANCE

Dance 3 (A048)

1.0 credit, Level 6

This intermediate/advanced level dance course for juniors and seniors targets dancer technique in contemporary/lyrical, ballet, jazz, and modern dance. Other dance styles such as hip hop, musical theater, or social dance may be explored. Dance 3 places an emphasis on choreography, dance creation, and dance analysis. Dancers will create their own dances throughout the course for the Spring Dance Showcase. Dancers will also learn about the history of dance, performance qualities, and what it takes to create and put on a successful dance show. Field trips or in-school service opportunities may be offered. This course may be repeated for credit with the permission of the teacher. Students who have successfully completed Dance 1 & Health (P910), Dance 2 (P930), or have permission of the teacher are able to register for Dance 3.



Honors Dance (A049)

1.0 credit, Level 9

This advanced level dance class for juniors and seniors targets dancers with a strong background and training in contemporary/lyrical, jazz, ballet, and modern dance, as well as strong choreography experience in creating their own dances. Other dance styles may be explored, such as hip hop, musical theater, or social dance, in order to best prepare students for the Spring Dance Showcase in May. Honors Dance students will help choreograph and direct the Spring Dance Showcase. Field trips or in-school service opportunities may be offered. This course may be repeated for credit with permission of the teacher. Students who have successfully completed Dance 1 & Health (P910), Dance 2 (P930), and Dance 3 (A048) or have permission of the teacher are able to register for Honors Dance.

THEATER



Theater Experience (A034)

1.0 credit, Level 6

This course is open to students in grades 9-12. Students actively explore the communicative art of live theater. Areas of concentration include acting, theater history, theater appreciation, technical theater, theater production, and play writing. Students participate in group projects that stress the collaborative aspects of the theater arts. This course may be taken during freshman or sophomore year in lieu of Physical Education.

Honors Theater Studio (A037)

1.0 credit, Level 9

This course is open to students in grades 9-12, and recommended to students with previous experience in theater or a strong desire to engage in the theatrical arts. Students gain an introduction to how theatre works for an artist and audience. Students engage actively each day in acting, directing, playwriting, technical theatre skills, as well as theatre for social change. Emphasis is placed on the process of creating, as well as the work of the artists who create theatre and film. This course is project-based and it is meant to be a beginning course for future theatre studio courses. This course may be taken during freshman or sophomore year in lieu of Physical Education.

Honors Technical Theatre Studio (A036)

1.0 credit, Level 9

This course is open to students in grades 10-12. In this course, students will learn the fundamentals of design and technical theatre production through the lens of set, costume, lighting, sound, and stage management. This is an experiential learning course that will provide the student with an opportunity for practical application of varied techniques and theories in planning and construction, as well as teach students how to lead and collaborate with a team. Safe use of power tools and specified construction equipment will be a core aspect of this course. Theatre Experience (A034) or Honors Theatre Studio (A037) or approval from the theatre teacher are required to take this course. This course may be taken during sophomore year in lieu of Physical Education.

Honors Acting Studio (A109)

1.0 credit, Level 9

This course is open to students in grades 10-12. In this course, students will develop their interpretative and interpersonal skills through improvisation, character development, text analysis, and scene work. Students will demonstrate the ability to analyze a play with character in mind, develop relationships with fellow actors on stage, and play clear and effective character objectives. By the end of the year, students will understand different acting methods and create their own process for rehearsal and performance. Theatre Experience (A034) or Honors Theatre Studio (A037) or approval from the theatre teacher are required to take this course.



MATHEMATICS DEPARTMENT

Course Sequence

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

Program of Studies

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR		
Honors Geometry Level 9	Honors Algebra 2* Level 9	Honors Precalculus Level 9	AP Calculus AB	AP Calculus BC	Linear Algebra/ MultiVariable Calculus
Geometry Level 6	Algebra 2* Level 6	Precalculus Level 6	Calculus Level 6		
Honors Algebra 1* Level 9	Honors Geometry* Level 9	Honors Algebra 2* Level 9	Honors Precalculus Level 9	Discrete Math	
Algebra 1 Level 6	Geometry* Level 6	Algebra 2* Level 6	Precalculus Level 6		
	Geometry Level 3	Algebra 2 Level 3	Precalculus Level 3		
Algebra 1 Level 1	Geometry Level 1	Algebra 2 Level 1	Precalculus Level 1		
NOTES: * May be taken in summer school. Summer School is required prior to the start of freshman year for Level 1. AP Computer Science courses may not be taken as a graduation credit in Mathematics.					

Summer School

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

- Honors Algebra 1, Level 9

Algebra 2, Level 6

Honors Algebra 2, Level 9
- Geometry, Level 6

Honors Geometry, Level 9

Honors Pre-Calculus, Level 9

Calculator Policy

All students are required to have a Texas Instruments (non-CAS) graphing calculator (i.e. TI-83, TI-84 Plus, TI-84 Plus CE, etc.) graphing calculator.

Freshman Course Level Placement and Course Selection

FRESHMAN COURSE LEVEL PLACEMENT

Incoming freshmen initially are placed in one of the following levels based on their entrance exam scores:

1. Level 1 (M411)–College Preparatory with support (Logic and Learning), and smaller class sizes. **Students in this level must attend summer school prior to freshman year.**
2. Level 6 (M416)–Accelerated College Preparatory.
3. Level 9 (M419)–Honors Accelerated College Preparatory.

FRESHMAN COURSE SELECTION

Incoming freshmen can advance to Geometry by:

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

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

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

FRESHMAN SUMMER SCHOOL

1. **Algebra 1 Essentials:** This *required* course for M411 students will focus on skills such as note-taking and iPad usage. In addition, the course will cover topics such as the real number system, operations with integers and rational numbers, order of operations, simplifying and evaluating variable expressions, linear equations and linear inequalities.
2. **Introduction to Algebra 1:** This course is offered to incoming freshmen placed in Algebra 1 (M416), Level 6 or Algebra 1 (M419), Level 9 in freshman year. This course is a review of Pre-Algebra topics.

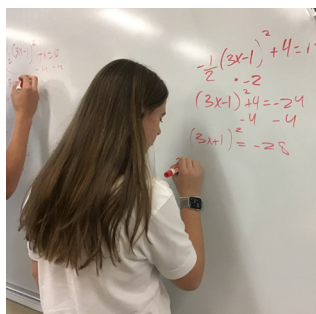


Course Descriptions

Algebra 1 (M411)

1.0 credit, Level 1

This required course for M411 students will focus on skills such as note-taking, summarizing, and iPad usage. In addition, the course will cover topics such as the real number system, operations with integers and rational numbers, order of operations, simplifying and evaluating variable expressions. **Enrollment in this course is determined by the Director of the O'Shaughnessy Program and the Mathematics department chair.**



Algebra 1 (M416)

1.0 credit, Level 6

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

Honors Algebra 1 (M419)

1.0 credit, Level 9

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

Geometry (M421)

1.0 credit, Level 1

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

Geometry (M423)

1.0 credit, Level 3

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

Geometry (M426)

1.0 credit, Level 6

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

Honors Geometry (M429)

1.0 credit, Level 9

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

Algebra 2 (M461)

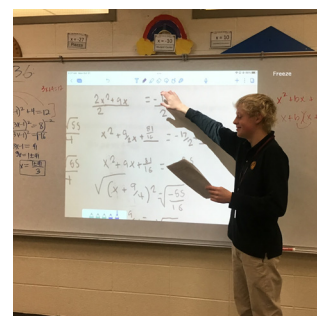
1.0 credit, Level 1

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

Algebra 2 (M433)

1.0 credit, Level 3

This course includes a brief review of Algebra 1 followed by a continuation of the fundamentals of Algebra 2, including operations with polynomials, solving linear and quadratic equations, real and complex numbers, conics, logarithms, graphing on the coordinate plane, inequalities, functions, and sequences and series. The course uses instructional strategies to promote proactive students who consistently use critical-thinking skills to complete course assignments. Assessments place less emphasis on basic skills and greater emphasis on application and analysis of content. Geometry is a prerequisite.



Algebra 2 (M436)

1.0 credit, Level 6

This course includes a brief review of Algebra 1 followed by a continuation of the fundamentals of Algebra 2, including operations with polynomials, solving linear and quadratic equations, real and complex numbers, conics, logarithms, graphing on the coordinate plane, inequalities, functions, and sequences and series. The course uses instructional strategies to promote proactive students who consistently use critical-thinking skills to complete course assignments. Assessments place less emphasis on basic skills and greater emphasis on application and analysis of content. Geometry is a prerequisite.

Honors Algebra 2 (M439)

1.0 credit, Level 9

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

Precalculus (M451)

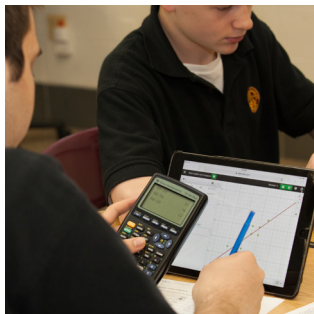
1.0 credit, Level 1

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

Precalculus (M453)

1.0 credit, Level 3

This course includes the study of trigonometry and analytic geometry from a more intuitive approach. Topics include a brief review of Algebra 2 parent functions and transformations. Trigonometry topics including right triangle trigonometry, graphs of functions and inverse functions, identities, equations, formulas, laws of sines and cosines, and polar equations and graphing. This course encourages students to develop abstract and independent thinking through the use of concrete examples. Assessments place an emphasis on basic skills with a focus on open-ended conceptual questions. Algebra 2 is a prerequisite.



Precalculus (M456)

1.0 credit, Level 6

This course builds upon the topics studied in Algebra 2 and includes the study of trigonometry. Topics include polynomials; trigonometric functions and their graphs; analytic trigonometry; polar equations and their graphs; and sequences and series. This course uses instructional strategies to promote proactive students who consistently use critical-thinking skills to complete course assignments. Assessments have less emphasis on basic skills with greater emphasis on application and analysis of content. Algebra 2 is a prerequisite.

Honors Precalculus (M459)

1.0 credit, Level 9

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

Calculus (M466)

1.0 credit, Level 6

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

Advanced Placement Calculus AB (M460)

1.0 credit

This course is comparable to a college-level calculus course. Topics include limits, continuity, derivatives and their applications, integrals and their applications, slope fields, and motion in the plane. The course requires the use of a graphing calculator with functions (i.e. TI-83 Plus or TI-84 preferred). Students are required to take the national AP exam at the end of the course. Honors Precalculus is a prerequisite or Precalculus Level 6 with chair approval.

Advanced Placement Calculus BC (M470)

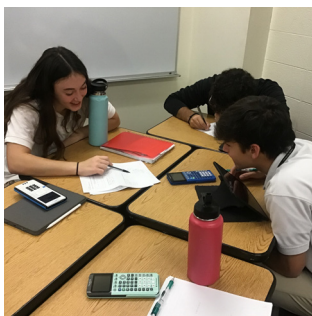
1.0 credit

This course is the equivalent of a full-year of college-level calculus. Topics include limits, continuity, derivatives and their applications, integrals and their applications, improper integrals, slope fields, Euler's method, motion in the plane, parametric and polar functions, and sequences and series. Based on this examination, the student's college will determine the amount of advanced placement and/or college credit the student will receive. Honors Precalculus is a prerequisite. Students are required to take the national AP exam at the end of the course.

Statistics (ISL) (M526s)

1.0 credit, Level 6, Ignatian Service Learning course

This full-year course provides service learning within the context of a statistics course. Students will develop strategies for collecting, organizing, analyzing and drawing conclusions from data. Students design, administer and interpret results from surveys and experiments. Sampling distributions provide the underlying logic for confidence intervals and significance tests. Students will use graphing calculators and simulation-based methods to analyze data, investigate statistical concepts and perform inference. Course content will be developed to offer problem-solving and analytical resources gained through classroom learning to solve an identifiable need of a community partner through aspects of the Ignatian Service Learning program, which challenges students to integrate academics, service experiences and their faith.

**Advanced Placement Statistics (M530)**

1.0 credit

This is a full-year non-calculus based college-level course covering the major concepts and tools for exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students make the connections between data distributions and probability to understand and utilize inferential techniques. This is a course for first year Clavius students as well as all students who have completed Honors Algebra 1. Students are required to take the national AP Statistics exam at the end of the course.

Linear Algebra (M510)

0.5 credit

This introductory college-level course covers matrices and the algebra of linear systems as well as an introduction to proof-writing. Content includes equations, vector spaces, real inner product spaces, linear transformations, determinants, eigenvalues, eigenvectors, diagonalizability, quadratic forms, and symmetric matrices. Upon successful completion of this course, students earn weighted points on their transcripts equivalent to those given to students in AP classes. AP Calculus AB (M460) or BC (M470) is a prerequisite. Students may also be taking AP Calculus concurrently.

Multivariable Calculus (M520)

0.5 credit, Dual Credit

This course is the equivalent to the third semester of college-level calculus. Topics include performing and interpreting vector operations in space, limits and continuity of functions of several variables, optimization with LaGrange multipliers, setting up and evaluating double and triple integrals, change of variables between cartesian, polar, cylindrical, and spherical coordinates, evaluating line and surface integrals, divergence, curl, and applications of Stokes' Theorem and the Divergence Theorem. Upon successful completion of this course, students earn weighted points on their transcripts equivalent to those given to students in AP classes. Prerequisites include AP Calculus AB (M460) or BC (M470).

Discrete Math (M540)

1.0 credit

This non-calculus, college-level course introduces students to important ideas from discrete mathematics, a field widely used in computer science, data networks, and engineering. Students learn to think logically and analytically as they explore topics such as logic, proofs, set theory, functions, and combinatorics. The course also develops students' understanding of algorithms and mathematical reasoning through the study of relations, graphs, trees, and foundational ideas in computing and problem-solving. Upon successful completion of this course, students earn weighted points on their transcripts equivalent to those given to students in AP classes. Honors Precalculus (M459) is a prerequisite.

**Advanced Placement Computer Science Principles (M030)**

1.0 credit

This course is equivalent to a one semester, introductory college-level computing course, especially for non-computer science majors. It is a broad, conceptual course that covers foundational ideas of computer science, rather than a specific programming course like AP Computer Science A. In this course, students are introduced to the foundational concepts of computer science and how computing and technology can impact the world. There is a focus on creative problem solving and real world applications. Students will use course materials to learn about the Internet and program in the Python language. Completion of Algebra 1 is a prerequisite of this course. Students are required to take the national AP exam at the end of the course.

Advanced Placement Computer Science A (M040)

1.0 credit

This course is equivalent to a one semester introductory college-level computer programming course for students considering majoring in a STEM field. It covers fundamental topics like problem-solving, data structures, algorithms, loops, conditionals, arrays, sorting and searching as well as object-oriented programming topics using the Java programming language. Prerequisites include the completion of AP Computer Science Principles (M039) or departmental approval, and/or completion of Algebra 2 with a grade of 90 or greater and/or Honors Algebra 2 with a grade of 80 or greater.

PHYSICAL EDUCATION DEPARTMENT

Freshman Course Descriptions



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

Dance 1 & Health (P910), Coed

1.0 credit, Level 6

This course serves as an introduction to basics in ballet, jazz, and hip hop, as well as basic fitness concepts. Students explore basic movement, vocabulary, and concepts relating to dance technique. They will master movement combinations and acquire knowledge of basic elements of movement design and choreography. Courses in dance promote the understanding of kinetic wellness and personal wellness through the philosophy of the Physical Education department. In addition, to measure the growth of each student's individual fitness levels, students will perform the Loyola PE Fitness Testing and create individual growth goals to improve personal fitness levels.

The Health portion of the course provides students with opportunities to acquire lifelong knowledge and information about the importance of living a healthy lifestyle. The comprehension of health-related concepts and the promotion of health and disease prevention throughout one's life will be covered. Exposure to a variety of health-related concepts will help foster practice of health-enhancing behaviors and help reduce health risks. Students will learn how to access valid health information and health-promoting products and services. Students will be provided with the resources to lead a long and healthy productive lifestyle.

Physical Education 1 & Health, Male (P916), Female (P917)

1.0 credit, Level 6

This course focuses on providing students with fundamental knowledge and skill development through a sequence of Health and Skill-Related foundational fitness activities including cardiovascular and strength training, individual and team sports, and aquatics. In addition, to measure the growth of each student's individual fitness levels, students will perform the Loyola PE Fitness Testing and create individual growth goals to improve personal fitness levels.

The Health portion of the course provides students with opportunities to acquire lifelong knowledge and information about the importance of living a healthy lifestyle. The comprehension of health-related concepts and the promotion of health and disease prevention throughout one's life will be covered. Exposure to a variety of health-related concepts will help foster the practice of health-enhancing behaviors and help reduce health risks. Students will



learn how to access valid health information and health-promoting products and services, and will be provided with the resources to lead a long and healthy productive lifestyle.

Sophomore Course Descriptions

Adventure Education (ISL) (P940s), Coed

1.0 credit, Level 6, Ignatian Service Learning course

This course provides instruction on a variety of outdoor activities. Adventure Education challenges students in teamwork, collaboration, and problem solving experiences. It involves the student physically, mentally and emotionally to develop the whole person. Students will learn how to show respect for themselves and others, communicate appropriately, demonstrate integrity, and understand the building of positive relationships in group settings. In addition, to measure the growth of each student's individual fitness levels, students will perform the Loyola PE Fitness Testing and create individual growth goals to improve personal fitness levels.

This course is an Ignatian Service Learning Course (ISL), and requires 14 hours of documented community engagement per semester approved by the Office of Ignatian Service Learning. Students will have 8 experimental reflections to complete. There is an additional lab fee ranging from \$80 to \$100 for field trips and equipment usage.



Beginning Pilates and Yoga (P912), Coed

1.0 credit, Level 6

This noncompetitive course is an introduction to the basic philosophies and principles of Yoga and Pilates. Through these practices, students train the body and mind to build strength, flexibility, balance, and control. Students learn beginning-level mat work in Pilates and basic Yoga poses and stretches. These modalities will teach students to work in a non-judgmental manner, developing self-reflection and peace of mind. The goal is to build a personal practice that they can use as supplemental training in their daily lives. Students will also gain fundamental knowledge and skill development through a sequence of Health and skill-related foundational fitness activities, including cardiovascular and strength training, as well as individual and team sports. Students are required to bring their own yoga mats. In addition, to measure the growth of each student's individual fitness levels, students will perform the Loyola PE Fitness Testing and create individual growth goals to improve personal fitness levels.

**Dance 2 (P930), Coed**

1.0 credit, Level 6

This course acts a continuation of Dance 1 focusing on technique and vocabulary in ballet, jazz, and hip hop, but will also introduce other styles of dance such as modern and contemporary/lyrical. Beginning concepts of choreography and choreographic elements will be introduced by the end of the course. Dance 2 will also include fitness concepts, fitness testing, and cross-training to improve dancer's overall well-being and performance. Choreography elements will be further explored in a full class performance opportunity in the Spring Dance Showcase. The successful completion of Dance 1 & Health (P910), or permission of the teacher, is a prerequisite. In addition, to measure the growth of each student's individual fitness levels, students will perform the Loyola PE Fitness Testing and create individual growth goals to improve personal fitness levels.

Fusion Fitness (P960), Female

1.0 credit, Level 6

This course focuses on providing students with experience in learning various methods to improve their fitness levels, health, and overall wellness through a group fitness class format. Fusion Fitness emphasizes aerobic, core, and strength conditioning through a variety of exercises, including HIIT Training, Yoga and Pilates, strength training, free and body-weight exercises and movements, plyometric and agility training, and more. Beyond physical activity students will gain fundamental knowledge of health-related concepts in the classroom. In addition, to measure the growth of each student's individual fitness levels, students will perform the Loyola PE Fitness Testing and create individual growth goals to improve personal fitness levels.

Physical Education 2, (P926), Coed

1.0 credit, Level 6

Building upon the foundations of Physical Education 1 & Health (P916/P917), this course focuses on improving students' personal fitness and motor skills through participation in individual and team sports. An added emphasis is placed on mastering interpersonal skills that result in greater respect for, and cooperation with, others. Goals include instilling an appreciation of exercise and a healthy use of leisure time to promote a wellness-oriented lifestyle. In addition, to measure the growth of each student's individual fitness levels, students will perform the Loyola PE Fitness Testing and create individual growth plan/goals to improve personal fitness levels.

Strength and Conditioning (P920), Coed

1.0 credit, Level 6

This elite level fitness course is designed for student-athletes and advanced fitness enthusiasts. This course gives students the opportunity to take their training and fitness to the next level, resulting in a direct impact on their athletic performance, mental health, fitness levels and lifelong well being. Students participate in strength training plans designed in collaboration with the student's individual fitness goals and the Physical Education teacher. Activities include a rotation of Pilates, cardiovascular workouts, spin classes, weight training, and competitive individual/team sports. Beyond physical activity students will gain fundamental knowledge in the topics of nutrition, principles of training, fitness components, muscular and skeletal anatomy, leadership, decision making and goal setting. Students' individual growth will be tested on sport-specific lifts, speed/agility, etc. to help them set realistic goals, monitor progress, and evaluate the effectiveness of their training program.



Junior & Senior Elective Course Descriptions



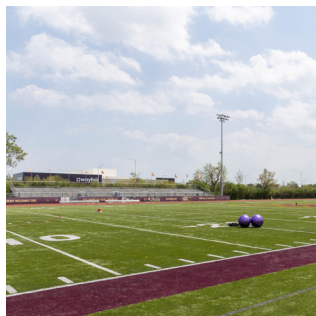
Prerequisite: Students must have completed the two year Physical Education requirement.

Sports and Leadership (ISL), (P970s), Coed

1.0 credit, Level 6, Ignatian Service Learning course

This course is designed for students who enjoy participating in competitive sports & activities. Emphasis is placed on building leadership skills through competition, as well as spending time in the classroom learning what it takes to become a true leader, both inside and outside the “competitive arena.” Leadership is a lifelong skill which our students will need to master in order to be successful in life. This course will establish an understanding of what a leader is, and help students understand the importance of becoming a great leader beyond the school setting.

This course is an Ignatian Service Learning Course (ISL) and requires a specific number of documented service hours in community engagement per semester, approved by the Office of Ignatian Service Learning. Students will also have experimental reflections to complete.



SCIENCE DEPARTMENT

Graduation Requirements

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

A Sample Schedule

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
HONORS	Honors Physics Level 9	AP Physics 1 Honors Chemistry Level 9	AP Biology Honors Biology AP Chemistry AP Physics 1 AP Physics C	AP Science or Science Elective
COLLEGE PREP	Physics Level 6	Chemistry Level 6	Biology Level 6	AP Science or Science Elective
COLLEGE PREP WITH SUPPORT	Physics Level 1	Chemistry Level 1	Biology Level 1	Science Elective

Science Course Descriptions

Physics (S651, S656, S659)

1.0 credit, Levels 1, 6, 9

This course emphasizes a conceptual understanding of physics laws and utilizes concepts learned in algebra, reinforcing skills such as solving equations, interpreting graphs, and reasoning. Students will build a foundation of scientific literacy by engaging in the practices of inquiry. Students taking this course will develop their analytical and problem-solving skills and will be acquainted with practical applications of the concepts developed. Using STEAM principles, students will explore new ideas and learn by doing. **Enrollment in Physics Level 1 (S651) is determined by the Director of the O'Shaughnessy Program and the Mathematics and Science department chairs.**

Chemistry (S531, S536, S539)

1.0 credit, Levels 1, 6, 9

This course introduces students to the basic concepts of Chemistry such as atomic structure, chemical bonding, stoichiometry, thermochemistry, and more. Students learn to apply their knowledge of concepts to solve quantitative problems. Laboratory work and simulations are an integral part of the course. Physics is a prerequisite.

Biology (S511, S516, S519)

1.0 credit, Levels 1, 6, 9

This course introduces students to the study of life including topics such as biochemistry, cell biology, genetics, evolution, ecology and human body systems. Real-world experiences with ecological studies at our Munz Campus, dissections, and microscopy are emphasized. Scientific practices and laboratory work is an integral part of the course. Chemistry is a prerequisite.



FULL-YEAR STEAM ELECTIVES

Earth and Space Science (S546)

1.0 credit, Level 6

This capstone course combines what students have learned in Physics, Chemistry, and Biology to discover the connectedness between life, the Earth, other planets, stars, and the Universe. Students will discover how our knowledge of gravity, electromagnetism, radioactivity, Chemistry, and Biology can be applied to explain and describe our Universe through computer simulations, hands-on activities, and manipulation of spreadsheets. Earth and space science is a dynamic field of study in which new facts about our Universe are discovered every day. This course is for anyone interested in discovering how the Universe was formed and how we know what we know about space.

**Honors Anatomy and Physiology (S569)**

1.0 credit, Level 9

This course provides students with an in-depth examination of the interactions of the body systems. Students will design experiments, investigate the structures and functions of the human body, and use models as illustrative examples of body processes. A major focus includes the inter-related processes occurring in cells, tissues, and organ systems in order to understand and be able to explain homeostatic mechanisms and processes. Laboratory investigations include the required dissection of a cat and other specimens. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real-world cases, and often play the role of biomedical professionals to solve medical cases. Students practice problem solving with structured activities and apply their skills to patient cases. Prerequisites include Biology and Chemistry.

Honors Environmental Science (ISL) (S529s)

1.0 credit, Level 9, Ignatian Service Learning course

This laboratory and field-science course, offered to juniors and seniors, is part of Loyola's Service Learning Program. Students apply course content to complete service for Loyola and surrounding communities. It is both an interdisciplinary course drawing from biology, chemistry, geology, geography, and environmental studies and a current-issues course with special emphasis on local examples and problems. Students are permitted to take the AP Environmental Science exam with additional preparation. STEAM skills are an integral part of this course. Students will complete fourteen hours of service each semester. The majority of service will take place outside of school hours. Prerequisites include Biology and Chemistry. This course may be offered every two years depending on enrollment.

Introduction to Engineering Design (S576)

1.0 credit, Level 6

This course serves as the foundation of the nationally recognized Project Lead the Way pre-engineering program. Students will use 3D modeling design software to solve design problems as they develop, create, and analyze product models. The course encourages students to think like engineers and apply the engineering design process. Students document their work and communicate solutions to peers and members of the professional community.

Maker Technology (S578)

1.0 credit, Level 6

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

ONE-SEMESTER STEAM ELECTIVES

Biotechnology (S582)

0.5 credit, Level 6

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

Digital Electronics (S583)

0.5 credit, Level 6

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

Forensic Science (S584)

0.5 credit, Level 6

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

Introduction to Robotics (S585)

0.5 credit, Level 6

This course will familiarize students with the basics of robotic design and programming. Students will learn basic coding skills as they relate to programming robots. They will use STEAM and engineering practices to control robots and use different programming methods including block coding and line-by-line writing of source code. Students will create their own challenges for project based learning.





ADVANCED PLACEMENT SCIENCE COURSE DESCRIPTORS

Please Note: All AP Science classes meet for a double period.

Advanced Placement Biology (S510)

1.0 credit

This college-level course expands on biological concepts students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage, and transfer, and system interactions with an emphasis on the scientific process. Students are required to take the national AP exam at the end of the course.

STEM skills and scientific practices are an integral part of this course. Prerequisites include Chemistry, Biology, and Physics. The Biology prerequisite is waived upon successful completion of Honors Chemistry or membership in the Clavius Scholars Honors Program. Students completing level 6 Biology with a grade of 90% or above are also welcome.

Advanced Placement Environmental Science (S520)

1.0 credit

This college-level course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study and includes a laboratory and a outdoor field investigation. Students are required to take the national AP exam at the end of the course. Prerequisites include Chemistry and Biology. This course may be offered every two years depending on enrollment.

Advanced Placement Chemistry (S530)

1.0 credit

This college-level course contains chemistry content taught to engineering, science, and medical majors. Students receive a foundation in stoichiometry, gas laws, atomic structure, bonding thermodynamics, kinetics, acid-base, equilibrium, and oxidation-reduction.

Students are required to take the national AP exam at the end of the course.

Prerequisites include Physics and Chemistry.



Advanced Placement Physics 1 (S480)

1.0 credit

This college-level, algebra-based course expands on physical concepts with an emphasis on Newtonian mechanics, energy, momentum, rotational dynamics, and fluid dynamics. This course is designed for students who want to continue to expand their understanding of physics at the college level. It is open, but not limited, to students who are interested in Engineering or other STEAM-related fields. Students are required to take the national AP exam at the end of the course. Physics and Pre-Calculus are prerequisites, although Pre-Calculus may be taken concurrently. Honors transfer students are eligible for AP Physics 1; however, they must achieve a passing score on a qualifying exam.

Advanced Placement Physics "C" (S550)

1.0 credit

This calculus-based course contains content taught to engineering and science majors in college. Engineering skills are an integral part of this course. Semester one focuses on Newtonian Mechanics namely forces, energy, rotational dynamics, and simple harmonic oscillations. Semester two focuses on Electricity and Magnetism namely electric fields, potential, and circuits, Magnetic fields, and electromagnetic induction. Students are required to take the national AP exam at the end of the course. Prerequisites include Physics and Calculus. Calculus may be taken concurrently.

**Summer School Program**

The following Science courses are available in summer school:

Chemistry**Honors Chemistry****Biology****Honors Biology**

SOCIAL STUDIES DEPARTMENT

Graduation Requirements

Two years of Social Studies are required to graduate for students in the class of 2027 and 2028, however, students are strongly encouraged to take three years of Social Studies, as required by most colleges and universities. Three years are required for students in the class of 2029 and 2030. To graduate, students must complete either World Studies or AP Human Geography and must also complete United States History. Students must also pass the US and Illinois Constitution exams, which are given in US History.

Program of Studies

WORLD STUDIES (FRESHMEN/SOPHOMORES)	UNITED STATES HISTORY (SOPHOMORES/JUNIORS)	ELECTIVE COURSES (JUNIORS/SENIORS)		
AP Human Geography	AP United States History	AP European History	Honors Entrepreneurship Level 9	Sociology * Level 6
Honors World Studies ** Level 9	Honors United States History ** Level 9	AP Psychology	Honors Sociology in Action Level 9	Political Science * Level 6
		AP Economics		
World Studies ** Level 6	United States History ** Level 6	AP US and Comparative Government	Honors Civic Leadership and Advocacy, Level 9	US History Since 1945 * Level 6
World Studies Level 1		AP African American Studies	Introduction to Entrepreneurship * Level 6	Psychology * Level 6
		Honors Economics Level 9	Modern Global Issues (ISL), Level 6	History of Chicago * Level 6

* Indicates a one semester course.

** Course may be taken during summer school

Course Information

- Students may begin taking elective courses during their junior year.
- Students taking Level 6 courses in summer school may only request a level change to Honors, not AP, courses.
- Please note that Level 9 World Studies is offered in the summer, but AP Human Geography is only offered during the regular school year.

Social Studies Course Descriptions

World Studies (H211)

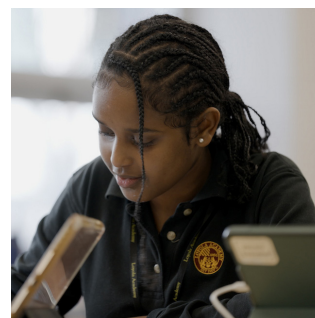
1.0 credit, Level 1

This required course for freshmen enrolled in the O'Shaughnessy Program helps students understand how the world has arrived at its present condition through studies of past developments. The course is organized under the themes of geography, population & migration, culture, economics, politics, and war & peace. In addition, there is an emphasis on skill development for subsequent courses in the department. Mastery of this content helps students learn to view the world through various social sciences - as geographers, historians, political scientists, economists, and sociologists. The course is limited to 18 students per section, and enrollment is determined by the department chair and the O'Shaughnessy Program director.

World Studies (H216)

1.0 credit, Level 6

This introductory survey course helps students understand how the world has arrived at its present condition through studies of past developments. The course is organized under the themes of geography, population & migration, culture, economics, politics, and war & peace. In addition, there is an emphasis on skill development for subsequent courses in the department. Mastery of this content helps students learn to view the world through various social sciences - as geographers, historians, political scientists, economists, and sociologists.



Honors World Studies (H219)

1.0 credit, Level 9

This introductory survey course helps students understand how the world has arrived at its present condition through studies of past developments. The course is organized under the themes of geography, population & migration, culture, economics, politics, war & peace and globalization. In addition, there is an emphasis on skill development for subsequent courses in the department. Mastery of this content helps students learn to view the world through various social sciences - as geographers, historians, political scientists, economists, and sociologists. Honors World Studies will be faster paced and more rigorous than the Level 6 course. Students will delve deeper into each unit theme and be challenged to demonstrate higher standards of document analysis, critical thinking and writing skills.



AP Human Geography (H220)

1.0 credit

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

United States History



Students must complete either World Studies or AP Human Geography before enrolling in any level of United States History.

United States History (H236)

1.0 credit, Level 6

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

Honors United States History (H239)

1.0 credit, Level 9

This required course examines United States History from the colonial period through the twenty-first century. Students explore the various political, social, economic, cultural, and intellectual trends that have shaped our nation. Instruction will include a mixture of lectures, discussion, reading and analysis of historical documents, research assignments, essays, presentations, and longer-term projects to enrich classroom learning. Honors United States History will be faster-paced and more rigorous than the Level 6 course. Students will use a college-level textbook, delve deeper into each unit theme, and be challenged with higher standards in document analysis, critical thinking and writing skills. Students must pass the US Constitution and Illinois Government and Constitution Tests.

Advanced Placement United States History (H230)

1.0 credit

This required and challenging course examines United States history and culture. Students are prepared to do college-level work through lectures, student-led discussions, debates, original-source readings, critical analysis of texts, research papers and projects, and student presentations that demand evaluation and synthesis. Students must pass the US Constitution and Illinois Government and Constitution Tests. Students are required to take the national AP exam at the end of the course. A summer assignment will be distributed by email in May for registered students.

ADVANCED PLACEMENT ELECTIVE COURSE DESCRIPTORS**Advanced Placement European History (H240)**

1.0 credit, Dual Credit

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

Advanced Placement Psychology (H260)

1.0 credit

This college-level course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. Students are required to take the national AP exam at the end of the course.

Advanced Placement United States Government and Politics/ Comparative Government and Politics (H270)

1.0 credit, Dual Credit

This course focuses on the American political system. During the first semester, students study the US Constitution, campaigns and elections, interest groups, civil rights and civil liberties, and institutions. During election years, students are expected to get involved in the electoral process, most often as campaign volunteers or election judges. Students are expected to write critical essays and complete a research paper on an approved topic. During the second semester, students compare and contrast the politics, economies, and social systems of six countries: the United Kingdom, China, Russia, Mexico, Nigeria, and Iran, as well as the European Union. Students also examine various ideologies, such as socialism and capitalism. Students are expected to learn the terminology in the field, complete comparative essays, and work on a group project in which each group will be assigned one of the designated countries. Students are required to take the national AP exam at the end of the course.

Advanced Placement African American Studies (H280)

1.0 credit

In this interdisciplinary course, students will examine the African American experience from the African Diaspora to current movements and debates within the United States. The course emphasizes close analysis and discussion of sources from literature, the social sciences and the arts. Prerequisites for this course include the completion of the United States History and American Literature courses. Students are required to take the national AP exam at the end of the course.



Advanced Placement Economics (H290)

1.0 credit

This course provides students with a thorough understanding of the basic economic principles at work in the market level, as well as the whole national economy. The microeconomics component focuses on the functions of individual decision makers, both consumers and firms, within the economy. It places a primary focus on the nature and function of product markets, and includes studies of factor markets and the role of government in promoting equity and efficiency in the economy. The macroeconomics component places a particular emphasis on the study of national income and price-level determination. It helps students develop familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students are required to take the national AP exam at the end of the course.

HONORS ELECTIVE COURSE DESCRIPTORS

Honors Sociology in Action (H249s)

1.0 credit, Level 9, Ignatian Service Learning course

This full-year course is designed to apply sociological concepts to real-world communities located in the Chicagoland area. Students will develop foundational skills such as research, communication, and collaboration as in a traditional Sociology course, but will also recognize a sense of social responsibility based on personal contributions in the community served. By exploring themes of culture, power, inequality, and social change, students will be able to critically examine social institutions and prepare for further studies in social science. Students in Honors Sociology in Action are required to complete service visits to community sites that relate to course concepts. In order to be successful in class discussion and assessment, students must independently manage their time to ensure consistent attendance at community sites. During the second semester, the class will include a cumulative project that integrates sociological theories and research methods with students' community service work. Each semester students will complete fourteen hours of service at an approved community partner service site outside of school hours.

Honors Civic Leadership and Advocacy (ISL) (H259s)

1.0 credit, Level 9, Ignatian Service Learning course

This service learning course introduces students to the American political system and how citizens engage in political advocacy. Students will learn the fundamental processes that guide the policy-making process in the United States, with a particular emphasis on the processes in Illinois and at the local level. Students will explore local politics and discover opportunities to apply their knowledge of the political system to make an impact on their community through engaging in political advocacy with a community partner organization. Through readings, presentations, and fieldwork with community organizations, this course aims to provide students with a deeper understanding of the vocation to use one's political efficacy to advocate for the marginalized. It is recommended, but not required, that students have prior experience in providing direct service to marginalized populations. As a service learning course, students will be expected to complete 14 hours of political advocacy work per semester, which includes getting involved in the electoral process, most often as election judges or campaign volunteers.

Honors Economics (H289)

1.0 credit, Level 9

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

**Honors Entrepreneurship - INCubatoredu (H299)**

1.0 credit, Level 9

In this full-year honors course, students will examine how entrepreneurship plays a crucial role in the growth of our overall economy by becoming entrepreneurs themselves. The curriculum will focus on business principles, prototype development, marketing strategies, accounting basics, and business growth. In the fall semester, students will create a business plan and pitch it to a panel of judges to secure funding for their idea. In the spring, they will launch and operate their ventures, earning real money by selling to customers! The honors designation of this course reflects the increased commitment and responsibility demanded of students as they build their businesses. This course is open to juniors and seniors. All seniors are required to complete the final project in the second semester. **Note: Honors Entrepreneurship is not approved by the NCAA Clearinghouse.**

LEVEL 6 ELECTIVE COURSE DESCRIPTORS**Modern Global Issues (ISL) (H254s)**

1.0 credit, Level 6, Ignatian Service Learning course

This full-year course further broadens students' perspectives through the study of 21st century issues on a global scale. Students will explore themes including human rights, poverty, migration, globalization, environmental sustainability, and international conflict. As an Ignatian Service Learning course, students will perform ongoing service with community organizations that address global issues at the local level. These service experiences will then be integrated into their classroom learning. Students who enroll in this course are required to complete 14 hours of documented community engagement hours approved by the Office of Ignatian Service Learning per semester.

ONE-SEMESTER ELECTIVE COURSE DESCRIPTORS



Note: All electives require an alternate choice at registration.

Introduction to Entrepreneurship (H297)

0.5 credit, Level 6

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

History of Chicago (H295)

0.5 credit, Level 6

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

Political Science (H256)

0.5 credit, Level 6

This one-semester, college seminar-style course investigates the principal challenges and opportunities in American politics and government. Students examine the American political system, including its foundations and institutions, campaigns and elections, civil rights and liberties. Students will explore local politics and discover opportunities to apply their knowledge of the political system to make an impact on their community through political advocacy. In order to provide students first-hand experience of the political process, students are required to attend a meeting of their local government and, during election years, serve in the electoral process as an election judge or campaign volunteer. This course is open to juniors and seniors.

Psychology (H266)

0.5 credit, Level 6

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

Sociology (H246)

0.5 credit, Level 6

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

**United States History Since 1945 (H258)**

0.5 credit, Level 6, Dual Credit

This one-semester course is an examination of the current issues in the United States today and how they are influenced by the history of the United States. The class focuses on the political, international, social, cultural, economic and intellectual developments since the end of World War II. The themes of the course include postwar American society, civil rights, immigration, poverty, the environment, corporate influence, defense spending, income inequality, and the war on drugs. The course is for students who have fulfilled their US History requirement, and does not substitute for a semester of US History. Activities will include oral history projects, interviews, and investigation of history through articles, movies, television, and other media. This course is open to juniors and seniors.

Summer School Program

The following Social Studies courses are available in summer school:

World Studies, Level 6

Hrs World Studies, Level 9

United States History, Level 6

Hrs United States History, Level 9

THEOLOGY DEPARTMENT

Course Sequence

All students are required to take four credits of Theology, one course each semester. The courses and sequence are predetermined and build upon each other to help students grow intellectually, religiously, and spiritually. Seniors may take one of three possible electives or register for Justice Seminar, an Ignatian Service Learning course.

Program of Studies

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
STUDENTS IN LEVEL 1 ENGLISH	Foundations of Theology (Level 1)	Christian Life in Community (Level 6)	Faith & Justice (Level 6)	Senior Elective
ALL OTHER STUDENTS	Foundations of Theology (Level 6)	Christian Life in Community (Level 6)	Faith & Justice (Level 6)	Senior Elective

Course Descriptions

FRESHMAN YEAR

Foundations of Theology (R411 or R416)

1.0 credit, Level 1 or 6

In this course, students will be invited to experience themselves as beloved by God and as members of the Loyola community. Through self-reflection and dialogue, students will co-create a classroom community by engaging questions about themselves, the communities to which they belong, and the God revealed in Scripture. These questions will be explored through the careful integration of foundational biblical interpretation and the Ignatian Spiritual Tradition. This course traces the movement of Salvation History in Scripture, culminating in a response to the call to leadership as “contemplatives in action.”



SOPHOMORE YEAR

Christian Life in Community (R426)

1.0 credit, Level 6

In this course, students will be invited to experience how God calls them into relationship as part of the Beloved Community. Students will be invited to engage with God’s dream for the world through an integration of prayer, Ignatian imagination, and action. They will explore the Catholic Tradition and the vision of the Kingdom of God as revealed in Scripture. This course introduces the Beloved Community, developed through the Church, and humanity’s call to work toward a hope-filled future. Students will leave this course empowered to love as God loves.

Christian Life in Community (ISL) (R426s)

1.0 credit, Level 6, Ignatian Service Learning course

In Theology II, Christian Life in Community, students will be invited to experience how God calls them into relationships as part of the Beloved Community. Students will engage with God’s dream for the world through an integration of prayer, Ignatian imagination, and action. They will explore the Catholic Tradition and the vision of the Kingdom of God as revealed in Scripture. The course introduces the Beloved Community, developed through the Church, and humanity’s call to work toward a hope-filled future. Students will leave this course empowered to love as God loves. This is an Ignatian Service Learning Course and requires 14 hours of documented community engagement per semester approved by the Office of Ignatian Service Learning.

JUNIOR YEAR

Faith & Justice (R436)

1.0 credit, Level 6

In this course, students will hone their skills of reflection and dialogue as they apply various frameworks for moral reasoning and evaluate them in light of the Catholic moral tradition. Marked by a respect for human dignity and a commitment to right relationship, students will engage in a process of conscience formation that allows them see a more complete view of reality and encounter God’s vision for the world. Students will scrutinize the signs of the times through Catholic social teaching and its “See, Judge, Act” paradigm, critically reflect on social structures, and discern their own vocational call to a faith that lives justice.



Faith & Justice (ISL) (R436s)

1.0 credit, Level 6, Ignatian Service Learning course

In this course, students will hone their skills of reflection and dialogue as they apply various frameworks for moral reasoning and evaluate them in light of the Catholic moral tradition. Marked by a respect for human dignity and a commitment to right relationship, students will engage in a process of conscience formation that allows them to see a more complete view of reality and encounter God’s vision for the world. Students will scrutinize the signs of the times through Catholic social teaching and its “See, Judge, Act” paradigm, critically reflect on social structures, and discern their own vocational call to a faith that lives justice. This is an Ignatian Service Learning Course and requires 14 hours of documented community engagement per semester approved by the Office of Ignatian Service Learning.

SENIOR YEAR

The Challenge of Being Human (R445)

1.0 credit, Level 6

In this course, students will explore ultimate questions and a diversity of responses to them. What is the meaning of life? Why do we suffer? How ought I live? Philosophy and theology offer diverse perspectives on these ‘big questions.’ Through reflection on personal experience, class discussions, readings, and a capstone project, students will explore what it means to be human and how we ought to live together. Although these questions are enduring, students will be encouraged to develop an authentic path to a “hope-filled future.”

Justice Seminar (R446)

1.0 credit, Level 6, Ignatian Service Learning course

Rooted in the spirit of Pedro Arrupe, SJ’s vision to cultivate persons for and with others, in this course, students who desire extensive experience in social service, advocacy, and the work for social justice will directly encounter vulnerable communities, confront and reflect on the limitations of their own worldview as they study structural and systemic justice issues. Theological reflection, Christian spiritualities, and insights from the social sciences are utilized to encourage mutuality with a community partner. This course provides a context for personal discernment and the promotion of a faith that lives justice that will be demonstrated through a capstone project. As an Ignatian Service Learning course, students will complete seven service site visits each semester outside of school hours.

The Ignatian Journey (R447)

1.0 credit, Level 6

In this course, students will pilgrimage through The Spiritual Exercises exploring themes of grace, discipleship, suffering, and hope in the Gospels and, especially, in unexpected places: movies, stories, and daily lived experience. Students will be invited into a dynamic and spiritually active classroom community that is marked by routine prayer, journaling, and conversation, plus a class retreat and a capstone project. By the end of this course, students will cultivate a Catholic Imagination, will discern their emerging vocation, and will embody a more mature and ever-deepening faith for the pilgrimage ahead.

Encountering Global Theologies (R448)

1.0 credit, Level 6

In this course, students will develop a theological perspective informed by interreligious dialogue with Hindu, Buddhist, Jewish, Islamic, and global Catholic voices and the four movements of The Spiritual Exercises. Specifically, students will (1) encounter the teachings, practices, and histories of global religious traditions within and beyond the Catholic faith; (2) through the lens of Ignatian Spirituality, reflect deeply on the relationship between these religious traditions and the Church; and (3) guided by Catholic social teaching, develop a capstone centered on a concern for justice in light of the student’s encounter with global religious voices.

WORLD LANGUAGES DEPARTMENT

LOYOLA ACADEMY OFFERS CLASSICAL AND MODERN LANGUAGES AND REQUIRES THAT ALL STUDENTS complete at least 2.0 credits of one language to graduate. Three years of language study are recommended.

Classical Languages Course Descriptions

LATIN

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

Latin 1 (L616 or L619)

1.0 credit, Level 6 or 9

This introductory course focuses on Latin with precision and understanding, and includes the study of grammar, syntax, vocabulary, and English word study, as well as Roman life and classical lore. Students in L616 and L619 will use the *Suburani: A Latin Reading Course, Book I* from Hands Up Education. Honors Latin 1 (L619) is paced to cover more material than Latin 1 (L616).

Latin 2 (L626 or L629)

1.0 credit, Level 6 or 9

This course begins with a thorough review of Latin 1 (L616 or L619). Text readings spotlight Roman daily life and history through the late Republic and Early Empire. The hero myths (Heracles, Jason, Theseus, et al.) will also be a focus. Students will use *Suburani: A Latin Reading Course, Book II* from Hands Up Education, to learn the grammar, syntax, and vocabulary needed for further Latin courses. Honors Latin 2 (L629) is paced to cover more material than Latin 2 (L626). Incoming freshmen who wish to enroll in this course must take the Latin qualifying exam offered in the spring.

Latin 3 (L636 or L639)

1.0 credit, Level 6 or 9, Level 9 Dual Credit

This course begins with a review of Latin 2 (L626 or L629). Passages for Latin 3 (L636) focus on various Latin prose authors along with a continued exploration of grammar concepts. Students continue the examination of Roman history, art, and architecture. Latin is read intensively and extensively with an emphasis on precision. Students in Honors Latin 3 (L639) study Caesar and the end of the Roman Republic along with other passages of practice on sight. Students in Honors Latin 3 (L639) have the option to take this class as a dual credit college course in partnership with Loyola University Chicago.

Latin 4 (L646 or L649)

1.0 credit, Level 6 or 9, Level 9 Dual Credit

In this course, students continue to refine and polish their skills in Latin. Latin is read intensively and extensively with emphasis on precision. A wide range of Latin poetry and prose sources are studied and Honors Latin 4 students will cover roughly twice as much material. Honors Latin 4 (L649) students have the option to take this as a dual credit course.

Advanced Placement Latin (L640)

1.0 credit, Dual Credit

The AP Latin course focuses on the in-depth study of selections from some of the greatest works in Latin literature. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. Students have the option to take this as a dual credit course. Students are required to take the national AP exam at the end of the course.



ANCIENT GREEK

Greek courses are offered at various levels to meet academic achievement. By studying Ancient Greek, students will explore the authors and culture of the Ancient Mediterranean through introductory texts and the original Greek of epic, tragedy, and philosophy (Homer, Sophocles, Euripides, Plato, etc.). Additionally, students will become familiar with the root words of modern scientific terminology.

Ancient Greek 1 (L656 or L659)

1.0 credit, Level 6 or 9

This course introduces the grammar, syntax, and vocabulary of ancient Attic Greek. Emphasis is placed on reading Greek prose. The readings provide an introduction to the culture of fifth century Athens. Honors Ancient Greek 1 (L659) students are required to complete additional exercises and translation work that require more sophisticated vocabulary, grammar and syntax.

Ancient Greek 2 (L667 or L669)

1.0 credit, Level 6 or 9

Intermediate Greek, a continuation of Ancient Greek 1 (L656 or L659), prepares students for original readings from a variety of Greek authors. These readings provide an insight into the Greek mind and world. A survey of Herodotus' Histories is included. Honors Ancient Greek 2 (L669) students are required to complete additional exercises and translation work that requires more sophisticated vocabulary, grammar, and syntax.

Ancient Greek 3 (ISL) (L676s or L679s)

1.0 credit, Level 6 or 9, Dual Credit, Ignatian Service Learning course

This course focuses on reading intermediate Greek poetry and exploring the history, culture and values of Bronze Age Greece. After an intense introduction to the Homeric Greek dialect, students translate large passages of Homer's Iliad from the Greek, and read the epic in its entirety in English. Since Greek 3 is also an ISL course, students will read an additional text, Achilles in Vietnam, by Jonathan Shay, examining soldiers' experience of war, and exposure to trauma and moral injury. Guest speakers from community organizations will instruct students on issues facing the contemporary soldier before they begin their service to veterans and their families. This ISL class requires 14 hours of participation per semester with a local veteran-focused organization and post-service reflection in class. Honors Greek III (L679) students have the option to take this as a dual-credit course.

Ancient Greek 4 (L686 or L690)

1.0 credit, Level 6 or 9, Dual Credit

This course focuses on reading epic Greek poetry. After an introduction to the Homeric dialect of Ancient Greek, students translate selections of the Iliad or Odyssey in Greek, and read the entire work in English. Students examine the themes of moral injury from war, survivors' guilt, enslaved women, and challenges faced by veterans returning to home and community. Honors Ancient Greek 4 (L690) students have the option to take this as a dual credit course.



Modern Languages Course Descriptions

CHINESE

Chinese 1 (L916)

1.0 credit, Level 6

This course is an introduction to the basics of the Chinese language and culture, including the rules of writing Chinese characters, Pinyin and tones, and basic grammar as well as listening, speaking, reading, and writing in Chinese.

Honors Chinese 1 (L919)

1.0 credit, Level 9

This course is an introduction to the basics of the Chinese language and culture, including the rules of writing Chinese characters, Pinyin and tones, and basic grammar as well as listening, speaking, reading, and writing in Chinese. This is an in-depth course that encompasses interpretive, presentational, and interpersonal skills.

Chinese 2 (L926)

1.0 credit, Level 6

This course enhances the four skills of listening, speaking, reading, and writing the Chinese language. Students improve their communication skills through the mastery of more vocabulary and grammar. Incoming freshmen who wish to enroll in this course must take the Chinese Language Qualifying Exam offered in the spring.

Honors Chinese 2 (L929)

1.0 credit, Level 9

This course enhances the four skills of listening, speaking, reading, and writing the Chinese language. With a more advanced vocabulary and advanced grammar, students improve their communication skills in more challenging tasks. Incoming freshmen who wish to enroll in this course must take the Chinese Language Qualifying Exam offered in the spring.

Chinese 3 (L936)

1.0 credit, Level 6

This course builds students' communication skills through an expanded vocabulary, advanced grammar, and more authentic learning materials such as Chinese movies, YouTube videos, TV shows to prepare students for the intermediate level of competence.

Honors Chinese 3 (L939)

1.0 credit, Level 9

This course continues to build students' communication skills through an expanded vocabulary and advanced grammar and more authentic learning materials such as Chinese movies, YouTube videos, TV shows to prepare students to reach the intermediate level of competence. The accelerated pace of this course adequately prepares students to take Honors Chinese IV and the Advanced Placement Chinese Language and Culture.



**Chinese 4 (L946)**

1.0 credit, Level 6

This course develops linguistic proficiencies in listening, speaking, reading, and writing through students' exposure to real life language tasks involving reading, conversation, composition, and research. Authentic materials and audiovisual materials are used in addition to the textbook and workbook. Students increase their interpersonal and presentational skills in Chinese.

Honors Chinese 4 (L949)

1.0 credit, Level 9

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

Advanced Placement Chinese Language and Culture (L940)

1.0 credit, Dual Credit

Advanced Placement Chinese is designed to prepare students for the College Board's AP Chinese Language and Culture Examination. Students improve their interpersonal, interpretive, and presentational communication skills while they develop intermediate to advanced-level knowledge in the Chinese language and culture. Students continue to advance their knowledge in various aspects of the Chinese community, history, and culture. Coursework focuses on two-way communication, reading proficiency, and speech and writing. Students are required to take the national AP exam at the end of the course. As an additional opportunity, students may choose to enroll as a dual credit student.

FRENCH

French 1 (L716)

1.0 credit, Level 6

This course is an introduction to French language and culture and focuses on acquiring reading, writing, listening, and speaking skills as a means for communication.

Honors French 1 (L719)

1.0 credit, Level 9

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

French 2 (L726)

1.0 credit, Level 6

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

Honors French 2 (L729)

1.0 credit, Level 9

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

French 3 (L736)

1.0 credit, Level 6

This course helps students to build their communication skills developed in French 2 (L726), and enhances their knowledge of the Francophone world. Mastery of advanced grammar and vocabulary and the development of proficient speaking, writing, listening, and reading skills in French are emphasized in this course. During the second semester, students read, discuss, and analyze a French novel.



**Honors French 3 (L739)**

1.0 credit, Level 9

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

French 4 (L746)

1.0 credit, Level 6

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

Honors French 4 (L749)

1.0 credit, Level 9, Dual Credit

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

Advanced Placement French Language and Culture (L750)

1.0 credit

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

SPANISH

Spanish 1 (L816)

1.0 credit, Level 6

This course is an introduction to the Spanish language and Spanish-speaking cultures. The focus of this course is on oral proficiency, listening comprehension, and reading and writing skills. This course is conducted in Spanish whenever possible.

Honors Spanish 1 (L819)

1.0 credit, Level 9

This course is an introduction to the Spanish language and Spanish-speaking cultures. The focus of this course is on oral proficiency, listening comprehension, and reading and writing skills. Students in Honors Spanish 1 have an increased expectation for language production. This course is conducted in Spanish whenever possible.

Spanish 2 (L826)

1.0 credit, Level 6

This course helps students to build their communication skills and enhance their knowledge of the Spanish-speaking world. It is a continuation of Spanish 1 (L816). Mastery of grammar and vocabulary and developing more creative and proficient speaking, writing, listening, and reading skills in Spanish are the focus of this course. Incoming freshmen who wish to enroll in this course must take the Spanish Qualifying Exam offered in the spring. This course is conducted in Spanish whenever possible.

Honors Spanish 2 (L829)

1.0 credit, Level 9

This course helps students to build their communication skills and enhance their knowledge of the Spanish-speaking world. It is a continuation of Honors Spanish 1 (L819). Mastery of grammar and vocabulary and developing more creative and proficient speaking, writing, listening, and reading skills in Spanish are the focus of this course. Students in Honors Spanish 2 have an increased expectation for language production. Incoming freshmen who wish to enroll in this course must take the Spanish Qualifying Exam offered in the spring. This course is conducted in Spanish whenever possible.

Spanish 3 (L836)

1.0 credit, Level 6

In this course, students will learn more vocabulary, refine grammar learned in previous years, and add to their knowledge of grammatical structures. It is a continuation of Spanish 2 (L826). Socio-cultural knowledge will be expanded through the use of supplementary texts and authentic sources to encourage students to communicate in a Spanish-speaking environment. This course is conducted mainly in Spanish.



**Honors Spanish 3 (L839)**

1.0 credit, Level 9

In this course, students will learn more vocabulary, refine grammar learned in previous years, and add to their knowledge of grammatical structures in preparation for AP Spanish Language & Culture. It is a continuation of Honors Spanish 2 (L829) and stresses oral skills, composition, vocabulary building, and advanced grammatical structures. Socio-cultural knowledge will be expanded through the use of supplementary texts and authentic sources to encourage students to communicate in a Spanish-speaking environment. Students in Honors Spanish 3 have an increased expectation for language production. This course is conducted mainly in Spanish.

Spanish 4 (L846)

1.0 credit, Level 6

This course emphasizes an interactive, proficiency-oriented approach to the teaching of language and culture. It is a continuation of Spanish 3 (L836) and is conducted almost exclusively in Spanish. Students develop their competency in the four basic language skills of reading, writing, speaking and listening through the study of literature, current events, music and art appreciation, traditions of yesterday and today, geography, and influential people of Spanish-speaking countries.

Spanish 4 (ISL) (L846s)

1.0 credit, Level 6, Ignatian Service Learning course

This course is designed for learning Spanish through active participation in community based organizations that require the use of Spanish. Building off of the skills gained in a third year course, this course exposed students to Spanish speaking communities that motivate and challenge students to learn Spanish for immediate real word application. The course explores connections between our Jesuit mission and Spanish-speaking communities and builds students' proficiency with problem-solving and critical thinking in Spanish via experiences in the community. Through an exploration of the themes of identity, challenges facing Latin America, and other contemporary issues, students will be oriented to the experiences they are having with their community partners. Students will complete 14 hours of service each semester outside of school hours to a community partner that specifically works with Spanish-speakers.

Honors Spanish 4 (L849)

1.0 credit, Level 9, Dual Credit

This course is a continuation of Honors Spanish 3 (L839) in which students develop their communicative skills in the Spanish language and improve their understanding of the Spanish-speaking world. Through the study of authentic sources such as film shorts, video clips, music, and literary and non-literary texts, as well as advanced grammar and vocabulary, students learn to express themselves with greater accuracy and sophistication on themes such as family life, social issues, and sports and leisure. This course, conducted primarily in Spanish, prepares students for the AP Spanish Language & Culture course (L840) or, with department chair approval, AP Spanish Literature (L850). Students have the option to take this as a dual credit course.

Advanced Placement Spanish 4, Language (L840)

1.0 credit

AP Spanish Language & Culture prepares the student for the College Board Advanced Placement examination. This course is conducted primarily in Spanish. Students read, discuss, and analyze the six overarching themes as set by the College Board as well as practice the exam skills of interpretive reading and listening alongside interpersonal and presentational speaking and writing. Students are required to take the national AP exam at the end of the course. Successful completion of Honors Spanish 3 (L839) or Honors Spanish 4 (L849) is recommended. Summer work prior to the course is required.

Advanced Placement Spanish 5, Literature (L850)

1.0 credit

AP Spanish Literature & Culture (L850) prepares the student for the College Board Advanced Placement examination. Students read, discuss, and analyze the works on the College Board's reading list from a variety of authors in the Spanish-speaking world from the middle ages through the 21st century, including poets, playwrights, and novelists. This course is conducted entirely in Spanish. Students are required to take the national AP exam at the end of the course. Prerequisite: AP Spanish 4 Language (L840) or department chair approval. Summer work prior to the course is required.



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