

St. Louis University
High School

Academic Program
and
Course Description
Booklet

(2010-2011 School Year)

(Revised, January 2010)

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OUR MISSION STATEMENT

St. Louis University High School is a Catholic, Jesuit learning community dedicated to building Christ's Kingdom of truth, justice, love, and peace.

*As a Catholic school committed to its presence in the city of St. Louis, **we seek** talented young men who reflect the economic, geographic, and social diversity of the area and who find strength, purpose, and dignity in the pursuit of wisdom and in the vision and values of Jesus Christ.*

*As a Jesuit school dedicated to developing our gifts for the generous service of others, **we challenge** this group of young men and ourselves to cultivate life-affirming virtues, lively imaginations, critical minds, and compassionate hearts. Because spiritual formation must accompany the intellectual, aesthetic, social, and physical formation of our students, we hope to foster habits of personal prayer and reflection.*

*As a college preparatory school with a historic commitment to a rigorous program of academic excellence, **we strive** to create in our students a lifelong devotion to learning – a devotion that informs moral choices and transforms lives.*

ACADEMIC POLICIES AND PROGRAM

Admissions for 8th Grade Students

St. Louis University High School (SLUH) admits students of any race, color and national or ethnic origin. SLUH's goal is to promote and maintain a student body composed of students with diverse geographic, socioeconomic and ethnic backgrounds.

Admission to SLUH is based on consideration of many factors including, but not limited to: achievement on standardized tests, academic performance in grades 6,7, and 8, conduct/effort in the classroom, leadership potential, commitment to Catholic education and a personal interview. St. Louis University High School does admit students from other Christian denominations.

The steps required for admission are: 1) Complete the Catholic High School Application. 2) Complete the SLUH application. 3) Participate in a personal interview. Decision letters are mailed in February.

More information on admissions can be obtained from the Director of Admissions.

Admissions for Transfer Students

Admission for a qualified transfer student is on a space available basis. A transfer student will be considered for admission if the curriculum in his previous school fits with the college preparatory curriculum of St. Louis University High School. Grades of "A" or "B" are required in core subjects.

Applications from a student attending school in the metropolitan area will be considered in the summer only after the following has been sent to the Assistant Principal for Academics: a letter of recommendation from someone at the student's current school; a student's final official transcripts; standardized test scores; a student's personal statement.

An application packet can be obtained from the Office of Admissions.

Academic Program By Class Year

Freshman Year

Algebra I, Accelerated Algebra or Algebra II
Biology
Computer Fundamentals (1 sem.)
English
Fine Arts (1 sem.)
Foreign Language
Global History
Physical Education/Health
Theology

Sophomore Year

English
Foreign Language
Geometry or Advanced Geometry
Global History
Theology
Choose one or two Electives

Junior Year

Algebra II/Trig, Advanced Algebra II/Trig or Pre Calculus
American History or AP American History
English or Honors English
Physics or AP Physics
Theology
Choose two or three electives

Senior Year

English
Service Project
Theology
Choose four or five electives

An *Academic Program and Course Description Booklet* is revised each year at the beginning of the second semester.

Academic Requirements

Students are expected to be enrolled in at least six hours of classes each class day of each quarter of the school year. Any exceptions to this to this course load can only be given by the Assistant Principal for Academics.

In sophomore, junior and senior years, students are able to request seven courses. This gives students an opportunity to take a Computer Science class or an additional Fine Arts class. The seventh course might also be Physical Education or Weights. Students also have the option of choosing scheduled study time during the school day as their seventh course.

Counselors, with the assistance of the Assistant Principal for Academics, will closely monitor a student's choice of courses to avoid the student becoming overloaded in his academic curriculum.

Units of Credit

The actual required units of credit or years of study per department for graduation are listed below. Twenty-four (24) units of credit are the minimum requirements for graduation.

- 4 units of **English**
- 3 units of **Mathematics**
- 2.5 units of **Social Studies**
- 3 units of **Science** (including Biology, Chemistry, and Physics)
- 2 units of the same **Foreign Language**
- 1 unit of a **Fine Arts**
- 4 units of **Theology**
- 4 semesters of **Physical Education** (1 of which is a Health course)
- .5 unit of **Computer Science**

The remaining units of credit may be chosen from any of the other departmental offerings.

- **Note** that the University of Missouri has a uniform minimum admissions policy for freshmen applicants to its four campuses. A student can prepare to enter any one of the campuses by taking the courses listed below. For certain programs, however, the student should take additional courses. Students are admitted based on academic achievement and performance on standardized examinations such as the ACT or SAT. Regular admission of first-time college students (entering freshmen) requires completion of at least 17 units of credit (1 unit =1 year in class) as follows:
 - A. Four (4) units of English, one of which may be speech or debate. Two units emphasizing composition or writing skills are required.
 - B. Four (4) units of mathematics (Algebra I or higher).
 - C. Three (3) units of science (not including General Science), one of which must be a laboratory course.
 - D. Three (3) units of social studies.
 - E. One (1) unit of fine arts, to be taken in visual arts, music, dance, or theater.
 - F. Two (2) units of a single foreign language.

Registration for Courses, Requesting Course Changes

Registration for courses for the following year takes place during the third quarter. The student works with academic departments and his counselor to enter course requests into the PowerSchool School Information System. The fact that a student requests a particular course does not guarantee that he will be scheduled in that course. Once the "Course Request" form has been completed, changes relating to courses which required a department signature can only be made after the student, his counselor and department head consult. The student has the ultimate decision in choosing courses. During the fourth quarter a student has the opportunity to alter his original course request list. After the Assistant Principal for Academics has completed course scheduling, student schedules are mailed home in mid-summer. After that time, requests for course changes will be considered only by the Assistant Principal for Academics.

In-coming freshmen receive course selection forms at the orientation meeting in the Spring. They are able to consult with their counselor, individual department heads and the Assistant Principal for Academics on course planning. SLUH's placement exams in Foreign Language and Algebra take place in May.

Once the school year begins, a student may request a course change from the Assistant Principal for Academics. The deadline for such a request is the first Friday of each semester. A request to drop a course must be made in person to the Assistant Principal for Academics who will explain the procedures for dropping a course. Requests to change a course or drop a course can only be granted by the Assistant Principal for Academics.

1-8-1-8 College Credit Program

More than fifty years ago St. Louis University High School was the first high school to cooperate with a college-credit program instituted by St. Louis University. The purpose of the program for high-school students is to provide some opportunities to earn college credit during their junior and senior years of high school. The high school offers certain courses - the syllabi and teachers of which are approved by the various academic departments of St. Louis University - to qualified juniors and seniors. These students are those who are seeking the challenge to accelerate and improve their skills and knowledge at a higher-than-ordinary level of performance and who are likely, in the opinion of their teachers, to make a grade of B or better in such a course.

The courses at St. Louis U. High which carry the opportunity for enrollment in the 1-8-1-8 Program are: AP Biology, Calculus AB and BC, Probability & Statistics, Film, African History & Politics, Computer Science, English, Modern European History, American History, French, Latin, Russian, and Spanish. In general a student is permitted to enroll in one or two such courses during a given semester. In any case no student may earn more than thirty hours of college credit in two years. The fee is determined by St. Louis University. Registration for each semester takes place at SLUH during the first and third quarters. Students are billed by St. Louis University. A grade report is sent to each enrollee by St. Louis University after each semester completed in the program. A transcript showing all courses taken and the grades and credits earned is issued by St. Louis University during the summer after graduation. This transcript will, if requested, be sent to the student's college/university. If the student has specific questions about the 1-8-1-8 Program, he is encouraged to speak with the teacher of the course in question or to call SLU's 1-8-1-8 Advanced College Credit Program Office, 977-3142.

Advanced Placement Examinations

Many juniors and seniors and some sophomores take one or more Advanced Placement Examinations in May in order to earn college credit and/or placement at an advanced level for a college freshman. The AP exams are administered at St. Louis U. High during the second and third weeks in May.

Students interested in taking any AP exam should first speak with their teacher of that subject. In some cases additional preparation (outside the normal course work) is recommended to students who wish to take an AP exam. This is because the "AP syllabus" is not necessarily followed in the courses that we offer but for which a student may wish to take an exam.

Typically the exam subjects that our students choose for an AP exam are: American History, Biology, Calculus-AB, Calculus-BC, Chemistry, Computer Science, Economics, English, Environmental Science, European History, Government and Politics, Latin, Spanish, Psychology and Physics.

Report Cards

Each semester consists of the following grading periods:

1. In mid-semester, quarter examinations are given and quarter report card for each student is sent home.
2. At the end of each semester, final exams are given. The final grade for the course is then recorded on the student's permanent academic transcript. A semester report card for each student is sent home.

Academic Grades and Numerical Equivalents

A+	-	4.5:	Superlative achievement.
A	-	4.0:	Performance that greatly exceeds the basic objectives of the course.
B+	-	3.5:	Performance that exceeds the basic objectives of the course.
B	-	3.0:	A level of mastery and performance that meets the objectives of the course.
C+	-	2.5:	A level of mastery and performance that nearly meets the objectives of the course.
C	-	2.0:	Performance below the objectives of the course.
D	-	1.0:	Performance seriously below the course objectives.
F	-	0.0:	Failure to meet the reasonable minimal objectives of the course.
E	-	0.0:	This grade may be assigned only at the end of the first semester and only in a two-semester course. It is a conditional grade. It indicates that the student has failed the first semester but that he can with a concerted effort and added work, meet the course objectives by the end of the second semester and receive a passing grade for both the first and second semesters.

If the second semester grade is one of D or higher, the grade of E from the first semester becomes a grade of D and the student's GPA. for the first semester is recalculated. If the second

semester grade is a grade of F, then the grade of E from the first semester becomes a grade of F and the student must withdraw from St. Louis University High School.

- I - 0.0 Assigned in a case where, through some extraordinary circumstance, the student failed to meet one or more requirements of the course. If the requirements are not met within two weeks after the end of the quarter or semester, the "I" becomes a grade of "F" or "E" unless the Assistant Principal for Academics has extended this grace period.

Grade Point Average (GPA)

A student's GPA is computed by multiplying for each course the point value of the letter grade times the credit value for each course and dividing by the total potential course credits for that grading period. Cumulative GPAs are computed using all courses taken since enrollment at St. Louis University High School.

Academic Policies

Student withdrawing from a course after the first grading period will have the withdrawal noted on his transcript with a WP (withdrawal while passing the course) or WF (withdrawal while failing the course). A student may request to stay enrolled in the course without working for or expecting to receive earned credit. These notations of WP, or WF have no grade value.

The rationale for each grade is not a comparison of students but the measure of the student's performance in reference to the objectives of the course and college endorsement. Consequently, the grade of B does not mean that a student is better than other students or average among his school peers (with half the students above him and half below but, rather, it simply means that the student has reasonably mastered the course objectives in view of college preparation.

First semester and second semester grades (grades assigned in January and June) **do not** permit the use of the plus (+) or minus (-) except the grades of A+, B+, and C+.

A "special report" will be sent with a student's report card at the quarter or semester for a grade of E, F, or I.

A grade-point average from 3.20 through 3.59 merits second honors. A grade-point average of 3.60 or above merits first honors.

A student is placed on academic probation when his grade average falls below 2.00 or when he receives a grade of F on a quarter or semester report card.

Any student who receives two grades of "F" at the end of any one semester may not continue at St. Louis U. High.

A student who receives a grade of F at the end of the first semester in a full year course is able to remain in the course for the second semester only with the permission of the teacher and the Assistant Principal for Academics. However, he must successfully complete a summer school program in the subject for which he received a grade of F before he is allowed to return for the following year (provided the student has met other academic standards to permit his return for the following year). A student who receives a grade of F in both semesters of a full year course will not be allowed to return to St. Louis U. High the following year.

For a student who has received a grade of F at the end of either semester or a grade of E at the end of the first semester, the Assistant Principal for Academics will send a letter to his parents or guardians notifying them of the grade and its consequences for their son's continued enrollment at St. Louis University High.

A diploma will not be granted to a senior who has not earned credit in all of his courses. The grade of F remains on the student's transcript. The registrar notes on the student's transcript that he has in fact earned credit for that course through make-up course work.

A freshman student who has a cumulative average of less than 1.60 at the end of the year will not be allowed to return to St. Louis U. High the following year.

A cumulative average of 2.00 at the end of both the sophomore and junior years is required for continued attendance at St. Louis U. High.

Parent/teacher conferences are held just after the first and third quarter grading periods each school year.

Report Card Interpretation

The totals for demerits, tardies and absences are cumulative. Thus, the numbers listed in the first semester, final grade column are the totals for the entire first semester. The numbers in the second semester, final grade column will be for the entire year. On each report card, there is an area for the teacher to make specific comments about a student's work and behavior.

Only semester academic grades are included on a student's transcripts. Likewise, only the semester grades are figured into his cumulative grade point average. All grades are computed into the grade point average.

SLUH does not rank its students academically. Rather, colleges and scholarship services are provided a school profile, a grade point average distribution, and a course grade distribution to contextualize a student's academic performance.

Academic Probation and Eligibility

A student is admitted to SLUH only after the admission committee and administration have judged that he has the ability to engage the SLUH curriculum successfully. His academic success, therefore, is expected and is considered a prerequisite to his participation in co-curricular activities.

When a student fails to meet this expectation - either by earning a current grade point average below 2.00 or earning a grade of F or E in any class - he will be placed on academic probation for the following quarter. Students who are placed on academic probation following the second semester grading period will remain on academic probation for the first quarter of the following school year. Students placed on academic probation following the first quarter, first semester, or third quarter grading period, will also lose the privilege of participating in co-curricular activities for the following quarter.

ACADEMIC PROBATION. Placement on academic probation is the school's response to a student who is not achieving minimal academic expectations in one or more classes and is, therefore, putting himself at risk of dismissal from SLUH (see Academic Policies).

When a student is assigned to academic probation, a letter will be sent with the student's report card by the Academic Assistant Principal (APA) informing him that he is ineligible to participate in co-curriculars and that he is on academic probation. The student and parent should sign the letter and return it to the Assistant Principal for Academics. The student will then meet with the school's learning consultant to develop a plan to help him improve his academic standing. In all cases, the goodwill and participation of those involved in the development and implementation of the plan, including the student, will be expected.

The parents of a student assigned to academic probation can check progress reports from their son's teachers at least every two weeks on powerschool.

CO-CURRICULAR ELIGIBILITY. Although participation in co-curricular activities is encouraged and valued at SLUH, it is secondary to academic success. In order to motivate students to reach SLUH's minimum academic expectations and to provide the additional time necessary for remediation of academic deficiencies, students who are assigned to academic probation following the first quarter, first semester, or third quarter grading period also lose the privilege of participating in co-curricular activities for the following quarter, including but not limited to practices, rehearsals, competitions, performances, and representative positions.

PROBATIONARY ELIGIBILITY. Probationary eligibility confers co-curricular eligibility on a student on academic probation based on the criteria listed below. If it becomes evident at any time that a student's academic progress is being hampered by his probationary eligibility, this privilege will be withdrawn by the APA for the remainder of the quarter.

- A student who has been assigned to academic probation because he received a grade of F in one course with grades of C or better in all his other courses and a current grade point average of 2.00 or higher, may

receive probationary eligibility as soon as the teacher in the course in which the student received an F reports to the APA that the student's semester grade has risen above the failing level and the APA has verified that his other grades have not fallen below the C level.

- Any student assigned to academic probation may request probationary eligibility anytime after the publication of the grades that have resulted in his academic probation. He can make this request by talking directly to the APA. After the student's academic plan has been in place for two weeks, the APA will discuss the student's performance with each of his teachers, his counselor, his parents, and the student himself to assess whether or not the student is actively engaging and making progress in his academic plan and whether or not the time required of his co-curricular activities would hamper his academic progress. With this input, the APA will decide the question of eligibility in the best interest of the student.

A student who approaches the APA to request probationary eligibility immediately following the publication of his current grade report can, with the approval of his coach or moderator, continue to participate in athletic practices, fine arts rehearsals, club meetings, etc. for a two-week period following the institution of his academic plan unless immediate withdrawal from co-curriculars is a strategy identified by the APA. He may not participate in interscholastic competitions or fine arts productions or in any other way publicly represent the school during this time.

Sending Classwork Home

Students can be assured that in cases of a prolonged absence due to illness or accident, teachers will always give the student every opportunity to keep pace with his classes by providing assignments and giving the extra help needed when the student returns to school. In cases of extended absences due to illness or accident, the student's teachers should be contacted by email to arrange for make-up work.

Academic Honesty

In its attempt to instill Christian values and academic integrity, St. Louis U. High stands squarely against cheating. As an attempt to pass someone else's work off as one's own, cheating at its root is an act of dishonesty. It compromises the integrity of those involved, destroys the community of learning, and distorts the system of academic evaluation for students and faculty alike. Widespread cheating fosters game-playing, pursuit of grades for their own sake, and getting something for nothing-attitudes fundamentally at odds with the school's desire to foster genuine and enthusiastic love of learning in an atmosphere of love and respect. While recognizing the strength of both the temptations to cheat and the pressure to cooperate in cheating, the school cannot overlook even casual cheating without compromising its mission. Thus cheating will not be tolerated.

Cheating includes - but is not limited to - the passing of answers on quizzes and tests; the seeking, receiving, or transmitting of specific information about questions on a test; the lending or copying of homework; use of cheat sheets or their possession in the testing room; and acts of plagiarism.

The term plagiarism, perhaps, requires further explanation. Plagiarism is the use of another's words or ideas as if they were one's own. To avoid plagiarism when using another person's thoughts, the writer must acknowledge the origin of the ideas and use quotation marks to indicate borrowed language. Within the context of a specific class, a writer may ordinarily incorporate into his paper ideas *discussed* in that specific class without crediting the teacher or fellow-students. In that case, there is clearly no intent to disguise the intellectual debt. However, published material including passages and ideas from hand-outs and class texts must always be attributed.

The burden for enforcing this code of honesty falls on both students and teachers. Students should not lend their work out to others. If one student seeks another's assistance on an assignment, the assistance should be given in *face-to-face instruction* - not by passing written work from one student to another. The student who ignores this advice and makes his answers or work available to another shares responsibility and consequences if cheating occurs.

The faculty member who discovers a student preparing to cheat outside his/her own classroom setting (during an examination, in the library, or in the hallway, for example) will report the incident to the pertinent teacher.

The classroom teacher who discovers or receives evidence of cheating will, at an appropriate time, confront the suspected student and, upon confirmation that cheating has taken place and conferral with the Assistant Principal for Academics, register an F as the assignment or test grade. The F grade can range from a 0% to the highest F possible in the teacher's grading scale. This decision should balance a strong consequence for the academic dishonesty with the support necessary for the student to move ahead successfully, having learned from his mistake. The teacher will

also notify the Assistant Principal for Academics, in writing, of the specific incident.

The Assistant Principal for Academics will maintain a record of these proceedings in powerschool until the student graduates or otherwise discontinues his enrollment at St. Louis University High School. If a second act of cheating occurs, the Assistant Principal for Academics will call for a conference with the student's parents to discuss the student's continued enrollment at St. Louis University High School. The manner of the offenses (quiz or examination? impulsive or premeditated? momentary or sustained?) will determine the severity of the consequences.

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Campus Ministry

Rev. Pedro Arrupe, S.J., a former Superior General of the Society of Jesus, is quoted as follows:

Today our prime educational objective must be to form men-for-others; men who live not for themselves but for God and His Christ - for the God-man who lived and died for all the world; men who cannot even conceive of love of God which does not include love for the least of their neighbors; men completely convinced that love of God which does not issue in justice is a farce.

Community Service Program

The Community Service Program (CSP) offers students of all four years weekend and after-school volunteer opportunities to place themselves at the service of others. Students go out into the greater St. Louis community to work with children who were born drug-addicted or HIV-exposed, homeless women and their children, elementary and junior-high students in underprivileged neighborhoods, people with inadequate housing and others in need. CSP is not a club, but the program cooperates with numerous clubs and agencies throughout the school to encourage broad participation.

Pastoral Program

In accordance with the school's objective to form men-for-others the Pastoral Program offers activities which allow the love, which is outlined in the following quote from Saint Luke, to flourish and mature:

"You shall love the Lord your God

with all your heart,

with all your soul,

with all your strength,

and with your mind;

And you shall love your neighbor as yourself." (Luke 10, 27)

Through pastoral activities we seek to foster the aforementioned three loves of God, others, and self. This occurs through liturgies, prayer services, retreats, reconciliation days, and fast Fridays.

Senior Project

"Senior Project" is the name given to the intensive, full-time "community service" experience for our fourth-year students. It was inaugurated in 1970 and has been a part of our curriculum since then. The time-period that is devoted to this is three weeks, in January, just prior to the start of the seniors' second semester. The various service projects that are offered to the seniors are designed to challenge them to go beyond the purely personal acquisition of knowledge and to use their skills and God-given talents in the service of others. The projects will give to the seniors a broader view of society's problems, a deeper appreciation of their own gifts, and an awareness of their responsibility as Christians to be of service to their fellow human beings. Once the seniors have returned to class, their experiences, as recorded in their journals, become the basis for reflection and discussion, particularly in their theology classes.

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Computer Science

The computer department at SLUH realizes the importance of the computer in the lives of our students. As such, freshmen at SLUH are required to take the Computer Fundamentals course and sophomores, juniors, and seniors are offered a variety of elective courses.

SLUH offers the basic freshman course, Computer Fundamentals, during the summer as well as during the regular school year. This course is offered once in June and again in late July/August. This summer opportunity is open first to students wishing to free up time in their schedule to concentrate on their Fine Art or Music classes during the traditional school year then to students who have a special interest in computer science and desire to take Introduction to C++ during their freshman year. Other students can enroll in this summer class as space allows.

Required Computer Curriculum (.500 credit)

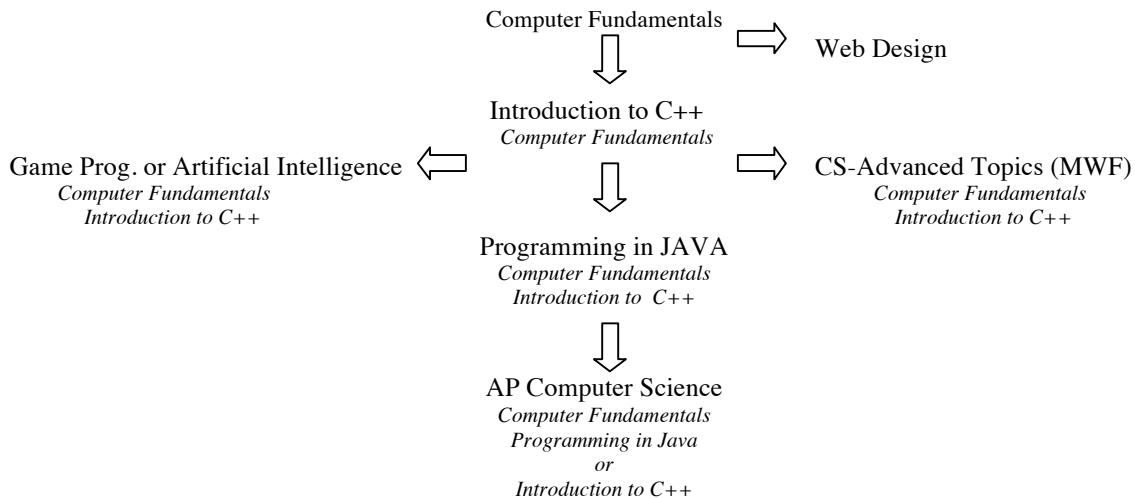
Computer Fundamentals
(This course is required of all Freshmen.)

Elective Computer Curriculum (.500 credit)

Introduction to C++ Programming
Advanced Programming in C++
Web Design (XHTML and JavaScript)
Computer Science: Basic Principles
Game Programming
Introduction to Artificial Intelligence
Introduction to Java Programming for the Web
Introduction to iPhone Application Development
AP Computer Science

Typical Computer Progression

Prerequisites are listed in italics.



Computer Fundamentals

This is a required course for freshmen. In this course proper keyboarding techniques are taught, as well as computer concepts (input, process, output, bits, bytes, RAM, ROM, auxiliary storage, networks, telecommunications and more). Mac operating system concepts and an introduction to the Web page design using html is also part of this course. Software applications, including word processing, spreadsheet, and data base assignments, provide students with a hands-on learning experience. Scratch, a software development tool used to teach programming concepts, is also used in this class. Students learn how to use the computer as both a productivity tool as well as a tool for communication. Internet access is possible at all terminals.

Introduction to C++

This course includes an introduction to structured programming and a basic understanding of C++ syntax. A look at

procedures, functions, selection statements, repeat loops, files and arrays will be the focus of the class. Emphasis on problem solving skills and variable tracing in completing selected programming assignments.

Web Programming – XHTML, JavaScript and PHP(Offered every other year)

This class will introduce students to all the design and programming needed to create a web site. The programming part of the course includes XHTML and CSS, JavaScript and PHP. The XHTML is needed to create the basic static page and the CSS gives more flexibility and power to the project. JavaScript is a scripting language that allows client side processing to be done. The interactivity of the site and form validation are examples of this type of processing. PHP is a server side language that takes the data sent back to the server and allows this data to be processed and organized.

Computer Science: Advanced Topics (MWF)(Offered every other year)

This course will cover topics that students will see in as they progress thru the Computer Science field. Data storage, graphic storage, adding and subtracting of data inside the computer, memory addressing, logic notation, switches, logic gates, modular encryption are some of the topics. Other topics include, recursion, linked lists, and binary trees. The course will discuss quantum computing and security issues as well. This course can be taken after the C++ course. It is a 3 day/week course for one semester giving the student the opportunity to take another course with this class.

Computer Game Programming(Offered every other year)

Game programming will introduce students to the various topics that make computer game programming possible. These topics include: types, loops, variables, collision detection, buffering and more. At the completion of the course, students will write a full scale computer game using Blitz Basic compiler. (Introduction to C++ is a prerequisite.)

Introduction to Artificial Intelligence(Offered every other year)

This course introduces students to the world of artificial intelligence (AI) including a discussion of what AI is and is not. It will take up both the history and the future of AI including a study of the important people who have shaped AI and their contributions to the field. Students will study genetic algorithm, neural networks and fuzzy logic. They will also look closely at the programming code used in genetic algorithm. (Introduction to C++ is a prerequisite.)

Introduction to Java

This course offers an introduction to object oriented programming and a basic understanding of Java syntax. A look at control structures, selection statements, loops, files, and arrays will be the focus of the class. (Introduction to C++ is a prerequisite.)

Introduction to iPhone Application Development

The course will introduce students to the objective-c programming language and the Cocoa-touch application programmer interface for the Apple iPhone and iTouch. Students will use the iPhone simulator built into the X-code development environment to develop and test their applications. Students will emerge with a basic understanding of how to create iPhone applications and enough experience for them to begin independent development. (Intro to C++ and Intro. to Java are prerequisites)

AP Computer Science

The prerequisites for this course are Algebra, Geometry, and either Introduction to Java Programming for the Web or both Introduction to C++ and Advanced Programming in C++. In AP computer science the students will address the three critical areas of program design, program implementation, and program analysis. In program design students will learn how to view problems from an object-oriented paradigm. In program implementation students will learn to use the JAVA programming language to implement the object-oriented solutions they developed during program design. In program analysis students analyze their solutions to problems based on several criteria. Hardware design and ethical issues are also addressed in the course.

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English

The English Department intends that our students grow during their four years of English in their ability to write well (with clarity, precision, energy, grace and truth) and to read well (understanding with heart and mind the direct meaning and more distant implications of words, images, characters and events).

Freshman English

Freshman English prepares students to read with greater understanding and to write with greater precision. A concentrated study of grammar allows students to gain a deeper comprehension of their language. Students also study the specific vocabulary associated with their reading. Writing assignments emphasize the relationship between forceful thesis statements, topic sentences that echo the thesis, and well-chosen supporting details. Other writing assignments require narration and description. The students read and discuss several longer pieces—for example, *The Odyssey*, *Narrative of the Life of Frederick Douglass*, *Huckleberry Finn*, *Romeo and Juliet*, and *Lord of the Flies*.

The English Tutorial

During one activity period each week, students who demonstrate a need for additional support in Freshman English attend this extra thirty-minute class. The tutorial is taught by the students' regular English teachers and focuses on reinforcing the instruction in the class, answering students' questions, practicing skills, and discussing the students' methods of preparing for class, quizzes, and tests.

Sophomore English

The sophomore curriculum continues the department's emphasis on close analytic reading and precise writing. Early in the year, students learn Frye's definitions of comedy and irony and use these to interpret the characters and outcomes of poems and short stories (such as those of Irish writer Frank O'Connor). Students talk and write about these short works and, later in the year, about the four or five longer works (such as *Sir Gawain and the Green Knight*, "*Master Harold*"... and the boys, Shakespeare's *Macbeth*, Kent Haruf's *Plainsong*, and J. D. Salinger's *Catcher in the Rye*). Most writing assignments demand close analysis of these text in support of a clear interpretive thesis, but some assignments allow students to practice narrative and descriptive writing. Instead of the systematic study of grammar included in the freshman curriculum, Sophomore English addresses common usage problems, especially those that appear on standardized tests for college admission.

Junior English

The short story, poetry, the novel, and a Shakespearean play (usually *Othello* or *Much Ado about Nothing*) receive approximately equal attention. The course requires students to write closely focused, well-organized, longer essays in and out of class. These essays demand a responsive reading of the text, forceful theses, careful presentation of evidence, tight transitions, and an intelligent structure. Students also write and rewrite an autobiographical essay of the sort that many colleges require on applications for admission.

1818 Classes

Through St. Louis University's 1-8-1-8 Program, students may take Junior Honors English and most of the senior electives for college credit. Students may earn three hours of credit for each SLUH class that matches St. Louis University course for which the student has not already received credit. Numbers in parentheses indicate which St. Louis University classes the SLUH classes match.

Junior Honors English (En190, En202)

In its structure, this course resembles Junior English; but the writing instruction, presuming mastery of basic skills, challenges students to write with considerable sophistication and insight. Readings are often longer and more challenging: *Hamlet*, *Light in August*, *As I Lay Dying* or *Jude the Obscure*, for instance. Students in this course are often ready to perform well on the Advanced Placement test in Literature and Composition at the end of their junior year, or they may elect to take the course for St. Louis University credit.

Senior English Electives

All of the following are one-semester electives. The senior elective offerings change somewhat from year to year. In all of these electives, except Reading and Writing Fiction, students write about the literature they

read. Most of the classes require other kinds of writing as well: e.g., personal essays, imitations, or parodies.

All senior electives except Reading and Writing Fiction and Expository Writing may be taken for college credit through St. Louis University's 1818 Program. Each class a student takes for 1818 credit must match a different SLU class from any he has already taken. He may not earn credit for a 202 course more than once, for instance. The numbers in parentheses next to course names indicate which St. Louis University courses the SLUH elective matches.

African-American Voices (En190, En 202)

This course will seek to introduce students to some of the literary and cultural achievements of African Americans, primarily in the 20th century. The main activity of the course will be literary analysis, both in discussion and in writing, along with some historical study of the political and social challenges faced by African Americans. Writers **may** include Ralph Ellison, Edward P. Jones, ZZ Packer, Barack Obama, Toni Morrison, James Baldwin, Gerald Early, and W.E.B. DuBois, among others. We **may** also study the careers of musical artists like Duke Ellington, Louis Armstrong, Charlie Parker, and John Coltrane.

The Alienated Hero (En190, En202)

This course will focus on protagonists who do not fit into society, rebels who stand outside or beyond the social norms. Classwork will include quizzes, tests, analytical essays, concluding with a memoir. Possible works include Kafka's "The Metamorphosis," Ellison's *Invisible Man*, Melville's "Bartleby the Scrivener," Kathleen Finneran's *The Tender Land*, Poe's stories, and films like *Rushmore*, *Richard III*, and *Amélie*.

American Literature (En190, En202)

In this course we will study selected works from major American writers and filmmakers in order to discover what is specifically "American" about these works and to see what this literature tells us about America. We will focus on such well-known nineteenth and twentieth century authors such Hawthorne, Melville, Whitman, Fitzgerald and Ralph Ellison and also on more recent writers like E.L. Doctorow, George Saunders, and Colson Whitehead, as well as films such as *Chinatown*, and *Six Degrees of Separation*.

British Literature: A Survey (En190, En202)

This is a survey course that introduces the students to significant works of English writers from the Middle Ages through the 20th century. Our goal is to acquire an understanding of the ideas and literary texts that form the basis of an English-speaking culture. All readings will be considered in a literary and historical context so that the student will gain an understanding of the historical, cultural and philosophical influences that shape the texts. Students will express their understanding of key concepts through class discussions, various writing assignments, a project and a final exam.

Introduction to Irish Literature (En190, En202)

Is Ireland doomed to repeat forever the past it knows perhaps too well: invasions, English oppression—real and imagined, fatal hunger strikes, aborted revolutions, bombings and snipers, leaders who sometimes inspire, sometimes self-destruct and never unite the many factions of Ireland for very long? By studying some of the best sagas, poems, plays, stories, and films of the culture, we can dig beneath clichés like shamrocks and leprechauns and blarney to answer questions like this one, improve our understanding of Ireland's compelling history and, most of all, enjoy some of the world's best literature—in other words, get at the good turf. Students should expect to write essays, take tests, and develop an independent project through which they explore their own interests in a way that leads to a demonstration of what they have learned.

Irish Literature II (En202)

This course seeks students who wish to extend their exploration of Irish literature beyond that point where the introductory course can go. For example, the first course uses MacLaverty's interesting but relatively easy novel *Cal* while the Irish II course takes on an equally interesting but more complex contemporary novel like Seamus Deane's *Reading in the Dark*. Similarly, we will read a post-colonial play such as Samuel Beckett's *Waiting for Godot* to build upon the plays of rebellion that we study in the introductory course. Irish Literature II is offered in the second semester only. Whereas in Irish Literature I we dash, in

Irish Literature II we linger.

The Literature of Initiation (En190, En202)

The texts of this course explore events central to the human psyche: first encounters with significant and often traumatic events. Often these events mark the passage from childhood to adulthood. Some societies mark the coming of age with rituals of initiation. More often in modern literature, the initiation is not planned but forced upon the protagonist by hard circumstances. The course will also focus on initiations by which an adult steps into a circle of hidden and often terrifying knowledge. Possible texts include *Into the Wild*, Hemmingway's Short Stories, *Extremely Loud and Incredibly Close*, *Lives of Girls & Women*, *About a Boy*, *Goodbye Columbus*, *The Glass Castle*, and *The Kite Runner*. We will examine individuals who are changed, for better and worse, by radical circumstances and thereby initiated into alternative ways of life. Likely movies include *Juno*, and *The Graduate*.

Literature of Men and Women (En190, En202)

Students in this course read, discuss, and write about poems, stories novels and films by women and men who use literature to explore questions of gender: What definitions of maleness and femaleness have societies created? How does gender, through biology and environment, exert pressures on our senses of ourselves and on others? Possible texts include Shakespeare's *The Merchant of Venice*, Tennessee Williams' *A Streetcar Named Desire*, Ibsen's *The Doll House*, Thomas Hardy's *Pride & Prejudice*, several short stories and perhaps a movie.

Poetry (En220)

This course is intended to provide students with the broad background and practice necessary for the analysis, appreciation and composition of poems. It is an introductory course meant to expose students to poetry as both readers and writers of the genre. Although it is impossible to cover everything that ought to be covered, by the end of the course, students should be aware of the history and richness of the English language and its poetic tradition, be acquainted with a few major poets from different periods in literary history (for example, John Keats, Walt Whitman, Emily Dickinson, Elizabeth Bishop, Robert Pinsky), understand the basic, technical aspects of formal verse in English (what is called prosody), have improved their skill in the close reading of poems, have a sense of the importance of the sound of poems, be able to convey that sense through polished recitation, and have written and revised a portfolio of finished, original poems of which they can (we hope) be proud.

The Practice of Expository Writing and Reading (cannot be taken for 1818 credit)

This course seeks motivated seniors who, at the end of their junior year, continue to struggle to write clearly, persuasively and in a logical manner. To address these weaknesses, this course will encourage more effective writing through an intense writing process which begins with the discovery of a topic, shaping it into a thoughtful purpose statement, fashioning a working outline, writing a rough draft, revising it, followed by careful editing. In addition to honing their critical reading and writing skills through study of literary texts, this course will also ask students to write about their own experience, about images from art and advertising, about films and about important social and cultural issues. Peer-editing and workshopping occur regularly. Department approval is necessary for students to enroll in this course.

Reading and Writing Fiction (cannot be taken for 1818 credit)

This course, which focuses exclusively on fiction, uses room M204 as its writing clinic. Students will spend about one third of the semester reading short stories and the other two thirds writing them. The stories we read will be those of contemporary authors whose voices, methods, and themes students can absorb and emulate. At first the class will read and discuss analytically one author's stories, perhaps those of Alice Munro, Raymond Carver, Tobias Wolff and/or Ethan Canin. Gradually, the reading and class activities will direct their attention less to the reader's experience of the stories and more to the writer's craft, particularly his or her ways of creating scenes and writing dialogue. In their journals, students will respond to specific assignments to mine their own experience for scenes and plots. Students will spend many days writing and many nights rewriting. By the end of the semester, students will be required to turn in at least thirty pages of revised and polished fiction, not including science fiction, fantasy, and horror stories. Some days will be set aside for small- and large-group conferences about student work. One week late in the course will be reserved for students to devote themselves to reading independently a collection of stories by a single

writer (John Cheever, Bobbie Ann Mason, Randall Kenan, George Saunders, Richard Russo, Flannery O'Connor, or Tim O'Brien).

Shakespeare (En240)

This study of Shakespeare emphasizes the variety as well as depth of his achievement. The class will read and discuss some of the sonnets and four plays—including perhaps *Richard II*, *Measure for Measure*, *A Midsummer's Night's Dream*, and *King Lear*. The approach to the plays will emphasize performance criticism—that is, consideration of how the texts suggest staging, costume, gesture, and intonation.

Short Story Writers (En260)

When a new acquaintance tells you one joke, you may understand the joke, but you hardly know the joker: he or she may only be passing on a story his mechanic recently told him. But when a joker tells you several stories, you can begin to figure her out: you begin to see a pattern in her interests and obsessions. By reading a dozen or so stories by each of four or so authors (perhaps Hawthorne, Hemingway, Flannery O'Connor, Alice Munro, George Saunders and/or Raymond Carver), we see the maker of the stories as well as the stories themselves. And seeing the creator, we then understand better the creation.

Tragedy (En190, En202)

As we read a selection of plays that have been called tragedies, we will test two or three theories about the genre: Does it express something fundamental about either the human condition or about Western Civilization? What approaches to life lead toward heroism and tragedy rather than toward comedy? We will most likely focus on two Greek tragedies, *Oedipus the King* and *Antigone* by Sophocles, one tragedy by Shakespeare, *Julius Caesar*, and one by Shakespeare's contemporary John Webster, *The Duchess of Malfi*. We will end with a study of three modern American works sometimes considered tragedies, Arthur Miller's play *Death of a Salesman*, Edward Albee's play *Who's Afraid of Virginia Woolf?* and Francis Ford Coppola's 1972 film *The Godfather*? We will also study the thoughts of some theorists of tragedy including Aristotle, Miguel de Unamuno, Hannah Arendt, and Northrop Frye. We will also test our theories about tragedy by referring to some texts studied in earlier semesters at SLUH.

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Fine Arts

The Fine Arts Department is dedicated to fostering all that is creative and intuitive in our students by offering a wide range of visual and performing arts courses. Though the content and teaching methodologies are diverse, each offers to students an opportunity to develop an aesthetic and critical sense, enabling them to create and comprehend a work of art and develop an understanding of an a respect for the creative process.

The department believes the study of Fine Arts to be a process-oriented act as well as one requiring critical thought, careful training and formidable preparation. Our faculty aims to find a balance between intuition and training, between imagination and discipline.

We recognize our students as both potential creators and potential patrons of the arts. We appreciate the unique styles, gifts, insights and humanity of each individual.

It is our belief that through the study of an participation in the arts, students gain insights into other peoples and cultures and through self expression, gain insights into themselves.

Freshman Fine Arts Survey (One-semester Freshman Fine Arts elective)

A dynamic team taught course which offers students the opportunity to experience studio art, music and Theater in an integrated setting. The basics of design, color, drawing, movement, rhythm and acting will be explored through a combination of hands-on activities, performance exercises, lectures and computer use. The goal of this course is to provide the student with a broader experience in the arts and background for more informed choices for subsequent Fine Arts courses. No experience necessary. There is a fee for the supplies.

Oral Interpretation of Literature (Full year elective for sophomores; meets three days per week; for .6 credit; no prerequisite)

Interpretation is the art of communicating to an audience, from the printed page, a work of literary art in its intellectual , emotional and aesthetic entirety. Students will learn to analyze, prepare and present material from prose, poetry and drama. The course will include the study of solo, small group and large group performance

techniques. We will focus on developing body posture, strong vocal production, eye contact and gestural skills in service of the given texts. Sophomores who take this course would be able to take Physical Education or Weights the other two days per week.

Oral Communication (One-semester elective; sophomores, juniors and seniors)

The purposes of the course are three fold: (1) A basic understanding of the processes and methods of communication; (2) The practice of these processes through a number of oral presentations; and (3) An increase in general knowledge. The basic understanding is achieved through readings and class discussion. Examples of the oral presentations are informative speeches, demonstration speeches, persuasive speeches, etc. The general knowledge comes from listening to the above presentations.

Acting Improvisation (One-semester elective; sophomores, juniors, and seniors)

Through a series of exercises, i.e. warm-ups, slow-motion sports, theater games, juggling, clowning, story theater, etc., the student gets a basic understanding of one of the fundamentals of acting - Improvisation. There are a number of public performance-exams given throughout the semester. During the semester, there are at least two field trips to local professional theater productions in order to observe acting and production for class discussion and student enrichment. Students are required to see two shows outside of school time. One must be a SLUH production and the second can be any approved production.

Acting Scenes (One-semester elective; juniors, seniors)

The purpose of this course is to give the student a basic understanding to the creative process of the actor as he approaches a scene from a script. The course starts with a study of some of the fundamentals of acting and script analysis. The theories learned in the first section are then applied to a number of solo and multiple person scenes presented in class. During the semester, there are at least two field trips to local professional theater productions in order to observe acting and production for class discussion and student enrichment.

Introduction to Technical Theater

(Full year elective; meets two days per week) for .5 credit; juniors and seniors; no prerequisite)

The purpose of this course is to teach students the fundamentals of technical theater. The topics covered include the following: tool identification, use, and safety; reading and translation of blue prints; making simple flats, parallels, and stair units; lighting, its identification, use, and safety; sound, its identification, use, and safety. Student class projects will probably require work in studio/shop outside of class time.

Advanced Technical Theater

(Full year elective; meets two days per week for .5 credit; juniors and seniors; prerequisite is Introduction to Technical Theater or Departmental Approval)

In addition to the review of those items taught in Introduction to Technical Theater, the student will study: scenic painting, lighting design, sound design, fundamentals of scene design, i.e., script analysis, design problems, floor plans, rendering, and model making. Student class projects will probably require work in studio/shop outside of class time.

Fundamentals of Film (one-semester elective; freshman)

The central purpose of this course is to train a student to watch a movie intelligently, to "read" it as he would any text. The student is trained to examine movies for their specific details of plot, dialogue, camera placement, etc. Through this process, the student will begin to watch movies actively and to think critically about them. Among the movies that will be watched are: Hitchcock's North By Northwest, Chaplin's The Gold Rush, the Marx Brothers' Duck Soup, The Treasure of the Sierra Madre, Rebel Without a Cause, On the Waterfront, Breaking Away, and Schindler's List. The films screened in class will serve as the primary texts. However, students will do some reading at home from a textbook and handouts. They will also have some written homework and will take short-answer tests. They will constantly be working to think about what they see.

American Film Directors (One-semester elective; juniors and seniors)

The central goal of this course is to train students to watch film intelligently. Another goal is to equip students with a more intelligent understanding of the major directors who worked in American film. The course attempts to analyze their cinematic methods and recurring themes. Among the movies we will watch are: *Psycho*, *Rear Window*, *Citizen Kane*, *The Searchers*, *The Godfather*, and *Raging Bull*. In-class and out of class work is required to indicate the student's ability for film criticism and evaluation and for critical thinking.

American Film Genres (One-semester elective; juniors and seniors)

The central goal of this course is to train students to watch film intelligently. Another goal is to equip students with

a more intelligent understanding of the genres of American film. The course focuses on: gangster, film noir, horror/science fiction, comedy, war, and Westerns. Each of these types has a specific tradition--recurring themes, plots, and characters. Among the movies we will watch are: *Bonnie & Clyde*, *Chinatown*, *The Fly*, *The Road Warrior*, *Platoon*, and *The Wild Bunch*. In class and out of class work is required to indicate the student's ability for film criticism and evaluation and for critical thinking.

Freshman Band Program (Freshmen who participate in a full-year band class must take the Computer Fundamentals class during the summer before their freshman year.)

Fundamentals of Band (First semester course; no prerequisite)

This course gives students an opportunity to learn how to play a band instrument in a group experience. It helps students discover if they have any talent in music by providing them with a semester of "hands on" experience with an instrument. Students learn proper playing techniques, how to read music, and basic musicianship skills. Students who want a chance to try out a musical instrument will find this course very exciting and rewarding. Instruments may be rented from the school or local music stores. Students may elect to continue in the Freshman Band during the second semester if they take the Computer Fundamentals class during the summer.

Freshman Band (Second semester; prerequisite: departmental placement or Fundamentals of Band)

To qualify for the Freshman Band, students must have some experience on their instrument and know how to read music. The band studies and performs popular, jazz and classical music. Musical style and form is learned by analyzing, practicing and performing representative music. Included in the course is the study of basic musicianship and instrumental techniques. The group performs at concerts and other events.

Lab Band (Full year course; prerequisite: Fundamentals/Freshman band or department approval and placement)

The Lab Band class meets three days a week during the regular school day. This course is intended only for piano, guitar and bass players that plan to continue into upper level bands. This intermediate level ensemble is open to students who have taken Freshman Band or have previous private instruction on their instrument. Primarily a course for Freshmen and Sophomores, this band practices jazz and traditional scales, chord voicing, chord structure, improvisation and performs in popular, jazz and rock styles. The band performs in concerts and school events.

Upper Level Band Program (Available to Freshmen with advanced placement)

Concert Band meets five days a week during the regular school day.

Symphonic Band meets five days a week during the regular school day.

Jazz Bands meet during zero hour three days a week.

Note: To participate in the Jazz Program a student must be in the Symphonic Band (except piano and guitar players).

Concert Band (Full year course; prerequisite: department approval and placement)

The Concert Band meets five days a week during the regular school day. Some students wanting to take PE may take the class three days a week. This intermediate level band is open to students who have taken Freshmen Band or have successfully participated in a grade school concert band program. Primarily a course for Freshmen and Sophomores, this band studies and performs popular, jazz, and classical music. Students will continue to develop their performance and analytical skills. The band performs in concerts and school events. Some school instruments are available to students who need to rent an instrument.

Symphonic Band (Full year course; prerequisite: department approval and placement)

The Symphonic Band meets five days a week during the regular school day. This band is an advanced performance ensemble that studies and performs a wide variety of music, representing all musical styles, while stressing the elements of musical performance and understanding. The Symphonic Band, one of SLUH's top performing groups, is open to all students who have either successfully completed Concert Band or can demonstrate proficiency on a concert band instrument. The group performs at concerts, music festivals and school events. Some school instruments are available for students who need to rent an instrument.

Jazz Band II (Full year course; prerequisite: by audition only and must be a Symphonic Band member)

(Prerequisite for piano, guitar and bass guitar players: by audition only)

This course meets during zero hour three days a week. This intermediate Jazz Band will study and perform a wide variety of jazz music from the traditional Big Band standards to the contemporary jazz/rock styles. Musical style and form is learned by analyzing and performing representative music. Basic improvisation skills will be developed. The group performs at concerts, competitions, festivals and local tours.

Jazz Band III (Full year course; prerequisite: by audition only and must be a Symphonic Band member)

(Prerequisite for piano, guitar and bass guitar players: by audition only)

This course meets during zero hour three days a week. To qualify for Jazz Band III, students must be proficient on

their instrument, good music readers, and must have a strong desire to seriously study and perform the contemporary and historical styles of music. Primarily a course for seniors and very advanced underclassmen, the various jazz styles are studied in this band by analyzing, practicing, and performing representative music. Performances are critically analyzed and the quality of the group is maintained at the highest possible standard. The group performs in school and public events both locally and nationally.

Combo (Full year course; prerequisite: departmental approval and placement)

The Combo meets during zero hour two days a week and is available to some Symphonic Band students and rhythm section players that desired to be in a jazz band but did not get placed. Students will study and perform a variety of jazz styles and develop basic improvisational skills. The group will perform at school concerts.

Music Theory : In addition to receiving music theory instruction within the vocal and instrumental classes a student may select to further their studies in these **independent study courses**:

Music Theory I (Full year course; prerequisite: department approval)

This class advances the student's note reading skills and ear training abilities. Students learn the structure of scales, intervals and chords. Much of the skill training is done in our computer music lab. Basic composition and keyboard skills are introduced.

Music Theory II (Full year course; prerequisite: department approval)

This class continues to develop the skills taught in Music Theory I and covers the more advanced structures in melody, harmony and rhythm. Musical styles and forms are learned through analysis of music and student composition.

Music Theory III (Full year course; prerequisite: department approval)

Students who want to continue to study music in college, either as a major or minor, need to get a strong background in music theory to help ready them for college level work. The content of the course is geared to prepare students for the AP test in music theory and includes voice leading and four part harmony writing. Melodic, rhythmic and harmonic dictation skills are developed as well as form and analysis of common practical musical styles.

Vocal Music Program

Varsity Chorus I (Full year elective, five days per week; open to all four years, but by audition only)

This chorus is an advanced performance organization that specializes in a variety of contemporary musical styles. Members stage and/or choreograph many of the selections. Students learn stage movements, vocal technique, microphone technique, basic music reading, and ensemble singing which help the students prepare for both theater and music auditions. The repertoire includes jazz and Broadway music as well as classical selections that it performs with the Concert Choruses. Besides performances here at S.L.U.H., Chorus II regularly performs off-campus for a variety of audiences. A sub-ensemble of Chorus II called Varsity Chorus goes on a major tour every two years. Past tours have included performances in New Orleans, Kansas City, New York City, Denver, Phoenix and San Jose

Concert Chorus Full or half year course (full year to fulfill fine arts requirement), two days per week zero-hour; three days per week during the school day; Prerequisite: none

Concert chorus is available to all students whose schedule precludes participation in one of the regular choruses. It meets twice a week at Zero-Hour (earns .25 credit per semester) or three times a week during the school day (earns .3 credit per semester). Concert Chorus performs a wide variety of musical styles The students learn basic vocal technique, music reading and performance skills. These students combine with Choruses I and II to form a large combined Chorus which performs on the Winter and Spring concerts and other off-campus performances.

Studio Art Program

Drawing I

(One-semester elective open to freshmen (2nd semester only) sophomores, juniors and seniors or as a full year, 3 day per week course; no prerequisite)

The student learns the importance of composition and the use of the primary media (pencil, charcoal, pen and ink, brush and ink) and the elements of drawing (line, shape, composition, perspective, shading, etc.) through a variety of exercises and projects. The student works both from still life and imagination. There is a fee for supplies.

Drawing II (A second-semester elective; sophomores, juniors and seniors; prerequisite: Drawing I)

This second semester course in drawing builds on the foundations taught in Drawing I. In addition to the basics as described above, there is the study of portraiture, figure drawing, and landscape drawing in color. This course is recommended for the student who wants to study drawing in depth and for anyone who plan to take additional art

courses. There is a fee for supplies.

Ceramics I (A one-semester elective; juniors and seniors; no prerequisite)

This class is an introduction to the chemical make up and various types of clay. Four building techniques used in construction of ceramics pieces will be taught and various glaze techniques used to finish a completed ceramics piece. There is a fee for supplies.

Ceramics II (A one-semester elective; juniors and seniors; prerequisite: Ceramics I)

In this course students will develop projects which expand, both technically and conceptually on basic techniques already learned. Students wishing to develop skill using the wheel may devote the semester to that end. Students will also learn to develop and mix their own glazes. There is a fee for supplies.

Advanced Ceramics (A one-semester elective; juniors and seniors; prerequisite: Ceramics I & II)

Advanced methods of clay hand building techniques and throwing on the wheel will be pursued by students. They will also be expected to take more initiative in developing projects on their own. More detailed technical information on clay, glazes and kilns will be presented. Students will also become more attentive to and critical of the form and design of their projects and more proficient in glaze application and mixing.

Painting in Acrylics (A one-semester elective open to sophomores, juniors and seniors; prerequisite is two semesters of studio art beyond the Freshman Fine Arts Survey)

The prerequisite for this course is one full year of art. The basic techniques of painting are introduced, starting with exercises in black and white. The student then learns about color, how to mix colors, and how colors interact. He works from still life, landscape, and imagination. There is a fee for supplies.

Painting in Watercolor (one-semester elective open to sophomores, juniors and seniors; prerequisite is two semesters of studio art beyond the Freshman Fine Arts Survey)

The prerequisite for this course is one full year of art. For some this will be a continuation of drawing but with the emphasis on the use of watercolor in still life, landscape, portraiture, and figure. Basic watercolor techniques and materials are introduced. There is a fee for supplies.

Printmaking (one-semester elective open to sophomores, juniors and seniors; prerequisite is two semesters of studio art beyond the Freshman Fine Arts Survey)

The prerequisite for this course is one full year of art. The purpose of this course is to expose the student to a variety of printmaking techniques: mono-prints, linoleum block, embossing and etching. In each medium the student will reproduce his work in limited edition. There is a fee for supplies.

Two-Dimensional Design (one-semester course or full year, 3 day per week course; sophomores, juniors, seniors; no prerequisite for this class)

This course addresses the principles and elements of design, they are used as a foundation as well as for learning effective design techniques to design in an orderly plan. The computer along with traditional techniques will be taught, and advertising studied. The student learns practical application through his work producing original and creative designs. There is a fee for supplies.

Three-Dimensional Design (one-semester elective open to juniors and seniors; prerequisite is two semesters of studio art beyond the Freshman Fine Survey)

An Introduction to the basic elements of 3-dimensional design and structural problem solving: such as order, balance, movement, proportion, and rhythm. Students will work with a range of materials including, but not limited to plaster, clay, chipboard, aluminum and wire. Within the limits of the materials students can experiment with linear and spatial arrangements. There is a fee for supplies.

Portfolio (one-semester elective; seniors; departmental approval)

This course consists of independent projects for those seniors who wish to develop a portfolio of art for presentation to a college of art. Seniors qualify for this course by their background and by permission of an art instructor. This course involves outside work, attending figure drawing classes in the evening and extra time devoted to art work outside class time. There is a fee for supplies.

Dance Program

Dance I

This is a full-year course for sophomore, juniors and seniors. It is taught twice a week as an option to Physical Education class for a half unit of Fine Arts credit. Dance I is an introductory course in dance focusing on performance as well as the social aspects of dance. Performance studies include musical theater dance, jazz, tap, and musical development, coordination and flexibility. Social course materials include folk, swing and current dance

trends. Classes include complete full-body warm-ups and various combinations. Although public performance is not required, students have the opportunity to perform in the Fine Arts Concerts.

Dance II

This is a full-year course for juniors and seniors. It is taught twice a week as an option to Physical Education class for a half unit of Fine Arts credit. This course is a continuation of material completed in Dance I. Dance II offers a more advanced level and new challenges in performance jazz, tap, fundamentals of dance, partnering and specific student dance interests. Dance II students perform in the Fine Arts Concerts.

After School Dance I

This is a full-year course for all class years. It is taught twice a week after school as an option to Physical Education class for a half unit of Fine Arts credit. It is an introductory course in dance focusing on performance aspects of dance. Studies include musical theater dance, jazz, tap, social dance, coordination and flexibility. Classes include complete full-body warm-ups and various combinations. After School Dance students perform in the Fine Arts Concerts. Students may take this course more than once.

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Foreign Languages

All students are required to successfully complete two credits in the same foreign language. Greek I and all other languages above the II level are electives.

CHINESE

Chinese I

This course combines the study of the Chinese language with an introduction to Chinese civilization. Chinese pinyin system is drilled for students to acquire basic conversational skills. one hundred characters and their combinations are studied with occasional practice in writing with a Chinese brush.

Chinese II

This course reinforces materials learned in the first year to comprehend basic Chinese grammar. Emphasis will be placed on improvement of oral and aural skills. An additional 150 characters and their combinations are studied. Games, contests and songs are used to keep up interest and practice of the language.

Chinese III

Great effort is made to speak only Chinese in class, with the exception of complex grammar explanations. The goal is to help students develop proficiency to understand and speak Chinese. Short essays are written on topics from the readings and daily life.

Chinese IV

The course is designed to prepare students for a college-level Chinese course. There will be a complete review of grammar to help students perfect their knowledge and abilities in speaking, comprehension and writing skills. Emphasis is placed on doing independent studies with the help of a dictionary. Chinese movies are used for group discussion not only in language context, but also related to cultural differences and current issues.

FRENCH

French I

The main goal of this first year is to enable the student to speak French and to understand spoken French at a level where he could function in a French-speaking environment for a time. The reading and writing skills are also developed, but the emphasis is on speaking and listening. The text provides a series of “culture capsules” that center on real-life situations appropriate to the teenager. A major component of the course is regular and consistent use of the language laboratory so as to provide the student with native-speaking exposure. Making students aware of the value of acquiring an appreciation of another culture is also an important goal of the course.

French II

The second-year course has two main goals: to reinforce and develop previously-learned grammar and vocabulary, and to use them in speaking, reading, listening, and writing. The text is supplemented by realia from France, including news broadcasts, magazines, and newspapers as well as video and audio series which accompany the text. Homework and testing are frequent.

French III

At this point the foreign language course is an elective. It is assumed, therefore, that the student taking the course will have a demonstrated record of success in the first two years and will have the motivation to begin to master the language in its oral and written complexities as well as have a desire to assimilate as much of the French culture as can be assimilated through the normal classroom outlets. Correct speaking of French is a high priority. The basis for the acquisition of the speaking and listening skills is the text: a series of "culture capsules" that are age-appropriate and topic-appropriate. Exposure to more complicated and more sophisticated oral French is provided through the regular and consistent use of the language laboratory. Since practice is essential to progress, much of the class time is student-centered, i.e., the students are doing the speaking of French rather than the teacher.

French IV

The more complex structures of the French language are mastered in this course. The main thrust of the course however is a genuine understanding and appreciation of the culture and civilization of France. Several areas studied are: the history and government of France, French literature, French entertainment (theater, film, and music), French art (painting, sculpture, architecture) and French customs and traditions. In French IV students complete the text used in French III.

GREEK

Greek I

Greek I is an elective that is open to seniors who are currently studying another foreign language or who did not take a third year of a foreign language during their Junior year. This course is designed to give students a foundation in ancient Greek -- the grammar, syntax and structure of the language. The course will also introduce students to Greek history and culture with emphasis on the ideals and values of 5th century Athens. Readings from Herodotus and Thucydides, in translation and in the original, will enhance the students' appreciation of the forces at work in Greece between the time of the Persian Wars and the Peloponnesian War. In addition to developing the students' skills in translation, there is a unit devoted to the study of English derivatives from Greek roots.

LATIN

Latin I

The course work in Latin I is designed to give the student a mastery of the basic grammar and vocabulary of the language. The study of Latin grammar should aid the students' understanding of English grammar while a knowledge of Latin words will build English vocabulary skills. In addition to working in the language itself, the student is introduced to material dealing with the daily life of the Romans from the first century B.C. through the first century A.D.

Latin II

This course is designed to continue the students' development of their skills in second-year Latin. Students will be introduced to readings of original texts. Increased emphasis will be given to the study and discussion of the history and culture of the Roman people from the first century B.C. through the first century A.D.

Latin III

The course work in Latin III is designed to increase the students' mastery of the Latin language through translation of texts of ancient authors. At this level there is also a review of Latin grammar and vocabulary as well as the study of English derivatives from Latin roots. By the end of the year the students should be able to translate increasingly difficult material. In addition to working with texts of Roman classical authors, students will read a novel of historical fiction to supplement their knowledge of the events and personalities that shaped Roman history from the death of Julius Caesar in 44 B.C. through the reign of Nero that lasted until 68 A.D. Diagnostic tests in these areas will be given to prepare students to take the College Board Achievement Test in Latin.

Latin IV

The course work in Latin IV is designed to give the students a better understanding of the language and people of ancient Rome through an intensive study of Vergil's Aeneid. This work describes the Romans' image of their race as descended from the gods through the Trojan leader Aeneas. Thus, it embodies the ideals, legends and beliefs that characterized the Romans of the first century A.D. In addition to exercising their translation skills through the

readings of ancient texts, students will continue their review of grammar, syntax and vocabulary.

RUSSIAN

Russian I

The beginner's course in Russian introduces students to the history and culture of Russia and teaches them the Cyrillic alphabet. Once they have learned the alphabet, they learn many everyday expressions and vocabulary items. They learn to talk and write about the world around them and to understand when others speak about their family, school, and their country. During the year the structures they use become progressively more complicated and expressive.

Russian II

The second-level course in Russian reviews much of the work of the first year, but continuously adds more complex structures and vocabulary to allow students to more completely express their thoughts. By the end of the second year students have covered the basic grammar of Russian and can carry on a simple conversation on many topics.

Russian III

The third-level course in Russian continues to build upon the work of previous years. Increased attention to vocabulary and expressive structures makes it possible for students to interact with native speakers with understanding. Our exchange with St.Petersburg Gimnaziya #209.

Russian IV

Fourth-year Russian continues the work of the third year, but at an increasingly complex level. Students do a great deal more reading and discussing of materials in Russian. Many of these students will have participated in the previous year's exchange and have developed excellent speaking skills. The main effort is to refine what has been learned through interaction with native speakers into literate language.

Summer Intensive Russian

The course involves three weeks of study at our partner school, St. Petersburg Gimnaziya #209. Students take three 45 minute classes each weekday, taught by faculty of the partner school. The classes focus on helping students activate their knowledge of previously learned Russian and apply it to the real world they are living in during the course of the program. New topics and skills are also quickly acquired in this natural, immersion setting. Students stay with host families, participate in daily excursions to museums and other historic sites in St. Petersburg, and the course concludes with a two-day visit to Moscow. Students receive a quarter credit on their SLUH transcript, and regular tests and final course paper are required elements of the academic program.

SPANISH

Spanish I

This course is designed to help the student master the phonology of the Spanish language and to teach him how to converse in Spanish, comprehend normal conversation of native speakers and to be able to manipulate the language he has learned in an original, creative and spontaneous manner. An introduction to Hispanic culture is presented as an integral part of the program. Each chapter focuses on the important aspects of different Spanish-speaking countries. This is done through audio-visual materials provided by the publisher and other sources chosen by the teacher.

Spanish II

This course is a continuation of Spanish I. The student continues his study of grammar while increasing his active vocabulary. Passive vocabulary is presented in various reading selections on Hispanic culture. Through listening and speaking activities (CD's and DVD's which accompany text, the Spanish . . .) the student sharpens his understanding of the spoken word and furthers his ability to speak Spanish in numerous situations. Written activities are presented through workbook exercises, teacher-prepared exercises, and exercises on the *Vista Higher Learning Supersite* (computer activities). Insights into the culture of Spanish-speaking countries are presented through a video program which accompanies the student text, cultural notes presented in each lesson and additional activities on selected topics prepared and presented by the instructor.

Spanish III

This course reinforces, intensifies and further develops the skills acquired in Spanish I and II. Advanced grammatical points are presented to help the student refine his language usage. Practice in understanding and speaking Spanish is continued through the use of audio-visual materials which accompany the student text. Reading

is given more emphasis on this level through the presentation of short literary selections, newspaper and magazine articles in Spanish, text and workbook exercises and teacher-prepared exercises. Students begin to write longer and more complex paragraphs and short essays. Completion of this course gives the student all of the basic grammatical structures and a wide vocabulary to express himself in a variety of situations.

Spanish IV

This course is designed to round out the student's knowledge and abilities in speaking, comprehension, and writing. It is a continuation of the Spanish III course, with active vocabulary acquisition on an even wider scale. The use of Spanish iPodcasts, CD's to accompany the student text, and selected videos assist the student in these areas. Reading and writing are given more emphasis through the literary presentations in the text and selected articles from newspapers and magazine articles in Spanish. Successful completion of the course enables the student to use Spanish as a real means of daily communications.

Spanish AP

This course is designed for those students interested in taking the AP Spanish exam. The course emphasizes listening and speaking skills in addition to essay writing and short story reading. Due to the nature of the class the number of students admitted will be very limited. All students need departmental permission with at least a B+ or A average in Spanish 300 or, for advanced students, a B or better in Spanish 400.

N.B. Third and fourth year French, Latin, Russian, and Spanish can be taken for college credit through the 1-8-1-8 Program of St. Louis University.

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Guidance and Counseling

Through individual meetings, group guidance activities, interaction with parents and consultation with other adults in the school community, the guidance and counseling program assists students at each grade level in academic, personal and social development and effective decision-making.

The program is developmental and educational in nature. A student is assigned a counselor in freshman year who works with the student and his parents for all four years.

Goals and Objectives of Guidance and Counseling Department

- To assist students in the adjustment to the new high school environment.
- To help students to become involved in school activities.
- To help students understand their learning styles.
- To help students develop good study habits.
- To assist students in understanding standardized test scores (PSAT and PLAN).
- To assist students in becoming more aware of their personality types via the Myers-Briggs Type Indicator and other self assessment surveys.
- To meet individually with all parents of freshmen to discuss their son's educational progress and future course schedules.
- To conduct regular meetings on both an individual and small-group basis between freshmen and their assigned senior advisor (trained peer-helpers).
- To provide personal counseling, crisis counseling and referral to professionals as needed.
- To conduct regularly scheduled large-group parent meetings on issues related to guidance and counseling.
- To conduct a two-day self-exploration workshop which includes administration of the Strong Campbell Interest Inventory to assist students in understanding their personality style, values and stronger interest areas

in relation to their college and career decision making process.

- To conduct individual follow-up meetings to discuss students Strong Campbell Interest profiles.
- To assist students in understanding their PSAT scores and registering for SAT and ACT.
- To conduct a three-day college planning workshop for Juniors.
- To conduct individual meetings with juniors to develop a college profile and develop a first list of appropriate colleges.
- To meet with each junior and his parent(s) to discuss college planning and financial planning for college.
- To assist students in completing the college application process.
- To conduct regularly scheduled large-group parent meetings on college planning and financial aid.

Care-Team

The Care-Team program provides a structure for students at risk to be referred by faculty to the counselor in charge of the Care-Team. After a referral is made, the Care-Team (a group of counselors and administrators) meets to discuss cases and make suggestions as to appropriate interventions. The counselor in charge of Care-Team is a trained family and crisis counselor.

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Library/Media Center

The Library Program has been redesigned to accommodate the additional resources that were added. The additional resources include Internet access along with on-line services.

The Robinson Library/Media Center is an integral part of the school curriculum and is designed to encourage intellectual curiosity, self-motivation and academic growth. Basic components of the library/media center's program teach organization and management of resources. Students are instructed in the use of the Internet for research. They learn how to effectively use search engines as well as the use of on-line periodical indexes and reference tools. While using all resources they are learning to judge the validity of the information they find.

In working with teachers from various academic areas the library/media center staff strives to instill in each student the skills he needs to do successful research and evaluation of information. Special introductory instruction is given to the freshmen within their social study classes. Bibliographic instruction is given to students by the library/media specialists at the beginning of research projects throughout their four years at SLUH.

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Mathematics

All students are required to take three years of mathematics. The normal sequence is Algebra I, Geometry and Algebra II/Trig. Those students who enter St. Louis U. High having demonstrated a knowledge of Algebra I are required to take Algebra II, Geometry and Pre-Calculus the first three years.

Advanced courses are available in Geometry and Algebra II/Trig for those students who are highly motivated in the area of mathematics and have demonstrated by their performance in previous math courses that they are talented and interested in the study of mathematics. Teacher recommendation is required for admission into these courses.

All mathematics courses in the Senior year are electives. Calculus BC and Calculus AB are advanced placement college credit courses taken for the entire year. Pre-Calculus I, Senior Math Topics, Pre-Calculus II and Probability & Statistics are offered for one semester only. AP Statistics is an Advanced Placement College course taken in the second semester. It is the goal of the mathematics department that all teachers will incorporate as much modern technology into their courses as possible. All students will master the use of the graphing calculator while the computer will be used for demonstration as well as a hands-on learning tool when appropriate.

Algebra I (Required for Freshmen)

The goal of this course is a mastery of the technique of solving linear and quadratic equations along with the introduction of functions, inequalities and systems of equations. The student will work with monomials,

polynomials, rational expressions and irrational expressions. He will learn to factor, graph linear expressions and solve many types of word problems.

Accelerated Algebra I (For Freshmen who have some knowledge of Algebra I)

The topics to be addressed in this course include all of the above from Algebra I and in addition the following topics: synthetic division, solving equations of higher degree, parabolas, rational functions and fractional exponents.

Algebra II (Required for Freshman who test out of Algebra I)

This course will review the topics from Algebra I in greater depth and will introduce the student to the following: the complex number system, fractional exponents, imaginary numbers, quadratic functions, direct and inverse variation, polynomial equations and their solutions, synthetic division, the conics, logarithms, exponential functions and matrices.

Geometry (Required for Sophomores)

This course introduces students to the idea of mathematical proof and provides experiences with mathematical thinking necessary for deeper understanding in subsequent mathematics courses. The topics included are: logic, congruent triangles, constructions, parallels, inequality theorems, polygons, area, similarity, circles, trigonometry of triangles, solids and volume. Sequences and Series are also covered in this course.

Advanced Geometry (For Sophomores recommended by Freshmen teachers)

A course designed to introduce students not only to the individual topics of geometry but also to develop in the student an understanding of a logical structuring of topics and the power to do that structuring or use that structure to solve problems. The topics include all those in the regular Geometry course and in addition the following: Riemannian and Hyperbolic geometries. An emphasis is placed on proof through much of the course.

Algebra III/Trig (Required for Juniors)

This course will review the topics from Algebra I in greater depth and will introduce the student to the following: the complex number system, fractional exponents, imaginary numbers, quadratic functions, direct and inverse variation, polynomial equations and their solutions, synthetic division, the conics, logarithms and exponential functions. At the end of the course, the student will begin the study of trigonometry which will include: circular and trigonometric functions and their graphs, trig identities and trig equations.

Advanced Algebra III/Trig (For Juniors recommended by Freshmen and Sophomore teachers)

This course will cover all the topics in Algebra II/Trig from a functions approach. Material from Algebra I will be reviewed as necessary when it naturally arises in the study of a particular function. The relationship between functions and their graphs will be emphasized throughout the course. The trigonometric functions will be studied in much greater depth than in the regular Algebra/Trig course. This course will emphasize many concrete applications for all the topics covered. A unit on probability will be covered at the end of the course. The graphing calculator is used extensively in this course.

Pre-Calculus (Required for Juniors who took Algebra II as Freshmen)

This course is a pre-Calculus offering which is an algebraic and graphing approach to the study of functions. In the first semester, a student will study polynomial functions, rational functions, the conics, exponential & logarithmic functions and their graphs. In the third quarter the emphasis will be on trigonometry. During the fourth quarter, the student will study sequences and series and be introduced to the study of polar coordinate graphing, limits of sequences and limits of functions. Each student is required to have a graphing calculator as it is used daily in class and on the homework. The graphing calculator enables students to analyze a greater variety of graphs and to gain a deeper understanding into the behavior of functions.

Pre-Calculus I (Semester elective for Seniors)

This course is a pre-Calculus offering which thoroughly covers the algebraic and trigonometric functions. There is a major emphasis on the relationship between functional equations and their graphs. The trigonometric functions are studied in greater depth than was possible in the Algebra/Trig course. Trig identities and equations are emphasized. This course is taught using the graphing calculator. The graphing calculator enables students to analyze a greater variety of graphs and to gain a deeper understanding into the behavior of functions. Each student is required to have a graphing calculator as it is used daily in class and on the homework.

Senior Math Topics (Semester elective for Seniors)

This course is a one semester course for seniors investigating functions, conics, trigonometry, exponentials, logarithms, parametric and polar equations, and topics of discrete math. The course will study topics in terms of

technology, relying heavily on laptops, CBRs, CBLs, and various sensors to collect data and then analyze the data. This course should be taken in place of the Pre-calculus course offered to seniors.

Pre-Calculus II (Semester elective for Seniors--prerequisite is Pre-Calculus I)

This course is a pre-Calculus offering which is an algebraic and graphing approach to the study of geometric figures and the equations associated with them. In particular a student will study polynomial functions, the conics, exponential & logarithmic functions and their graphs. At the end of the course the student will be introduced to polar coordinate graphing and the relationship between polar and rectangular coordinates. Each student is required to have a graphing calculator as it is used daily in class and on the homework.

Probability and Statistics (Semester elective for Seniors)

This is an introductory course to the field of statistics. The emphasis during the first half of the course is on probability. Classical probability topics including applications of counting theory are covered. Special topics include simulation of probability models using the current technology, analysis of games of chance, reliability theory, decision theory, applications of Bayes' theorem, and distribution theory. During the second half of the course, topics of statistics are introduced, including many real-world applications. The goal of the course is to develop the techniques necessary to allow the student to run a statistical test for a final project. The student will gather and organize data, and then analyze and interpret this data incorporating skills learned throughout the semester. These techniques and skills are especially helpful to students pursuing a career in business or the behavioral and social sciences and for anyone taking graduate research work in college.

AP Statistics (Two-Semester elective for Seniors; Class meets 4 days per week but earns a full credit)

The purpose of the Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Observing patterns and departures from patterns, (2) Planning a study: Deciding what and how to measure, (3) Anticipating Patterns in Advance: Producing models using probability and simulation, (4) Statistical Inference: Confirming models. The AP Statistics course adheres to the philosophy and methods of modern data analysis. The fundamental tool of data analysis is the computer (calculator) and it will be used extensively throughout the course. Other important components of the course include projects and laboratories, cooperative group problem-solving, and writing as a part of concept-oriented instruction and assessment. College credit may be earned for this course by successful completion of the Statistics Advanced Placement Exam.

AP Calculus AB (Two-Semester Elective for Seniors)

Calculus AB is a college level course requiring departmental approval and a B+ average or better in Algebra/Trig. The material covered approximates three-fourths of a two-semester college calculus course. The recommended advanced placement calculus curriculum is followed throughout the year. The topics included are: limits, continuity, differentiation with applications, integration with applications, analysis of the transcendental functions and analytic geometry. Four hours of college credit may be earned through St. Louis University's 1-8-1-8 program or by successful completion of the Calculus AB Advanced Placement Exam. Students will be required to use a graphing calculator in this course. The calculator is also required on the AP exam.

AP Calculus BC (Two-Semester Elective for Seniors)

Calculus BC is a college level course requiring departmental approval and an A/A+ average in Advanced Algebra/Trig or Pre-Calculus. The material covered goes beyond that covered in a two-semester college calculus course. All the topics in Calculus AB are studied along with the following additional topics: advanced techniques of integration, application of calculus to polar equations, improper integrals, parametric equations and sequences & series. Eight hours of college credit may be earned through St. Louis University's 1-8-1-8 program or by successful completion of the Calculus BC Advanced Placement Exam. Students will be required to use a graphing calculator in this course. The calculator is also required on the AP exam.

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Physical Education

Physical Education, as does general education, has as its goal the total development of the whole individual. Toward this end, Physical Education, through physical activities, contributes to the total fitness of the student. This total fitness includes physical, social, emotional and recreational development. Because it does contribute to the total

development of the student, Physical Education is a vital part of the school curriculum.

Physical Education gives the students the opportunity to compete and participate with many individuals. Hopefully, students will develop a sense of fairness toward others and learn to participate in a group with intentions of helping the group as a whole and not only being concerned with his own desires and personal achievement. If the student learns to possess a sense of fair play and concern for those he works with, hopefully, he will be able to deal with people in all facets of life.

Physical Education offers students the opportunity to participate in a variety of recreation and team sport activities, as well as weight training. To go along with these activities, topics which are pertinent to the total health, wellness and fitness of the students are discussed in order to make students more knowledgeable of these topics and to help them in making decisions in regard to these topics.

Weight training follows the “Bigger, Faster, Stronger” program which emphasizes a total body workout to enhance strength, agility, quickness and speed.

Freshman Health (a one-semester, required course for freshmen)

The Freshman Health course is designed to introduce students to health issues in today's society and assist them in building a thorough understanding of healthy and unhealthy lifestyles, behaviors, and responsible decision-making. This course prepares students for health issues they may encounter in their lives such as nutrition, exercise, mental illness, weight management, eating disorders, the use and abuse of alcohol and drugs, smoking, sexuality, sexually transmitted diseases, HIV, first aid, safety, and CPR. Students will be introduced to the various components of health and the important concepts of wellness, health promotion, and health prevention. Students will gain first hand knowledge of the various topics through presentations given by medical professionals and individuals diagnosed with specific medical disorders. The course is taught by our school nurse.

Freshman and Sophomore PE

Students participate in a variety of activities which include: baseball, basketball, flag football, iceless hockey, physical fitness, soccer, volleyball. Sophomores may elect weight training.

Junior and Senior Year PE

Students participate in activities which include: baseball, basketball, cycling, flag football, fuzball, iceless hockey, jogging, roller blading, soccer, volleyball and weight training.

Summer PE Electives

Periodically, summer electives in lifetime sports (including Kickboxing, Rock Climbing and Bicycling) are offered for students who have completed their freshman, sophomore, or junior year. These courses offer one semester of PE credit and apply to a student's PE requirement. Note: These classes do carry an additional tuition.

One semester of Physical Education and one semester of health are required for Freshmen. A student must then complete two more semesters of Physical Education or Weights in his sophomore, junior or senior year. The grade earned for Physical Education or Weights is counted into both the student's current and cumulative grade point averages.

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Science

Students are required to complete three units of science for graduation. These three must include Biology, Chemistry, and Physics. Exceptions to this requirement can only be granted by the Assistant Principal for Academics. All freshmen take Biology. Sophomores take one of three entry level Chemistry courses. Juniors choose one of two Physics courses. A variety of electives are offered to seniors.

Biology (Freshmen)

The general biology course is designed to help students develop an understanding of the various forms of life, from the simplest to the most complex. The course is intended to develop an appreciation for, and an understanding of, the relationships among the diverse life forms on planet Earth. It begins with an introduction to the unifying themes of biology and the use of the scientific method. The first of the major themes emphasized is ecology with special attention given to man's role in environmental preservation. An all-day field trip to the St. Louis Zoo is included. The second quarter begins with the topic of biochemistry, followed by cell structure and function. The third quarter

includes a study of genetics, evolution, and microbiology. The fourth quarter follows with a survey of the animals from invertebrates to vertebrates and continues with botany. Laboratory exercises are an essential and integral part of the course.

Qualitative Chemistry (Sophomores)

The course is designed to help students : (1) realize the importance of chemistry in their everyday lives; (2) use chemical principles intelligently when encountering these topics in the realm of science and technology; (3) gain basic knowledge of broad principles, laws, models and concepts in the field of chemistry.

Each unit in the course centers on a chemistry-related technological issue confronting our society. The topic serves as a basis for introducing the chemistry needed to understand and analyze each issue. The units include the major concepts, basic vocabulary, and laboratory skills expected in any introductory chemistry course. In addition to several laboratory experiments included in each unit are three levels of decision making activities and several types of problem-solving exercises.

Chemistry and Accelerated Chemistry (Sophomores)

The direction of the course is toward the theoretical and problem-solving nature of a college-preparatory chemistry course. The course will cover the broad principles, laws, models and concepts of chemistry especially the study of kinetics, equilibrium, oxidation-reduction, and the more traditional topics of chemistry. The course will include many laboratory experiments whose emphasis is toward relating chemical knowledge to the students' everyday lives. Accelerated Chemistry differs from the above in that the students will delve into each topic in more depth especially those involving the mathematical aspects of Chemistry. This course is especially for those students who desire a more rigorous study of the topics and who might be planning a future study in engineering or the sciences.

Physics

Physics is the study of matter and energy and how they are related. Two introductory full-year courses are offered. The purpose of each is to provide the student with an understanding of the fundamental physical relationships that govern our universe. Topics covered include motion, forces, gravitation, energy, heat, sound light, electricity, magnetism and modern physics. Laboratory work is an essential part of each course.

Physics (Junior elective)

Physics is the study of matter and energy and their relationships. The purpose of the course is to provide the student with an understanding of the fundamental physical relationships that govern our universe. Topics covered include motion, forces, energy, fluids, heat, waves, sound, electricity, magnetism, light, and modern physics. Laboratory work is an essential part of the course.

AP Physics (Junior elective)

AP Physics is recommended for students earning a B+ or better in Chemistry as well as students interested in pursuing a career in science, engineering, or mathematics. AP Physics will cover the same topics as Physics but with a more quantitative approach. As the name implies, this course prepares students for the Advanced Placement Physics B exam.

Science Electives

Biology II: Field Biology (One Semester Elective open to Sophomores and Juniors)

The Underclassmen Field Biology course is designed to help Sophomores and Juniors go beyond the classroom experience of Biology to further develop a student appreciation for, and an understanding of the relationships among the diverse life forms on planet Earth. It begins with a textbook survey of the Natural History of Missouri. Then the major groups of Missouri plants are discussed, from small wildflowers to trees. Next, the major Missouri animal groups are studied. Throughout, a major emphasis is placed on organism identification along with an understanding of its place in Natural History. The course finishes with a dissection study of representative animals from a number of different animal phyla. This course requires some outdoor skills, such as walking and careful field study of organisms ranging from grass to coyotes. Students use Forest Park to study and survey plants. The course is open to all Sophomores and Juniors that have taken the previous introductory Biology course. Each student is required to have a compass. Since students are already taking a Chemistry or Physics course, all tests and quizzes in Underclassmen Field Biology are open-notes. Careful attention to, and recoding of, details of Natural History should be recorded in the student notebooks which aid them immensely during quizzes, tests, and exams. The Underclassmen Field Biology course has a very light homework load.

Biology II: Senior Field Biology (One Semester Senior elective)

The Senior Field Biology course is designed to challenge seniors go beyond the classroom experience of Biology to further develop a student appreciation for, and an understanding of the relationships among the diverse life forms on planet Earth. It begins with a textbook survey of the Natural History of Missouri. Then the major groups of Missouri plants are discussed, from small wildflowers to trees. Next, the major Missouri animal groups are studied. Throughout, a major emphasis is placed on organism identification along with an understanding of its place in Natural History. The course finishes with a dissection study of representative animals from a number of different animal phyla. This course requires some outdoor skills, such as walking and careful field study of organisms ranging from grass to coyotes. Students use Forest Park to study and survey plants. The course is open to all Seniors. Each student is required to have a compass. Since most Seniors are not already taking a science course, quizzes, tests, and exams are not open-notes. This course is designed to challenge Seniors focused on Field Biology and has a normal science-class homework load.

Advanced Placement Biology (Senior elective)

The major topics addressed in the senior AP Biology course include ecology, biochemistry, cell biology, genetics, evolution, taxonomy, botany, and vertebrate biology. Laboratory work is a major part of the course and exercises include important points of each of the major lecture topics. All 12 AP This course meets during Activity Periods on lab days. This course has a summer study component and a test on the first day of school. The AP Biology course fulfills the AP Biology course requirements for content and lab. Students are encouraged to take the AP Biology test at the end of the school year.

Anatomy and Physiology (One semester Senior elective)

The major human body systems are addressed in the senior Anatomy and Physiology course include the skeletal, muscular, nervous, endocrine, digestive, respiratory, circulatory, immune, urinary, and reproductive systems. The anatomy and physiology of each system are discussed in depth. Laboratory exercises include dissections of the fetal pig, rat, sheep brain, sheep heart, and sheep kidney, as well as circulatory and nervous system physiology labs.

Advanced Placement Chemistry (3 days per week first semester and 5 days per week second semester)

The prerequisites for this course are either completion of a Physics course and Accelerated Chemistry or completion of a Physics course and regular Chemistry with a grade of A or A+ with the recommendation of the student's Chemistry Teacher. Those who took Regular Chemistry will be required to take both semesters of the course; those who took Accelerated Chemistry are encouraged to take both semesters, but may opt to take only the second semester.

This course is designed to prepare the student to take the AP Chemistry exam in May. The third quarter will emphasize review of major topics covered previously. The fourth quarter will go into greater depth on the topics that usually appear on the exam. The laboratory will place an emphasis on experiments appropriate to the first year college Chemistry course.

Advanced Placement Environmental Science (Senior elective; a two-semester courses; prerequisite is Biology and Regular or Accelerated Chemistry)

The goal of the AP Environmental Science course is to provide students with the ability to: 1) better understand and appreciate the interrelationships of the natural world; 2) identify and analyze environmental problems (natural & man-made) and their associated risks; and 3) examine various solutions for resolving and preventing these problems.

The following themes will be addressed: environmental quality & pollution, human population dynamics, renewable & nonrenewable resources, biogeochemical cycles & forces, and global changes and their consequences. The two semester course will feature a strong laboratory and field investigation component and will include numerous related field trips.

Human Genetics (Senior elective; one semester course; prerequisite a course in Biology, Chemistry and Physics.)

The course focuses on modern fundamentals of genetics with an emphasis on human traits to understand concepts. The first quarter of the semester course will concentrate mainly on the inheritance of genetic traits as it applies to humans and genetic disorders. The second quarter of the semester course will concentrate on new advances in genetics including: genetic engineering, DNA fingerprinting, the human genome project and gene therapy. In addition to learning how the technology works through laboratory experience and discussion, the social ramifications and ethical issues associated with these technologies will be explored.

Physics II: Topics in Modern Physics (One semester Senior elective)

Human experience is often a misleading guide to the true nature of reality. In fact, breakthroughs in modern physics have forced dramatic revisions in our conception of the cosmos. The central concern of this course is to explain the most prominent and pivotal adjustments to our picture of reality as a result of the investigations of modern physics.

In doing so, the course will deepen the students' understanding of the true nature of physical reality, thereby profoundly reconfiguring their sense of self and their experience of the universe. The course will place an intense focus on those revisions to reality that affect humankind's long-term prospect to understand space and time.

Physics II: Astrophysics (One semester Senior elective)

This course is for all who have ever wondered about the mysteries of the universe. Students will learn the nuts and bolts of our immediate and extended neighborhoods and will study physical phenomena like gravity and electromagnetic radiation that enable us to collect information and offer explanations for what we see going on out there. Topics will include stellar and galactic evolution, black holes, dark matter, white dwarfs, and current theories on the history and scope of our universe.

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Social Studies

Members of the Social Studies Department see their role in the education of the St. Louis University High School students as facilitators in the student's development of knowledge, skills and attitudes in the field of Social Studies. The department is committed to the highest standard of excellence in all aspects of the curriculum.

The Social Studies Department has selected ten learning goals as top priorities for the department. This list of goals is intended to be directive, not comprehensive. They are stated in general student competencies to be mastered by the end of the instruction at SLUH.

1. Development of critical thinking skills and problem-solving skills.
2. Appreciation for the global interdependence of the world.
3. Assembling of an essential data-base of western and non-western heritage.
4. Development of an interest in and a curiosity about the world around us.
5. Consideration of how Christian principles apply to the real world.
6. Fostering of a concern for justice.
7. Developing responsibility for one's own learning.
8. Examination of the forces that made the USA.
9. Understanding of one's own and other's cultural frame of reference.
10. Fostering of Citizenship skills.

Global History I (Required for freshmen)

The student will explore the heritage of Western Civilization and the legacy of non-Western cultures and civilizations by studying the cultural and political contributions up to the period before the European Renaissance. Emphasis will be placed on methods of historical inquiry and objectivity in order to reach a true understanding of these various cultures and their importance to our own times. This course meets three days per week all year. Students are enrolled in Physical Education the other two days per week.

Global History II (Required for sophomores)

The student will continue to study both our Western heritage and the characteristics and contributions of non-Western cultures. The year will begin with the Renaissance proceeding to the study of the development of nation-states, the rise of nationalism, the cultural and political ideas that have had impact on the world of the 20th Century. Emphasis will be placed on methods of historical inquiry and critical-thinking skill development.

United States History (Required for juniors)

The United States History course is a survey of the political, economic and social forces which formed and continue to form the institutions and government of the United States of America. Students are required to analyze critically historical evidence both verbally and in writing. Emphasis in this course is placed upon the student's development of historical interpretation, analysis, synthesis, and other intellectual skills used by historians.

AP United States History (Juniors by invitation only)

AP U.S. History is a survey course of our nation's history offered for juniors who have demonstrated exceptional talent and interest in History. The course may be taken for 1-8-1-8 credit and/or as a preparation for the Advanced Placement examination. Various techniques will be used to develop critical thinking skills, analytical and interpretative, needed to become familiar with the primary and secondary sources which aid in a fundamental understanding of U.S. history from the colonial period to the present and the forces which have and continue to

shape our national character.

AP Modern European History (Senior Elective)

This is a two-semester course, though either semester may be elected. This course serves as preparation for the Advanced Placement Examination and 1-8-1-8 credit is also available. It is designed for the student interested in history and in the progression Europe from feudalism to the complex modern societies. In the course we examine the political, social, and economic history of the continent and its relationship to the rest of the world. Greater understanding of Western development is of particular emphasis. However, Eastern Europe is studied through the various empires that have sought to dominate the many ethnic groups throughout time. Semester one covers the period from the Black Death (1350) to the end of the Napoleonic Wars (1815) and traces the development of Europe into its modern form. Semester two is the study of 19th and 20th centuries in detail so as to understand more fully the role of revolutions, the part of nationalism, industrialism, colonialism, totalitarianism, warfare, and terrorism have played in our world today. Through this, we will explore various ideologies and their effect on peoples and states, with special emphasis on capitalism, socialism, and fascism. Homework load is typical of an AP Course, with about 5 pages of reading per night with some nights including a document or two. One 3-4 page essay is required per quarter over an additional short book read for the course. One 10 min. presentation is due at the end of the semester. Plenty of opportunity exists for success in the course. SLUH students have a very high rate of passing this AP exam, so a great opportunity exists to gain up to 6 credits of required history for college if one takes this course.

Microeconomics/Macroeconomics (Junior and senior elective)

A generalized definition of Economics would be that it is the study of man's behavior in producing, distributing and consuming goods and services. The objective of the course is to attain some degree of economic literacy. In our ever-changing and complex world, individuals need a higher level of economically-sound thinking skills in order to be good decision makers. Generalized topics are the scarcity problem and economic systems. Microeconomics topics include resource allocation, market structures, demand and supply and competition. Macroeconomics topics include inflation and unemployment, economic growth and stability, money and monetary policy, fiscal policy and the role of government and international trade. Each topic is covered in a semester; students may elect to choose one or both semesters.

AP Microeconomics & AP Macroeconomics (Junior and senior elective)

This is an offering to accommodate those students who wish to be prepared to successfully pass the Advanced Placement Examinations offered in Microeconomics and Macroeconomics. The course work will be a more intensive treatment of the topics listed above, and will stress graphic analysis (theory of the firm, aggregate demand and supply) and basic forecasting which are included on the AP Test. Students choose these courses over the regular courses if they have a desire for an in-depth look at economic questions, and wish to have adequate preparation for the AP test.

Psychology (Junior and senior elective)

This is a two-semester course, though either or both semesters may be elected. Psychology, the discipline that deals with the behavior and thinking of organisms, focuses on the development of the individual both physically and mentally. In this course, students will acquire an understanding of not only themselves but how people exist in and react to different situations. Students will develop an understanding of some of the major social problems that plague American society today and how people deal with these problems. The course will analyze how American society came to be, what it is today, and how it might be altered in the future.

Specifically the topics covered in the first semester are: the history of psychology; the biology of psychology (the mind and the nervous system); conditioning (operant and classical); memory and learning; research methods in psychology; sensation and reality; perception; states of consciousness (sleep, dreams and substance abuse); cognition and creativity.

The topics covered in the second semester are motivation and emotion; health, stress and coping; the life cycle, from birth to death; personality; intelligence; social psychology; relationships; attitudes and society.

AP Psychology (a two-semester senior elective)

This course is designed to prepare students for the Advanced Placement Examination in Psychology. In the regular Psychology course, students may take either or both semesters. In the AP course students are required to take both semesters in order to adequately prepare for the AP exam. The course will take a more intensive approach in exploring the topics discussed above. In addition to those topics, the course will also emphasize statistics, genetics, testing and individual differences, abnormal psychology and the treatment of psychological disorders. This courses will give students ample preparation to be successful on the AP exam.

AP American Politics (One-semester senior elective)

The goals of American Politics are: to gain an understanding of, and think critically about, the United States political system, the characteristics and workings of the national government; discuss the major current political issues; to develop essay-writing skills. The content of the course will include the fundamental characteristics of the Constitution, factionalism, mass media, political participation, political parties, the election process, the Presidency, the Judiciary, the Congress. The course is a one-semester course. 1-8-1-8 credit is available. The course will prepare students for the Advanced Placement Examination in U.S. Government and Politics.

AP Comparative Government and Politics (One-semester senior elective)

The purpose of this course is to develop some understanding of the world's diverse political structures and practices by studying both specific countries and their governments, utilizing general concepts to interpret the political relationships and institutions found in virtually all national polities. The focus will be on five countries: Great Britain, France, China, Russia (*Foundation for developing paradigms of different types of political systems) and a developing nation (eg. India, Mexico, Nigeria). The developing nation will show political/economic development. An additional aspect of the course will be to analyze within each of these contests the impact of United States foreign policy. The topics addressed will include: the sources of public authority and political power, society and politics, citizen and state, political framework, political change and introduction to comparative politics. This course will work toward preparation for the Comparative Government and Politics AP examination.

Introduction to Anthropology and Archaeology (One-semester junior/senior elective)

Anthropology, from Greek, literally means "the study of humans." The study of anthropology is an interdisciplinary course that emphasizes the understanding of other groups of people and seeks to understand the origins of humans and its various cultures. This course is divided into four sub-fields: Physical Anthropology, Archaeology, Cultural Anthropology and Linguistics. In this survey, all fields are explored. The course is intended to mirror a college introductory-level anthropology course. Topics discussed include: human evolution and genetics, human variation, similarities and differences between humans and primates, human prehistory, methods in archaeology, the creation and destruction of ancient civilizations, the Neolithic Revolution, foundations of food production and creation of warfare, and economic systems, and gender. Homework load is on par with non-AP electives, requiring a few pages of reading a night and a weekly quiz. Class activities include a short paper, internet activities, guest speakers, and a field trip.

Introduction to Modern African History and Politics (One-semester senior elective)

The primary intention of this course is to provide a general overview of the history and politics of Africa. Using illustrations and case studies from various countries, it examines rival theoretical perspectives in the study of African history and politics, salient themes in African politics such as the colonial experience, nationalism and independence, the challenge of nation-building, African political parties, the role of the military in African Politics, and transition to democracy. 1818 credit is available for successful completion of this course.

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Theology

The Theology Department of St. Louis University High School offers a four-year required curriculum. Specifically, the curriculum consists of:

A seven semester program of required courses in which the general scope and sequence, overall goals and objectives, student work load and student evaluation are basically consistent among teachers at each level.

A one semester program of electives in the second semester of the senior year in which specific topics are pursued in greater depth and perhaps with more creativity and student independence than in the required courses.

This curriculum designed to:

- Inform students about the major elements of the Catholic Faith,
- Encourage them to interiorize this faith,
- Incorporate their faith into their daily lives.
- Encourage the practical habits of personal prayer and reflection

Teachers strive to present students with reading material, lectures, classroom activities and student assignments that are:

- Appropriate to the developmental stages of adolescent faith,
- Consistent with the expectations we have of students in a College Preparatory academic program,
- Reflective of Jesuit pedagogical philosophy and traditions,
- Faithful to Church teaching as found in the Catechism of the Catholic Church and other key sources of magisterial teaching. Faith formation and religious education are the responsibility of the entire SLUH community.

Accordingly, we seek to collaborate with the Pastoral Department, Community Service program, other academic departments and, especially, with parents who are their son's first and most important teachers in matters of faith. Finally, we seek to keep Christ ever before the eyes of our students and at the center of all that we do as teachers. We claim Jesus as the model, message, and incarnation of a truly generous and loving God and a fully human "man for others."

Freshman Year

First Semester:

Understanding your faith

Our freshmen come from a variety of backgrounds. Though overwhelmingly Catholic in number, their knowledge of the faith varies tremendously. The first semester is an attempt to ensure that all students have a basic knowledge of Catholicism. We begin by centering on the world of the freshman. Students become aware of the demand of the transition in their lives: the practical tasks of moving from grade school to St. Louis U. High and the unavoidable challenges of adolescence. There is time for them to become aware of the many changes going on in their lives and how their religious faith can speak to their hopes and needs. Faith is presented as a means toward freedom, happiness and salvation, with reference to Ignatian spirituality. There will be a vigorous and ongoing attempt to empower our students to commit their lives to Christ and His Body, the Church. The course is an introduction to the most important elements of Catholic Christianity: Judaism, Christ and the Paschal Mystery, Church, Scripture, Tradition, Sacraments, the Liturgical Year, Prayer and Spirituality and Christian Morality.

Second Semester:

Introduction to Old Testament

Freshmen are invited to better know and understand Scripture as God's word, a necessary source of Revelation. They are taught its importance and how to read it contextually. The primary method of learning is reading and reflecting upon the Old Testament. Most importantly, reading and reflecting upon Scripture will aid the students in their knowledge and understanding of and movement toward Jesus Christ. Students will know and understand Genesis 1 to 11 the stories of Creation and Decreation, the stories of Abraham, Isaac, Jacob, Joseph, Moses, David, the prophets and wisdom literature. Reading the Old Testament and learning about Judaism helps to better understand the prayers, religious beliefs and practices of Catholic Christianity. This hopefully enables our students to better understand and see the relevance of the Old Testament in our sacraments, in our liturgical calendar, and in other religious beliefs and practices.

St. Ignatius

The life of St. Ignatius Loyola, founder of the Society of Jesus, is studied as an example of a hero in faith. Key aspects of Jesuit spirituality and basic principles of Jesuit education are studied with a view to understanding the identity and mission of SLUH.

Sophomore Year

First Semester:

A semester course in which the students become familiar with the content, style, and teaching of the New Testament and the Catholic Church's approach to it. They will learn about Jesus Christ, how He was received by the people of his time, how he was preached by the apostles, and how the early Church handed this teaching down to us. Students read the Gospel of Matthew, are introduced to New Testament study, and learn how the Catholic Church fulfills its role of interpreting Scripture.

Second Semester:

This quarter of the curriculum deals with the presence of Jesus in the Church through the Seven Sacraments. Students study the history, theology, and practice of the sacraments. They explore the meaning and purpose

of sacraments in their own lives and in the life of the Church.

This course attempts to foster positive attitudes on sexuality and Catholic moral principles.

Junior Year

First Semester:

This course is an introduction to important fundamental ideas about how a Catholic understands Faith and how key beliefs of our Faith can be explained in an intelligent manner. We also investigate ideas of thinkers who challenge our beliefs, especially thinkers who are popular in some academic circles in American universities. Another aspect of this course is to show how the tools of reason are used in the service of coming to a deeper understanding of Faith as understood in a Catholic context. Finally, Clear thinking is essential for being an articulate Catholic. We consider and learn to use the intellectual tools of framing good questions, marshalling appropriate evidence for our positions and presenting our religion in an intellectually vigorous manner.

Second Semester:

This course teaches basic Catholic Moral philosophy and principles such as Natural Law and the double affect and the basic principles of Catholic social thought. Next, it asks students to apply these principles to the compelling moral questions of the day such as stem-cell research, and war.

Senior Year

First Semester:

This semester course is concerned with the choices students face in the present, the choices that loom in their immediate future, and the choices they will face in adult life. The course is designed to help the student look seriously and critically at the decisions he has already made and will make. Time is spent examining some foundational issues: the nature of human life and freedom, the relevance of the humanity and divinity of Christ in their own lives, an Incarnational view of the world, and a Christian view of sexuality and the body. The specific topics to which the above discussion is applied include: dating and relationships, marriage, ministry and priesthood, preparing for college, and choosing a career. Text: Book of Readings assembled by the teacher.

Electives:

Beatitudes

This course will consider the Beatitudes from Jesus' Sermon on the Mount (Matthew 5-7). Students will be exposed to an overview of the Beatitudes and then study each of the nine Beatitudes in depth, with an eye toward understanding their importance in our contemporary world. Students will read a wide variety of essays, articles, poems and literature for the purpose of fuller understanding. A number of films will be used to help us in the process of understanding and practical application. Students will play an active part in the planning of the Holy Sacrifice of the Mass, which will be connected to our study of the Beatitudes. There will be visits from guest speakers as well as times for quiet reflection. Assignments will consist primarily of reading assignments and reflection essays for each of the Beatitudes.

Humanities

The human search for meaning is reflected in every academic discipline. Ignatius claimed that God should be sought "in all things." This course will take an interdisciplinary approach to several important spiritual and philosophical topics: patterns in the human relationship with the natural world, differences between Western and Oriental classical cultures, the role of music in shaping cultural and spiritual values and the challenges facing people of faith in a postmodern age. The arts will be our particular focus throughout. Students will be exposed to painting, sculpture, architecture, and music from a wide variety of social, cultural and historical contexts. We'll also approach our topics from the perspective of mathematics, science, history and literature. Some assignments will involve writing and research, others creative work in a particular medium. This course is available for art credit for a limited number of students with approval from the Art Department.

Prayer Spirituality

The Spirituality course is a semester long reflection on the “relationships” of our spiritual life: our relationship with God, with ourselves, with others, and with Church (community). How we image God, humanity, sin, forgiveness, etc. affect the above relationships. This class assumes that the student has some experience of these relationships. It does NOT go into questions of the existence of God, nor does it argue about religions. It is taught from a Christian perspective with a special emphasis on Ignatian Spirituality. Since it is fundamentally a course that relies on reflection, students should be ready to read, write, and discuss these relationships in class.

Theological Foundations: (1-8-1-8 College Credit)

This course allows our seniors, especially those who **may** attend Saint Louis University or other Jesuit Catholic colleges and universities, to successfully complete a basic college theology course before their enrollment in college and to enroll in a more advanced theology courses that require “TH 101 Fundamental Theology” or similar course as a prerequisite. This course also makes sense for students who will go on to a secular university, because it will give them an opportunity to take a good college-level survey course in Catholic theology before they move on to higher education

World Religions

What great truths, stories and rituals lie at the heart of some of the world's great religions? What experience of the divine does each tradition offer to the faithful? What vision of the human person is presented? What great, common truths do these religions share and on what crucial issues do they differ? How can our dialogue with these faiths enrich our appreciation of our own Christian and Catholic faith? In this course, students will explore Native and Aboriginal religions, Buddhism, Hinduism, Islam, and Judaism. We cannot hope to do more than scratch the surface of the vast worlds each tradition represents, but we can hope to catch glimpses of the wisdom and beauty of each. At the end of the course we will return to Christianity and Catholicism, hoping to appreciate them at a deeper level for having considered the others. As a part of the course, students will research and visit one of the local religious communities we are studying.

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Engineering Options

Engineering Graphics (one-semester elective; seniors; no prerequisite)

This course carries no fine-arts credit. To present an idea to another person the inventor/designer must create in the person's mind a picture or visualization of that idea. The picture must be complete, showing the external shape of the object as well as the shape and construction of its component parts. This course covers the skills and knowledge of techniques which are required in this specialized field of drawing. It gives certain amount of "drill" work in the use of the instruments used in engineering graphics and shows the student how to become adept at making neat and accurate drawings. A basic course in (Computer Aided Drafting Design) is taught within this course. There is a fee for supplies and rental of equipment.

Pre-Engineering (One-semester senior elective)

This class is designed to be a hands-on project class that explores various topics in engineering. Topics may include but are not limited to electronics, soldering, bridge construction, project management, motor operation, and exploring Labview, industry control software. Besides these projects, which illustrate some practical aspects of engineering, other topics, like different engineering disciplines, ethics, engineering disasters and future engineering innovations will also be discussed. Emphasis will be placed on team-based problem solving, using the engineering design method, and written and oral communications. Seniors taking this class should have completed a physics course and Algebra II.

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National Honor Society

The Anna F. Backer chapter of the National Honor Society (NHS) is an organization at St. Louis University High School which not only recognizes the academic achievements of students but also encourages achievement in the areas of service, leadership and character. A further purpose of the chapter is to improve the academic and moral climate of St. Louis University High School consistent with its Christian ideals and philosophy.

At the end of each school year sophomores and juniors are eligible for membership in the National Honor Society.

To become a member of St. Louis University High School's NHS Chapter requires a 3.6 grade point average, 32 hours of service and other obligatory duties, faithful attendance at NHS meetings, and a good citizenship record (no more than one jug in any one year).