



CATALOG OF COURSES
2021-2022



Xavier College Preparatory High School is accredited by the Western Association of Colleges and Schools (WASC) and by the Western Catholic Educational Association (WCEA).

CATALOG OF COURSES

2021-2022 Academic Year

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I. GRADUATION REQUIREMENTS

REQUIRED CREDITS FOR CLASS OF 2022, 2023, 2024, & 2025

4.0 ENGLISH
3.0 MATHEMATICS
4.0 THEOLOGY
3.5 SOCIAL STUDIES
3.0 SCIENCE
3.0 WORLD LANGUAGE
2.0 VISUAL AND PERFORMING ARTS
0.5 TECHNOLOGY & CTE
0.5 PHYSICAL EDUCATION
0.5 HEALTH
3.0 ELECTIVES

TOTAL = 27 Credits

OR

REQUIRED CREDITS FOR CLASS OF 2022, 2023, 2024, & 2025

4.0 ENGLISH
3.0 MATHEMATICS
4.0 THEOLOGY
3.5 SOCIAL STUDIES
3.0 SCIENCE
3.0 WORLD LANGUAGE
1.0 VISUAL AND PERFORMING ARTS
1.5 TECHNOLOGY & CTE
0.5 PHYSICAL EDUCATION
0.5 HEALTH
3.0 ELECTIVES

TOTAL = 27 Credits

Any course within a subject area taken beyond the required number of credits counts as an elective course. For example, if you take four years of Mathematics, the fourth year counts toward meeting the elective credit requirement, as would the third year of Visual and Performing Arts, etc.

II. SAMPLE FOUR-YEAR COURSE OF STUDY

FRESHMAN CURRICULUM ENGLISH I WORLD LANGUAGE I ALGEBRA I BIOLOGY WORLD GEOGRAPHY (1 semester) INTRO TECHNOLOGY (1 semester) THEOLOGY I – FOUNDATIONS OF FAITH PHYSICAL EDUCATION (1 semester) HEALTH (1 semester)	SOPHOMORE CURRICULUM ENGLISH II WORLD LANGUAGE II GEOMETRY CHEMISTRY WORLD HISTORY THEOLOGY II – SACRED SCRIPTURES VISUAL OR PERFORMING ARTS ELECTIVE
JUNIOR CURRICULUM ENGLISH III WORLD LANGUAGE III ALGEBRA II – TRIGONOMETRY PHYSICS US HISTORY THEOLOGY III –ETHICS/ GOSPELS IN ACTION VISUAL OR PERFORMING ARTS OR TECH ELECTIVE	SENIOR CURRICULUM ENGLISH IV ECONOMICS (1 semester) GOVERNMENT (1 semester) THEOLOGY ELECTIVE (1 semester) SENIOR SYNTHESIS (1 semester) MATH ELECTIVE SCIENCE ELECTIVE ELECTIVES (3 minimum)

ELECTIVE COURSES

ENGLISH: INTRODUCTION TO SCIENCE-FICTION AND FANTASY LITERATURE; LITERATURE, FILM, AND COMPOSITION;
 WORLD LITERATURE
 MATHEMATICS: ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS, COLLEGE ALGEBRA, CP/H PRE-CALCULUS,
 H/AP CALCULUS AB, AP CALCULUS BC, CP STATISTICS, AP STATISTICS
 PHYSICAL EDUCATION: WEIGHT LIFTING, SPORTS MEDICINE
 SCIENCE: ENVIRONMENTAL SCIENCE, ANATOMY & PHYSIOLOGY, HONORS ANATOMY/PHYSIOLOGY,
 AP ENVIRONMENTAL SCIENCE, AP BIOLOGY, H/AP CHEMISTRY, H/AP PHYSICS
 SOCIAL SCIENCE: PSYCHOLOGY, AP PSYCHOLOGY, HONORS CONSTITUTIONAL LAW
 TECHNOLOGY: MAKERSPACE, ROBOTICS, ENGINEERING ESSENTIALS, INTRODUCTION TO COMPUTER SCIENCE,
 AP COMPUTER SCIENCE A, SERVANT LEADERSHIP, INTRODUCTION TO ENTREPRENEURSHIP
 THEOLOGY: PEER MINISTRY, CHRISTIAN LIFESTYLES, WORLD RELIGIONS
 VPA: INTRODUCTION TO VISUAL ARTS, ART APPRECIATION, DRAWING I/II, PAINTING I/II, DIGITAL ARTS I/II,
 SCULPTURE, CERAMICS I/II, AP 2-D ART & DESIGN, AP 3D ART & DESIGN, AP DRAWING, AP ART HISTORY,
 INTRODUCTION TO THEATRICAL ARTS, ADVANCED DRAMA, INSTRUMENTAL TECHNIQUES,
 CP/H JAZZ BAND, CP/H ORCHESTRA

HONORS COURSES

ENGLISH: I, II, III, IV
 MATHEMATICS: ALGEBRA I, GEOMETRY, ALGEBRA II/TRIG, PRE-CALCULUS, CALCULUS
 SCIENCE: BIOLOGY, CHEMISTRY, PHYSICS, ANATOMY/PHYSIOLOGY
 SOCIAL STUDIES: WORLD HISTORY, US HISTORY, ECONOMICS, GOVERNMENT, CONSTITUTIONAL LAW
 WORLD LANGUAGE: NATIVE SPANISH I, II; SPANISH II, III, IV; FRENCH II, III, IV
 VPA: JAZZ BAND, ORCHESTRA

ADVANCED PLACEMENT COURSES

ENGLISH: LANGUAGE & COMPOSITION, LITERATURE & COMPOSITION
 MATHEMATICS: CALCULUS AB, CALCULUS BC, STATISTICS
 SCIENCE: ENVIRONMENTAL SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS
 SOCIAL STUDIES: WORLD HISTORY, US HISTORY, US GOVERNMENT & POLITICS, EUROPEAN HISTORY, PSYCHOLOGY,
 TECHNOLOGY: COMPUTER SCIENCE A
 VPA: AP 2-D ART & DESIGN, AP 3D ART & DESIGN, AP DRAWING, AP ART HISTORY
 WORLD LANGUAGE: SPANISH LANGUAGE & CULTURE, SPANISH LITERATURE & CULTURE, FRENCH LANGUAGE &
 CULTURE

ARUPPE VIRTUAL LEARNING INSTITUTE (AVLI)

MATHEMATICS: AP CALCULUS BC, MULTIVARIABLE CALCULUS ; GEOMETRY & PRE-CALCULUS (SUMMER SCHOOL)
 VPA: AP ART HISTORY
 WORLD LANGUAGES: AP SPANISH LITERATURE & CULTURE

III. Scheduling/ Honors & Advanced Placement Courses

ACADEMIC / GRADUATION PLAN WORKSHEET

A worksheet is located at the end of this packet to demonstrate a typical schedule during each of the four years at Xavier College Prep. This page can be used to plan out the academic experience a student would like to explore while at Xavier and can serve as a guide in ensuring that all graduation requirements are met. When working through this worksheet, keep in mind that **Xavier students take seven classes each semester.**

FRESHMAN YEAR: Placement into freshman honors courses is dependent upon competency and will be assigned upon careful review of seventh and eighth grade report card marks, standardized test scores, and the High School Placement Test (HSPT) results, and internal placement tests. Students desiring to test out of Algebra I and/or Spanish I / French I must also take an exit exam for each of the desired course in late April and early May of their eighth grade year. Students wanting to take Honors English I also need to take a placement test. Placement is determined by each of the academic departments.

TRANSFER STUDENTS: Placement into honors courses is dependent upon competency and will be assigned upon careful review of transfer grades with a particular focus on the most recent semester's report card marks. Students wanting to take an Honors or AP English course need to take an internal placement test which is evaluated by Xavier's English Language Arts department.

STUDY HALL / ON-CALL TA

Study Hall is reserved for senior-year students. They must be enrolled in at least six (6) academic courses each semester. Study Hall is for students who maximize the number of Honors and Advanced Placement courses and may need time during the school day to meet the demands of a rigorous schedule. Students who start senior year with a minimum of twenty-two (22) credits may also request Study Hall. Students are expected to work on college applications, admission essays, etc. and/or academic work. Teachers, staff, and administrators may call on these students for assistance as needed. Students applying for Study Hall must obtain permission from their counselor and the Counseling Department chair. Study Hall may be recommended by our Learning Specialist to accommodate senior-year students with a 504 plan. Study Hall may be scheduled for one or two semesters. It is a non-academic and non-credit course that will not appear on the student's official transcript. (See Appx. Form D)

ADVANCED PLACEMENT COURSES

Xavier College Prep participates in the nationwide Advanced Placement (AP) program of college-level instruction in high school by offering Advanced Placement courses. Students who enroll in these courses at Xavier are required to take the college grade examinations prepared by the College Entrance Examination Board. Success in the examination may earn the student college credit, advanced placement in college, or both.

CHANGE IN SCHEDULE

There is a 15 class-day window at the start of each semester during which time students may request a change in their schedule. Students need a compelling reason for the change to be granted. After the 15th day of class, only students with extreme circumstances may request a change in schedule. In many cases, this change would be initiated by the counselor or by the teacher. If a teacher-initiated change occurs after the deadline, the new teacher will create a RenWeb assignment for the transferring student and enter the average grade from the prior course with the appropriate "grade bump" if moving down. *Students are not allowed to "drop" classes.* Beyond this point, withdrawing from a course will be indicated with a 'W' on the official transcript; withdrawing from a course may have admissions implications for college or university. **Schedules are not modified to accommodate teacher preference.**

A.M.D.G.

REQUIREMENTS FOR HONORS (H) AND ADVANCED PLACEMENT (AP) COURSES (Grades 10-12)

Xavier wishes to encourage students to take demanding and advanced academic courses in all fields. All course offerings are College Prep (CP) level courses unless designated Honors (H) or Advanced Placement (AP). Honors and AP courses consist of accelerated and greater depth of instruction as compared to our regular college preparatory courses and students are held accountable to a higher standard of effort and performance. AP courses offer students college-level curriculum and instruction.

The following entrance requirements apply to all H/AP level courses. These are the *minimum* requirements to be considered for entrance into our most rigorous and challenging courses.

- A. The requirements for entering all Honors and Advanced Placement courses include, but are not limited to the following:
- 1) An "A-" grade or higher in the previous course within the same subject area;
 - 2) Recommendation from subject area department and counselor.
- B. The requirements for continuing in Honors and Advanced Placement courses include, but are not limited to the following:
- 1) A "B" grade or higher in the previous course within the same subject area;
 - 2) Previous AP exam scores are consulted as part of the recommendation process;
 - 3) Attendance record is evaluated as part of the recommendation process;
 - 4) Recommendation from subject area department and counselor.

All H/AP recommendations made mid-year are tentative and contingent upon the second semester course grades meeting the minimum grade requirement for each H/AP course. See individual course description for more detail.

GPA BUMP FOR HONORS (H) & ADVANCED PLACEMENT (AP) COURSES

End-of-term grades for Honors / Advanced Placement courses receive a bump as indicated by the following scale:

A = 4.5 pts. for H / 5.0 pts. for AP

B = 3.5 pts. for H / 4.0 pts. for AP

A- = 4.17 pts. for H / 4.67 pts. for AP

B- = 3.17 pts. for H / 3.67 pts. for AP

Honors course grades receive a 0.5 boost. AP course grades receive a 1.0 boost. The maximum un-weighted GPA is 4.0. While Xavier does not report rank-in-class to colleges or universities, rank-in-class is used to determine the class valedictorian and salutatorian. Only courses taken at Xavier or via AVLI factor into the GPA calculation. Non-Xavier remediation courses will appear on the Xavier transcript but will not factor into the GPA calculation.

ADVANCED PLACEMENT (AP) COURSE CURA PERSONALIS

In order for students to effectively balance the qualities that Xavier wants of its graduates (*Intellectually Competent, Open to Growth, Committed to Doing Justice, Religious and Faithful, and Loving and Compassionate*), Xavier allows participation in AP courses subject to the following limits:

- Freshman Year – No AP courses
- Sophomore Year – 1 AP course
- Junior Year – 3 AP courses
- Senior Year – 4 AP courses

HONOR SOCIETIES

Xavier College Preparatory offers membership to three honor societies. Eligibility requirements are as follows:

National Honor Society: Open to students in grades 11-12 with a minimum unweighted cumulative GPA of 3.8.

National Art Honor Society: Open to students with an unweighted GPA of 4.0 in two or more visual arts classes.

International Thespian Society: Open to students with a minimum of 100 hours of quality work in theatre arts.

IV. Curriculum Design / UC a-g Requirements

CURRICULUM DESIGN:

Our curriculum is designed to support the growth of an Ignatian student. After four years, each student should exhibit the expected learning outcomes for a student attending a Catholic Jesuit high school. These include being open to growth, intellectually competent, religious and faithful, loving and compassionate, and committed to doing social justice. Each of these outcomes is addressed within the curriculum at Xavier.

Additionally, the curriculum at Xavier College Preparatory High School is crafted using the Understanding by Design (UbD) framework. Our courses are created with student understanding and achievement as the main focus. All courses are composed of units that explicitly point toward enduring understandings, over-arching concepts that transcend subject-matter, and that ask essential questions, questions that invite the learner to desire to explore and discover the topic or subject, deconstructing topics and making rational sense of the concepts and skills to which they are exposed. Students will be able to articulate their own response to essential questions by the end of the unit. All units have specific goals for acquiring knowledge and for developing major skills. Summative assessments, or what the student should be able to know and do drive the development of each unit.

CURRICULUM PATHWAYS:

A student at Xavier College Prep will normally follow one of many pathways in each subject. However, a student is not locked into any one particular pathway. The student can move from one pathway to another, depending upon demonstrated ability and maturity. This change from one pathway to another occurs more frequently in the lower level classes, but may also occur in the upper level classes. The chart found at the end of each department's course offerings is an attempt to summarize the most common curricular pathways at Xavier College Prep.

UC/CSU A-G REQUIREMENTS:

Xavier College Preparatory High School provides a four-year curriculum that allows students to meet and surpass the University of California (UC) and California State University (CSU) a-g curricular requirements.

The intent of the "a-g" subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. Courses from California high schools and online schools used to satisfy the "a-g" subject requirements must be approved by UC and appear on the institution's "a-g" course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills. <http://www.ucop.edu/agguide/a-g-requirements/>

In order to be UC/CSU eligible, students must fulfill the following course requirements by obtaining a minimum grade of 'C' or higher in these courses:

- **History/social science ("a")** – Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- **English ("b")** – Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- **Mathematics ("c")** – Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory science ("d")** – Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- **Language other than English ("e")** – Two years of the same language other than English or equivalent to the second level of high school instruction.
- **Visual and performing arts ("f")** – One year chosen from dance, music, theater or the visual arts.
- **College-preparatory elective ("g")** – One year chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

Meeting the UC a-g requirements does not indicate that all graduation requirements have been met to receive a Xavier diploma; refer to page three of this document to confirm Xavier's graduation requirements. UC a-g approval will be indicated in this document via the following label adjacent to the title of approved courses: (UC-a), (UC-b), (UC-c), etc.

V. INSTITUTIONAL PARTNERSHIPS

ARUPPE VIRTUAL LEARNING INSTITUTE (AVLI)

Xavier College Prep is a member of the AVLI, an online course provider to students who attend Catholic and Jesuit schools across North America. Students who fulfill Xavier's academic requirements within a given subject area may request to take an advanced course within the same subject area through the AVLI if the course is not offered at Xavier. Enrollment in an AVLI course requires the approval of the Director of Academic Programs and Scheduling. Students who successfully complete advanced ALVI courses are eligible to acquire dual credit through Creighton University.

CONCURRENT ENROLLMENT (CoE)

Xavier College Prep defines "concurrent enrollment" as being enrolled in two institutions – Xavier College Prep and a higher education institution – at the same time in order for a student to take a course not offered by Xavier College Prep for which they receive college credit. CoE courses are for enrichment purposes and do not count toward Xavier's graduation requirement, with the exception of pre-approved advanced mathematics courses beyond AP Calculus BC.

College of the Desert (COD)

Xavier College Prep partners with COD in order to provide students the opportunity to take college courses and earn college credits while still enrolled in high school. CoE courses with COD are taken in addition to the Xavier academic course load. Due to the rigor of college-level courses offered at COD, permission from the Director of Academic Programs and Scheduling as well as from the student's counselor is required for enrollment at COD.

DUAL ENROLLMENT (DuE)

Xavier College Prep defines "dual enrollment" as being enrolled in two institutions – Xavier College Prep and a higher education institution – at the same time in order for a student to take a course for which they receive both high school and college credit. DuE courses count toward Xavier's graduation requirements.

Creighton University (CU)

Xavier College Prep partners with CU via AVLI in order to provide students both high school and college credit for specific advanced courses. Courses include: AP Art History, AP Calculus BC, Multivariable Calculus, AP Spanish Literature and Culture.

Saint Louis University (SLU) – 1818 Program

Xavier College Prep has initiated partnership with SLU in order to provide students both high school and college credit for specific advanced courses starting in the fall of 2021. SLU courses are taught by Xavier faculty who meet the minimum qualifications to teach at the university level as adjunct instructors. Courses include: Conflict, Social Justice, and Literature (ENGL 2250), Introduction to Creative Writing (ENGL 1930), Nation, Identity, and Literature (ENGL 2850), College Algebra Online (MATH 1200), Introduction to American Government (POLS 1100), Organizational Foundations: Business Essentials (ORLD 2000), Film Production (CMM 2500 & CMM 2510), Introduction to Theatre (THR 1500), Communicating in Spanish I (SPAN 1010).

REMEDICATION

It is expected that students complete courses with a college-recommending grade (C-range or higher). Students who complete any course with a deficient grade (D-range), with a failed grade (F), or incomplete grade (I) are asked to remediate the course in order to be UC/CSU eligible.

Depending on the situation, remediation can occur in-house via retaking a course at Xavier or via course remediation contract, or through a Xavier-approved institution. Only credits from Xavier-approved institutions will be accepted. Consultation with the student's counselor is required in order to create a remediation plan and to determine the best overall course of action.

VI.a

Course Selection & Request Information for Incoming Freshmen

The following information is designed to support the Xavier Saint and their family with the process of making academic decisions in anticipation of freshman year as well as implications for future studies.

All courses are College Prep (CP) level, unless indicated otherwise. Pay close attention to the prerequisites for each course, especially for Honors (H) courses; details can be found in each departmental chapter of this document.

All incoming freshmen take nine courses and have the opportunity to select a world language. Options include French, Spanish for Native/Heritage Speakers, and Spanish for Non-Native/Non-Heritage Speakers. All courses are year-long (YL) or semester-long (SEM) courses. Schedules will be generated after reviewing requests; grades; HSPT scores; optional placement test results for English, Math, and World Languages; prerequisites; and departmental recommendations.

Schedules may become available as early as late-May or early-June.

English Department: All freshmen are required to take a YL course in this academic department.

- CP or H English I

Mathematics Department: All freshmen are required to take a YL course in this academic department.

- CP Algebra IA, CP Algebra I, H Algebra I → CP or H Geometry

Physical Education Department: All freshmen are required to take two SEM courses in this academic department.

- Health (SEM) & PE (SEM)

Science Department: All freshmen are required to take a YL course in this academic department.

- Integrated Science → CP or H Biology

Social Studies Department: All freshmen are required to take a SEM course in this academic department.

- World Geography (SEM)

Theology Department: All freshmen are required to take a YL course in this academic department.

- Theology I (Foundations of Faith)

World Languages Department: All freshmen are required to take a YL course in this academic department.

- CP French I → CP or H French II
- CP Spanish I → CP or H Spanish II → CP or H Spanish III
- H Spanish I Native → H Spanish II Native or CP Spanish III

Technology & CTE Department:

All freshmen are required to take a SEM course in this academic department.

- STREAM A - Introduction to Makerspace (Pre-Engineering) (SEM)
- STREAM B - Exploring the World of Code (Pre-Computer Science) (SEM)

VI.b

Course Selection & Request Information for Rising Sophomores

The following information is designed to support the Xavier Saint and their family with the process of making academic decisions in anticipation of sophomore year as well as implications for future studies.

All courses are College Prep (CP) level, unless indicated otherwise. Pay close attention to the prerequisites for each course, especially for Honors (H), Advanced Placement (AP), and Dual Enrollment (DuE) courses; details can be found in each departmental chapter of this document.

Select a maximum of 8 credits; you must make an alternate selection for your Visual & Performing Arts or Technology/CTE elective. All courses are year-long courses. These course requests are not locked in or guaranteed. Schedules will be generated after reviewing requests, grades, prerequisites, and departmental recommendations. Come March, your counselor will schedule a meeting with you to review your requests and confirm departmental approval for Honors and Advanced Placement courses.

English Department: All sophomores are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP or H English I → **CP or H English II**

Mathematics Department: All sophomores are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP Algebra I A → **CP Algebra I B**
- CP or H Algebra I → **CP or H Geometry → CP or H Algebra II/Trigonometry**

Science Department: All sophomores are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- Integrated Science → **CP or H Biology → CP or H Chemistry**

Social Studies Department: All sophomores are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- World Geography → **CP, H, or AP World History (Modern)**

Theology Department: All sophomores are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- Theology I (Foundations of Faith) → **Theology II (Sacred Scripture)**

World Language Department: All sophomores are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP French I → **CP or H French II → CP or H French III**
- CP Spanish I → **CP or H Spanish II → CP or H Spanish III**
- H Spanish I Native → **H Spanish II Native or CP Spanish III**

ELECTIVE in Visual & Performing Arts Department or Technology & CTE Department:

All sophomores are required to take a course in one of these academic departments. Please make a primary and secondary selection. Every effort will be made to offer you one of your two selections. Complete your requests for the first course in this subject area sequence:

- **Art Appreciation, Instrumental Techniques (Strings, Winds, Guitar), Music Theory & Composition, Digital Music Composition & Songwriting, Introduction to Theatre (DuE), Film Production (DuE)**
- **Introduction to Computer Science “Python”, Makerspace, Engineering Essentials**

VI.c

Course Selection & Request Information for Rising Juniors

The following information is designed to support the Xavier Saint and their family with the process of making academic decisions in anticipation of junior year as well as implications for future studies.

All courses are College Prep (CP) level, unless indicated otherwise. Pay close attention to the prerequisites for each course, especially for Honors (H), Advanced Placement (AP), and Dual Enrollment (DuE) courses; details can be found in each departmental chapter of this document.

Select a maximum of 8 credits; you must make an alternate selection for your elective. All courses are year-long courses. These course requests are not locked in or guaranteed. Schedules will be generated after reviewing requests, grades, prerequisites, and departmental recommendations. Come March, your counselor will schedule a meeting with you to review your requests and confirm departmental approval for H/AP courses.

English Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP English II → CP or H (DuE) English III
- H English II → CP or H (DuE) English III; or AP English Language & Composition

Mathematics Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP or H Geometry → CP or H Algebra II/Trigonometry → College Algebra (Online); CP or AP Statistics; or CP or H Pre-calculus → H or AP Calculus AB

Science Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP or H Biology → CP or H Chemistry → CP, H, or AP Physics

Social Studies Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP, H, or AP World History (Modern) → CP, H, or AP US History

Theology Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- Theology II (Sacred Scripture) → Theology III: Ethics (Fall) & Gospels in Action (Spring)

World Language Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP or H French II → CP or H French III → AP French Language & Culture
- CP or H Spanish II → CP or H Spanish III → CP or H Spanish IV; AP Spanish Language & Culture
- H Spanish II Native → CP or H Spanish IV; AP Spanish Language & Culture

ELECTIVE:

All juniors are required to take one elective course. Please make a primary and secondary selection. Every effort will be made to offer you one of your two selections. Complete your requests for the first or next course in this subject area sequence.

Visual & Performing Arts Department:

- Art Appreciation → Ceramics, Digital Arts, Drawing, Painting, Publications, Sculpture
- Instrumental Techniques (Strings, Winds, Guitar) → CP or H Jazz Band; CP or H Orchestra
- Digital Music Composition & Songwriting, Music Theory & Composition → AP Music Theory
- Introduction to Theatre (DuE), Film Production (DuE)

Technology & CTE Department:

- Introduction to Computer Science "Python" → AP Computer Science A "Java"
- Makerspace, Engineering Essentials

Social Studies Department:

- CP or AP Psychology

Physical Education Department:

- Sports Medicine

VI.d

Course Selection & Request Information for Rising Seniors

The following information is designed to support the Xavier Saint and their family with the process of making academic decisions in anticipation of senior year as well as implications for future studies.

All courses are College Prep (CP) level, unless indicated otherwise. Pay close attention to the prerequisites for each course, especially for Honors (H), Advanced Placement (AP), and Dual Enrollment (DuE) courses; details can be found in each departmental chapter of this document.

Select a maximum of 8 credits; you must make an alternate selection for your elective. All courses are either year-long or semester-long courses. These course requests are not locked in or guaranteed. Schedules will be generated after reviewing requests, grades, prerequisites, and departmental recommendations. Come March, your counselor will schedule a meeting with you to review your requests and confirm departmental approval for H/AP courses.

English Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP English III → CP English IV: Science-Fiction & Fantasy Literature; Film, Literature, & Composition; World Lit.
- CP English III → H English IV; (DuE) English IV: Creative Writing and/or Nation, Identity, & Literature
- H English III → CP English IV; H English IV; (DuE) English IV; AP English Literature & Composition
- AP English Language & Composition → H English IV; (DuE) English IV; AP English Literature & Composition

Mathematics Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP or H Algebra II/Trigonometry → College Algebra (Online); CP or AP Statistics; or CP or H Pre-calculus → AP Calculus AB → AP Calculus BC → Multivariable Calculus

Science Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP or H Chemistry → CP, H, or AP Physics; CP or H Anatomy & Physiology; CP Environmental Science
- CP, H, or AP Physics → CP Environmental Science; CP or H Anatomy & Physiology
- AP Physics → AP Biology, AP Chemistry, AP Environmental Science

Social Studies Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP, H, or AP US History → CP or H Economics (Fall)
- CP, H, or AP US History → CP, H, or AP Government; or H Constitutional Law (Spring)

Theology Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- Theology III → Theology IV – Senior Synthesis (SEM) + Theology IV Elective:
 - Theology IV – Christian Lifestyles, Peer Ministry, or World Religions

World Language Department: All juniors are required to take a course in this academic department. Complete your request for the next course in this subject area sequence:

- CP or H French III → AP French Language & Culture
- CP or H Spanish III → CP or H Spanish IV; AP Spanish Language & Culture
- AP Spanish Language & Culture → AP Spanish Literature & Culture

ELECTIVE:

All juniors are required to take one elective course. Please make a primary and secondary selection. Every effort will be made to offer you one of your two selections. Complete your requests for the first or next course in this subject area sequence.

Visual & Performing Arts Department:

- Art Appreciation → Ceramics, Digital Arts, Drawing, Painting, Publications, Sculpture → AP Art & Design (2D, 3D, Drawing); AP Art History
- Instrumental Techniques (Strings, Winds, Guitar) → CP or H Jazz Band; CP or H Orchestra
- Digital Music Composition & Songwriting, Music Theory & Composition → AP Music Theory
- Introduction to Theatre (DuE), Film Production (DuE)

Technology & CTE Department:

- Introduction to Computer Science “Python” → AP Computer Science A “Java”
- Makerspace, Engineering Essentials
- Introduction to Entrepreneurship, Organizational Foundations - Business Essentials (DuE)
- Servant Leadership - SLC

Social Studies Department:

- CP or AP Psychology

Physical Education Department:

- Sports Medicine

VII. ENGLISH DEPARTMENT

All students at Xavier College Preparatory must complete eight semesters of English.

The mission of the English Department at Xavier College Preparatory High School is to instill in our students a greater curiosity and respect for the literary expressions of the human experience. Through mastery of writing, speaking and reading skills, our students will enter the world with thoughtful purpose -- so that they may become effective writers and communicators for others.

ENGLISH I (UC-b)

REQUIRED-FULL YEAR

All freshmen take this course unless they place into Honors English I.

The regular first-year English course stresses mastery of the communication fundamentals: composition, reading, grammar, syntax and vocabulary. Students will develop a deeper understanding for the words that are written on paper. The course will be an integration of fine literature, reading comprehension, expansion of vocabulary, sentence structure, and essay development. The curriculum includes a study of grammar with the purpose of writing well-developed sentences and correct punctuation. Attention is given to vocabulary as well as literary terms. There will be an emphasis on the multi-paragraph essay, which includes narrative, expository, and literary analysis.

HONORS ENGLISH I (UC-b)

FULL YEAR

Placement in this course is determined by review of HSPT scores, 8th-grade grades, and placement test score.

The same materials will be covered for Honors English I, but it will require a more concentrated effort. Assignments given will be more advanced and specific, in other words, more challenging and suited to an Honors designation.

ENGLISH II (UC-b)

REQUIRED-FULL YEAR

All sophomores take this course unless they are in Honors English II.

This course is a continuation of the foundation of the principles of English learned in the first year. The course stresses mastery of rhetorical skills and literary analysis and appreciation. Students broaden their understanding of a variety of nuances in language styles through their reading, writing and discussion. Students will develop greater skill as writers. In addition, students learn to synthesize literature as an expression of human imagination and condition; they also discuss and reflect upon several of the timeless questions, ideas and issues that confront humanity today. This course will engage students in the study of the major genres of literature: the short story, the poem, drama, and the novel. Students will review the writing process and write primarily about the various texts encountered in class. This course also involves a rigorous review of grammatical and mechanical principles essential to exceptional writing.

HONORS ENGLISH II (UC-b)

FULL YEAR

Prerequisite: The minimum grade of "A-" in English I or 'B' in H English I and departmental recommendation.

Transfer students are asked to take a placement test for departmental evaluation of skills.

This course is designed for students who have a special talent for and appreciation of writing and literature. Students must be enthusiastic and articulate in showing true insights and communicating experiences. The main components of English II are applied to this course as well, including three extensive 5-10 page papers.

ENGLISH III (UC-b)

REQUIRED-FULL YEAR

All juniors take this course unless they are in Honors or AP English III.

This course explores the themes and techniques of American Literature from the Puritan period to the present. The major focus is literary analysis- in the process of analyzing the American tradition; students react critically to, question, and reflect about our world and its values. Use of a portfolio and journal allows students to put their responses (and question) in writing. A required research paper helps provides the opportunity to learn and apply research techniques in conjunction with a 10-12 page research paper.

HONORS ENGLISH III (UC-b)

FULL YEAR

Prerequisite: The minimum grade of “A-” in English II or ‘B’ in H English II and departmental recommendation.

Transfer students are asked to take a placement test for departmental evaluation of skills.

Students in Honors English III will take on an accelerated American Literature survey and college-level writing course. It is expected that students will come possessing strong writing and analysis skills, allowing this course to move at a faster pace than English III. Students will explore a representative group of literary works in formal, creative, and reflective modes. A required research paper helps provides the opportunity to learn and apply research techniques in conjunction with a 10-12 page research paper.

AP ENGLISH III - LANGUAGE & COMPOSITION (UC-b)

FULL YEAR

Prerequisite: The minimum grade of “A-” in H English II and departmental recommendation.

Transfer students are asked to take a placement test for departmental evaluation of skills.

This class focuses on language and composition. Students will analyze various genres of American literature and demonstrate their own skill in composition by writing essays in various rhetorical modes. This class is preparation to take the AP Language and Composition Exam—which all students must take—which tests a student's ability to read critically and to write in the following modes: comparison and contrast, narration/description, classification/division, definition, extended definition and academic argument.

ENGLISH IV – WORLD LITERATURE (UC-b)

REQUIRED-ONE SEMESTER

All seniors take this course unless they are in H English IV or AP English Literature and Composition.

This course goes well beyond the English canon by exploring and acknowledging authors and their works throughout the globe. World Literature is a course that tears down borders, not just physical borders, but borders of gender, religion, and race. Students will read works of fiction, creative non-fiction, and poetry by authors around the globe, male and female, of numerous nationalities and belief systems, such as Neruda, Borges, Parra, Chekhov, Basho, Hafiz, Rumi, and Sappho. By the end of the course, students will value the myths, stories, struggles, and culture of other nations, as well as discover what we all have in common in our journey as human beings. Along with reading various texts, there will be a deeper continuation of our writing with both critical and creative essays.

CHOOSE YOUR ADVENTURE...

ENGLISH IV - INTRODUCTION TO SCIENCE FICTION & FANTASY LITERATURE (UC-b)

Prerequisite: Concurrent enrollment in World Literature.

ELECTIVE-ONE SEMESTER

This course will allow students the opportunity to study the Science Fiction and Fantasy genres of literature from a historical aspect - beginning from the late nineteenth century to modern day. Students will have the opportunity to study representative works from the genres of Science Fiction (Intro to Genre; Early Sci-Fi/Fantasy; Golden Age; New Age; Present) - the subgenres of Science Fiction (Utopias/Dystopias; Robots/Aliens; Genre Foundations; Space Travel) - and Fantasy (Gothic; Neo-Gothic/Modern; High) by examining their roots, twentieth-century rise, and contemporary status in order to provide students with a solid foundation of genre-based readings that they will be able to use for future college-level writing/literature classes. Students will read works of fiction from various authors who are staples within the genre, such as Huxley, Ellison, Bradbury, Lovecraft, and Asimov. The main overlapping theme discussed throughout the semester will be that of morality and meaning of life and the purpose of human existence. The course will introduce students to a wide range of texts, including short stories, documentaries, and various literary essays, as well as the opportunity to write their own genre-based critical and creative essays.

ENGLISH IV -LITERATURE, FILM, AND COMPOSITION (UC-b)

ELECTIVE-ONE SEMESTER

Prerequisite: Concurrent enrollment in British Literature.

This course is designed to provide the high school senior with an introductory study of film as literature based on specific literary works. Film, literature and composition is a writing, text- based course studying expository, descriptive, critical and analytical writing through the medium of film. This course will be designed around film

A.M.D.G.

genres (which may include comedy, tragedy, western, world cinema, noir, horror, documentary and musical) and central themes. Literary technique analysis, historical reliability and content of documentaries, as well as a history of the filmmaking process will be included. Students will be required to watch films outside of class, as the majority of class time will be devoted to analysis through discussion, writing and research.

HONORS ENGLISH IV (UC-b)

FULL YEAR

Prerequisite: The minimum grade of "A-" in English III, 'B' in H English III, or "B-" in AP English Language and Composition and departmental recommendation.

Transfer students are asked to take a placement test for departmental evaluation of skills.

Students in Honors English IV will complete a full-year, rigorous study of World Literature. This course is best suited for intrinsically motivated students who desire to read, write, speak, and think critically and analytically about literature's relationship to our modern world. Students will continue to develop effective use of rhetoric, showing command of logical organization, a variety of sentence structures, and an expanded vocabulary; use illustrative details and carefully selected textual evidence to support their written arguments; consistently display nuanced, insightful, creative, critical thinking; and extensively develop analysis of texts that direct address prompts, guided by strongly crafted and appropriately focused thesis statements. The course's seven thematic units will cover the Seven Deadly Sins and their opposites (Pride/Humility, Greed/Generosity, Lust/Chastity, Envy/Gratitude, Gluttony/Temperance, Wrath/Patience, and Sloth/Diligence).

AP ENGLISH IV- LITERATURE & COMPOSITION (UC-b)

FULL YEAR

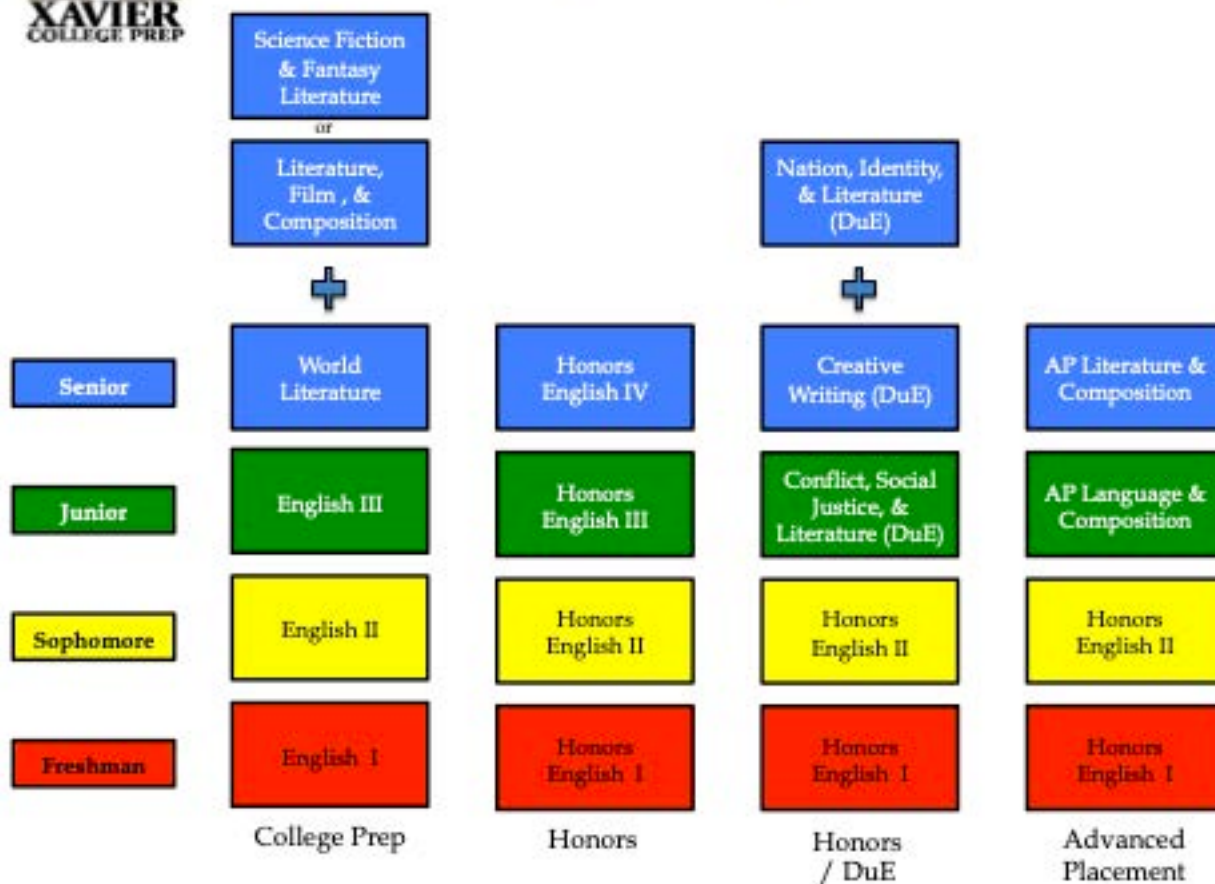
Prerequisite: The minimum grade of a 'B' in AP English Language and Composition or "A-" in H English III and departmental recommendation.

Transfer students are asked to take a placement test for departmental evaluation of skills.

Students in the AP English course are required to demonstrate excellence in literature, composition and discussion. Those meeting the requirements of the AP exam may receive college credit and/or placement. AP English IV focuses on literature and composition. This course engages students in the careful reading and critical analysis of various works of literature—novels, drama and poetry. Through reading, composition and discussion, students become involved in a deeper understanding and appreciation of literary genres and styles in preparation for the AP exam, which all students must take.



English Department



VIII. MATHEMATICS DEPARTMENT

All students at Xavier College Preparatory must complete six semesters of mathematics beginning with Algebra I or above, although eight semesters are recommended.

The Math Department's goal is for students to develop the necessary perseverance to work through challenging problems using critical thinking while taking personal responsibility for their individual learning. In addition to competency in math fundamentals, classes encourage an appreciation for the study of math and its applications in the real world. Our math program is rigorous but flexible, serving the needs of students of all abilities. Students from any freshman math class are given the opportunity to accelerate eventually into any Advanced Placement course within the Math Department. The curriculum is designed to give students a solid foundation in math so that they may find sustained success across all disciplines as well as college level math.

INTRODUCTION TO ALGEBRA

FULL YEAR

Freshman placement in this course is determined by review of HSPT scores and 8th-grade grades.

The focus of the course is building the foundation necessary for success in the study of algebra and geometry. Students will become familiar with the following: the properties of mathematics; the language of algebra; solving one step and two step equations; adding, subtracting, multiplying and dividing rational numbers and integers; solving inequalities; graphing equations and inequalities; proportions; percent; statistics and graphs; probability; applying algebra to geometry; measurement; and the study of polynomials. Study skills such as note taking, test taking strategies and organization will be developed to aid each student. *Students who place into this course have to comply with the UC three-year requirement starting with Algebra I and must complete up through Algebra II/Trigonometry.*

ALGEBRA I A/B (UC-c)

TWO-YEAR COURES

Freshman placement in this course is determined by review of HSPT scores and 8th-grade grades.

Freshmen who need more time to learn math can take this two-year version of Algebra I. This course is designed to provide students with a basic foundation in algebra. Topics include functions and their graphs, linear and quadratic equations, inequalities, factoring, polynomials, radicals and exponents, and systems. In addressing these topics, it is expected that the student will increase their Algebra specific vocabulary and be able to apply the math in modeling real life situations. *Students who place into this course have to comply with the UC three-year requirement starting with Algebra I and must complete up through Algebra II/Trigonometry.*

ALGEBRA I (UC-c)

REQUIRED - FULL YEAR

Freshman placement in this course is determined by review of HSPT scores, 8th-grade grades, and performance on optional Algebra I exit exam.

This course is designed to provide students with a basic foundation in algebra. Topics include functions and their graphs, linear and quadratic equations, inequalities, factoring, polynomials, radicals and exponents, and systems. In addressing these topics, it is expected that the student will increase their Algebra specific vocabulary and be able to apply the math in modeling real life situations.

HONORS ALGEBRA I (UC-c)

FULL YEAR

Prerequisite: The minimum grade of "A-" in Introduction to Algebra or in Algebra I A/B.

Freshman placement in this course is determined by review of HSPT scores, 8th-grade grades, and performance on Algebra I exit exam.

This accelerated course in algebra covers the standard content of a first year course in algebra including but not limited to equations, factoring, functions, inequalities, graphing, rational expressions, and radicals. This standard content is examined with greater intensity, depth, and emphasis on analytical thinking by exploring algebraic proofs and further investigations of the real number system.

GEOMETRY (UC-c)

REQUIRED – FULL YEAR

Prerequisite: Successful completion of Algebra I.

This course is designed to acquaint students with the basic structure and vocabulary of geometry as well as develop a proficiency in doing formal proofs. This course will cover perpendicular and parallel lines, congruent triangles, and properties of triangles, quadrilaterals, transformations, similarity, right triangles, trigonometry, circles, and area of polygons, surface area and volume.

HONORS GEOMETRY (UC-c)

FULL YEAR

Prerequisite: The minimum grade of “A-” in Algebra I or a ‘B’ in H Algebra I and departmental recommendation.

Freshman placement in this course is determined by review of HSPT scores, 8th-grade grades, and performance on Algebra I exit exam.

In comparison to the college-preparatory level Geometry class, this honors course goes into greater depth and moves at a faster pace. This course covers geometric terms and processes, logic, and problem solving. Various forms of proof are studied. Emphasis is placed upon reasoning and problem solving skills gained through study of the following major topics: angle relationships, congruent and similar triangles, geometric inequalities, parallel lines and their applications to quadrilaterals, areas of polygons and circular regions, arcs and angle measures related to circles, surface area and volume of solids, and coordinate geometry. Trigonometry will be introduced as it applies to geometry. Algebraic skills (particularly work with ratios, simplification of and operations with radicals) are applied.

ALGEBRA II/TRIGONOMETRY (UC-c)

REQUIRED – FULL YEAR

Prerequisite: Successful completion of Algebra I and Geometry.

This course is designed to prepare students for college-level mathematics. Students will develop advanced problem solving skills using advanced mathematical concepts and techniques. This course will cover equations, inequalities, functions, systems of linear equations and inequalities, matrices and determinants, quadratic functions, polynomials and polynomial functions, powers, roots, radicals, exponential functions, logarithmic functions, rational equations, and quadratic relations. Additionally, students will investigate, in depth, ideas and concepts related to trigonometry, including trigonometric functions and identities, right triangle trigonometry, and the unit circle with radian and degree measurement. Finally, an overview of probability and statistical analysis will be offered.

HONORS ALGEBRA II/TRIGONOMETRY (UC-c)

FULL YEAR

Prerequisite: The minimum grade of “A-” Algebra I/Geometry or ‘B’ in H Algebra I/H Geometry and departmental recommendation.

In addition to the content covered in Algebra II/Trigonometry, this course will explore the use of algebraic expressions, equations, and their graphical representations. Many of the topics covered in Algebra I will be reviewed and studied in greater depth, while some other topics will be introduced for the first time, including complex numbers and conic sections. Finally, an overview of probability and statistical analysis will be offered.

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS (UC-c)

ELECTIVE – FULL YEAR

Prerequisite: Successful completion of Algebra II/Trigonometry

Advanced Algebra with Financial Applications is a mathematical modeling course that addresses college preparatory mathematics topics from Advanced Algebra, Geometry, Statistics, Probability, Precalculus, and Calculus under eleven financial umbrellas: Discretionary Expenses, Banking, Credit, Automobile Ownership, Employment, Income Taxes, Independent Living, The Stock Market, Modeling a Business, Retirement Planning, and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. Students are taught to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future

COLLEGE ALGEBRA (UC-c)**ELECTIVE - FULL YEAR****Prerequisite: The minimum grade of 'B' in Algebra II/Trigonometry.**

College Algebra is a comprehensive review of algebraic fundamentals as well as an introductory exploration into the realm of applied mathematics. This course reexamines the essential topics presented in algebraic introductory courses as well as the direct application to standardized tests, such as the SAT, CAHSEE, ACT, Stanford achievement, STAR MATH, and Accuplacer Math. A formative course, students discover what mathematical skills should be developed in order to gain a smoother transition into college mathematics. Furthermore, students through review and practice will gain a deeper insight into the utilization of algebra in the areas of science, technological computation, and finance. Major algebraic topics will include arithmetic, linear equations and functions, quadratic equations and functions, absolute value functions, exponential functions, graphing, factoring and remainder theorem, direct and inverse variation, radical functions, polynomials functions, direct and inverse variation and applications, solving systems of linear equations in two or three variables and applications, properties of exponential and logarithmic functions and their application to compound interest.

PRE-CALCULUS (UC-c)**ELECTIVE - FULL YEAR****Prerequisite: The minimum grade of 'B' in Algebra II/Trigonometry.**

Pre-calculus is a survey course in advanced mathematical concepts, designed for high school seniors. It is intended for those who do not qualify for Honors Pre-Calculus. The emphasis is on reinforcing algebraic techniques, functions and logarithms, while also introducing trigonometry, sequences and series, probability, statistics, matrices and vectors.

HONORS PRE-CALCULUS (UC-c)**ELECTIVE - FULL YEAR****Prerequisite: The minimum grade of 'B' in Honors Algebra II/Trigonometry and departmental recommendation.**

Honors Pre-calculus serves as a rigorous prelude to AP Calculus AB. The first three quarters of the course concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. In addition, the course covers trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of the trigonometric functions, and the special angle formulas. During the fourth quarter, the course covers the concepts for the foundation of the core calculus topics – limits and derivatives. The course covers finding limits numerically, graphically, and analytically as well as the concept of continuity. The derivative and the tangent line problem are covered.

HONORS CALCULUS (UC-c)**ELECTIVE - FULL YEAR****Prerequisite: The minimum grade of "A-" in Pre-calculus or 'B' in Honors Pre-Calculus and departmental recommendation.**

This elective course offers students the opportunity to explore the fundamental principles of Calculus at a pace that provides students time to understand, appreciate and apply these concepts, ultimately preparing students for a first-year college calculus course. Topics include limits, some techniques of differentiation and integration, and applications.

AP CALCULUS AB (UC-c)**ELECTIVE - FULL YEAR****Prerequisite: The minimum grade of 'A' in Pre-calculus or 'B' in Honors Pre-Calculus and departmental recommendation.**

Designed in accordance to the Advanced Placement curriculum, this elective course is equivalent to the first part of a college-level calculus sequence. Attention focuses on preparing students for the AP examination. Topics include limits, the derivative, techniques of differentiation, the integral, integration, and applications.

AP CALCULUS BC (UC-c)**ELECTIVE - FULL YEAR****Prerequisite: Successful completion of AP Calculus AB and departmental recommendation.**

Designed in accordance to the Advanced Placement curriculum, this elective course is equivalent to the first and second parts of a college-level calculus sequence. Attention focuses on preparing students for the AP examination. In addition to the topics listed in Calculus AB AP, students will study elementary differential equations, parametric equations, sequences and series, and applications.

STATISTICS (UC-c)**ELECTIVE - FULL YEAR****Prerequisite:** The minimum grade of 'B' in Algebra II/Trigonometry.

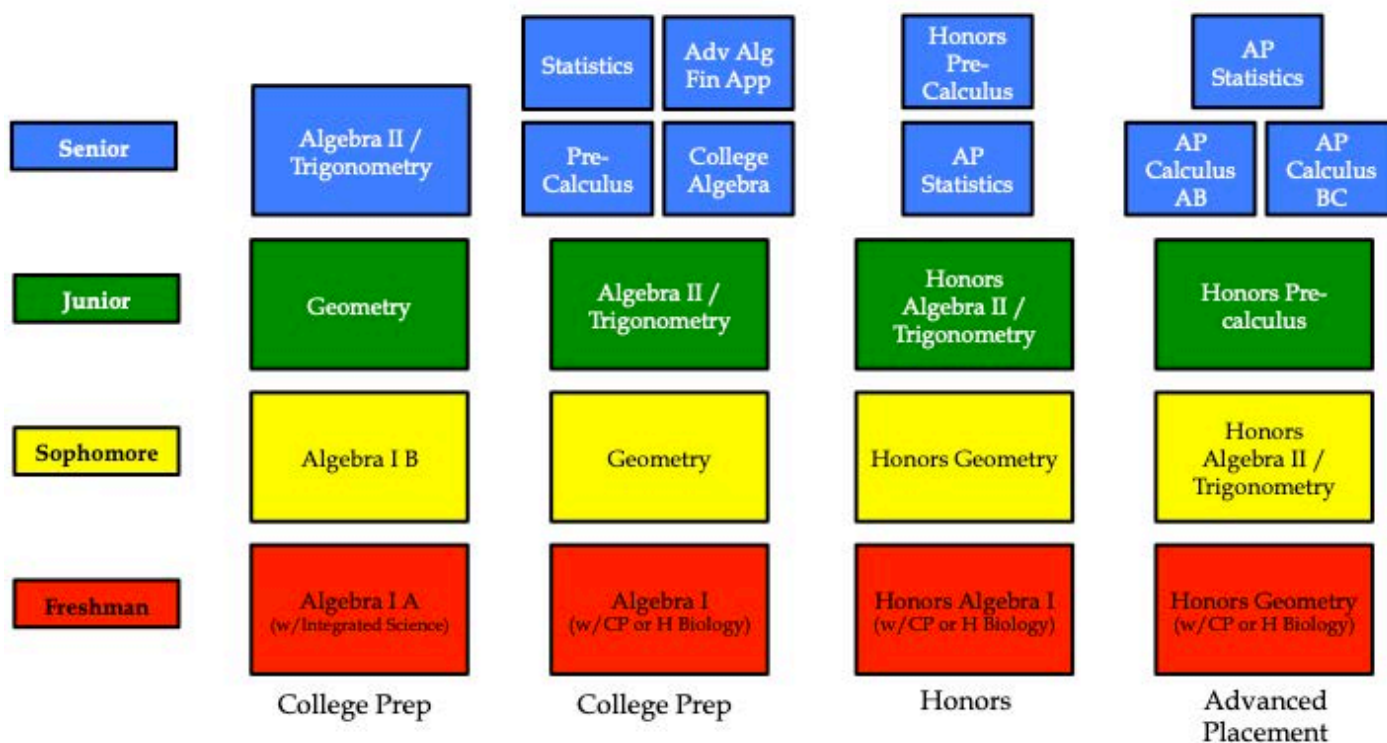
This junior/senior elective course introduces the basic concepts of probability and statistics using real-world examples/data. Probability topics include counting techniques, odds, simple probability and conditional probability. Statistics topics include graphical and numerical representations of distribution, sampling techniques, confidence intervals and regression lines.

AP STATISTICS (UC-c)**ELECTIVE - FULL YEAR****Prerequisite:** The minimum grade of "A-" in Algebra II/Trigonometry or 'B' in Honors Algebra II/Trigonometry and departmental recommendation.

The purpose of the AP 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: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course will prepare students for the AP Exam in the Spring Semester and provide a solid foundation for collegiate Statistics courses. TI-84 (or comparable) calculator is required for the course.



Mathematics Department



IX. PHYSICAL EDUCATION DEPARTMENT

All students at Xavier College Preparatory must complete one semester of physical education and one semester of health.

The mission of the Physical Education Department is to celebrate the mind and body that God has given us, and our responsibility to care for ourselves appropriately through physical activity. Physical Education is an integral part of the total educational process that gives students the opportunity to develop physically, mentally, socially, and spiritually through the use of physical activity. Our program provides educational excellence to all students by providing a safe, non-threatening, positive environment where cooperation and the opportunity to acquire knowledge, physical and social skills, fitness and attitudes are essential to a healthy lifestyle.

PHYSICAL EDUCATION

REQUIRED-ONE SEMESTER

All freshmen take this course.

This is a one-semester course that includes an introduction to various sports and team pursuits. The goals are to develop a sound body, to appreciate the importance of actively participating in sports and exercise, to form friendships, and foster collaboration and teamwork.

HEALTH (UC-g)

REQUIRED-ONE SEMESTER

All freshmen take this course.

The course objective is to have each student appreciate the gifts of mind and body that God has given them, and take active steps to maintain, or improve a healthy status. The course covers topics of nutrition, fitness, stress management, substance abuse and tobacco prevention. The class has several hands-on labs with appropriate reflections, and a strong emphasis on prevention. Students will be able to: assess their diets for proper amounts of essential nutrients; measure and evaluate fitness/set fitness goals; recognize causes, signs/symptoms of stress, develop healthy management techniques; understand alcohol metabolism and substance abuse health risks & effects/have information necessary to make prudent choices about harmful substance (including tobacco). Pertinent anatomy and physiology is covered; simple mathematics equations are utilized; various social/cultural issues are discussed. There is no textbook for the class: students will use class handouts to compile a notebook, use web references and PowerPoint presentations, and integrate laboratory experiences.

WEIGHT TRAINING

ELECTIVE – ONE SEMESTER

This course is designed to introduce the proper use of weight lifting and conditioning equipment. Special lifting techniques and form will be stressed. This course is held in the air-conditioned Xavier athletic weight-training facility.

SPORTS MEDICINE (UC-g)

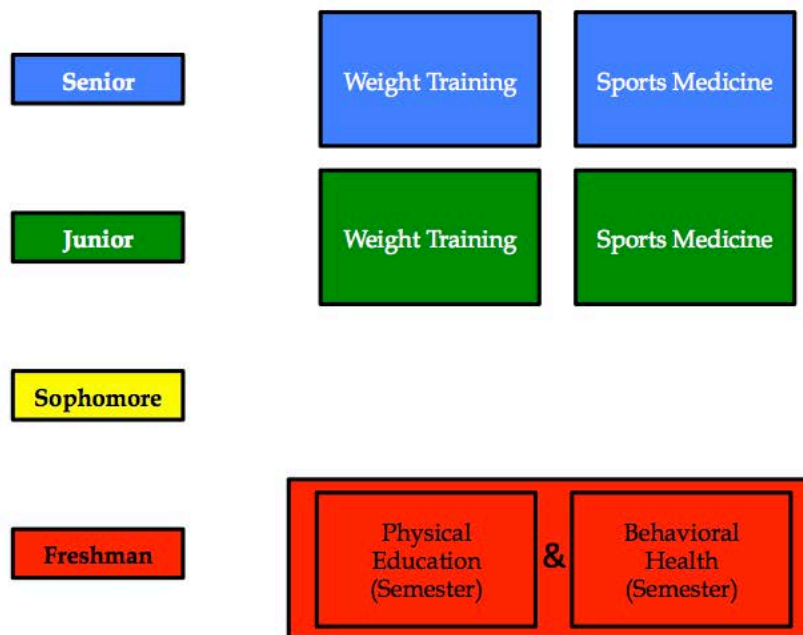
ELECTIVE – FULL YEAR

Prerequisites: Junior or Senior standing

This course involves hands-on learning experience/practicum in sports injury management. It is a service-oriented class. Students work with the athletic teams, assisting with medical coverage of practices and sport events. Students learn and are actively involved in athletic injury management, including injury prevention, immediate care, assessment, treatment, rehabilitation, and administrative tasks. This class includes American Heart Association Heartsaver CPR certification, completion of several clinical competencies (taping, stretching, splinting, assessment, etc.), periodic quizzes, and a personal evaluation for the student's effort, enthusiasm, and responsibility. The emphasis on the class is on the Athletic Training discipline, and students work as "student athletic trainers". Specific topics addressed include first-aid skills, muscle conditioning, sports nutrition, modality use, rehabilitation devices/protocols, and many more. Basic anatomy and physiology is discussed, when indicated.



Physical Education Department



X. SCIENCE DEPARTMENT

All students at Xavier College Preparatory must complete six semesters of laboratory sciences, although eight semesters are recommended.

The Science Department courses are designed to develop within our students the ability to read and understand technical/scientific writing, to develop critical thinking through experimentation, cultivate our student's ability to design and execute experiments based on logical thought and scientific method, create lab reports based on experimental findings, and to apply the scientific method and logical thought to contemporary issues beyond the science scope. Science courses will encourage students to design questions and logical thought through the process of hands on experimentation. Science students will explore the Grad at Grad through the lens of experimentation and reflective thought.

INTEGRATED SCIENCE (UC-d)

REQUIRED-FULL YEAR

Freshman placement in this course is determined by review of HSPT scores and 8th-grade grades.

Students who place into Algebra I A/B or Introduction to Algebra take this course.

This course is a blend of the following sciences, dedicating nine weeks to each: Biology, Chemistry, Physics, and Environmental Science. This course will integrate the critical thinking methods and laboratory protocols for the sciences classes that the student will take during the remainder of high school. Student will learn to observe, question, formulate and test hypotheses, collect and present data, and finally, analyze data.

BIOLOGY (UC-d)

REQUIRED-FULL YEAR

Freshman placement in this course is determined by review of HSPT scores and 8th-grade grades.

The course will introduce the major biological concepts inherent to all life processes. The significance of molecular cell biology and biotechnology will be covered as well as the traditional comparative study of the organisms found on earth. The relationship of these basic biological principles to humanity and the global environment will be covered.

HONORS BIOLOGY (UC-d)

FULL YEAR

Prerequisite: The minimum grade of "A-" in Integrated Science and teacher recommendation.

Freshman placement in this course is determined by review of HSPT scores and 8th-grade grades.

The major biological concepts inherent to all life processes will be introduced in this course. The significance of molecular cell biology and biotechnology will be covered as well as the traditional comparative study of the organisms found on earth. The relationship of these basic biological principles to humanity and the global environment will be covered. It will be assumed that students in this course have a high level of interest in the biological sciences, are self-motivated and willing to engage in critical thinking and analytical thought about our topics.

CHEMISTRY (UC-d)

REQUIRED-FULL YEAR

Prerequisite: Successful completion of Biology and Algebra I.

This high school chemistry course uses the text developed by the American Chemical Society. Utilizing *Modern Chemistry* allows the general chemistry course to explore chemistry as it relates to critical thinking applications in the world around us. This course engages student learning through labs which explore chemical concepts such as: atomic and molecular structure, chemical bonding, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, states of matter, reactions rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear chemistry. The hands-on laboratories in this course provide an opportunity for student to apply content and become acquainted with laboratory techniques. Laboratories and lab write ups engage students by utilizing scientific inquiry, thought processes, analysis, and interpretation of data collected. This chemistry course will challenge general chemistry students to explore chemical theories and concepts in order to prepare for college. With the content of this thematic text and the knowledge gained in this course, students will understand the effects of chemistry on our environment.

HONORS CHEMISTRY (UC-d)

FULL YEAR

Prerequisite: The minimum grade of 'B' in Honors Algebra II/Trigonometry or Honors Geometry or of 'A-' in CP Algebra II/Trigonometry or CP Geometry and departmental recommendation.

This honors high school chemistry course uses the text *Modern Chemistry*. This in depth study of chemistry engages student learning through labs which explore chemistry concepts such as: atomic and molecular structure, chemical bonding, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, states of matter, reactions rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear chemistry. The hands-on laboratories in this course provide an opportunity for students to apply content and become acquainted with laboratory techniques. Laboratory write ups provide a means of utilizing scientific inquiry, thought processes, and interpretation of data in order to analyze, integrate, and synthesize the concepts students have studied in class. This chemistry course will challenge chemistry students to explore chemistry theories and concepts in order to prepare for college. With the knowledge gained in this course, students will understand the study of matter and its complexities in our environment.

PHYSICS (UC-d)

FULL YEAR

Prerequisite: Completion of Chemistry and completion/concurrent enrollment in Algebra II/Trigonometry.

This two-semester course explores a variety of physical theories from classical kinematics and Newtonian mechanics through special relativity and elementary quantum mechanics. The course begins with an introduction to scientific thinking and fosters a discovery-based approach to understanding the fundamental principles of physics. This lab-intensive course is designed to help students develop their skills in experimentation, making and understanding measurements, mathematical modeling, spatial visualization, graphical analysis, inductive and deductive reasoning, technical communication, scientific writing, problem solving and project planning.

HONORS PHYSICS (UC-d)

FULL YEAR

Prerequisites: The minimum grade of 'B' Honors Chemistry and Honors Algebra II/Trigonometry or of "A-" CP Chemistry and CP Algebra II/Trigonometry and departmental recommendation.

This course is designed to provide the high school senior with skills in laboratory technique and science logic. This course is similar to the physics course, but with a greater depth and breadth, and it can fulfill a prerequisite for taking either of the AP Physics courses. The chain of reasoning from observation to generalization continues to be stressed through hypothesis development and exploration of scientific principles and laws of the physical environment. Instruction is aided through interactive computer exercises, individual/group investigations, oral student presentations, individual/group projects, and various assessments. The course content includes the study of such topics as mechanics, sound, light, and electricity. Math and science are integrated and evaluated at each unit. Students will be expected to improve and formalize both oral and written skills through pre- and post-lab presentations and journal keeping.

ENVIRONMENTAL SCIENCE (UC-d)

FULL YEAR

Prerequisite: Senior standing; successful completion of Biology and Chemistry.

Environmental science is the study of our natural environment, with an emphasis on humanity's impact on the environment. This is a project and inquiry-learning based course that investigates the science behind today's environmental issues. Students will be immersed in hands-on science activities, group work, discussions of current scientific research, a long-term scientific investigation, decision-making based on their critical thinking skills, and the design of inquiry-based experiments. The course is arranged in independent modules that offer students a holistic approach towards environmental issues by exploring current environmental problems from a scientific interdisciplinary perspective. While topics will focus of life science related issues, we will also incorporate some basic geological, physical, chemical and technological components that directly impact living creatures.

ANATOMY AND PHYSIOLOGY (UC-d)

FULL YEAR

Prerequisites: Senior standing; successful completion of Biology and Chemistry.

This course introduces students to functional anatomy as well as to basic principles and physiological activities of different systems of the body. Laboratory experiments will focus on vertebrate physiology and the dissection of a mammal. Lectures, discussions, demonstrations, dissections, and experiments will familiarize students primarily with the structure of the living body and its components. Classical anatomy and physiology will be presented with consideration given to the preparation of the student for success in health service fields and to improved health of the student.

HONORS ANATOMY AND PHYSIOLOGY (UC-d)

FULL YEAR

Prerequisites: Senior standing; the minimum grade of "A-" in both CP Biology and CP Chemistry or of 'B' in both Honors Biology and Honors Chemistry and departmental recommendation.

This advanced course covers functional anatomy in detail with emphasis on basic and complex principles and physiological activities of different systems of the body, laboratory experiments in vertebrate physiology and the dissection of a mammal. Discussions, demonstrations, dissections, and experiments will familiarize students with the structure and function of the living body and its components. Classical anatomy and physiology will be presented with consideration given to the preparation of the student for success in health service fields and to improved health of the student. In this honors course, students utilize and expand upon their understandings of Biology and Chemistry in a way that is directly relevant to their lives. This course is conducted at a fast pace and exposes students to the depth and rigor of a college-level science course.

AP BIOLOGY (UC-d)

ELECTIVE-FULL YEAR

Prerequisite: Junior or Senior standing; the minimum grade of "A-" in both CP Biology and CP Chemistry or of "B" in both Honors Biology and Honors Chemistry and departmental recommendation.

Students can earn college credit by passing the AP Biology exam. All students will take the exam. The curriculum will follow the Advanced Placement National guidelines as published by the College Board. The class will be conducted at the college level and students are expected to work accordingly. A significant portion of the content will be learned independently in this course. Allowances should be made for substantial study time. Throughout the year major themes of the biological sciences will be explored. Each of these major themes permeates every topic in biology and has great relevance to everyday life.

AP CHEMISTRY (UC-d)

ELECTIVE-FULL YEAR

Prerequisite: Junior or Senior standing; the minimum grade of "A-" in CP Biology, CP Chemistry, and CP Algebra II/Trigonometry or of 'B' in Honors Biology, Honors Chemistry, and Honors Algebra II/Trigonometry, and teacher recommendation.

This AP Chemistry a rigorous and academically challenging course designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around six big ideas and seven science practices which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills.

AP ENVIRONMENTAL SCIENCE (UC-d)

ELECTIVE-FULL YEAR

Prerequisite: Junior or Senior standing; the minimum grade of "A-" in CP Biology, CP Chemistry, and CP Geometry or of "B" in Honors Biology, Honors Chemistry, and Honors Geometry, and departmental recommendation.

This laboratory science course is intended to enable students to undertake, as first-year college students, a more advanced study of the topics in environmental science. The curriculum will follow the Advanced Placement National guidelines as published by the College Board. Students will be provided with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and manmade, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

AP PHYSICS I (UC-d)**ELECTIVE-FULL YEAR**

Prerequisites: Junior or Senior standing; the minimum grade of “A-” in CP Biology, CP Chemistry, and CP Algebra II/Trigonometry or of ‘B’ in Honors Biology, Honors Chemistry, and Honors Algebra II/Trigonometry, and departmental recommendation.

AP Physics 1 is an algebra-based, introductory college-level physics course exploring topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; electrostatics, and simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. AP Physics 1 is organized around six big ideas, bringing together the fundamental science principles and theories of general physics. These big ideas are intended to encourage students to think about physics concepts as interconnected pieces of a puzzle. The solution to the puzzle is how the real world around them actually works. The students will participate in inquiry-based explorations of these topics to gain a conceptual understanding of these physics concepts. Students will spend less time in traditional formula-based learning and more effort will be directed to developing critical thinking and reasoning skills. **Laboratory Requirement:** The course requires 25% of instructional time be in hands-on laboratory work, with an emphasis on inquiry based investigations.



Science Department

			Environmental Science	
Senior	Physics (w/ Algebra II/ Trigonometry)	Science Elective	CP/H Anatomy & Physiology or AP Elective	AP Elective (ENV SCI / BIO / CHEM)
Junior	Chemistry (w/ Geometry)	Physics (w/ CP or H Algebra II/ Trigonometry)	Honors Physics (w/ Advanced Math)	AP Physics (w/ Advanced Math)
Sophomore	Biology (w/ Algebra I B)	Chemistry (w/ CP or H Geometry)	Honors Chemistry (w/ CP or H Algebra II/ Trigonometry)	Honors Chemistry (w/ H Algebra II/ Trigonometry)
Freshman	Integrated Science (w/ Algebra I A)	Biology (w/ CP or H Algebra I)	Honors Biology (w/ CP or H Geometry)	Honors Biology (w/ CP or H Geometry)
	College Prep	College Prep	Honors	Advanced Placement

XI. SOCIAL STUDIES DEPARTMENT

All students at Xavier College Preparatory must complete seven semesters of social studies.

The Xavier College Preparatory High School Social Studies Department is committed to helping students become creative and independent thinkers by guiding them in the understanding and analysis of important economic, geographic, legal, political, and social issues of our contemporary and historical world. Our mission is: 1) to foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of these problem-solving skills; 2) to assist the student in seeing the world from different perspectives; 3) to create students who can write clearly, critically, and persuasively; and, 4) to guide our student population in their potential as citizens of a democratic nation and a contributing member of our local community.

WORLD GEOGRAPHY (UC-a)

REQUIRED – ONE SEMESTER

All freshmen take this course.

This is a one-semester social science course for students coming into the 9th grade. The course is designed to lay the foundation for later study of World and United States History. The course will use the five themes of geography to build understanding of the world's differing cultures, areas, and economics. Students will recognize how humans change the environment, how the environment affects people's lives, and how we can help the environment. The goal of geography is to make the students aware of the global perspective of geography and help them become increasingly aware of their role as a global citizen today.

WORLD HISTORY (UC-a)

REQUIRED – FULL YEAR

All sophomores take this course unless they are enrolled in Honors or AP World History.

This course builds upon the World Geography course and focuses on Western civilization in the modern era. This course begins with a review of the Renaissance and the Enlightenment, and then considers defining events of the last two centuries such as the American and French Revolutions, Napoleon, the Industrial Revolution, Imperialism and the World Wars. As in World History I, this course examines the subject from many angles including the political, social, economic and religious. The course continues to develop skills in social studies research, critical reading and research paper composition.

HONORS WORLD HISTORY (UC-a)

FULL YEAR

Prerequisite: The minimum grade of "A-" in World Geography and CP English I or of 'B' in Honors English I, and departmental recommendation.

This course focuses on Western civilization in the modern era since the High Middle Ages. Students begin the course reviewing the impacts of the Renaissance, the Age of Exploration and the Reformation on the development of political and cultural ideals in Early Modern Europe. Throughout the duration, students examine the characteristics and ideals of both flawed and successful leaders, emphasizing the distinctions between several societies and governments throughout Europe. As a World History course, the curriculum delves deeper into the achievements of American, African and Asian societies before and after the spread of European imperialism. The curricular goal of this course is to examine the trends and unique figures who most significantly impacted international affairs, particularly the more present-day world issues. Honors World History students will graduate the course with a finer ability to analyze both primary and secondary source documents. Students will work rigorously, particularly in their frequent and more demanding reading and writing assignments. Emphasis will be placed on strengthening comprehensive, evidence-driven writing that explores the many complexities of the historical topics, figures and issues they study.

A.M.D.G.

AP WORLD HISTORY MODERN (UC-a)

FULL YEAR

Prerequisite: The minimum grade of 'A' in World Geography and English or "B+" in Honors English I and departmental recommendation.

The AP World History course focuses on developing students' understanding of world history from approximately 1200 C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in nine units, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides six themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; technology and innovation; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. Students of this course will take the AP World History exam at the end of the school year. Throughout the school year, students will develop writing skills by completing Short-Answer Questions, Document-Based Questions and Long Essay Questions.

UNITED STATES HISTORY (UC-a)

REQUIRED - FULL YEAR

All juniors take this course unless they are enrolled in Honors or AP US History.

Students in grade eleven study the major turning points in American history in the twentieth century. Students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries.

HONORS UNITED STATES HISTORY (UC-a)

FULL YEAR

Prerequisite: The minimum grade of "A-" in CP World History II and in CP English II, of 'B' in Honors World History and of 'B' in Honors English II, or of "B-" in AP World History, and departmental recommendation.

This course is designed to provide the student with an overview of the development of the United States from pre-Columbian times to the present. Students will study the American experience using both primary and secondary sources that range from scholarly articles and books, to photographs, artwork and folk culture. Using these sources they will develop and sharpen their rhetorical, analytical and critical thinking skills as the course explores the arguments, evidence and questions that shape the field of American history. The goal of the course is to give students a basic understanding of both pivotal events in the history of the United States and its diverse people, and to enable them to begin thinking like historians by participating in discussion, and examining sources and methodology.

AP UNITED STATES HISTORY (UC-a)

FULL YEAR

Prerequisite: The minimum grade of 'A' in CP World History and CP English, of "A-" in Honors World History II, or a 'B' in AP World History and in Honors English II, and teacher recommendation.

This course is a college level survey of the history of the United States from pre-Columbian times to the modern era. The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students will conclude the year with a National Exam from College Board in May.

ECONOMICS COURSE OPTIONS:

ECONOMICS (UC-g)

REQUIRED-ONE SEMESTER

All seniors take this course unless enrolled in another Economics elective.

This course offers a survey of economics with a focus on the American capitalist, free market approach. It teaches the skills necessary to analyze broad trends in the economy and consider solutions to such problems as unemployment, inflation, deflation, budget deficits, trade deficits, and recessions. Students will learn about the Federal Reserve System, monetary and fiscal policy, gross domestic product, the laws of supply and demand, and international trade.

HONORS ECONOMICS (UC-g)

ONE SEMESTER

Prerequisite: The minimum grade of 'A-' in US History, of 'B' in Honors US History, or of "B-" in AP US History, and departmental recommendation.

Honors Economics is a one-semester course designed to provide students with a thorough understanding of the principles of economics. Students taking the course can expect to learn about the fundamentals of economics, the laws of supply and demand, various economic systems, business organizations, macroeconomics, savings and investment, public policy, and globalization. Emphasis will be placed on the individual's role as producer, consumer, saver and taxpayer in relation to the system. This course is a survey of the U.S. economic system covering both Microeconomic and Macroeconomic concepts. Included are units covering a comparison of economic models, economic interdependence and personal finance. The goal of this class is to prepare students to be effective business people, employees, and consumers.

GOVERNMENT COURSE OPTIONS:

AMERICAN GOVERNMENT (UC-a)

REQUIRED - ONE SEMESTER

All seniors take this course unless they are enrolled in Honors Government, Honors Constitutional Law, or AP Government; successful completion of Economics.

This course offers an analysis of the major concepts and issues of the American republican experiment. It includes a discussion of both ideology and institutions; including constitutional foundations, civil rights, political parties, and interest groups, Congress, the President and the Supreme Court. Governmental institutions and procedure may be explored through role-playing exercises, including mock elections, a simulated Congress, and mock trials.

HONORS AMERICAN GOVERNMENT (UC-a)

ONE SEMESTER

Prerequisite: The minimum grade of 'A-' in US History, of 'B' in Honors US History, or of "B-" in AP US History, and departmental recommendation.

This is an honors course in American government and politics. The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American Society. This class provides basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed arguments using a variety of writing forms. This course will examine six major topics; Dilemmas of Democracy; Foundations of American Government; Linking People with Government; Institutions of Government; US Civil Liberties and Civil Rights; and Making of Public Policy.

GOVERNMENT COURSE OPTIONS (Continued):

HONORS CONSTITUTIONAL LAW (UC-a)

ONE SEMESTER

Prerequisite: The minimum grade of 'A-' in US History, of 'B' in Honors US History, or of "B-" in AP US History, and departmental recommendation.

This honors course will study the fundamental basis of the American legal system: the United States Constitution. In the first quarter of the class, we will study the tenets, doctrines, and beliefs of the American Constitution. The rest of the class will concern itself with Constitutional law as well as the historical and current debates about the scope and meaning of the Constitution in relation to the Supreme Court's role in the governing of the United States. Supreme Court decisions will be analyzed with consideration for the historic context, past interpretation, and court's overall consistency in following prior precedent. Students will be able to look at current Supreme Court cases from an analytical standpoint and formulate reasoned hypotheses on how the court will rule in current cases while considering its ideological makeup. Constitutional Law will be the cornerstone of this class. The first half of this course will examine the Constitution. Students will look at the foundations and origins of both the Constitution and American Government. This part of the course will also study the Executive, Legislative and Judicial branches of government. As a prelude to the second half of the class students will examine both citizen's civil liberties and rights. The second half of this course will study the fundamental basis of the American legal system. We will study the tenets of American constitutional law as well as the historical and current debates about the scope and meaning of the Constitution in relation to the Supreme Court's role in the governing of the United States. Supreme Court Landmark decisions throughout history will be analyzed with consideration for the historic context, past interpretation, and court's overall consistency in following prior precedent. Students will learn to write briefs and analyze cases, an essential skill for anyone interested in the legal profession. Finally, students will be able to look at current Supreme Court cases from an analytical standpoint and formulate reasoned hypotheses on how the court will rule in current cases. One long annotated research paper will be required as part of this honors course. The final exam is cumulative of the entire course.

AP U.S. GOVERNMENT & POLITICS (UC-a)

ONE SEMESTER

Prerequisite: The minimum grade of 'A' in US History, of "A-" in Honors US History, or of 'B' in AP US History, and departmental recommendation; minimum grade of 'B' in Honors Economics.

This course offers a college level introduction to the American political system. It covers a wide range of topics in this far-reaching subject. The course begins by addressing the fundamental questions of politics and government along with the ideological underpinnings of the American system. These goals are explored through founding documents and excerpts from numerous primary source documents. The course then transitions from ends to means, looking at such things as the role of the media, political parties and interest groups. Next, the course moves to the apparatus of American political institutions including the Congress, Presidency and Courts; whenever possible, primary sources such as US Supreme Court decisions are used to shed light on American political institutions. Finally students are invited to assess how well America has implemented the goals and principles laid down by the founders as we look at issues in public policy and political administration such as civil rights, foreign policy and economic policy. This course replaces the regular section of US Government and helps to prepare students for the Advanced Placement examination in US Government.

ELECTIVE OPTIONS:

PSYCHOLOGY (UC-g)

ELECTIVE - FULL YEAR

Prerequisite: Junior or Senior standing.

This course is an introduction to major psychological theories and concepts, with emphasis on personal-growth issues faced by young adults. Topics will include personal growth and learning, personality-development theories, gender roles and issues, work and leisure, the wellness model of personal health, relationships (love and sexuality), loneliness, values, death and loss.

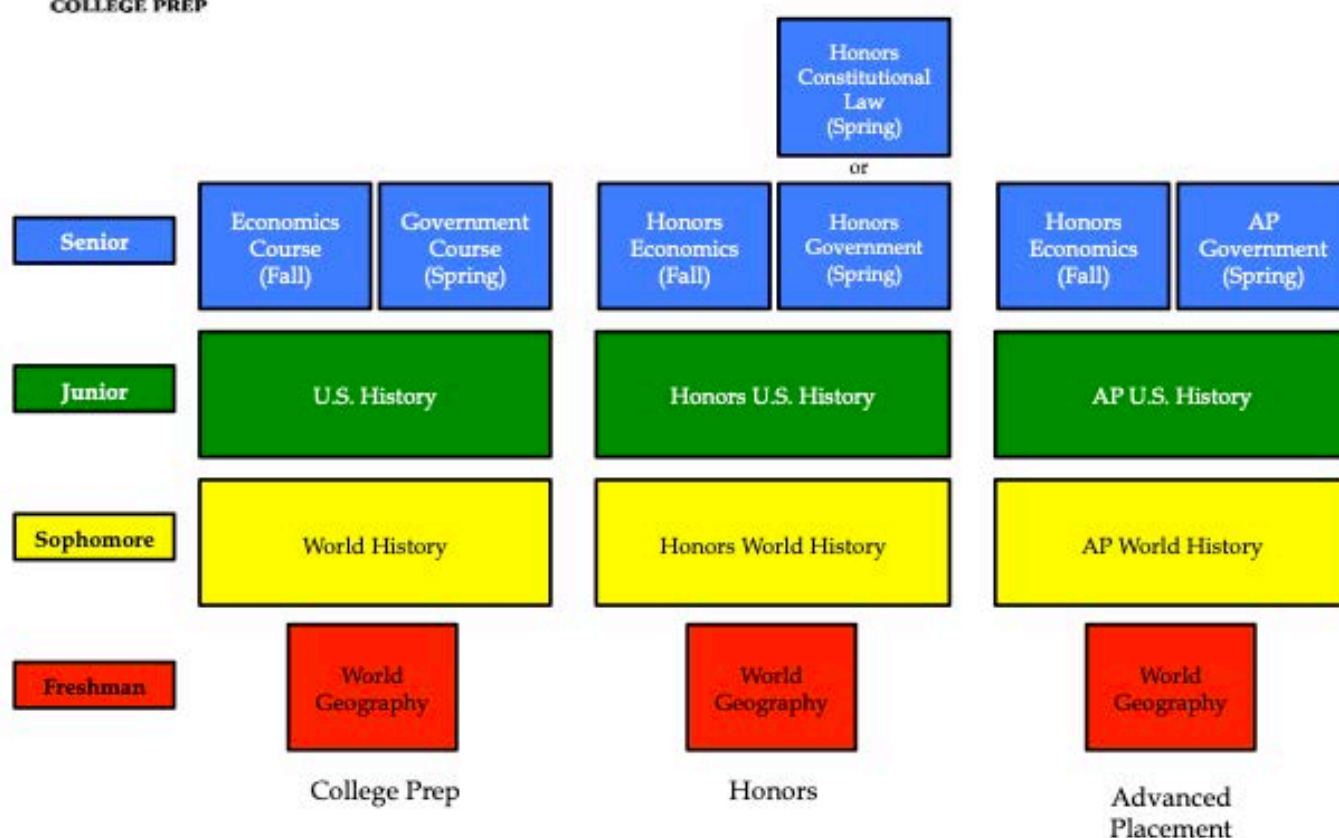
AP PSYCHOLOGY (UC-g)**ELECTIVE - FULL YEAR**

Prerequisite: Junior or Senior standing; minimum grade of 'A' in CP Biology and CP English (II/III) or "B+" in H Biology and H English (II/III), and departmental recommendation.

Advanced Placement Psychology will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other organisms. Students are exposed to psychological facts, principles, and major sub fields within psychology. AP Psychology is intended to provide the scope and level of academic accomplishment expected in a college introductory course. In addition, the course aims to instill knowledge, skills, attitudes, and values to apply to our own lives. AP exam must be taken.



Social Sciences Department



Electives		
Senior	Psychology	AP Psychology
Junior	Psychology	AP Psychology
Sophomore		
Freshman		

XII.

TECHNOLOGY / CAREER & TECHNICAL EDUCATION (CTE) DEPARTMENT

All freshman students at Xavier College Preparatory must complete one semester of technology.

The mission of the Technology and CTE Department is to invite our students to discover how the gifts of intelligence and creativity can be used to make the world a better place for all people in an ever-changing world. Technology is changing the way we approach some of the greatest challenges faced by today's societies. Our ability to respond to the needs of our times rests in the development of 21st century skills in our students. Courses offered in this department provide students the opportunity to develop such skills as critical thinking and problem solving, creative thinking and innovation, collaboration, and complex communication, through active, hands-on, student-centered, content-rich learning experiences. All courses focus on mentoring and engaging responsible digital citizens who use technology ethically, effectively and appropriately, while at the same time building relationships with others and finding God in all things.

TECHNOLOGY: ENGINEERING**INTRODUCTION TO MAKERSPACE (UC-g)****REQUIRED – ONE SEMESTER**

All freshmen take this class or Exploring the World of Code; concurrent enrollment in World Geography.

Introduction to Makerspace is a project-based course designed to provide freshmen with the opportunity to explore the principles of design through a series of hands on projects. Over the course of the semester, students will learn and apply the following skills in their projects: reverse engineering, basic electronics, 3D modeling, laser cutting, 3D-printing, and upcycling. Students will learn about these topics and apply them to solve problems through the design and creation process.

MAKERSPACE (UC-d)**FULL YEAR**

Prerequisite: Successful completion of Geometry.

Makerspace is a project-based course designed to provide students the opportunity to apply the principles of mathematics and science to problem solve, design and create a series of projects. This course will provide an introduction to tools, materials, and maker culture associated with Xavier Makerspace. The Xavier Makerspace is a place for students to develop creative solutions to authentic challenges. Students will learn design thinking and explore creating with both physical and digital materials. Modules will include: electronics, circuitry, drafting/3D modeling, 3D printing, solar cell technology, wind technology, computer programming, upcycling, and robotics. Through such modules, students will apply skills to solve problems through basic engineering design and the creation process.

ROBOTICS (UC-d)**FULL YEAR**

Prerequisite: Successful completion of Geometry.

Robotics will be divided into twelve primary units. In a flexible format, students learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System and accompanying software while learning key STEM principles. Through this process students will capture the excitement and engagement of robotics competition. The curriculum walks students through the design of their robot while presenting them with relevant STEM and Robotics principles. At the end of the course, students compete head-to-head with their robots.

EXPLORING THE WORLD OF CODE (UC-g)**REQUIRED – ONE SEMESTER****All freshmen take this class or Introduction to Makerspace; concurrent enrollment in World Geography.**

In this introductory course, students will learn foundational concepts and skills of programming and computer science (CS). The course is designed to be fun, engaging, relevant, collaborative and accessible for all students, regardless of background or prior experience. Students will build their understanding of programming and computer science through interactive coding explorations, practices, and projects in Python, where they will create animations, graphic designs, and other interactive programs. Supplemental online and unplugged activities foster students' deeper understanding and allow them to demonstrate their creativity, communication and critical thinking skills. Students are engaged and motivated as they quickly learn how computer science impacts the world around them and relates to their own interests and experiences. This is a blended learning online course offered by Edhesive Online Learning, facilitated by a Xavier instructor.

INTRODUCTION TO COMPUTER SCIENCE (UC-g)**FULL YEAR****Prerequisite: Successful complete of Algebra I.**

This course is intended for students who are brand new to programming. The foundations of computer science using the Python language will be covered. The course is designed to prepare students for AP Computer Science A and will focus on beginning computer science, number calculations and data, and decision-making using loops. Students must have a personal computer to utilize in the classroom and at home. This is a blended learning online course offered by Edhesive Online Learning, facilitated by a Xavier instructor.

AP COMPUTER SCIENCE A (UC-g)**FULL YEAR****Prerequisite: Successful completion of Geometry.****Recommended: Introduction to Computer Science**

This course is designed for students who are serious about programming. JAVA requires a good mathematical background and strong problem solving skills. The course is designed to prepare a student for the Advanced Placement® Computer Science exam, level A. Topics include: simple, user defined and structured data types, algorithm development, decisions and loops, arrays, recursion, searches and sorts, data abstraction, and classes. This is a blended learning online course offered by Edhesive Online Learning, facilitated by a Xavier instructor.

CAREER & TECHNICAL EDUCATION (CTE): BUSINESS**SERVANT LEADERSHIP: CONTEMPLATIVES IN ACTION - SLC (UC-g)****FULL YEAR****Prerequisite: Election into Student Leadership Council or by administration recommendation.**

This elective course will bring together many of the characteristics we strive to develop during a student's time at Xavier. Having already been recognized as leaders as members of the Student Leadership Council, this group will have direct input on the activities and direction of the larger student body and associated activities. They will develop in themselves practical and technical skills to plan, execute and evaluate events, dances, rallies, house meetings, donations drives, etc. They will develop business plans, budgets, marketing plans, and all of the components associated with delivering engaging and high caliber events, activities and services. Concurrently, students in this class will continue to develop their interpersonal and spiritual attributes to truly live out the Ignatian/Jesuit principles of being contemplatives in action and men and women for and with others. This course involves a special commitment as students must be available for the many activities beyond the usual school day hours.

INTRODUCTION TO ENTREPRENEURSHIP (UC-g)**FULL YEAR****Prerequisite: Senior status**

Introduction to Entrepreneurship is a year-long course designed as a project-based college prep course where students develop their own business idea based on the current real world market. Students will generate a complete business plan that will be improved throughout the course as they put into practice their newly acquired

A.M.D.G.

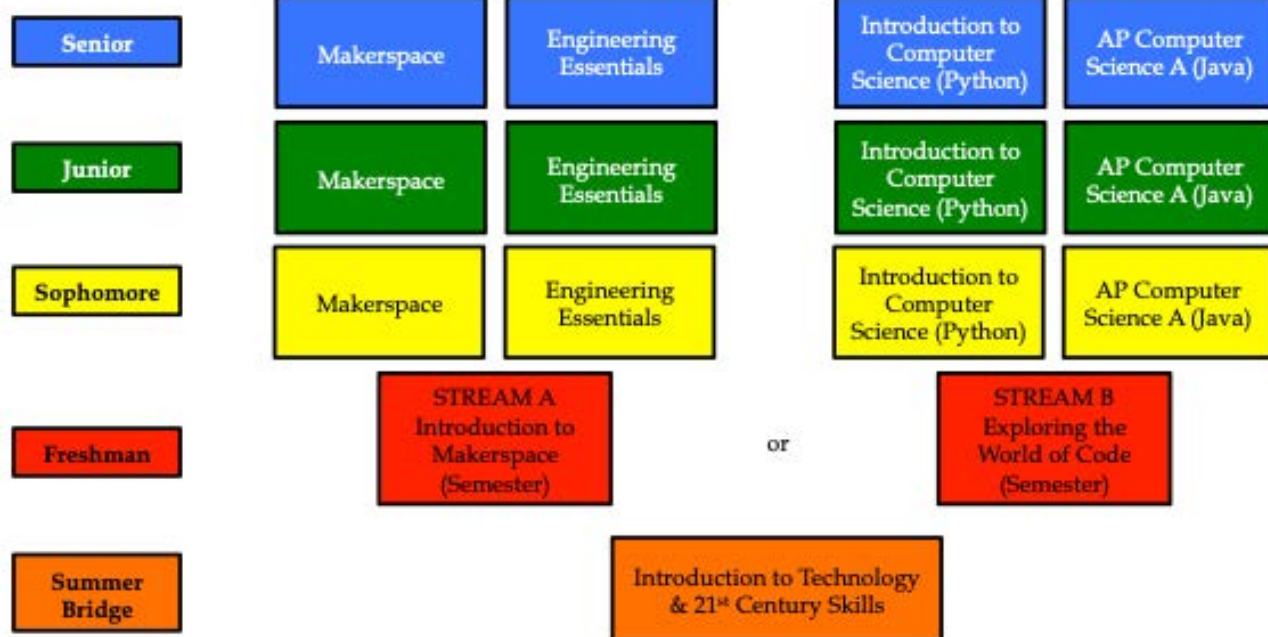
knowledge regarding: business ownership structure, financial forecasting, importance of social responsibility, competitive advantage and market research. Throughout the course students will complete case studies to understand business theory and then put this into practice with their own individual business plan. The course will culminate with students pitching their business plans to industry professionals.



Technology / Career & Technical Education (CTE) Department

Pre-Engineering Program

Computer Science Program





XIII.

THEOLOGY DEPARTMENT

All students at Xavier College Preparatory must complete eight semesters of theology.

In the spirit of the Gospel and the teachings of the Catholic Church, the Theology Department accompanies students, both Catholic and those of other faith traditions, as they discover their fundamental dignity as human beings created in the image of God, intimately and unconditionally loved by God. Faculty, as companions of Jesus, aid students in discerning God's call to live a life of holiness dedicated to God's greater glory and the service of humanity. Through academic instruction and pastoral formation, students are equipped to respond to God's call, like St. Francis Xavier, by becoming competent, conscious and compassionate leaders able to respond to the signs of the times with a faith that does justice. Theological formation fosters authentic experiences where students encounter God.

THEOLOGY I - INTRODUCTION TO THEOLOGY: FROM EAST TO WEST

REQUIRED-FULL YEAR

All incoming international students will take this course (SY 2019-2020 only).

In this course, new and current international students will be introduced to various theological themes and concepts. The course begins with a focus on Eastern religions, something that most of the international students have some familiarity and background. Using that background as a foundation, students will explore the Abrahamic (Western) religions, ending the year focused more on the theology of Christianity and Catholicism specifically. Students will also learn about the Catholic Mass and what is truly "going on" at Mass and why the rituals are so significant. Another dynamic of this course will be in assisting Xavier's international students in their language arts skills, particularly helping them become better at understanding and communicating in English. Ultimately, the goal of this course is to provide the students with a thorough understanding of religion as a universal concept and experience, along with helping these amazing young men and women adapt to a very different culture in which they find themselves.

THEOLOGY I - FOUNDATIONS OF FAITH

REQUIRED-FULL YEAR

Freshmen requirement

This course is an introduction to Jesus Christ and the Catholic Church. Through study of the *Catechism of the Catholic Church*, students will come to understand the teachings and practices of the Catholic Faith in light of Sacred Scripture, Sacred Tradition and human reason. By providing a foundation of prayer and faith that seeks understanding, this course aims to form students into young men and women who practice the Gospel message in their daily lives in service of others for the greater glory of God.

THEOLOGY II - SACRED SCRIPTURE

REQUIRED-FULL YEAR

Sophomore requirement

This course is an introductory course designed to help students grow in knowledge and love of Sacred Scripture. Hebrew and Christian Scripture invite us into relationship, provide us with wisdom and comfort, and challenge us to love unconditionally. As Christians, we believe that the Scriptures open for us an encounter with the living God.

THEOLOGY III - ETHICS (UC-g)

REQUIRED-ONE SEMESTER

Junior requirement

This course examines the nature of the moral life using the skills of formal academic ethical inquiry. The course explores what it means to study morality, different ways of approaching morality, and what role God has to play in moral inquiry. The focus of this class is the Roman Catholic moral theological tradition even while examining ethical insights from a variety of philosophical, religious, and cultural traditions. The fundamental perspective of this course is that the moral life is an invitation to all persons to fulfill their human destiny in response to the gratuitous love of God. For Catholic Christians, the moral life is life in Jesus Christ, which is characterized by our loving one another as Jesus loved us. The nature of truth and goodness, development of moral character, formation of personal conscience, spiritual discernment in the Ignatian tradition, and criteria for judgment and action will be explored. Contemporary moral issues relating to consumer culture, human sexuality, alcohol and other drugs, technology and mass society, abortion, euthanasia, and the death penalty will also be discussed.

THEOLOGY III - GOSPELS IN ACTION

REQUIRED-ONE SEMESTER

Junior requirement

The goal of the course is to lead students through the “circle of praxis” (a theological method moving through experience, social analysis, theological reflection, and action) in light of the Gospels and Catholic Social Teaching. Students will begin with the experience of accompanying marginalized peoples at their Junior Praxis Project (JPP) sites or immersions followed by the process of social analysis examining social, political, and economic structures that perpetuate poverty on local, national, and international levels. Students will partake in theological reflection with a focus on the traditions of the Gospels and key principles of Catholic Social Teaching. Finally, students will begin a process of discernment of personal vocation in the Ignatian tradition, exploring how they may be called to respond to the injustices of the modern world. This cycle will repeat itself continuously throughout the year.

THEOLOGY IV COURSES

SENIOR SYNTHESIS

REQUIRED - ONE SEMESTER

Co-requisite: Concurrent enrollment in Theology IV Elective

This is a senior course that provides an opportunity for seniors to bring together the various theological resources they have learned throughout their years at Xavier in order to equip themselves for a mature response to the challenges represented by their careers and the values of the society they are entering. The teachings of the Roman Catholic faith are presented as a model of consistent response to these challenges. Students are required to write a paper that summarizes the strength their faith provides them in the face of these challenges.

PEER MINISTRY

ELECTIVE - ONE SEMESTER

Co-requisite: Concurrent enrollment in Senior Synthesis.

This course is designed to prepare and allow students to respond to Christ’s call to share the Gospel within our school community. Students will be provided with a basic background in pastoral ministry and equipped with essential ministry skills that will prepare them for leading school ministries. Through an understanding and appreciation of Liturgy and Christian leadership, students will assist in the planning, implementation, and evaluation of Campus Ministry programs, such as Masses and prayer services. This course will provide students with knowledge of the life of the Church, methods of prayer and companionship, Ignatian Spirituality, discernment, and Christian discipleship.

CHRISTIAN LIFESTYLE

ELECTIVE - ONE SEMESTER

Co-requisite: Concurrent enrollment in Senior Synthesis.

This course is designed to better understand the concepts of living a Christian life. It focuses on family relationships, dating and understanding the differences between the lifestyles of a priest, being married and being single. It also includes self-examination of the student’s individual lifestyle.

WORLD RELIGIONS (UC-a)

ELECTIVE - ONE SEMESTER

Co-requisite: Concurrent enrollment in Senior Synthesis.

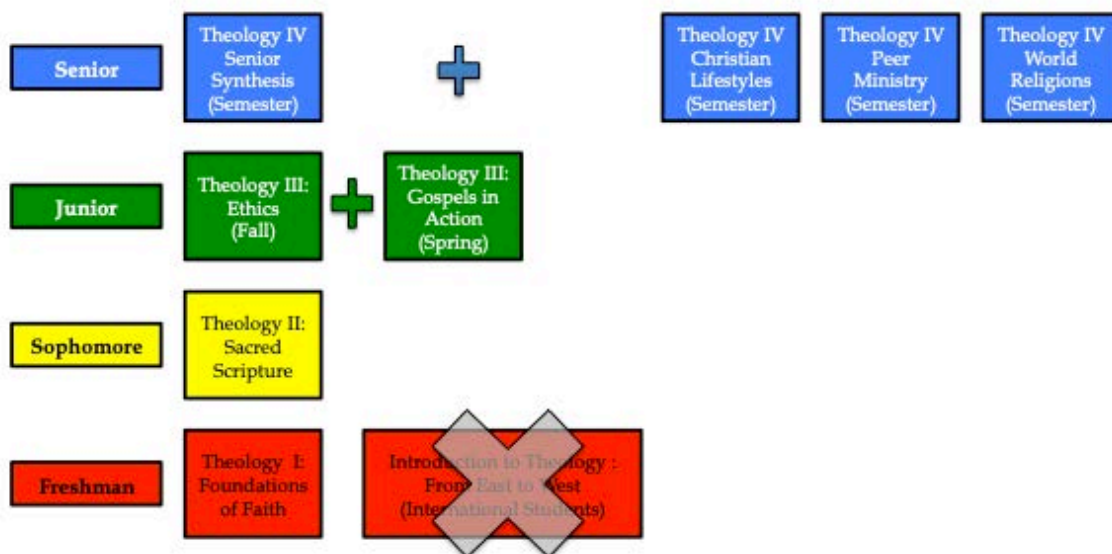
This course traces the development of the world’s main religions from prehistoric to modern times. Political, economic, social, and geographic relationships among various world religions will be explored. Beginning with primal religions, the course will analyze common factors and significant differences in practices and beliefs found throughout non-developed and developed religions. Particular attention will be given to Taoism, Hinduism, Buddhism, Judaism, and Islam.



Theology Department

Core Curriculum

Electives



XIV.

VISUAL AND PERFORMING ARTS DEPARTMENT

All students at Xavier College Preparatory must complete four semesters of visual and/or performing arts. UC and CSU require a student to complete Part I and Part II of the same visual and performing arts class. Part I and Part II must be completed in sequence but do not have to be completed in the same academic year. No freshman placement into VPA courses (except Jazz Band / Orchestra / Choir)

The Visual & Performing Arts Department seeks to facilitate a respect for a range of Visual and Performing arts traditions. Primary to our students' formation is understanding that the arts enhance life intellectually, spiritually, and emotionally. Thus, Visual and Performing Art courses are designed to develop comprehensive aesthetic language and concepts that include opportunities to creatively problem-solve through individual responses to aesthetic challenges. VPA courses also encourage students to design the next level of questions to be solved. By reflecting how aesthetic studies intersect with faith lives, students are made aware that the arts are deep human responses to God, the Ultimate Creator.

VISUAL ARTS

ART APPRECIATION (UC-f)

FULL YEAR

Art Appreciation is a yearlong course wherein students encounter visual art through the lenses of discerning what art is, defining what the creative process is and how it works, developing perceptual awareness and investigating how art communicates meaning, and by understanding art as a response to time, place, events, and relationships that are significant to the human condition. A range of 2-D and 3-D art making processes will support learning about and deepening understanding of visual art.

DRAWING I (UC-f)

SEMESTER

Prerequisite: Art Appreciation or Introduction to Visual Arts

Drawing I is a course in which the study of multiple drawing styles, rendering value and texture, drawing materials and techniques, surfaces, and composition are addressed. Printmaking, mixed media and other non-traditional drawing methods are explored. Students learn how drawings and prints can have both textural and sculptural qualities that extend beyond the flat page. Students design and compose their work to communicate feelings, thoughts, beliefs and convictions through drawing.

DRAWING II (UC-f)

SEMESTER

Prerequisite Art Appreciation or Introduction to Visual Arts; and Drawing I

Drawing II, a continuation of Drawing I, deepens the students experience with traditional and non-traditional drawing methods promoting the development of personal artistic styles. Students' primary focus will be matching media and message thereby investing in meaning and effectively communicating meaning to a greater audience. Students discover how artwork connects to time and place and provides relevance with historical contexts as well. Students grasp the complexity of the human condition through visual solutions to global questions—reworking and refining art works and defending these changes as needed.

PAINTING I (UC-f)

SEMESTER

Prerequisite: Art Appreciation or Introduction to Visual Arts; and preferably Drawing I

Painting I is a course in which the study of color theory, color mixing, painting materials and techniques, painting surfaces, and compositional development are addressed. Students explore printmaking, mixed media and other non-traditional painting methods as well as traditional painting methods. Students learn how paintings and prints can have both textural and sculptural qualities that extend beyond the flat page or canvas. Students design and compose their work to communicate feelings, thoughts, beliefs and convictions through painting.

PAINTING II (UC-f)

SEMESTER

Prerequisite: Art Appreciation or Introduction to Visual Arts; and Painting I

Painting II, a continuation of Painting I, is a course in which the application of color theory, color mixing, traditional and non-traditional painting materials and techniques, painting surfaces, and compositional development is broadened to more fully develop the students' artistic voice. Students construct visual problems and provide discriminating visual solutions that offer depth to personal meaning in the art making process. Students grasp the complexity of the human condition through visual solutions to global questions—reworking and refining art works and defending these changes as needed.

DIGITAL ARTS I/II (UC-f)

FULL YEAR

Prerequisite: Art Appreciation or Introduction to Visual Arts

Digital Arts encourages students to combine new media and visual art theory to develop technical sophistication that provides a rich sense of visual design. Digital Arts emphasizes creative thinking and experimentation with visual communication—bridging text and image. Students explore digital photography, photographic manipulation, commercial and graphic design layout, web design and animation using computer graphic software. Students investigate industry standards and graphic design professional trends through research based design problems. The Digital Arts classroom simulates an advertising studio with regard to client expectations, requirements and deadlines.

SCULPTURE (UC-f)

FULL YEAR

Prerequisite: Art Appreciation or Introduction to Visual Arts

Sculpture is a concentrated study in the language of form with an emphasis on studio production, and is designed to develop higher-level thinking, technical skill, art criticism, art history, and aesthetics. Students explore traditional and non-traditional materials as they consider volume, weight, color, space and texture in 3-dimensional form. Students learn how to create sculpture with resistive materials like stone, plaster, wood and metal and plastic materials like clay, wax, papier mâché, Plastercraft™, wire, fabrics, Styrofoam, ready-mades, and found materials. Additive, subtractive, making and casting molds, assemblage, installations, relief work, and mixed media techniques are introduced with an emphasis on proper tool use and safety procedures. Students become acquainted with the history of sculpture and view work by contemporary artists as they develop sculptural forms. Issues of craft, concept and context aid students in developing work that responds to trends in contemporary sculpture including the use of sound, motion, time, video and digital arts. Students also examine materials and processes focusing on armatures and anatomy as well as emotional and psychological approaches to successfully communicate the human figure. Maintaining a sketchbook/journal to document the development of ideas and skills is required.

CERAMICS I/II (UC-f)

FULL YEAR

Prerequisite: Art Appreciation or Introduction to Visual Arts

Ceramics I, II encourages students to investigate fundamental methods of forming clay. Handbuilding (pinch pot, slab construction, press/drape mold, and coil construction) and wheel throwing are processes to explore. Craftsmanship, creativity, and an appreciation for design elements that are integral to well made functional ceramic forms are emphasized. Surface will be examined for decorative approaches. Students learn how to finish their pieces with a variety of glaze and firing techniques. Appropriate terminology and definitions of materials and ceramic processes as well as ceramic art history are presented. Critical analysis of form and function, in relation to the aesthetics of the form and surface, is important. Students learn to photograph work, present work for display, and create a digital portfolio representing a comprehensive body of work for review at the end of the course.

STUDENT PUBLICATIONS (UC-f)

FULL YEAR

Prerequisite: Art Appreciation or Introduction to Visual Arts

Students study the history, responsibility, and power of journalism and mass media productions. Students explore both traditional and online forums with the Xavier community through 3 different student publications—The Examiner, Yearbook, and ShookFoil. Students function as staff members and learn various aspects of the publication process such as layout and design, copy writing, editing, photography, budget and finance, and promotion and publicity. During both semesters, students are responsible for producing complete layouts in order to meet publication deadlines. Students utilize the industry standard, InDesign, part of the Adobe Creative Suite, to create publications. Students cultivate writing in a variety of forms for differing audiences and purposes. Further, students develop and refine journalistic skills, research relevant topics, while planning, organizing, and preparing each of the publications. Digital and social media are tools for learning. Students create, clarify, critique, and write to produce effective communication via these publication formats.

AP STUDIO ART (UC-f)

FULL YEAR

Prerequisite: Art Appreciation or Introduction to Visual Arts; Drawing I/II, Painting I/II, Digital Arts I/II, Sculpture, Ceramics, and/or Student Publications; and departmental recommendation

The AP Studio Art portfolio courses are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios—2-D Art & Design, 3-D Art & Design, and Drawing—corresponding to the most common college foundation courses. Students choose which portfolio to develop. The instructional goals of the AP Studio Art program can be described as follows: encourage creative and systematic investigation of formal and conceptual issues; emphasize making art as an ongoing critical decision making process; and develop technical skills. Students are expected to be independent and inventive thinkers.

AP ART HISTORY (UC-f)

FULL YEAR

Prerequisite: Senior standing; successful completion of Art Appreciation or Introduction to Visual Arts; the minimum grade of 'B' in AP English Language and Composition or in Honors English III, or of 'A' in CP English III; and departmental recommendation.

The Advanced Placement offering in Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. Students explore such topics as the nature of art, its uses, its meanings, art making, and response to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, this course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understand of individual works and interconnections of art-making processes and products throughout history.

PERFORMING ARTS: MUSIC

INSTRUMENTAL TECHNIQUES (UC-f)

SEMESTER OR FULL YEAR

Open to anyone who either already plays or wants to learn to play a musical instrument. Students can choose any instrument they wish to play from the five main instrumental groups: woodwinds, brass, drums/percussion, keyboards, and strings. Students also learn basic music theory and perform in one or more Xavier ensembles: Jazz Band, Pep Band, Drum Line, Orchestra, and/or Small Group. In addition to developing instrumental techniques, ensembles focus on team building, collaboration, creativity, and the joy of making music.

JAZZ BAND (UC-f)

FULL YEAR

Prerequisite: Instrumental Techniques or Teacher Approval (Audition); Freshmen may take this course with Teacher Approval (Audition)

Jazz band is a one-year course open to all students with basic performance skills on a wind or rhythm instrument. Students will learn jazz techniques and performance practices, while exposed to a variety of jazz styles such as swing, blues, rock, fusion, and Latin. Students will be encouraged to read music as well as improvise, as this is an important aspect of jazz. Students will also learn a basic knowledge of music history, theory, and composition. Students will also be asked to listen to jazz music in and out of class in order to foster a greater understanding of jazz music. This **Early Bird** class meets Monday and Friday mornings 7:10 am to 7:55 am. After school rehearsals take place Friday from 1:15 to 2:15. In addition, several mandatory performances are scheduled throughout the year to showcase the music practiced during class. *A semester of credit is offered for this class over a full school year.*

HONORS JAZZ BAND (UC-f)

FULL YEAR

Prerequisite: Instrumental Techniques or Jazz Band and departmental recommendation

Honors Jazz band is a one-year course open to all students with intermediate to advanced performance skills on a wind or rhythm instrument. Students will focus on intermediate to advanced pieces of music as well as incorporate beginner level songs into their repertoire. Extra rehearsals and additional music pieces performed at concerts will be expected of the honors student. Students will also learn advanced music theory that includes such topics as circle of fifths, minor scales, and arranging via music notation software. This course will meet in the rotating schedule during the school day.

ORCHESTRA (UC-f)

FULL YEAR

Prerequisite: Instrumental Techniques or Teacher Approval (Audition); Freshmen may take this course with Teacher Approval (Audition)

Orchestra is a one-year course open to all students with basic performance skills on a string instrument (violin, viola, cello, bass, acoustic guitar) or a woodwind (flute, clarinet). This course is designed to increase the skill and performance abilities of each student, and to develop aesthetic and cultural values through critical listening. Skills in tone production, intonation, bowing technique, music reading and musical expression will be studied. Basic music history, theory and composition will also be a part of this course. Students will perform literature from a variety of genres for performances in several concerts and festivals throughout the year. Skills in tone production, intonation, technique, music reading and musical expression will also be developed. This **Early Bird** class meets Tuesday and Thursday mornings 7:10 am to 7:55 am. Some additional rehearsal may be scheduled after school and/or during lunch. *A semester of credit is offered for this class over a full school year.*

HONORS ORCHESTRA (UC-f)

FULL YEAR

Prerequisite: Instrumental Techniques or Orchestra, and, departmental recommendation

Honors Orchestra is a one-year course open to all students with intermediate to advanced performance skills on a string instrument. Students will focus on intermediate to advanced pieces of music as well as incorporate beginner level songs into their repertoire. Extra rehearsals and additional music pieces performed at concerts will be expected of the honors student. Students will also learn advanced music theory that includes such topics as circle of fifths, minor scales, and arranging via music notation software. This course will meet in the rotating schedule during the school day.

A.M.D.G.

DIGITAL MUSIC COMPOSITION & SONGWRITING (*UC-f pending*) **FULL YEAR**

This course will focus on utilizing multi-media sources for composing music. Students will learn to express themselves in the context of creating songs, compositions, jingles, and film scores. While primarily digitally based, students will also have opportunities to sing, rap, and recruit instrumentalists to augment and finalize their compositions. Semester goals will largely entail the showcasing of completed projects. These projects will be combined into finished albums representing portfolios of individual student work.

MUSIC THEORY & COMPOSITION I (*UC-f*) **FULL YEAR**

Music Theory and Composition is a comprehensive course covering many aspects of music, such as: development of aural skills through interval and chord discernment as well as basic listening and cognizance of recorded compositions. Students develop ability to notate music, analyze written music from a lead sheet or score. Students transcribe and transpose written music. Basic knowledge of keyboard instruments, the ability to perform selected scales and chords on the class keyboard, and the understanding of basic music history is addressed. Students apply aspects of music's traditions in music theory and composition, incorporating different styles and practices to individual compositions.

AP MUSIC THEORY (*UC-f*) **FULL YEAR**

Prerequisite: Music Theory & Composition I or by teacher approval

This rigorous course expands upon the skills learned in the Music Theory I and Composition. Student will produce more complex musical composition, sequence on MuseScore and other software, and gain an understanding of digital formats and some of the many applications employed to further student understanding. Students also heighten aural awareness through sight-reading, dictation, and listening to recorded music. This course will prepare students for the Advanced Placement exam in Music Theory.

VISUAL AND PERFORMING ARTS: FILM, TELEVISION, AND THEATRE

INTRODUCTION TO THEATRE ARTS (*UC-f pending*) **FULL YEAR**

This course plans to provide a glimpse inside the wonderful world of theatre. As an introductory course, it is structured to learn more about the multifaceted mélange of behind-the-scenes theatre, the history of theatre, the plethora of roles that theatre professionals play as creators, and the relevance of theatre in our postmodern world. This course will give the opportunity to witness, comprehend, and appreciate theatre. We will investigate the core elements of theatre and research the history and effect of theatre through discussions, exercises, and written assignments designed to work in tandem with readings and lectures, and possible class productions. We will also explore the most crucial concern of the theatre, the audience, and look for theatre productions to view locally/virtually. This class is for those with a lot of experience in theatre or very little, and intends to broaden an understanding about theatre - while revealing why it matters in the world today.

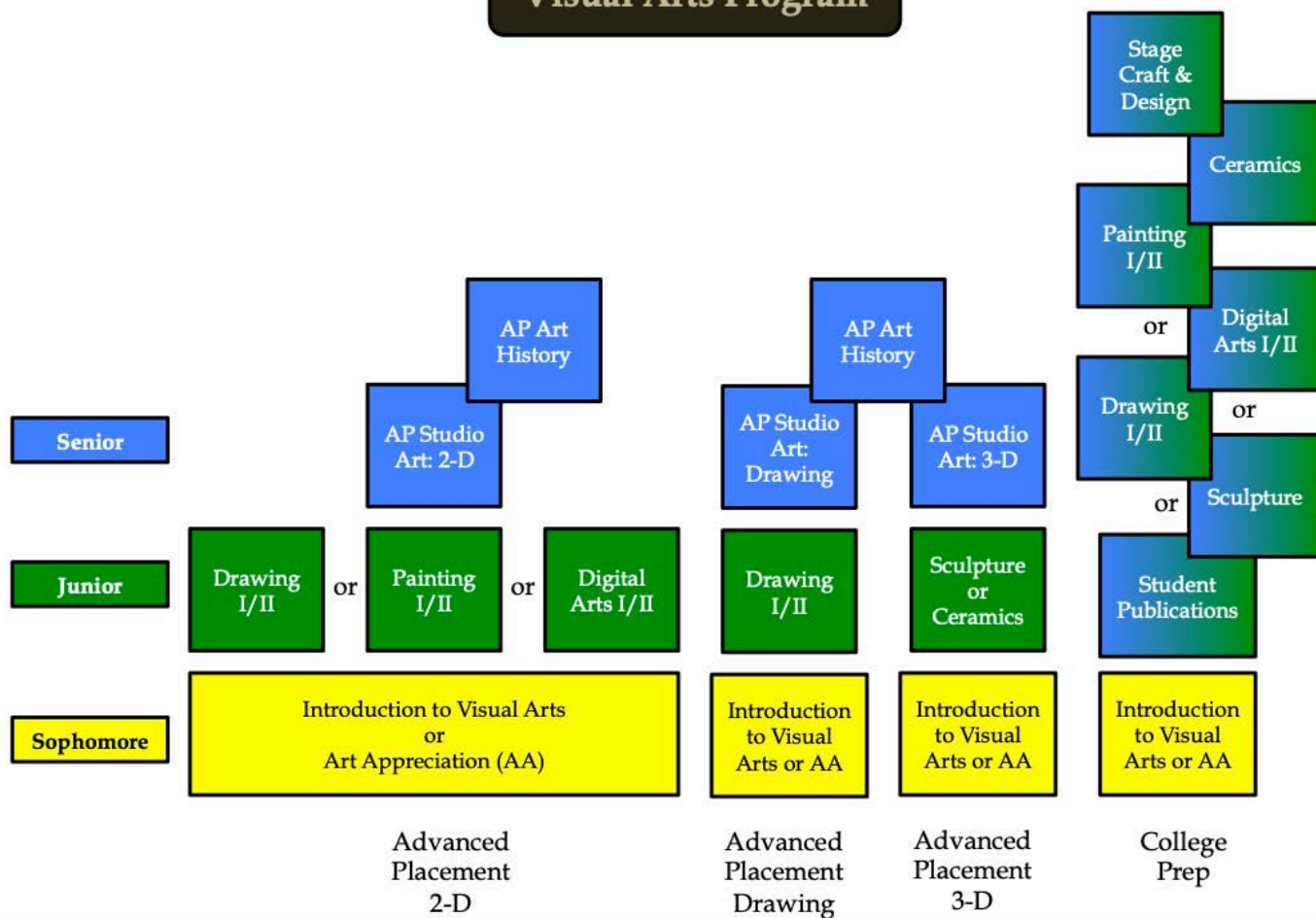
FILM PRODUCTION (*UC-f pending*) **FULL YEAR**

This course encompasses all curricular activity related to the creative and physical production of a narrative short film. Xavier cohorts work collectively, as a production team and as individuals, in a series of interrelated activities connected to the production of a short film project. Immersive workshop experiences could be scheduled in the beginning of the Summer. But, workshops will be focused mostly at the start of the Fall Term. The first half of the course will be dedicated to learning the craft of filmmaking, with the second half devoted to collective production work. Throughout the academic year film production cohorts will be required to engage in production team activities and other activities directly related to the development, pre-production, principal photography, post-production and delivery of their narrative short film. Students will be able to decipher the methodology of filmmaking, while feeling confident in the delivery of meaningful, spiritual, and intellectual production.



Visual & Performing Arts Department

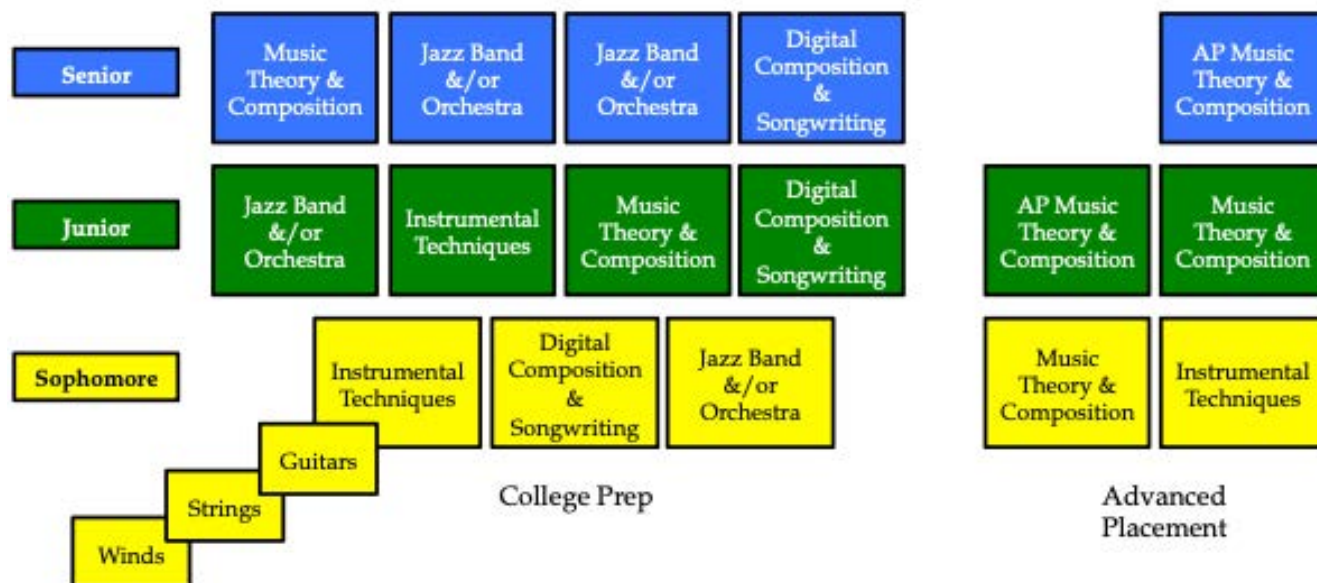
Visual Arts Program



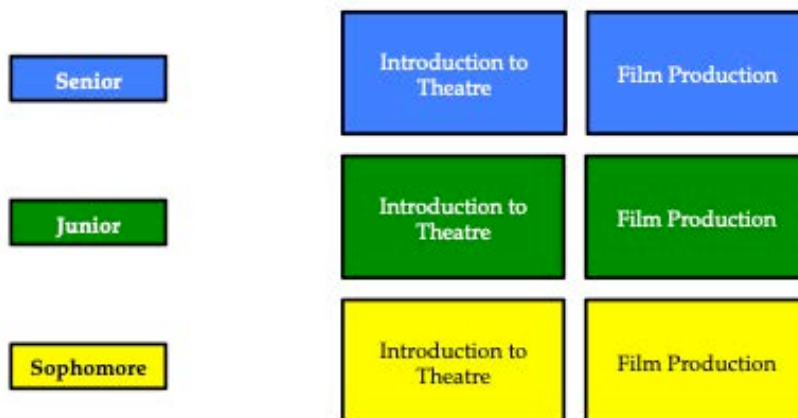


Visual & Performing Arts Department

Music Program



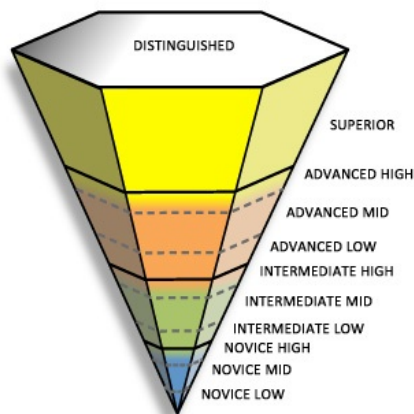
Film, Television, & Theatre Program



College Prep

XV. WORLD LANGUAGE DEPARTMENT

All students at Xavier College Preparatory must complete six semesters of world languages. International students who start at Xavier College Prep since freshman year do not start a world language until their sophomore year and must still complete this requirement. International students who transfer to Xavier beyond freshman year are exempt from taking a world language but may choose to take one if desired.



Our World Language Department focuses on the growth and development of the target language in each student, their knowledge of French-speaking or Spanish-speaking countries, and their understanding of the Francophone or Hispanophone culture while comparing it to their own. Our World Language department accompanies our learners on a journey to enhance their levels of listening, speaking, reading, and writing skills using interpretive, interpersonal, and presentational modes of communication. The majority of the courses are conducted in the target language. The students are expected to become effective communicators and demonstrate an understanding of the relationships developed through practice and leadership. We invite students to understand the regional and global perspectives of (and in) the target language. Students make connections through language with other disciplines, and with multilingual communities.

FRENCH I (UC-e)

FULL YEAR

This is a novice-level course designed to introduce students to the French and francophone cultures of the world. Course content includes basic elements of daily life, dealing with the student's immediate environment in highly predictable situations. By the end of the year, students will be able to interpret, interact, and present at a mid-novice to low-intermediate level.

FRENCH II (UC-e)

FULL YEAR

Prerequisite: French I or by exit exam results

This is a mid-novice to mid-intermediate level course designed to continue to introduce students to the language and cultures of the francophone world. Course content includes topics related to self, the immediate environment, survival and courtesy in transitional and some informal settings. In this course, students will begin to formulate and express opinions on a variety of topics in a larger array of tenses, namely the past tenses, while reinforcing the present tense, and exploring the future.

HONORS FRENCH II (UC-e)

FULL YEAR

Prerequisite: The minimum grade of "A-" in CP French I and departmental recommendation or by exit exam results.

This is a high-novice to mid-intermediate level course designed to continue to introduce students to the language and cultures of the francophone world. Course content includes topics related to self, the immediate environment, survival and courtesy in transitional and some informal settings. In this course, students will begin to formulate and express opinions on a variety of topics in a larger array of tenses, namely the past tenses, while reinforcing the present tense, and exploring the future. In this Honors course, students will be challenged in their reading and writing skills by reading and interpreting literary excerpts and writing compositions and essays.

FRENCH III (UC-e)

FULL YEAR

Prerequisite: French II

This is a low-intermediate to low-advanced level course designed to further the students' application and understanding of the language and cultures of the francophone world. Course content includes topics such as personal fitness, health and emergencies, personal identity and relationships, the arts, careers and humanitarian work, social issues, and the media. These topics will be explored mostly in informal and in some formal settings. In this course, students will formulate and express opinions on a variety of topics in a larger array of tenses, namely the subjunctive, the pluperfect, and past conditional tenses, while reinforcing the present, past, and future tenses.

HONORS FRENCH III (UC-e)

FULL YEAR

Prerequisite: The minimum grade of "A-" in CP French II or a 'B' in Honors French II and departmental recommendation.

This is a mid-intermediate to mid-advanced level course designed to further the students' application and understanding of the language and cultures of the francophone world. Course content includes topics such as personal fitness, health and emergencies, personal identity and relationships, the arts, careers and humanitarian work, social issues, and the media. These topics will be explored mostly in informal and in some formal settings. In this course, students will formulate and express opinions on a variety of topics in a larger array of tenses, namely the subjunctive, the pluperfect, and past conditional tenses, while reinforcing the present, past, and future tenses. Students will read literary excerpts and be expected to continue developing their writing skills. In this Honors course, the students will be challenged to meet the requirements and expectations of an Honors Course in all class activities, homework, and assessments, in preparation for a fourth year of study in Advanced Placement French Language and Culture.

AP FRENCH LANGUAGE & CULTURE (UC-e)

FULL YEAR

Prerequisite: The minimum grade of 'A-' in CP French III or a 'B' in H French III and departmental recommendation.

The Advanced Placement French Language and Culture course is designed to be the 4th year of study in French. The curriculum is organized thematically following the College Board's Curriculum Frameworks. This includes any topic related to the following: contemporary life, science and technology, global challenges/issues, personal and public identity, family and community, and aesthetics. The course is conducted exclusively in French. The course will provide students with authentic materials and contexts within which they can communicate effectively at a pre-advanced-to-advanced level in the three modes of communication, interpersonal, interpretive and presentational, in preparation for the AP French Language and Cultures Exam.

SPANISH I (UC-e)

FULL YEAR

This is a novice-level course designed to introduce students to the Spanish language and cultures of the Hispanic world. Course content includes basic elements of daily life, dealing with the student's immediate environment in highly predictable situations. By the end of the year, students will be able to interpret, interact, and present at a mid-novice to low-intermediate level.

HONORS NATIVE SPANISH I (UC-e)

FULL YEAR

Pre-requisite: Departmental recommendation and/or by exit exam results.

This is a multi-level course for students who already comprehend and speak Spanish and also have a fair ability to read in Spanish at an entry level. This course is designed to broaden the student's verbal, audio, grammatical, spelling and writing ability. Students work to improve sentence structure and orthography of the language (accent marks, etc.). As these students are primarily fluent in the target language, grammatical concepts and topics are reviewed and analyzed, while vocabulary development and comprehension are fostered through reading excerpts of literary works of Spanish and Latin American authors. Topics of study relate to relationships, the transition between adolescence to adulthood, nature, society, poetry, and other literary genres. Students will increase their ability to write for different audiences and purposes by using simple and complex sentences to compose paragraphs and essays on studied topics. This course will support students in the development of cultural awareness and finding an appreciation for culture as it relates to their own personal heritage. The class will be conducted almost exclusively in Spanish to enhance the oratory development and pronunciation skills of the student.

SPANISH II (UC-e)

FULL YEAR

Prerequisite: Successful completion of Spanish I or by exit exam results.

This is a high-novice to mid-intermediate level course, conducted mainly in the target language, designed to continue to introduce students to the Spanish language and cultures of the Hispanic world. Course content includes topics related to self, the immediate environment, survival and courtesy in transitional and some informal settings. In this course, students will begin to formulate and express opinions on a variety of topics in a larger array of tenses, namely the past tenses, while reinforcing the present tense, and exploring the future.

HONORS SPANISH II (UC-e)

FULL YEAR

Prerequisite: The minimum grade of 'A-' in CP Spanish I and departmental recommendation, or by exit exam results.

This is a high-novice to mid-intermediate level course designed to continue to introduce students to the language and cultures of the Hispanophone world. Course content includes topics related to self, the immediate environment, survival and courtesy in transitional and some informal settings. In this course, students will begin to formulate and express opinions on a variety of topics in a larger array of tenses, namely the past tenses, while reinforcing the present tense, and exploring the future. In this Honors course, students will be challenged in their reading and writing skills by reading and interpreting literary excerpts and writing compositions and essays.

HONORS NATIVE SPANISH II (UC-e)

FULL YEAR

Prerequisite: The minimum grade of 'B' in Honors Native Spanish I and a departmental recommendation.

The focus of this course will continue to develop students' literary analysis and composition writing skills. Authentic and meaningful texts, both from literature and from authentic sources, will be used in order to enhance the student's experience and confidence in Spanish. Topics of study relate to heroism, friendship, caring for our planet, mythology, humor, and life's challenges. In order to achieve the level of fluency required to advance to AP Spanish Language and Culture, the course will be conducted entirely in Spanish. Continued emphasis on advanced grammatical expressions as well as some problematic parts of the language such as accents and spelling will continue to be addressed.

SPANISH III (UC-e)

FULL YEAR

Prerequisite: Successful completion of Spanish II.

This is a low-intermediate to low-advanced level course designed to further the students' application and understanding of the language and cultures of the Hispanophone world. Course content includes topics such as personal fitness, health and emergencies, personal identity and relationships, the arts, careers and humanitarian work, social issues, and the media. These topics will be explored mostly in informal and in some formal settings. In this course, students will formulate and express opinions on a variety of topics in a larger array of tenses, namely the subjunctive, the pluperfect, and present perfect tenses, while reinforcing the present, past, and future tenses.

HONORS SPANISH III (UC-e)

FULL YEAR

Prerequisite: The minimum grade of 'A-' in CP Spanish II or a 'B' in Honors Spanish II and departmental recommendation.

This is a mid-intermediate to mid-advanced level course designed to further the students' application and understanding of the language and cultures of the Hispanophone world. Course content includes topics such as personal fitness, health and emergencies, personal identity and relationships, the arts, careers and humanitarian work, social issues, and the media. These topics will be explored mostly in informal and in some formal settings. In this course, students will formulate and express opinions on a variety of topics in a larger array of tenses, namely the subjunctive, the pluperfect, and present perfect tenses, while reinforcing the present, past, and future tenses. This course differs from the non-honors course in rigor and pacing and will prepare students for a fourth year of study in Advanced Placement Spanish Language and Culture. Students will become aware of the political, economic, social, cultural, and environmental challenges these countries face as global issues. Specifically, at the end of the course, students will complete comprehensive tasks, such as a culminating project, a written exam, and an oral presentation in which they will demonstrate their level of proficiency in the language.

SPANISH IV (UC-e)**FULL YEAR****Prerequisite: Successful completion of Spanish III.**

This is a high-intermediate to low-advanced level course designed to further the students' application and understanding of the language and cultures of the Hispanophone world. Students will carry on simple and complex conversations in Spanish using the vocabulary, grammar, and thematic content of the units studied. Course content includes topics such as contemporary life, science and technology, global challenges & issues, personal and public identity, family and community, and beauty and aesthetics. Grammatical concepts and topics are reviewed and analyzed, while vocabulary development and comprehension are fostered through reading excerpts of literary works of Spanish and Latin American authors as well as contemporary news articles. Students will increase their ability to write by using simple and complex sentences to create dialogues and compose essays on familiar topics using all grammar studied in previous courses. Every effort will be made to conduct this course exclusively in the target language. Specifically, at the end of the course, students will complete comprehensive tasks, such as a culminating project with a significant oral component and a written exam, in which they will demonstrate their level of proficiency in the language.

HONORS SPANISH IV (UC-e)**FULL YEAR****Prerequisite: The minimum grade of 'A-' in CP Spanish III or a 'B' in Honors Spanish III and departmental recommendation.**

This is a low-advanced to mid-advanced level course designed to further the students' application and understanding of the language and cultures of the Hispanophone world. Students will carry on simple and complex conversations in Spanish using the vocabulary, grammar, and thematic content of the units studied. Course content includes topics such as contemporary life, science and technology, global challenges & issues, personal and public identity, family and community, and beauty and aesthetics. Grammatical concepts and topics are reviewed and analyzed, while vocabulary development and comprehension are fostered through reading excerpts of literary works of Spanish and Latin American authors as well as contemporary news articles. Learners comprehend and produce oral and written **essays** dealing with unfamiliar, abstract, practical, social, and professional topics in informal and most formal settings and problem situations. Students will be expected to apply all grammar concepts learned in previous courses. This course differs from the non-honors course in rigor and pacing and will prepare students for a fourth year of study in Advanced Placement Spanish Language and Culture. Every effort will be made to conduct this course exclusively in the target language. Specifically, at the end of the course, students will complete comprehensive tasks, such as a culminating project with a significant oral component and a written exam, in which they will demonstrate their level of proficiency in the language.

AP SPANISH LANGUAGE & CULTURE (UC-e)**FULL YEAR****Prerequisite: The minimum grade of 'A-' in H Spanish III, of 'B' in Honors Spanish IV, or of 'B' in Honors Native Spanish II, and departmental recommendation.**

The Advanced Placement Spanish Language and Culture course is designed to be the 4th year of study in Spanish for non-native speakers and the 3rd year of study in Spanish for native/heritage speakers. The curriculum is organized thematically following the College Board's Curriculum Frameworks. This includes any topic related to the following: contemporary life, science and technology, global challenges/issues, personal and public identity, family and community, and aesthetics. The course is conducted exclusively in Spanish. Strong emphasis will be placed daily on oral communication and listening comprehension in a culturally authentic context. The course will provide students with authentic materials and contexts within which they can communicate effectively at a pre-advanced-to-advanced level in the three modes of communication, interpersonal, interpretive and presentational, in preparation for the AP Spanish Language and Cultures Exam.

AP SPANISH LITERATURE & CULTURE (UC-e)**FULL YEAR**

Prerequisite: The minimum grade of 'B' in AP Spanish Language & Culture and departmental recommendation.

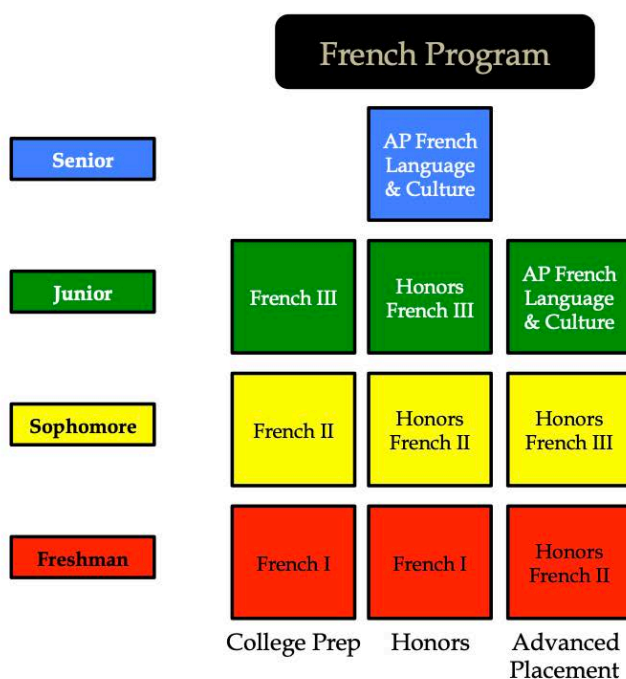
Students will learn how to analyze literary texts from different genres such as the novel and short stories (narrative), poetry, theatre, and the essay. They will gain a broader perspective on language, political and social issues, literature, history, art, and culture of Spanish-speaking countries in the world. Strong emphasis will be placed daily on written and oral communication in a culturally authentic context throughout history. The course will be conducted exclusively in the target language. This course is organized according to the AP Spanish Literature and Culture Curriculum approved by the AP College Board. The themes covered are Societies in Contact, Gender Construction, Duality of Being, Personal Relationships, Literary Creation, and Time and Space (*Las sociedades en contacto, La construcción del género, La dualidad del ser, Las relaciones interpersonales, La creación literaria y El tiempo y el espacio*).

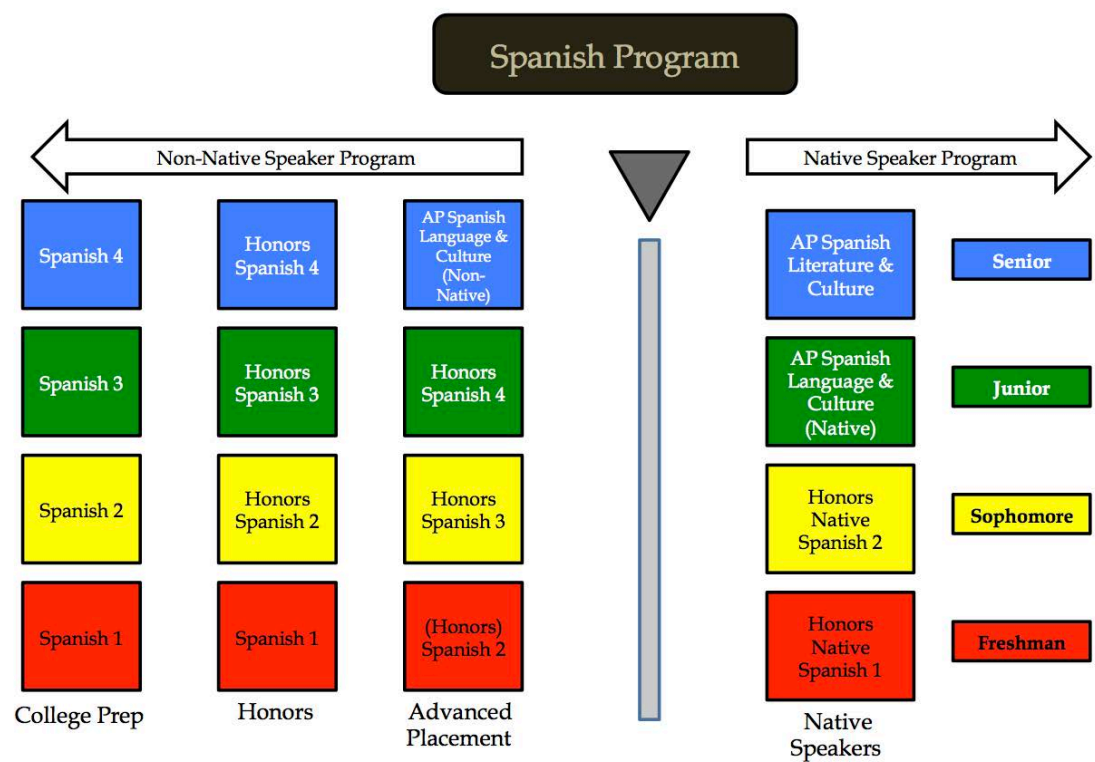
BEGINNING A SECOND WORLD LANGUAGE*

Students with an exceptional proficiency in their first world language and a high GPA overall are invited to begin a second world language along with the first or after completing their language requirement. If a student opts to begin a second language before completing his requirement, she or he will continue the first language at least to level III attainment. The student may drop the second language at the end of any academic year if desired. This usually involves some required summer school course to satisfy all graduation requirements. The departmental requirement remains the same for the student who has two languages; that is, she or he must attain competency in level III of the first language as graduation requirement.



World Language Department





XVI.a MANAGING THE WHOLE PERSON - WEEKLY HOMEWORK

These are estimations of how much time you will need to spend on homework each night.

Use these guidelines to calculate your weekly academic time commitments

* expect a lot of reading!!!	Δ expect additional lab/rehearsal/studio hours
+ expect a lot of writing!!!	¶ expect to participate in performances/events
~ expect major projects	§ expect summer homework

ENGLISH	Min./Night	Nights/Wk	Important
English I, II (CP)	20-30	3-4	+ §
English I, II (H)	30-45	2-4	* + §
English III, IV (CP)	30	3-4	+ §
English III, IV (H)	30-45	3-4	* + §
English Lang & Comp (AP)	30-45	4	* + §
English Lit & Comp (AP)	30-45	4	* + §

SOCIAL STUDIES	Min./Night	Nights/Wk	Important
World Geography	20	2-3	~
World History (CP)	10-20	2-3	
World History (H)	10-20	2-3	* + ~ §
World History (AP)	20-30	3-4	* + ~ §
US History (CP)	10-20	2-3	~
US History (H)	20	2-3	* + ~
US History (AP)	20-30	3-4	* + ~ §
Economics, Government (CP)	20	2-3	~
Economics, Government (H)	20	2-3	* + ~
Constitutional Law	10-20	2-3	~
Government (AP)	20-30	2-3	* + ~ §
Psychology (CP)	10-20	2-3	~
Psychology (AP)	20-30	3-4	* + ~ §

SCIENCE	Min./Night	Nights/Wk	Important
Integrated Science	15	3	
Biology (CP)	20	3	
Biology (H)	30	5	*
Chemistry (CP)	15	3	
Chemistry (H)	20	3	
Physics (CP)	15	3	
Physics (H)	20	3	
Environmental Science (CP)	20	3	
Anatomy & Physiology (CP)	15	3	
Anatomy & Physiology (H)	20	3	
Environmental Science (AP)	30	5	* §
Biology (AP)	30	5	* §
Chemistry (AP)	30	1	§
Physics 1 (AP)	30	5	§

MATHEMATICS	Min./Night	Nights/Wk	Important
Algebra IA, Algebra IB	20-30	2-3	
Algebra I, Geometry (CP)	20-30	2-3	
Algebra I, Geometry (H)	20-30	3-4	
Algebra II / Trigonometry (CP)	20-30	2-3	
Algebra II / Trigonometry (H)	20-30	3-4	
Adv Alg w/ Financial App (CP)	20-30	2-3	~
College Algebra (CP)	20-30	2-3	
Statistics (CP)	20-30	2-3	
Precalculus (CP)	20-30	2-3	
Precalculus (H)	20-30	3-4	
Calculus (H)	30-40	3-4	
Statistics (AP)	20-30	3-4	
Calculus AB (AP)	45	3-4	§
Calculus BC (AP)	45-60	4-5	§

PHYSICAL EDUCATION	Min./Night	Nights/Wk	Important
Health (CP)	20-30	1-2	~
P.E.	0	0	
Weight Lifting	0	0	
Sports Medicine (CP)	20-30	3	Δ §

TECHNOLOGY & CTE	Min./Night	Nights/Wk	Important
Exploring the World of Code (CP)	15	2-3	
Introduction to Makerspace (CP)	10-15	2-3	
Makerspace (CP)	15	2-3	~
Engineering Essentials (CP)	15	2-3	~
Intro to Comp Sci "Python" (CP)	15	2-3	~
Computer Science A "Java" (AP)	30	5	~ §
Introduction to Entrepreneurship (CP)	10-15	2-3	~

THEOLOGY	Min./Week	Serv.Hrs/Yr	Important
Theology I	30	10	
Theology II	30	20	
Theology III	75	40	* +
Theology IV Electives	60	10	~
Theology IV Senior Synthesis			+
	Min./Night	Nights/Wk	Important
Theology SLC Servant Leadership	60	2	~ ¶

VISUAL & PERFORMING ARTS	Min./Night	Nights/Wk	Important
Instrumental Techniques (CP)	15-30	3-4	Δ ¶
Jazz Band (H)	15-30	3-4	Δ ¶
Jazz Band (CP) ZERO Period	15-30	3-4	Δ ¶
Orchestra (CP) ZERO Period	15-30	3-4	Δ ¶
Orchestra (H) ZERO Period	15-30	3-4	Δ ¶
Introduction to Theatrical Arts (CP)	5-10	3	~
Stage Craft & Design (CP)	15	4	
Introduction to Visual Arts (CP)	15	4	~
Painting, Drawing, Digital Arts (CP)	15	4	
Sculpture, Ceramics [Beg, Adv] (CP)	15	4	
Student Publications (CP)	15	4	~ ¶
2D & Design (AP)	15	4	~ Δ §
3D & Design (AP)	15	4	~ Δ §
Drawing (AP)	15	4	~ Δ §

WORLD LANGUAGES	Min./Night	Nights/Wk	Important
Level I (CP)	10-15	3-4	
Native Spanish I (H)	30	3	
Level II (CP)	20	2-4	
Level II (H)	20	4	
Native Spanish II (H)	40	4	
Level III (CP)	25	3-4	
Level III (H)	20-25	3-4	
Level IV (CP/H)	25-30	4	
French, Spanish Lang & Cult (AP)	40-60	4	* + §
Spanish Lit & Cult (AP)	60	3-4	* +

This document is an attempt to capture a sense of expectation for each course; expectations may fluctuate based on weekly schedules, instructors, and time of year.

XVI.b MANAGING THE WHOLE PERSON - WEEKLY CO-CURRICULARS

These are estimations of how much time you will need to spend in co-curricular activities each day.

Use these guidelines to calculate your weekly co-curricular time commitments

â expect morning practices	f expect afternoon competitions/performances
ß expect evening practices	© expect evening competitions/performances
ð expect weekend practices	Ω expect weekend competitions/performances

FALL SPORTS	Practice Minutes/Day	#Practices/Week	Duration of Competitions	#Competitions/Week	Total Weekly Commitment	Total Seasonal Competitions	Important
Cheer	1.5hrs	2	3hrs	1	6hrs	6 months	f ß
Cross Country	3hrs	6		1	18hrs	3 months	f â
Dance	1 - 4.5 hrs	5	All Day	1 Performance	10-15 hrs	5 months	ß ð Ω
Football	3hrs	5	3hrs	1	18hrs	3 months	© ð ß
Golf (Girls)	3hrs	3-5	4hrs	2-3	18hrs	3 months	f ß
Tennis (Girls)	2hrs	3-5	3hrs	2-3	18hrs	3 months	f ß
Volleyball (Girls)	3hrs	3-5	1.5hrs	2-3	18hrs	3 months	f ß ð
Water Polo (Boys)	2hrs	3-5	1.5hrs	2-3	18hrs	3 months	f ß

WINTER SPORTS	Practice Minutes/Day	#Practices/Week	Duration of Competitions	#Competitions/Week	Total Weekly Commitment	Total Seasonal Competitions	Important
Basketball	3hrs	3-5	1.5hr	2-3	18hrs	3 months	f ß ð
Cheer	1.5hrs	2	3hrs	2	6hrs	6 months	f ß
Dance	1 - 4.5 hrs	5	All Day	2/mo	10-15 hrs	3 months	ß ð © Ω
Soccer	3hrs	3-5	1.5hrs	2-3	18hrs	3 months	f ß ð
Water Polo (Girls)	2hrs	3-5	1.5hrs	2-3	18hrs	3 months	f ß ð
Wrestling	2hrs	3-5		1		3 months	

SPRING SPORTS	Practice Minutes/Day	#Practices/Week	Duration of Competitions	#Competitions/Week	Total Weekly Commitment	Total Seasonal Competitions	Important
Badminton	1.5 hrs	2-3	4hrs	2	7-8hrs	2 months	f ß
Baseball (Boys)	3hrs	3-5	3hrs	2-3	18hrs	3 months	f ß ð
Dance	1 - 4.5 hrs	5	All Day	1 Performance	10-15 hrs	5 months	ß ð Ω
Golf (Boys)	3hrs	3-5	4hrs	2-3	18hrs	3 months	f ß
Softball (Girls)	3hrs	3-5	3hrs	2-3	18hrs	3 months	f ß ð
Swim	3hrs	6		1	18hrs	3 months	f â
Tennis (Boys)	2hrs	3-5	3hrs	2-3	18hrs	3 months	f ß
Track & Field	3hrs	6		1	18hrs	3 months	f â
Volleyball (Boys)	3hrs	3-5	1.5hrs	2-3	18hrs	3 months	f ß ð

This document is an attempt to capture a sense of expectation for each co-curricular activity; expectations may fluctuate based on weekly schedules, coaches, and time of year.

XVI.c

MANAGING THE WHOLE PERSON - TIME MANAGEMENT WORKSHEET

Student Name:	Current Grade Level:
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School Activities (Classtime & Homework)		Average Hours/Week
School Hours in the Classroom (5 days x 6.5 hours)		32.5
Homework by Academic Departments:	<u>Course Title:</u>	
English:		
Mathematics:		
Physical Education:		
Science:		
Social Studies:		
Technology & CTE:		
Theology:		
Visual & Performing Arts:		
World Languages:		
Other (Remediation / Concurrent Enrollment):		
Additional Study & Prep Time:		
Total School Hours:		32.5

Co-Curricular & Extra-Curricular Activities	<u>Details:</u>	Average Hours/Week
Before School:		
After School:		
Paid Job:		
Internship:		
Hobbies / Interests:		
Practice / Rehearsal:		
Games / Performances:		
Volunteering / Service:		
Total Co-Curricular & Extra-Curricular Hours:		0

Daily Living Activities	<u>Details:</u>	Average Hours/Week
Sleep (7 days x 9 hours)		
Necessities / Personal Routines:	eating, showering, getting ready, etc.	
Chores:		
Family Time:		
Church Time:		
Free Time:		
Friend Time:		
Technology Time:	phone, internet, TV, video games, etc.	
Caring For Family Members:	babysitting, taking care of grandparents, etc.	
Total Daily Living Hours:		0

<p>Total Hours</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow;">School Hours =</td> <td style="background-color: yellow;">32.5</td> </tr> <tr> <td style="background-color: green;">Co-/Extra-Curricular Hours =</td> <td style="background-color: green;">0</td> </tr> <tr> <td style="background-color: cyan;">Daily Living Hours =</td> <td style="background-color: cyan;">0</td> </tr> <tr> <td colspan="2" style="height: 10px;"></td> </tr> <tr> <td style="background-color: magenta;">YOUR Total Hours =</td> <td style="background-color: magenta;">32.5</td> </tr> </table>	School Hours =	32.5	Co-/Extra-Curricular Hours =	0	Daily Living Hours =	0			YOUR Total Hours =	32.5	<p>Available Hours/Week</p> <div style="border: 1px solid black; padding: 10px; width: 100px; margin: 0 auto;"> <p>Maximum Hours</p> <p style="font-size: 1.5em; font-weight: bold;">168</p> </div>
School Hours =	32.5										
Co-/Extra-Curricular Hours =	0										
Daily Living Hours =	0										
YOUR Total Hours =	32.5										
vs.											

XVI.d STUDY HALL AGREEMENT FORM



Student Name: _____

Date: _____

STUDY HALL / ON-CALL TEACHER AIDE (TA)

Study Hall is reserved for senior-year students. They must be enrolled in at least six (6) academic courses each semester. Students are expected to work on college applications, admission essays, etc. and/or academic work during the Study Hall period. Teachers, staff, and administrators may call on these students for assistance as needed. Seniors who start the year:

- with a minimum of twenty-one and a half (21.5) credits may request Study Hall for only one semester.
- with a minimum of twenty-two (22) credits may request Study Hall for one or both semesters.

Number of Credits on Student Transcript: _____

Study Hall is also for students who maximize the number of Honors and Advanced Placement courses and who may need time during the school day to meet the demands of a rigorous schedule.

Level of Academic Rigor:

In order to qualify for a Study Hall period, you must have a minimum total of 3.0 Academic Rigor Points.

Calculate:

of year-long AP courses currently on schedule = _____ x 1.0 = _____

of year-long H course currently on schedule = _____ x 0.5 = _____

Enrollment in SLC and/or Publications = _____ x 1.0 = _____

TOTAL Academic Rigor Points = _____

Students enrolled in a Study Hall period must maintain the minimum total Academic Rigor Points throughout the year. Adjustments to academic schedules that cause the Academic Rigor Points to fall below the required minimum will result in removal from Study Hall and placement into a credit course.

Study Hall may also be recommended by our Learning Specialist to accommodate seniors with a 504 plan.

Students applying for Study Hall must complete a *Credit Evaluation Form* with their counselor and obtain permission from their counselor and from the Director of Academic Programs and Scheduling. Study Hall is a non-academic and non-credit course that will not appear on the student's official transcript.

APPROVAL SIGNATURES

Counselor Signature: _____

Date: _____

Dir.Acdm.Prog. Signature: _____

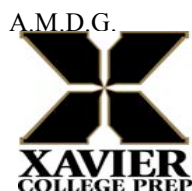
Date: _____

Student Signature: _____

Date : _____

Parent Signature: _____

Date : _____



XIV.e
WITHDRAWAL REQUEST FORM
(For Seniors)

Student Name: _____

Complete this form in consultation with your counselor in order to request withdrawing from a course.

Course Information	Reason for Withdrawal
Course: _____	_____
Class Period: _____	_____
Teacher: _____	_____
Current Grade in Course: _____	_____

Administrative Approval

_____ I verify this student **can** withdraw from this course and still meet our academic requirements for graduation (contingent upon successfully completing all other courses in which this student is enrolled).

_____ I verify this student **cannot** withdraw from this course and still meet our academic requirements for graduation.

Counselor Name

Date

Counselor Signature

Teacher Name

Date

Teacher Signature

Principal Name

Date

Principal Signature

While as an institution we have verified that you have met all of our academic graduation requirements, it is your responsibility to verify with any institution to which you have applied (or to which you have committed) that *withdrawing from this course will not negatively impact your admittance or financial awards*. Upon verifying this information, complete the section below.

Please note that withdrawal from this course will be indicated on your transcript.

We hereby recognize all implications associated with withdrawal from the course:

Student Name

Date

Student Signature

Parent Name

Date

Parent Signature

XIV.f

ACADEMIC / GRADUATION PLAN WORKSHEET

GRADUATION REQUIREMENT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English 4 years	<input type="checkbox"/> English I <input type="checkbox"/> English I H	<input type="checkbox"/> English II <input type="checkbox"/> English II H	<input type="checkbox"/> English III <input type="checkbox"/> English III H <input type="checkbox"/> English Language and Composition AP	Pick one more: <input checked="" type="checkbox"/> British Literature * <input type="checkbox"/> Literature, Film and Composition * <input type="checkbox"/> Science Fiction and Fantasy Literature * <input type="checkbox"/> World Literature * or <input type="checkbox"/> English IV H <input type="checkbox"/> English Literature and Composition AP
Mathematics 3 years	<input type="checkbox"/> Introduction to Algebra <input type="checkbox"/> Algebra I A Introduction to Algebra: Part I) <input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra I H <input type="checkbox"/> Geometry <input type="checkbox"/> Geometry H <input type="checkbox"/> Algebra II/Trig <input type="checkbox"/> Algebra II/Trig H <input type="checkbox"/> Pre-calculus <input type="checkbox"/> Algebra II/Trig H	<input type="checkbox"/> Algebra I B (Introduction to Algebra: Part 2) <input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra I H <input type="checkbox"/> Geometry <input type="checkbox"/> Geometry H <input type="checkbox"/> Algebra II/Trig <input type="checkbox"/> Algebra II/Trig H <input type="checkbox"/> Pre-calculus <input type="checkbox"/> Pre-calculus H	<input type="checkbox"/> Geometry <input type="checkbox"/> Geometry H <input type="checkbox"/> Algebra II/Trig <input type="checkbox"/> Algebra II/Trig H <input type="checkbox"/> Pre-calculus <input type="checkbox"/> Pre-calculus H <input type="checkbox"/> Calculus H <input type="checkbox"/> Calculus AB AP <input type="checkbox"/> Calculus BC AP <input type="checkbox"/> Statistics <input type="checkbox"/> Statistics AP	<input type="checkbox"/> Algebra II/Trig <input type="checkbox"/> Algebra II/Trig H <input type="checkbox"/> Advanced Algebra with Financial Applications <input type="checkbox"/> College Algebra <input type="checkbox"/> Pre-calculus <input type="checkbox"/> Pre-calculus H <input type="checkbox"/> Calculus H <input type="checkbox"/> Calculus AB AP <input type="checkbox"/> Calculus BC AP <input type="checkbox"/> Statistics <input type="checkbox"/> Statistics AP
Physical Education 1 year	<input checked="" type="checkbox"/> P.E. <input checked="" type="checkbox"/> Health		<input type="checkbox"/> Sports Medicine <input type="checkbox"/> Weight Training *	<input type="checkbox"/> Sports Medicine <input type="checkbox"/> Weight Training *
Science 3 years	All Incoming: <input type="checkbox"/> Integrated Science 9 <input type="checkbox"/> Biology H <i>Before SY 16-17</i> <input type="checkbox"/> Biology CP	<input type="checkbox"/> Biology <input type="checkbox"/> Biology H <input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry H <i>Before SY 17-18</i> <input type="checkbox"/> Integrated Science 10 <input type="checkbox"/> Environmental Science (CP/H)	<input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry H <input type="checkbox"/> Physics <input type="checkbox"/> Physics H <input type="checkbox"/> Physics AP <input type="checkbox"/> Environmental Science AP <input type="checkbox"/> Biology AP	<input type="checkbox"/> Physics <input type="checkbox"/> Physics H <input type="checkbox"/> Physics AP <input type="checkbox"/> Environmental Science <input type="checkbox"/> Environmental Science AP <input type="checkbox"/> Biology AP <input type="checkbox"/> Anatomy and Physiology <input type="checkbox"/> Anatomy and Physiology H
Social Studies 3.5 years	<input checked="" type="checkbox"/> World Geography * <i>Before SY 17-18</i> <input type="checkbox"/> Western Civilization	<input type="checkbox"/> World History <input type="checkbox"/> World History H <input type="checkbox"/> World History AP <i>Before SY 17-18</i> <input type="checkbox"/> World History II <input type="checkbox"/> European History AP	<input type="checkbox"/> US History <input type="checkbox"/> US History H <input type="checkbox"/> US History AP <i>Elective(s):</i> <input type="checkbox"/> Psychology <input type="checkbox"/> Psychology AP	Pick one: <input type="checkbox"/> Economics CP * <input type="checkbox"/> Economics H * Pick one: <input type="checkbox"/> Government CP * <input type="checkbox"/> Government H * <input type="checkbox"/> Government AP * <input type="checkbox"/> Constitutional Law * <i>Elective(s):</i> <input type="checkbox"/> Psychology <input type="checkbox"/> Psychology AP
Technology / CTE 1 semester	All Incoming: <input type="checkbox"/> Introduction to Makerspace * <input type="checkbox"/> Introduction to Coding * <i>Before SY 19-20</i> <input checked="" type="checkbox"/> 21 st Century Skills *	<input type="checkbox"/> Makerspace <input type="checkbox"/> A+ Certification Training (SY 18-19) <input type="checkbox"/> Robotics <input type="checkbox"/> Introduction to Computer Science (Python)	<input type="checkbox"/> Makerspace <input type="checkbox"/> Robotics <input type="checkbox"/> Introduction to Computer Science (Python) <input type="checkbox"/> Computer Science A AP (Java)	<input type="checkbox"/> Makerspace <input type="checkbox"/> Robotics <input type="checkbox"/> Introduction to Computer Science (Python) <input type="checkbox"/> Computer Science A AP (Java) <input type="checkbox"/> Introduction to Entrepreneurship
Theology 4 years	<input checked="" type="checkbox"/> Theology I <i>International Students (SY 19-20)</i> <input type="checkbox"/> Introduction to Theology	<input checked="" type="checkbox"/> Theology II <i>International Students (SY 19-20)</i> <input type="checkbox"/> Introduction to Theology	<input checked="" type="checkbox"/> Ethics * <input checked="" type="checkbox"/> Gospels in Action * <i>Elective(s):</i> <input type="checkbox"/> Servant Leadership	Pick one more: <input checked="" type="checkbox"/> Senior Synthesis * <input type="checkbox"/> Peer Ministry* <input type="checkbox"/> World Religions * <input type="checkbox"/> Christian Lifestyle * <input type="checkbox"/> Sacred Art * <i>Elective(s):</i> <input type="checkbox"/> Servant Leadership
Visual and Performing Arts 2 years	NONE Via Audition: <input type="checkbox"/> Jazz Band * + <input type="checkbox"/> Orchestra * +	<input type="checkbox"/> Introduction to Visual Arts <input type="checkbox"/> Art Appreciation <input type="checkbox"/> Introduction to Performing Arts <input type="checkbox"/> Beginning Drama <input type="checkbox"/> Choir <input type="checkbox"/> Instrumental Techniques <input type="checkbox"/> Ballroom Dance I <input type="checkbox"/> Jazz Band * + <input type="checkbox"/> Jazz Band H <input type="checkbox"/> Orchestra * + <input type="checkbox"/> Orchestra H * +	<input type="checkbox"/> Introduction to Theatrical Arts* <input type="checkbox"/> Beginning Drama <input type="checkbox"/> Advanced Drama H <input type="checkbox"/> Stage Craft Design <input type="checkbox"/> Instrumental Techniques <input type="checkbox"/> Jazz Band * + <input type="checkbox"/> Jazz Band H <input type="checkbox"/> Orchestra * + <input type="checkbox"/> Orchestra H * + <input type="checkbox"/> Introduction to Visual Arts* <input type="checkbox"/> Art Appreciation <input type="checkbox"/> Drawing I/II <input type="checkbox"/> Painting I/II <input type="checkbox"/> Digital Arts I/II <input type="checkbox"/> Ceramics I/II <input type="checkbox"/> Sculpture I/II <input type="checkbox"/> Student Publications: Yearbook/Newspaper <input type="checkbox"/> Studio Art AP: 2D, 3D, Drawing <input type="checkbox"/> Art History AP	<input type="checkbox"/> Introduction to Theatrical Arts* <input type="checkbox"/> Advanced Drama H <input type="checkbox"/> Stage Craft Design <input type="checkbox"/> Instrumental Techniques <input type="checkbox"/> Jazz Band * + <input type="checkbox"/> Jazz Band H <input type="checkbox"/> Orchestra * + <input type="checkbox"/> Orchestra H * + <input type="checkbox"/> Introduction to Visual Arts* <input type="checkbox"/> Art Appreciation <input type="checkbox"/> Drawing I/II <input type="checkbox"/> Painting I/II <input type="checkbox"/> Digital Arts I/II <input type="checkbox"/> Ceramics I/II <input type="checkbox"/> Sculpture I/II <input type="checkbox"/> Student Publications: Yearbook/Newspaper <input type="checkbox"/> Studio Art AP: 2D, 3D, Drawing <input type="checkbox"/> Art History AP
World Language 3 years	<input type="checkbox"/> Spanish <input type="checkbox"/> <input type="checkbox"/> Spanish Native <input type="checkbox"/> <input type="checkbox"/> French <input type="checkbox"/> <input type="checkbox"/> Mandarin Chinese I	<input type="checkbox"/> Spanish <input type="checkbox"/> <input type="checkbox"/> Spanish Native <input type="checkbox"/> <input type="checkbox"/> French <input type="checkbox"/> <input type="checkbox"/> Mandarin Chinese <input type="checkbox"/>	<input type="checkbox"/> Spanish <input type="checkbox"/> <input type="checkbox"/> Spanish Native <input type="checkbox"/> <input type="checkbox"/> French <input type="checkbox"/> <input type="checkbox"/> Mandarin Chinese <input type="checkbox"/>	<input type="checkbox"/> Spanish <input type="checkbox"/> <input type="checkbox"/> French <input type="checkbox"/> <input type="checkbox"/> Mandarin Chinese <input type="checkbox"/>
Electives 3 year <i>Any course beyond the subject area requirement</i>	NONE	NONE	• _____ • _____ • _____	• _____ • _____ • _____
Summer School <i>After completion of grade level indicated in the column above.</i>	<input type="checkbox"/> Introduction to Algebra <input type="checkbox"/> Algebra I CP <input type="checkbox"/> Geometry CP <input type="checkbox"/> Art Appreciation <input type="checkbox"/> Beginning Drama <input type="checkbox"/> Economics*	<input type="checkbox"/> Algebra I CP <input type="checkbox"/> Geometry CP <input type="checkbox"/> Art Appreciation <input type="checkbox"/> Beginning Drama <input type="checkbox"/> Spanish III CP <input type="checkbox"/> Economics CP * <input type="checkbox"/> Chemistry CP	<input type="checkbox"/> Algebra I CP <input type="checkbox"/> Geometry CP <input type="checkbox"/> Art Appreciation <input type="checkbox"/> Beginning Drama <input type="checkbox"/> Spanish III CP <input type="checkbox"/> Economics CP* <input type="checkbox"/> Chemistry CP <input type="checkbox"/> English IV -British Literature CP* <input type="checkbox"/> Theology IV - Senior Synthesis*	

* Semester course

+ Early Bird Course (7:00AM)

World Languages - Indicate 'X' in front if taken and include the year after the language.

Options: Spanish 1, 2CP, 2H, 3CP, 3H, 4CP, 4H, AP Lang, and AP Lit; Spanish Native 1H, 2H; French 1, 2CP, 2H, 3CP, 3H, AP Lang; Latin 2H and 3H; Mandarin Chinese 1 CP, 3CP

XIV.f

Student Name: _____

CREDIT EVALUATION FORM

Subject Area	Graduation Requirement	A-G Requirement	Course	Semester 1	Semester 2	Credits Completed
History / Social Studies	4 years (c/o 2020) or 3.5 years (all other)	2 years	W.Hist. I/W. Geo.			
			World History II			
			U.S. History			
			Government/Econ			
English Languages Arts	4 years	4 years	English I			
			English II			
			English III			
			English IV			
Mathematics	3 years	3 years	Algebra I			
			Geometry			
			Algebra II/Trigonometry			
Laboratory Science	3 years	2 years	Integrated Science			
			Biology			
			Chemistry			
			Physics			
Language other than English	3 years	2 years				
Visual and Performing Arts	2 years	1 year				
Theology	4 years	N/A	Theology I			
			Theology II			
			Theology III			
			Theology IV SS/ _____			
Elective	3 years	1 year				
Technology	½ year (excluding c/o 2020)	N/A	STREAM I / A / B			
PE	½ year	N/A				
Health	½ year	N/A				

Freshman Credits Completed: _____

Total Credits Still Needed: _____

Initials: _____

Sophomore Credits Completed: _____

Total Credits Still Needed: _____

Initials: _____

Junior Credits Completed: _____

Total Credits Still Needed: _____

Initials: _____

Senior Credits Completed: _____

Total Credits Still Needed: _____

Initials: _____

Summer Credits Completed: _____

Total Credits Still Needed: _____

Initials: _____

Required Course Remediation:

Recommended Course Remediation: