



COURSE CATALOG

2023-2024

VILLANOVA PREPARATORY SCHOOL

A Catholic College Preparatory and IB World School
in the Augustinian Tradition

Mission and Vision

The Mission of Villanova Preparatory School

In the Augustinian tradition, the Mission of Villanova Preparatory School is to graduate mature young adults of diverse backgrounds who reflect the qualities of truth, unity, and love. The school does this by providing a challenging college preparatory curriculum and Catholic environment that promotes the development of mind, heart and body. These young adults will think, judge, and act in ways that are sound and in keeping with the teachings of Jesus Christ.

The Vision of Villanova Preparatory School

Building on nearly a century of experience, Villanova will be a leader among Catholic secondary schools by providing high quality education for young men and women in the Augustinian tradition. We will offer a breadth of opportunities to foster the intellectual achievement, personal and physical development, artistic and creative talents, and service-leadership of our students.

Our programs and community will exemplify Gospel and Augustinian values of Truth (Veritas), Unity (Unitas), and Love (Caritas).

We will be the first choice of students and families who seek excellence in college preparatory and Catholic education.

Specifically, we will be characterized by:

1. Education that is distinctively Catholic in its philosophy, instruction, culture and practices that prepares young men and women for a happy and fruitful life in this world and the next.
2. Academic Excellence with students at the center.
3. An Outstanding Faculty and Staff, grounded in Augustinian values and with a love for learning, fully dedicated to the mission of the School.
4. A Diverse School Community that welcomes students from a wide range of backgrounds. The unique presence of international resident students offers opportunity for global citizenship, mutual understanding, and lifelong friendships.
5. A Small, Supportive, and Safe School Community, situated in a beautiful natural environment. Villanova is committed to enhance learning through vibrant campus life.
6. A Distinguished Program for Young Women in the study of mathematics and the sciences.



Villanova Integral Student Outcomes

A student that lives out the core value of Unity, who(se):

Understands, values, and appreciates diversity in the community.

Negotiates problems and conflicts with peaceful resolutions.

Is prayerful and reflective.

Teamwork, cooperation, and collaboration are used to achieve goals.

Yearns to assume leadership and responsibility within one's community.

A student that lives out the core value of Truth, who(se):

Thinks critically, soundly, and logically.

Resilience is evident in the face of challenge and risk.

Understands, synthesizes, and solves problems with ingenuity and creativity.

Time management skills are effectively developed.

Has an intellectual curiosity and love of learning.

A student that lives out the core value of Love, who(se):

Lives and appreciates the Gospel and Augustinian values and the teachings of Jesus Christ.

Openness and respectful of other cultural and faith traditions is evident.

Values social justice and service to the community.

Engages in developing and maintaining a healthy mind, body, and spirit.

International Baccalaureate Diploma Program

International Baccalaureate Diploma Program Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more [\(Villanova student-produced video on the IB Learner Profile\)](#)

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPILED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities (CAS Guide, 2015).

General Information

Each student must take seven courses each semester. In selecting courses students are cautioned against “overloading” themselves. This can happen by taking too many International Baccalaureate or honors classes which will demand more time of the student, especially when participating in a variety of extracurricular activities outside of school. Students are encouraged to be realistic about the demands that academics, sports and other activities place on them, and are urged to find a balance between a challenging course load and allowing time for other activities in which they choose to participate. Because of scheduling conflicts, it is sometimes necessary to change the courses requested by a student.

International Baccalaureate Diploma and Certificate Program

Villanova Preparatory School was authorized as an International Baccalaureate (IB) World School in 2015. The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate for students in their junior and senior years completing high school.

Students may choose to take individual courses in depth or challenge themselves to go for the full diploma.



Students graduating with the full diploma are able to study at universities all over the world, often with advanced credit. These college courses in the Diploma Programme will enable our students to be more successful in the university setting through research, writing, critical thinking, time management, Learner Profile, and a sense of self confidence. More importantly, these skills are usually life-long in giving the IB graduates an understanding and respect for other people, cultures, and ecological issues and their responsibilities to them.

The Diploma Programme requires students to study six subjects (three at the standard level and three at the higher level) over two years and complete three additional core requirements: theory of knowledge (TOK), the extended essay (EE), and creativity, activity and service (CAS) hours outside of class. Additionally, students must earn a minimum of 24 points out of a possible 45 points on final assessments which are externally marked, in order to receive an IB diploma.

International Baccalaureate Diploma Program classes require a strong commitment from the student to meet the challenges of a college level class. IB courses are designed for those students prepared to handle intellectual challenges beyond those offered in a regular Villanova course. IB classes demand a commitment of study time greater than a regular or honors Villanova class. Each Villanova IB course has pre-approval enrollment requirements specific to that course. Students enrolled in IB classes are required to take the internal and external assessments (IAs and EAs) for that class. A separate IB Agreement contract must be signed by both the parent and the student and submitted by the required date.



Summer School

Students wishing to fulfill a graduation requirement during a summer session must obtain approval of that course in writing from the Assistant Head of School for Academics prior to enrollment, if the course is to be counted toward graduation requirements. This policy is to ensure that a student taking a course during summer school is taking a course equal to the content and challenge of a Villanova course. The student must have the off-campus institution send an official transcript with a grade for the class to Villanova when the course has been completed.

■ Honors Classes

Like International Baccalaureate classes, honors classes require a strong commitment from the student to meet the demands of a course that is more challenging than a regular Villanova course. Students in honors classes are expected to make the commitment of additional time required to complete the course curriculum. The current class teacher makes recommendations for all honors courses. Placement is subject to the approval of the Assistant Head of School for Academics.

■ Weighted Grades

Advanced Placement, International Baccalaureate, and Honors Courses are weighted. One point is added to each grade when calculating the GPA: therefore an “A” is 5 points rather than 4, and a “B” is 4 points rather than 3. However, a grade of “D” is not weighted and receives 1 point. Please note that not all colleges will accept honors classes for the additional point.

■ Honor Roll

Villanova students that earn an unweighted 3.8 GPA or above will receive distinguished recognition on the Headmaster’s List.

■ Schedule Changes

All schedule changes are processed through the Assistant Head of School for Academics and should take place within the first week of the new semester. As the schedule is set in June, not all schedule requests may be granted. Seniors must also have the approval of the College Counselor for all schedule changes.

■ Grading Scale

| VILLANOVA PREPARATORY SCHOOL GRADE SCALE | | | | | |
|--|--------|-----|----|----------|-----|
| A | 94-100 | 4.0 | C | 73-76 | 2.0 |
| A- | 90-93 | 4.0 | C- | 70-72 | 2.0 |
| B+ | 87-89 | 3.0 | D+ | 67-69 | 0.0 |
| B | 83-86 | 3.0 | D | 63-66 | 0.0 |
| B- | 80-82 | 3.0 | D- | 60-62 | 0.0 |
| C+ | 77-79 | 2.0 | F | Below 60 | 0.0 |

■ Ds & Fs in Core Courses

A student who receives a D or F in a core course (one required for graduation) at the end of a semester must make up that grade by repeating the course. A student who receives a “D” in any course is encouraged to repeat the course as required by colleges and universities. When a course is made up, both grades will appear on the transcript and will be computed into the cumulative GPA.

■ Villanova Graduation Requirements

| Villanova Graduation Requirements: | |
|---|--|
| SUBJECT | REQUIREMENT |
| English | 4 years |
| Mathematics | 3 years (4 years recommended) |
| History/Social Science | 4 years |
| Science | 3 years (2, one-year lab sciences) One year of chemistry and one year of life science. |
| Foreign Language | 3 years in same language or 2 years of IB Language B AB Initio SL |
| Theology | 4 years or number of years enrolled |
| Electives | 4 courses of 2 semesters each |
| Fine Arts | 1 year of UC approved Visual & Performing Arts |
| Physical Education/Health (Freshman Only) | 1 year (one semester of each) |
| Christian Service | Meet yearly requirements |



Entrance Requirements for the University of California & California State University Systems

| University of California Entrance Requirements | | |
|--|--|----------------------------|
| | SUBJECT | REQUIREMENT |
| a | History/Social Science World History, Cultures or Geography (1 year); and US History (1 year) or US History (1/2 year) and Civics/American Government (1/2 year). | 2 years |
| b | English | 4 years |
| c | Mathematics Geometry must appear on the transcript or have been taken in middle school | 3 years (4 recommended) |
| d | Laboratory Science One life science and one physical science | 2 years (3 recommended) |
| e | Language other than English 2 years of the same language | 2 years (3 recommended) |
| f | Visual and Performing Arts | 1 year |
| g | College Preparatory Elective Courses Must be chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, social science, and language other than English. | 1 year |
| Of the 15 units (30 semesters) required for admission, at least seven must have been taken in the junior and senior years. | | |

More information of University of California Entrance Requirements:
<http://admission.universityofcalifornia.edu/counselors/freshman/index.html>

| California State University Entrance Requirements | | |
|---|---|---------|
| | SUBJECT | YEARS |
| a | History and Social Science (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government and 1 year of social science) | 2 years |
| b | English (4 years of college preparatory English composition and literature) | 4 years |
| c | Math (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year) | 3 years |
| d | Laboratory Science (including 1 biological science and 1 physical science) | 2 years |
| e | Language - other than English (2 years of the same language; American Sign Language is applicable) | 2 years |
| f | Visual and Performing Arts (dance, drama or theater, music, or visual art) | 1 years |
| g | College Preparatory Elective (One more year of any college preparatory subject) | 1 year |
| Total Required Subjects | | 15 |

The CSU requires a 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each course you use to meet the subject requirement.

More information on California State University Entrance Requirements:

<http://www.calstate.edu/apply/undergrad/first-time-freshmen.shtml>

English

■ English Grade 9

English 9

Students refine previously acquired language arts skills while mastering new skills. The students will understand and use new vocabulary effectively by applying etymological and morphological knowledge to new words. The students will read classical and contemporary literature, encompassing various literary genres, including the short story, novel, essay, poetry, and drama. The students will analyze and critique works of literature, as well as identify relevant structural features, such as characterization, time and sequence, theme, literary elements, and voice. The students will extend their writing skills, with focus on development and support of a strong, coherent thesis. The students will learn to integrate quotations and citations, and to utilize professionally recognized formatting conventions. The students will also study grammar and mechanics. *Semesters: 2/ Grade Level: 9/ Required for Graduation: Yes*

Honors English 9

Honors English 9 offers an advanced and challenging English curriculum that encompasses the English 9 curriculum while moving at an accelerated pace and covering an expanded variety of readings and assessments. As they read both classic and contemporary literature, students will be encouraged to develop a sensitivity to and awareness of literary concepts and writers' techniques, thereby enabling them to respond more fully to literature and to learn how to write in a more sophisticated, versatile way. Students will analyze and critique works of literature while identifying and examining significant structural features. They will also extend their writing skills through the study of thesis statements, integrating quotations, and MLA (Modern Language Association) style. Through projects and presentations, students will use their creativity to communicate their understanding of the rhetorical strategies and literary devices found in the course material. Honors English 9 students will also build their vocabulary by applying etymological and morphological knowledge to new words, and they will enrich their writing through units on grammar and mechanics. *Semesters: 2/Grade Level: 9/ Prerequisite: HSPT scores, a writing entrance exam administered by VPS English department, grades, and eighth grade teacher recommendations./ Required for Graduation: Yes (English 9 or Honors English 9).*

English 10

This course is designed to build upon the English skills students developed as freshmen. Students will practice reading closely, interpreting and analyzing texts, and thinking critically about literature while discussing and writing about works of fiction, poetry, plays, and nonfiction. Students are encouraged to develop a sensitivity to and an awareness of literary concepts and writers' techniques. Students will also develop an awareness of other cultures by reading classic and contemporary pieces of world literature. Through reading and close analysis of literature, students will develop the critical thinking skills necessary to understand complex texts across the curriculum. Students will improve composition skills through review and further study of components such as thesis statements, effective paragraph and essay structure, use of quotations as support, incorporation of evidence from outside sources, and MLA (Modern Language Association) style and citations. Students will also study grammar, mechanics, and vocabulary. In every unit, students will share their work, thought processes, and interpretations with each other in order to help them think critically and articulate strong arguments. *Semesters: 2 /Grade Level: 10/ Prerequisite: Successful completion of English 9/ Required for graduation: Yes*

Honors English 10

This course offers an advanced and challenging English 10 curriculum. The course will move at an accelerated pace and require students to cover an expanded and enriched reading list. The course provides rigorous practice in reading, analyzing, and writing about literature. Students will be encouraged to develop a sensitivity to and awareness of literary concepts and writers' techniques, thereby enabling them to respond more fully to literature and to learn how to write in a more sophisticated, versatile way. Students will also develop awareness of other cultures by reading contemporary and classical world literature. The course requires students to deepen the critical reading and thinking skills necessary for analyzing increasingly complex literature and academic texts. Students will review the grammar, usage and mechanics of Standard English from paragraph formation to essay composition. In Honors English 10 students will use MLA (Modern Language Association) style in formatting their papers. Through projects and presentations, students will use their creativity to communicate their understanding of the rhetorical strategies and literary devices found in the course material. Honors English 10 students will also build their vocabulary through the study of etymology and morphology. *Semesters: 2 | Grade Level: 10 | Prerequisite: A minimum of 90% in semester one of English 9 and English 9 teacher recommendation; entrance writing exam administered by VPS English department for new transfer students | Required for Graduation: Yes (English 10 or Honors English 10)*

English 11

English 11 is a course in American Literature. Students will be exposed to a broad range of American literature from pre-exploration to the present. Major literary movements such as Romanticism, Realism, Transcendentalism, Gothic, and Modernism will be defined and explored. This course focuses on the significance of each author to American history and the American literary experience. English 11 is designed to make students successful readers, writers, speakers and thinkers, building upon the skills developed in English 10. Upon completing English 11, students, as readers, should be able to respond personally, aesthetically and critically to diverse texts; collect facts and ideas, discover relationships and make inferences; make critical judgments, analyze, evaluate and draw conclusions. As writers and thinkers, students should be able to express ideas in a variety of modes; communicate information, ideas and beliefs; express their ideas critically and analytically; express their ideas persuasively and provide support for those ideas. As speakers and listeners, students should be able to express themselves orally and evaluate ideas according to personal and/or affective criteria. *Semesters: 2 | Grade Level: 11 Prerequisite: Successful completion of English 10 or Honors English 10 | Required for Graduation: Yes (or IB English Year One)*

IB English A: Language and Literacy - Year 1 - Language (Higher Level/Standard Level)

In the IB English A: Language and Literature year 1 course, students will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large. The syllabus for the course is divided into three sections: readers, writers and texts; time and space; and intertextuality. Texts are chosen from a variety of sources, genres, and media. IB English A: Language and Literature is part of the integrated technology

program at Villanova. *Semesters: 2 / Grade Level: 11 / Prerequisite: Successful completion of English 10 or English 10 Honors and teacher recommendation / Required for Graduation: Yes (or English 11)*

English 12: British Literature

In English Twelve students build upon the knowledge and skills they have learned so far in high school. The students engage specifically with British literature as they develop reading, writing, speaking, and listening skills. After a personal narrative writing unit, the reading list spans from the Anglo-Saxon period to postmodernism. Students practice reading closely, interpreting and analyzing texts, and thinking critically about literature while they discuss and write about works of fiction, poetry, and nonfiction. They will gain experience asking questions of texts, each other, and themselves, and they will share their work, interpretations, and thought processes with each other in order to think critically and build strong, insightful arguments. The course develops composition skills through review and further study of components such as thesis statements, effective paragraph and essay structure, using quotations and evidence to support arguments, research methods, MLA citations, English grammar and mechanics, and literary devices and techniques. *Semesters: 2 / Grade Level: 12 / Prerequisite: Successful completion of English 11 / Required for Graduation: Yes*

IB English A: Language and Literature - Year 2 - Literature (Higher Level/Standard Level)

Year two of IB Language and Literature at Villanova focuses on literature. Part three (Literature — Texts and Contexts) follows Part four (Literature — Critical Study). Students practice close reading skills as they engage deeply with texts from around the world and from throughout time. The first part of the year focuses on close literary analysis as students explore the craft of writing and how specific literary features affect the reader or audience. The second part of the year examines the impact of historical, social, and cultural context on a work of literature. Students study the ways in which language, culture, and context help create and influence a text's meaning, focusing on the circumstances of a text's creation and its reception, including at the level of the individual reader. The course builds on skills from IB year one through examining ways in which language, audience, and purpose interact. Students also spend time practicing and refining their abilities to articulate ideas and arguments about a literary text verbally and in writing while considering multiple perspectives and various meanings of the same text. In addition to specific IB requirements, students also improve composition skills through review and further study of components such as thesis statements, effective paragraph and essay structure, using quotations and evidence from outside sources, MLA citations, English grammar and mechanics, and literary devices and techniques. They will gain experience asking questions of texts, each other, and themselves, and they will share their work, interpretations, and thought processes with each other in order to think critically and build strong, insightful arguments. *Semesters: 2 / Grade Level: 12 / Prerequisite: Successful completion of IB English HL/SL first year course Fees: \$119.00 exam fee / Required for Graduation: Yes (or English 12)*

Foreign Language

Latin

Latin I

In Latin One students become introduced to the ancient Roman world and the Latin language through reading Latin texts which gradually introduce vocabulary and grammar. One objective of the course is to help students think in Latin through a Latin only reading, and writing immersion. Students will attain an understanding of word forms, rules of grammar, syntax, and style through direct experience with the language. Finally, students will gain a better understanding of the roots of our very own English words, leading to a better understanding of what our English words are signifying. *Semesters: 2 | Grade Level: 9, 10, 11, 12 | Required for Graduation: Yes*

Latin II

Latin II's major objectives are 1) To teach comprehension of the Latin language through practice in reading it, and 2) To develop, through these readings, the students' understanding of the social and political history of the Romans, especially during the first century A.D. The course does not present the Latin language as an abstract linguistic system or merely as an exercise for developing mental discipline. The students will improve their Latin vocabulary through stage readings and instruction, understanding of word forms, and rules of grammar, syntax, and style. In so doing they will continue learning about Roman culture, classical civilization, and the classical heritage. *Semesters: 2 | Grade Level: 10, 11, 12 | Prerequisite: Satisfactory completion of Latin I | Required for Graduation: Yes*

Latin III

Students in Latin III will continue to master the more advanced uses of subordinate constructions as well as the passive and subjunctive forms of verbs and participles. Students will review the scansion, meter, rhetorical devices and figures of speech in Latin poetry. Students will be expected to translate intermediate and advanced Latin passages into literal English, demonstrate a mastery of the vocabulary and grammar of Wheelock's Latin and additional constructions presented in primary texts, and be able to demonstrate an understanding of the history and culture of the Roman Republic and early Empire as they relate to the readings of the course. *Semesters: 2 Grade Level: 11, 12 | Prerequisite: Satisfactory completion of Latin II*
| Required for Graduation: Yes

IB Classical Languages - Latin - Standard Level (Language B)

The major objectives of IB Latin SL are 1) to finish off a command of all Latin grammar and syntax, primarily through focused review of previously learned topics, as well as introduction of a few finer points of Latin grammar, 2) to practice reading "real" Latin--that is, Latin as it was written by actual Roman authors, rather than by speakers of modern languages who are writing in Latin, and 3) to learn the nuances of the history of the end of the Republic and beginning of Imperial Rome. These three objectives, when accomplished, will prepare students for the more focused IB work in the following year, in which we will be primarily reading primary texts and learning the fine points of textual exegesis. Authors in IB Latin SL include Eutropius, Cicero, Catullus and Ovid. This is a two-year SL course that a

student must begin junior year. A student who desires to take one year will receive credit for Latin III. **(IB Subject Brief)** Semesters: 4 Grade Level: 11, 12 | Required for Graduation: No | Fees: External exam \$119.00

Spanish

Spanish 1

Spanish I is an introductory course designed to develop the skills of understanding and speaking Spanish, which will be further strengthened by reading and writing. The goal is that by the end of the first year course, students should be able to understand and produce simple questions, answers, descriptions, and statements on topics such as family and friends, school, and daily activities that would be understood by a native speaker. The student's language will include the use of basic grammar forms and vocabulary appropriate to the topics studied.

Semesters: 2 | Grade Level: 9, 10, 11, 12 | Required for Graduation: Yes

Spanish 2

Spanish 2 is a continuation of the basic skills of understanding and speaking the language, and increasing practice in reading, writing, and grammar. The initial emphasis is on providing the student with a smooth, anxiety-free transition from the first level to the second level of Spanish study, while continuing to develop communication skills begun at the first level. The student will continue to develop insights into the life and customs of the people in the Spanish-speaking world. *Semesters: 2 Grade Level: 10, 11, 12 | Prerequisite: Satisfactory completion of Spanish 1 Required for Graduation: Yes*

Spanish 3

Spanish 3 is an intermediate course which provides the student with greater opportunities to fine-tune the communication skills acquired in Spanish 1 and 2. Thematic and lexical topics are an extension of those of the first two levels of Spanish study. The sphere of concentration, however, is broadened to include aspects of the social, political, scientific, and cultural life of the countries where Spanish is spoken. *Semesters: 2 Grade Level: 11, 12 | Prerequisite: Satisfactory completion of Spanish 2 Required for Graduation: Yes*

Spanish for Heritage Speakers (Hispanohablantes)

This course is designed for Heritage Speakers who are from homes where Spanish is spoken or students who have had strong exposure to Spanish in informal contexts. Students who have studied in a Dual Immersion Course for at least five years would also fall into the category of *hispanohablantes*. This course accommodates students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to read or write fluently) to those who are more proficient and/or literate in the language. The course focuses on the development of communicative competence in reading, writing, speaking and listening, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

Semesters: 2 Grade Level: 9 | Required for Graduation: Yes (or Spanish I)

IB Spanish Language: Higher Level /Standard Level (Language B)

IB Spanish Language is a language acquisition course developed at two levels - standard level (SL) one year and higher level (HL) a two year course - for students with some background in the target language. While acquiring the language, students will explore the culture(s) connected to it. The focus of this course is language acquisition and intercultural understanding. SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria. The language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. **IB Spanish HL (IB Subject Brief)**

Semesters: 4 Grade Level: 11, 12 /Required for Graduation: Yes / Prerequisite: Spanish II with a minimum grade of B+ and the recommendation of the teacher and the Department Chair.

Fees: External exam \$119.00

Spanish Ab Initio (SL)

Spanish ab initio is a two-year language acquisition course for students with no knowledge of the language. The course is organized into five themes: identities, experiences, human ingenuity, social organization and sharing the planet. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. [\(IB Subject Brief\)](#)

Semesters: 4 Grade Level: 11, 12 / Prerequisites: No formal education in learning Spanish and must be a full IB Diploma Candidate / Required for Graduation: No

Fees: External exam \$119.00

French

French ab initio

French ab initio is a language acquisition course for students with no previous knowledge of the language. The course is organized into five themes: identities, experiences, human ingenuity, social organization and sharing the planet. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. We will study multiple verb forms including: le présent, le passé simple, le passé composé, l'imparfait, le présent progressif, le passé récent, le futur proche, le futur simple and le conditionnel présent. Students will also learn how to form adverbs from adjectives, how to use "jamais" and "rien", le comparatif, le superlatif, and les pronoms compléments. Vocabulary will center around our themes and other interests of the students. [\(IB Subject Brief\)](#)

Semesters: 4 Grade Level: 11, 12/ Prerequisites: No formal education in learning French and must be a full IB Diploma Candidate/ Required for Graduation: No

Fees: External exam \$119.00

Social Science

Global Studies

Global Studies

The purpose of this course is for students to understand how a society's geographic location and environment shape opportunities as well as relationships with people outside of that society. The course will be broken down by major regions: The Americas, East Asia, South and Southeast Asia, Central Asia and The Middle East, Europe, Africa and Oceania. For each region, students will study the demography, culture, politics and economics of the region as well as current events. Students will also build more research, speaking and writing skills as they participate in model United Nations and model European Union simulations where they act as delegates of different countries to debate and find solutions to major global issues. *Semesters: 2 Grade Level: 9 / Required for Graduation: No*

Civics and Economics

Civics

This class is a required one-semester course for all sophomore students. The course is an introduction to the study of the American government and its institutions. Major emphasis is given to the federal level of government and understanding the Constitution of the United States, its foundations, interpretation, and application during the present time. The American electoral process and voter behavior is examined with particular focus during election years. Political decision making is analyzed through study of the executive, legislative, and judicial branches of government, along with political parties, federal bureaucracy, interest groups, and the media. *Semesters: 1 Grade Level: 10 / Required for Graduation: Yes*

Economics

This class is a required one-semester course for all sophomore students. It is designed to introduce students to fundamental economic principles and concepts. The major focus of the course is on the modern American economic system and its relationship to the global economy. Other economic systems are studied for their comparison with the American market economy. The course examines personal economic decision-making, and ultimately should prepare the student for successful study of economics at the college level. *Semesters: 1 Grade Level: 10 / Required for Graduation: Yes*

History

Modern History

In this course, students examine major turning points in the shaping of the modern world, from the Renaissance period to the present. The beginning of the course focuses on the expansion of the West and then develops into a study of the growing interdependence of people and cultures throughout the world. Through reading, research and geography related assignments, students learn how to analyze cause and effect, organize important information and think critically about past events. *Semesters: 2 Grade Level: 12 / Required for Graduation: Yes*

United States History

The objective of this course is to acquaint the student with a comprehensive working knowledge of U.S. history beginning in the first semester with Pre-Columbian civilization, a review of Exploration to the Civil War, then a more in-depth study of the Civil War, and covering in the second semester the Gilded Age to the post-Cold War era of the 1990's. The course will prepare the student for successful test, project, and activity results. Learning strategies include student note taking, class lecture and discussion, examination of primary and secondary documents, essay writing, book and movie reviews, cooperative learning activities, and research methods. *Semesters: 2 Grade Level: 11 | Required for Graduation: Yes*

IB - History of the Americas - Higher Level - Year 1

A student of history is an open-minded, reflective, thinker who understands that history is not the study of facts, but of perspectives. For this reason, students will be exposed to various historical interpretations so that they can begin to formulate their own understanding. It is important that students understand history as a discipline, as well as what historians actually do. Students will be encouraged to keep an open mind and attempt to be critical about various historical interpretations, so that they acquire the ability to develop sharper inquiry and communication skills. In the process, students will find that this history course will serve to enhance their intellectual and academic growth. Throughout the two year course of study, students will be encouraged to voice their questions, and communicate their perspectives while being respectful towards their classmates' opinions. Students will be expected to demonstrate the aforementioned IB learner attributes on a regular basis in class discussions, as well as in written form.

In this course, students will be encouraged to rethink their views of American history. History of the Americas (year 1 in the IB History sequence/ HL option) is not a survey course in the history of the United States. Instead it is a course that will explore the history of North and South America through a global lens and focus on:

- Section 8: United States Civil War: causes, course and effects (1840-1877)
- Section 13: The Second World War and the Americas (1933-1945)
- Section 16: Cold War and the Americas (1945-1981)

(IB Subject Brief) *Semesters: 2 Grade Level: 11 | Required for Graduation: Yes (IB Diploma Program)*

IB - 20th Century World History Higher Level - Year 2

A student of history is an open-minded, reflective, thinker who understands that history is not the study of facts, but of perspectives. For this reason, students will be exposed to various historical interpretations so that they can begin to formulate their own understanding. It is important that students understand history as a discipline, as well as what historians actually do. Students will be encouraged to keep an open mind and attempt to be critical about various historical interpretations, so that they acquire the ability to develop sharper inquiry and communication skills. In the process, students will find that this history course will serve to enhance their intellectual and academic growth. Throughout the two year course of study, students will be encouraged to voice their questions, and communicate their perspectives while being respectful towards their classmates' opinions. Students will be expected to demonstrate the aforementioned IB learner attributes on a regular basis in class discussions, as well as in written form. In this course, students will be encouraged to rethink their views of World history. A requirement of the course will be the Internal Assessment (IA), which is a historical investigation that makes up 20% of a student's IB grade.

20th Century IB History (year 2 in the IB History sequence) is not a survey course in World history. Instead, it is a course that will explore the history of specific 20th Century topics in a global lens. The focus will be:

- Prescribed Subject 4: Rights and Protests
- Case study one: Civil Rights movements in the United States (1954-1965)
- Case study two: Apartheid in South Africa (1948-1964)
- World History Topic 11: Causes and effects of 20th Century Wars
- World History Topic 12: The Cold War – Superpower Tensions and Rivalries in the 20th Century

(IB Subject Brief - HL) (IB subject Brief - SL) Semesters: 2 Grade Level: 12 / Fees: External exam \$119.00 / Required for Graduation: Yes (IB Diploma Program)

Psychology

IB Psychology (Higher Level and Standard Level)

In IB Psychology HL and SL students use a scientific perspective to better understand thought processes and behavior. They learn different research methods in psychology with a particular focus on ethics and critically analyze psychological research throughout the course. For the internal assessment students themselves replicate a psychological experiment; they recruit their participants, design their materials, execute the study and then analyze their results.

In the course students approach psychology from a biological, cognitive level, and sociocultural level of analysis. For each level of analysis they go into depth on how behavior and thought processes could be understood from that perspective. In addition to the core of these three perspectives, the course has two focus topics: human relationships and abnormal psychology to which these perspectives are applied. For example, in the abnormal psychology unit students explore the biological, cognitive and sociocultural causes of depression.

This is a two year course and requires no previous knowledge of psychology.

(IB Subject Brief - HL) (IB Subject Brief - SL) IB Psychology HL: Semesters: 4 Grade Level: 11, 12
Fees: \$119.00 External exam. IB Psychology SL: Semesters: 2 Grade Level: 11, 12 Fees: \$119.00 External exam.

Mathematics

Math 9th Grade Level

Math 9

Math 9 seeks to prepare our students for the non-IB mathematics pathway. It provides mathematics instruction at the fundamental level, integrating core concepts from both algebra and geometry. The pacing and content are designed for students at the non-IB/non-AP level. The course provides instruction in the fundamental concepts of algebra, including how to perform basic functions and operations, how to solve equations, and how to solve systems of equations. The course also provides instruction in the fundamental concepts of geometry, including working with polygons, graphing on a coordinate plane, and applying the Pythagorean Theorem. The course also provides a basic introduction to the trigonometric identities and ratios. *Semesters: 2 | Prerequisite: none*

Math 9 Honors

Math 9 Honors seeks to prepare our students for the Standard Level (SL) IB pathway. It is equivalent to an honors-level integrated mathematics grade 9 course. The course provides instruction in the fundamental and intermediate concepts of algebra, including performing operations with algebraic fractions, inequalities, radicals, and how to solve systems of equations. The course also provides instruction in the fundamental and intermediate concepts of geometry, including congruence and similarity of shapes and polygons, graphing on a coordinate plane, deductive geometry, and applying the Pythagorean Theorem. *Semesters: 2 | Prerequisite: 80th percentile score on Villanova's Mathematics Placement Exam*

Math 9 Honors Accelerated

Math 9 Honors Accelerated seeks to prepare our students for the Higher Level (HL) IB pathway. It is equivalent to a very advanced and fast-paced honors-level integrated mathematics grade 9 course. The course provides instruction in the fundamental and intermediate concepts of algebra, including performing operations with algebraic fractions, radicals, and number sequences and series. It covers more advanced concepts in algebra including quadratic functions, transformations, and different factoring techniques. The course also provides instruction in the intermediate concepts of geometry, including congruence and similarity of shapes and polygons, coordinate geometry, deductive geometry, and applying the Pythagorean Theorem. *Semesters: 2 | Prerequisite: 95th percentile score on Villanova's Mathematics Placement Exam*

Math 10th Grade Level

Math 10

Math 10 is the continuation of our non-IB mathematics pathway. It follows Math 9 in the college prep/non-IB sequence. This course covers the intermediate topics of algebra and algebra 2 factorization, radicals, systems of equations, and quadratic functions. It covers the intermediate topics of

geometry including coordinate and deductive geometry, as well as congruence and similarity. The course covers the fundamental topics from statistics and probability, and analyzing numerical data. This course is designed to prepare students for Math 11. *Semesters: 2 | Prerequisite: Math 9*

Math 10 Honors

Math 10 Honors is the continuation of our Standard Level IB mathematics pathway. It follows Math Honors 9 in the Standard Level IB pathway. This course covers the intermediate topics of algebra 2 exponential and quadratic functions. It covers intermediate and advanced topics of non-right triangle trigonometry. It covers the intermediate and advanced topics of geometry including transformation geometry and vectors. The course covers fundamental and intermediate topics from statistics and probability, and Venn diagrams/sets. This course is designed to prepare students for IB Mathematics Standard Level “Analysis and Approaches” Year 1.. *Semesters: 2 | Prerequisite: 85% or better in Math 9 Honors*

Math 10 Honors Accelerated

Math 10 Honors is the continuation of our Higher Level IB mathematics pathway. It follows Math 9 Honors Accelerated in the Higher Level IB pathway. The course provides instruction in the intermediate to advanced algebraic concepts, including exponents and logarithms, polynomials, inequalities, conic sections, as well and introduction to both vectors and matrices. It covers the fundamentals of trigonometry as well as some intermediate to advanced trigonometric ratios, inverse ratios, and identities. The course also provides an introduction to the fundamental concepts and intermediate concepts of both statistics and probability theory. This course is designed to prepare students for IB Mathematics Higher Level “Analysis and Approaches” Year 1. *Semesters: 2 | Prerequisite: 85% or better in Math 9 Honors Accelerated*

Math 11th and 12th Grade Levels

Math 11

Math 11 is the continuation of our non-IB mathematics pathway. It follows Math 9 and Math 10 in the college prep/non-IB sequence. This course covers the intermediate and advanced topics of algebra including quadratic, exponential, rational and radical functions, as well as number sequences and solving simultaneous equations. It covers the intermediate topics of trigonometry including Pythagoras’s Theorem and non-right triangle trigonometry. This course also covers the pre-calculus topics of inequalities, probability, and financial mathematics. This course is designed to prepare students for Math 12. *Semesters: 2 | Prerequisite: Math 10*

Math 12

Math 12 is the continuation of our non-IB mathematics pathway. It follows Math 9, Math 10, and Math 11 in the college prep/non-IB sequence. This course covers the advanced topics of algebra of quadratic and exponential functions, and intermediate to advanced topics in trigonometry including non-right triangle trigonometry. This course also provides an introduction to vectors, and an introduction to differential calculus. It also covers the main topics of both probability theory and descriptive statistics. This course is designed to prepare students for an introductory calculus and/or an introductory statistics course in their freshman year of college/university. *Semesters: 2 | Prerequisite: Math 11*

IB Mathematics Analysis and Approaches HL & SL 1 (11th Grade)

“The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.” - IB Subject Brief ([LINK](#)) *Semesters: 2 Prerequisite: HL: 92% or better in Math 10 Honors or 85% or better in Math 10 Honors Accelerated. SL: 85% or better in Math 10 Honors*

IB Mathematics Analysis and Approaches HL & SL 2 (12th Grade)

“The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.” - IB Subject Brief ([LINK](#)) *Semesters: 2 Prerequisite: HL: 85% or better in IB Mathematics A & A HL1. SL 85% or better in IB Mathematics A & A HL1: | Fee: \$119.00 IB Math exam fee*

Science

Science

Conceptual Physics

This is an introductory course which incorporates both lecture and lab work to enhance the student's knowledge in physics. The course will include a basic overview of measurement, scientific methods and experimental design, unit conversions, graphing data, scientific notation, and laboratory reports. The curriculum will include the properties of solids, liquids, and gases, mechanics (Newtonian physics), momentum, work, power, energy, simple machines, sound and light. There will be two major projects. The first semester project will involve building a boat and predicting and testing the stability and amount of mass the boat can hold using buoyancy principles. The second semester project will be the creation of a light and sound show. STEM concepts will be incorporated throughout the year. Labs will be performed a minimum of once per week. *Semesters: 2 Grade Level: 9 / Required for Graduation: Yes*

Biology

Biology is an introductory course that incorporates diverse modes of instruction and assessment, and provides an overview of the vast field of biology. Emphasis is placed on laboratory investigations based on the scientific method, and hands on activities that support concepts, with a cooperative teamwork approach. Current technology is utilized by both the student and the teacher. Instruction is centered on the overarching themes of biology, also known as the 'Big Ideas', which emphasize the relationships between evolution, genetics, living systems, and the environment. First semester focuses on scientific method, biochemistry, cellular structure and function, and genetics. Second semester includes biotechnology, evolution, ecology, and biological systems. Students experience the current techniques in biotechnology, utilizing the AMGEN program, as well as animal dissections. Students will be required to do 1-2 research papers, group presentations of lab results, and outside scientific readings. *Semesters: 2 Grade Level: 11 / Requirement for Graduation: Yes (IB or Honors Biology also meets requirement)*

Honors Biology

This is a fast paced, rigorous course in the study of biology. It utilizes an introductory college biology book, selected to match the advanced English skills of the Honors level student. Students must have excellent motivation and study skills to be successful in honors biology. This course covers similar material to the biology course, but in greater depth, and with higher order assessments. Topics covered the first semester include biochemistry, cellular structure and function, and genetics. Second semester includes biotechnology, evolution, ecology, and biological systems. Students experience the current techniques in biotechnology, utilizing the AMGEN program, as well as animal dissections. Students will be required to do 1-2 research papers, group presentations of lab results, and outside scientific readings. *Semesters: 2 Grade Level: 11 / Prerequisite: A minimum high B (88%) in Chemistry or Honors Chemistry and a high B (88%) in English. / Requirement for Graduation: Yes (Biology or IB Biology also meets requirement)*

Chemistry

Chemistry is an introductory course that will offer students an opportunity to explore the nature and fundamental properties of matter. Incorporating the study of scientific and technological issues that concern us in today's world, students will come to better understand chemical principles. Topics covered in this class include: atomic structure, the periodic table, chemical reactions and energy, bonding, gases and solution chemistry, and a brief introduction to nuclear and organic chemistry. In addition to laboratory investigations, students will be challenged to form meaningful questions and design many of their own experiments. Scientific writing will be required in formal lab reports, reflective papers and research papers. *Semesters: 2 Grade Level: 10 | Prerequisite: Conceptual Physics | Required for Graduation: Yes (or Honors Chemistry)*

Honors Chemistry

Honors Chemistry is an advanced course that offers students an opportunity to explore the nature and fundamental properties of matter at an accelerated pace. Through the study of scientific and technological issues that concern us in today's world, students will come to better understand and apply chemical principles. In addition to weekly laboratory investigations, students will be challenged to form meaningful questions and design many of their own experiments in search of answers. Scientific writing will be required in formal lab reports. Scientific problem-solving is the basis of the course, and solid fundamental Algebra skills and reasoning are required. Note: This course receives honors points as part of the GPA calculations. *Semesters: 2 Grade Level: 10 | Prerequisite: High B or an A in Conceptual Physics and a high B or an A in Honors Math 9 or Honors Accelerated Math 9. Required for Graduation: Yes (or Chemistry)*

IB Biology Higher Level

This course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. In addition, the course is designed to provide a body of knowledge, methods and techniques that characterize science and technology, enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology, develop an ability to analyze, evaluate and synthesize scientific information, engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities, develop experimental and investigative scientific skills, develop and apply the students' information and communication technology skills in the study of science, raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology, develop an appreciation of the possibilities and limitations associated with science and scientists, and encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method. Students will complete a Group 4 Research Project, an Individual Research Report, and Papers 1, 2, and 3 (IB exams) as required by IB. This course receives honors points as part of the GPA calculations.

([IB Subject Brief](#)) Semesters: 4 Grade level: 11 and 12. | Prerequisite: Recommendations from science, math and English teachers . Fee: \$119.00 external exam. | Required for graduation: Biology, Honors Biology or IB Biology will meet the requirement for graduation.

AP Chemistry

AP Chemistry is an intensive, advanced course that provides an in-depth chemical and mathematical explanation of matter and energy and the characteristics that govern their properties and reactivity. This course focuses on those fundamental chemical concepts upon which natural phenomena are based; atomic structure, bonding, intermolecular forces, reactions, thermodynamics, kinetics, equilibrium, acids and bases. This course does not replace nor is it an equivalent to college level freshmen chemistry required of all STEM majors. This course will provide a thorough scientific foundation so those students pursuing STEM discipline studies in college will succeed. This course will encompass a significant amount of problem-solving, lab demonstrations and inquiry-based, student-led laboratory investigations. To succeed in this course students should have a broad understanding of basic biology and chemistry, and a thorough understanding of mathematics principles, including algebra.

Semesters: 2 Grade Level: 12 Prerequisite: Completion of Pre-Calculus, concurrent enrollment in IB Math SL/HL and Basic knowledge of biology and chemistry Fee: \$92.00 AP exam Required for Graduation: No

AP Physics

This course is designed to prepare the student for the AP Physics C exam. The Physics C course includes topics in classical mechanics. Knowledge of Algebra and Trigonometry is required for the course; the basic ideas of calculus will be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are major goals of the course. Consequently, the course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. Physics C provides instruction in each of the following content areas: Newtonian kinematics and mechanics and universal gravitation, the conservation of energy and momentum, the work-energy theorem, and rotational dynamics. Acceptance to the course will depend upon recommendations from math and science teachers. This course is UC-Approved. ([AP Course Overview](#)) *Semesters: 2 Grade Level: 12 Prerequisite: Completion of Pre-Calculus, concurrent enrollment in IB Math SL/HL 2 Fee: \$92.00 AP exam Required for Graduation: No*

IB Environmental Systems and Societies - Standard Level

This course covers the eight main topics of the IB curriculum in the order of “1.Systems 2. Ecology 3. Conservation of Biodiversity 4. Water and Aquatic Food Production 5. Soil and Terrestrial Food Production 6. Atmospheric Science 7. Energy and Climate Change 8. Human Systems and Population Dynamics.” The course is interdisciplinary, with emphasis placed on both scientific concepts and societal issues. Students will be expected to learn a lot from both lectures and current articles, as well as the textbook and current/historical documentaries. ([IB Subject Brief](#)) *Semesters: 4 Grade Level: 11,12 Prerequisite: Basic knowledge of biology and chemistry | Fee: \$119.00 IB exam | Required for Graduation: No*

Marine Science

This course is an introduction to the scientific study of marine science and is intended for students who are motivated to learn more about the oceans of the world and organisms that live in them. The course integrates the sciences, covering content from biology, chemistry, earth science, physics, and history. The main topics covered are oceans of the world, research tools, plate tectonics, ocean chemistry, weather, currents, waves, tides, coastal oceans, marine life, ecology, biodiversity, and human impacts on the ocean. *Semesters: 2 Grade level: 11 or 12 | Prerequisite: None. Required for graduation: No*

Robotics and Coding

Robotics and Coding

This course provides an introduction to robotics for students with no programming background following the VEX V5 Robotics Curricula. Students will learn to construct, control and program these robots through investigative and exploration activities. Research projects will expose the students to the engineering process. An emphasis on Robotics will be taught during the Fall Semester and on Coding in the Spring Semester.

Semesters: 2 Grade Level: 11, 12 / Prerequisite: None

Health and Fitness

Health and Fitness

This course is designed to help students explore current health issues, evaluate personal attitudes towards health-related matters, and make informed decisions towards health-enhancing behaviors. This course is also designed to improve physical fitness through movement training, cardiovascular exercises, sport-specific skills, and games to promote a lifetime of healthy physical habits. Students will explore the concepts of fitness and nutrition while striving to achieve or maintain a healthy lifestyle. STUDENTS MUST COMPLETE ONE SEMESTER OF FITNESS FOR LIFE AND ONE SEMESTER OF HEALTH TO RECEIVE A VILLANOVA DIPLOMA. *Semesters: 2 Grade Level: 9 / Fee: \$10.00 book rental / Required for Graduation: Yes*

Theology

Theology

The Villanova Religion Department seeks to provide for Roman Catholic students instruction that can serve as a foundation upon which to develop and deepen their understanding and commitment to Jesus Christ and their Roman Catholic faith. At the same time, students who do not share our Roman Catholic faith are directly encouraged to develop a deeper understanding of their own religious heritage and to present their faith perspectives and positions in the classroom. Throughout the process, the department recognizes the need to respect the individual's conscience. The courses and content correspond to the [Doctrinal Elements of a Curriculum Framework](#) for Catholic high schools as required by the United States Conference of Catholic Bishops. Our course titles differ, however, in order to assist every student to better understand the course content and focus.

Theology 9: The Revelation of Jesus Christ in Sacred Scripture

The purpose of this course is to give students from diverse religious backgrounds a general knowledge and appreciation of the Sacred Scriptures with a central focus on the life and teachings of Jesus Christ. All students will learn how to read and interpret the Bible and understand why Christians believe it is the inspired Word of God. This course will review the key moments of Salvation History leading up the suffering, death, and Resurrection of Jesus Christ, major sections of the Bible, the unity of the Old and New Testaments, and the books included in each section. This course asks such essential questions as: How do we know if God exists? Is the Bible just another piece of literature? How was the Bible formed? Is the Bible literally true? Do Catholics revere the Bible as much as other Christian religions? How can the Bible be relevant to today's issues? Do the Bible and science contradict each other? How do Catholics justify beliefs and practices not found in the Bible? *Semester: 1 (Fall) | Grade Level: 9 | Required for Graduation: Yes*

Theology 9: Christology

The purpose of this course is to introduce students to a deeper treatment of Jesus Christ as presented in the Gospels, Acts of the Apostles, Epistles of St. Paul, and other books of the New Testament. The underlying goal of this course is to allow students to grow in an understanding that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be. Catholics and other Christians share a common scriptural heritage and belief that Jesus Christ is the Living Word of God, the Second Person of the Blessed Trinity, and the ultimate revelation to us from God.

This course asks such essential questions as: Who do I say Jesus Christ is? What kind of God does Jesus Christ say exists? What is my image of God? What are the characteristics of a grown-up mature faith? What is the significance of Mary in Catholic teaching and tradition? What significance does the story of Jesus Christ have for the human journey and the path each of us must walk? What do I believe about death and afterlife? How do society, culture, family, friends, and school support or threaten my personal faith? *Semester: 1 (Spring) Grade Level: 9 | Christian Service Requirement: 10 hours | Required for Graduation: Yes*

Theology 10: The Paschal Mystery and Ecclesiology

The purpose of this course is to help Catholic and other Christian students understand what God has done for us through the Son, Jesus Christ. All students will learn that God's intention for all human beings, even before we were born, has been for us to live a life of eternal goodness and happiness despite human weakness and failure. Catholics and other Christians will deepen their understanding of Jesus Christ as the loving presence and compassion of God whom they follow as disciples, entering into his mission, ministry, dying, rising, and life of the Spirit. Catholics call this dynamic of call, loving service, meaningful suffering, self-sacrifice, death and resurrection in union with Christ "the Paschal Mystery". This course will help students understand that in and through the Church they encounter the Living Jesus Christ in solidarity with other believers. All spiritual seekers will benefit from an introduction to Roman Catholic ecclesiology, or theology of church, explaining its sacred mission and foundation as well as its institutional and human elements. They will learn about the sacred nature of the Catholic Church, founded by Jesus Christ and sustained through the Holy Spirit. This course asks such essential questions as: Why must humans suffer? How does one deal with suffering that is a natural part of life? What must we do in the face of unnecessary suffering? Are human beings naturally good or basically evil? What value is there in being identified with any religious tradition/ church? Why do I have to be a Christian? Aren't all religions as good as another? Who needs organized religion? Isn't it better to worship God in my own way, when and how I want? *Semester: 1 (Fall) Grade Level: 10 | Required for Graduation: Yes | Christian Service Requirement: 10 hours*

Theology 10: Encountering Jesus Christ Through the Sacraments

The purpose of this course is to help all students understand the human need for meaning and its expression in sacred words and stories, rituals, worship, signs, and symbols that transcend one's own time, history, and culture. Students will learn how rituals function to unite people to one another as well as to a power greater than themselves. Catholics and other Christians will gain a deeper understanding of their own worship and sacraments, especially the Rites of Christian Initiation—Baptism, Confirmation, and Eucharist. Other Christians and students of other religious traditions will have the opportunity to share their own worship experiences and rituals as Catholic students explore in more depth the Sacraments of Healing (Penance/Reconciliation, Anointing of the Sick) and Sacraments at the Service of Communion (Holy Orders, Marriage). The course is based on traditional Catholic spirituality of the sacraments as a means of encountering Christ in a full and real way in church so that one may live as a member of the body of Christ at home and in the world.

The course asks such essential questions as: What traditions can I share from family, school, civic community, culture, and nation? What new ways have youth and people today found to express joy, friendship, forgiveness, pride, success, victory and defeat? What kinds of customs and rituals do people observe at the time of birth, anniversaries, graduations, weddings, sickness, death or any other life passage? What is prayer? How necessary is it to be part of a faith community to pray and worship? Where are sacraments found in the Bible? Are sacramental rites magic? What is it about Christian sacraments that make them more than a rite of passage? Is there any difference between receiving Holy Communion in a Catholic Church and going to communion in a Protestant worship service? Are there any sacraments I would like to celebrate to deepen my relationship with Christ? *Semester: 1 (Spring) Grade Level: 10 | Required for Graduation: Yes | Christian Service Requirement: 10 hours*

Theology 10 Honors: The Paschal Mystery and Ecclesiology

Prerequisite: Completion of THEO 9 with minimum grade of 87%. Freshman theology teacher's recommendation. OR Instructor permission.

Explore God's intention for all human beings, as revealed through the Son of God, while deepening their understanding of Jesus Christ as the loving presence and compassion of God whom they follow as

disciples. Examine, through the Paschal Mystery, the Christians dynamic call to loving service, meaningful suffering, self-sacrifice, death and resurrection in union with Christ. Furthermore, students will gain an introduction to Roman Catholic ecclesiology, or theology of church, explaining its sacred mission and foundation as well as its institutional and human elements. They will learn about the sacred nature of the Catholic Church, founded by Jesus Christ and sustained through the Holy Spirit.

Semester: 1 (Fall) Grade Level: 10 | Required for Graduation: Yes | Christian Service Requirement: 10 hours

Theology 10 Honors: Encountering Jesus Christ Through the Sacraments

Prerequisite: Completion of THEO 9 with minimum grade of 87%. Freshman theology teacher's recommendation. OR Instructor permission.

Examine the human need for meaning and its expression in sacred words and stories, rituals, worship, signs, and symbols that transcend one's own time, history, and culture. Students will learn how rituals function to unite people to one another as well as to a power greater than themselves. Catholics and other Christians will gain a deeper understanding of their own worship and sacraments, especially the Rites of Christian Initiation—Baptism, Confirmation, and Eucharist. Other Christians and students of other religious traditions will have the opportunity to share their own worship experiences and rituals as Catholic students explore in more depth the Sacraments of Healing (Penance/Reconciliation, Anointing of the Sick) and Sacraments at the Service of Communion (Holy Orders, Marriage). The course is based on traditional Catholic spirituality of the sacraments as a means of encountering Christ in a full and real way in church so that one may live as a member of the body of Christ at home and in the world. *Semester: 1 (Spring) Grade Level: 10 | Required for Graduation: Yes | Christian Service Requirement: 10 hours*

Theology 11: Introduction to Moral Theology and Natural Law

This one-semester course studies and reflects upon the moral life. According to St. Thomas of Aquinas, the natural law is "nothing else than the rational creature's participation in the eternal law" (I-II.91.2).

The class examines the common yearning of all human beings for happiness (*eudaimonia*). This yearning, along with intelligence and free will, are the foundations for human beings to direct their actions toward the good, the true and the beautiful. God, who willed the existence of creatures and willed to ordain and direct them to an end, has likewise destined man to an end. Christians experience the moral life as the way of Christ. This course will explore human nature, universal principles, virtues, and God's prescription of conduct found in human nature itself. *Semester: 1 (Fall) Grade Level: 11 | Christian Service Requirement: 10 hours | Required for Graduation: Yes*

Theology 11: Christian Ethics, The Life and Dignity of the Human Person

This one-semester course studies moral issues from the Catholic Christian moral perspective. Centering upon the Christian call to family, community, and participation, we will examine the fundamental moral ideal of human dignity. Furthermore, being called to love one another in justice and righteousness, we look to Jesus Christ as the model and He who offers us His peace. We will examine moral principles and teachings of and/or from the Ten Commandments, the Beatitudes from the Sermon on the Mount, theology of the body, social justice, and contemporary issues which will be evaluated from the Catholic Christian moral perspective. *Semester: 1 (Spring) Grade Level: 11 | Christian Service Requirement: 10 hours | Required for Graduation: Yes*

Theology 12: Vocations - Responding to the Call of Jesus Christ

This course seeks to awaken the desire to know one's personal vocation and to inform the student of the various types of vocations within the Church. Major topics to be covered include: the discovery of one's vocation in life, the Christian understanding of love, the universal call to holiness; identity and the search for meaning, purpose and happiness; the call to single, married, consecrated and ordained life; dating, courtship and chastity; and the responsibilities of marriage and family life. Self-reflection and sharing one's insights with peers are key to the course.

Semester: 1 (Fall) Grade Level: 12 / Christian Service Requirement: 10 hours / Required for Graduation: Yes

Theology 12: Comparative Religions

The purpose of this course is to acquaint students with the variety of religions existing throughout the world and thereby help prepare them to be more directly engaged in diverse global culture while rooted in your own national and religious tradition. The course is divided into four parts. It begins with an Introduction to the Religions of the World where we study the concept of religion in general and then moves into three sections studying specific religions according to their geographical region:

- South Asia (Hinduism, Buddhism, Jainism, Sikhism),
- Middle East (Zoroastrianism, Judaism, Christianity, and Islam)
- East Asia (Confucianism, Taoism, Zen Buddhism, Shinto)..

In each case the following is addressed: religious interpretations of the human condition and destiny, historical figures and origins, beliefs and practices, symbol system, rituals, social organization, and current impact in today's world. The theological assumption of the course is that the overflowing presence and activity of the Spirit of God exists among all peoples and cultures, "in many and diverse ways" (Hebrews 1:1). The Catholic Church considers all goodness and truth found in these religions as preparation for the Gospel and the Church as the place where humanity rediscovers its unity and salvation through Jesus Christ. (CCC 836-848). This course will be taught through a Roman Catholic lens in a spirit of ecumenical and interreligious dialogue promoted since the Second Vatican Council.

Semester: 1 (Spring) Grade Level: 12 / Required for Graduation: Yes / Christian Service Requirement: 10 hours

Visual and Performing Arts

Art, Design, Photography and Film

Introduction to Art

The objective of this elective course is to learn entry level art techniques and vocabulary. We will study classical and modern artists from around the world and apply them to art projects. Students will work on many creative projects in 2D and 3D media from painting to drawing to mixed media to air-dry clay to stop motion film. The work is mainly done in class, from individual to group projects. This course emphasizes the necessary skills to provide the student with the basics of artmaking, art discussion, and creative expression. The art elements and principles of design serve as a foundation for each unit covered. Students will develop a portfolio of current art projects throughout the semester and take home their art at the end of the year in a portfolio they decorate.

Semesters: 2 Grade Levels: 10,11, 12 | Required for Graduation: No

Ceramics

In this entry level elective class, students will study clay as an art and as a craft medium, with a focus on artmaking. Pinch, coil, relief, and slab are the methods that students will learn and use to create most of the work in class. The class will learn about throwing clay on the pottery wheel. We will use different types of clay from Earthenware to Stoneware, low and high fire. Decoration techniques learned include paint on glazes, high and low fire glazes, and crystal glazes. We will study pottery clay stages and the kiln process. The students will have practical art like bowls and mugs to take home and enjoy for years to come!

Semesters: 2 Grade Level: 10, 11, 12 | Required for Graduation: No

Computer Graphic Design

In Computer Graphic Design class students will discover the world of design from the history of design to present day real world design concepts including: the introduction of influential designers throughout history, history of typography, history of advertising and the study of the principles of good design. Students will participate in developing design concepts, implementing the design, problem solving, presenting the project to various audiences and critiquing their design and fellow student's design projects primarily using the software Adobe Photoshop CC. The class will cover Photoshop fundamentals including tools, making selections, blending images, using layers and masks, retouching, frames, filters, effects and creating images for print or the Web. Semester 2: Continuation of Semester 1 incorporating the fundamentals learned and applying knowledge to increasingly complicated projects including: creating tessellations, fractals, line art drawings and animation. This course assumes no prior knowledge, and beginners as well as advanced will benefit from material and projects presented. *Semesters: 2 Grade Levels: 10, 11, 12 | Required for Graduation: No*

Digital Photography

This course introduces students to the basics of digital photography. Students will learn the rules of photography and how to handle and manipulate DSLR cameras in Manual Mode in order to shoot artistic photographs and edit them with Adobe photo-editing software. Students will learn how to shoot a wide range of subjects

such as Portraits, Night Photography, Landscapes, Advertising Photos, Light Painting, Real Estate Photos, and much more. The class has a full set of class cameras to check in and out for use on class photo activities and projects. Students can use their own personal digital cameras (DSLRs) as well.

Semesters: 2 Grade Levels: 10, 11, 12 | Materials and Equipment Fee: \$50.00 | Required for Graduation: No

Digital Photography/Film Production Portfolio

This class is designed for students who are either interested in a career in photography or film or who would simply like to go to the next level in these subjects. These students will spend the year working on higher end projects than the ones they were introduced to in Digital Photography and Film Production. Students will choose a Photography or Film track for this course. By the end of the year, students will have a portfolio of work to show to colleges or to put up on their freelance website.

Semesters: 1 or 2 Grade Levels: 11, 12 | Prerequisite: Either Digital Photography or Film Production | Required for Graduation: No

Film Production

This course introduces students to the basics of film technology through hands-on experience of video, audio, lighting and editing equipment. Students will also learn the basics of film production from concept to final product. Students will gain an appreciation of the creative process of filmmaking through the video projects they complete and the films they watch and critically analyze. *Semesters: 2 Grade Levels: 10, 11, 12 | Materials and Equipment Fee: \$50.00 | Required for Graduation: No*

Publications

The objective of this elective course is to produce the school's yearbook. Students will learn basic elements of journalism and yearbook production. The class requires writing and several hours of after school field work on a regular basis. Students must commit to two semesters of work on publications. *Semesters: 2 Grade Levels: 10, 11, 12 | Prerequisite: Teacher recommendation | Required for Graduation: No*

IB Visual Arts - Higher Level

The IB Visual Arts HL course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas, and the ability to relate to all form of art in their many social and historical contexts. The IB Visual Arts is a course for students who are seriously interested in the Visual Arts. The course has specific criteria set for both Studio Work and the Process Portfolio that are clearly defined by the IBO. Over the two years of the course, the students will be working in a variety of techniques and media to develop their skills and understanding of the elements of the visual arts in both 2D and 3D formats. Students will produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness while developing a personal style. In the second year of the course, students will develop their own themes and will have the opportunity to choose media preferences. All of the efforts of the student lead up to the final IB examination at the end of the two year course. There are two parts to the final examination- one Internal and one External. The teacher will do the Internal examination (IA) of the student's final Exhibition of artworks in a show the whole school is invited to. The External examination (Ex) will look at the CS (Comparative Study), a visual comparative study of three professional artworks and the PP (Process Portfolio), student art investigation and art process, will be carried out by the IBO. **(IB Subject Brief)**

Semesters: 4 Grade Levels: 11, 12 | Recommended Prerequisite: Introduction to Art or an art portfolio that shows understanding of visual art fundamentals. | Required for Graduation: No

Drama

Art of the Theater

This course is designed in the style of improvisation classes geared towards corporate executives, public speakers and politicians. Through progressive improvisation games and unit projects, students will develop confidence building skills, public speaking skills, the ability to speak off the cuff with ease and become more comfortable in many types of social situations. Both students with a prior love of acting and those new to theater will enjoy and grow their skills in this dynamic and fun elective. *Semesters: 2 Grade Levels: 10, 11, 12 | Prerequisite: Willingness to participate in group activities and maintain a positive and enthusiastic attitude. | Required for Graduation: No*

Music

Music Theory and Music from Around the World

This course introduces students to many elements of music theory including reading music in multiple clefs, identifying modes, analyzing triads and seventh chords, recognizing song forms, among other aspects of music theory. Students will also engage with musical cultures from around the world. In the Fourth Quarter students will begin song writing, composition techniques and creating original music on Logic Pro X. Students intending to continue in IB Music will be required to learn or continue learning an instrument/vocal style of choice. Private music teachers are provided. All students taking private lessons will participate in the Spring Music Recital. No previous musical knowledge or instrumental skills are required. *Semesters: 2 Grade Levels: 10, 11, 12 | Required for Graduation: No | No prerequisites.*

IB Music Standard Level Year 1

Students will apply their in-depth music theory training to both music explored in class and at the discretion of the student. This class involves three main components: Creating Music, Performing Music and Writing about Music. Students will continue to hone their skills in music production and songwriting in the Logic Pro X studio. All students will engage in private music lessons to become more skilled musicians. The class will also learn to research and write about music. All students will participate in the Spring Music Recital.

([IB Subject Brief](#)) Semesters: 2 Grade Levels: 11 and 12 | Prerequisites: Successful completion of Music Theory and Music from Around the World and Teacher Recommendation/Seniors can take this class as a free elective if they completed Music Theory/Required for Graduation: No

IB Music Standard Level Year 2

Students will complete their IB Music Assessment Portfolio. Class time will be devoted to creating exceptional original music in the Logic Pro X Studio, continuing their private music lessons to prepare their performance repertoire and the Spring Music Recital. Students will also complete their IB Music writing assessments.

([IB Subject Brief](#)) Semesters: 2/ Grade Levels: 12 | Prerequisites: Successful completion of IB Music SL1 and Teacher Recommendation/ Required for Graduation: No

Music Production

Students will learn basic music theory concepts needed to create music, including: reading treble and bass clef, music notation, meter, tempo etc. They will also learn the basic piano keyboard skills needed to create music. After basic theory/piano knowledge is established, students will spend the class in the Logic Pro X studio where they will learn to create digital music, record live electric guitar, live electric bass, live digital drum sets and live keyboards and vocals. Students will learn advanced production techniques including: mixing, audio effects, sampling etc. Students will also learn and apply songwriting skills and engage with music from a variety of genres. No prior musical knowledge is required for this class.

Semesters: 2 Grades: 10,11, and 12/ Prerequisites: None/Required for Graduation: No

Ukulele Ensemble

Learn to play the ukulele with a variety of methods including strumming, picking, reading music, reading chords and reading tablature. This class is an excellent opportunity for both students who already play the ukulele to those who have never played an instrument before. In addition to playing the ukulele, students will learn to read music fluidly, learn to count complex rhythms and learn to play music of many genres in a three to four part ensemble. *Semesters: 1 or 2 Grade Levels: 10, 11, 12 / Prerequisites: None*

Guitar Ensemble

Guitar Ensemble is open to all levels of guitarists from beginner to advanced. The course will teach guitar strumming and picking fundamentals, music reading and TAB. Intermediate and Advanced students will be given opportunities to solo, improvise and learn other advanced techniques. Acoustic and classical guitars are welcome. *Semesters: 1 and 2 Grade Levels: 10, 11, 12 / Required for Graduation: No*

International Baccalaureate

Diploma Core

IB Theory of Knowledge

The essence of the IB Theory of Knowledge course is to investigate knowledge claims and reflect on the nature of knowledge. This is a course that asks the question “how do we know?” and “how do we know what we know?” Students will examine the world that we know with keen awareness of different perspectives and our own biases. Critical reflection on the ways of knowing and areas of knowledge is the focal point of the course. Every student is expected to positively contribute to classroom discussions on a regular basis.

The IB Theory of Knowledge course is required for full IB Diploma candidates. Students will be expected to successfully complete a 1,600 word essay and a presentation during the course.

Students must be enrolled in at least one IB course or receive the permission of the instructor in order to enroll in this course. Students will take one semester of TOK and one semester of Religion during their junior and senior years in order to complete Villanova graduation and IB Diploma requirements. ([IB Subject Brief](#)) *Semesters: 2 Grades: 11, 12 | Prerequisites: Must be enrolled in at least one IB course or permission of the instructor. | Required for Graduation: No*

CAS: Creativity, Action and Service

Creativity, Activity, Service (CAS) is at the heart of the IB Diploma Programme. Its aim is to develop the whole student by encouraging diploma candidates to challenge themselves and pursue their passions outside of the classroom, though they are also encouraged to make connections among CAS, TOK, the extended essay, and their classes. Students participate in and reflect on various extracurricular activities, called CAS experiences, to create their own individualized CAS programmes. Diploma candidates must complete the CAS requirement in order to earn their IB diplomas. CAS is not formally assessed, but students are responsible for collecting evidence of meeting the seven CAS learning outcomes in the form of a CAS Portfolio. ([IB Subject Brief](#)) *Semesters: 4 | Grades: 11, 12 | Prerequisites: Must be a full IB Diploma candidate. | Required for Graduation: No*

IB Extended Essay

“The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.”

“Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.”

“Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student’s six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.”

“The aims of the extended essay are to provide students with the opportunity to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.”

(Source: IB Subject Brief) ([IB Subject Brief](#)) | Semesters: 4 | Grades: 11, 12 | Prerequisites: Must be a full IB Diploma candidate. | Required for Graduation: No



Augustinian Pedagogy

by Rev. Gary N. McCloskey O.S.A., Professor of Augustinian Pedagogy

Anton Pegis has called Saint Augustine of Hippo “the disciple of the love of God.” For him Augustine’s love of God is not a doctrine but a life, not an abstract analysis but a journey, not a theory but an experience.[1] Likewise, Augustine does not provide us with a detailed methodology for teaching and learning (pedagogy) like Montessori. Rather, he provides us the directions of:

- 1) Transforming Experiences: The Key to Learning**
- 2) Searching and Discovering: A Journey on the Way to Understanding/Meaning/Truth**
- 3) Engaging in Community: Learning with Others**
- 4) Good Habits: The Building Blocks of Learning**

1) Transforming Experiences: The Key to Learning - Augustine in his *Confessions* presents his experiences as transformational, often termed conversions (philosophical, intellectual, moral, religious). His transformations came through dialogue with the Inner Teacher. In *De magistro* he introduces this dialogue as a practice of learning that assists students to understand abstract concepts like signs and symbols. This dialogue (Augustinian interiority) also teaches a Desire for Authenticity, a Capacity for Discernment and a Sense of Transcendence.[2]



In *De Trinitate*, Augustine describes experiences of knowing through the trinity of memory, understanding and will.[3] *De doctrina christiana* presents instruction on how to interpret scripture and how to use non-Christian learning in a Christian curriculum. *De catechizandis rudibus* adds the role of attitudes in successful learning transformation (conversion). Since scripture is so essential for Augustine, it is not surprising that learning from transforming experiences can be found throughout Augustine’s Sermons and Letters. Learning is not just a mental exercise. Augustine expects learning to impact our lives and actions. He tells us, “Possess wholehearted love (caritas), be passionate for truth (veritas), desire unity (unitas), if you wish to live in the Holy Spirit to reach eternal life. [4]

2) Searching and Discovering: A Journey on the Way to Understanding/ Meaning/Truth - Augustine tells us, “Search in ways to make discoveries, and discover in ways to keep on searching.”[5] He even discovered truth when he searched for answers to other people’s questions. [6] The way to understanding/meaning/truth was for Augustine a restless journey.[7] It is a journey on which we will make mistakes because we are cracked pots going into the furnace well crafted yet coming out cracked.[8]

Dialectic/discussion is the best Augustinian method[9] for cracked pots to search through knowledge to wisdom (truth).[10] Even though we need illumination (enlightenment from the Inner Teacher), human reasoning plays an essential role in the search for truth. We do not learn by faith alone but also by understanding.[11] An Augustinian teacher does not provide truth but acts

as a mirror facilitating the search for insight among learners.[12] To help us see this, Augustine provides two models – one for poor teaching and one for good teaching. Faustus was a poor teacher because he acted as an authority communicating “truth” externally. Ambrose became a good teacher because he pointed to the authority of truth discovered by learners within themselves.[13] Facilitating an Augustinian-style of teaching demands attention to what the learner understands. Great preparation and attention to the teacher’s reasoning processes are not worth much if the learner does not arrive at understanding.

Augustine’s insights on Scriptural interpretation[14] and the value of liberal education[15] aid our search for truth. He also leaves room for doubt, development and change. For Augustine change and development can be the active exercise of good reasoning.[16] Likewise, doubt can be evidence of a desire or readiness to learn.[17]

3) Engaging in Community: Learning with Others - For Augustine learning is not individualistic. Community as a locus of learning can be found in *The Rule*, *De opera monachorum*, *De civitate Dei*, his *Sermons* and his *Letters*. Augustine tells his community, “Live harmoniously in your house, intent upon God in oneness of mind and heart.”[18] This is not easy friendship. Augustine knows the difficulties of community life. His reflections on what he has learned from difficult community experiences can show a disenchantment,[19] even a pessimism. His teaching, through writing, placed many annoying and distracting demands on him.[20] He became weary from the scandals of the world[21] and his community at Hippo[22] as well as his own bad decisions.[23] Paradoxically these troubles were also liberating. He learned from his own writing.[24] His teaching taught him how to build a structure of cohesive interdependence (unity) among the elements and methods involved in arriving at understanding, meaning and truth.[25] Engaging with others in community taught him reciprocity among learners working at different paces.[26] For Augustine, engaging in community became a school for dialogue with the Inner Teacher, meeting Christ in His Fullness (*Totus Christus*) and learning that humility is essential for true learning[27] as well as discovering that true teaching is service to others not a means to higher power or status.[28] This learning **with** others is a distinctive characteristic of Augustinian Pedagogy. It differentiates Augustine’s approach from others, e.g. Ignatian (Jesuit) pedagogy which highlights being a person **for** others.

4) Good Habits: The Building Blocks of Learning - Augustine’s life experiences taught him vulnerability. Knowing the right thing was never sufficient. He also had to develop the will to act rightly. Augustine sees such education of the will as building character.[29] It draws its power from dialoguing with the Inner Teacher and from reasoning which aids us to climb above ourselves (transcend).[30] Transcendence is not just a religious experience. For Augustine, it is also a desire to search out the unknown. [31] It is a practical act of courage overcoming a divided will and fear of the unknown. [32] Augustine’s understanding of this courage comes from the biblical concept, “Love casts out fear.”[33]

For Augustine our divided will leads us to love both good and evil. In our love of evil we easily develop bad habits. He believes that we need to work at loving in the right ways and that we need to develop good habits to build up the ability to love rightly. Good habits that Augustine identifies for a true love of learning include sharpening mental powers[34] by building chains of reasoning building from what one knows to the unknown. Augustine suggests the habit of using knowledge as a kind of scaffolding[35] or a ladder of humility[36] to learn and even to teach. By humble models of the development of their own wills (good habits), teachers can demonstrate their own ladders and scaffolding for learning. But, Augustine also cautions that the way teachers present their own reasoning can create confusion and be an obstacle to student learning good habits.[37]

Augustinian-style teachers and schools overcome timid learners' fear by helping them to develop a confident will.[38] In response to the request of the preacher/teacher Deogratias for ways to deal with learners who lacked the will to learn, Augustine identified good habits that could act as building blocks for developing the right will needed for learning.[39] These can be summarized this way:

- When learners are tired, a teacher should help them build up the good habit of a cheerful attitude.[40]
- When learners are discouraged, a teacher should help them build up the good habit of patience.
- When learners are bored, a teacher should help them build up the good habit of finding excitement in learning.
- When learners are sad, a teacher should help them build up the good habit of finding joy in learning.
- When learners are unmotivated, a teacher should help them build up the good habit of finding energy for learning.
- When learners are tense and fearful, a teacher should help them build up the good habit of trusting.

Learners should not wait for a teacher to assist in building up good habits. They should take personal responsibility for this. Working to develop good habits, the building blocks for a wholehearted love for learning, should be our ongoing project. For Augustine, this is not just a process. It is aimed at truly knowing – which is for him is loving Truth.

In any of these four dimensions, comparing Augustinian Pedagogy to other models we should find it free from any perfectionism or completion. Like Augustine we should find hope in always needing to travel ahead on our learning journey. As he tells us “Always add something more. Keep on walking. Always forge ahead.”[41]

[1] Anton C. Pegis, The Mind of Saint Augustine. *Medieval Studies* 6 (1944), 8. [2] M.A. Keller, Human Formation and Augustinian Anthropology in *Elements of an Augustinian formation*. Rome: Pubblicazione Agostiniane, 2001, 210-211 [3] *De Trinitate*, XIV, 10. [4] *Sermo* 267, 4 [5] *De Trinitate*, IX, 1, 1. [6] *De Trinitate*, I, 8. [7] *Confessiones*, I, 1. [8] *Enarrationes in Psalmos* 99, 11. The use of the concept “cracked” extends work on Augustine and the cracked self in Donald X. Burt, “Let Me Know Myself...” Reflections on the Prayer of Saint Augustine, Collegeville, MN: The Liturgical Press, 2002. [9] *Soliloquia*, II, 7, 14 [10] *De Trinitate*, XIII, 24. [11] *Contra Academicos*, III, 20. [12] *Sermo* 306B, 4. [13] R. M. Jacobs, O.S.A. Augustine's Pedagogy of Intellectual Liberation: Turning Students from the “Truth of Authority” to the “Authority of Truth” in K. Paffenroth and K. L. Hughes, *Augustine and Liberal Education*. Aldershot, England: Ashgate, 2000, 117. [14] *De doctrina christiana* [15] *De ordine*, I, 8, 24 and *Retractationes*, I, 3, 2. [16] *Epistula* 138, 4. [17] G. Howie, *Educational Theory and Practice in St. Augustine*. London: Routledge & Kegan Paul, 1969, 148. [18] *Regula*, I, 2. [19] R.A. Markus. *Conversion and Disenchantment in Augustine's Spiritual Career* (Saint Augustine Lecture Series 1984). Villanova, PA: Villanova University Press, 1989, 39. [20] *Epistula* 23A*, 4. [21] *Epistula* 73, 10. [22] *Sermo* 355 and *Sermo* 356. [23] *Epistula* 270 and *Epistula* 20*. [24] *Sermo* 162C, 15 (Dolbeau 10). [25] *De ordine*, II, 18, 48 [26] *Enarrationes in Psalmos* 90, 2, 1 and 17. [27] *Sermo* 198, 13. [28] *Sermo* 242, 1. [29] *De Trinitate*, X, 17. [30] *De vera religione*, 39, 72. [31] *De Trinitate*, X, 3 [32] H. Arendt. *Love and Saint Augustine*. Chicago: University of Chicago Press, 1996, 35. [33] 1 John 4:18. [34] *Soliloquia*, II, 20, 34. There are also discussions of honing mental abilities in *De magistro*, 21, *De ordine*, I, 8, 25 and II, 5, 17 as well as *De animae quantitate*, 25. [35] *Epistula* 55, 33. [36] *Sermo* 96, 3. [37] *Sermo* 47, 9. [38] *De catechizandis rudibus*, I, 13, 18. [39] *Ibid.*, I, 10, 14-13, 19 [40] “Cheerful attitude” is Raymond Canning's translation of Augustine's use of “*de hilaritate comparanda*.” See Saint Augustine, (2006) *Instructing Beginners in Faith*. Translation, introduction and notes by Raymond Canning. Edited by Boniface Ramsey. Hyde Park, NY: New City Press. [41] *Sermo* 169, 18.

■ Seal of the Order of St. Augustine

The **flaming heart** is the human heart. It symbolizes Augustine's love of God and his fellow brothers and sisters. The Augustinian Heart is passionately alive, with the desire to know God and experience divine love in our lives.

The **open book** represents St. Augustine's own conversion to Christianity and the Scriptures. It also symbolizes Christ, the Word of God, source of light and truth, and the quest for wisdom.

The **arrow** which pierces the heart represents the Spirit of God piercing our hearts, calling us to continued growth in faith, hope and love. This is the basis of that great restlessness, so typical of St Augustine, which led him to seek God in all things and above all things.

