



St. Laurence

HIGH SCHOOL



Curriculum Guide
2026-2027



Curriculum Guide
2026-2027

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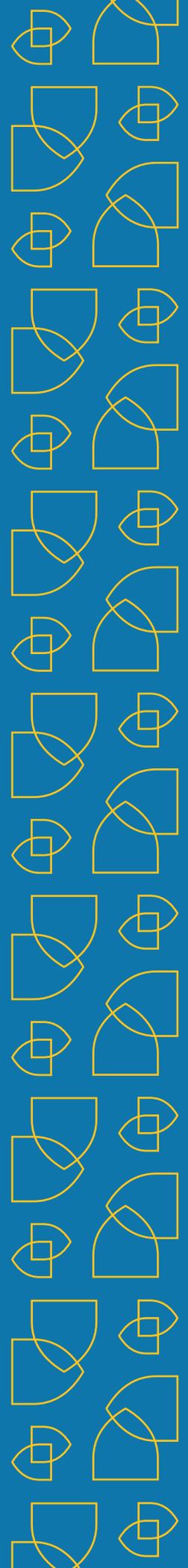
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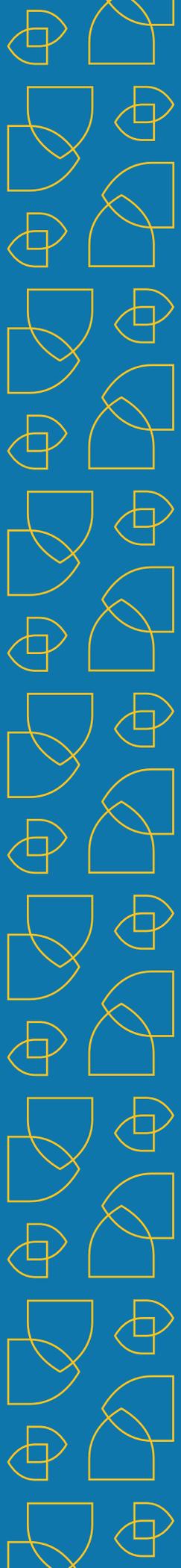
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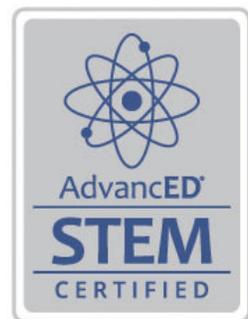
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St. Laurence's Transformative Education

St. Laurence High School is a place of transformation where the Catholic school experience is evolving to meet a dynamic future. The young men and women of St. Laurence are courageous leaders learning to make a difference in their community and the world. As the first STEM accredited school in Illinois, St. Laurence is committed to being innovative, courageous, and creative in developing 21st-century learners prepared for the modern world. Our unique StL STEM education is a project-based learning approach embedded in all subject areas where students are active learners. The classroom experience at St. Laurence is student-centered and driven by problem solving, self-discovery through individual exploration, team-driven collaboration, and actively engaging in real world situations to find solutions. To ensure all students are prepared to succeed both during their time at St. Laurence and after graduation, the StL curriculum incorporates “essential skills” into all facets of learning—including the development of thinking, communication, self-care, self-management, and research skills. Finally, as the school where leadership begins, we are proud to offer a three-year program of leadership development. Beginning with our Freshmen Viking Voyage course, aimed at ensuring all students are properly prepared for the transition from grammar school to high school, our leadership curriculum encompasses character development, individual and organizational leadership, and culminates in a course rooted in the Essential Elements of the Christian Brothers where students develop advocacy projects that respond to real world problems.



Since beginning our project-based curriculum in 2017, we are proud to have experienced an average 22.9% increase in national percentile scores from the entrance exam to the ACT. In addition to significant increases on standardized tests, we have seen continual increases in the number of Illinois State Scholars, awarded college scholarships, and student-athletes receiving academic honors. As a part of our commitment to students' continual growth, St. Laurence offers an integrated ACT Prep Course

to all Juniors. This course, with comparable programs valued at \$1200, is provided free of charge as a value-added benefit for our families. During the past several years, students have increased their overall ACT score an average of four points. For some students, four points can be the difference in not only gaining acceptance to the university of their choice, but receiving scholarships to the school. In that time, our students have been accepted to and attend some of the nations most prestigious tier 1 colleges and universities—including: University of Notre Dame, Northwestern University, Boston College, Pomona College, University of Illinois, University of Wisconsin Madison, and more.

Continuing with our commitment to academic innovation and excellence, St. Laurence is the only Catholic high school on the southside of Chicago to earn designation as an IB World School. Since its founding in 1968, the International Baccalaureate (IB) Diploma Program has sought to provide students



**International
Baccalaureate®**

a balanced education that facilitates geographic and cultural mobility by providing an internationally recognized curriculum and university entrance qualifications. The St. Laurence IB Diploma Program challenges students to excel in their studies and personal development by encouraging them to think independently and drive their own learning while serving the deeper purpose of promoting global mindedness, intercultural understanding, and

respect. IB students become among the most attractive candidates to colleges and universities during the admissions process because they have succeeded in the most rigorous academic path available. Research shows that the acceptance rate of IB students into Ivy League universities is up to 18% higher than the total population acceptance rate. The gap is even more significant for top-ranked universities outside of the Ivy League, where it is 22% higher, on average.

Keeping the long-term success of our students and the engagement of students in real world situations at the forefront of our academic programming, St. Laurence offers several unique career exploration pathways—including areas such as aviation, business, design technologies, education, medicine, and science. Each partnership provides students the opportunity to explore various professions and businesses through worksite field experiences, job training, and volunteer opportunities. By learning basic skills of future career pathways and by having an opportunity to meet mentors in various areas of interest, St. Laurence partnership students gain critical knowledge and professional contacts to help ensure their future success.





Path to Leadership

WHERE LEADERSHIP BEGINS

St. Laurence is a place of transformation. Where courageous leaders are shaped by spirituality and technology, academics and athletics. Where the Catholic school experience is evolving to meet a dynamic future. Where young men and women learn to make a difference in their community and world.

LEADERSHIP RETREAT (Teamwork)

To begin their leadership experience, all freshmen participate in a one-day retreat of challenging courses and activities to enhance team building and problem-solving skills, which give students the chance to develop their skills in collaboration, cooperation, and teamwork.

LEADER/SCHOLAR PROGRAM (Rigor)

This four-year program begins with a rigorous application process followed by a variety of workshops targeted to develop leadership skills at each grade level. Students in the program learn the importance of developing into a well-rounded individual.

LEADERSHIP COURSES (Academics)

St. Laurence students participate in a leadership curriculum throughout their high school experience. This opportunity allows students to develop necessary life skills including communication, presentations, organization, decision making, perseverance, and more.

TEAM OF TEAMS (Spirit)

Every student is placed in a team comprised of students across all grades, allowing students to foster relationships with peers, build school spirit, and compete in a variety of activities throughout the year. These competitions aid in the development of team building, school participation, service, and problem solving.

LEADERSHIP CONFERENCES (Vision)

Leadership conferences bring the best and brightest from across the state, country and world together to help students grow as leaders. These experiences aid in the development of internationally-minded students and leaders.



Path to Advocacy

THE ESSENTIAL ELEMENTS OF AN EDMUND RICE CHRISTIAN BROTHER EDUCATION

There are seven elements that comprise of the rigorous educational experience grounded in faith and service: 1) Evangelize Youth within the Mission of the Church; 2) Proclaim and Witness to Catholic Identity; **3) Stand in Solidarity with those Marginalized by Poverty and Injustice;** 4) Foster and Invigorate a Community of Faith; **5) Celebrate the Value and Dignity of each Person and Nurture the Development of the Whole Person;** 6) Collaborate and Share Responsibility for the Mission; and 7) Pursue Excellence in all Endeavors.

WHY ADVOCATE? (Create Change)

Advocacy drives social justice and educates our students about how to drive the change they want to see in the world. Advocacy is at the root of essential elements 3 and 5 which celebrate diversity, inclusion, acceptance, and the dignity of every person.

FRESHMAN (Awareness)

During freshman year, students will focus on becoming aware of what has shaped their identity, issues that exist in the world, understanding and celebrating the experiences of others and the relationship between all these elements.

SOPHOMORE (Identify)

During sophomore year, students focus on identifying issues of poverty and social injustice throughout the world. They will examine institutions and events with patterns of inequality and explore solutions.

JUNIOR (Communicate)

During junior year students will focus on the importance of respectful communication, having thoughtful discussions, and active listening. They will explore methods and avenues to communicate and educate others in order to drive change focused on the celebration and value of all life.

SENIOR (Act)

During senior year students are challenged to be instruments of change who work to create equity through the development of the whole person. Once they can identify and discuss poverty and social injustice, they are ready to take an active role in creating the type of change they hope to see in the world.

Graduation Requirements

INTERNATIONAL BACCALAUREATE, O'TOOLE HONORS, VIKING, AND THE NANO NAGLE PROGRAMS FOUR YEAR GRADUATION REQUIREMENTS

All students at St. Laurence High School are required to earn 26 credits for graduation, highlighted by 4 year requirements in the core classes (Math, Science, English, and Theology/Leadership) and a 3 year Social Science requirement.





ACADEMIC PROGRAMS



THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The IB Diploma Program is a demanding, pre-college program for highly motivated students. The curriculum is based on standards set by the International Baccalaureate Organization (IBO) in Switzerland. The goal of the IB Diploma Program is to help students understand how to learn, analyze, and reach considered conclusions about society and the world in which we live.

St. Laurence High School conducts an inclusive admissions policy and encourages all students to attempt the IB Diploma Program if the school considers we have the necessary resources available, to support the candidate. St. Laurence also offers the possibility for students to follow individual, or a selection of IB Diploma Program courses, if the full IB Diploma Program is not suitable.



O'TOOLE HONORS PROGRAM

Students are placed into this program by achieving high marks on the High School Placement Exam. The O'Toole Honors Program prepares freshman and sophomores to be prepared for the rigors of the O'Toole AP or IB Diploma Program. Juniors and Seniors in the O'Toole Honors Program must select any combination of 2 AP or IB classes in addition to the other course options that are available.



VIKING PROGRAM

The Viking Program is geared toward college-bound students. This program challenges students with a rigorous curriculum and provides movement into the O'Toole Honors Program or IB Diploma Program after meeting certain academic benchmarks.



THE NANO NAGLE PROGRAM

The Nano Nagle Program is geared toward college-bound students while catering to those who require additional accommodations to prepare for college. The Nano Nagle Program provides structured academic support for students who may require additional assistance to achieve success in high school coursework. This program challenges students with a rigorous curriculum and provides movement into the O'Toole Honors Program, Viking Program or IB Diploma Program after meeting certain academic benchmarks. The Nano Nagle Program provides students a firm foundation to succeed at the college and university level.

Career Pathways and Dual Enrollment Program

ENROLLMENT QUALIFICATIONS

Student Qualifications for Dual Enrollment/Pathway Courses:

- » Students must be able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college-level students at University or Pathway. Students must meet one of the following:
 - 19 ACT
 - upper one-half of class
 - 2.5/4.0 GPA
- » Students must satisfy course placement tests, course prerequisites, or pathway requirements when applicable.
- » Students must submit one letter of interest to the Director of Strategic Development. The letter should contain:
 - An explanation of their desire to enroll in the course/pathway
 - An explanation of how and why this course will benefit them in their future
 - The letter should be no more than 2,000 words
- » Students must submit one Letter of Recommendation from a teacher or qualified educational professional.
- » Students and parents must attend a mandatory Parent Meeting facilitated by the Director of Strategic Development.
- » Students must abide by the rules of the course/pathway in reference to:
 - Absences
 - Missing or incomplete assignments
 - Inappropriate or unbecoming behavior
 - Below average or failing test scores
- » St. Laurence reserves the right to terminate a student or require the student to disenroll from the course if all requirements are not met.
- » St. Laurence students enrolled in the course may be responsible for any costs that they or St. Laurence incurs for withdrawals, drops, etc.

ACADEMIC DEPARTMENTS



MISSION STATEMENT

The Business Department meets the needs of St. Laurence students by preparing them for lifelong learning and the pursuit of professional growth and development in the multi-faceted field of business. We are committed to providing a solid educational base while facilitating creativity and independent thinking. Our mission calls us to encourage individual growth, to create an awareness of legal rights and responsibilities, and to promote honest and objective business practices. We believe in empowering the students of St. Laurence to adapt and excel in an increasingly sophisticated and rapidly evolving global environment.

ACCOUNTING

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

This course covers the major topics in Accounting as students gain knowledge of an entire financial cycle of a service business. It provides training in double-entry bookkeeping, posting records, and preparing financial documents. These concepts contribute to the understanding of economic organization in the business world.



PRINCIPLES OF MANAGEMENT I

Grade: 10-12 | Year | 1.0 Credit; Dual Enrollment | 5.0 Weight

Partnership: Sherwin-Williams; Lewis University (*Course Related Cost)

This course covers the historical development of management, universal functions of management, strategic management, organizational theory, managerial communication and control of operations.

This is a partnership course which requires participation in a dual-enrollment course with Lewis University. Dual-enrollment is an excellent opportunity for our students to gain college experience and earn credit at a fraction of the cost.

DIGITAL ADVERTISING I

Grade: 11-12 | Year | 1.0 Credit | 5.0 Weight

Partnership: First Position Digital

Prerequisite: Principles of Management

Certifications in Google & Meta (*Course Related Cost)

Digital Marketing will provide students with an understanding of the dynamic and ever-evolving field of digital marketing. Students will explore the fundamental concepts, strategies, and tools that drive successful online marketing campaigns. Through a combination of theoretical learning and practical application, students will gain the skills necessary to navigate the digital landscape and effectively promote products, services, or brands in the digital realm.

St. Laurence students will learn about Digital Advertising and paid digital ads for businesses. St. Laurence students will gain both Google & Meta certifications as this will serve as the curriculum for the Digital Marketing course.

DIGITAL ADVERTISING II

Grade: 12 | Year | 1.0 Credit | 4.5 Weight

Partnership: First Position Digital

Prerequisite: Digital Advertising I

This course will utilize Google and Meta Certifications to focus on developing and implementing effective digital advertising strategies, with real-world applications through the school-run business Taste of Valhalla and other small business clients. Students will deepen their understanding of digital marketing concepts, tools, and platforms while applying their skills to create, manage, and analyze digital advertising campaigns that drive business growth and engagement.

Building on foundational skills, students will explore advanced topics such as search engine optimization (SEO), social media ad campaigns, pay-per-click (PPC) advertising, email marketing, and data analytics. They will learn how to craft compelling content, target specific audiences, and optimize advertising strategies for maximum impact.

Through collaboration with Taste of Valhalla and real-world clients, students will gain valuable experience working in a professional marketing setting, developing communication and project management skills essential for future careers in digital marketing and advertising.

PRINCIPLES OF MARKETING I

Grade: 11-12 | Year | 1.0 Credit; Dual Enrollment | 5.0 Weight

Prerequisite: Principles of Management

Partnership: Sherwin-Williams; Lewis University (*Course Related Cost)

Marketing is the engine that drives all successful organizations. This course provides a strong foundation of all the principles which make up the art and science of marketing. Students are introduced to the theory and application of advertising, promotion, sales, public relations, marketing research and consumer behavior. Subsequent marketing courses build on this important foundation of marketing knowledge. This is an essential course for anyone interested in business and a required course for all business majors.

This is a partnership course which requires participation in a dual-enrollment course with Lewis University. Dual-enrollment is an excellent opportunity for our students to gain college experience and earn credit at a fraction of the cost.

PRINCIPLES OF MARKETING II - SALES

Grade: 12 | Year | 1.0 Credit; Dual Enrollment | 4.5 Weight

Prerequisite: Principles of Marketing I

Partnership: Sherwin-Williams

This hands-on, project-based course continues to expose students to the fundamentals of marketing, with a focus on the practical application of concepts through the operation of a school-run business—Taste of Valhalla(TOV). Students will explore key sales and marketing principles, including market research, product development, branding, advertising, promotion, pricing strategies, and sales techniques.

Throughout the course, students will actively engage in the planning, creation, and execution of sales and marketing campaigns to sell products developed and distributed through the school-run business. They will learn to analyze target markets, develop customer-focused strategies, and use digital and traditional marketing platforms to maximize business success.

The course emphasizes teamwork, creativity, problem-solving, and communication skills, providing students with real-world experience in managing marketing efforts. By the end of the course, students will have gained valuable entrepreneurial and marketing knowledge, preparing them for further study or careers in business and marketing.



MISSION STATEMENT

The St. Laurence Public Safety pathway provides students with authentic insight into careers dedicated to service, protection, and community well-being. Through a rigorous academic curriculum paired with real-world field experiences, students explore careers in firefighting, law enforcement, emergency medical services, and related public safety professions. The program prepares students for both college and career pathways by developing critical thinking, leadership, ethical decision-making, and situational awareness. By learning directly alongside active firefighters, police officers, and paramedics, students gain practical knowledge, professional expectations, and a deep respect for the responsibility inherent in public safety careers.

INTRODUCTION TO PUBLIC SAFETY

Grade: 10-12 | Semester | 0.5 Credit | 4.5 Weight

Partnership: Bedford Park Police & Fire Department

The course will consist of introductory concepts in Fire Safety, Law Enforcement, and Emergency Medical Technicians. The course will be supported by our partnership with Bedford Park Fire and Police Departments. Parts of the class will involve Bedford Park's Firefighters and Police Officers coming to St. Laurence for presentations. The course will also be supported with Field Trips and Field Work at Bedford Parks Fire and Police Departments. Please fill out the Google Form if interested in this great opportunity.

INTRODUCTION TO CRIMINAL JUSTICE

Grade: 11-12 | Semester | 0.5 Credit; Dual Enrollment | 5.0 Weight

Prerequisites: Introduction to Public Safety

Partnership: Lewis University

This course provides an overview of the function, structure, and historical development of the major institutions within the criminal justice system. Theories about crime and victimization are presented, and the interrelationship between law enforcement practices, court processes and correctional operations at the local, state and national levels are examined. Students consider the ways in which policing, courts and correctional practices impact citizens' perception of the justice system and how citizen participation, political, and economic factors influence the policies and practices within criminal justice agencies.



FIRE SCIENCE

Grade: 10-12 | Semester | 0.5 Credit | 4.5 Weight

Prerequisites: Introduction to Public Safety

Partnership: Bedford Park Fire Department

This course provides students with a foundational understanding of fire safety, prevention, and emergency response. Students will explore the science of fire behavior, strategies for fire suppression, and the principles of emergency management. The curriculum emphasizes teamwork, critical thinking, and practical application through hands-on simulations and real-world scenarios. Must take Introduction to Public Safety as a prerequisite.



Computer & Technical Education (CTE)

Graduation Requirement: 0.5 Credits

MISSION STATEMENT

The St. Laurence Computer and Technical Education (CTE) department offers perspective into real-world application in regards to the ever-changing world of technology. Students learn a respect for computers while being empowered with lifelong tech skills. We look to assist our school community with problem solving techniques, while learning the skills to properly interact with others successfully.

AVIATION I

Grade: 09-12 | Year | 1.0 Credit | 4.5 Weight

Partnership: AOPA

1st Semester: **LAUNCHING INTO AVIATION**

The ninth-grade course will provide the foundation for advanced exploration in the areas of flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible.

Students will look at the problem-solving practices and innovative leaps that transformed space exploration from the unimaginable to the common in a single generation. Students will also gain historical perspective, starting from the earliest flying machines and leading to the wide variety of modern aircraft and the integral role they play in making today's world work.

2nd Semester: **EXPLORING AVIATION AND AEROSPACE**

This core aerospace and aviation course provides the foundation for both pathways. It is designed to give students a clear understanding of career opportunities in aviation and aerospace and the critical issues affecting the aviation system.

Students will also begin to drill down into the various sectors of aviation and the elements that make up the aviation and aerospace ecosystem. They will discover how advances in aviation created a need for regulation and will learn about the promulgation of civil aviation oversight.

Students will explore modern innovations and develop their own innovative ideas to address real-world challenges facing the aviation industry. They will be exposed to a variety of career options in aviation and aerospace and take an in-depth look at the opportunities available. For schools offering multiple pathways, this course will allow students to begin to define their individual interests.

AVIATION II

Grade: 10-12 | Year | 1.0 Credit | 4.5 Weight

Prerequisite: Aviation I

Partnership: AOPA

1st Semester: INTRODUCTION TO FLIGHT

In the Introduction to Flight Course, students pursuing the pilot and UAS tracks will take a closer look at the aircraft they may one day operate. Students will begin with an exploration of the types of aircraft in use today before going on to learn how aircraft are made and how they fly. Students will understand how aircraft are categorized, be able to identify their parts, and learn about aircraft construction techniques and materials. They will gain an in-depth understanding of the forces of flight—lift, weight, thrust, and drag—including how to make key calculations. They will then touch on aircraft design, looking at stability, aircraft controls, and maneuvering flight. The course will conclude with a focus on career skills related to these topics.

2nd Semester: AIRCRAFT SYSTEMS AND PERFORMANCE

In the Aircraft Systems and Performance course, students in the UAS and Pilot tracks will take an in-depth look at the systems that make manned and unmanned aircraft work as well as the instrumentation powered by those systems. Beginning with aircraft powerplants and fuel systems, students will learn about the different options available and how they affect aircraft design and performance. They will go on to explore other key aircraft systems, including electrical, pitot-static, and vacuum systems. Throughout, they will learn about the flight instruments associated with each system and how to identify and troubleshoot common problems. This unit also covers airplane flight manuals, the pilot's operating handbook, and required aircraft documents.

Finally, students will learn about the factors that affect aircraft performance and how to determine critical operating data for aircraft.

AVIATION III—PILOT PATHWAY

Grade: 11-12 | Year | 1.0 Credit | 4.5 Weight

Prerequisite: Aviation II

Partnership: AOPA

1st Semester: THE FLYING ENVIRONMENT

Note: 1st semester curriculum for 11th grade Pilot and UAS pathways are the same. The pathways differ in the 2nd semester curriculum.

This course is foundational for both manned and unmanned aviation, and will prepare students to take either of two Federal Aviation Administration tests: the Private Pilot Knowledge Test or the Part 107 Remote Pilot Knowledge Test. Topics include: pre-flight procedures, airspace, radio communications, aviation phraseology, regulations, airport operations, aviation safety, weather, cockpit management, and emergency procedures.

2nd Semester: PILOT PATHWAY—FLIGHT PLANNING

The Flight Planning course will cover remaining topics necessary for students to take the Federal Aviation Administration's Private Pilot Knowledge Test. Students will learn pilot and aircraft qualifications, cross-country flight planning, weight and balance, performance and limitations, human factors, chart use, night operations, navigation systems, and aeronautical decision making. Students will be provided the opportunity to participate in multiple practice examinations. At the end of this course, a school may choose to arrange for students to be signed off to take the Federal Aviation Administration's Private Pilot written exam.

AVIATION III—UAS PATHWAY

Grade: 11 -12 | Year | 1.0 Credit | 4.5 Weight

Prerequisite: Aviation II

Partnership: AOPA

1st Semester: THE FLYING ENVIRONMENT**Note:** 1st semester curriculum for 11th grade Pilot and UAS pathways are the same. The pathways differ in the 2nd semester curriculum.

This course is foundational for both manned and unmanned aviation, and will prepare students to take either of two Federal Aviation Administration tests: the Private Pilot Knowledge Test or the Part 107 Remote Pilot Knowledge Test. Topics include: pre-flight procedures, airspace, radio communications, aviation phraseology, regulations, airport operations, aviation safety, weather, cockpit management, and emergency procedures.

2nd Semester: UAS PATHWAY—UAS OPERATIONS

The UAS Operations course will cover small unmanned aircraft performance, ethics, human factors, aeronautical decision-making and judgment, safety protocols, weight and balance, maintenance, aviation weather sources and effects of weather (micro-meteorology) on small unmanned aircraft performance, small unmanned aircraft loading and performance, emergency procedures, crew resource management, and preflight inspection procedures. Students will be provided the opportunity to participate in multiple practice examinations. Students will be prepared to complete the Federal Aviation Administration's Part 107 Remote Pilot Knowledge Test upon completion of this course.

AVIATION IV—UAS PATHWAY

Grade: 12 | Year | 1.0 Credit | 4.5 Weight

Prerequisite: Aviation III

Partnership: AOPA

1st Semester: PILOT PATHWAY—PREFLIGHT YOUR CAREER

After having prepared for the Private Pilot Knowledge Test and Part 107 Remote Pilot Test in the previous year, students will examine advanced aviation topics and aviation career options. Instrument flight, commercial aviation, and advanced aircraft systems begin the semester. Looking into the future, students will then explore new horizons in the aerospace industry. What might aviation look like five, ten, or 20 years into the future? The focus then turns to business development opportunities in aviation. Finally, students will learn about and conduct different types of research in preparation for their capstone project in the second semester.

2nd Semester: PILOT PATHWAY—THE CAPSTONE EXPERIENCE

The capstone course is the culmination of the student learning experience. The students will work as individuals or in small groups to study and report on an approved aviation topic of their choosing. The goal of this capstone course is to allow students to demonstrate an understanding of a contemporary topic in aviation as it relates to flying. The curriculum will include presentations and activities to help guide student research and project development as well as suggestions for topics or projects that can be adapted to match available resources.

COMPUTER APPLICATIONS

Grade: 09 | Semester | 0.5 Credit | 4.0 Weight

This course is designed to familiarize students with computers and their applications. It will emphasize the use of computers and technology throughout their high school, college, and future careers. Utilizing StL STEM philosophy, in alignment with ISBE computer literacy standard, students will learn fundamental concepts of computer applications, including word processing, spreadsheets, and multimedia presentations. Students will investigate internet-based applications, working with proper search techniques and learning some basic website creation. Students will also be exposed to computer programming/critical thinking and how to perform basic coding tasks. Finally, students will learn proper digital citizenship and online etiquette.

COMPUTER SCIENCE I—CODING

Grade: 10-12 | Semester | 0.5 Credit; Dual Enrollment* | 5.0 Weight

Partnership: Lewis University

This course explores the field of computer science. It provides an overview of computer architecture, networking, data organization, information security, and computational theory. Students will be introduced to fundamental concepts underlying all of computing, such as algorithms, abstractions, and how computers represent numbers, text, images, and sound. Students will learn the basics of programming and computational problem solving.

This is a partnership course which requires participation in a dual-enrollment course with Lewis University. Dual-enrollment is an excellent opportunity for our students to gain college experience and earn credit at a fraction of the cost.

COMPUTER SCIENCE II—PROGRAMMING FUNDAMENTALS

Grade: 10-12 | Semester | 0.5 Credit; Dual Enrollment* | 5.0 Weight

Prerequisite: Computer Science I

Partnership: Lewis University

A study of computer organization, data types, expressions, logical structures, subprograms (subroutines and functions), recursion, structured data types (arrays and records), dynamically allocated data, array-based lists, linked lists, stacks, queues, graphs, trees, sorting, and searching.

This is a partnership course which requires participation in a dual-enrollment course with Lewis University. Dual-enrollment is an excellent opportunity for our students to gain college experience and earn credit at a fraction of the cost.

COMPUTER SCIENCE II—INTRO TO LINUX

Grade: 10-12 | Semester | 0.5 Credit; Dual Enrollment* | 5.0 Weight

Partnership: Lewis University

Students are introduced to the Linux operating system, including installation, configuration, and administration and prepare for LPIC-1 Certification. Students will gain proficiency using the command line interface and become familiar with file permissions, boot, partitioning, package managers, shells, editors, regular expressions, and virtualization.

This is a partnership course which requires participation in a dual-enrollment course with Lewis University. Dual-enrollment is an excellent opportunity for our students to gain college experience and earn credit at a fraction of the cost.

COMPUTER LAB ASSISTANT PROGRAM

Grade: 10-12 | Semester | 0.5 Credits | Pass/Fail

The Computer Lab Assistant Program is a program in which students give up their study hall in order to be on-call technology support. This class provides support for both faculty and students. Students strive to be responsive to all while being responsible for all of its actions. The Steering Committee is the governing body of this organization and is responsible for setting profile, pace, and direction. This acknowledgement of service reflects a mixture of exceptional judgement, technical expertise, and ongoing dedication. Students maintain the cleanliness of the lab while also enforcing the expectations of the Reilly Computer Lab, along with the Learning Resource Center. Students are required to continue their technology education by participating in Computer Enrichment Classes outside the school day, at a minimum of four dates per year.

IB DESIGN TECHNOLOGY

Grade: 11-12 | 2 Years | 2.0 Credits | 5.5 Weight

Through studying design technology, students should become aware of how designers work and communicate with each other. While the design methodology may take on a wide variety of forms, it is the emphasis on a practical approach through design work that characterizes this subject. The aims of the subject state in a general way what the teacher may expect to teach or do, and what a student may expect to experience or learn. The aims enable students, through the overarching theme of the nature of design, to develop:

1. a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
2. an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
3. initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
4. an ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others
5. a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
6. an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives

7. a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies so they can articulate and defend their proposals with confidence
8. an understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being
9. empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment
10. skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.

ROBOTICS

Grade: 10-12 | Semester | 0.5 Credits | 4.5 Weight

This one-semester robotics course uses a hands-on, project-based approach to introduce students to the fundamentals of engineering, computer science, and the design process. Students work in teams to design, build, and program robots to solve a series of challenges, culminating in a final, end-of-semester competition.

Students will be using the same FIRST Robotics kits used in competitions. Students will design, build, wire, program and test robots to perform different tasks. Students must be eager to work collaboratively in groups, use tools to build the robot and learn to wire and program the robot. Students will rotate roles within the group so each student will have the responsibility of building, wiring and programming the robot.

The curriculum emphasizes the engineering design process, computational thinking, and problem-solving skills. Key topics include mechanical design, gear ratios, sensor utilization (distance, color, touch), wiring and programming.

Ideal students for this course are students who like to problem solve, design, build, test and improve their designs. Students should be comfortable working with basic tools, nuts and bolts. Each robotics kit will be shared between multiple students so working in groups is mandatory.

SPORTS MEDIA

Grade: 11-12 | Year | 1.0 Credit | 4.0 Weight

Sports Media is a class designed to work with the STL Sports Media Program—which currently live streams STL sporting events on YouTube (STL Athletics). This class is for those interested in the production and broadcast of games, photography, or sports graphic design. In the classroom, students will be working/practicing/preparing for our sporting events. There is an expectation that students attend sporting events for the production of the live stream. Students do not currently need to be a member of Sports Media to sign up for the class. If you play a sport, you can still be involved with Sports Media (many are).

ENGINEERING DESIGN

Grade: 11-12 | Year | 1.0 Credit | 4.5 Weight

The Engineering Design course provides a hands-on approach to learning about design principles and engineering concepts. Students work in groups to apply math and science concepts to design, model and build prototypes in various engineering disciplines. Students will learn about the fields of Mechanical Engineering, Civil Engineering, Electrical Engineering and Robotics through classwork, group projects and Pathways partnerships with industry professionals.

Students taking this course should have already taken physics. Engineering Design students should be comfortable working in groups in a project based, hands-on learning environment.



English

Graduation Requirement: 4.0 Credits

MISSION STATEMENT

The St. Laurence High School English Department understands the need to establish a culture of reading which nurtures 21st Century writers, researchers, collaborators, and critical thinkers. As a result, the English Department demands a curriculum that focuses on exploration through project-based learning, utilization of technology, in-depth research, and choice-driven academic writing delving deeply into fiction, poetry, prose, non-fiction readings, and multimedia experiences. Throughout a student's time at St. Laurence, they will be immersed in the following themes: culture, communication, identity, perspective, creativity, transformation, and representation. Within each English class, the student will be empowered to take part in collaborative discussions, master the art of academic writing, and be challenged to think critically through close reading all while polishing his or her 21st century skill set within a supportive global education environment.

ENGLISH I

Grade: 09 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking & Nano Nagle)

New to the rigors of high school, each student in English I will learn the skills necessary to gain cultural understanding and communication skills. Within this course, each student will read a wide array of literature that will help them learn to identify and begin to analyze common literary devices. Each student will learn to identify cultural backgrounds and communicate solutions to solve problems through deep analysis of characters through the lenses of culture and communication.

Each Freshman student will be introduced to the concept of academic research and the expository essay while harnessing the power to choose writing topics of interest that relate to the course theme.

ENGLISH II

Grade: 10 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking & Nano Nagle)

As each Sophomore continues their journey to adulthood, each student in English II will explore identity and perspective in literature. Within this course, each student will read a wide array of literature rich in character development. Each student will learn to identify and solve problems through deep analysis of the issues facing the novel's character while experiencing the maturation process.

Each Sophomore student will expand their skills in academic research and the argumentative essay while harnessing the power to choose writing topics of interest that relate to the course theme.

IB ENGLISH A: LANGUAGE & LITERATURE

Grade: 11-12 | 2 Years | 2.0 Credit | 5.5 Weight

The aims of all subjects in studies in language and literature are to enable students to:

1. Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. Develop skills in listening, speaking, reading, writing, viewing, presenting, and performing
3. Develop skills in interpretation, analysis, and evaluation
4. Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. Develop an understanding of the relationships between studies in language and literature and other disciplines
7. Communicate and collaborate in a confident and creative way
8. Foster a lifelong interest in and enjoyment of language and literature.





ENGLISH III

Grade: 11 | Year | 1.0 Credit | 4.0 Weight

As Junior students begin to explore the vast world around them, they will study American Literature in respect to creativity, transformation and representation. Within this course, each student will read a wide array of American Literature that will help him understand the role of the individual within society. Each student will learn to identify and solve problems through deep analysis of the issues facing the United States of America throughout the course of our written history.

Each Junior student will begin to master their skills in academic research and the thematic essay while harnessing the power to choose writing topics of interest that relate to the course theme.

AP LANGUAGE & COMPOSITION

Grade: 11 | Year | 1.0 Credit | 5.0 Weight

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

ENGLISH IV

Grade: 12 | Year | 1.0 Credit | 4.0 Weight (Viking)

As each Senior prepares to leave as a leader, he/she will study World Literature to polish his or her leadership brand through the study of “Leadership in Literature.” Within this course, each student will read a wide array of World Literature that will help him/her understand personal leadership development through the following concepts: culture, communication, identity, perspective, creativity, transformation, and representation. Each student will learn to identify and solve problems through deep analysis of characters with leadership qualities in literature.

Each Senior student will master their skills in academic research and literary criticism while harnessing the power to choose writing topics of interest that relate to the course theme.

AP LITERATURE

Grade: 12 | Year | 1.0 Credit | 5.0 Weight

AP English Literature is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

ELECTIVES

CREATIVE WRITING

Grade: 09-12 | Semester | 0.5 Credit | 4.0 Weight

This course is designed to guide students in creative writing through experience in multiple writing genres. Students will engage in writing workshops that utilize all steps of the writing process. With a creative writing team, students will also research the vast amount of writing genres to create an interactive writing guide to help them in their creative writing. Students will read examples of each genre and explore different authors in the process of discovering their own voice. Collaborative discussion of literary techniques in each genre will be used to enhance each writer's ability.

JOURNALISM

Grade: 09-12 | Year (2–3 days/week) | 0.25 Credit | Pass/Fail

This course presents students with the opportunity to understand and put into practice the process of gathering information, finding sources, obtaining interviews, and working with information to provide readers with newsworthy information. At the onset of the course, students will choose to participate in a broadcast journalism and/or print journalism path. Throughout this course, students will work on both The Helm and The Mleh (Satirical version of The Helm). Students will learn the criteria expected of hard news stories, features, OpEd, and sports writing and editing.

AP SEMINAR

Grade: 10-12 | Year | 1.0 Credit | 5.0 Weight

AP Seminar is an interdisciplinary course that focuses on teaching foundational research, analytical, writing, and presentation skills. Students explore complex topics from various perspectives, critically analyze texts and media, and develop evidence-based arguments. The course culminates in a final exam and performance tasks, including an individual research report and an IRR and a team multimedia presentation, which are graded by the College Board.

SPEECH

Grade: 09-12 | Semester | 0.5 Credit | 4.0 Weight

This course will develop and improve public speaking, argumentative, and critical thinking skills in communication settings. Students will prepare and deliver speeches and participate in several in-class debates and forums on current topics. Techniques will be taught to control speech anxiety, and structure and organize information to present to a variety of audiences.

YEARBOOK

Grade: 09-12 | Year (2–3 days/week) | 0.25 Credit | Pass/Fail

This course is designed to develop students' skills in yearbook production by providing experiences in selected aspects of yearbook production. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production.

MISSION STATEMENT

Inspired by a commitment to develop leaders, we instill a passion for selfless service, honor, integrity and personal courage. We empower students by way of loyalty, respect, and positivity so that we may be of service to our school, community, and future workplace. We come together; we move forward and leave no one behind.

VIKING VOYAGE*

Grade: 09 | Semester | 0.5 Credit | 4.0 Weight

St. Laurence High School prides itself as being a community “Where Leadership Begins.” This course, taken by every freshmen, helps each student define the role of high school college preparatory education in their academic and personal lives. Within our learning environment, students will have the opportunity to participate in engaging activities designed to support the development of skills necessary for high school completion. Throughout the semester, each student will engage with the nine Voyage qualities through the creation and implementation of a portfolio project within the walls of St. Laurence High School. Each student will place him or herself within a virtual team of like-minded, passionate young people for the execution of the semester long project.



CHARACTER AND LEADERSHIP DEVELOPMENT*Grade: 10 | Semester | 0.5 Credit | 4.0 Weight

This course is designed to give students the 9 leadership and character qualities that a high school aged student will benefit from developing. This interactive course provides students with many opportunities to collaborate, identify, and solve real world problems that they will encounter in high school and beyond through our inquiry based and applied StL STEM Projects that require our students to be more independent learners. Students will develop critical thinking, decision making, communication, public speaking, time management, tolerance, respect for others viewpoints, and some of the basic skills of character and leadership.

LEADERSHIP BEYOND LAURENCE*Grade: 11 | Semester | 0.5 Credit | 4.0 Weight

This course will provide students strong foundational skills in key areas of adult life, anchored in Christian and Blessed Edmund Rice traditions. Structurally, the course is comprised of the four main modules: four cardinal virtues, emotional intelligence, personal finance and professional soft skills. Students will select a social justice cause they are passionate about and learn tangible action steps they can manifest to make a difference in our world. Group work will be utilized extensively to grow professional team familiarity and proficiency.

EDMUND RICE EDUCATION BEYOND BORDERS*Grade: 12 | Semester | 0.5 Credit | 4.0 Weight

This one semester required course brings together what students have learned in previous theology and leadership classes toward the goal of students becoming spiritual leaders with a focus on social justice, advocacy, and human rights. This course is inspired by the teachings of Jesus, Gospel values, and the spirit of Edmund Rice. Through the course curriculum, students are asked to support one another in developing an identity that reflects our shared ethos and Catholic Character while recognizing our diversity.

*All leadership courses include standards and skills set forth by the ISBE continuum of computer literacy aimed at ensuring all students receive developmentally appropriate intensive instruction in computer literacy. In alignment with ISBE, the standards and skills include basic operations and concepts, data management and security, internet utilization and online databases, and multimedia, software/app applications, and collaboration tools.

MISSION STATEMENT

The St. Laurence mathematics department offers a perspective of the world in terms of interaction and understanding and is committed to developing a full understanding of the inquiry process, key concepts, and principles of mathematics.

The units of study designed in each math course are planned and implemented with reference to the StL STEM Philosophy and the Common Core Standards. Students work in collaborative teams to solve mathematical problems using an approach that involves inquiry, background research, and the development of their own experimentations to complete high-level formal project write-ups and presentations. Each course is coded for graduation, NCAA, or college admission credit.

Our math department is highly collaborative and we strive to maximize student potential. We attend national conferences and read professional science journals to remain relevant in this fast-moving and exciting area of study.

INTEGRATED MATH I

Grade: 09 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking & Nano Nagle)

Integrated Mathematics I introduces students to the foundations of high school mathematics through a coherent, problem-based approach. Students develop conceptual understanding and procedural fluency in linear relationships, equations, inequalities, functions, and systems, while also exploring introductory concepts in geometry and statistics. Emphasis is placed on mathematical reasoning, modeling real-world situations, and communicating mathematical thinking clearly. This course builds essential skills for success in advanced mathematics and supports students in developing persistence, precision, and confidence as mathematical problem solvers.

Extensive work is done with the required TI-84 Plus graphing calculator.



INTEGRATED MATH II

Grade: 10 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking & Nano Nagle)

Prerequisite: Integrated Mathematics

Integrated Mathematics II is the second course of a three-course sequence including Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III.

Integrated Mathematics II expands students' understanding of algebraic, geometric, and statistical concepts through deeper analysis and application. Students study quadratic and exponential functions, transformations, polynomial expressions, similarity, right triangle trigonometry, and probability. The course emphasizes connections between multiple representations—graphical, numerical, algebraic, and geometric—while continuing to strengthen reasoning and modeling skills. Students are challenged to apply mathematics to real-world contexts, collaborate effectively, and justify their thinking using precise mathematical language.

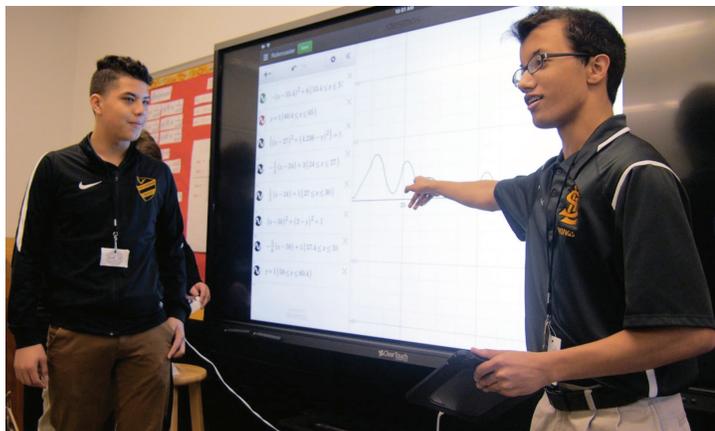
Extensive work is done with the required TI-84 Plus graphing calculator.

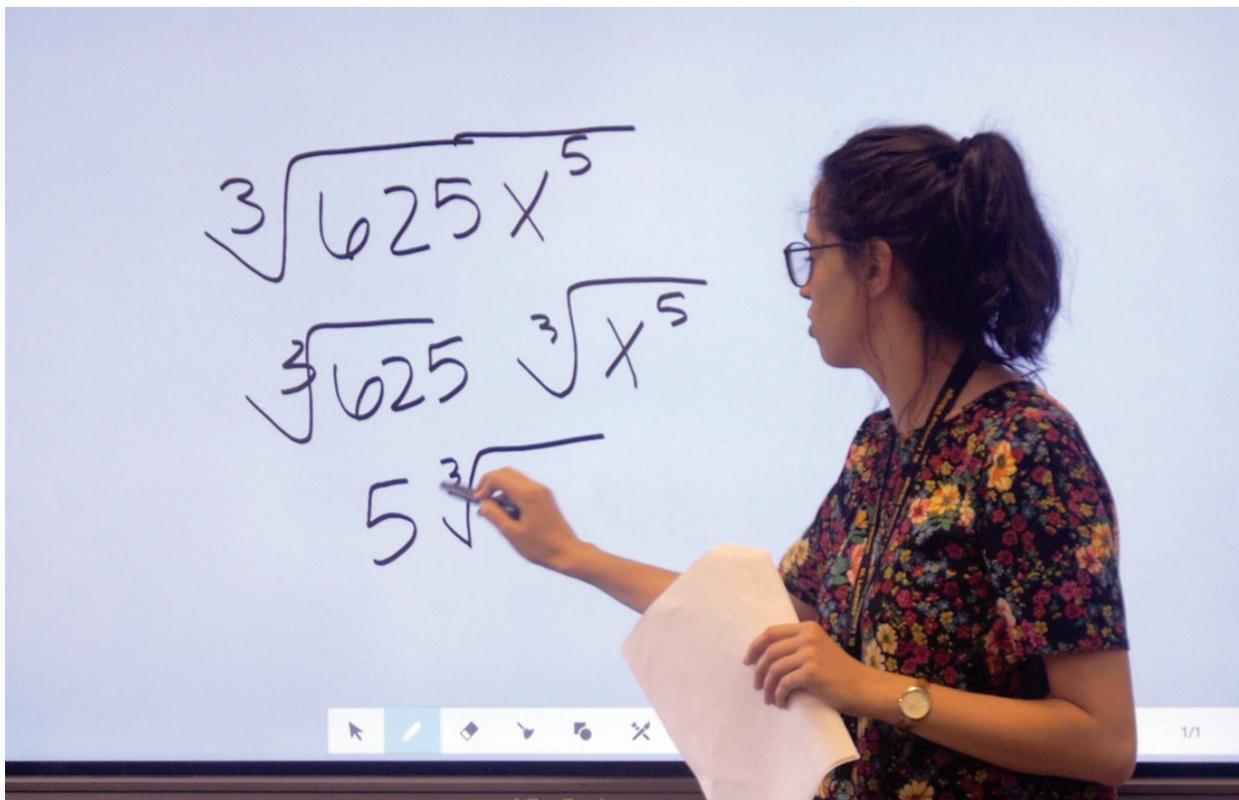
IB MATHEMATICS—APPLICATIONS & INTERPRETATIONS

Grade: 11-12 | Year | 1.0 Credits | 5.5 Weight

The aims of all IB Diploma Program mathematics courses are to enable students to:

1. Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. Develop an understanding of the concepts, principles and nature of mathematics
3. Communicate mathematics clearly, concisely, and confidently in a variety of contexts
4. Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
5. Employ and refine their powers of abstraction and generalization
6. Take action to apply and transfer skills to alternative situations, to other areas of knowledge, and to future developments in their local and global communities
7. Appreciate how developments in technology and mathematics influence each other
8. Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. Appreciate the universality of mathematics and its multicultural, international, and historical perspectives
10. Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. Develop the ability to reflect critically upon their own work and the work of others
12. Independently and collaboratively extend their understanding of mathematics.





INTEGRATED MATH III

Grade: 10-11 | Year | 1.0 Credit | 4.0 Weight

Prerequisites: Integrated Math II

Integrated Math III is the third course of a three-course sequence including Integrated Math I, Integrated Math II, and Integrated Math III.

This course aligned to the Common Core State Standards for high school mathematics and supports the Common Core Standards for Mathematical Practice. With this course, students will develop a deep conceptual understanding of mathematical relationships and concepts they will need to succeed in school and in life. This course will extend the student's understanding of coordinate geometry, circles and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry, and quadratics. The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards.

- Students evaluate probability based on the standard deviation of normally distributed data, differentiate between various methods of collecting data, and distinguish between population and sample statistical central tendencies.
- Students use the Fundamental Theorem of Algebra to predict solutions to polynomial functions, then make and analyze decisions including diagnostic tests and quality control.
- Students use their understanding of function families including transformations of quadratic, cubic, exponential, logarithmic, and trigonometric functions and their inverses to model and solve contextual problems adjusting parameters as needed to improve the predictability of their model and critique the models of others.

- Students expand their understanding of triangles to include non-right triangles leading to the development of the Law of Sines and the Law of Cosines including being able to state the number of possible solutions.

Key components of our Mathematics course that will be emphasized will include:

- A balance of mathematical understanding and skill proficiency
- Problem-solving that underscores logical thinking and effective strategies
- Communication and justification of ideas and logical arguments
- Mastery over time so students build broad understanding that deepens
- Multiple ways of seeing and thinking about math tasks
- Effective teamwork so that students practice talking and listening about mathematics

Students will show their understanding using formative and summative assessments, including homework assignments, work done in class, quizzes, unit tests, and applied StL STEM Projects that require our students to be more independent learners. Students will also be working collaboratively to deepen their understanding of mathematics.

Extensive work is done with the required TI-84 Plus graphing calculator.

INTEGRATED MATH III HONORS

Grade: 10-11 | Year | 1.0 Credit | 4.5 Weight

Prerequisites: Integrated Math II (Grade of C or better required or recommendation from Math II teacher)

Integrated Mathematics III O’Toole prepares students for college-level mathematics and career pathways by synthesizing advanced algebraic, geometric, and statistical concepts. Students explore polynomial, rational, exponential, and logarithmic functions, trigonometric relationships, circles, and advanced modeling techniques. The course places strong emphasis on mathematical analysis, abstraction, and problem solving in complex real-world contexts.

The O’Toole course moves at an increased pace and expects students to engage more deeply with complex, multi-step problems, mathematical justifications, and real-world applications. Students refine their ability to evaluate multiple solution strategies, communicate precise mathematical arguments, and demonstrate independence and persistence in problem solving.

Extensive work is done with the required TI-84 Plus graphing calculator.

PRECALCULUS

Grade: 12 | Year | 1.0 Credit | 4.0 Weight

This course covers the concepts of precalculus mathematics including a comprehensive treatment of trigonometry and functions with an emphasis on problem-solving and applications of math through our inquiry-based and applied StL STEM Projects that require our students to be more independent learners. Extensive work is done with the required TI-84 Plus graphing calculator.

AP PRECALCULUS

Grade: 11-12 | Year | 1.0 Credit | 5.0 Weight

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

Extensive work is done with the required TI-84 Plus graphing calculator.

AP STATISTICS

Grade: 11-12 | Year | 1.0 Credit | 5.0 Weight

Pre-Requisites: Math III with a grade of C or higher.

AP Statistics is a college-level, non-calculus-based introductory course that teaches students to collect, organize, analyze, and draw conclusions from data. The curriculum covers topics such as data exploration, probability, planning and conducting studies (experiments and surveys), and statistical inference (confidence intervals and hypothesis tests). Students use graphing calculators and statistical software to investigate concepts and develop communication skills through frequent analyses of real data.

Extensive work is done with the required TI-84 Plus graphing calculator.

CONSUMER MATH

Grade: 12 | Year | 1.0 Credit | 4.0 Weight

The purpose of this course is to focus on everyday applications of basic math skills as they are applied to real-life topics. Students will learn how to use basic math skills for situations such as buying a car, budgeting money, investing, paying taxes, etc.

AP CALCULUS AB

Grade: 12 | Year | 1.0 Credit | 5.0 Weight

Pre-Requisites: AP Precalculus or IB Mathematics—Applications & Interpretations with a C or higher.

This course is equivalent to the first semester of calculus included in a standard college curriculum. It covers the concepts, techniques, and applications of Differential Calculus and Integral Calculus. Students will show their understanding using formative and summative assessments, including homework assignments, work done in class, quizzes, unit tests, and applied StL STEM Projects that require our students to be more independent learners. Students will also be working collaboratively to deepen their understanding of mathematics. Students are required to take the Advanced Placement Exam in Calculus AB at the end of the course.

Extensive work is done with the required TI-84 Plus graphing calculator.



Physical Education & Health Science

Graduation Requirement: 1.0 Credits

MISSION STATEMENT

The mission statement of St. Laurence High School physical education and health department is to promote, through a variety of planned activities, each student's optimum physical, mental, emotional and social development. Through these sports and activities students will be introduced to healthy habits they can enjoy and pursue throughout their lives.

PHYSICAL EDUCATION

Grade: 09 | Semester | 0.5 Credit | 4.0 Weight

This course will promote a healthy lifestyle while focusing on teamwork, leadership, cooperation, and sportsmanship. This course will develop and enforce good sportsmanship, respect for self, and respect for others through active participation. The students will actively participate, giving their best effort, at all times. We will focus on many different fitness programs, sports, and cardiovascular activities. Fitness testing will be conducted twice each semester.

HEALTH EDUCATION

Grade: 09 | Semester | 0.5 Credit | 4.0 Weight

The main goal of health education is to have the students leave the class with the tools for assuming personal ownership and some degree of control over factors in their lives that influence their health and wellness. This will be done by providing the students with knowledge through educational units that are key components in the health curriculum. Overall, the class will allow for creativity, leadership, teamwork, and a place to build self-esteem!

WOMEN'S HEALTH

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

This one semester course explores what young women need to know about the social, mental, physical, and emotional development of the female mind and body.

NUTRITION I: FOUNDATIONAL NUTRITION & WELLNESS

Grade: 10-12 | Semester | 0.5 Credit | 4.0 Weight

Nutrition I introduces students to the fundamentals of human nutrition, food systems, wellness, and healthful living. Although held in the Teaching Kitchen, this course operates strictly as a classroom-based learning experience, utilizing the space for its flexible seating and demonstration capacity. Students explore nutrient functions, dietary patterns, chronic disease prevention, food marketing, environmental sustainability, and basic culinary literacy. Nutrition I establishes the knowledge foundation required for advanced nutrition and culinary coursework.



NUTRITION II: INTRODUCTION TO CULINARY ARTS

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

Nutrition II blends nutrition education with introductory culinary arts training. Students learn basic food preparation principles, ServSafe-aligned food safety practices, knife skills, measurement and scaling, sensory evaluation, menu literacy, and foundational cooking methods appropriate for a teaching-kitchen environment. Classtime is dedicated to both classroom instruction and expanded hands-on labs that integrate the course's instructional segments and homeroom period. The class will occur during E period and will be combined with homeroom to provide extended instructional time.

WEIGHT TRAINING & CONDITIONING

Grade: 10-12 | Semester | 0.5 Credit | 4.0 Weight

This course focuses on the principles and practices of weight training and physical conditioning. Students will learn proper techniques for lifting weights, the importance of warm-up and cool-down exercises, and how to design a personalized workout plan that meets their fitness goals. The course emphasizes safety, injury prevention, and the development of muscular strength, endurance, and flexibility. Students will track their progress and adjust their training programs to maximize results.

MISSION STATEMENT

The St. Laurence science department offers a perspective of the world in terms of interaction and understanding. The science department is committed to developing a full understanding of the inquiry process, key concepts, and principles of life, physical, and earth sciences.

The units of study designed in each science course are planned and implemented with reference to the StL STEM Philosophy and the National Next Generation Science Standards. Students work in collaborative teams to solve scientific problems using a scientific approach that involves inquiry, background research, and development of their own experimentations to complete high-level formal project write-ups and presentations.

With our extended learning period, students are enrolled in science courses to broaden their knowledge. Each course is coded for graduation, NCAA, or college admission credit.

Our science department is highly collaborative and we strive to maximize student potential. We attend national conferences and read professional science journals to remain relevant in this fast moving and exciting area of study.

BIOLOGY

Grade: 09 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking & Nano Nagle)

This laboratory course covers in-depth fundamental biological concepts. Topics covered include microbiology, cellular structure and function, biochemistry, theories of evolution, genetics and ecology. Skills in analytical and critical thinking are emphasized through inquiry and applied to StL STEM Projects that require our students to be more independent learners.

PHYSICS

Grade: 10 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking & Nano Nagle)

This laboratory course covers the concepts of physical principles such as 1 Dimensional motion, Work, energy, gravitational theory, electricity, magnetism, and waves. Emphasis is placed on mathematical problem solving, critical thinking and analytical skills through our inquiry based and applied StL STEM Projects that require our students to be more independent learners.



CHEMISTRY

Grade: 11 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking)

The content for this laboratory course emphasizes the structure and interactions of matter. Topics covered include atomic structure, periodic table, chemical nomenclature, chemical reactions, stoichiometry, states of matter, gas laws, acids, and bases and thermochemistry. Emphasis is placed on problem-solving, recognizing patterns and mathematical relationships, cause and effect, as well as the development of laboratory skills through our inquiry based and applied StL STEM Projects that require our students to be more independent learners.

IB SPORTS & EXERCISE SCIENCE

Grade: 11 | Year | 1.0 Credit | 5.5 Weight

The IB Sports, Exercise, and Health Science (SEHS) course is an interdisciplinary program that integrates knowledge from biology, physiology, psychology, and sociology to explore the science of human performance and health. This course is designed for students who are passionate about understanding the principles that underpin physical activity, health, and athletic performance.

Students will develop a scientific understanding of how the body works during exercise, the psychological and sociocultural factors influencing participation in sports, and the impact of physical activity on health and well-being. The course emphasizes critical thinking, scientific inquiry, and the application of theoretical knowledge to real-world scenarios, preparing students for further study in health sciences, sports science, and related fields.

ANATOMY AND PHYSIOLOGY

Grade: 12 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking & Nano Nagle)

This laboratory course features an overview of the studies dealing with the system level of the human body. The course is geared towards medical or health-related topics and examines the structure of the human body system and explores the mechanisms by which the body functions. The musculoskeletal, cardiovascular, nervous, endocrine, sensory, gastrointestinal, and reproductive systems are studied. Extensive laboratory work, including animal dissection, the study of models, and experiments performed using inquiry and applied to StL STEM Projects require our students to be more independent learners.

ELECTIVES

AP BIOLOGY

Grade: 11-12 | Year | 1.0 Credit | 5.0 Weight

The Advanced Placement Biology course is designed to be the equivalent of a college level introductory biology course. Laboratory work is an integral part of this course. Skills in analytical and critical thinking are emphasized through inquiry and applied to StL STEM Projects that require our students to be more independent learners. Topics that the students will learn are based on the College Board's Big Ideas for Biology which include evolution, energy, information (genetics and cell biology) and systems. Students are required to take the Advanced Placement Exam in Biology at the end of the course.

AP CHEMISTRY

Grade: 12 | Year | 1.0 Credit | 5.0 Weight

The Advanced Placement Chemistry course is designed to be the equivalent of a general chemistry course usually taken during the first college year, following the six Big Ideas from the AP College Board. Extensive laboratory work is an integral part of this course. Emphasis is placed on problem-solving, recognizing patterns and mathematical relationships, cause and effect as well as the development of laboratory skills through our inquiry based and applied StL STEM Projects that require our students to be more independent learners. Students are required to take the Advanced Placement Exam in Chemistry at the end of the course.

AP PHYSICS C—MECHANICS

Grade: 11-12 | Year | 1.0 Credit | 5.0 Weight

AP Physics C: Mechanics is a college-level course that explores the foundational principles of physics related to motion and forces. Students study key topics such as kinematics, Newton's laws, work, energy, power, systems of particles, momentum, circular motion, rotation, and oscillations. This rigorous course integrates calculus to deepen understanding and solve complex physics problems, preparing students for advanced study in physical sciences or engineering. Through hands-on labs, experiments, and problem-solving activities, students develop scientific reasoning, analytical skills, and a practical understanding of physical principles.

AP PSYCHOLOGY

Grade: 11-12 | Year | 1.0 Credit | 5.0 Weight

AP Psychology is an introductory college level course. The course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.



AQUATIC SCIENCE

Grade: 10-12 | Year | 1.0 Credit | 4.5 Weight

Partnership: Shedd Aquarium

The Aquatic Science course is a partnership class with the Shedd Aquarium. The course will cover components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of organisms; changes within aquatic environments; The conservation of aquatic environments will be a large-scale theme throughout the course.

In the first semester, this class introduces students to freshwater ecology and human-environment interactions with a special focus on the Great Lakes and local waterways. In this class, students will investigate and research the roles that water, animals, plants, and humans play in freshwater ecosystems and explore conservation actions from a local to global scale.

In the second semester, this course will introduce general ecological concepts pertaining to marine and island ecosystems as well as our relationship to these systems. Conservation management as it relates to island ecosystems will also be covered. The course will build on resources within Shedd Aquarium—including its collection and expert staff—along with guest speakers working in the field of marine conservation. Students will engage with Shedd Aquarium researchers as well as their collaborators. Work done as part of the class will directly contribute to conservation projects on corals, grouper, and sharks.

MEDICAL EXPLORERS

Grade: 12 | Year | 1.0 Credit | 5.0 Weight

Partnership: Loyola/MacNeal Hospital & Science Runway

The Medical Exploring Program is a one-of-a-kind interactive and educational program designed for St. Laurence students who are interested in pursuing a medical career path and want to strengthen and grow their understanding of the medical field and profession.

Working with MacNeal Hospital, St. Laurence students learn about medical care from physicians, surgeons, and healthcare professionals and tour key hospital areas like the trauma room. Medical Explorers have the opportunity to observe an open heart surgery as well as take a field trip to Christ Hospital to view a heart surgery.

Throughout the year, students will also have the opportunity to participate in community health and hospital-related events and earn community service hours. The Medical Explorer program provides opportunities for students to gain experience and understanding of health care through weekly presentations by health professionals about what it is they do as healthcare providers and intensive hands-on volunteer experiences in real-world settings.

Associate Professor, Department of Neurological Sciences at Rush University Medical Center, and Director of Research at the Rush Heart Center for Women. The course's technical requirements are supported by Texas Tech University.

MISSION STATEMENT

The Social Science Department at St. Laurence High School challenges students to develop critical thinking skills through deep exploration of World and American history. Students are active learners in the classroom who utilize technology, conduct in-depth research, analyze primary source documents, and engage in collaborative discussion to find solutions for real world problems. The department's goal is to develop young people who contextualize the world around them, using historical empathy and perspective, in order to become active and ethical global citizens.

IB INDIVIDUALS AND SOCIETIES—HISTORY OF AMERICAS

Grade: 11-12 | 2 Year | 2.0 Credit | 5.5 Weight

The aims of all subjects in group 3, individuals and societies, are to:

1. Encourage the systematic and critical study of: human experience and behaviour; physical, economic, and social environments; the history and development of social and cultural institutions
2. Develop in the student the capacity to identify, to analyse critically, and to evaluate theories, concept, and arguments about the nature and activities of the individual and society
3. Enable the student to collect, describe, and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
4. Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies
5. Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.
7. Develop an understanding of, and continuing interest in, the past.
8. Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
9. Promote international-mindedness through the study of history from more than one region of the world
10. Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
11. Develop key historical skills, including engaging effectively with sources
12. Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

UNITED STATES HISTORY

Grade: 11 | Year | 1.0 Credit | 4.0 Weight

This course provides a survey of American history from pre-Columbian America to the present day. Using a variety of tools, students will learn about the various political, social, cultural, religious, and economic developments that have shaped and continue to shape the United States. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally, using historical evidence; and use technology appropriately to present information. Critical thinking, writing, and primary source analysis are emphasized as integral ways of understanding how the past relates to the present and future.

The Constitution Unit in US History includes instruction and assessments on principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America, and the Constitution of the State of Illinois.

No student shall graduate from St. Laurence High School without successfully passing all assessments of the US Constitution Unit.

AP UNITED STATES HISTORY

Grade: 11 | Year | 1.0 Credit | 5.0 Weight

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

The course is equivalent to a full-year introductory (100 Level) college class, thus preparing students for intermediate and advanced college courses. All students enrolled in this course are required to take the Advanced Placement exam. Summer work may be required for this course.

WORLD HISTORY

Grade: 10 | Year | 1.0 Credit | 4.0 Weight

World History is a survey course that explores the key events and global historical developments that have shaped the world we live in today from the agricultural revolution to the fall of the present day. This scope of World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics & law, military conflict, literature, and the arts. The course will highlight connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Critical thinking, writing, and primary source analysis are emphasized as integral ways of understanding how the past relates to the present and future.



AP WORLD HISTORY: MODERN

Grade: 10 | Year | 1.0 Credit | 5.0 Weight

In this AP World History course, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

ELECTIVES

AFRICAN AMERICAN HISTORY

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

African American History is a comprehensive course that examines the rich and complex history of African Americans from pre-colonial Africa to the present. Students will explore key themes such as the transatlantic slave trade, the struggle for freedom and equality during Reconstruction, the civil rights movement, and the ongoing impact of systemic racism. The course emphasizes the contributions of African Americans to culture, politics, science, and the arts, while highlighting pivotal moments of resistance and resilience. Through primary and secondary sources, discussions, and project-based learning, students will analyze historical events, reflect on their relevance today, and gain a deeper understanding of the African American experience in shaping the United States. This course encourages critical thinking, empathy, and a commitment to social justice.

CHICAGO HISTORY

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

This course will develop an understanding and appreciation of the development of the Chicago metropolitan area and its place and importance in the United States. Students learn the essential forces of nature, the material urbanization, and the impact of culture that constantly transformed the face of Chicago from early exploration to present.

GEOGRAPHY

Grade: 09-12 | Semester | 0.5 Credit | 4.0 Weight

This course is designed to help you better understand our constantly changing and complex world through a study of geography. We will study geography from the physical, political, and cultural perspective through the five basic geographical themes of location, place, human-environment interaction, movement, and region. Special emphasis will be placed on geographical skills and geographic literacy (locating countries, capitals, and physical features of the world).

AP GOVERNMENT & POLITICS

Grade: 11-12 | Year | 1.0 Credit | 5.0 Weight

AP U.S. Government and Politics is a college-level course that provides an in-depth study of the key concepts and institutions of the American political system. Students explore foundational documents, Supreme Court decisions, and the interplay of political processes, behaviors, and ideologies that shape U.S. government and politics. The course emphasizes critical analysis and evaluation of political data and arguments, encouraging students to develop evidence-based positions on contemporary issues. Key topics include constitutional underpinnings, interactions among government branches, civil rights and liberties, political participation, and policy-making processes. By engaging in discussions, simulations, and research, students build the knowledge and skills necessary for success on the AP exam and as active, informed citizens.

AP HUMAN GEOGRAPHY

Grade: O'Toole 09, 11-12 | Year | 1.0 Credit | 5.0 Weight

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

MILITARY HISTORY

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

This elective course focuses on the history of the United States Navy and the United States Marine Corps, from their inception to their current missions. The story of the United States Navy is an amazing one. Over the course of its 245-year history, it has grown from a random group of private boats to the most powerful naval force in the history of the world. The United States Marine Corps has an equally fascinating history; the U.S. Marines are recognized today as a supremely efficient fighting force.



PSYCHOLOGY

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. In detailing these processes, students will examine and analyze the basic principles and theories of psychology concentrating on its role in daily life and the construction of our daily reality. Students will discover more about their own behavior through an independent, project based inquiry focused on problem solving, and real world application.

AP PSYCHOLOGY

Grade: 11-12 | Year | 1.0 Credit | 5.0 Weight

AP Psychology is an introductory college level course. The course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

SOCIOLOGY

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

This course is an introduction to the field of sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. The course will focus on several important sociological topics, including socialization, culture, the social construction of knowledge, deviance and self-control, social movements, collective behavior, inequality, race and ethnic relations, poverty, and political sociology.

MISSION STATEMENT

The St. Laurence Education pathway provides students with an in-depth exploration of teaching and learning through both academic study and hands-on experience. Students examine the foundations of education while preparing for college and careers in teaching, child development, and related human service fields. Through structured observations in local schools, lesson planning, resource development, and direct support of students, learners gain practical insight into the responsibilities of educators. The program emphasizes professionalism, empathy, reflection, and instructional skill, empowering students to understand the impact of education and their role within a learning community.

EDUCATION I: INTRODUCTION TO EDUCATION

Grade: 10-12 | Year | 1.0 Credit; Dual Enrollment | 5.0 Weight

Partnership: Lewis University; St. Albert the Great & Blair Elementary

This course explores the field of education from a historical, social, economic, political, legal, ethical and moral perspective. The rewards and challenges of the teaching professional will be emphasized along with an overview of the knowledge, skills and dispositions needed to be an effective teacher. Working with unique learners including those with disabilities and non-English speakers will be introduced along with a brief overview of standards-based education, assessment, instructional technology, and differentiated instruction. Participants will have an opportunity to interact with current early childhood, elementary, middle or high school teachers as well as articulate their personal philosophy of the purpose and obligations of public and private education. This course is highly recommended for declared education majors and those considering a career in the education field.

This is a partnership course which requires participation in a dual-enrollment course with Lewis University. Dual-enrollment is an excellent opportunity for our students to gain college experience and earn credit at a fraction of the cost.



EDUCATION II: FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY

Grade: 11-12 | Year | 1.0 Credit; Dual Enrollment | 5.0 Weight

Partnership: Lewis University; St. Albert the Great & Blair Elementary

Prerequisite: Completion of Education I

This course introduces PreK- Age 22 teacher candidates to the field of educational psychology and developmental theories. Content covers learning, motivation, personality, growth, and intelligence theories, including the impact of cognitive, emotional, and physical development and disabilities on learning within a community context. Course participants will examine current issues in PreK-Age 22 education and apply the philosophies and concepts in various learning situations.

This is a partnership course which requires participation in a dual-enrollment course with Lewis University. Dual-enrollment is an excellent opportunity for our students to gain college experience and earn credit at a fraction of the cost.

EDUCATION III: FOUNDATIONS OF TEACHING

Grade: 12 | Year | 1.0 Credit | 4.5 Weight

Partnership: DePaul University

Prerequisite: Completion of Education I & Education II

Education III is the culminating course in the high school Education Career Pathway, designed for students interested in pursuing careers in teaching, educational leadership, or child development. This advanced-level course focuses on applying educational theories, developing instructional strategies, and gaining hands-on experience in real-world educational settings.

Students will deepen their understanding of curriculum development, classroom management, and differentiated instruction while exploring key educational challenges, including equity, inclusion, and technology integration. As part of this course, students will complete a capstone project involving the design and delivery of a lesson or educational program tailored to a specific age group or learning need.

Practical experiences include internships, shadowing teachers, or collaborating with local schools to observe and assist in classroom settings. Students will also prepare a professional teaching portfolio showcasing their skills and experiences, making them well-equipped for postsecondary education or entry-level opportunities in the education field.

Students in Education III also partake in the De Paul Catholic Future Teacher Leader Program. The curriculum provides social emotional learning, theology, and decision-making skills. It provides Catholic expert-led workshops by DePaul faculty at St. Laurence. In addition to the workshop sessions for students, DePaul coordinates campus visits. Each student earns a DePaul University Catholic Future Leader micro-credential. Students receive a connection and relationship with DePaul University that can support them throughout their future.

Students develop as justice-oriented Catholic leaders through deep self-discovery, Catholic social teaching frameworks, and authentic leadership experiences that transform school culture. Their capstone projects directly address real challenges in your school community, creating lasting positive change while preparing them for college success.

Spanish Language & Culture

Graduation Requirement: 2.0 Credits

MISSION STATEMENT

The St. Laurence High School Spanish Language Division recognizes the need for American youth to better navigate the world around them. As a result, the Spanish Language Division continually modifies its approaches to motivate our students through the study of the Spanish language which includes cultural comparisons and connections, community, communication, and culture. As a student progresses through their Spanish Language and Culture classes, they will study important vocabulary and grammatical concepts through project-based learning that will help them succeed in later reading, writing, and collaborative discussions in the classroom as well as in the real world. Students explore cultural identity, current events, history, and global problem solving through the use of collaborative groups. St. Laurence High School Spanish Language and Culture students graduate with a deeper comprehension and appreciation for diverse language and culture along with a desire to evolve as a member of a global community.

HERITAGE SPANISH I

Grade: 09 | Year | 1.0 Credit | 4.0 Weight

Prerequisite: Passing grade on the placement test

Heritage Spanish I is a specialized course designed for students who grew up in Spanish-speaking environments or have a strong cultural connection to the language. The curriculum focuses on enhancing existing language skills, building literacy, and fostering a deeper understanding of Hispanic culture.

HERITAGE SPANISH II

Grade: 10 | Year | 1.0 Credit | 4.0 Weight

Prerequisite: Heritage Spanish I or Passing grade on the placement test

Heritage Spanish II is designed to further develop the linguistic proficiency of students who have successfully completed Heritage Spanish I. The course focuses on honing advanced language skills specific to heritage speakers, aiming to enhance both written and spoken communication.

SPANISH I

Grade: 09 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking & Nano Nagle)

Prerequisite: No background in Spanish is required.

The St. Laurence High School Spanish Department understands the need to build 21st century Spanish speakers and thinkers. As a result, the Spanish Department provides a curriculum that focuses on project-based learning that utilizes group collaboration. This course introduces STL to the Spanish language. Pronunciation, functional vocabulary related to everyday life, cultural information, and basic grammatical structures will be developed throughout the course. There will be a strong emphasis as well on the acquisition of listening, speaking, reading, and writing skills.

SPANISH II

Grade: 10 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking & Nano Nagle)

Prerequisite: Spanish I or passing grade on placement test.

The St. Laurence High School Spanish Department understands the need to build 21st century Spanish speakers and thinkers. As a result, the Spanish Department provides a curriculum that focuses on project-based learning that utilizes group collaboration. Spanish II builds upon knowledge and skills gained in Spanish I: vocabulary, grammar, listening, speaking, reading, and writing skills. There will be a strong emphasis on pronunciation, mastery of the basic grammatical structures, and increasing communicative proficiency. Students will continue to focus on acquiring and applying functional vocabulary as well as the present and simple past tense.

IB SPANISH B

Grade: 11-12 | 2 Years | 2.0 Credit | 5.0 Weight

Aims:

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

SPANISH III

Grade: 11 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking)

Spanish Three—Junior or Senior Year Elective

Prerequisite: Spanish II

The St. Laurence High School Spanish Department understands the need to build 21st century Spanish speakers and thinkers. As a result, the Spanish Department provides a curriculum that focuses on project-based learning that utilizes group collaboration. Spanish III builds upon knowledge gained in Spanish I and II. In Spanish III, new vocabulary, structures, and expressions will be introduced. Students will be expected to expand their vocabulary range as well as apply past and subjunctive tenses. Students will also explore the impact of Latinos in US history along with cultural issues that affect Latinos living in the United States, view Spanish language videos, and read selected Spanish literature.

SPANISH IV

Grade: 12 | Year | 1.0 Credit | 4.5 Weight (O'Toole), 4.0 Weight (Viking)

Spanish Four—Junior or Senior Year Elective

Prerequisite: Spanish III

The St. Laurence High School Spanish Department understands the need to build 21st century Spanish speakers and thinkers. As a result, the Spanish Department provides a curriculum that focuses on project-based learning that utilizes group collaboration. The Spanish IV course builds upon knowledge gained in Spanish I, II, and III. Spanish IV will provide students the opportunity to further develop and improve their listening, speaking, reading, and writing skills. Students will be exposed to the subjunctive, conditional, and future tenses. Emphasis continues to be placed on oral, listening, reading, and writing skills in the target language. Students will continue to explore Hispanic culture as well as being introduced to community issues that exist in Spanish-speaking countries. Content is further developed through cultural readings, media, and class discussions.

AP SPANISH LANGUAGE & CULTURE

Grade: 11-12 | Year | 1.0 Credit | 5.0 Weight

Prerequisite: Spanish IV

The St. Laurence High School Spanish Department understands the need to build 21st century Spanish speakers and thinkers. As a result, the Spanish Department provides a curriculum that focuses on project-based learning that utilizes group collaboration. The Spanish IV course builds upon knowledge gained in Spanish I, II, and III. Spanish IV will provide students the opportunity to further develop and improve their listening, speaking, reading, and writing skills. Students will be exposed to the subjunctive, conditional, and future tenses. Emphasis continues to be placed on oral, listening, reading, and writing skills in the target language. Students will continue to explore Hispanic culture as well as being introduced to community issues that exist in Spanish-speaking countries. Content is further developed through cultural readings, media, and class discussions.

MISSION STATEMENT

The St. Laurence Theology department works to provide St. Laurence students with Christian group activities, essential questions for discussion, collaboration, and Project Based Learning through the StL STEM Philosophy—all designed to deepen the students understanding of the rich potential they have, especially guided by the message of Christ.

THEOLOGY I: INTRODUCTION TO FAITH AND THE VALUES OF BLESSED EDMUND RICE

Grade: 09 | Semester | 0.5 Credit | 4.0 Weight

This course begins with an introduction to the life and Mission of Blessed Edmund Rice, the founder of Congregation of Christian Brothers, which begins to instill lifelong values, offering a liberating education, based on a Gospel spirituality within an inclusive community committed to justice and solidarity and rooted in the Essential Elements. Theology 1 invites students to grow in their relationship with God through a deeper understanding of Salvation History and Divine Revelation which begins in the Old Testament and continues in the New Testament and comes to fruition in Jesus the Christ. Students begin with an examination of their own identity as a person of faith and then apply this understanding to their growing understanding of themselves and one another as the People of God. Theology courses at St. Laurence are rooted in the tradition and teaching of Blessed Edmund Rice and the Essential Elements and incorporate doctrinal elements from the High School Framework of the United States Council of Catholic Bishops (USCCB).

THEOLOGY II: NEW TESTAMENT

Grade: 10 | Semester | 0.5 Credit | 4.0 Weight

Theology 2 invites students in their faith and relationship to God through an exploration of Scripture. Jesus in the Gospels is the focus of this semester. This course surveys the social and cultural background of Scripture as well as significant persons, events, and major teachings. Students are asked to reflect on and integrate the universal truths and relevant teachings of Jesus the Christ that emerge through scripture and work to apply them to their own personal and spiritual lives. Theology courses at St. Laurence are rooted in the tradition and teaching of Blessed Edmund Rice and the Essential Elements and incorporate doctrinal elements from the High School Framework of the United States Council of Catholic Bishops (USCCB).



THEOLOGY III: MORALITY

Grade: 11 | Semester | 0.5 Credit | 4.0 Weight

This course uses the Ten Commandments to expand on how living a moral life following the Commandments leads one to seek justice for societal issues with a focus on world poverty, homelessness, hunger, sexism, economics, ecology, and nonviolence. This goal is achieved through our community service StL STEM Projects. Theology courses at St. Laurence are rooted in the tradition and teaching of Blessed Edmund Rice and the Essential Elements and incorporate doctrinal elements from the High School Framework of the United States Council of Catholic Bishops (USCCB).

THEOLOGY IV: CHRISTIAN LIFESTYLES

Grade: 12 | Semester | 0.5 Credit | 4.0 Weight

The goals of the Christian Lifestyles course are to enable the students to understand and develop coping mechanisms for the tasks of young adulthood and the life themes that are common to this path. Students are tasked with examining lifestyle issues in light of the Gospel and Christian Tradition. Through inquiry based and applied StL STEM Projects, students are required to be more independent learners. Theology courses at St. Laurence are rooted in the tradition and teaching of Blessed Edmund Rice and the Essential Elements and incorporate doctrinal elements from the High School Framework of the United States Council of Catholic Bishops (USCCB).

Visual & Performing Arts

MISSION STATEMENT

The St. Laurence High School Fine Arts Department is a place where all students can foster and strengthen their creative talents. The Visual and Performing Arts curriculum is designed to provide a hands on learning experience for students interested in art, music, and theatre. Students who enroll in these classes learn how to express themselves and create with passion.

Drama

DRAMA I: INTRODUCTION

Grade: 09-12 | Semester | 0.5 Credit | 4.0 Weight

This course is an introduction to the theatre. Students will become acquainted with the history of the theatre and significant plays. Areas of technical production such as make up, lighting, costuming, and set design are studied. Class requirements include performance work and hands-on application of performance techniques.

DRAMA II: ACTING

Grade: 10-12 | Semester | 0.5 Credit | 4.0 Weight

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Students will be expected to perform in front of the class and to be able to memorize readings.





Music

BEGINNING BAND

Grade: 09-12 | Semester | 0.5 Credit | 4.0 Weight

This course is open to any student driven to learn a band instrument (flute, oboe, clarinet, saxophone, horn, trumpet, trombone, euphonium, tuba, and percussion). No experience needed! Students will learn to read music and play an instrument. The school will provide all supplies necessary for this course. This is a performance based course which includes a requirement to participate in one end of semester performance. Students who complete this course are eligible to join the Viking Band the following semester.

VIKING BAND

Grade: 09-12 | Year | 1.0 Credit | 4.0 Weight

Prerequisite: Must have some experience reading music and own an instrument. Exceptions may be made at the discretion of the director.

The primary instrumental performance class. This class encompasses the Marching Gold and the Concert Band into a year long course. This class will include all brass, woodwind, and percussion students (flute, oboe, clarinet, saxophone, horn, trumpet, trombone, euphonium, tuba, and percussion). This course requires after school performances. Including but not limited to: marching band camp, football games, basketball games, various festivals, competitions, and solo performances as fit.

ADVANCED BAND

Grade: 09-12 | Year | 0.5 Credit | Pass/Fail

Prerequisite: Students must own an instrument and be skilled in reading music. Registration requires written approval from the director.

This course is open to students who have experience in band and are skilled in reading music. The course meets before school Monday and Wednesday from 7:45-8:20AM. This is a performance based class and is a requirement to participate in performances outside of school hours. Including but not limited to: marching band camp, football games, basketball games, one concert per semester, festivals, competitions, and various community events.

CHOIR

Grade: 09-12 | Year | 0.5 Credit | Pass/Fail

This course meets before school Tuesdays and Thursdays from 7:45-8:20 AM. This is open to any student regardless of experience and/or ability. This is a performance based class and it is required to sing for school mass and two concerts (one in the fall, one in the spring) throughout the year.

INTRODUCTION TO GUITAR

Grade: 09-12 | Semester | 0.5 Credit | 4.0 Weight

Rental or Purchase Required

This is a course on how to play guitar. No experience playing or reading music is necessary. Students will be provided with an instrument. The course will explore reading tabs, chord charts, and standard musical notation. Students will learn to perform different genres of music on the guitar.

MUSIC APPRECIATIONGrade: 09-12 | Year | 0.5 Credit | 4.0 Weight

This course covers the history of music from Bach to Rock. A rich history of music over the last 300 years is the primary focus, along with discussion and analysis of current music and industry trends. No prior experience in music is necessary for enrollment in this course. Students will listen to, analyze, and describe music while also examining the relationships between music, the arts, and the world beyond.

MUSIC PRODUCTIONGrade: 10-12 | Semester | 0.5 Credit | 4.0 Weight

This is an introductory course on electronic music production. This course will focus on using electronic software to create new beats and songs. Students do not need to have any knowledge of music or prior experience to take this course. This course will teach how to include all 8 elements of music to create diverse songs/beats.

Visual Art

ART IGrade: 09-12 | Semester | 0.5 Credit | 4.0 Weight

This course introduces students to interactive art activities and multicultural studio projects representing a wide variety of cultures, artistic styles, and art media. This course is designed to challenge its participants through discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives. This course requires an additional fee.

ART II

Grade: 10-12 | Semester | 0.5 Credit | 4.0 Weight

Prerequisite: Art I

Art II is a class where students can continue to develop their creative skills and understanding of the elements and principles of art with more advanced media: acrylic painting on canvas, air-dry clay, and printmaking.

This course is designed to challenge its participants through discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives. This course requires an additional fee.



STUDIO ART

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

Prerequisite: Art I & II

Studio Art is a rigorous course designed for students who have successfully completed Art 1 and Art 2 and received a recommendation from their previous art teacher. This course is ideal for students passionate about developing their artistic voice and expanding their technical and conceptual skills. Students will explore a variety of mediums while focusing on advanced techniques and individual expression. The curriculum emphasizes creative problem-solving, critical analysis of artwork, and portfolio development, preparing students for collegiate art programs or professional practice. Through studio projects, critiques, and self-reflection, students will deepen their understanding of artistic processes and produce a cohesive body of work showcasing their growth as artists.

GRAPHIC DESIGN I

Grade: 9-12 | Semester | 0.5 Credit | 4.0 Weight

Partnership: Viking Ventures Group

This course introduces students to the principles of graphic design and visual communication. Emphasis will be placed on the design process using methods, strategies, and techniques to create original student artwork. Students will apply their knowledge of the elements and principles of design in order to strengthen their ability to visually communicate ideas. Students will explore a range of design techniques using various art materials and programs. Students will analyze, critique artworks, and learn about the origins of graphic design.

GRAPHIC DESIGN II

Grade: 10-12 | Semester | 0.5 Credit | 5.0 Weight

Prerequisite: Graphic Design I

Partnership: Lewis University & Viking Ventures Group

This advanced course is a continuation of Graphic Design I for the student who is considering a future in graphic design or a related field. Students will strengthen skills developed in Graphic Design I. A major focus of the course is to develop students' abilities to think creatively and generate innovative ideas.

This introductory class utilizes vector and raster design tools in the creation of digital imagery developed for graphic design and expressive art.

GRAPHIC DESIGN III

Grade: 10-12 | Semester | 0.5 Credit | 4.5 Weight

Prerequisite: Graphic Design II

Partnership: First Position Digital & Viking Ventures Group

Graphic Design III is the culminating course in the Graphic Design Career Pathway. This advanced course builds upon skills developed in Graphic Design II and is designed for students interested in careers in graphic design and related fields. Students will strengthen creative thinking, visual communication, and technical design skills through a variety of industry-aligned projects. Coursework includes branding, digital and print media, layout design, and website design. Students will apply professional design processes and tools while developing a portfolio of work. The course concludes with a capstone project that demonstrates students' readiness for postsecondary education or careers in design.

FILM STUDY

Grade: 11-12 | Semester | 0.5 Credit | 4.0 Weight

This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning and engage audiences, students will be introduced to the basic “building blocks” and formal elements (narrative, mise-en-scene, cinematography, sound and editing) that make up the film as well as some fundamental principles of analysis, genre, style, performance and storytelling.

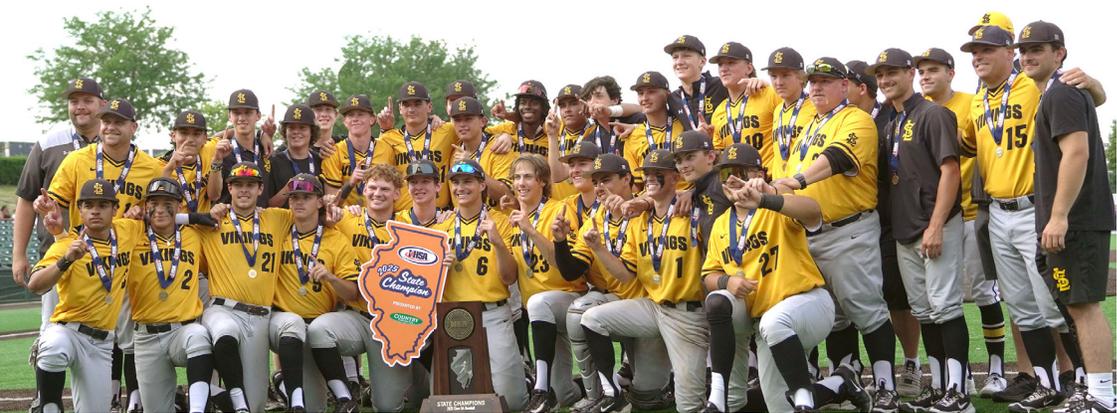
IB VISUAL ARTS

Grade: 11-12 | 2 Years | 2.0 Credit | 5.5 Weight

Visual arts are an integral part of our daily lives. They have social, political, ritual, spiritual, decorative and functional values. The theories and practices of visual arts are dynamic and ever-changing, connecting different areas of knowledge and human experience. Visual arts enable us to make sense of the world, to explore our place within it, and to transform our individual and collective ways of being in and with the world.

Students engage in creative practices and processes working with a variety of art-making forms and creative strategies, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they are invited to transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry guided by artistic intentions.

The course encourages students to engage with the world through individual and shared experiences, imagination and action, and it fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. The syllabus supports learning through authentic art-making experiences and student choice, encouraging teachers to support their students in becoming progressively more independent art practitioners.





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