

# JESUIT

## AN ACADEMIC OVERVIEW

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# Mission Statement

The mission of Jesuit High School as a Catholic, college preparatory school is to develop in its students the competence, conscience, and compassion that will enable them to be men of faith and men for others.



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November 12, 2008

Dear Guests,

Welcome to Jesuit High School. We are pleased to have you visit with us.

The process of choosing a high school is complex and one of the most important decisions you and your son will make. We hope your time with us will help you make the right decision for your son's education.

Jesuit High School is a Catholic, college preparatory school committed to developing young men of competence, conscience, and compassion. Every student who walks through the doors of Jesuit High School possesses unique, God-given gifts. Through our comprehensive educational program, Jesuit students nurture and refine their gifts, whether they are spiritual, intellectual, physical, emotional, or social.

Jesuit High School has had great successes throughout its 162 years of existence. These accolades have been the result of much hard work on the part of the students. Yet, despite a challenging curriculum in a structured, disciplined environment, our young men are genuinely happy. Our students possess a unique sense of loyalty and affection for their school.

I am proud to be an alumnus of Jesuit High School, and I am delighted that I will be present over the coming years with another younger generation of young men who have the opportunity to be part of the Jesuit experience. We firmly believe that the total result of the Jesuit experience is to bring each student closer to the destiny that God has in store for him, a destiny that calls him to be a man of faith and a man for others.

We appreciate your time with us. We pray that your visit has been fruitful in providing you with the insight to select the best educational institution for your son.

Sincerely,

A handwritten signature in cursive script, appearing to read "Michael A. Giambelluca".

Michael A. Giambelluca  
Principal

# **JESUIT HIGH SCHOOL**

## Its History and Development in New Orleans

The present Jesuit High School was formerly only one department of the College of the Immaculate Conception which was founded in 1847 by the Fathers of the Society of Jesus for the education of young men.

The College was situated on Baronne and Common Streets; but at the close of the 1910-11 session, the collegiate departments were transferred to the site of the present Loyola University. The high school department, however, was retained in the buildings on Baronne Street. This change was occasioned by the very large increase in enrollment in both the college and the high school departments.

Increased enrollment again rendered the Baronne Street facilities inadequate; and in the fall of 1926, classes were begun in the newly constructed Jesuit High School on Carrollton Avenue between Banks and Palmyra Streets. An extension of the Palmyra Street wing, completed in 1953, offered the students more spacious cafeteria, library, and band room accommodations along with a chapel and an auditorium.

In 1957 a recreation center was constructed which provides facilities for the athletic teams and the physical education program. In 1974 a large Resource Center as well as additional classrooms and science facilities were built with a view to increased enrollment and further individualization of instruction.

In 1982 three floors of the faculty residence were utilized to add ten classrooms and relocated the administrative offices. A year later the cafeteria was enlarged.

In 1986 the new physical education facility was constructed adjacent to the existing gym. The entire student body uses one-half of the three-story building, while the athletic teams use the other half.

In 2001, a central air conditioning and heating system was installed and an athletic field was completed. In 2002 five new science labs, three new computer labs, a renovated resource center, and a new student commons were completed.

The Traditions Courtyard, featuring engraved pavers, landscaping, and additional lighting and seating areas, was completed just days before Hurricane Katrina.

Hurricane Katrina destroyed the entire first floor of Jesuit High School and more than five feet of water remained inside the school and the physical education building for two weeks. As soon as Jesuit was able to do so, an intensive cleanup and remediation began, followed by a \$12 million reconstruction and renovation project that was completed in early 2007. While many Jesuit families remained displaced in the months following Katrina, Jesuit quickly opened two satellite schools—one in Houston at Strake Jesuit High School and a second one in Metairie at St. Martin's Episcopal School. Jesuit was able to reopen on November 28, 2005, becoming the first school that was extensively damaged by water in New Orleans to reopen on its home campus.

During the summer of 2007, Jesuit renovated a science lab and repaved the entire school yard. The school's two elevators were recently modernized. Several renovation and maintenance projects were completed during the summer 2008, including a beautiful restoration of St. Ignatius Hall on third floor of the administration building.

# PHILOSOPHY OF JESUIT HIGH SCHOOL

Jesuit High School of New Orleans is committed to the belief that we are created to know, love, and serve God; that each person, though sinful, is personally known and loved by God; and that this love invites a response to God's love, a free gift of oneself.

Jesuit High School is a Catholic community that joins Christian living with academic goals. The school provides an environment that reflects the values of the Spiritual Exercises of St. Ignatius Loyola and the long tradition of Jesuit education. Education is not an end in itself. It is a means to a greater end: our knowing, loving, and serving God.

Jesuit is a center of academic excellence, enhanced by a strong and varied extracurricular program, dedicated to the growth and total development of its students according to the full measure of their God-given talents. To this end the curriculum integrates the demands of the academic disciplines, the physical and affective needs of the developing person, and the experience of serving one's fellow man.

The fundamental purpose of our school is to form "men for others"—men of faith who are motivated by genuine Gospel charity; new men transformed by the message of Christ, who are open to their own time and to the future; leaders who have acquired, in ways proportional to their age and maturity, a way of life that is a proclamation of the love of Christ, of faith, and of justice.

## OBJECTIVES OF JESUIT HIGH SCHOOL

1. To develop in the student an attitude of openness to growth and to enable him to begin to take responsibility for his own growth.
2. To prepare the student to be intellectually competent—to promote the development of the intellectual skills, understanding, and mastery of the academic requirements necessary for advanced forms of education and for life.
3. To help the student to become mature religiously—to help him to know the major doctrines and practices of the Catholic Church and to learn to examine critically his own religious feelings and beliefs.
4. To help the student to become a loving person—to assist him in the establishment of his own identity and in his movement beyond self-centeredness toward more significant relationships with others.
5. To foster in the student a commitment to doing justice—to help him develop as a man for others and to prepare him to take his place as a competent, concerned, and responsible member of society.

# FACTS AND FIGURES

<b>Enrollment:</b>	1,338
<b>Grades:</b>	8th–12th
<b>School Colors:</b>	Jesuit Blue and White
<b>Mascot:</b>	The Blue Jay
<b>Motto:</b>	A.M.D.G.— <i>Ad Majorem Dei Gloriam (For the Greater Glory of God)</i>
<b>2008-2009 Tuition:</b>	\$6,450 (See Tuition and Financial Aid Section)
<b>Uniform:</b>	Khaki pants and shirt with Jesuit patch on left sleeve; black shoes and black socks; khaki web belt; name tag.
<b>School Day:</b>	7:45 a.m.–3:00 p.m.
<b>Class Length:</b>	55 minutes
<b>Daily Schedule:</b>	A student's class schedule is a rotating one; that is, a student's 1st period class one day meets 2nd period on the next day, 3rd on the next day, and so forth through the schedule. When a subject is the final class, it rotates out of the cycle and does not meet the following day. The subject reenters the cycle as the 1st period class on the following day. Thus each day, a student meets for 6 of his 6½ or 7 credits. Some students have an off period rotating through the schedule.

## DAILY SCHEDULE

7:45	Warning Bell
7:50–8:00	Morning Assembly/Homeroom
8:05–9:00	First Period
9:05–10:00	Second Period
10:00–10:10	Break
10:15–11:10	Third Period
11:15–12:10	Fourth Period
12:10–1:00	Lunch
1:05–2:00	Fifth Period
2:05–3:00	Sixth Period
3:00	Dismissal

<b>Faculty:</b>	110, including 8 Jesuits
<b>Grading Scale:</b>	A=100–90; B=89–82; C=81–75; D=74–70; F=Below 70
<b>Homework:</b>	2½–3 hours per night
<b>Lunch:</b>	Daily lunch available through the Archdiocesan Lunch Program for \$1.85. Breakfast for \$.85 is also available each morning.
<b>Intramurals:</b>	Football, basketball, indoor ball, intramural golf club, intramural tennis club

# ADMISSIONS

## Admissions

An applicant for the pre-freshman or freshman year must have satisfactorily completed the seventh or eighth grade of elementary school or its equivalent. The applicant is accepted on the basis of his previous academic performance (grades and standardized test scores), recommendations of teachers and/or the principal, promise of future development, and his desire to profit from the moral, spiritual, academic, and physical programs offered by the school. In some cases, a personal interview with the applicant and his parents is required. A Jesuit High School application for entrance should be requested and filed with the Office of Admissions by Friday, November 21, 2008. Final notification of acceptance is given in February. Jesuit High School admits students without regard to race. As a general rule, no student will be allowed to repeat a grade level upon entering Jesuit High School.

## Transfer Students

Ordinarily, students are not admitted at upper levels. A student may be considered for admission into the sophomore class only if his previous course of studies can be integrated with the Jesuit High School program, and he can fulfill the school's academic requirements for graduation. He may be required to take an entrance examination. There must be an official transcript of credits sent to Jesuit High School from the high school he last attended and a letter of recommendation from his principal and/or major teacher. As a general policy, no transfer student will be allowed to repeat a grade level upon entering Jesuit High School.

## Process

Students are not only able to identify the high school to which they wish to apply, but also to indicate which other schools they would like to be sure review their records in case they are not accepted by their primary choice listed on the Archdiocesan Application Card. While schools may still choose to give preference to students who apply to them first, all high schools will consider applications of students who request those schools review their records. (See the Archdiocesan application form for more details.)

## ADMISSION TIME LINE FOR 2009-10 SCHOOL YEAR

### Monday, November 17, 2008

*For students who are attending Catholic elementary schools in the Archdiocese of New Orleans—* This is the date on which students may pick up Archdiocesan high school admissions application forms from their elementary schools or from one of the high schools.

*For students in ALL OTHER elementary or middle schools—* Starting on this date, you will be able to download an Archdiocesan high school form from the website of the Archdiocese of New Orleans ([www.archdiocese-no.org](http://www.archdiocese-no.org)). Print the form, attach copies of available school records, and then send it to the “selected high school” or bring it with you on Application Day.

(Note: Students who are living away from New Orleans, or whose schools are closed and who are not now in another Catholic elementary school in the Archdiocese of New Orleans, are not required to obtain the principal's signature on the Archdiocesan form.)

# ADMISSIONS

## **Wednesday, November 19, 2008**

Catholic elementary schools collect application cards from their students.

## **Friday, November 21, 2008**

For each student submitting an Archdiocesan application, his Catholic elementary school must send the following information to the “selected high school” where he has applied, as listed on the Archdiocesan admissions form:

**Completed application cards**

**Transcripts (for at least grades 5-8)**

**Standardized test results**

**Report cards for the first quarter (and second quarter, if available)**

The completed Jesuit High School application is also due on this date. The Jesuit application is contained in this packet or may be obtained through the Admissions Office at (504) 483-3936.

## **Saturday, January 10, 2009**

The student will attend Application Day at the “selected high school” where he has applied, as indicated on the Archdiocesan application form. On Application Day, each student must bring to the school a check (payable to that school) in the amount of \$20. Please note that this fee is nonrefundable and non-transferable. High schools may choose to administer placement tests on Application Day, but the results of these tests may not be used for the acceptance or nonacceptance of applicants. On Application Day, walk-in applicants will be considered, but students may attend only one application day event on this day.

## **Tuesday, February 17, 2009**

All applicants will be notified by letter if the high school where they applied has accepted them, or whether another high school is willing to offer them an “Invitation to Apply,” at which point students may apply to the other high schools in the Archdiocese.

# TUITION

**Basic Tuition (2008–2009)** \$6,450

Basic tuition is payable half by July 15 and half by December 1

**Registration Fee for New Students Only:** \$200

(This fee is not refundable and is in addition to basic tuition.)

## **Book Fees:**

Students purchase their books at Booksales in August. Several departments at Jesuit issue textbooks from the state of Louisiana to students, thus reducing the total cost of purchasing new books.

The cost of purchasing new books generally runs between \$300–\$500.

## **Scholarships and Financial Assistance**

Mr. Henry Prevost, who believed strongly in the principles and values of Jesuit High School, donated \$500,000 back in 1926, which was used to establish an endowment. His gift was made in memory of his son who died while a student at Jesuit. Through the decades, alumni and friends of Jesuit have contributed to the endowment, which today is \$17.6 million. The interest from the endowment's investments is primarily used for financial aid to families that cannot afford to pay part or all of the tuition, but whose sons are academically qualified to come to Jesuit. During the 2007-08 year, approximately 85 families received \$350,000 in financial aid.

These funds and the income generated from them are restricted mainly for the purpose of providing full or partial scholarships for the families of those admitted students unable to pay full tuition. **These need-based scholarships are the only scholarship funds available from Jesuit.**

The scholarship (full or partial) is administered as follows:

1. The student must be accepted to Jesuit High School.
2. The parent or guardian should request and complete the financial assistance application from the Jesuit High School finance office.
3. The application for financial assistance for the following academic year must be filed **before April 30.**
4. The scholarship grant must be verified in writing by the President of Jesuit High School.
5. The recipient of assistance must consent to a work assignment to compensate the school as a condition of assistance. Failure to complete the work assignment will result in the loss of the grant.

# CHRISTIAN FORMATION

In their pastoral message on Catholic education, *To Teach as Jesus Did*, the American bishops identified the educational mission of the Church as “an integrated ministry embracing three interlocking dimensions: the message revealed by God, fellowship in the life of the Spirit or community, and service to neighbor.” At Jesuit, these three dimensions of the educational ministry of the Church—MESSAGE, COMMUNITY, and SERVICE—are reflected by the Theology Department’s curriculum, the Campus Ministry Program, and the Community Service Project.

The **message** dimension of the threefold mission is reflected in formal instruction in the truths of the Catholic faith imparted by the Theology Department. The theology program is academic in nature; students are tested and graded on their ability to comprehend and assimilate information regarding doctrine, morality, Church history and practice. Every Jesuit student is required to study theology.

Practical training in Christian living, the **community** aspect of the ministry of education, is realized in the Campus Ministry Program through retreats, days of recollection, liturgies, and other forms of personal spiritual formation. All students are offered an opportunity to evaluate their spiritual life and relationship with God through some form of retreat. Seniors are offered the opportunity to make a three-day retreat at a retreat center. As a graduation requirement, juniors are required to make an overnight retreat of two days at a retreat center. Sophomores build on the foundation of the first two years. Freshmen and eighth graders attend twilight retreats, both conducted here at school. Other opportunities for spiritual growth are offered in the form of prayer and penance services. Because Jesuit High School is a Catholic school that accepts and promotes the value of community worship, all members of the school community must be present for Masses or other liturgical celebrations on special days throughout the school year. The monthly community celebrations of the Eucharist include the following: the Mass of the Holy Spirit at the beginning of the school year, holy days of obligation such as All Saints’ Day, the Solemnity of the Immaculate Conception, and the Solemnity of the Ascension; and other feast days or appropriate religious observances. All seniors are required to attend the Baccalaureate Mass as part of their commencement exercises.

The third dimension in the educational mission of the Church is education in **service** to one’s fellow man and woman. This is accomplished at Jesuit through the service project which actively involves the student in meeting the human needs of his neighbors. Every student is required to fulfill a 100-hour service project beginning in his junior year. All students must fulfill this requirement for graduation. Other opportunities for service are offered and encouraged especially through the Thanksgiving Drive and the Mission Drive. Also, service is the focus of several extracurricular organizations, such as the Peace and Justice Society, the Christian Life Community (CLC), the Student Ministry Team, the Columbian Squires, the Key Club, the National Honor Society, and the Student Council.

The program of Christian formation is an integral part of the educational mission of Jesuit High School. As a Catholic high school, Jesuit exists not merely to educate young men, but to form persons of faith and “men for others.” Jesuit’s program of Christian formation is intended to promote this objective.

*NOTE: Non-Catholic students are required to complete the school’s requirements in theology, attend days of recollection and fulfill retreat requirements, attend community liturgical celebrations, and complete the service project requirement.*

# ACADEMIC PROGRAM

## General Requirements

The program of studies extends for a period of four years for those entering as freshmen and five years for those entering as pre-freshmen. On completion of the twelfth grade, the student is awarded a certificate of graduation, provided he has earned the minimum credits for the college preparatory program.

The courses offered at Jesuit High School are primarily cultural, directed toward providing the student with a well-rounded preparation for college and for life. They more than fulfill the entrance requirements of all colleges, but their value consists more in the development they effect in the intellect and will of the student of high school age than in the information they impart. The authorities of the school reserve the right to suggest the courses they consider most adapted to the ability of the individual student. It is each student's responsibility to see to it that he fulfills all requirements for graduation.

All graduates take one speech course as an integral part of the five-year program; four-year students who have not had a speech course must take one of the communications courses offered at the senior level. All students (except seniors) must carry a minimum of 6.5 units per year. Seniors must schedule a minimum of 6.25 units.

Whereas Jesuit High School's graduation requirements have been listed above, all students are encouraged to develop their full potential and, therefore, to go beyond these minimum requirements. Jesuit High School offers four curriculum programs; these are presented in detail on pages 36-39 of the school Bulletin.

Transcripts reflect final averages for each course in which high school credit was earned. Grade point averages are calculated based on semester averages from ninth through twelfth grades.

# THE CLASSICS

## Course Offerings:

<b>Latin I</b>	<b>Greek I</b>
<b>Latin II</b>	<b>Greek II</b>
<b>Latin III</b>	<b>Greek III</b>
<b>Latin IV</b>	<b>Greek IV</b>
<b>Latin V</b>	

The Classics Department at Jesuit High School maintains the fine tradition which the French Jesuits brought to New Orleans in 1847. From the College of the Immaculate Conception on Baronne Street to Jesuit High School on Carrollton Avenue, a comprehensive course in classical studies has been maintained, including authors such as Caesar, Cicero, Vergil, Horace, and Ovid.

Why study Latin? You can increase your vocabulary, your most valuable tool in thinking and communicating. You can gain a sharpened awareness of the precise meanings of words in English, because Latin has furnished the tools for more than half of the words in English. You can have “inside information” on professional, scientific, and technical terms, and you can have the pleasure of recognizing old friends in new words as your vocabulary is broadened. You can become acquainted with the mainstream of our western civilization, those intellectual and cultural traditions that have helped to shape our society. You can come to understand more intimately our world of today by sharing in the common heritage of the western world. You can learn to study more effectively through Latin. You will be prepared for college and an academic career where discipline in language, effective vocabulary, and good study habits are necessary for success.

## Course Descriptions:

### Latin I

An introduction to the basics of Latin grammar, syntax, and vocabulary. All declensions, conjugations, and elementary constructions are presented and are mastered through Latin-to-English and English-to-Latin exercises. Some attention is given to the study of mythology and Roman culture.

### Latin II

Consists of a thorough review of Latin I and the mastery of intermediate Latin grammar. Reading skills are developed through the translation of mythological stories and excerpts from Latin literature. During the second semester students translate selections from Caesar’s *Gallic Wars*.

### Latin III

Consists of a thorough review of Latin II and the mastery of advanced Latin grammar. The history of the Roman Republic is presented as an essential background for reading Cicero. Latin readings consist of selections from the orations and literary works of Cicero and the works of Ovid.

# THE CLASSICS

## **Latin IV-AP**

A study of Vergil's *Aeneid*. The selections read are the passages prescribed by the Advanced Placement syllabus. Latin poetics and the history of the Augustan period form an integral part of the course.

## **Latin V-AP**

A study of the poetry of Catullus (fall semester) and Horace (spring semester). The selections read are the poems prescribed by the Advanced Placement syllabus. Advanced Latin poetics and metrics form an integral part of the course. Either semester may be elected separately.

## **Greek I**

An introduction to the basics of Homeric Greek. During the second semester students translate selections from Homer's *Odyssey*. Some attention is given to the study of ancient Greek civilization.

## **Greek II**

Consists of a thorough review of Greek I and mastery of intermediate Homeric grammar. Students read extensively from Homer's *Odyssey*.

## **Greek III**

Marks the transition from Homeric to Attic Greek. All aspects of Attic Greek grammar are presented. Reading selections are from Herodotus.

## **Greek IV**

The study of Greek tragedy. Students translate the *Medea* of Euripides and read five other tragedies in translation. During the final month of the course, students read selections from the Greek lyric poets.

# COMPUTER STUDIES

## Course Offerings:

**Computer Literacy I**  
**Computer Literacy II**  
**Computer Science I**  
**Computer Science II**  
**Computer Applications**

The Computer Studies program offers the student body a wide range of computer-based skills beginning with an Introduction to Computers (Computer Literacy I and II), and building on these skills with Computer Science I & II (Web page development and JavaScript programming) and Computer Applications (Microsoft Office 2003). These classes provide students with a thorough background of essential skills needed for higher education.

Students are able to develop their computer skills by utilizing five 30-station computer labs during class time as well as Resource Center computers throughout the school day. A high-speed Internet connection is available allowing all students to take advantage of the resources available on the worldwide web.

### **Computer Literacy I**

An introductory course highlights the basic concepts of computer, information systems, and software applications. Some of the topics covered are input, processing, output, and storage, as well as word processing, spreadsheet, and presentation applications. Microsoft Office 2003 is used to teach these productivity software applications. This is a half-credit course required for all eighth and ninth grade students.

### **Computer Literacy II**

An advanced introductory course covers basic computer terminology and various software applications including word processing, spreadsheet, and presentation programs taught using Microsoft Office 2003. In addition, students are acquainted with other topics such as HTML, binary numbers, and TCP/IP. This is a half-credit course taken by eighth and ninth grade students who have placed out of Computer Literacy I.

### **Computer Science I**

This course provides students with a thorough background in Hypertext Markup Language (HTML 4.0), the language of the World Wide Web. Students will gain various skills from programming structure and logic to web page layout and design. Also, students will learn Internet application skills necessary to design, publish, and maintain web pages. This is a half-credit elective course offered in the fall semester.

# COMPUTER STUDIES

## **Computer Science II**

With the Internet occupying a permanent place in our culture and classrooms, programming languages are used to enhance its efficiency. This course is a continuation of Computer Science I and expands on the web design learned in the course by covering topics such as Dynamic HTML and JavaScript. JavaScript is a programming language designed to extend the capability of HTML. This is a half credit elective course offered in the spring semester.

## **Computer Applications**

Microsoft Office 2003 is the focus of this applications course. Students are taught in detail the more advanced features of Microsoft Word, Excel, Access, and PowerPoint. Upon completion of this course, students will have a strong background in the effective use of productivity software to increase their efficiency. This is a half-credit elective course.

# ENGLISH

## Course Offerings:

### Study Skills

#### English

#### English I

#### English II

#### English III

#### English IV

#### English V (Advanced Reading and Composition)

#### Advanced Placement English (Literature and Composition)

#### Creative Writing

The Jesuit High School English Department offers a college preparatory course of studies. By the end of his studies, each student should be able to express himself clearly, easily, and effectively.

The course of studies stresses practiced and polished writing skills, along with a thorough understanding of grammar and usage. Critical reading, literary analysis, research skills, and ACT/SAT preparation are also stressed. Each student reads and is tested on two novels per quarter, chosen with reading level and interest in mind. Each course also stresses the acquisition of a strong working vocabulary.

## Course Descriptions:

### Study Skills

This in-depth study-skills course exposes students to study skills and upper level critical reading skills needed at Jesuit. This multi-faceted course covers outlining, note-taking, test taking, basic research and library skills, and critical reading skills for use in all disciplines.

### English

This course, usually taken in conjunction with the Study Skills course, stresses the acquisition of a solid foundation in grammar and usage. Emphasis on vocabulary skills begins here and continues through the English program.

### English I

This course is an intense study of the grammar, usage, and mechanics of the English language. The goal of the course is for the student to master writing of grammatically correct and stylistically strong sentences. Vocabulary and novel reading are also stressed.

### English II

The primary emphasis of the English II course is the unified, coherent, and emphatic writing of the paragraph. This is balanced with a “genre” approach to literature in which the student is introduced to the craft of the short story writer, the poet, the dramatist, and the novelist. Usage and mechanics topics learned in English I and relevant to writing are reviewed throughout the year and accompany continued novel reading and vocabulary study.

# ENGLISH

## **English III**

The primary focus in this course is on writing an essay. Outline, introduction, thesis statement, development, and conclusion are stressed along with the elements of unity, coherence, and emphasis. Style is stressed after basic structural and mechanical elements have been mastered. The secondary focus of the course is the survey of American literature. Weekly vocabulary study and usage review are geared to improve writing and ACT/SAT preparation.

## **English IV**

This course has a twofold emphasis: first, and most important, the writing of essays about literature (tone, comparison-contrast, character analysis, etc.) and the writing of a college-level research paper; second, a survey of British literature. Vocabulary study and usage review continue.

## **English V (Advanced Reading and Composition)**

This course stresses the development and intensification of writing skills and critical reading skills beyond the high school level in conjunction with the study of world literature as well as 19th and 20th century British and American literature.

## **Advanced Placement English (Literature and Composition)**

This course is a rigorous college-level English course emphasizing those writing and critical reading skills relevant to the national Advanced Placement Program, which offers high school students a chance to earn college credit in English while still in high school. Additionally, the course emphasizes those writing and critical reading skills relevant to the national Advanced Placement English test given each year in May. These skills include close and critical readings of prose and poetry, and intensive development of the student's own writing skills, especially his style. The course also emphasizes the study of world literature and 19th and 20th century British and American literature.

## **Creative Writing (Elective)**

This course is a one semester senior elective. The purpose of the course is to cultivate the creative writing potential of the student using a writing workshop model. Students examine and actively practice the craft of creative writing involved in a variety of disciplines: newspaper articles, character sketches, story plots, descriptive passages, critical analyses, poems, short stories, plays, magazine articles, and essays.

# FINE ARTS/COMMUNICATIONS

## Course Offerings:

**Speech I (Pre-freshmen)**  
**Public Speaking (Seniors)**  
**Film Studies**  
**Radio and Television Broadcasting**  
**Fine Arts I**  
**Fine Arts II**  
**Stagecraft**

Since the first day of classes at the College of the Immaculate Conception, training in the art of speech has been emphasized. The ability to address an audience in a clear, concise, distinct, and coherent manner has always been one of the objectives of a Jesuit education. The objective of the Communications Department at Jesuit remains to bring to the student a recognition of the importance of speech training as a tool of communication for the individual in the home environment, school, the community, and in the perpetuation of our democratic concepts. Students should develop the ability to speak informally before a group; to participate in informal discussion; to acquire a degree of self-confidence; to develop the poise of a speaker; to establish habits of good eye contact with an audience; and to constructively criticize and evaluate speeches and informed discussion.

The Communications Department strives to develop attitudes in students so that they come to appreciate the kind of preparation needed to become good speakers; to develop an appreciation of good speech and good speakers; to appreciate the value of speech in business; to appreciate the importance of free speech in a democracy; to develop the ability to accept criticism; and to realize that a knowledge of one's self can lead to improvement through speech training.

## Course Descriptions:

### Speech I

Speech I is designed to acquaint pre-freshmen with the fundamental techniques and basic principles essential to effective communication in most types of public speaking, and to give the student an opportunity to develop skills in speaking through frequent practice and helpful criticism. The course is divided into six units, each emphasizing a different aspect of speech-making. Each unit consists of readings to acquaint the student with important principles of speech, speaking performances to give him practice in mastering the techniques studied, and written and oral reports and exercises to aid in developing a better understanding of the fundamental processes of speech. In addition to these assignments, the instructor will announce periodic examinations.

### Public Speaking

This course for seniors emphasizes communicating the meaning from the printed page. Much emphasis is devoted to vocal expression—a main factor of the communication of this meaning. This course includes the study, understanding, and appreciation of the thoughts, ideas, and purposes of others.

# FINE ARTS/COMMUNICATIONS

## **Film Studies**

This course consists of a history of film from its earliest inception to the present-day development. The student, through examining lighting, camera angles, scripting, shooting, and studying different film genres, will gain a better understanding of the importance of film as a medium of communication and expression in our society.

## **Radio and Television Broadcasting**

This is an introductory study of the history, concepts, and skills basic to the radio and television creation and broadcasting process. Through studying the evolution of radio and television broadcasting and programming, as well as creating, editing, and broadcasting programs, the student will gain an appreciation for the process of radio and television broadcasting and programming.

## **Fine Arts I**

Fine Arts I is a practical, concise course of music history and appreciation. The course is non-technical and may be readily understood by a student with no previous knowledge of, or experience with, music. Social, political, and cultural influences are mentioned for each historic period; however, the main focus of the course is music itself.

## **Fine Arts II**

The course consists of an introduction to the evolutionary pattern of mankind's attempt to express human feeling in an art form. The characteristics of the course are to present the students with a study of past and current great art works. Some emphasis is directed to providing the student with the opportunity to express his individual talents in an art medium.

## **Stagecraft**

Stagecraft is a class designed to introduce the student to the process of theatrical production with emphasis on specific technical aspects. By the completion of the course, the student will understand the structure of play production, the phases that structure takes, and the area tasks included in each phase. Specifically, the student will have a basic understanding of the physical theatre, audience/stage relationship, theatre vocabulary, set construction, tools and materials, props, the handling of scenery, and much more. Also, the student will receive a wealth of hands-on practical stagecraft experiences.

The stagecraft experience is intended to introduce and involve the student in the process of mounting live theatre. It is essential to the student's understanding of the total art of theatre and provides the student with the foundation of exploration in a variety of technology-based occupations.

# HEALTH & PHYSICAL EDUCATION

## Course Offerings:

- Physical Education I (Pre-Freshmen)**
- Physical Education II (Freshmen)**
- Physical Education III (Sophomores)**
- Physical Education IV (Juniors)**
- Physical Education V (Seniors)**

The Jesuit High School Health & Physical Education Department provides and oversees sports activities that are familiar to students. The department guides the students to understand the nature of the sports and the carry-over after they have finished high school. The program also helps every student to be at ease, to have a high level of self-esteem, to perceive that his classmates and instructors hold him in high regard, to feel that he can and does succeed, and to enjoy his success.

## Course Descriptions:

### Physical Education:

Basketball	Softball
Baseball	Volleyball
Badminton	Whiffleball
Football	Physical Fitness
Soccer	Physical Skills

### Health Education:

Drug Education	Nutrition
First Aid	CPR
Communicable Diseases	

### Pre-freshmen and Freshmen:

Instruction in personal hygiene, communicable diseases, and nutrition

### Sophomores:

Instruction in CPR, first aid, and family relationships

### Juniors:

Instruction in alcohol, drugs, and tobacco abuse, and communicable diseases

### Seniors:

Instruction in CPR, first aid, personal relationships, and alcohol, drugs, and tobacco abuse

# **MARINE CORPS JUNIOR RESERVE OFFICER TRAINING CORPS (MCJROTC) LEADERSHIP EDUCATION DEPARTMENT**

The Marine Corps JROTC Program, or Leadership Education, is operated by the Leadership Education Department at Jesuit High School. Leadership Education is based on the tenets of Marine Corps leadership, and its purpose is to teach and develop a sense of citizenship, responsibility, discipline, and character in students who join the Program. The Leadership Education curriculum consists of five different categories of instruction. These categories are: (1) Leadership, (2) Citizenship, (3) Personal Growth and Responsibility, (4) Public Service and Career Exploration, and (5) General Military Subjects. The curriculum is presented through classroom instruction and the functioning of the Cadet Battalion, in which students apply the knowledge they have learned in the classroom.

The Jesuit High School MCJROTC Battalion is comprised of more than 100 cadets. In the Battalion, cadets assume leadership roles and run the Battalion as it prepares for the annual inspection; conducts parades, ceremonies, and physical training; and, holds social events. In this manner, cadets learn the self-discipline, self-confidence, motivation, leadership, and organizational skills necessary for them to be successful as adults.

Candidates for enrollment in Leadership Education must be citizens of the United States, of good moral character, physically fit, and in the grades 9 through 12. Eighth graders are allowed to affiliate by participating in one or more of the extracurricular teams sponsored by the Leadership Education Department.

## **Course Descriptions:**

### **Leadership Education I (LE I)**

The first unit of the Leadership Education program provides an introduction to both leadership and citizenship. It also exposes new cadets to personal growth and responsibility and establishes a foundation of military structure and tradition. Additionally, cadets participate in a healthy physical education program and are first exposed to the teamwork required in organized drill.

### **Leadership Education II (LE II)**

Leadership Education II continues the leadership and citizenship classes of LE-I. During LE-II students receive instruction in general military subjects with more structure and tradition than in LE-I. Cadets also receive an introduction to marksmanship and land navigation. This unit also provides additional learning experiences in personal growth and responsibility, as well as citizenship.

### **Leadership Education III (LE III)**

In LE III, cadets resume building upon the subjects they studied in LE-I and LE-II, including various career options by beginning to learn more about public service and other possible careers for life after high school and college. In LE-III, cadets also learn about job-seeking and the interview process, as well as receive instruction in personal finances.

# MCJROTC

## **Leadership Education IV (LE IV)**

LE-IV is the culmination of a cadet's Leadership Education studies. Cadets take the leadership roles in operating the Battalion. Cadets are expected to keep up with and be able to discuss current events. Social and cultural topics such as equal opportunity and sexual harassment are studied.

Additionally, Jesuit's MCJROTC Program offers a variety of extracurricular activities that reinforce instruction and build character. These extracurricular teams are not mandatory and include the following teams:

### **Color Guard**

The Jesuit MCJROTC Color Guard performs at Jesuit football and basketball games, Hornets and Tulane basketball games, Mardi Gras parades, area drill competitions, parades and reviews, and other community events. The cadets of the Color Guard are seen by more people than any other organization at Jesuit and are proud to represent their school and the Marine Corps.

The Color Guard also competes in the annual National Drill Competition in Daytona, Florida.

### **Drill Team**

The MCJROTC has two drill teams, the varsity and junior varsity drill teams. These drill teams are composed of cadets who seek the demanding challenge of membership in a competitive precision drill unit. The drill teams perform at numerous drill competitions in the area and compete at the National Drill Competition in Daytona, Florida. The drill teams also perform at parades and ceremonies throughout the city, including Mardi Gras parades, Veterans Day and Memorial Day activities, and other civic events.

### **Marine Band**

Jesuit is one of the few schools in the nation to have a Marine Corps JROTC Band. The Marine Band is composed of members of the Blue Jay Band and is unique in that it is led entirely by students. The Marine Band plays at all MCJROTC parades and ceremonies, such as the Marine Corps Birthday Ceremony, the annual Parade & Review, and the Change of Command Parade. It also performs at functions throughout the city, such as the annual Battle of New Orleans commemoration at Jackson Square, Mardi Gras parades, and the Blue Jay Bazaar.

### **Physical Fitness Team**

The Marine Corps values physical fitness and has made fitness central to the Leadership Education curriculum. The Physical Fitness Team engages in a variety of exercises as it practices the events of the Marine Corps Youth Physical Fitness Program. The Physical Fitness Team participates in area drill meets and physical fitness competitions throughout the year.

# MCJROTC

## **Rifle Team**

Marksmanship is another important aspect of the Leadership Education curriculum as marksmanship teaches self-discipline, patience, concentration, and, above all, safety. Members of the Rifle Team fire the Daisy 853/753 Air Rifle as they learn marksmanship and compete in area rifle matches and postal competitions. Rifle Team members are also eligible to shoot in regional matches if they qualify and can earn scholarships for college.

Cadets enjoy all of these extracurricular activities during the year and can earn high school letters or certificates of commendation for participating in these teams. In addition to these activities, cadets can take field trips to the National World War II Museum, the annual air show at Belle Chasse, the Naval Aviation Museum in Pensacola, and to Marine Corps bases during the biennial summer orientation trip. Cadets also participate in morale-building activities during the year, such as semester field meets, quarterly cookouts, and a MCJROTC dance.

In summary, the Jesuit MCJROTC Program teaches its cadets the principles of leadership and provides them the opportunity to put them in action by assuming leadership roles in an active and successful unit—the MCJROTC Cadet Battalion. In doing so, the Program prepares its cadets for success in life by instilling in them the values of integrity, maturity, discipline, and responsibility. Cadets also have fun joining extracurricular teams, participating in social events and trips, and enjoying the camaraderie of fellow cadets.

# MATHEMATICS

## Course Offerings:

**Introduction to Algebra**  
**Algebra I**  
**Geometry**  
**Algebra II**

**Analysis**  
**Calculus**  
**Discrete Mathematics**

The systematic study of mathematical concepts, principles, skills, and modes of thinking, with an emphasis on the interrelations between mathematical theory and its many-sided applications is the focus of the mathematics program at Jesuit. Our program has been developed to meet the needs of all students, whether it encompasses a liberal arts education or a specialization in mathematics or the mathematical sciences. Honors courses are offered in Geometry, Algebra II, Analysis, and Calculus, where there are two Advanced Placement courses, AB (6 credit hours) and BC (10 credit hours), based on the College Board Placement test and corresponding curriculum.

All students are required to take mathematics through Analysis and are encouraged to take a math elective in their senior year.

## Course Descriptions:

### Introduction to Algebra

This course begins with mastery of the skills needed to succeed in an algebra course and then introduces the student to algebraic concepts that will be further developed in later courses.

### Algebra I

Algebra I consists of the mastery of basic algebra skills up through the solving of systems of equations and inequalities.

### Geometry

This formal study of Euclidian geometric systems, and the logic behind the development of such systems, develops students' critical thinking skills.

### Algebra II

This course builds on the skills of previous courses and leads to the study of general algebraic theories and transcendental functions such as logarithmic and exponential.

### Analysis

This is advanced functional analysis with a detailed study of trigonometric functions and side topics that include sequences and series, probability, and vectors.

### Calculus

This course develops the differential and integral calculus of a single variable with advanced placement of 6 to 10 hours of college credit available through the College Board Advanced Placement program, depending on the AP course chosen.

### Discrete Math

This is a standard college course that includes topics in probability, statistics, logic circuits, decision theory, finance, game theory, and other topics.

# MODERN FOREIGN LANGUAGES

## Course Offerings:

<b>French I</b>	<b>Spanish I</b>
<b>French II</b>	<b>Spanish II</b>
<b>French III</b>	<b>Spanish III</b>
<b>French IV</b>	<b>Spanish IV</b>
<b>French V</b>	<b>Spanish V</b>

There are five levels of French and Spanish, with each program offering honors credit at all levels. Advanced placement is available for students who have had prior experience in the chosen language. Jesuit High School requires a minimum of three units of credit in one language for graduation.

## Course Descriptions:

### French I

French I is an introduction to the study of French. The student will develop the ability to understand French when spoken at normal speed on topics that he has been exposed to, and to speak well enough on those topics to communicate with a native speaker. He will learn to read about, and to express himself in writing about, those same topics. He will also acquire some knowledge of countries where French is the dominant language.

### French II

French II is offered to students who have had one year of high school French, or have passed the French placement test given in the spring or summer before the school year. The student will further develop his knowledge of French and communicate in French with greater proficiency by continuing the listening exercises and videos.

### French III

French III is a continuation of French I and French II. It is offered to students who have had two years of high school French. French III stresses reading and oral skills. The class is conducted in French. A more advanced grasp of grammar and an extensive vocabulary are also stressed. Through exposure to literature and films, the student will achieve a greater understanding of French culture.

### French IV

French IV is offered to students who have had three years of high school French. In French IV, the student will develop the ability to write essays, which express in grammatically-correct form his reaction to the thoughts, emotions, and stylistic elements presented in the course materials. Additionally, the students' listening skills are developed in preparation for the French AP Exam.

### French V

French V is offered to students who have had four years of high school French. This course is designed for advanced students of French who are interested in maintaining and/or improving their proficiency in the language. The focus of the class is on French literature, including classics and more recent selections. Oral proficiency is developed through class discussions conducted in French about current events. French culture is also an area of concentration.

# MODERN FOREIGN LANGUAGES

## **Spanish I**

Spanish I is an introduction to the study of Spanish. The student will develop the ability to understand Spanish when spoken at normal speed and to speak well enough to communicate with a native speaker. He will acquire knowledge of Hispanic countries and develop an understanding of the cultural heritage of their people.

## **Spanish II**

Spanish II is offered to students who have one year of high school Spanish or have passed the placement test in Spanish given during the spring or summer before the school year. The student will review grammar presented in Spanish I and learn more complex grammatical concepts. He will further develop his ability to communicate in Spanish by means of listening exercises and Spanish videos.

## **Spanish III**

Spanish III is offered to students who have had two years of high school Spanish. The student will continue the review of grammar in the context of literature. He will further his language study with the continued development of reading for comprehension and self-expression in writing, while working through aural-oral expression.

## **Spanish IV**

Spanish IV is offered to students who have completed three years of high school Spanish. It emphasizes the use of Spanish for active communication and encompasses aural-oral skills, reading comprehension, grammar, and composition. Students are helped to comprehend formal and informal spoken Spanish; acquire new vocabulary; grasp the structure of the language; and, facilitate the reading of newspapers, magazines, and modern literary works, while producing complex writing to convey meaning and mood. Students use Spanish to communicate in the class. This course prepares students to take the Spanish Language AP exam in May.

## **Spanish V**

Spanish V is offered to students who have had four years of high school Spanish. The student will be expected to write on topics of general interest in grammatically-correct Spanish. He will increase his ability to understand Spanish from audio recordings, CDs, radio, and Spanish videos and DVDs. He will attain a speaking proficiency that will allow him to successfully communicate facts and ideas in Spanish.

# MUSIC

## Course Offerings:

### **Beginning Band** **Advanced Band**

A successful music program begins with students possessing talent, ability, and interest. The Music Department at Jesuit provides ample opportunities for students with these qualities. Music is a vehicle used to teach life skills, work ethic, and social well-being. Instrumental, vocal, and chamber groups are maintained for the purpose of contributing to the cultural and social life of the participants, the student body, and the Jesuit community of families and alumni.

The musical truths taught in each organization become part of the students' foundation for good moral values and attitudes. This will help guide them through higher levels of education and become responsible community members.

The objectives of the music program are to:

1. build self-confidence, self esteem, and a sense of accomplishment
2. develop responsibility and self-discipline
3. develop a life-long appreciation for music
4. develop social skills and the ability to work with others
5. develop coordination and communication skills
6. cultivate creativity

## Course Descriptions:

### **Beginning Band**

The first year of instrumental music instruction is designed to firmly establish the fundamentals of good performance and a general knowledge of music as an art form. This group is divided into brass/woodwind class and percussion class to give the student a more individual approach to learning.

### **Advanced Band**

After admission into this course of study, a student is eligible to join other groups within the band's family. It is understood at the outset that a student must become an active member in the Marching Band to be afforded opportunities to move into the other band-related activities and/or course sub-groups.

### **Marching Band**

The official marching unit is probably best noted for its elaborate routines, unique shows, intricate maneuvers, and the "Blue Jay Sound." This group performs at football games, pep rallies, home basketball games, and in Mardi Gras parades. The band is invited bi-annually to march in the Magic Kingdom's parade at Disney World in Orlando, Florida.

# MUSIC

## **Concert Band**

This organization offers technical training as it performs literature designed for the wind band. This group performs concerts several times during the year at festivals, fairs, and school-related assemblies. Individually, members perform at solo and/or ensemble festivals.

## **Jazz Band**

The repertory contains jazz music ranging from New Orleans Jazz to contemporary popular tunes. Students in this group are exposed to a rich variety of styles ranging from our American past to the trends of jazz today. Known as Jesuit Jazz, this group has performed at Jazz Fest and has traveled to play at the Big Band Festival in Bamberg, Germany.

## **Play Band**

This extracurricular band is associated with the Philelectic Society of Jesuit and focuses on training in basic techniques for performance with the production workshop orchestra.

## **MCJROTC Band**

This group works in association with the ROTC program at Jesuit. It comprises 20 cadets with musical expertise in support of the MCJROTC unit and its activities, including Mardi Gras parades, and the annual Parade & Review and the Change of Command Parade.

## **Liturgical Ensemble**

This is a small extracurricular group that performs at Eucharistic Celebrations during the school year. The group plays at public performances during the Christmas season and participates in music competitions and school concerts.

# SCIENCE

## Course Offerings:

**Physical Science**

**Biology I**

**Environmental Science**

**Chemistry I**

**Physics**

**Biology II**

**Biology II AP**

**Chemistry II**

**Chemistry II AP**

Developments in science technology have improved our way of living and have become a major influence on our culture. No one in our culture escapes the direct influence of science. Because of the impact of science on our social, economic, and political institutions, the education of every responsible citizen must include not only the basic principles of science but also the attitudes and processes of scientific thought. Students will use computer technology and the Internet to improve academic achievement and to develop critical thinking skills.

## Course Descriptions:

### Physical Science

This course is a study of matter and energy. It emphasizes everyday applications of physical laws. Emphasis is placed on helping the student develop and apply critical thinking process skills. The student is first introduced to the nature and methods of science in which he learns the importance of observation, measurement, and problem solving techniques. Following this introduction, the general topics are: motion, energy, heat, work, machine, forms of matter, atomic structure, chemical bonds, periodic table of elements, organic chemistry, solutions, chemical reactions, waves (sound & light) mirrors & lenses, electricity, radioactivity & nuclear reactions, and energy alternatives.

### Biology I

The high school biology classroom is no longer just a place where facts are disseminated. The modern biology classroom is a place where a student not only learns the facts associated with the science of life, but also learns the various higher level thinking skills that are a requirement for a successful adult life. Critical thinking skills involve judging the validity of facts by collecting evidence that either supports the facts or refutes them. The general topics that are covered in the course are: molecular biology, the cell, genetics, evolution, microorganisms, plants, invertebrates, vertebrates, human biology, and ecology.

### Environmental Science

This course is a study of one aspect of the natural world—living in a world that we seem to be destroying. To complete this study, we need detailed knowledge of how the natural world works so that we can prevent further abuse of our planet and begin to repair the damage already done. Specialized environmental topics, such as ecology, forestry, oceanography, geology, and meteorology, will be covered. Students will be expected to do field research and to become involved in local environmental issues.

# SCIENCE

## **Chemistry I**

In this course, the student will study substances, especially their structure, composition, properties, and transformations. He will develop critical thinking and problem solving skills not only to use in chemistry, but also, by extension, to use in everyday life. Topics covered include: classification & phases of matter, energy, atomic structure, chemical formulas & equations, stoichiometry, gases, chemical periodicity, chemical bonding, solutions, kinetics & thermodynamics, chemical equilibrium, acids & bases, oxidation-reduction, electrochemistry, organic chemistry, and nuclear chemistry.

## **Physics**

The central theme of this course is the interrelation of matter and energy. The underlying statement, theory, or law and the application of the principles to problem solving are presented within various topics of physical phenomena. Laboratory work, and its interpretation, is an essential part of this course. The various topics treated include: mechanics, motion in a straight line, acceleration, vector analysis, Newton's Laws, momentum, projectile & circular motion, work, power, energy, kinetic theory of gases, heat, radiant energy, mirrors & lenses, wave & quantum, theory of light, electricity, magnetism, and nuclear energy.

## **Biology II**

This course explores details of Human Anatomy and Physiology. Laboratory work is incorporated including mammalian dissection with timed laboratory tests.

## **Biology II AP**

This course is designed to be the equivalent of a college introductory biology course usually taken by a biology major in his first year. It differs significantly from our first course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by the student, and the time and effort required of the student.

## **Chemistry II**

This course is designed for the student who would like to explore more thoroughly the concepts he was exposed to in Chemistry I. Additional topics that time constraints did not allow to be covered in the first course will also be investigated.

## **Chemistry II AP**

This course is designed to closely resemble a college chemistry class in a high school setting. The topics covered in Chemistry I are reviewed in greater depth, and new topics are explored that could not be dealt with in the first chemistry. More emphasis is placed on laboratory work.

# SOCIAL STUDIES

## Course Offerings:

**Louisiana History**  
**World Geography**  
**American History**  
**Civics**  
**Western Civilization**

## Senior Electives:

**American Military History**  
**Comparative Government**  
**Economics**  
**Law Studies**  
**Psychology**  
**Sociology**

## Course Descriptions:

### Louisiana History

This course is designed to provide a fundamental background in the early history of Louisiana and the European influences that affected its cultural heritage. Emphasis is placed on making the students aware of Louisiana's unique artistic and historical characteristics. Special importance is also placed on the role of the leadership of Louisiana in the development of national and international relations.

### World Geography

The course consists of the detailed analysis of the physical characteristics that formed the geophysical nature of the earth. The student is given general information about the factors determining the political structure of geographical boundaries. Students are also made aware of the basic cultural characteristics of the countries of the world. The scope of the course of study includes the Western and Eastern hemispheres.

### American History (Honors credit available through Advanced Placement)

The course is designed to give the students a background to the formation of our national heritage. The scope of the course is designed to give the student an overview of American history from its beginnings through the present day. Emphasis is to associate the issues that most affected the American experience. Those taking the course for honors credit and advanced placement will be required to do outside research and submit comprehensive documentation of their impression of that research.

### Civics (Honors credit available through Advanced Placement)

This course consists of a study of the background to, and the evolution of, the United States government. Emphasis is placed on understanding the underpinnings of government so that as well-informed citizens, our students can appreciate the duties of citizenship. Through a detailed analysis of the political system, students will be able to relate to the philosophical origins of our government and understand the practical applications of these philosophical principles.

# **SOCIAL STUDIES**

## **Western Civilization**

The history of civilization in general is the primary scope of the World History course. Special emphasis is placed upon the evolution of European civilization and the role it has played in the development of our artistic and legal heritage. Provisions are made to present comparisons and associations between Occidental and Oriental heritages especially in art and politics.

## **American Military History**

The purpose of this course is to help students to develop a proper appreciation and understanding of American military history. This course traces the creation of an American military tradition starting in 1607 and continues through to the war on terrorism and the second Gulf War. Both the United States Army and Navy are studied, as well as the United States Marine Corps. Also, students will learn about the rise of an independent air force. Along with battles and leaders, the class will address the socio-political issues and technological advances that have influenced American military history.

## **Comparative Government (Honors credit available through Advanced Placement)**

Comparative government is a course designed to introduce the student to general political trends. A precise study of the historical background of political institutions is used as a basis to understand the modern governmental structures in several major European, Latin American, Asian, and Third World countries. The goal of this course is to develop an informed student who will be able to compare and appreciate the differences of several political structures.

## **Economics**

This course is designed to provide the graduating senior an overview of macroeconomic concepts. The primary focus of the course is to present the student with a practical understanding of capitalism and the modern characteristics of the American economic system. Topics considered include investments, financial planning, insurance, taxation, supply and demand factor, economic downturns and cures, monetary system, international trade, and domestic policy.

## **Law Studies**

The law studies course is primarily designed to give the student an understanding of the practical application of the principles of law. The student studies statutes of national, state, and city codes to understand reasons for the laws and their applications. The course attempts to help the student through the application of precedents to decide the proper resolution of legal issues.

## **Psychology**

This course is a senior level elective designed as an introduction to the field of psychology. The central theme of this course is psychology as the science of mental processes and behavior. The various topics treated include: the history of psychology, statistics, biological foundations of behavior, sensation and perception, cognition, learning and memory, developmental psychology, motivation and emotion, gender and sexuality, personality theories and assessment, abnormal behavior, and social psychology.

## **Sociology**

This course is designed to provide students with a heightened awareness of domestic and global cultural differences. Students are introduced to methods used by sociologists to analyze case studies to acquire an understanding of cultural conduct. Emphasis is placed on the cultural aspects of the male/female relationship, the adolescent in modern society, religious influences, and the impact of socio-economic factors on the individual in society.

# THEOLOGY

## Course Offerings:

**Christianity**  
**Sacred Scripture**  
**(Old and New Testament)**  
**Church History**  
**Sacraments**  
**Christian Morality**  
**Christian Vocations**  
**Christian Foundations**

## Senior Elective:

**Prayer**

The goals of the Theology Department can be understood in terms of three objectives, each aimed at a different level of religious awareness: informational, formational, and transformational.

**Informational:** Instruction in theology at Jesuit High School attempts to educate students regarding the doctrines, traditions, practices, and history of Catholic Christianity. The focus here is academic; the objective is to give the student an understanding of the Catholic tradition.

**Formational:** At this level, we seek to evoke a response, which relates directly to the student's life experiences. We encourage individual acceptance of the tradition as meaningful. The student is encouraged to ask: how does this tradition relate to me?

**Transformational:** Here the objective is not merely to impart the Gospel or to seek meaning; it is rather to encourage the student to incorporate the basic message of the Gospel into his personal life. The school respects the privacy of his personal beliefs and values. Our goal is ultimately to cooperate in the work of the Holy Spirit: the transformation of the student into a man of faith, hope, and love—a man for others, one who imitates Christ.

## Course Descriptions:

### Christianity

This course for pre-freshmen provides an introduction to the basics of the Christian faith as understood and practiced by the Catholic Church. It also attempts to offer students a brief historical introduction to Saint Ignatius Loyola, the Society of Jesus, and Jesuit High School. The main areas of instruction include faith and revelation, the Creed, salvation through Jesus Christ, and the Catholic Church's beliefs, worship, and moral life.

### Sacred Scripture (Old and New Testament)

This freshmen course attempts to aid the student to appreciate the treasures of our faith found in God's word by studying the Bible as the book of God's actions in history. The class is a survey of, and introduction to, the Bible. In this course the student is taught to read and discuss a biblical text within the Catholic tradition. Topics include history, covenant, Gospel, Incarnation, the paschal mystery, and the Second Coming.

# THEOLOGY

## **Church History**

This semester course for sophomores considers the nature, origins, and development of Jesus' Church. The students will examine the mission of the Church throughout its history, the relation of the Church to the world at large, the differences within Christianity, and the relation of Christianity to other religions.

## **Sacraments**

This semester course for sophomores emphasizes the efficacy of God's grace by investigating the development and meaning of the sacraments in the Roman Catholic Church. Topics include grace, symbol, ritual, liturgy, Christ and Church as Sacraments, and the seven sacraments.

## **Christian Morality**

This year-long course for juniors is an inquiry into the foundations, meaning, and promise of life in Christ. The students begin with a study of who Jesus Christ is, attempting to understand him as the norm for Christian morality. The course proceeds with an investigation of general moral principles followed by a consideration of particular issues that face teenagers in their daily lives. It concludes with a study on how the Christian faith and the revelation of Jesus Christ affect their lives as citizens and responsible members of society.

## **Christian Vocations**

This senior level semester course examines the state of life in the Church, and life choices of the Christian faithful with a particular emphasis on marriage. Topics include Christian identity, communication, love, sexuality, marriage, the single life, religious life, and the priesthood.

## **Christian Foundations**

In this senior level semester course, the student is presented an overview of topics of Catholic theology with an emphasis on the fundamental issues of faith pertinent for young adults. Topics include the existence of God, Scripture, Jesus, the mystery of evil, Church, sacraments, and judgment.

## **Prayer**

Prayer, as a senior elective class, is structured primarily as formational and only secondarily as informational. Similar to a "lab" course in science, it is a "hands-on" experience of prayer through the practice of meditation, contemplation, scriptural prayer, and shared prayer.

# DISCIPLINE OFFICE

Jesuit High School believes that each student is unique, possessing special talents to develop in himself and use for others. The school strives to assist in the development of these talents in young men who will be capable of exercising responsible freedom. The student is in the process of becoming a man for others, a person who will learn to fulfill his obligations to God, to his neighbor, and to himself.

Jesuit High School seeks to develop the potential of a student through the spiritual, academic, cultural, and physical opportunities afforded him. To achieve this purpose, the school must be able to rely upon the student to foster its spirit and advance its purpose and goals; therefore, Jesuit High School should be the school of the student's choice.

Jesuit's code of conduct is detailed in the *Bulletin* on pages 47-57. This code of conduct is established as a guideline for the student as he develops his potential, learns to order his life, and acquires a sense of cooperation with, and respect towards, those with whom he must live and work. The code is not intended as a set of restrictions which stifle a student. The code is a framework of acceptable behavior which emphasizes learning activities that create healthy attitudes. This type of attitude is instrumental in achieving the goal of self-discipline.

The code of conduct presupposes good will and good judgment on the part of the student and his parents. With this in mind, the Discipline Office will act in a manner that is in the best interest of the student and the community. The approach is positive, not vindictive; firm, not harsh; structured, but not without understanding and flexibility; and, always with the attitude of what can we do to help.

Areas of the school life that are incorporated into the Discipline Office involve school attendance, student conduct (both on and off campus), dress code and uniforms, student lockers and locks, and overall school order, discipline, and sanctions.

# GUIDANCE

The primary objective of Jesuit High School is the growth and development of its students. The Guidance Department of Jesuit High School works in coordination with administrators and faculty to meet this end. In order that all Jesuit students receive individual attention, a full time guidance counselor is assigned to each grade level. Two college placement counselors are also available to assist students in the college planning process.

Some of the services offered by the Guidance Department include:

## **Academic and Personal Counseling**

At every grade level, each student meets periodically with his counselor so that the student's academic progress can be monitored. Counselors are available to work with students on personal issues as needed. They also consult with parents, teachers and other counselors to ensure that pertinent information about a student is shared with appropriate individuals. Programs designed to monitor and assist the adolescent and his parents include: a peer support program; a suicide prevention program offered by Jewish Family Services, a United Way agency; and, presentations dealing with the adverse effects of chemical dependency. Along with one-on-one counseling and possible recommendations for additional professional intervention, grade level counselors work with the Director of Student Development in meeting these needs (see description for Student Assessment Program, page 35).

## **Career/Interest Planning**

In order to help students focus on their abilities and to help them define their interest in a way that will make college and career choices meaningful, counselors meet with their students regarding the many issues surrounding career choice. Students of all grade levels are encouraged to initiate contact with either grade level counselors or college counselors to explore various career options. Beginning in their junior year, students are called in to address career issues along with the regular college exploration process. Taking full advantage of the Internet and its vast resources, various occupation publications, as well as individual personal contact with a counselor, students are better positioned to understand their interests and aptitudes. A comprehensive conclusion is made by coordinating the student's express interests, research, and ACT Career Cluster results to assist them in making appropriate college and career choices.

## **Coordination of Standardized Testing**

All sophomores and juniors take the Preliminary Scholastic Aptitude Test (PSAT). The PSAT is an aptitude test which is a preview of the SAT, a college placement test. Juniors and seniors take the American College Testing Program Assessment (ACT) or the Scholastic Aptitude Test (SAT). Freshmen take the "Plan" and pre-freshmen take the "Explore," both of which are preliminary ACT tests.

## **College Planning**

Because of the importance and complexity of the college admissions process, all students have access to college placement information. The counselors meet individually with juniors and seniors to discuss college admissions procedures. Additionally, the Guidance Department coordinates College Night, an evening when representatives of approximately 125 colleges around the country visit Jesuit. Sophomores, juniors, seniors, and their parents have the opportunity to meet with college admissions and financial aid representatives at College Night. The office also hosts a parent information and financial aid information session during the school year.

# STUDENT ASSESSMENT PROGRAM

The Jesuit High School Assessment Program is a program designed to help students whose behaviors seem to indicate family, academic, emotional, or social problems that, left unchecked, could lead to negative consequences such as substance abuse.

Jesuit has instituted a school-based program that has as its principal goals substance abuse education, the prevention of substance abuse, intervention in situations where substance abuse occurs but school disciplinary policy has not been compromised, and follow-up support for students who are at some point in the recovery process. As a condition of continued enrollment, Jesuit High School may require a professional drug-alcohol assessment. This assessment may include drug testing and follow-up meetings with a certified professional and with Jesuit personnel. Parents will be notified if such an assessment is deemed necessary.

The Assessment Program aims to address the needs of high-risk students and to offer the student and his family resources, either before the student becomes entrenched in his problems or before he renders himself liable to discipline at Jesuit due to inappropriate behaviors.

The Assessment Program's emphasis on help and support makes it different in focus and intent from the discipline policy at Jesuit. However, the Assessment Program is in no way intended to diminish the school discipline policy. Students and parents are expected to be familiar with the school discipline policy as stated in the *Bulletin*, and students remain subject to such a policy if an assessment is required and/or during participation in the Assessment Program.

Good will and a desire to help students who may be making unhealthy choices in their lives must be presumed on the part of all involved in this program.

More details on the Student Assessment Program can be found in the *Bulletin* on pages 51-52.

# RESOURCE CENTER

The Resource Center includes several environments that provide space for research, leisure reading, individual silent study, and information literacy instruction. The center includes computer workstations; book, serial, audio-visual, and reference collections; a student services area; a library staff workroom and offices; and, computer labs.

The collection contains more than 17,000 volumes that are complemented by general encyclopedias, serials, newspapers, VHS and DVD videos, and electronic databases. Students are also encouraged to utilize the Resource Center's website, which is designed to aid research.

Access to the Internet for general research is available to students. Additionally, the Jesuit community has access to several subscription databases:

- EBSCO's Academic Search Premiere and History Reference Center
- Modern Language Association's International Bibliography
- Gale's Opposing Viewpoints
- ABC-CLIO's World History
- American History
- World Geography

A variety of other sites are provided by the State Library of Louisiana and the Louisiana Department of Education. Internet access is available at school and from home.

The staff is composed of two librarians and one assistant, each of whom holds a degree in education.

**The Resource Center is open 7 a.m.–4 p.m. on regular instructional days; 8:50 a.m.–4:00 p.m. on faculty meeting days; and 7 a.m.–12:00 p.m. on exam days.**

# SERVICE PROJECT

## Philosophy and Objectives

With the oldest high school service program in New Orleans, Jesuit has a long history of its students volunteering their energies and talents to the people of their community. In this way, the student contributes in a meaningful manner to bettering his world and grows as a Christian in service to others. His motivation for this work comes from the example of Christ, the commitment of the Catholic Church to social action, Jesuit High School's goal of educating leaders for the community, and his own desire to help his fellow man.

The rewards for the student are many: knowledge that some disadvantaged person's life has been improved; a better understanding of what it means to be elderly, disabled, abused, poor, seriously ill, academically impaired; the growth of skills to meet the needs of these groups; credit for graduation; and possible career opportunities and training. The Jesuit student's concerns are no longer just selfish ones as he is now prepared to use his talents and skills for effective social change in the future.

The most important thing about a Jesuit service project is people. Every project should consist of a Jesuit student having direct contact with a person who is, in some important way, disadvantaged. His work is outside the normal world of his family routine and oriented towards people. Therefore, the Jesuit Service Project program enables the student to put his ability and interest to work for God, others, and himself.

## Facts and Figures

- At least 100 service hours with the same agency are required for graduation.
- Since direct contact with people in need is essential, the Service Project is limited to junior and senior levels.
- The Service Project time-frame is a calendar year (January of the junior year through December of the senior year) rather than an academic year.
- Each student receives a P or F grade for his Service Project work.
- A service registration contract must be made by each student and signed by his parents and approved by the Service Project Director.
- Interest and preference forms, progress forms, and a reflection essay are required from each student.
- An evaluation must be completed by each student and his parents.
- A pre-project interview and a post-project interview must be held with the Director of Service Projects.
- In the past year, Blue Jays exceeded 30,000 volunteer hours in service to more than 40 agencies.

# JESUIT SERVICE PROJECT

## 2008 Service Areas

*Volunteers also worked at some agencies not listed.*

### **Tutoring, Teaching, Child Care**

Ella Dolhonde Elementary School  
Good Shepherd School  
Hope Haven  
Israelite Baptist Church  
Kansai Christian School (Japan)  
Kingsley House

### **Care for the Disabled**

Abbey Rogers Civitan Camp  
Camp Abbey  
Camp Butterfly  
Camp Challenge  
Camp Friendship  
Camp Rainbow  
Camp Sunshine  
Camp Wounded Knee  
Lighthouse for the Blind  
Magnolia School  
St. Michael Special School

### **Services for the Poor**

Amigos for Christ Mission (Nicaragua)  
Appalachia (Virginia)  
Grand Coteau Mission  
Helping Hands  
Munholland United Methodist Church  
New Heritage Fellowship  
Our Lady of the Americas Missionary Foundation  
(Mexico)  
The Lord's Ranch (El Paso/Mexico)  
Youth Rebuilding New Orleans

### **Care for the Elderly or Infirm**

Chateau de Notre Dame  
Colonial Oaks Nursing Home  
East Jefferson General Hospital  
Marshall Regional Medical Center (Texas)  
The Greenwalt Center  
The Westwego Ernest J. Tassin Senior Center  
Twin Oaks Nursing Home  
Wynhoven Nursing Facility

## CO-CURRICULARS

Academic Games  
Acoustic Guitar Club  
Art Club  
Asian Club  
Baseball Team  
Basement Music Club  
Basketball Team  
Beach Volleyball Club  
Blue Jay Bands  
*Blue Jay* Newspaper  
Blue Jay Web Staff  
*Blue Jay Yearbook*  
Board Games Club  
Bowling Team  
*Calliope* Literary Magazine  
Cheerleaders  
Chorus  
Christian Life Community  
Classic Rock Club  
Columbian Squires  
Cross Country Team  
Cycling Club  
Fencing Club  
Foosball Club  
Football Team  
Forensics Team  
French Club  
French Honor Society  
Golf Club  
Golf Team  
Hacky Sack Club  
In-Line Hockey Club  
Golf Club  
Intramural Sports  
Italian Club  
Lacrosse Club  
MATHCOUNTS  
MCJROTC Band  
MCJROTC Color Guard  
MCJROTC Drill Team  
MCJROTC Physical Fitness Team  
MCJROTC Rifle Team  
Mock Trial Team  
Movie Critics Club  
Mu Alpha Theta  
National Honor Society  
Peer Support  
Philelectic Society  
Philosophy Club  
Ping Pong Club  
Prep Quiz Bowl Team  
Pro-Life Club  
Rugby Club  
Sailing Club  
Skateboarding Social Club  
Soccer Team  
Spanish Club  
Spanish Honor Society  
Spirit Club  
Student Council  
Student Ministry  
Students Across Cultures (StAC)  
Swimming Team  
Tailgating Team  
Tennis Club  
Tennis Team  
Video Games Club  
WJHS Radio & TV  
Wrestling Team  
Youth Rebuilding New Orleans (YRNO)

# FACULTY

Lawerence Abshire, MSgt USMC (Ret)  
Clayton B. Acy, M.A.  
Gale F. Alexander, M.A.  
Troy G. Baglio, B.S.  
Marc E. Belloni, J.D.  
Patrick Benoit, M.A.  
Carlos R. Bertot III, B.G.S.  
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Justin P. Zabrecky, B.S.

## **ST. IGNATIUS'S PRAYER FOR GENEROSITY**

Dearest Lord, teach me to be generous.  
Teach me to serve You as You deserve;  
To give and not to count the cost;  
To fight and not to heed the wounds;  
To toil and not to seek for rest;  
To labor and not to ask for reward,  
Save that of knowing that I am doing Your will.  
Amen

**St. Ignatius Loyola is the founder of the Society of Jesus—the Jesuits.**

# NOTES

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## **Jesuit High School**

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