



CURRICULUM GUIDE | 2026-27

VILLANOVA

PREPARATORY SCHOOL

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MISSION AND VISION

The Mission of Villanova Preparatory School

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

The Vision of Villanova Preparatory School

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

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

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

Specifically, we will be characterized by:

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



INTEGRAL STUDENT OUTCOMES

Villanova Integral Student Outcomes

Villanova Preparatory School's ISOs are the educational expectations students will achieve by the time they graduate. The ISOs set the direction for the school's educational and extracurricular programs.

A person educated in Christian values who

- lives and appreciates the teachings of Jesus Christ
- embodies the Augustinian values of Unity, Truth, and Love
- is prayerful, reflective and seeks to grow in interior spirituality and self-worth

A critical thinker and effective communicator who

- can access, evaluate, and use information to make sound choices
- approaches problem solving with a creative mindset while remaining open to new challenges and change
- listens to others' viewpoints while respectfully communicating their own

A reflective, lifelong learner who

- pursues knowledge and wisdom in an innovative manner
- can balance different aspects of their lives to be healthy in mind, body, and spirit
- effectively uses skills and adapts to new technology in an ever-changing world

A leader who

- demonstrates teamwork and cooperation by valuing the dignity of each person
- is compassionate and respectful of others while working for the common good
- cultivates a spirit of service

A socially and globally aware person who

- engages with people of diverse backgrounds by fostering intercultural relationships
- is respectful of all religions and cultures
- is a steward of the environment



GENERAL INFORMATION

Each student must take seven courses each semester. Students are encouraged to be realistic about the demands that academics, sports and other activities place on them, and are urged to find a balance between a challenging course load and allowing time for other activities in which they choose to participate. Because of scheduling conflicts, it is sometimes necessary to change the courses requested by a student.

Advanced Placement Courses

Advanced Placement (AP) courses are college-level equivalent courses with curriculum and testing criteria established by the College Board. As a result, they often come with specific prerequisites and summer work demands. Students should expect a significant workload in and out of the classroom. AP courses require an in-house final exam to be taken before National AP exams in May. AP exams are required for all AP courses. AP Human Geography is the only exception, where the AP exam is optional. If a student chooses not to take the AP Human Geography exam, the course will be reclassified as Human Geography and will not receive the additional weighted point. A testing fee is required for each AP exam taken. Fees are assessed each year in the spring.

Students may enroll in no more than four AP courses in a particular school year. Requests for an exception to four AP courses may be made to the College Counselor. These exceptions will be considered on a case-by-case basis by the Principal, College Counselor, and the AP teachers involved. A parent-student conference will be held with the counselor and the AP teachers for all parties to understand the commitment made to such an exception.

Honors Courses

Honors courses require a strong commitment from the student to meet the demands of a course that is more challenging than a regular Villanova course. Students in honors courses are expected to make the commitment of additional time required to complete the course curriculum. The current class teacher makes recommendations for all honors courses. New incoming 9th grade students and transfer students will be assessed for honors classes based on placement tests, transcripts, and previous teacher recommendations.

English Support Program

The English Support Program (ES Program) is designed for English Language Learners (ELLs) who are learning English as a second or third language. These students may require additional support with their English language skills to be successful in their English courses and other core courses. Students in the English Support Program are placed in one or more of the following support classes in addition to their regular English classes:

- English Language Development (ELD): ELD 1, ELD 2, or ELD 3 (placement in these classes is based on TOEFL ITP and TWE scores.)
- English Immersion with Support (EIS): EIS 9, EIS 10, or EIS 11 (corresponding to the grade level the student is enrolled in.)

Placement within the ES program:

All International students whose first language is not English will be given a TOEFL ITP and TWE (Test of Written English) upon arrival at Villanova. Students who score below 525 on the TOEFL ITP and 4.5 on the TWE will be placed into the ES Program and a corresponding ELD class. The classes they are placed into will be determined based upon their grade level and TOEFL/TWE scores.

- TOEFL iBT: Less than 75
- TOEFL ITP: Less than 525
- Test of Written English (TWE): Less than 4.5

Use of TOEFL iBT to exit the ES Program:

A student may take the TOEFL iBT if a student chooses to pay for and schedule the test on their own. A student must give their scores to the EIS Program coordinator to officially register their scores with Villanova. Because language proficiency changes quickly, TOEFL iBT scores must be no more than 1 year old to be considered.

GENERAL INFORMATION

Grading Scale

VILLANOVA PREPARATORY SCHOOL GRADE SCALE					
A	94-100	4.0	C	73-76	2.0
A-	90-92	4.0	C-	70-72	2.0
B+	87-89	3.0	D+	67-69	0.0
B	83-86	3.0	D	63-66	0.0
B-	80-82	3.0	D-	60-62	0.0
C+	77-79	2.0	F	Below 60	0.0

Weighted Grades

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

Grade Point Average

Villanova Preparatory School does not rank students. GPA calculations are cumulative on a 4.0 scale. An extra point is given for Honors and AP courses. Students may not take more than four AP courses. On a case-by-case basis with the approval of the Principal a maximum of five AP courses may be taken. The school year is divided into two semesters.

Honor Roll

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

Ds & Fs in Core Courses

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

Villanova Remediation Policy

Students who do not receive credit for a semester of a course required for graduation are expected to remediate the class prior to enrollment in the Fall. Courses can be made up through an approved in-person or online course. The student and parents should consult with the Counselor before enrollment to ensure the course aligns with the requirements of Villanova Prep. The student will request a transcript from the approved program and submit it to the Registrar to show completion.

Independent Study

Occasionally, a qualified student, at their expense, enrolls at a neighboring college or university for an independent course. Typically the student has already mastered the basic material in another course and there is no higher level course to take, or because of unusual talent and ability to warrant additional challenges not provided by the school’s course offerings. Students may petition to pursue an independent course. Credit will not be granted for courses that duplicate those offered by Villanova Prep. Independent Study courses will only be considered if Villanova’s graduation requirements are being met. If approved, an Independent Study course will be added to the student’s schedule.

Application forms are available in the Counselor’s Office. Course proposals must include a course description, including an outline of topics with objectives, meeting times, and evaluation methods and criteria. Note: Courses not offered by Villanova Preparatory School do not appear on the student’s VPS transcript. It is the student’s responsibility to obtain a separate transcript. This is a non-graded course and does not appear on the VPS transcript.

GENERAL INFORMATION

Summer School

To take a summer course that is offered at Villanova a student must seek permission from the department chair in writing in advance if they wish to study a subject in summer school to meet prerequisites or proficiency requirements. If permission is granted, such work does not count toward the graduation requirement in that department and does not receive Villanova Preparatory School credit. After completion, students need to request and submit a transcript to determine whether they are adequately prepared for the subsequent course. Students must receive a grade of an A/B in order to advance.

All students shall maintain grade-level standing. Any student failing to achieve proficiency in a core subject will be required to complete an approved summer remediation course.

Annual Course Pre-Registration Process

In the spring semester, students will participate in a mandatory Pre-Registration Survey to identify their course interests for the upcoming academic year. The purpose of this data collection is to align staffing and section resources based on student demand.

- **Intent and Commitment:** Students will be asked to select a **First Choice** and a **Second Choice** for their elective or opti courses. The First Choice selection is an expression of high commitment to enroll in the course if the student meets all eligibility requirements and a section is available.
- **Eligibility:** Course options presented to the student will be filtered based on current grade level and prerequisite completion. Enrollment is contingent upon final academic review and the successful completion of prerequisites.

Official Summer/Fall Schedule Change (Add/Drop) Policy

The period for routine schedule adjustments is strictly defined and requires formal documentation via the **Schedule Change Request Form**.

- **Window for Change:** The official Add/Drop window opens on **July 15th** and closes promptly on **September 4th, 2026**.
- **Procedure:** All schedule change requests must be submitted through the official online form. The student must clearly articulate the course to be dropped and the course to be added.
- **Justification:** A schedule change is a strategic academic decision. Requests must be supported by a justification focusing on **academic necessity, progression toward graduation requirements, or structural schedule conflicts**. Requests based solely on dissatisfaction with an instructor will not be processed.
- **Required Approvals:** All requests are subject to review and must receive final approval from the Department Chair, the Principal, and the Registrar to ensure eligibility, academic rigor, and workability within the master schedule.

Special Late Schedule Change Petition

Following the close of the official Add/Drop window on September 4th, a subsequent two-week period will be available for a formal petition process for students who require a change due to extraordinary circumstances.

- **Window for Petition:** This special appeal process is open for two weeks immediately following the closure of the Add/Drop window.
- **Special Circumstance:** This is an appeal process for non-routine circumstances only (e.g., formal teacher or counselor recommendations, documented student well-being issues, or lack of clarity during the regular Add/Drop period).
- **Procedure:** Students must complete the **Special Late Schedule Change Petition Form** and must have prior conversations with all necessary parties.
- **Required Approvals:** A change under this policy is an exception that requires comprehensive sign-off. The petition must be signed and approved by the **Counselor, the Department Chair, the Receiving Teacher, and the Principal** before any change is finalized.



GENERAL INFORMATION

VILLANOVA GRADUATION REQUIREMENTS

SUBJECT	REQUIREMENT
English	4 Units
Mathematics	3 Units (4 Units recommended) <ul style="list-style-type: none">• 1 Unit of Geometry and• 1 Unit of Algebra II/Trigonometry
History/Social Science	3 Units <ul style="list-style-type: none">• 1 Unit of World History<ul style="list-style-type: none">• AP Human Geography OR <ul style="list-style-type: none">• Modern History/AP World History <ul style="list-style-type: none">• 1 Unit of U.S. History<ul style="list-style-type: none">• U.S. History/AP U.S. History• 1 Unit of Economics/Civics (1 semester each)
Science	3 Units (4 Units recommended) <ul style="list-style-type: none">• 1 Unit of Biology• 1 Unit of Chemistry
Foreign Language	3 Units in the same language International students can apply for a waiver if they attended school in their home language and took English as their foreign language in grades 7, 8, 9
Theology	4 Units or number of years enrolled
Electives	4 Units Chosen from subject area courses beyond those used to satisfy the graduation requirements.
Visual and Performing Arts	1 Unit
Physical Education/Health (Freshman Only)	1 Unit (one semester of each)
Christian Service	20 hours of Christian service each year

UNIVERSITY REQUIREMENTS COMPARISON

Villanova Graduation Requirements		University of California & California State University A-G Requirements	Private University Requirements
English	4 Units	4 Units	<p style="text-align: center;">↑</p> <p style="text-align: center;">Varies by Institution See your College Counselor</p> <p style="text-align: center;">↓</p>
Mathematics	3 Units (4 Units recommended) 1 Unit of Geometry and 1 Unit of Algebra II/Trigonometry	3 Units; 4 Units strongly recommended	
History/ Social	4 Units	2 Units: UC - requires U.S. History and World History CSU - requires U.S. History and another Social Science Course	
Science	3 Units (4 Units recommended) 1 Unit of Biology 1 Unit of Chemistry 1 Unit of Physics	2 Units with a lab	
World Language	3 Units in the same language International students can apply for a waiver if they attended school in their home language and took English as their foreign language in grades 7, 8, 9"	2 Units	
Theology	4 Units or number of years enrolled	Non Applicable	
Electives	4 Units Chosen from subject area courses beyond those used to satisfy the graduation requirements.	1 Unit	
Visual & Performing Arts	1 Unit	1 Unit	
Physical Education/Health (Freshman Only)	1 Unit (one semester of each)	Non Applicable	
Christian Service	20 hours of Christian service each year	Non Applicable	

*Units are equivalent to years



CURRICULUM MAP 2026-2027

	9	10	11	12
English	English 9 Honors English 9	English 10 Honors English 10	English 11 AP English: Language & Comp Journalism*	English 12 AP English Literature & Composition Journalism*
English Support	English Language Development 1-3 English Immersion Support: Directed Studies 9-12			
Social Science	AP Human Geography	Modern History AP World History	United States History AP US History AP Psychology* AP Business with Personal Finance* Introduction to Law*	Modern History AP World History AP Psychology* AP Business with Personal Finance* Introduction to Law*
Mathematics	Algebra I Geometry Honors Geometry	Geometry Honors Geometry Algebra II/Trig Honors Algebra II/Trig	Algebra II/Trigonometry Honors Algebra II/Trig Pre-Calculus Honors Pre-Calculus AP Calculus AB AP Statistics AP Computer Science A*	Pre-Calculus Honors Pre-Calculus Calculus AP Calculus AB AP Calculus BC AP Statistics AP Computer Science A*
Science	Biology	Chemistry Honors Chemistry	Biology Honors Biology AP Chemistry AP Environmental Studies AP Physics C: Mechanics Anatomy and Physiology	AP Chemistry AP Biology AP Environmental Studies AP Physics C: Mechanics Anatomy and Physiology
Theology	Theology 9: Sacred Scriptures & Christology	Theology 10: Sacraments & Esseiology	Theology 11: Morals & Ethics	Theology 12: Vocations & World Religions
World Languages	Latin I Spanish I Heritage Spanish I Mandarin I	Latin II Spanish II Spanish Honors III Heritage Spanish II	Latin III Spanish III Spanish Honors III AP Spanish Language & Culture	AP Latin AP Spanish Language & Culture
Health & Fitness	Health & Fitness for Life			
Art		Introduction to Art Ceramics Computer Graphic Design Digital Photography Film Production Music Production Art of Theater	Introduction to Art AP 2D Art and Design Ceramics Computer Graphic Design Digital Photography Film Production Advanced Film Production Art of Theater	Introduction to Art AP 2D Art and Design Ceramics Computer Graphic Design Digital Photography Film Production Advanced Film Production Art of Theater
Advising & Support	Freshman Seminar	Study Hall Study Skills for Success	Study Hall Study Skills for Success	College and Career Seminar

* Elective Course



English 9

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

Semesters: 2 | Grade Level: 9

Honors English 9

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

Semesters: 2 | Grade Level: 9 | Prerequisite: Placement test scores, previous grades, and eighth grade teacher recommendations

English 10

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

Semesters: 2 | Grade Level: 10 | Prerequisite: Successful completion of English 9/English 9 Honors

Honors English 10

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

Semesters: 2 | Grade Level: 10 | Prerequisite: Successful completion of English 9/English 9 Honors and with teacher approval

English 11

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

Semesters: 2 | Grade Level: 11 | Prerequisites: Successful completion of English 10/English 10 Honors

AP Language and Composition

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

College Course Equivalent The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

Semesters: 2 | Grade Level: 11 | Prerequisites: Successful completion of English 10 90% / English 10 Honors 85% and with teacher approval

English 12

English 12 at Villanova focuses on literary and non literary texts. Students practice close reading skills as they engage deeply with texts from around the world and from throughout time. The first part of the year focuses on close literary analysis as students explore the craft of writing and how specific literary features affect the reader or audience. The second part of the year examines the impact of historical, social, and cultural context on a work of literature. Students study the ways in which language, culture, and context help create and influence a text's meaning, focusing on the circumstances of a text's creation and its reception, including at the level of the individual reader. The course builds on skills from English 11 through examining ways in which language, audience, and purpose interact. Students also spend time practicing and refining their abilities to articulate ideas and arguments about a literary text verbally and in writing while considering multiple perspectives and various meanings of the same text. Students also improve composition skills through review and further study of components such as thesis statements, effective paragraph and essay structure, using quotations and evidence from outside sources, MLA citations, English grammar and mechanics, and literary devices and techniques. They will gain experience asking questions of texts, each other, and themselves, and they will share their work, interpretations, and thought processes with each other in order to think critically and build strong, insightful arguments.

Semesters: 2 | Grade Level: 12 | Prerequisite: Successful completion of English 11

AP Literature and Composition

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

College Course Equivalent The AP English Literature and Composition course aligns to an introductory college-level writing curriculum.

Semesters: 2 | Grade Level: 12 | Prerequisites: Successful completion of English 11 90% or AP Language and Language 85% and with teacher recommendation

Journalism

Full Year Recommended Prerequisite: None This introductory course exposes students to the fundamentals of journalism and prepares students to join the staff of the school newspaper. Based on curriculum recommended by the Journalism Education Association, students master basic journalism skills and learn to write news and feature stories. Editorial and critical review writing is also taught. Production of the newspaper is also addressed and students are introduced to page design and photojournalism. The curriculum covers journalism law and ethics.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisite: Successful completion of English 10

English Support Program

ELD Classes

ELD Classes are intended to improve the English language skills of our students. ELD classes are held during the regular school day in lieu of a foreign language class and run for the whole school year. Classes include instruction and practice in academic reading and writing, listening and speaking, grammar, syntax, and culture. Levels may change based on the needs of individual students in any given academic year.

- ELD 1: CEFR level A1-B1
- ELD 2: CEFR level B1-B2
- ELD 3: CEFR level B2-C1

EIS Classes

EIS (English Immersion with Support) classes are intended to support students in their academic classes. The purpose is to reinforce concepts such as reading skills, writing skills, study skills, and critical thinking skills.

Leaving the EIS program:

Placement out of the EIS program is based on the following criteria:

- TOEFL ITP: 525 or higher
- Test of Written English (TWE): 4.5 or higher
- Academic success in all classes

This program includes a dedicated after-school component that integrates English Language Development (ELD) with academic support and intercultural learning.

Students participate in structured after-school sessions that provide targeted assistance in reading, writing, speaking, and listening. Beyond skill development, the program emphasizes intercultural understanding through an Intercultural Workshop model, creating space for students to explore identity, build relationships across cultures, and develop the communication skills necessary to thrive in a diverse environment.

A distinctive feature of the program is its experiential approach. Students engage in local cultural outings, service opportunities, and arts-based experiences that extend learning beyond the classroom. These experiences are designed to deepen cultural awareness, strengthen community connections, and reinforce language development in authentic, real-world contexts.





WORLD LANGUAGES

Latin I

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

Semesters: 2 | Grade Levels: 9, 10, 11, 12

Latin II

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

Semesters: 2 | Grade Levels: 9, 10, 11, 12 | Prerequisite: Satisfactory completion of Latin I

Latin III

Students in Latin III will continue to master the more advanced uses of subordinate constructions as well as the passive and subjunctive forms of verbs and participles. Students will review the scansion, meter, rhetorical devices and figures of speech in Latin poetry. Students will be expected to translate intermediate and advanced Latin passages into literal English, demonstrate a mastery of the vocabulary and grammar of Wheelock's Latin and additional constructions presented in primary texts, and be able to demonstrate an understanding of the history and culture of the Roman Republic and early Empire as they relate to the readings of the course.

Semesters: 2 | Grade Levels: 10,11, 12 | Prerequisite: Satisfactory completion of Latin II

AP Latin

A combination of language and history class, this course serves as an exploration into the literature of the Roman world. In this advanced course, the students embark on a multifaceted exploration of the Latin language, its rich literature, and the fascinating history of the Roman Empire. The third Suburani text will serve as a linguistic guide, challenging the students with the final elements of Latin grammar's complex structures and nuanced expression as we sample original Latin texts on a range of topics: love, nature, migration, customs, the city, power, etc. AP Latin is an intellectually stimulating journey that combines language mastery, historical exploration, and philosophical inquiry.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisite: Completion of Latin III with 85% or higher

Chinese I

This beginning course teaches students the essentials of Mandarin Chinese and develops basic speaking, listening, reading, and writing (both pinyin and characters) proficiency. Students learn to ask and answer questions, exchange opinions, express likes and dislikes, and talk about people, places, activities, plans, obligations, needs, and personal preferences. Students learn functional activities such as telling time, counting, exchanging telephone numbers, and talking about the weather. Chinese history and culture are also introduced, with an emphasis on the comparison and contrast of current cultural realities in the U.S. versus those in China.

Semesters: 2 | Grade Levels: 9, 10, 11, 12

WORLD LANGUAGES

Spanish I

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

Semesters: 2 | Grade Levels: 9, 10, 11, 12

Spanish II

Spanish 2 is a continuation of the basic skills of understanding and speaking the language, and increasing practice in reading, writing, and grammar. The initial emphasis is on providing the student with a smooth, anxiety-free transition from the first level to the second level of Spanish study, while continuing to develop communication skills begun at the first level. The student will continue to develop insights into the life and customs of the people in the Spanish-speaking world.

Semesters: 2 | Grade Levels: 9, 10, 11, 12 | Prerequisite: Satisfactory completion of Spanish I

Spanish III

Spanish 3 is an intermediate course which provides the student with greater opportunities to fine-tune the communication skills acquired in Spanish 1 and 2. Thematic and lexical topics are an extension of those of the first two levels of Spanish study. The sphere of concentration, however, is broadened to include aspects of the social, political, scientific, and cultural life of the countries where Spanish is spoken.

Semesters: 2 | Grade Levels: 10, 11, 12 | Prerequisite: Satisfactory completion of Spanish II

Spanish III Honors

In this course, a high level of self-motivation and self-discipline is expected of the students who must do a significant amount of independent study. Spanish III Honors is an advanced course that aims to develop the linguistic skills to a high level of proficiency. It is geared to those students who plan to continue their language study in either Spanish IV or AP Spanish & Language. The student learns more complicated elements of grammar through structured exercises and continues to build functional vocabulary beyond the basic and intermediate levels through the reading of short stories and magazine and newspaper articles. The student develops confidence and fluency in Spanish by means of engaging in free conversation, speaking extemporaneously, and giving frequent oral presentations. To improve his writing skills, the student is required to write regularly in a journal and submit compositions periodically.

Semesters: 2 | Grade Levels: 10, 11, 12 | Prerequisite: Successful completion of Spanish II with B+ and teacher recommendation

Spanish for Heritage Speakers I (Hispanohablantes I)

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

Semesters: 2 | Grade Levels: 9, 10 | Prerequisite: Villanova's Placement Exam

Spanish for Heritage Speakers II (Hispanohablantes II)

The main purpose of the Spanish for Heritage Speakers courses at Villanova is to build upon the language knowledge that students bring to the classroom and advance their proficiency of Spanish for multiple contexts. Special attention is given to building vocabulary, acquiring and effectively using learning strategies, and strengthening composition skills in Spanish. Cultural projects and readings reinforce learners' understanding of the multiple issues related to the Hispanic cultures in the USA. Taught exclusively in Spanish, this course is designed for heritage or native speakers only.

Students will be discussing topics related to Hispanics in the US, immigration, identity, multiculturalism and trans-national experiences. Through lectures, assignments, projects and participation, students will: 1) Demonstrate advanced writing and oral skills in Spanish in multimodal communication, including interpretative, presentational and interpersonal modes. 2) Demonstrate the ability to identify and analyze educational, social, and ethical issues in the Hispanic communities in the US and abroad. 3) Demonstrate a wider understanding of cultural differences from diverse perspectives by critically analyzing products and practices from the Hispanic communities in the US. Upon completion of the second year of Spanish Heritage class, the students will gain a wider perspective on the Hispanic cultures and the contact with other communities, and will increase their understanding of global communities in an interconnected and diverse world. Moreover, the students will be allowed to put into practice the skills, contents, and strategies acquired and practiced during the semester. These outcomes will be assessed throughout the year.

Semesters: 2 | Grade Levels: 10, 11, 12 | Prerequisite: Satisfactory completion of Heritage Speakers I

AP Spanish Language and Culture

The AP Spanish Language & Culture course emphasizes communication (understanding and being understood by others) by applying interpretive, interpersonal, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language & Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language & Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

RECOMMENDED PREREQUISITES

Typically students are in their fourth year Spanish language study. In the case of heritage or native speakers, there may be a different pathway of study leading to this course.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisite: Spanish III Honors or Spanish for Heritage Speakers II with a minimum grade of B+ and the recommendation of the teacher





AP Human Geography

This course 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. The curriculum reflects the goals of the National Geography Standards (2012).

Semesters: 2 | Grade Level: 9

Modern History

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

Semesters: 2 | Grade Level: 10

AP World History

In AP World History 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.

Semesters: 2 | Grade Level: 10 | Prerequisites: Students should be able to read a college level textbook and write grammatically correct and complete sentences. Teacher recommendation.

United States History

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

Semesters: 2 | Grade Level: 11

AP United States History

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.

Semesters: 2 | Grade Level: 11 | Prerequisites: Students should be able to read a college level textbook and write grammatically correct and complete sentences. Teacher recommendation.

AP Business with Personal Finance

AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy.

College Course Equivalent: The AP Business with Personal Finance course is designed to be the equivalent of a one-semester college introduction to business course and a one-semester college personal finance course.

Semesters: 2 | Grade Levels: 11, 12

AP Psychology

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

Semesters: 2 | Grade Levels: 11, 12

Introduction to Law

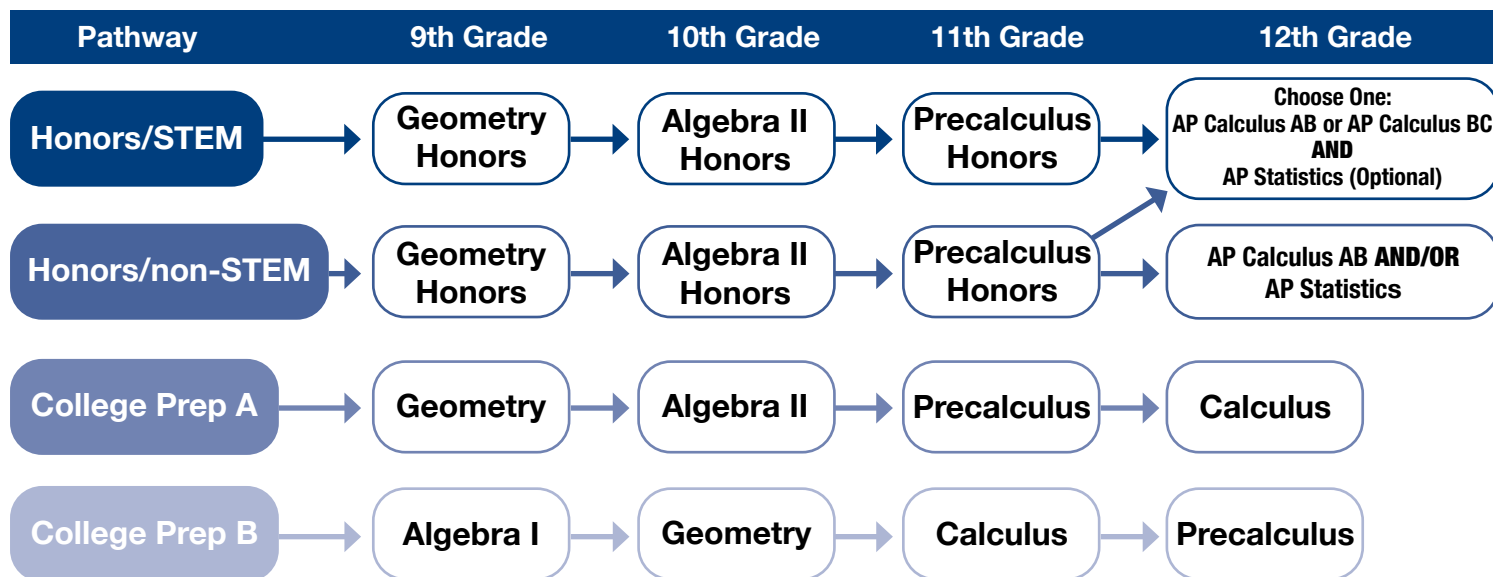
Students taking Introduction to Law will explore the foundations of the American legal field, as well as develop strong oral and written advocacy skills. The course gives students an in-depth understanding of constitutional law, torts, contracts, and criminal law. A shorter unit will cover other key legal subjects, such as intellectual property law and international law. As in law school, students will learn primarily by reading and discussing actual court cases. In addition, students will learn how to prepare briefs and form oral arguments. The course will conclude with a moot court simulation, where students will have the opportunity to argue a complex legal case in front of a panel of judges. Beyond giving interested students an understanding of the legal field as a possible profession, the course is designed to help all students become more informed citizens and foster their ability to use advocacy and logical reasoning to address current problems.

Semesters: 2 | Grade Levels: 11, 12



MATHEMATICS

HIGH SCHOOL MATHEMATICS PATHWAYS



Algebra I

Algebra I seeks to prepare students to lay the foundation of topics to include: properties of equality and inequality, solving first-order equations and inequalities, solving and graphing linear equations and inequalities, ratio and proportions, laws of exponents, exponential functions, polynomials and factoring, and quadratic equations. The idea of relation being a function is a unifying topic woven throughout the course. Since it is essential for a student to be able to represent data and situations in three different ways - algebraically, graphically, and verbally - the students will learn to move from one phase to another primarily through application-based problems. A graphing calculator from the TI-84 family is required.

Semesters: 2 | Grade Levels: 9, 10

Geometry

Students will Develop their mathematical and critical thinking skills in this cross-functional class. Early parts of the class are focused on the development of an advanced geometry-based vocabulary. Additionally, students will need to call back on skills from their previous algebra classes in order to solve problems in new and complex ways. All traditional topics of Geometry will be explored Including Logical and Deductive Reasoning; Segments, Lines & Angles; Triangles, Right Triangles and Trigonometry; Polygons and Quadrilaterals; Similarity and Congruence; Coordinate Geometry; Transformations of Equations and Polygons; Circles Area and volume Formulas.

Semesters: 2 | Grade Levels: 9, 10, 11 | Prerequisite: Villanova's Mathematics Placement Exam

Honors Geometry

Grounded in the postulates, theorems, and definitions of Euclid, this course challenges the students to advance to higher levels of critical thinking. Utilizing not only deductive reasoning, but also inductive reasoning, students will learn postulates and theorems and utilize them to solve algebraic and numerical problems. Students will work collaboratively with peers and instructors to discover the key concepts of these topics; parallel and perpendicular lines, congruent triangles, quadrilaterals, similar polygons, properties and relationships of triangles (including trigonometry of right triangles), area, and circles. The course incorporates the use of the TI-83/84 family of graphing calculators as a tool to enhance exploration of topics.

Semesters: 2 | Grade Levels: 9, 10, 11 | Prerequisite: Villanova's Mathematics Placement Exam

Algebra II/Trigonometry

This course delves into the theoretical idea of a function while expanding the understanding of quadratics to include the entire family of polynomial functions. Students will also discover the interplay between algebra and geometry. Topics covered include functions, rational expressions, word problems, imaginary and complex numbers, analyzing quadratic function, and Fundamental Theorem of Algebra, exponential and logarithmic functions, radians, trigonometric functions of the real numbers, Law of Sines, Law of Cosines, and standard deviation.

Semesters: 2 | Grade Levels: 10, 11, 12 | Prerequisite: Geometry

Honors Algebra II/Trigonometry

This course incorporates student-centered collaboration and independent problem-based learning. Students explore the properties and transformations of functions including linear, absolute value, piecewise, quadratic, higher order polynomial, exponential, Radical, logarithmic, and rational functions, as well as complex numbers trigonometry including the unit circle, and systems of equations and inequalities. Additional topics may include an introduction to series and sequences, and statistics and probability. The topics are treated in a rigorous manner with a heavy emphasis on critical thinking. Students are expected to discover ideas and techniques through cooperative and collaborative endeavors. The course incorporates the use of the TI-83/84 family of graphing calculators.

Semesters: 2 | Grade Levels: 10, 11, 12 | Prerequisite: Honors Geometry, teacher recommendation, or VPS math placement

Pre-Calculus

In this course, students will work with classic functions in applied situations. Mathematical concepts are developed with a view toward creating models and exploring applications. Students are encouraged to discover ideas through graphical analysis of polynomial, exponential, and logarithmic functions, and right triangle trigonometry. Students are asked to present functional applications with data that are found in the areas of business, science, and leisure pursuits. Students seek to develop multiple methods for solving specific problems. The course incorporates the use of the TI-83/84 family of graphing calculators as a tool to enhance exploration of topics.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisite: Algebra II/Trigonometry or VPS math placement

Honors Pre-Calculus

The purpose of this course is to prepare the students to be successful in a college-level calculus course. The course covers linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions and their real-world applications. Numerical, algebraic, and graphical methods are all applied to each concept where appropriate. Students will strengthen their problem-solving skills by developing mathematical models and interpreting their solutions and context. Collaborations will occur frequently, as students are expected to work efficiently in groups to complete assignments and discovery activities. Self-evaluation and problem analysis will be a common practice in class. A TI graphing calculator is required for this course.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisite: Honors Alg II/Trig, teacher recommendation or VPS math placement

Calculus

This course offers students the opportunity to discover and explore Calculus. The following college Calculus topics will be covered in a less rigorous way than the AP Calculus AB course: determining the limit of a function, the derivative of a function, and the integral applied to a polynomial, trigonometric, logarithmic, and exponential functions. Students will build relationships through physical activities, self-reflect on their understanding of concepts, and collaborate with peers and teachers on a regular basis. This course focuses on problem solving and a way of thinking, not necessarily on following a prescribed formula or set of steps. A TI-8384 graphing calculator is required for this course.

Semesters: 2 | Grade Level: 12 | Prerequisite: Pre-Calculus

MATHEMATICS

AP Calculus AB

This course is a full year of college calculus of a single variable. It follows a syllabus approved by the College Board. Students develop an understanding of the limit of a function, the derivative of a function, and the integral applied to polynomial, trigonometric, inverse trigonometric, logarithmic, and exponential functions. Students will express what they know through student led discussions. They will also be expected to present solutions in a formal manner to demonstrate their knowledge and understanding of concepts.

Semesters: 2 | Grade Level: 12 | Prerequisite: Pre-Calculus with teacher recommendation or Honors Pre-Calculus

AP Calculus BC

This course is the equivalent of a college calculus course of two semesters. It follows a syllabus approved by the College Board. Topics include a review of the Calculus AB material, as well as extended techniques for integration, differential equations in a variety of applications, the calculus of parametric functions, the calculus of polar functions, the calculus of vector valued functions, sequences, and finally finite/infinite series (including the calculus of infinite series pertaining to Taylor series/polynomials). Students are expected to read significant portions of their textbook and use other resources to explore the material. They are not only responsible to lead class discussions, but also develop ideas in groups and present those ideas to the class. Students will apply a variety of theorems and methods in order to construct solutions to complex problems as well as to explain their reasoning in a comprehensive manner.

Semesters: 2 | Grade Level: 12 | Prerequisite: Honors Pre-Calculus

AP Statistics

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Semesters: 2 | Grade Level: 12 | Prerequisite: Algebra II/Trigonometry

AP Computer Science A

AP Java course is a year-long course designed to help students master the basics of Java and equip them to successfully pass the College Board AP Computer Science A Exam at the end of the school year. Students will design and implement computer-based solutions to problems. Be able to code fluently in an object-oriented paradigm using the programming language Java. Students will complete a structured - lab component of a minimum of 20 hours of hands-on lab experiences. All learning materials and resources teachers and students need for a successful year-long AP Java course can be found on the Code HS website.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisite: Algebra I





Biology

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

Semesters: 2 | Grade Level: 9

Honors Biology

This is a fast paced, rigorous course in the study of biology. It utilizes an introductory college biology book, selected to match the advanced English skills of the Honors level student. Students must have excellent motivation and study skills to be successful in honors biology. This course covers similar material to the biology course, but in greater depth, and with higher order assessments. Topics covered the first semester include biochemistry, cellular structure and function, and genetics. Second semester includes biotechnology, evolution, ecology, and biological systems. Students experience the current techniques in biotechnology, utilizing the AMGEN program, as well as animal dissections. Students will be required to do 1-2 research papers, group presentations of lab results, and outside scientific readings.

Semesters: 2 | Grade Level: 11, 2026-2027 YEAR ONLY | Prerequisite: Teacher recommendation.

AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

Laboratory Requirement: This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisites: Successful completion of high school biology. Teacher recommendation.

Chemistry

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

Semesters: 2 | Grade Level: 10

Honors Chemistry

Honors Chemistry is an advanced course that offers students an opportunity to explore the nature and fundamental properties of matter at an accelerated pace. Through the study of scientific and technological issues that concern us in today's world, students will come to better understand and apply chemical principles. In addition to weekly laboratory investigations, students will be challenged to form meaningful questions and design many of their own experiments in search of answers. Scientific writing will be required in formal lab reports. Scientific problem-solving is the basis of the course, and solid fundamental Algebra skills and reasoning are required. Note: This course receives honors points as part of the GPA calculations.

Semesters: 2 | Grade Level: 10 | Prerequisite: Recommendations from Math and Science department

SCIENCE

AP Chemistry

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

Semesters: 2 | Grade Levels: 11, 12 | Prerequisites: Successful completion of high school chemistry and Algebra II, or an equivalent course. Teacher recommendation.

AP Physics C: Mechanics

AP Physics C: Mechanics provides a rigorous, calculus-based study of classical mechanics. Major topics include kinematics, Newton's laws of motion, work and energy, linear momentum, circular motion, universal gravitation, rotational motion, and oscillations. This course prepares students for the AP Physics C: Mechanics Exam in May and provides a strong foundation for further study in physics, engineering, or other STEM fields. Twenty-five percent of instructional time is devoted to hands-on laboratory work, with an emphasis on inquiry-based investigations, data analysis and mathematical model building. Students apply calculus concepts such as derivatives and integrals to physical systems, developing quantitative reasoning and problem-solving skills through guided inquiry and experimental design.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisite: Completion of high school (Conceptual) Physics and concurrent enrollment in AP Calculus.

Anatomy and Physiology

Anatomy and Physiology is a hands-on laboratory course designed for students interested in pursuing careers in medicine, healthcare, advanced biological studies, or other science-based fields. The course expands on foundational concepts from Biology and Chemistry to explore the intricate relationship between the structure (anatomy) and function (physiology) of the human body. Students will investigate the organization of the body from the cellular level to complex organ systems and examine how these systems work together to maintain homeostasis. This course will cover the major body systems in both healthy and diseased states, allowing students to understand the body's response to various stimuli.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisites: Successful completion of high school biology and chemistry.



HEALTH AND FITNESS

Health and Fitness

This course is designed to help students explore current health issues, evaluate personal attitudes towards health-related matters, and make informed decisions towards health-enhancing behaviors. This course is also designed to improve physical fitness through movement training, cardiovascular exercises, sport-specific skills, and games to promote a lifetime of healthy physical habits. Students will explore the concepts of fitness and nutrition while striving to achieve or maintain a healthy lifestyle.

Semesters: 2 | Grade Level: 9





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

Theology 9: The Revelation of Jesus Christ in Sacred Scripture - Semester 1

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

Semester: 1 (Fall) | Grade Level: 9 | Christian Service Requirement: 10 hours

Theology 9: Christology - Semester 2

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

common scriptural heritage and belief that Jesus Christ is the Living Word of God, the Second Person of the Blessed Trinity, and the ultimate revelation to us from God.

This course asks such essential questions as: Who do I say Jesus Christ is? What kind of God does Jesus Christ say exists? What is my image of God? What are the characteristics of a grown-up mature faith? What is the significance of Mary in Catholic teaching and tradition? What significance does the story of Jesus Christ have for the human journey and the path each of us must walk? What do I believe about death and afterlife? How do society, culture, family, friends, and school support or threaten my personal faith?

Semester: 1 (Spring) | Grade Level: 9 | Christian Service Requirement: 10 hours

Theology 10: The Paschal Mystery and Ecclesiology - Semester 1

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

Semester: 1 (Fall) | Grade Level: 10 | Christian Service Requirement: 10 hours

Theology 10: Encountering Jesus Christ Through the Sacraments - Semester 2

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

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

Semester: 1 (Spring) | Grade Level: 10 | Christian Service Requirement: 10 hours

Theology 11: Introduction to Moral Theology and Natural Law - Semester 1

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

The class examines the common yearning of all human beings for happiness (eudaimonia). This yearning, along with intelligence and free will, are the foundations for human beings to direct their actions toward the good, the true and the beautiful. God, who willed the existence of creatures and willed to ordain and direct them to an end, has likewise destined man to an end. Christians experience the moral life as the way of Christ. This course will explore human nature, universal principles, virtues, and God’s prescription of conduct found in human nature itself.

Semester: 1 (Fall) | Grade Level: 11 | Christian Service Requirement: 10 hours

Theology 11: Christian Ethics, The Life and Dignity of the Human Person - Semester 2

This one-semester course studies moral issues from the Catholic Christian moral perspective. Centering upon the Christian call to family, community, and participation, we will examine the fundamental moral ideal of human dignity. Furthermore, being called to love one another in justice and righteousness, we look to Jesus Christ as the model and He who offers us His peace. We will examine moral principles and teachings of and/or from the Ten Commandments, the Beatitudes from the Sermon on the Mount, theology of the body, social justice, and contemporary issues which will be evaluated from the Catholic Christian moral perspective.

Semester: 1 (Spring) | Grade Level: 11 | Christian Service Requirement: 10 hours

Theology 12: Vocations - Responding to the Call of Jesus Christ - Semester 1

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

Semester: 1 (Fall) | Grade Level: 12 | Christian Service Requirement: 10 hours

Theology 12: Comparative Religions - Semester 2

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

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

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

Semester: 1 (Spring) | Grade Level: 12 | Christian Service Requirement: 10 hours





VISUAL AND PERFORMING ARTS

Introduction to Art

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

Semesters: 2 | Grade Levels: 10, 11, 12

AP 2D Art and Design

In AP 2-D Art and Design, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D art and design skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others. All students must show the Art Chairperson a mini art portfolio of a minimum of 3 art pieces to show competency.

Semesters: 2 | Grade Levels: 11, 12 | Prerequisite: Into to Art or Graphic Design, and/or Digital Photo

Ceramics

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

Semesters: 2 | Grade Levels: 10, 11, 12

Computer Graphic Design

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

Semesters: 2 | Grade Levels: 10, 11, 12

Digital Photography

This course introduces students to the basics of digital photography. Students will learn the rules of photography and how to handle and manipulate DSLR cameras in Manual Mode in order to shoot artistic photographs and

edit them with Adobe photo-editing software. Students will learn how to shoot a wide range of subjects such as Portraits, Night Photography, Landscapes, Advertising Photos, Light Painting, Real Estate Photos, and much more. The class has a full set of class cameras to check in and out for use on class photo activities and projects. Students can use their own personal digital cameras (DSLRs) as well.

Semesters: 2 | Grade Levels: 10, 11, 12

VISUAL AND PERFORMING ARTS

Advanced Digital Photography II or Advanced Film Production Portfolio

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

Semesters: 1 or 2 | Grade Levels: 11, 12 | Prerequisite: Either Digital Photography or Film Production

Film Production

This course introduces students to the basics of film technology through hands-on experience of video, audio, lighting and editing equipment. Students will also learn the basics of film production from concept to final product. Students will gain an appreciation of the creative process of filmmaking through the video projects they complete and the films they watch and critically analyze.

Semesters: 2 | Grade Levels: 10, 11, 12

Publications

The objective of this elective course is to produce the school's yearbook. Students will learn basic elements of journalism and yearbook production. The class requires writing and several hours of after school field work on a regular basis. Students must commit to two semesters of work on the school yearbook..

Semesters: 2 | Grade Levels: 11, 12

Art of the Theater

This course is designed in the style of improvisation classes geared towards corporate executives, public speakers and politicians. Through progressive improvisation games and unit projects, students will develop confidence building skills, public speaking skills, the ability to speak off the cuff with ease and become more comfortable in many types of social situations. Both students with a prior love of acting and those new to theater will enjoy and grow their skills in this dynamic and fun elective.

Semesters: 2 | Grade Levels: 10, 11, 12 | Prerequisite: Willingness to participate in group activities and maintain a positive and enthusiastic attitude.

Music Production

This class is designed for singer/songwriters and instrumentalists interested in gaining the fundamental knowledge and skills needed to record, engineer and produce their own original music. Course subject topics will include developing a sonic signature, understanding the relationship of your DAW with your music, understanding the science of interfaces and microphone design and choosing what works for your sound, sound wave and spatial stereophonics, recording within MIDI, learning the fundamentals of editing within Logic Pro and applying various recording techniques such as plug ins, analog and digital effects, field recording, sampling, as well as post production techniques such as EQ, fundamentals balancing, busing vocals and Instrumentals, and learning all basic concepts of mixing, mastering, and distribution.

Semesters: 2 | Grade Levels: 10, 11, 12







AUGUSTINIAN PEDAGOGY

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

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

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

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

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



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

Dialectic/discussion is the best Augustinian method[9] for cracked pots to search through knowledge to wisdom (truth).[10] Even though we need illumination (enlightenment from the Inner Teacher), human reasoning plays an essential role in the search for truth. We do not learn by faith alone but also by understanding.[11] An Augustinian teacher does not provide truth but acts as a mirror facilitating the search for insight among learners.[12] To help us see this, Augustine provides two models – one for poor teaching and one for good teaching. Faustus was a poor teacher because he acted as an authority communicating “truth” externally. Ambrose became a good teacher because he pointed to the authority of truth discovered by learners within themselves.[13] Facilitating an Augustinian-style of teaching demands attention to what the learner understands. Great preparation and attention to the teacher’s reasoning processes are not worth much if the learner does not arrive at understanding.

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

3) Engaging in Community: Learning with Others - For Augustine learning is not individualistic. Community as a locus of learning can be found in *The Rule*, *De opera monachorum*, *De civitate Dei*, his *Sermons* and his *Letters*. Augustine tells his community, “Live harmoniously in your house, intent upon God in oneness of mind and heart.”[18] This is not easy friendship. Augustine knows the difficulties of community life. His reflections on what he has learned from difficult community experiences can show a disenchantment,[19] even a pessimism. His teaching, through writing, placed many annoying and distracting demands on him.[20] He became weary from the scandals of the world[21] and his community at Hippo[22] as well as his own bad decisions.

AUGUSTINIAN PEDAGOGY

[23] Paradoxically these troubles were also liberating. He learned from his own writing.[24] His teaching taught him how to build a structure of cohesive interdependence (unity) among the elements and methods involved in arriving at understanding, meaning and truth.[25] Engaging with others in community taught him reciprocity among learners working at different paces.[26] For Augustine, engaging in community became a school for dialogue with the Inner Teacher, meeting Christ in His Fullness (Totus Christus) and learning that humility is essential for true learning[27] as well as discovering that true teaching is service to others not a means to higher power or status.[28] This learning with others is a distinctive characteristic of Augustinian Pedagogy. It differentiates Augustine's approach from others, e.g. Ignatian (Jesuit) pedagogy which highlights being a person for others.

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

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

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

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

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

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

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



Seal of the Order of St. Augustine

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

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

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



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