



# BISHOP CONNOLLY HIGH SCHOOL

## Program of Studies 2018–2019

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## BISHOP CONNOLLY HIGH SCHOOL

### MISSION STATEMENT

Rooted in Jesus Christ and the values of the Catholic Church, Bishop Connolly High School supports and develops students holistically to be “*not only hearers but doers of the Word*”.

### CORE VALUES AND BELIEFS

We believe that:

- Each member of the school community has the obligation to live out the gospel value of love and service to others
- All students can come to know and have a personal experience with Jesus Christ and the Catholic Church.
- A standards-based curriculum, rooted in the Gospel, facilitates academic, spiritual, physical, cultural, and social growth among students.
- Ongoing professional development in the spiritual, academic, and pedagogical domains cultivates a more skilled and nurturing faculty.
- All students can learn provided they are given the appropriate contextual support.
- Critical thinking can be taught and nurtured.
- Students learn best in an environment that is safe, secure, and accountable.
- A Catholic, holistic approach to education facilitates the development of life-long learners who become moral leaders in the secular world.
- Families are a vital component of the school community.
- Personal integrity, respect for diversity and multiculturalism should permeate the entire school community.
- The effective and appropriate integration of technology enhances teaching and learning
- There exists an obligation to attend to the health and well-being of members of the school community.

## ACCREDITATION

Bishop Connolly High School is accredited by the New England Association of Schools and Colleges (NEASC), a non-governmental, nationally recognized organization. Accreditation of any institution by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality and integrity. An accredited school is one which has available the necessary resources to achieve its stated purpose and goals through appropriate educational programs.

## GUIDANCE DEPARTMENT

The Guidance Department provides a comprehensive program to the students of Bishop Connolly High School. Each student in grades L.E.A.P. through 12 is assigned a counselor to monitor the transition to high school, forge a partnership between family and school, and to plan for and apply to college. Through regular meetings, specialized group activities, the High School Success Seminar, and parent workshops, the program strives to address the unique needs of individual students. Additionally, support and assistance are provided to parents and faculty through individual conferences. Students are encouraged to meet with their counselor at any time.

## COURSE LEVEL PLACEMENT

At Bishop Connolly High School, we work to ensure that all students are appropriately challenged. Students are not tracked; rather, students are placed into courses based on achievement, work ethic, aptitude, testing, teacher recommendation, and academic dean approval. The administration, academic deans, Guidance Department, and faculty strongly suggest that students and their families adhere to the course level placement recommended by each academic department.

## LEVEL DESCRIPTIONS

### Basic

The basic level is assigned on an individual basis to students who are in need of a less-intense workload. Referrals to the basic level are recommended and approved by the guidance counselor, teacher and/or academic dean, vice principal, and President/Principal. Formal educational evaluations are required.

### College Prep

This program is designed to meet the needs of those students who plan to pursue post-secondary studies in four year colleges/universities. These courses are designed to challenge students in the application, analysis, and evaluation of the detailed concepts presented. The goal of the college prep program is to graduate students with a strong scholastic record and well-rounded education in the academic disciplines of English, Mathematics, Science, Social Studies, World Language, Theology, and the Arts. The majority of Bishop Connolly students are enrolled in college prep level courses.

### Honors

Honors courses are open to motivated students who have shown evidence of superior academic performance and ability and who receive the recommendation from teachers and academic deans. Students in honors courses are expected to be independent learners who complete longer, more intense, and more complex assignments outside of class. Honors level courses are recommended for students with advanced reading and writing skills, as well as excellent time management skills, and strong organizational skills.

## Advanced Placement

[Advanced Placement \(AP\)](#) enables students to pursue college-level courses while at Bishop Connolly High School. AP courses follow a national curricula, and students may earn college credit through performance on the AP exam. AP courses are recommended for students who are able to work independently, are highly motivated, and who have demonstrated success in a subject area. Students will be challenged to analyze and synthesize information from varied sources and positions and to draw conclusions. In addition students will be expected to read, write, and speak at a level that would be required in college. Bishop Connolly High School offers Advanced Placement courses in English Literature & Composition, English Language & Composition, U.S. History, European History, U.S. Government & Politics, World History, Biology, Chemistry, Calculus AB, Calculus BC, Psychology, French Language & Culture, Spanish Language & Culture, Studio Art: 2-D Design, and Studio Art: Drawing. Specific information about each course and prerequisites can be found under each subject area. Students enrolled in an AP course are expected to take and pay for the AP exam in May.

## COURSE CANCELLATIONS/CONFLICTS

Bishop Connolly High School reserves the right to cancel any course outlined in this Program of Studies due to insufficient enrollment in the course. Students with a course conflict in their schedule will be asked to resolve the conflict by selecting another course or pursuing a directed study.

## COURSE/LEVEL CHANGES

Students may make changes to their course selection through the last day of school of the scheduling year with parent and guidance counselor approval. After this time, changes can only be made within the following limits:

1. All changes will be reviewed for appropriateness by the guidance counselor, academic dean, and vice principal.
2. All changes require the approval of parents, teacher, academic dean, and vice principal.
3. Lateral changes (changes within the same course level) for the purpose of changing a teacher or section are not allowed.
4. AP courses cannot be dropped from the schedule without approval of the President/Principal.

## COURSE FAILURE

The passing grade for all courses is 65. Students who earn a final grade of 64 or below in any course will fail the course and not receive credit. Students who do fail a course must remediate the lost credit in an approved high school summer program or be tutored by a certified and approved tutor. Regardless of the grading system used by the summer school program or tutor, a grade of 65 will be recorded on the student's permanent record. Students who fail a course in World Language may be asked to repeat the course at Bishop Connolly High School.

## COURSE WEIGHT AND RANK

The weight of each course at Bishop Connolly High School is determined by the level of the course. Class rank is reported in deciles, and is updated at the midpoint and ends of the junior and senior years. Rank is determined by the student's cumulative grade point average (GPA). The following grading scale is used to calculate GPA, and students who earn a grade less than 65 will not receive credit.

GRADE	BASIC	CP	HONORS	AP
100	4.0	4.5	5.0	5.5
99	3.9	4.4	4.9	5.4
98	3.8	4.3	4.8	5.3
97	3.7	4.2	4.7	5.2
96	3.6	4.1	4.6	5.1
95	3.5	4.0	4.5	5.0
94	3.4	3.9	4.4	4.9
93	3.3	3.8	4.3	4.8
92	3.2	3.7	4.2	4.7
91	3.1	3.6	4.1	4.6
90	3.0	3.5	4.0	4.5
89	2.9	3.4	3.9	4.4
88	2.8	3.3	3.8	4.3
87	2.7	3.2	3.7	4.2
86	2.6	3.1	3.6	4.1
85	2.5	3.0	3.5	4.0
84	2.4	2.9	3.4	3.9
83	2.3	2.8	3.3	3.8
82	2.2	2.7	3.2	3.7
81	2.1	2.6	3.1	3.6
80	2.0	2.5	3.0	3.5
79	1.9	2.4	2.9	3.4
78	1.8	2.3	2.8	3.3
77	1.7	2.2	2.7	3.2
76	1.6	2.1	2.6	3.1
75	1.5	2.0	2.5	3.0
74	1.4	1.9	2.4	2.9
73	1.3	1.8	2.3	2.8
72	1.2	1.7	2.2	2.7
71	1.1	1.6	2.1	2.6
70	1.0	1.5	2.0	2.5
69	0.9	1.4	1.9	2.4
68	0.8	1.3	1.8	2.3
67	0.7	1.2	1.7	2.2
66	0.6	1.1	1.6	2.1
65	0.5	1.0	1.5	2.0

## GRADUATION REQUIREMENTS

In order to earn a diploma from Bishop Connolly High School, students must earn at least 25 course credits, complete exit requirements in Christian Service, and fulfill all summer reading requirements. Students are required to take and pass a minimum of 6.0 course credits per academic year. Graduation requirements for international and transfer students concerning acceptable course credits will be determined by the President/Principal.

Bishop Connolly High School's graduation requirements are:

<b><u>Theology</u></b>	<b>4.0 credits</b>
1.0 credit in each of four years	
<b><u>English</u></b>	<b>4.0 credits</b>
1.0 credit in each of four years	
<b><u>Mathematics</u></b>	<b>4.0 credits</b>
1.0 credit in each of four years	
<b><u>Science</u></b>	<b>3.0 credits</b>
1.0 credit each in Biology and Chemistry	
1.0 credit in an additional lab science ( <i>1.0 credit in Physics is strongly recommended</i> )	
<b><u>Social Studies</u></b>	<b>3.0 credits</b>
1.0 credit each in World Civilization, American Civilization, and U.S. History	
<b><u>World Languages</u></b>	<b>2.0 credits</b>
<i>2.0 credits are required in the same world language</i>	
<i>3.0 credits in the same language are strongly recommended to meet the requirements of many colleges</i>	
<b><u>Fine Art</u></b>	<b>1.0 credit</b>
<b><u>Physical Education</u></b>	<b>1.0 credit</b>
<b><u>Electives</u></b>	<b>3.0 credits</b>
<b>Total</b>	<b>25.0 credits</b>
<b>Christian Service Requirements</b>	<i>Grade 9, 20 hours to family</i> <i>Grade 10, 20 hours to school</i> <i>Grade 11, 20 hours to larger community</i> <i>Grade 12, 60 hours to larger community</i>

## SELECTING COURSES FOR HIGH SCHOOL

The courses you select during your high school years greatly affect your educational future. As you plan for your post-secondary education, be aware that college admissions officers will assess not only your academic record, but also your participation in the larger school community. They will want assurances that you are well prepared academically, that you are self-motivated and independent learners, and that you are willing to accept academic challenges. College admissions officers also evaluate your attitude, motivation, and ability to communicate in written and verbal expression.

As part of our Catholic high school program of studies, you will take courses that strengthen your reading, writing, speaking, thinking, and reasoning skills within the academically challenging disciplines of Theology, English, Mathematics, Science, Social Studies, World Languages and the Visual and Performing Arts. This program of studies offers a variety of courses that provide academic challenges and that promote life-long learning and responsibility to the larger community.

### WHEN CHOOSING COURSES FOR NEXT YEAR:

1. Check the PROGRAM OF STUDIES, a guide for your four years. Plan carefully so that you fulfill all graduation and college admission requirements.
2. First, select the required courses for each year, then choose electives that are of interest to you and that will enhance your academic portfolio. *Remember that you must pass each course for which you have enrolled.*
3. Select challenging courses that are within your academic ability. If you have been recommended for an Honors level course, accept the challenge. *Remember, teachers are responsible for level placement.*
4. Be sure to work hard in your studies and challenge yourself academically. College admission officers want students who have the ability to set high standards and achieve them. By doing so, you provide evidence of motivation and scholarship which is to your credit. *Remember that the courses you select and the grades you earn influence college representatives.*
5. Meet with your counselor to review your course choices and post-secondary plans. Good communication with your teachers and counselors will ensure that you are building a strong and competitive transcript to reach your college goals.



# COURSE OFFERINGS

2018 - 2019

## **THEOLOGY**

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**502 THEOLOGY I GRADE 9 1.0 CREDIT**

### **The Revelation of Jesus Christ in Scripture**

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ personally.

### **Who is Jesus Christ?**

The second half of this course is designed to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand 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.

**521 THEOLOGY II GRADE 10 1.0 CREDIT**

### **The Mission of Jesus Christ (Paschal Mystery)**

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

### **Jesus's Mission Continues in the Church**

The second half of this course is designed to help students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church.

**551 THEOLOGY III GRADE 11 1.0 CREDIT**

### **Sacraments**

The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

## Life in Jesus Christ (Morality)

The second half of this course is designed to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples. This course offers direction to our students as they study the moral issues of today in light of our Catholic tradition. This course also provides the opportunity for the individual to develop character through the process of making moral decisions based on Catholic doctrine.

**587 THEOLOGY IV GRADE 12 1.0 CREDIT**

### Catholic Discipleship: A Believer's Response to God in the World

In a complex and ever changing world with new technologies that provide the potential for both tremendous good and terrible evil, it is essential that students be firmly rooted in the fundamental foundation of who we are as human beings created in the image and likeness of God. Through the study of Scripture and Tradition, this course will prepare students to be principled leaders in the 21<sup>st</sup> century, assuming the responsibility of Christian disciples. Students will be introduced to the Church's social teaching and be empowered to embrace the vision of modern discipleship as eloquently explained in the teachings of the Second Vatican Council. A special focus will be placed on the Church's outreach to other faith communities in the world. Apart from academic study, students will gain a personal appreciation of the challenges facing society through the undertaking of a service project throughout the academic year. Through diligent study and dedicated service, students will gain a greater understanding of what is required of a disciple of Christ and actively use this knowledge in the building of the Kingdom of God on earth.

**407 BIOETHICS HONORS GRADES 11\*-12 1.0 CREDIT**

#### Prerequisites:

- *The successful completion of Theology III, Sacraments & Life in Jesus (Morality)*
- *Minimum of an 80 average in honors or 85 in college prep level theology and science courses or approval of Academic Dean.*
- *Students seeking to take this course concurrently with Theology III must obtain approval of the Academic Dean.*

This course examines the biological and medical issues that society faces as science and technology rapidly advance and develop. Students will learn how to make decisions about complex bioethical issues using both their reason and the moral and theological teachings of the Roman Catholic Church. Topics studied in this course include, but are not limited to, beginning of life issues such as reproductive technology and fertility control as well as end of life issues including physician-assisted suicide, euthanasia, and end of life care. Students are expected to prepare for class with reading and written assignments, engage in class discussion, complete case studies, and regularly keep up with current events in the field of bioethics. This course will culminate with a research paper on a topic of interest for the student under the guidance of the instructor. Students interested in health care or life sciences are strongly encouraged to take this course as it will help prepare them to face the personal and institutional bioethical issues encountered in these fields.

## ENGLISH

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**108 HIGH SCHOOL SUCCESS SEMINAR GRADES 8 & 9 1.0 CREDIT**

This first semester, 0.5 credit course is designed to teach and reinforce the academic skills vital for success in a rigorous, college preparatory high school. Members of the faculty and guidance departments are available to teach and reinforce invaluable skills in the areas of basic mathematical and algebraic

concepts, note-taking, studying, research, and writing as well as explore careers, develop test-taking skills, and build leadership skills. This elective course is required of some first-year students based on review of academic record and scores on HSPT.

<b>ENGLISH I</b>	<b>WORLD LITERATURE &amp; COMPOSITION</b>	
<b>118</b>	<b>COLLEGE PREP</b>	<b>1.0 CREDIT</b>
<b>119</b>	<b>HONORS*</b>	<b>1.0 CREDIT</b>

*\*Prerequisite: Approval of the Academic Dean based on school-administered placement exam and review of student's academic record.*

The first course in a four-year progression, World Literature & Composition focuses on those essential skills needed to become capable readers and writers. Students organize for learning by developing study, research, reading, and writing skills as well as the habits of classroom preparedness and decorum basic to academic success. The goals of World Literature & Composition are to provide students with: (1) a systematic approach to the process of writing, including the knowledge of logic, syntax, grammar, and mechanics required for the discussion and development of compositions; (2) an exposure to a variety of literary forms and to the basic language of literary analysis; and (3) an introduction to some of the enduring conventions of literature. To achieve these goals, World Literature & Composition presents a course of study that takes students from narrative and descriptive writing to more analytical expository forms, and introduces them as well to types of fiction and nonfiction—poetry, short story, novel, drama, and essay. These emphases are supplemented by the study of vocabulary in context, vocabulary from classical roots, and by some reading from the earliest form of literature, classical mythology.

<b>ENGLISH II</b>	<b>AMERICAN LITERATURE &amp; COMPOSITION</b>	
<b>122</b>	<b>College Prep</b>	<b>1.0 Credit</b>
<b>126</b>	<b>Honors*</b>	<b>1.0 Credit</b>

*\*Prerequisite: Minimum average of 80 in World Literature & Composition Honors or minimum average of 85 in college preparatory World Literature & Composition with teacher recommendation or approval of the Academic Dean.*

The second course in the four-year progression, American Literature & Composition builds upon and refines the skills developed in the freshman year. Students write formal essays derived from close reading and class discussion of texts along with persuasive compositions employing such rhetorical strategies as process, description, and development through example. The literary focus is on American classics, from colonial times to the present, in the context of the literary forms and recurring fictional patterns studied during freshman year. Vocabulary development and grammar review in American Literature and Composition are structured to prepare students for the verbal portion of college entrance examinations.

<b>ENGLISH III</b>	<b>BRITISH LITERATURE &amp; COMPOSITION</b>	
<b>152</b>	<b>COLLEGE PREP</b>	<b>1.0 CREDIT</b>
<b>156</b>	<b>HONORS*</b>	<b>1.0 CREDIT</b>

*\*\*Prerequisite: Minimum average of 80 in American Literature & Composition Honors or minimum average of 85 in college preparatory American Literature & Composition with teacher recommendation or approval of the Academic Dean.*

The third course in the four-year progression, British Literature and Composition samples works from major authors and literary movements from the Anglo-Saxon era to the twentieth century and instructs

students in the language and techniques of literary analysis and interpretation. Students write about literature with a focus on unified, coherent organization and appropriate substantiation, as well as expository essays developed through comparison and contrast, cause and effect, and definition. Grammar skills are taught in the context of composition and the vocabulary program provides an opportunity for students to become familiar with the format of the SATs. In brief, the intention of British Literature and Composition is to help students to become better readers by moving them progressively from literal understanding to figurative interpretation, and to improve their compositions by teaching the skills of sentence combining, subordination of ideas, economy of expression, and revision.

## ENGLISH IV

## SENIOR LITERATURE & COMPOSITION

**182**

**COLLEGE PREP**

**1.0 CREDIT**

**186**

**HONORS\***

**1.0 CREDIT**

*\*\*Prerequisite: Minimum average of 80 in British Literature & Composition Honors or minimum average of 85 in college preparatory British Literature & Composition with teacher recommendation or approval of the Academic Dean.*

The final course in the typical four-year progression, Senior Literature & Composition is a survey of important works of literature, ancient to modern. As the culminating course in the school's English program, it seeks to bring into focus all four years of literature study and to provide students with a structure and context for seeing relationships among the works they have studied. This approach seeks to demonstrate that literature forms an organized body and not a random collection of unrelated works. The course allows students to recognize recurring patterns of literary expression and to relate them to corresponding universal elements of human experience. Senior Literature and Composition includes a significant concentration in expository writing. Grammar and usage skills are developed in the context of student writing.

## ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION\*

**189**

**Grade 12**

**1.0 Credit**

*Prerequisites: Minimum of 80 average in previous honors level English courses with teacher recommendation or minimum of 90 average in previous college preparatory level English courses with teacher recommendation and the successful completion of a diagnostic test proctored by the Academic Dean.*

This course is designed for motivated students who have established themselves as accomplished readers and writers and who are interested in concentrated work in the discipline of English. The course furnishes an occasion for students to engage in close reading of literary works and critical analysis of imaginative literature. Through close reading and selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the majority of student writing for the course, well-constructed creative writing assignments help student see from the inside how literature is written. Such experiences sharpen the understanding of what writers have accomplished and deepen the appreciation of literary artistry. For more detailed information about the course, visit the [AP English Literature & Composition](#) student webpage.

*\*All students enrolled AP English Literature are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.*

## ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION\*

187

Grades 11 & 12

1.0 Credit

*Prerequisites: Minimum of 80 average in previous honors level English courses with teacher recommendation or minimum of 90 average in previous college preparatory level English courses with teacher recommendation and the successful completion of a diagnostic test proctored by the Academic Dean.*

This course is designed for motivated students who have established themselves as accomplished readers and writers and who are interested in concentrated work in the discipline of English. The course aligns to an introductory college-level rhetoric and writing curriculum. It has two central concentrations: (1) rhetorical analysis of nonfiction texts, and (2) the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. Students will read non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. They will learn to analyze the rhetorical elements and their effects in these texts. In addition, students will synthesize arguments from their evaluation of the text and learn to cite research to support their arguments. For more detailed information about the course, visit the [AP English Language & Composition](#) student webpage.

*\*All students enrolled AP English Language are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.*

151 CREATIVE WRITING

GRADES 10 - 12

1.0 CREDIT

This course emphasizes the development of skills in the creation and study of prose, drama, and poetry in an intensive workshop setting. Students are exposed to many aspects of the writing process including the generation of ideas, drafting, writing, and editing. To support this work, students will read excerpts from outstanding literary works, short stories, and poetry from a variety of authors in order to investigate what can be accomplished on the page. While students will be writing extensively, they will also participate in candid, constructive critiques of their own work and that of their peers.

## MATHEMATICS

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201 ALGEBRA I

GRADE 9

1.0 CREDIT

This course is designed for students who have completed basic mathematical skills courses with some pre-algebra concepts. The emphasis of the course is on understanding the techniques and acquiring the skills of Algebra with applications to problem solving. Topics covered include equations, factoring, operations with radical and rational expressions, inequalities, linear and quadratic equations, functions, graphing, probability, systems, and the development of the real number system.

205 ALGEBRA I

HONORS

GRADE 9

1.0 CREDIT

*Prerequisite: Approval of the Academic Dean based on school-administered placement exam and review of student's academic record.*

This course is designed for those students who have some background in Algebra and/or have scored well on the High School Placement Test. The selection of students for this course is based on entrance scores, an eighth grade Mathematics course, and eighth grade averages. The emphasis of this course is on understanding the techniques and acquiring the skills of algebra with applications to problem solving. Topics covered include equations, factoring, operations with radical and rational expressions, inequalities, linear and quadratic equations, functions, graphing, probability, systems, and the development of the real number system. The content of this course is similar to the content of the *Algebra I* course; however, the topics are studied more rigorously.





*\*All students enrolled AP Calculus AB are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.*

## **ADVANCED PLACEMENT CALCULUS BC\***

**288**

**GRADE 12**

**1.0 CREDIT**

*Prerequisites: 85 average in AP Calculus AB or approval of the Academic Dean.*

This Advanced Placement course concentrates on the theory, techniques, and applications of differential and integral calculus. All students enrolled in this course will take the College Board AP exam in order to receive credit for the course. The theoretical development strikes a balance between an intuitive approach and a rigorous approach. AP Calculus BC is a college-level course equivalent to a full year of calculus at most universities. The course is based on the College Board's Advanced Placement Calculus BC curriculum, whose purpose is "developing understanding of the concepts of calculus and providing experience with its methods and applications." The course will emphasize that most calculus concepts and problems can be viewed or represented several different ways: graphically, numerically, algebraically, and verbally. Graphing calculators are tools for moving between these different representations, so we will use them regularly. One of the Advanced Placement goals is for students to TI 84 Graphing Calculator is required. For more detailed information about this course, visit the [AP Calculus BC](#) student webpage.

*\*All students enrolled AP Calculus BC are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.*

**228 STATISTICS**

**GRADE 12**

**1.0 CREDIT**

*Prerequisite: Algebra II*

This 1.0 credit, senior year course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad conceptual themes will be studied: exploring data, planning a study, anticipating patterns, and statistical inferences. Statistics is an excellent option for students not only considering careers in mathematics and science but also business and the social sciences. Statistics is also a mathematical option which may be taken in addition to other mathematics courses. TI84 Graphing Calculator is required. This course meets senior math graduation requirement.

## **SCIENCE**

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**400 BIOLOGY**

**GRADE 9**

**1.0 CREDIT**

This laboratory-based course emphasizes the process of scientific investigation in studying the chemical and cellular basis of life, growth, genetics and inheritance as well as the structure and function of the major systems of the human body. The course includes practical and ethical connections of this science as they affect the lives of the students.

**405 BIOLOGY HONORS**

**GRADE 9**

**1.0 CREDIT**

*Prerequisite: Approval of the Academic Dean based on school-administered placement exam and review of student's academic record.*

This laboratory-based Biology Honors course mirrors the course work that is outlined in Biology. However, this is an accelerated course that investigates the Biology topics in greater depth. Students should be disciplined, independent learners.



## ADVANCED PLACEMENT BIOLOGY\*

489

GRADES 11-12

1.0 CREDIT

*Prerequisites: 85 average in honors level courses in the discipline with teacher recommendation or approval of the Academic Dean and successful completion of summer work.*

The AP Biology course is the equivalent of a college introductory Biology course. Students should be disciplined, independent learners. Students taking this course must be willing to devote some of their private time during study periods or after school for extra class work and/or lab work. In addition, some summer review/work is required. The course is intended for juniors or seniors who have at least tentative plans to major in a life science such as medicine, dentistry, veterinary medicine, marine biology, etc. Topics include: Molecules and Cells (Chemistry of Life; Cells; Cellular Genetics); Heredity and Evolution (Heredity; Molecular Genetics; Evolutionary Biology); and Organisms and Populations (Diversity of Organisms; Structure and Function of Plants and Animals; Ecology). Laboratory activities are an integral part of this course. For more detailed information about this course, visit the [AP Biology](#) student webpage.

*\*All students enrolled AP Biology are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.*

## **422 GENERAL CHEMISTRY**

GRADE 10

1.0 CREDIT

*Prerequisite: Algebra I*

Conceptual chemistry students will explore the following topics of the standard chemistry curriculum: measurements, matter and energy, atomic structure, the Periodic Table, bonding, reactions and equations, the mole, gases, liquids, solids, solutions, acids and bases, and nuclear chemistry. Laboratory activities are an integral part of this course.

## **421 CHEMISTRY**

GRADE 10

1.0 CREDIT

*Prerequisite: Algebra I*

This course provides a solid foundation and understanding of the fundamentals of general chemistry. Course emphasis will be on individual student achievement with the utilization of computational mathematics in chemistry. Content will include: dimensional analysis, measurements, matter and energy, atomic structure, the Periodic Table, bonding, reactions and equations, the mole, gases, liquids, solids, solutions, acids and bases, and nuclear chemistry. Laboratory activities are integral parts of this course.

## **426 CHEMISTRY HONORS**

GRADE 10

1.0 CREDIT

*Prerequisite: Approval of Academic Dean and successful completion of Algebra I.*

This course is accelerated and demands a higher level of math skills and a motivated student. Topics include: atomic structure, bonding, chemical formulas and reactions, stoichiometry, heats of reaction, physical states of matter, solutions, equilibrium, oxidation-reduction, electrochemistry, nuclear chemistry, and organic chemistry. Lecture-demonstrations and lab activities are an integral part of this course.

## ADVANCED PLACEMENT CHEMISTRY\*

499

GRADES 11-12

1.0 CREDIT

*Prerequisites: Concurrent, or successful completion of Algebra II, an 85 average in honors level courses in the discipline with teacher recommendation or approval of the Academic Dean, and successful completion of summer work.*

This course is equivalent to an introductory college-level chemistry course. Students should be disciplined, independent learners. Students taking this course must be willing to devote some of their private time during study periods or after school for extra class work and/or lab work. In addition, some summer review/work is required. The focus of the course is on building analytical and problem-solving skills. The Advanced Placement Chemistry course description published by the College Board is followed. The major topics include the structure of matter (atomic theory and structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids, solids, and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, thermodynamics), and descriptive chemistry of selected element groups. Extensive and complex laboratory activities are an essential part of this course. For more detailed information about this course, visit the [AP Chemistry](#) student webpage.

*\*All students enrolled AP Chemistry are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.*

## **ENVIRONMENTAL SCIENCE**

**GRADES 10-12**

**1.0 CREDIT**

**450 College Prep\***  
**451 Honors\*\***

*\*CP Prerequisite, successful completion of Biology*

*\*\* Honors Prerequisite, approval of the academic dean or 85 average in Biology Honors or 90 average in CP Biology*

This laboratory/field-oriented course covers two focus areas. One portion of the course considers the geological, meteorological and astronomical foundations of our environment. The other portion investigates ecology and the impact of humans on the environment. The course offers laboratory activities and also features the use of computer databases and research. Such work provides students practice in collection of data and the design of scientifically valid experiments. The course explores the diverse ecosystems here on campus and utilizes internet resources for other ecosystems. It assists the students in making informed decisions about their role in, and stewardship of the environment.

## **BIOTECHNOLOGY & MICROBIOLOGY HONORS**

**408**

**GRADES 11-12**

**1.0 CREDIT**

*Prerequisites: Approval of academic dean or 85 average in Biology & Chemistry Honors or 90 average in CP Biology & Chemistry*

This course explores the field of microbiology in depth, emphasizing microbiology laboratory techniques and building skills and competency in a laboratory setting. This course also examines the emerging field of biotechnology: exploring in detail DNA structure, replication and protein synthesis as essential knowledge required for students to research and debate the applications of genetic engineering in our society.

The centerpiece of the course will be an extensive laboratory investigation into bacterial transformation. Students will have the opportunity to utilize actual research laboratory equipment used in gel electrophoresis and recombinant DNA technology.

## ANATOMY & PHYSIOLOGY

GRADES 10-12

1.0 CREDIT

485 COLLEGE PREP\*  
487 HONORS\*\*

\*CP Prerequisite, successful completion of Biology

\*\* Honors Prerequisite, approval of the academic dean or 85 average in Biology Honors or 90 average in CP Biology

The course will cover the structure and function of the human body in health and disease. Course emphasis will be on structure-function relationships of normal physiology; organ systems of the body; relationships among bodily systems; cause and effect relationships between alterations in physiology and disease processes; an introduction to pharmacology; the mechanisms of action of representative drugs used to treat disease; and the uses of adult stem cells and genetic engineering to treat or possibly cure disease. Laboratory and internet activities are an integral part of this course. Frequent lab reports, data summaries and oral presentations will be required of each student.

## PHYSICS

GRADES 11-12

1.0 CREDIT

464 COLLEGE PREP\*  
465 HONORS\*\*

\*CP prerequisite: Concurrent enrollment in or successful completion of Algebra II.

\*\*Honors prerequisite: Minimum average of 85 in all mathematics courses and concurrent enrollment in or successful completion of Algebra II Honors.

This is a full-year physics course covering the following topics of the standard physics curriculum: mechanics; heat and thermodynamics; vibrations and waves; light and optical phenomena; electricity and magnetism; and subatomic physics. Laboratory and internet activities are integral parts of this course.

## SOCIAL STUDIES

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### WORLD CIVILIZATION

360 COLLEGE PREP  
361 HONORS\*

GRADE 9  
GRADE 9

1.0 CREDIT  
1.0 CREDIT

\* Prerequisite: Approval of the Academic Dean based on school-administered placement exam and review of student's academic record.

This course explores the question, "What is a civilization?" and examines the qualities necessary for the creation of a successful civilization. Over the course of the academic year, students will study the ancient, medieval, and early-modern societies that have formed the foundation of our American Republic. While students will learn about the many different ways in which people have organized themselves throughout the whole of human history, special attention will be devoted to the history of constitutional government and how our Founding Fathers used Judeo-Christian and Greco-Roman concepts to create our American form democratic republicanism.

### AMERICAN CIVILIZATION

359 COLLEGE PREP  
358 HONORS\*

GRADE 10  
GRADE 10

1.0 CREDIT  
1.0 CREDIT

*\*Prerequisite: Minimum average of 80 on World Civilization Honors or minimum average of 85 in World Civilization with teacher recommendation or approval of the Academic Dean.*

What does it mean to be an American? This question has been asked since the very foundation of the American Republic and still continues to inspire vivid debate amongst its citizens. Founded on the principles of freedom and equality, the United States has constantly struggled to make these lofty theoretical principles a living reality. This course is a story of that struggle, from the earliest days of North American colonization to the challenges of our contemporary era.

## TOPICS IN U.S. HISTORY: 20<sup>TH</sup> CENTURY AMERICA

328	COLLEGE PREP	GRADES 11 – 12	1.0 CREDIT
329	HONORS	GRADES 11 – 12	1.0 CREDIT

*Prerequisites:*

- *Honors placement requires a minimum average of 80 on American Civilization Honors or minimum average of 85 in American Civilization with teacher recommendation or approval of the Academic Dean.*
- *Students seeking to take this course concurrently with American Civilization must obtain approval from the Academic Dean*

This course examines the history of the United States from 1900 to the 1990s with an emphasis on how political, economic, and social developments shaped the conditions, attitudes, and values of present-day America. Subjects to be discussed in readings and in class include: the Progressive Era, the Roaring Twenties, the Great Depression, Roosevelt’s New Deal, the First and Second World Wars, the Cold War, the Civil Rights movement, the Korean and Vietnam Wars, Johnson’s Great Society, and the student protest and counterculture movements of the 1960s. In addition, social and political changes in the following decades will be examined. The overarching focus of the course will be the effect of events both foreign and domestic on America’s development as a world power. At the end of the course, students will be able to explain how the events of the twentieth century impacted America and shaped how the country interacts with the rest of the world. This course satisfies the U.S. History graduation requirement.

## ADVANCED PLACEMENT U.S. HISTORY\*

389		GRADES 11-12	1.0 CREDIT
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*Prerequisites: Minimum average of 80 in previous honors level history courses with teacher recommendation, or minimum of 90 average in previous college prep level history courses with teacher recommendation and the successful completion of diagnostic test proctored by the Academic Dean.*

This course follows a thematic approach to the study of U.S. History (e.g., Revolution and Constitution, the Development of the Frontier, Industrialization and Urbanization, War and American History, and Reform and American History). An important goal of the course is to foster the development of a student’s ability to think as an historian by analyzing and interpreting primary and secondary source documents. A major emphasis is placed on the student’s ability to synthesize the knowledge gained through oral and written analysis. Students will be required to read and write nightly seminar question responses and weekly essays on 150-225 pages of source material.

Throughout the course there will be unit DBQ exams, unit quizzes, reading quizzes, and quarterly book reviews. This course satisfies the U.S. History graduation requirement. For more detailed information about this course, visit the [AP U.S. History](#) student webpage.

*\*All students enrolled AP U.S. History are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.*

## EUROPEAN HISTORY

402

HONORS

GRADES 11 – 12

1.0 CREDIT

Prerequisites:

- Honors placement requires a minimum average of 80 on American Civilization Honors or minimum average of 85 in American Civilization with teacher recommendation or approval of the Academic Dean.
- Students seeking to take this course concurrently with American Civilization must obtain approval from the Academic Dean

This elective course is an intensive analysis of the political, economic, social, cultural, and intellectual development of the European continent from 1450 to the present age. Throughout the academic year, the course will focus on the sociopolitical development of the European state from the limited political participation of the early modern era to the universal representation of the contemporary age. Students will study the symbiotic relationship between politics and culture by studying the cultural foundations of the various political systems that existed in European history and then determining the role that these political systems played in creating new cultural and intellectual trends.

### ADVANCED PLACEMENT EUROPEAN HISTORY\*

399

GRADES 11 - 12

1.0 CREDIT

Prerequisites: Minimum average of 80 in previous honors level history courses with teacher recommendation, or minimum of 90 average in previous college prep level history courses with teacher recommendation and the successful completion of diagnostic test proctored by the Academic Dean.

This course analyzes the political, economic, social, cultural, and intellectual development of the European continent from 1450 to the present age. Students will not only become conversant with the factual knowledge of European history but will also be introduced to the various historiographical schools that seek to interpret each historical period. Weekly document-based questions (DBQs) will provide students the opportunity to hone their analytical skills of causation, comparison, and evaluation through the close reading of such primary sources as text documents, maps, economic statistics, artwork, and music. Students will themselves practice their interpretive skills by writing two historiographical essays and two research papers over the course of the academic year. Students will be required to write weekly essays based in 150-200 pages of course material; four major term papers are also required over the course of the academic year. For more information about this course, visit the [AP European History](#) student webpage.

**\*All students enrolled AP European History are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.**

## AMERICAN GOVERNMENT

382

COLLEGE PREP

GRADES 11 - 12

1.0 CREDIT

389

HONORS

GRADES 11 - 12

1.0 CREDIT

Prerequisite:

- The successful completion of American Civilization
- Honors: Minimum average of 80 in honors history courses, a minimum of 90 in college prep level history courses, or approval of Academic Dean
- Students seeking to take this course concurrently with American Civilization must obtain approval from the Academic Dean

This course explores the political theory and everyday practice that direct the daily operation of our government and shape public policy. The objectives of this course go beyond a basic analysis of how our

government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system as well as their rights and responsibilities as citizens.

### ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS\*

391

GRADES 11-12

1.0 CREDIT

*Prerequisites: Minimum average of 80 in previous honors level history courses with teacher recommendation, or minimum of 90 average in previous college prep level history courses with teacher recommendation and the successful completion of diagnostic test proctored by the Academic Dean.*

This course is designed to provide a college level United States Government and Politics course. It introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Throughout the course, students study general concepts to interpret United States government and politics and analyze specific topics, including: Constitutional Underpinnings; Political Beliefs and Behavior; Political Parties, Interest Groups, the Media; the Institutions of Government; Public Policy; Civil Liberties and Civil Rights. For more detailed information about this course, visit the [AP U.S. Government & Politics](#) student webpage.

**\* All students enrolled AP U.S. Government & Politics are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.**

### ADVANCED PLACEMENT WORLD HISTORY\*

392

GRADES 11-12

1.0 CREDIT

*Prerequisites: Minimum average of 80 in previous honors level history courses with teacher recommendation, or minimum of 90 average in previous college prep level history courses with teacher recommendation and the successful completion of diagnostic test proctored by the Academic Dean.*

The Advanced Placement World History course is a college-level examination of the development of world civilizations from 8000 BC to the present day. The five major geographical regions (the Americas, Europe, Africa, Asia, and Oceania) will be intensely analyzed according to such themes as human-environment interaction, cultural diffusion, state building, economic integration, and social transformation. Weekly document-based questions (DBQs) will provide students the opportunity to hone their analytical skills of causation, comparison, and evaluation through the close reading of such primary sources as text documents, maps, economic statistics, artwork, and music. Students will be required to write weekly essays based on 150-200 pages of course material as well as two historiographical essays and two research papers over the course of the academic year. For more detailed information about this course, visit the [AP World History](#) student webpage.

**\* All students enrolled AP World History are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.**

381 PSYCHOLOGY

GRADES 11 - 12

1.0 CREDIT

This course offers an introduction to the major concepts and principles underlying human behavior and thought process. A complete overview of all major areas includes personality theory, human development, learning, thought, brain and nervous system, sensation, perception, motivation, emotion, and abnormal behavior. The course objectives are achieved through reading the text, class lectures and student research and presentations. Students will be graded on their ability to effectively integrate information obtained through homework, assignments, tests and research projects.

## ADVANCED PLACEMENT PSYCHOLOGY\*

390

GRADES 11 - 12

1.0 CREDIT

*Prerequisites:*

- *Minimum average of 80 in an honors-level or advanced-placement level social studies course, minimum average of 90 in college preparatory-level social studies course or approval of Academic Dean*
- *Successful completion of summer work.*

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Areas covered include: history of psychology; research methods; biological bases of behavior; sensation and perception; cognitive psychology; physical, social and emotional development; abnormal behavior and therapies; social psychology; and gender differences. This is a rigorous and demanding course requiring students to have a strong work ethic, to read at a rigorous pace, and to complete a variety of writing assignments. Students are expected to demonstrate strong writing and analytical skills and independent work habits. This course follows the APA guidelines for Advanced Placement Psychology. For more detailed information about this course, visit the [AP Psychology](#) student webpage.

***\*All students enrolled AP Psychology are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.***

## WORLD LANGUAGES

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800 FRENCH I

1.0 CREDIT

This is the first year of a two-year requirement designed to introduce the student to the language and culture of the French-speaking world. The grammar includes present tense, imperatives, near future, and passé composé. The student begins to acquire the key vocabulary and grammatical structures necessary for reading, writing, and listening skills that continue to develop during the year. After having successfully completed this course, the student will be prepared to continue further study in the language.

820 FRENCH II

1.0 CREDIT

*Prerequisite: Successful completion French I*

The second course of a two-year requirement, French II further develops students' skills in speaking, listening, reading, and writing as well as developing students' appreciation for the culture of the Francophone world. Basic French I grammar concepts (e.g. present tense, near future, *passé composé*) are reviewed and strengthened while new grammatical concepts (e.g. reflexive verbs, imperfect and future tenses) are introduced.

825 FRENCH II/III

HONORS

1.0 CREDIT

*Prerequisites: Minimum of 85 average in French I with teacher recommendation, minimum of 85 average in French II with teacher recommendation, or approval of Academic Dean based on school-administered French language placement exam.*

The second course of a two-year requirement, French II/III Honors is an intensive class that further develops students' skills in speaking, listening, reading, and writing as well as developing students' appreciation for the culture of the Francophone world. Basic French I grammar concepts (e.g. present



tense, near future, *passé composé*) are reviewed and strengthened while new grammatical concepts (e.g. reflexive verbs, imperfect and future tenses) are introduced.

### **840 FRENCH III/IV**

### **HONORS**

**1.0 CREDIT**

*Prerequisite: Minimum of 85 average in French II/III Honors with teacher recommendation.*

The French III/IV Honors course is an advanced study of French language and culture that further refines students' skills in speaking, listening, reading and writing. Complex grammatical concepts such as the subjunctive and conditional will be presented and students will be introduced to more complex readings from both historical and contemporary sources. The French III/IV Honors course also seeks to increase students' written proficiency through the assigning of frequent short compositions.

### **ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE\***

### **897**

**1.0 CREDIT**

*Prerequisites: Minimum of 90 average in French III/IV Honors with teacher recommendation or the successful completion of a diagnostic test proctored by the Academic Dean.*

The Advanced Placement French Language and Culture course is a college-level course that prepares student to master basic conversational expression in the target language while also gaining a deep appreciation of the various cultural traditions throughout the Francophone world. Through the integration of advanced vocabulary and grammar, conversation, and close reading of both historical and contemporary sources, students will gain both spoken and written proficiency in the target language while also becoming familiar with the traditional values of the Francophone world and the current issues being debated within it. For more detailed information about this course, visit the [AP French Language & Culture](#) student webpage.

**\*All students enrolled in AP French Language and Culture are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.**

### **801 SPANISH I**

**1.0 CREDIT**

This is the first year of a two-year requirement designed to introduce the student to the language and culture of the Spanish-speaking world. The grammar includes present tense, near future, and preterite tense. The student begins to acquire key vocabulary and grammatical structures necessary for communication. The reading, writing and listening skills continue to develop during the year. After having successfully completed this course, the student is equipped to continue further study in the language.

### **821 SPANISH II**

**1.0 CREDIT**

*Prerequisite: Successful completion of Spanish I*

The second course of a two-year requirement, Spanish II further develops students' skills in speaking, listening, reading, and writing as well as developing students' appreciation for the culture of the Spanish-speaking world. Basic Spanish I grammar concepts (e.g. present tense, near future, *passé composé*) are reviewed and strengthened while new grammatical concepts (e.g. reflexive verbs, imperfect and future tenses) are introduced.

### **802 SPANISH II/III HONORS**

**1.0 CREDIT**

*Prerequisites: Minimum of 85 average in Spanish I with teacher recommendation, minimum of 85 average in Spanish II with teacher recommendation, or approval of Academic Dean based on school-administered Spanish language placement exam.*



The second course of a two-year requirement, Spanish II/III Honors is an intensive class that further develops students' skills in speaking, listening, reading, and writing as well as developing students' appreciation for the culture of the Spanish-speaking world. Basic Spanish I grammar concepts (e.g. present tense, near future, preterite) are reviewed and strengthened while new grammatical concepts (e.g. reflexive verbs, imperfect and future tenses, and present progressive) are introduced.

### **859 SPANISH III/IV HONORS**

**1.0 CREDIT**

*Prerequisite: Minimum of 85 average in Spanish II/III Honors with teacher recommendation.*

The Spanish III/IV Honors course is an advanced study of Spanish language and culture that further refines students' skills in speaking, listening, reading and writing. Complex grammatical concepts such as the subjunctive and conditional will be presented and students will be introduced to more complex readings from both historical and contemporary sources. The Spanish III/IV Honors course also seeks to increase students' written proficiency through the assigning of frequent short compositions.

### **ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE\***

### **889**

**1.0 CREDIT**

*Prerequisites: Minimum of 90 average in Spanish III/IV Honors with teacher recommendation or the successful completion of a diagnostic test proctored by the Academic Dean.*

The Advanced Placement Spanish Language and Culture course is a college-level course that prepares student to master basic conversational expression in the target language while also gaining a deep appreciation of the various cultural traditions throughout the Spanish-speaking world. Through the integration of advanced vocabulary and grammar, conversation, and close reading of both historical and contemporary sources, students will gain both spoken and written proficiency in the target language while also becoming familiar with the traditional values of the Spanish-speaking world and the current issues being debated within it. For more detailed information about this course, visit the [AP Spanish Language & Culture](#) student webpage.

*\* All students enrolled in AP Spanish Language and Culture are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.*

### **803 PORTUGUESE I**

**1.0 CREDIT**

This is the first year of a two-year requirement designed to introduce the student to the language and culture of the Portuguese-speaking world. The grammar includes present tense and near future. The student begins to acquire key vocabulary and grammatical structure necessary for communication. The reading, writing, and listening skills continue to develop during the year. After having successfully completed this course, the student is prepared to continue further study in the language.

### **822 PORTUGUESE II**

**1.0 CREDIT**

*Prerequisite: Successful completion of Portuguese I*

The second course of a two-year requirement, Portuguese II further develops students' skills in speaking, listening, reading, and writing as well as developing students' appreciation for the culture of the Lusophone world. Basic Portuguese I grammar concepts (e.g. present tense, near future, preterite) are reviewed and strengthened while new grammatical concepts (e.g. reflexive verbs, imperfect and future tenses) are introduced.

### **828 PORTUGUESE II/III HONORS**

**1.0 CREDIT**

*Prerequisites: Minimum of 85 average in Portuguese I with teacher recommendation, minimum of 85 average in Portuguese II with teacher recommendation, or approval of Academic Dean based on school-administered Portuguese language placement exam.*

The second course of a two-year requirement, Portuguese II/III Honors is an intensive class that further develops students' skills in speaking, listening, reading, and writing as well as developing students' appreciation for the culture of the Spanish-speaking world. Basic Spanish I grammar concepts (e.g. present tense, near future, preterite) are reviewed and strengthened while new grammatical concepts (e.g. reflexive verbs, imperfect and future tenses) are introduced.

**858 PORTUGUESE III/IV HONORS 1.0 CREDIT**

*Prerequisite: Minimum of 85 average in Portuguese II/III Honors with teacher recommendation.*

The Portuguese III/IV Honors course is an advanced study of Portuguese language and culture that further refines students' skills in speaking, listening, reading and writing. Complex grammatical concepts such as the subjunctive and conditional will be presented and students will be introduced to more complex readings from both historical and contemporary sources. The Portuguese III/IV Honors course also seeks to increase students' written proficiency through the assigning of frequent short compositions.

**ADVANCED PORTUGUESE LANGUAGE & CULTURE**

**890 HONORS 1.0 CREDIT**

*Prerequisites: Minimum of 90 average in Portuguese III/IV Honors with teacher recommendation or the successful completion of a diagnostic test proctored by the Academic Dean.*

The Advanced Portuguese Language and Culture course is an advanced course that prepares students to master basic conversational expression in the target language while also gaining a deep appreciation of the various cultural traditions throughout the Lusophone world. Through the integration of advanced vocabulary and grammar, conversation, and the close reading of classic literary sources, students will gain both spoken and written proficiency in the target language while also becoming familiar with the traditional values of the Portuguese-speaking countries as well as the current issues being debated within them.

**VISUAL AND PERFORMING ARTS**

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**609 INTRODUCTION TO ART GRADES 9-12 1.0 CREDIT**

The objective of this course is to develop the student as an artist who is able to communicate visually in a number of media and dimensions. The course will introduce students to the basic skills and techniques of drawing, painting and sculpture as well as the creative process itself. Throughout the course, students will be exposed to the history of art and learn ways to look at, talk about, and evaluate art. Students are required to purchase a textbook; most other materials will be provided.

**633 ADVANCED ART GRADES 10-12 1.0 CREDIT**

*Prerequisite: Successful completion of Introduction to Art or special permission of instructor.*

This course builds on the skills and knowledge developed in the introductory course. Projects must therefore be completed at a higher level of creativity and skill. Students must demonstrate a dedication to learning and to developing their art independently. Students are required to purchase an advanced textbook; most other materials will be provided.

**675 STUDIO ART HONORS GRADES 11-12 1.0 CREDIT**

*Prerequisite: Advanced Art*

This course builds on the skills and knowledge developed in the introductory and advanced courses. Projects must therefore be completed at a higher level of creativity and skill. Students must demonstrate a dedication to learning and to developing their art independently. The course's precise curriculum will be developed with each student with a view towards a well-rounded portfolio in either two or three dimensions. Most materials will be provided.

[Advanced Placement Studio Art: 2-D Design\\* \\*\\*](#)  
[Advanced Placement Studio Art: Drawing\\* \\*\\*](#)

**677 GRADES 11-12 1.0 CREDIT**  
**678 GRADES 11-12 1.0 CREDIT**

*Prerequisites: 85 average in honors level courses in the discipline, teacher recommendation, approval of the Academic Dean, and successful completion of summer work.*

The AP Studio Art portfolios are designed for students who are seriously interested in the art-making experience. In place of a written examination, AP Studio Art incorporates a national set of standards that are rigorously applied to the evaluation of the student's collected work. The portfolios are subject to review by college professors and other secondary school art teachers. The portfolios share a basic, three-section structure, which requires the student to show a fundamental understanding of aesthetics and methods. Through the concentration section, each of the portfolios asks the student to demonstrate a depth of investigation and a process of discovery. In the breadth section, the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section permits the student to select the works that best exhibit a synthesis of form, technique and content. Students must have access to a digital camera, and are expected to purchase a textbook; most other materials will be provided. For more detailed information about these courses, visit the [AP Studio Art: 2-D Design](#) and [AP Studio Art: Drawing](#) student websites.

*\*All students enrolled in AP Studio Art are required to take the Advanced Placement Exam (through portfolio submission) in May. Students must pay the fee associated with this exam.*

*\*\*Additional supply fees may be associated with this course. Students are responsible for all associated fees.*

**687 DIGITAL PHOTOGRAPHY GRADES 10-12 0.5 CREDIT**

This half-year course serves as an introduction to the art form of photography and the digital manipulation of photographs. Students will explore the possibilities of both their digital cameras and Adobe Photoshop. Through reading, writing, and critique, students will also learn ways to look at, talk about, and evaluate art. Students must provide their own digital camera or phone-camera, with manual controls for at least aperture and shutter speed.

**688 DIGITAL DRAWING GRADES 10-12 0.5 CREDIT**

This half-year course serves as an introduction to the art forms of drawing and painting using digital tools. Students will explore the possibilities of Adobe Illustrator using a drawing tablet. Through reading, writing, and critique, students will also learn ways to look at, talk about, and evaluate art.

**658 THEATER GRADES 9-12 1.0 CREDIT**

This course introduces students to the art of theatrical performance. The class covers the basic principles of acting, mime, improvisation, movement, direction, script writing and analysis, theater history, and criticism. Students are asked to perform on stage throughout the year as well as complete written assignments, tests and projects. Overall, the course aims to prepare students for more advanced theater studies and to provide a preliminary basis for success in those studies.

**656 THEATER II****GRADES 10-12****1.0 CREDIT***Prerequisite: Successful completion of Theater.*

This course will more deeply cover the topics of acting methods, Shakespearean and Classical acting, stage directing, stage combat and improvisation. Many topics covered in *Theater* will be explored more deeply.

**667 STAGECRAFT\*****GRADES 10-12****1.0 CREDIT**

Students learn and create in all aspects of technical theater including specialized vocabulary, design of set, lighting, sound, costume, and make-up. Students will apply learned information by working on actual productions. Advanced students will take on leadership roles as crew leads including lighting design, stage design, stage construction, technical manager, and stage manager for productions. Emphasis will be placed on problem solving and cooperative effort. This is a performance-based class, in that students are expected to perform what they have learned in class by their participation in school productions and during daily work.

*\*Students are required to work 20 hours of afterschool crew work, which is fulfilled by working theater productions as part of the backstage crew or tech, ushering, and selling snacks or tickets. Participation in other school events such as the annual Fine Arts Expo is also required.*

**INTRODUCTION TO FILM & VIDEO PRODUCTION  
686****GRADES 9-12****1.0 CREDIT**

This introductory course focuses on basic film theory, analysis, and production. Students will view films of major directors and analyze them for technique and style. Also, students will write, design, storyboard, cast, direct, film, edit and render their own digital film projects utilizing video editing and post-production software.

**611 CHORUS I****GRADES 9-12****0.5 CREDITS****612 CHORUS II****GRADES 9-12****0.5 CREDITS****613 CHORUS III****GRADES 9-12****0.5 CREDITS****614 CHORUS IV****GRADES 9-12****0.5 CREDITS**

This vocal ensemble, a single performing group with four levels of proficiency, is open to both male and female singers who wish to develop their choral singing skills. The course meets after school on Mondays and Wednesdays from 2:30-3:30 PM for the entirety of the school year. Students work in a rehearsal environment learning music for liturgical and concert performance. Grading is based on attendance, and class participation.

**668 ADVANCED BAND****GRADES 9-12****1.0 CREDIT****669 BAND (INTRO TO MUSICAL PERFORMANCE)****GRADES 9-12****1.0 CREDIT****PHYSICAL EDUCATION**

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1.0 Physical Education (PE) credit is required to fulfill Bishop Connolly High School graduation requirements. Students earn PE credit through participation in the Athletic Program. 0.5 credit is awarded upon the successful completion of one season on a Bishop Connolly interscholastic sports team. Therefore, students must participate in at least two seasons of a sport to earn the mandatory PE credit.

## AP CAPSTONE™

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AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

### 195 AP SEMINAR\*

GRADES 10 - 12

1.0 CREDIT

*Prerequisite: Teacher recommendation and Dean Approval*

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

***\*All students enrolled AP Seminar are required to take the Advanced Placement Examination in May. Students must pay the fee associated with this exam.***

### 196 AP RESEARCH\*

GRADES 11 - 12

1.0 CREDIT

*Prerequisite: Successful completion of AP Seminar*

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

***\*Students enrolled in AP Research will not sit for a traditional AP exam; rather, students will be assessed on the academic paper (75% of the score) and the presentation and oral defense of the research (25% of the score).***

## DIRECTED STUDY PROGRAM\*

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*\*Interested students are required to complete an application to be considered for this program. Applications available at the end of this Program of Studies. Enrollment is subject to the approval of the academic deans and principal. Applications are due by the last school day in April.*

**Purpose:** Bishop Connolly High School's Directed Study Program offers highly motivated juniors and seniors the opportunity to study a course that is or has been previously offered at Bishop Connolly High School but either does not fit into the student's schedule, is not offered due to lack of enrollment, or does not appear in the Program of Studies for a particular year. Under the supervision of the Academic Deans and supervising instructor of the course, the student will complete all course requirements to include all homework, projects, and tests assigned by the supervising instructor.

**Structure:** Students must submit an application for directed study to the Academic Deans for review and approval of the proposed course of study. Applications must be submitted by the end of the scheduling year. Students approved for directed study will be placed under the supervision of the Academic Deans and the supervising instructor. Each directed study will have specific class expectations as outlined in the accepted course syllabus to be filed with the Academic Deans. After approval, changes to the syllabus will not be allowed without approval of the Academic Deans. Students will be expected to meet at least once weekly with their supervising instructor. Records of these meetings will be logged by the student.

The **Academic Deans** will perform the following duties:

- Act as liaison between student and supervising instructor
- Maintain a record of student forms
- Provide principal with student's earned grade and credit for the Directed Study Program

The **Directed Study Committee** shall consist of the Academic Deans, supervising instructor, principal, and Director of Guidance.

**Evaluation:** Students will be evaluated by the supervising instructor based on the course syllabus and class expectations, including four quarter grades, midterm exam, and final exam. A number grade will be assigned and noted on the student's transcript.

## INDEPENDENT STUDY PROGRAM\*

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*\*Interested students are required to complete an application to be considered for this program. Applications available at the end of this Program of Studies. Enrollment is subject to the approval of the academic deans and principal. Applications are due by the last school day in April.*

**Purpose:** Bishop Connolly High School's Independent Study Program offers highly motivated juniors and seniors the opportunity to enroll in a non-traditional course of study or to study in-depth, a topic not covered by a course offered at Bishop Connolly. Under the supervision of the Academic Deans and the guidance of a supervising instructor in the same field of study, the student will use various methods of research and inquiry to become a student expert and present a project to an evaluating committee to demonstrate acquired knowledge of the topic and the process of discovery.

**Structure:** Students must submit an application for independent study to the Academic Deans for review and approval of the proposed study. Students approved for independent study will be placed under the supervision of the Academic Deans and the supervising instructor. Each independent study will have specific guidelines and responsibilities outlined in the accepted independent study proposal.

to be filed with the Academic Deans. Students will be expected to meet at least once a week with their supervising instructor. Records of these meetings will be logged by the student.

The **Academic Deans** will perform the following duties:

- Act as liaison between student and supervising teacher
- Maintain a record of student forms
- Assist students in finding resources for research when supervising teacher is unavailable
- Serve on the Independent Study Committee for preapproval of independent study topics and final evaluation of students' projects
- Provide principal with proper documentation for independent study students to receive a grade and credit for the Independent Study Program

The **supervising instructor** will meet weekly with the student to discuss progress and help guide the student in the process of in-depth study of a topic, problem-solving research methods and findings as the student analyzes information leading to discovery.

The **Independent Study Committee** shall consist of the Academic Deans, supervising instructor, principal, and counselor for the student, and may also include a specialist in the field of study of the student's project.

**Evaluation:** Students will be evaluated by the Independent Study Committee through a presentation and paper that is scored by a rubric. Presentations will be scheduled during midterm and final exam week, and all projects must be completed at this time. Students will earn a final grade of either Pass (P) or Fail (F). Independent studies will not count in the student's overall GPA. Independent study courses will be noted on the student's transcript and will be listed as "Independent Study". The course will count as elective credit in the respective department.

**Approval of Projects:** An independent study application must be completed and submitted by the student by the end of the scheduling year. Though a teacher may suggest an independent study topic for a student, it is the student's responsibility to secure a teacher for supervision and complete and file the necessary application for preapproval for independent study. Parent's consent is also necessary for approval of the student's admission to the Independent Study Program.

**Independent Study Rubric:** Available upon independent study application approval.





List any additional information which should be reviewed by the Directed Study Committee as your application for directed course work is considered.

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**To be completed by the Directed Study Committee**

Date Submitted: \_\_\_\_\_

This application for Directed Study has been reviewed by this committee and the following action has been taken:

\_\_\_\_\_ Course work is approved      Date: \_\_\_\_\_

\_\_\_\_\_ Course work is not approved      Date: \_\_\_\_\_

\*If not approved, please note in comments whether or not Directed Study course would be reconsidered with changes.

**Comments:**

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Academic Deans Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_



What textbooks and supplementary materials will be used in this course?

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Who is the supervising instructor assisting, advising, and/or guiding you through this Independent Study? What is this person's expertise or qualifications in this field? If someone outside of Bishop Connolly High School staff will be assisting you, please provide position and contact information.

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List any additional information which should be reviewed by the Independent Study Committee as your application for independent course work is considered.

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

.....  
**To be completed by the Independent Study Committee**

Date Submitted: \_\_\_\_\_

This application for Independent Study has been reviewed by this committee and the following action has been taken:

\_\_\_\_\_ Course work is approved      Date: \_\_\_\_\_

\_\_\_\_\_ Course work is not approved      Date: \_\_\_\_\_

\*If not approved, please note in comments whether or not I.S. Course would be reconsidered with changes.

**Comments:**

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Academic Deans Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_