



# PURCELL MARIAN

HIGH SCHOOL

AN IB WORLD SCHOOL

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## COURSE CATALOG 2020-2021

**PURCELL MARIAN HIGH SCHOOL**

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# INTRODUCTION

This catalogue contains important information regarding the academic requirements, scheduling of classes, and descriptions for all courses offered at Purcell Marian. Not all courses are offered every year and courses are subject to change.

Our goal is to provide the best possible educational program for each student. The program of studies selected by each student will have a major impact on his/her future educational and career plans. The involvement of parents, students, and teachers in this process is essential. We encourage you to do the following:

- READ this guide carefully.
- DISCUSS future plans and goals.
- DETERMINE the best academic program for *you* to achieve *your* goals.
- DEVELOP a plan for all four years of high school.
- ACCEPT the challenge of a demanding program.

## SCHEDULING PROCESS

The scheduling process begins during the 2nd semester. The academic leadership team will conduct class meetings to discuss requirements and elective choices. Our teachers will make recommendations for students for their classes and academic placement.

Considering teacher recommendations, graduation and course requirements, post-graduate plans, and student interest, the academic team will complete a draft schedule to be shared with the student and family. Students and families will have the opportunity to provide feedback on the draft of their schedule. After re-enrollment and feedback is collected, schedules will be solidified and shared with families toward the end of the school year.

### SUGGESTED ACADEMIC FLOW CHART

Grade 9	Grade 10	Grade 11	Grade 12
Religion English Math Science Social Studies World Language and/or Fine Art Support Bell	Religion English Math Science Social Studies World Language 2 and/or Fine Art Support Bell	IB Program Career Initiative Program Religion English Math Science Social Studies Adv. World Language and/or Fine Art Support Bell Health CCP Courses - online	IB Program Career Initiative Program Religion English Math Science Adv. Foreign Language and/or Fine Art Support Bell Health CCP Courses

**The PE requirement can be fulfilled by a student playing a sport for 2 years or playing 2 sports in one year. If a student does not want to play a sport, they can attain their PE credit during summer school or 7<sup>th</sup> bell senior year.**

# GRADUATION REQUIREMENTS for the Class of 2021 and beyond

The following are current graduation requirements at Purcell Marian High School.

Please note: 1 credit = 1 Carnegie Unit

RELIGION	4 credits		HEALTH	.5 credit
ENGLISH	4 credits		PHYSICAL EDUCATION	.5 credit
SOCIAL STUDIES	3 credits		FINE ARTS	1 credits
MATHEMATICS	4 credits		FINE ART	Add. 1 credit
SCIENCE	3 credits		or	
			WORLD LANGUAGE	1-2 credits
			ELECTIVES	2-3 credits

The total number of credits required for graduation is **24**

Students are expected to carry a full schedule of classes each semester.

Certain Academic pathways can add additional course requirement

## GRADING SYSTEM

Purcell Marian uses a numerical system based on the following scale:

**A** (100-90)    **B** (89-80)    **C** (79-70)    **D** (69-65)    **F** (Below 65)

**CLASS RANK:** Purcell Marian uses weighted grades for the **sole purpose** of class rank. Two factors are taken into account: (a) the actual grade, (b) the academic pathway of the course. IB/Honors courses will be weighted 1.00 points on our 4 point GPA scale. College Preparatory courses will be weighted .5 points on our 4-point GPA scale, and our General courses will not be weighted. The academic pathway for each course is listed above the course description in this guide.

### **GRADE POINT SCALE (Weighted GPA)**

The following system is used for all course work completed at Purcell Marian High School. The numeric equivalents are given for comparison purposes:

<b>NUMERIC</b>	<b>GRADE</b>	<b>IB/Honors</b>	<b>CP</b>	<b>GENERAL</b>
97-100	A+	5.33	4.83	4.33
93-96	A	5.00	4.5	4.00
90-92	A-	4.67	4.17	3.67
87-89	B+	4.34	3.84	3.34
83-86	B	4.00	3.50	3.00
80-82	B-	3.67	3.17	2.67
77-79	C+	3.34	2.84	2.34
73-76	C	3.00	2.5	2.00
70-72	C-	2.67	2.17	1.67
68-69	D+	2.34	1.84	1.34
65-67	D	2.00	1.5	1.00
64-0	F	0.00	0.00	0.00

### **GRADE POINT SCALE (Unweighted GPA)**

<b>NUMERIC</b>	<b>GRADE</b>	<b>Unweighted GPA</b>
97-100	A+	4.33
93-96	A	4.00
90-92	A-	3.67
87-89	B+	3.34
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.34
73-76	C	2.00
70-72	C-	1.67
68-69	D+	1.34
65-67	D	1.00
64-0	F	0.00

## ACADEMIC PATHWAYS

Purcell Marian High School offers three academic pathways in order to challenge the abilities of all students. Freshman placement is determined by grades, teacher recommendations, the results from the placement and state testing, as well as participation in the freshmen orientation program. At the end of each year, teachers and the academic team will evaluate students to ensure that they are performing at their highest potential. Adjustments are made as needed in consultation with the academic team, students, and parents.

**IB Program/Honors** - This pathway is an accelerated, rigorous program of studies that is designed for our most academically capable, self-motivated students. The IB Programme encourages students to think critically, challenge assumptions, consider both local and global contexts, and develop research, collaboration and communication skills. During their freshman and sophomore years, students take “pre-IB” Honors courses to prepare for the rigors of the IB program. During their junior and senior years, students are permitted to take individual IB courses based on teacher recommendation, student interest, and grade qualifications. If students are IB Diploma Program candidates, they are required to take the six IB content classes in addition to completing the three core components: Theory of Knowledge; Extended Essay; and Creativity, Activity, and Service. Students in the IB Programme have the ability to earn college credit should they achieve qualifying grades and scores.

**CP (College Preparatory)** – This program is designed to meet the academic curriculum requirements for acceptance at four-year colleges and universities. Students will complete 4 credits each in English, Math, and Science; 3-4 credits in Social Studies; 2-3 credits of a foreign language. Students will be encouraged to take College Credit Plus classes where they may earn college credit should they achieve qualifying grades and scores.

**General**– This program is designed to prepare students for post-secondary experiences including community colleges, the military, or other post-secondary training. Students will complete 4 credits in English and Math (including at least Algebra II), 3-4 credits in Science and Social Studies, and quality academic electives. Typically, students in this program will receive a support bell which may include a resource bell as part of our CS3 program requirements.

## CREDIT SYSTEM

Courses that run the entire school year are valued at 1 full credit. A full credit, year-long course meets for 120 school hours.

Courses that run for one half of the school year are valued at  $\frac{1}{2}$  credit, or  $\frac{1}{4}$  credit. A  $\frac{1}{2}$  credit or  $\frac{1}{4}$  credit, half-year course meets for 60 school hours.

<b>Credit: 1</b>	Term is 1 year, 120 classroom hours
<b>Credit: ½ or ¼</b>	Term is ½ year, 60 classroom hours

## **COLLEGE ADMISSIONS**

Since colleges vary widely in their entrance requirements, students should refer to college catalogues and their college and career counselors for additional information concerning admissions. Many universities or departments within a university, such as engineering or nursing, have special requirements in addition to general university requirements. As a general rule, students who plan to attend a 4-year college or university should be enrolled in college preparatory classes, meet Purcell Marian’s graduation requirements, and successfully complete at least two years of language. Please note, not all colleges recognize American Sign Language as meeting this requirement.

## **DUAL CREDIT OPPORTUNITIES**

“Dual credit” refers to receiving credit for both high school and college for the same class. Purcell Marian offers many dual-credit opportunities. These types of courses take many forms. Descriptions of these opportunities are outlined below.

### **International Baccalaureate Program**

University admissions officers have long held the IB diploma program students in high regard. The widespread practice in North America of granting IB diploma program students credit and/or advanced standing further demonstrates the positive perception of the DP among higher education officials.

Check with the universities to which you are applying for the criteria used in granting college credit for IB classes taken at Purcell Marian.

Purcell Marian received IB World School authorization in October of 2019. All official IB courses offered during the 2020/2021 school year will qualify students to receive IB credit.

### **Collegiate Courses**

Collegiate courses are offered by colleges and universities at Purcell Marian and taught by Purcell Marian staff. In these courses, the syllabus of the dual-credit course is either approved

by the university or is provided by the university. These courses typically involve multiple assessments of student mastery, and performance on these assessments determines the awarding of college credit. These credits will then be available to the student on the university transcript and are transferable from one university to another. The colleges and universities charge a minimal amount for these credits.

Collegiate Courses are offered in:

English 12	Science
Freshman Composition	Physics

**The College Credit Plus Program of the State of Ohio** is sponsored by the State of Ohio. Students participating in this dual-credit program must apply for acceptance into the college or university where the student intends to take the course. After acceptance, and within the time period determined by the State, the student must then additionally apply to participate in the program. Students may be taking College Credit Plus courses on the college/university campus along with the other college students enrolled in the course, and will be responsible for their own transportation to the university campus. Once accepted into the program, the State will pick up tuition costs associated with the course as long as the student passes the course. Should the student fail, the parents are responsible for these costs. Students are eligible to take any college class for which they meet the prerequisite requirements. Please note that there is limited funding available in the CCP Program; therefore, priority is given to seniors and then juniors, etc., providing for one course at a time until the funds are exhausted.

It is very important before moving forward with the application process that both student and parent review the ODE website on this program as the parameters are changing. The CCP Program is a partnership between the student/parent/university and the State Department of Education, so although our counselors are willing to help guide families, responsibility for arranging classes, fulfilling application requirements and navigating logistics are ultimately up to the parent and the university-provided advisor.

# **COURSE OFFERINGS BY DEPARTMENT OR PROGRAM**

## **INTERNATIONAL BACCALAUREATE PROGRAM**

### **Program Philosophy**

The goal of the International Baccalaureate is to develop inquiring, knowledgeable, and caring young people who are motivated to build a better world through intercultural understanding and respect.

The IB program encourages students to think critically, challenge assumptions, and consider both local and global contexts. In the classroom and through the curriculum, students ask challenging questions, think critically, and develop research skills proven to help them in higher education.

Students are expected to try different approaches to learning, to take responsibility for their own educational progress, and to be active in their communities.

As an IB for All school, we incorporate the IB approaches of teaching and learning into all courses and all academic pathways. All students have the opportunity to take advantage of an IB course, and all will be exposed to its philosophy of education.

### **IB Courses**

Students are permitted to take individual IB courses based on teacher recommendation, student interest, and grade qualifications. In order for a student to take an IB course, students and their guardians must agree to the following:

- The student will give their best effort in class and seek help when needed.
- Each IB course spans two years. Students who take an IB course are making a two-year commitment.
- The student will not be able to drop an IB course until a minimum of 1 semester has passed and every option of support for the student has been utilized.
- The student will be placed on a probationary period should they fail an IB course for a semester. A support plan will be implemented for the following semester. Should the student fail another semester, they will be removed from the IB course.
- The student and family acknowledge that there will be additional fees to be paid by the family associated with the testing components of an IB course.

Individual IB course descriptions can be found in the appropriate department below (see IB Chemistry in Science, for instance).

## IB Diploma Program

In addition to their IB coursework, students pursuing the IB Diploma Program are required to complete three core components. They get started on all of these components during their junior year and complete them over the course of their senior year. All of these core components are accomplished outside the student's normal school day schedule.

Core Component	Grade 9	Grade 10	Grade 11	Grade 12
Theory of Knowledge			Year 1	Year 2
Creativity, Activity, Service			Year 1	Year 2
Extended Essay			Begin in January	Complete by November

### CAS: Creativity, Activity, Service

Academic Pathway: IB Program Students

Term: two-year course

Credit: 1 full credit

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Program (DP). CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity** – arts and other experiences that involve creative thinking
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

- show initiative;
- demonstrate perseverance;
- develop skills such as collaboration, problem solving, and decision making.

CAS enables students to enhance their personal and interpersonal development by learning through experience.

A good CAS program should be both challenging and enjoyable – a personal journey of self-discovery.

CAS is a component of the DP core. Students must have three formal “interviews” or check-in appointments with the CAS Coordinator.

## **TOK: Theory of Knowledge**

Academic Pathway: IB Program Students

Term: two-year course

Credit: 1 full credit

Theory of Knowledge is an interdisciplinary course that meets twice a week during students’ junior and senior years. TOK is not focused on any particular area of knowledge; rather, it challenges students to question the world around them and what we regard as knowledge. At the heart of the course is the question, “how do we know what we claim to know?” The course will draw on a variety of materials, ranging from documentaries and journalism to academic articles and creative nonfiction. Through Socratic seminars, we will explore how different ways of knowing -- such as emotion, language, intuition, and reason -- inform and work within established frameworks of knowledge (life sciences, humanities, and religion, to name a few).

## **EE: Extended Essay**

Academic Pathway: IB Program Students

Term: two-year course

Credit: 1 full credit

The Extended Essay is an externally-assessed piece of independent research on a topic chosen by the student and presented as a formal piece of academic writing. The Extended Essay is intended to promote high-level research and writing skills, intellectual discovery, and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent, and appropriate manner. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or “viva voce,” following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects — normally one of the student’s six chosen subjects for the IB diploma or the world studies option. World Studies

provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

# RELIGION

## Graduation Requirements: 4 credits of Religion

Flow Chart	Grade 9	Grade 10	Grade 11	Grade 12
	Understanding Catholic Christianity	Scripture	Morality and Social Justice	World Religions and Your Vocation

(All Religion Courses are year-long courses. Students are to follow the “Traditional Order of Classes” listed above when possible. All religion classes have the same academic pathway of General.)

### Required 9<sup>th</sup> Grade Religion: Understanding Catholic Christianity

Academic Pathway: General

Term: Year-long course

Credit: 1 full religion credit

This course begins with an examination of our Marianist heritage and Purcell Marian history. It then explores the fundamentals of faith, religion & Catholic Christianity. Students will gain an introductory level of Catholic Church history, the structure of the Catholic Church, an understanding of Mass and the Sacraments, and the development of organized religion throughout history.

The course will also give students a glimpse into the topics they will explore in detail as sophomores, juniors and seniors. Finally, the course serves to address the spiritual development of the freshman student.

### Required 10<sup>th</sup> Grade Religion: Scripture

Academic Pathway: General

Term: Year-long course

Credit: 1 full religion credit

This course will help students understand the Old and New Testament and apply the values, teachings and example of Jesus to their own lives. We will learn about the history of the composition of the Bible and the historical Jesus. Students will interpret the Bible through the

lens of Catholic biblical interpretation while learning the context of the scripture in the time of the Old and New Testament. This will aid their growth in personal faith and moral living and will challenge them to live in the world today as men and women of strength and character.

## **Required 11th Grade Religion: Morality and Social Justice**

Academic Pathway: General

Term: Year-long course

Credit: 1 full religion credit

The purpose of this course is to learn and understand what it means to live in our society following Christ. The first half of the year we will look at the moral issues that govern our lives and explore the decision-making process. Students will understand the concept of conscience formation in relation to their lives. The second half of the year will focus on social justice. We will explore the seven principles of Catholic Social Teaching and discuss hot-topic issues occurring in society. Students will gain the understanding of the Catholic Church's approach to societal issues.

## **Required 12th Grade Religion: World Religion and Your Vocation**

Academic Pathway: General

Term: Year-long course

Credit: 1 full religion credit

The purpose of this course is to learn about the major world religions, explore different cultures, and gain tolerance towards different practices. Students will be taught to approach each world religion through the lens of the Catholic Church, analyzing both similarities and differences. This course will provide students with a better understanding of the global impact of religion. The second half of the course will focus on the student's path after high school. We will cover the concept of a vocation (marriage, single life, and religious life) -- God's calling to each of us. Students will also explore career paths, relationships, and their lifestyles and habits.

# ENGLISH

## Graduation Requirements: 4 credits in English

FLOW CHART	Grade 9	Grade 10	Grade 11	Grade 12
<b>Honors/IB</b>	Honors English I - Freshman Survey	Honors English II - Genre Literature	IB English - Language and Literature (Year 1)	IB English - Language and Literature (Year 2)
<b>College Prep</b>	CP English I - Freshman Survey	CP English II - Genre Literature	CP English III - American Literature	English IV Seminar or CCPlus Freshman Composition
<b>General</b>	English I - Freshman Survey	English II - Genre Literature	English III - American Literature	English IV Seminar

### Required 9th Grade English: English I - Freshman Survey

Academic Pathway: Honors, CP, General

Term: Year-long course

Credit: 1 full English credit

English I exists to invigorate incoming ninth graders' reading, writing, and critical thinking skills. Students will learn to engage texts energetically, using close-reading skills and actively asking questions of what they have read. They will have ample opportunity to explore, express, and develop their own thoughts in writing, as they respond to a wide variety of texts. Texts being covered include, but are not limited to, short tales of Greek mythology, *To Kill A Mockingbird* by Harper Lee, *Fahrenheit 451* by Ray Bradbury and *Lord of the Flies* by William Golding. Students will be exploring literature using a variety of means including podcasts, art interpretations, and homemade videos. In addition, the class will build on and hone students' command of writing mechanics, including basic grammar, sentence-composing skills, and punctuation.

## **Required 10th Grade English: English II - Genre Literature**

Academic Pathway: Honors, CP, General

Term: Year-long course

Credit: 1 full English credit

This course will introduce students to a variety of literary genres -- including the graphic narrative, the slave narrative, speeches, drama, the novel, and poetry -- within and across a range of time periods and cultural contexts. Texts being covered will include, among other works, *Stitches* by David Small, *The Narrative of the Life of Frederick Douglass* by Frederick Douglass, *The Importance of Being Earnest* by Oscar Wilde, and *The House on Mango Street* by Sandra Cisneros. Students will further develop their understanding of literary terms and critical analysis techniques through class discussions, research assignments, and group projects. Additionally, sophomores will hone their expressive writing skills through a variety of creative writing assignments, as well as explore their personal reading and writing habits and individual reactions to class texts through journal-writing activities. Vocabulary development, sentence composing, grammatical awareness, and close-reading skills will also be reinforced throughout the course.

## **HL IB English: Language & Literature (Years 1 & 2)**

Academic Pathway: IB

Term: Two-year course

Credit: 2 full English credits

In International Baccalaureate Higher Level English: Language and Literature, students will undertake a two-year course to expand and grow their literary analysis and critical thinking skills. Students will analyze works of literature -- both fiction and nonfiction -- as well as non-literary works, such as advertisements, film, and photography. Topics will include Language and Control in Dystopian Literature; The 1950's - New Approaches to Self and Culture; Language and Mass Communication - The Edited Self; and Love and Identity Across Cultures. Throughout the class, students will explore a variety of themes relevant to their own lives and the lives of individuals in other cultures and time periods, all the while honing critical reading, writing, and research skills.

## **Required 11th Grade English: English III - American Literature**

Academic Pathway: CP, General

Term: Year-long course

Credit: 1 full English credit

Juniors will study authors who will advance their understanding of American culture and history, focusing on drama, poetry, fiction and nonfiction. They will consider the concept of the American Dream with a critical eye and consider whether the American Dream can become an American Nightmare for some Americans. Among other works, students will read and consider, *The Great Gatsby*, *Beneath a Meth Moon*, *The Crucible*, *Of Mice and Men*, *A Raisin in the Sun*, and *Fences*, as well as shorter works such as the founding documents, nonfiction pieces, and poetry from the Romantic period and the Harlem Renaissance. Students will continue to develop skills writing researched essays, reflective pieces, and explanatory and narrative essays.

## **English IV Seminar - College Credit Plus Freshman Composition (Dual Credit Course)**

Academic Pathway: CP

Term: Year-long course

Credit: 1 English credit, high school; 6 college credits through Cincinnati State

This course brings college-level Freshman Composition into the high school classroom. Students will be taking this course for college credit through Cincinnati State Technical and Community College. Throughout the year, students will complete eight academic essays on the following topics: Narrative, Exemplification, Comparison and Contrast, Process Analysis, Division or Analysis, Definition, Argument and Persuasion, and Cause and Effect. Additionally, students will have ten journal assignments per semester. Upon completion of this course, students will have developed college-level writing skills, such as incorporating appropriate research, understanding MLA format, and organizing essays beyond a 5-paragraph structure, all of which will prepare students for the writing they will be asked to complete throughout their college careers. Students will also have the opportunity to hone their analytical and editing skills through daily reading assignments, class discussions, and peer-editing activities.

## **English IV Seminar - Gender Studies (Part 1)**

Academic Pathway: CP

Term: 1st semester

Credit: .5 English credits

What does it mean to be a man or woman in America today? Gender Studies is designed for the curious student with a desire to ask questions and think critically about answers. During the fall semester, in Part 1 of the course, students will explore the history of gender in America, with a chronological examination of how race, class, and age have shaped Americans' experiences since the mid-1800s. We will study a wide range of texts (from essays to scholarly articles to journalism) and primary sources (such as clothing, music, and films). Through extensive class discussion and written reflection, students will connect their individual experiences to broader social and historical forces.

## **English IV Seminar - Gender Studies (Part 2)**

Academic Pathway: CP

Term: 2nd semester

Credit: .5 English credits

Part 2 of Gender Studies builds on the historical survey of semester one (see above). During the spring semester, however, we will take a primarily sociological lens to examine contemporary issues in Gender Studies. Students will explore the role of gender (in addition to other social identities including class and ethnicity) in shaping our individual experiences of major social institutions, like education, work, and the family. As with the first semester, students should expect to interact with a range of texts, including journalism, academic articles, and documentaries. Written reflection and energetic discussion will likewise be at the heart of our Part 2 of Gender Studies.

## **English IV Seminar - The Power of Myth (Part 1)**

Academic Pathway: General

Term: 1st semester

Credit: .5 English credits

What is mythology? Why do myths exist in all cultures and across all times? Why do these stories stay with us over thousands of years? This course explores mythology across the globe,

through various eras, and in numerous media in order to identify why myth as a genre is so powerful. It will define myth as a genre and identify some of the key characteristics of mythic storytelling. The course will explore the way myth can be used to examine various cultures as well as the psychology of humanity.

## **English IV Seminar - The Power of Myth (Part 2)**

Academic Pathway: General

Term: 2nd semester

Credit: .5 English credits

The Power of Myth course will take an in-depth look into J.R.R. Tolkien's mythic masterpiece, *The Lord of the Rings*. Using what they learned from the first part of this course, students will be able to analyze the deep symbolic meaning behind the text, as well as analyze the psychological motives present in the story's numerous characters. Throughout the course, students will be challenged to draw conclusions about the author's viewpoints on numerous issues, and explore how other modern myths make statements about life and society. Students will even have the opportunity to construct their own myth to represent a contemporary culture and/or issue.

## **English IV Seminar - Professional Writing (Part 1 & 2)**

Academic Pathway: General

Term: 1st & 2nd semester

Credit: .5 English credits

This course will introduce students to the fundamentals of professional, career-related writing. Students will learn both general employment writing skills -- such as resume, cover letter, and elevator speech writing -- as well as career-specific composition skills. The course will be organized by employment field, and it will cover a variety of jobs in the business and advertising industries. Throughout this course, students will work to improve their grammar, conciseness, clarity, and organization in their writing through a variety of composition assignments. Students will also be introduced to different career fields and will have the opportunity to explore real-world writing scenarios from a variety of jobs. Finally, students will produce oral presentations, researched essays, and practical products that they can take with them into their careers after high school.

# SOCIAL STUDIES

**Graduation Requirements:** 3 credits in Social Studies should include at least .5 credit of World History, .5 credit of US History, and .5 credit of Government. The state requirement for economics will be included in the year-long Government course.

<b>FLOW CHART</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Honors/IB</b>	<b>Hon World History</b>	<b>Hon US Government/Econ</b>	<b>HL IB History of the Americas Year 1</b>	<b>HL IB History of the Americas Year 2</b>
<b>College Prep</b>	CP World History	CP US Government/Economics	CP PM History of the Americas	Social Studies Elective
<b>General</b>	World History	US Government/Economics	PM History of the Americas	Social Studies Elective

## Required 9th Grade Social Studies - World History

Academic Pathway: Hon, CP, General

Term: year-long course

Credit: 1 full social studies credit

This course is a study of world cultures and their relation to globalization. Students will gain a historical, economic, and political understanding of events, people, and movements of the Age of Revolution through the present day and how this understanding relates with current world issues. Students can expect to participate in group projects as well as individual research. Supplemental readings will also be used to expand the scope and depth of information covered.

## Required 10th Grade - U.S. Government & Politics/Economics

Academic Pathway: Hon, CP, General

Term: year-long course

Credit: 1 full social studies credit

The US Government course is designed to give students a working knowledge of all levels of government found in the US, those being federal, state, county, and municipal. Beyond a theoretical understanding of the branches and Constitutional principles, such as republicanism and federalism, students will acquire a practical understanding of how to interface with government on a local level, including local elected officials, police forces, and legal institutions. Attention will also be paid to criminal law, including such ideas as civil vs. criminal, felony vs.

misdemeanor, and basic understanding of courtroom proceedings. Students can expect to participate in group projects and individual research. The academic rigors of this course are designed to prepare students for the demands of college and students should expect a level of coursework and homework commensurate to this purpose.

Macroeconomics will be introduced for the purpose of explaining how our economy is becoming increasingly globalized. The basic structures of the market economy, i.e. free enterprise, laissez-faire, free markets, etc. will be studied from historical and contemporary perspectives, as well as how their structures compare to socialist and other economic models. The effects of the economy on individual choices, purchases, investments, and employment will be part of the focus of the class, as well as how these choices relate to Catholic social teachings regarding stewardship of wealth and responsibilities to the poor. This course will also include lessons and activities on personal finance and the effects that choices have on individual's daily life and on larger macroeconomics principles.

## **11th/12th Grade Social Studies - HL IB History of the Americas Year 1 and Year 2**

Academic Pathway: IB

Term: Two year long course

Credit: 2 full social studies credit

The IB course in the History of the Americas is designed to provide students with the analytical and critical thinking skills and factual knowledge necessary to deal critically with the problems and materials in the history surrounding the Western Hemisphere. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials -- their relevance to a given interpretive problem, their reliability, and their importance -- and to weigh the evidence and interpretations presented in historical scholarship. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course will cover the following topics over two years: Industrialization and Progressivism (1877-1920); Foreign Affairs (1898-1930); Prosperity, Depression and the New Deal (1919-1941); Authoritarian States of the 20th Century From Isolation to World War (1930 - 1945); Move to Global War and the Cold War (1945-1991).

# 11th Grade Social Studies - PM History of the Americas

Academic Pathway: CP, General

Term: year-long course

Credit: 1 full social studies credit

This course is modeled on the SL IB History course curriculum and is designed to provide students with the analytical and critical thinking skills and factual knowledge necessary to deal critically with the problems and materials in the history surrounding the United States. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Historical topics to be studied from the United States perspective include: rights and protests, conflict and intervention, societies and transition, independence movements, industrialization, cause and effects of 20th century wars, cold war.

## IB Psychology

Academic Pathway: IB

Term: year-long course

Credit: 1 full social studies credit

This course focuses on the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Special topics include personality development, problem-solving, group dynamics, and motivation.

## Current Issues

Academic Pathway: General

Term: Semester-long course

Credit: .5 social studies or elective credit

Through readings, discussion and videos this course offers the students an opportunity to examine current issues that are impacting our world. Through such topics as politics, globalization, global warming, US foreign policy, morality issues (stem cell research, church versus state, economy, etc.), students will gain knowledge of the world around them. This class will utilize many different forms of mass media including *The New York Times*, local

newspapers, international newspapers, and videos. Term papers and other writing assignments will be heavily used in class.

# MATHEMATICS

**Graduation Requirements:** 4 credits in Mathematics should include at least one unit of Algebra 2

FLOW CHART	Grade 9	Grade 10	Grade 11	Grade 12
<b>Honors/IB</b>	Hon. Geometry	Hon. Algebra 2/Geometry	SL IB Math Year 1- PreCalculus	SL IB MathYear 2
<b>College Prep</b>	CP Algebra 1	CP Geometry	CP Algebra II	Pre-Calculus or Senior Math Seminar
<b>General</b>	Algebra 1 Part A	Algebra 1 Part B	Geometry	Algebra 2

## Honor Geometry

Academic Pathway: Honors

Term: year-long course

Credit: 1 full mathematics credit

This course is designed to build students’ understanding of mathematics from a holistic perspective, weaving together algebraic, analytic, and visual/spatial problem-solving techniques -- as well as preparing students for the rigors of the IB SL Mathematics course junior year. Emphasis is placed on the application of concepts and techniques to solve challenges that model situations encountered in the world. Topics covered include simplifying expressions, the properties of exponents, writing and solving equations, modeling situations with equations, extensive exploration of linear algebra, exponential growth and decay, functions and relations, transformations, inequalities, systems of equations, quadratic equations and elementary data analysis. As the first course in the advanced mathematics track, students are encouraged to purchase a TI – 83 Plus calculator for personal use.

## Algebra 1

Academic Pathway: CP

Term: year-long course

Credit: 1 full mathematics credit

This course is designed to build students' understanding of mathematics from a holistic perspective, weaving together algebraic, analytic, and visual/spatial problem-solving techniques. Emphasis is placed on the application of concepts and techniques to solve challenges that model situations encountered in the world. Topics covered include simplifying expressions, the properties of exponents, writing and solving equations, modeling situations with equations, extensive exploration of linear algebra, exponential growth and decay, functions and relations, transformations, inequalities, systems of equations, quadratic equations, and elementary data analysis.

## **Algebra 1 Part A/Part B**

Academic Pathway: General

Term: year-long course

Credit: 1 full mathematics credit

This course is designed to build students' understanding of mathematics from a holistic perspective, weaving together algebraic, analytic, and visual/spatial problem-solving techniques. Emphasis is placed on the application of concepts and techniques to solve challenges that model situations encountered in the world. This course begins with an extensive review of pre-algebra topics including the number system, using inverse operations to solve simple equations, and substitution. **Algebra 1 Part A, the first year** of the course will cover simplifying expressions, the properties of exponents, writing and solving equations, modeling situations with equations, and concludes with extensive exploration of linear algebra. **Algebra 1 Part B, the second year** of the course will cover the following topics: exponential growth and decay, functions and relations, transformations, inequalities, systems of equations, quadratic equations, and elementary data analysis.

## **Honors Algebra 2/Geometry**

Academic Pathway: Honors

Term: year-long course

Credit: 1 full mathematics credit

The Pre-IB Math II course will cover topics of Algebra 2 and Geometry. Algebra 2 topics will include, but not be limited to, Quadratic and Power Functions, Complex Numbers, Rational Expressions, and Logarithms. Topics in Geometry will include, but not be limited to, Inductive

and Deductive reasoning, Properties of Congruence, Perimeter, Area, Volume, and Trigonometry. This course is fast-paced and designed to prepare students for the rigors of the IB curriculum. Students should expect nightly work in this course. A focal point of this course will be having students understand “why” things work the way they do and not just “how.”

## **CP Geometry**

Academic Pathway: CP

Term: year-long course

Credit: 1 full mathematics credit

This course is typically taken after completing Algebra 1 Part A AND Part B. It is designed for students who want an understanding of the basic structure of geometry. Topics include plane and solid Euclidean geometry as well as finite and analytic geometries. The Geometry course is designed to help the students to a) understand the basic structure of geometry, b) develop powers of visualization while building their knowledge of the relationships among geometric elements, c) develop an understanding of skills in the deductive method, and d) develop a basic understanding of trigonometry used in right triangles and on the unit circle.

## **Geometry**

Academic Pathway: General

Term: year-long course

Credit: 1 full mathematics credit

This class is typically taken after Algebra 1. Students will study geometry as a mathematical system through the deductive development of relationships in the plane and in space. Topics covered in this course include congruence and similarity of polygons, properties of parallel and perpendicular lines, angle measures, transformations, geometric constructions, circles, and volume and area. Logic is a driving force behind all that is studied in this course as students learn to explore various concepts through geometric proof.

## **Algebra II**

Academic Pathway: CP, General

Term: year-long course

Credit: 1 full mathematics credit

This course is designed for students who have completed Algebra I and Geometry. The course includes a review of Algebra I concepts, and then continues with the study of quadratic, polynomial, radical, exponential, and logarithmic functions. Study also includes the complex number system, matrices, sequences and series, and probability and statistics.

## **SL IB Mathematical Studies Year 1 - PreCalculus**

Academic Pathway: IB

Term: year-long course

Credit: 1 full mathematics credit

The IB mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. These techniques will cover topics including Linear, Quadratic, and Exponential functions, Geometry and Trigonometry. Probability and statistics will also be heavily emphasized. This course will focus on the application of these techniques in realistic settings and how these settings may differ around the world. A focal point of this course will be having students understand “why” things work the way they do and not just “how.”

## **SL IB Mathematical Studies Year 2**

Academic Pathway: IB

Term: year-long course

Credit: 1 full mathematics credit

The IB mathematics standard level (SL) course (Year 2) extends the concepts of functions, probability, and statistics. Through the course, students will choose a mathematical topic to investigate using the concepts and ideas from the course. This exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. Additionally, this course will focus on introducing calculus to students. The

concepts of limits, derivatives, integrals, related rates, and optimization will be emphasized as a way to apply mathematics to solve problems and understand the world we live in. A focal point of this course will be having students understand “why” things work the way they do and not just the “how.”

## **Senior Math Seminar: Financial Literacy**

Academic Pathway: General

Term: year-long course

Credit: 1 Math credit

This course will look at a wide range of topics that adults encounter throughout their lives. We will look into the math behind taxes, mortgages, credit scores, investment, retirement, and much more, so when the students encounter these situations in the future, they will be better equipped to handle them and more successful in dealing with their financial lives. This is math that is guaranteed to be used outside of the classroom -- and students might even teach their parents a trick or two!

# SCIENCE

**Graduation Requirements:** 3 credits in Science must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science.

<b>FLOW CHART</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Honors/IB</b>	Honors Biology	Honors Chemistry	HL IB Chemistry Year 1	HL IB Chemistry Year 2
<b>College Prep.</b>	CP Biology	CP Chemistry	CP Physics	Science Elective CCP Course
<b>General</b>	Environmental Science	Materials in Science	Anatomy and Physiology	Science Electives EDGE

## Biology

Academic Pathway: Hon, CP

Term: year-long course

Credit: 1 full science credit

This is a laboratory-oriented course designed for freshmen. The course provides an in-depth experience of biochemistry and cell biology and reinforces these concepts throughout the year. Topics include the cell, photosynthesis, cellular respiration, protein synthesis, genetics, evolution and ecology. Emphasis is given to developing critical thinking and problem solving skills. Students are to work collaboratively as well as individually to solve problems and investigate the latest information in biology. The course material extends beyond the classroom with experiences that apply to daily life.

## Environmental Science

Academic Pathway: General

Term: year-long course

Credit: 1 full science credit

Environmental science is the study of patterns and processes in the natural world and their modification by human activity. To understand current environmental problems, we need to consider physical, biological and chemical processes that are often the basis of those problems. This course will give you the skills necessary to address the environmental issues we are facing today by examining scientific principles and the application of those principles to natural systems. This course will survey some of the many environmental science topics at an introductory level, ultimately considering the sustainability of human activities on the planet. Major topics include food sustainability, renewable and nonrenewable energy, human population and expansion, climate change, plastic pollution, biodiversity, and global change.

## **Chemistry**

Academic Pathway: Hon, CP

Term: year-long course

Credit: 1 full science credit

This course introduces basic topics of chemistry using an in-depth and mathematical approach. Topics covered include measurement and problem solving, atomic structure, chemical bonding, the mole concept, periodic table, nomenclature and equations, stoichiometry and solutions. Some concepts have a strong mathematical emphasis. Concepts covered in class are applied to lab experiments and other activities.

## **Materials in Science**

Academic Pathway: General

Term: year-long course

Credit: 1 full science credit

This class focuses on all the materials around us. We will take an in-depth look at natural and synthetic materials, looking at the chemical and physical properties of earth materials, metals, polymers, organics, ceramics, and composites. We will look at how atoms and molecules form shapes which can tell us things about the material like its strength and how it will react with other atoms and molecules.

## **College Credit Plus Physics**

Academic Pathway: CP

Term: year-long course

Credit: 1 full science credit

Physics encompasses everything from the really large (the universe) to the really small (subatomic particles) and serves as the foundation for all other physical sciences and engineering. In this course, you will learn about a wide variety of topics -- including how and why objects move the way they do (mechanics), what curveballs and peanut butter have in common (fluid mechanics), how electrons behave in atoms and iPhones (electricity and magnetism), the science of sounds and color (waves), why energy is both the hottest and coolest stuff (thermodynamics), and so much more!

## **Physics**

Academic Pathway: CP

Term: year-long course

Credit: 1 full science credit

Physics encompasses everything from the really large (the universe) to the really small (subatomic particles) and serves as the foundation for all other physical sciences and engineering. In this course, you will learn about a wide variety of topics -- including how and why objects move the way they do (mechanics), what curveballs and peanut butter have in common (fluid mechanics), how electrons behave in atoms and iPhones (electricity and magnetism), the science of sounds and color (waves), why energy is both the hottest and coolest stuff (thermodynamics), and so much more!

## **Anatomy and Physiology**

Academic Pathway: General

Term: Year long course

Credit: 1 full science credit

Anatomy and Physiology is an introductory course designed to provide students with an opportunity to develop an understanding of the relationship between the structures and functions of the body. Students will engage in investigations from the cellular level to the level of the organism to understand and explain the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, dissections, clinical studies, and a

field trip, which will provide students a hands-on learning experience for exploring the human system components and basic physiology. Systems will be studied from an integrative perspective and will cover the following: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive. Students completing anatomy and physiology will be prepared to apply their knowledge in medical field careers, health and fitness careers, and post-secondary classes involving health-related fields of study.

## **Senior Science Elective - Environmental Science**

Academic Pathway: General

Term: year-long course

Credit: 1 full science credit

Environmental Science is the study of patterns and processes in the natural world and their modification by human activity. To understand current environmental problems, we need to consider physical, biological and chemical processes that are often the basis of those problems. This environmental science course is designed to help students gain greater awareness and understanding of the applications of environmental science. Students will have the opportunity to “experience” environmental science by participating in field trips, lab experiments, and meeting guest speakers. Students will explore various career options in the fields of environmental science including ecology, forestry, park management, animal husbandry, urban gardening, and other fields related to a career in environmental science.

# PHYSICAL EDUCATION AND HEALTH

**Graduation Requirements:** .5 credits of Physical Education and .5 credits of Health. The PE requirement can be completed by a student playing a sport for 2 years or playing 2 sports in one year. If a student does not want to play a sport, they can attain their PE credit during summer school or 7th bell senior year.

FLOW CHART	Grade 9	Grade 10	Grade 11	Grade 12
General	Athletics	Athletics	Athletics Health Strength and Conditioning	Athletics Health PE Class if needed Strength and Conditioning

## Physical Education

Academic Pathway: General

Term: Semester-long course

Credit: .25 credits per semester

All students must complete a total of a half credit (two semesters) in physical education. This course provides the student with the knowledge and skills in individual and team sports. The course includes relay games, volleyball, basketball, soccer, flag football, aerobics, track, baseball and weight training. Included in the class are physical fitness tests given each term.

## Physical Education Option

Academic Pathway: General

Term: Semester-long course

Credit: .25 credits per sport

Students are encouraged to take advantage of the Physical Education Option Program in which a student may substitute a high school sport (or other pre-approved program) for the first or second semester of Physical Education.

## **Health**

Academic Pathway: General

Term: Semester long course

Credit: .5 credits

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

## **Strength and Conditioning**

Academic Pathway: General

Term: year-long course

Credit: 1 credits per semester

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students must receive instructor approval to take the course. Prerequisites include: active athlete and/or previous weight room experience.

# FINE ARTS

**Graduation Requirements:** 1-2 credit(s) of Fine Art

The courses listed below are not necessarily taken in the grades indicated. This chart indicates the overall depth of fine art courses offered.

Courses	Art	Theater & Film	Band	MRC
CP	Marginalized Gestures Throughout Visual Culture	Queen’s Men Acting Studio Study of Film 1	Band Drumline Piano	Broadcasting Music Production
	Experiments with Materials and Techniques	Study of Film 2 Study of Film 3		
	Concepts in Video and Sound			
	Images in the Digital Age			
	IB Visual Art - Year 1,2			

## Marginalized Gestures Throughout Visual Cultures

Academic Pathway: CP

Term: year-long course

Credit: 1 fine arts credit

In this introductory art course, students will be encouraged to investigate the history of visual culture from indigenous origins through various modern and contemporary appropriations. Students will design, construct, and discuss projects engaging ideas of multiculturalism, semiotics, and appropriation through dynamic projects and focused critique.

## Experiments with Materials and Techniques

Academic Pathway: CP

Term: year-long course

Credit: 1 full fine arts credit

Students must have had Marginalized Gestures Throughout Visual Culture to take this course. Experiments with Materials and Techniques is a second-level course where students will focus on experimenting with the traditional materials and foundational techniques surrounding the production of visual culture. Students will examine and apply ancient tools, systems, and techniques to express their relationship to contemporary issues through thoughtful projects.

## **Images in the Digital Age**

Academic Pathway: CP

Term: 1st Semester Course

Credit: .5 fine arts credit

Students must have had Marginalized Gestures Throughout Visual Culture and Experiments and Experiments in Materials and Techniques or an approved equivalent. This course is capped at 15 students due to camera availability.

Images in the Digital Age gives students the opportunity to explore the boundaries of digital image making via digital photography, photo manipulation, and contemporary forms of dissemination, such as small books, DIY zines, and posters. Discussions surrounding the saturation and meanings of digital imagery in our culture will be inspired by the work produced in the course, a small series of focused readings, critical writing, and visiting art professionals. Students will use devices ranging from prosumer digital SLR cameras, Polaroid cameras, photocopiers, and the dark room for developing photograms.

## **Concepts in Video and Sound**

Academic Pathway: CP

Term: 2nd Semester course

Credit: .5 fine arts credit

Students must have had Marginalized Gestures Throughout Visual Culture and Experiments in Materials and Techniques or an approved equivalent. This course is capped at 15 students due to camera availability.

Concepts in Video and Sound will act as the second part to Images in the Digital Age. Students will explore the origins of social media through the historical arc of video and sound art.

Rigorous readings, writings, and techniques will provide a foundation for students to build a working knowledge of video and sound as they work to generate a serious multimedia body of work. Museum and gallery visits along with critiques and discussions with guest artists will allow students to have a tactile relationship with this challenging medium.

## **IB Visual Art Year 1**

Academic Pathway: IB

Term: year-long course

Credit: 1 fine art credit

In the IB visual art class, students will make a two-year commitment to engaging critical theory, conventional and unconventional materials, and a diverse set of techniques and approaches to create a serious body of art that will reflect an internalization of spirit, self, and empathy. During the first year of this course, students will respond to a spectrum of prompts that will touch on the origins of visual language and how that language has been developed over time and by a diverse spectrum of cultures. Students will take these experiences and apply them to their independent studies as they create a personal body of work that embodies the core of their studies.

## **IB Visual Art Year 2**

Academic Pathway: IB

Term: year-long course

Credit: 1 fine art credit

IB Visual Art HL: Representation and Non Representation in Art and Society is a rigorous two-year course in which students will be challenged with exploring the ideas of representation and non representation through a range of traditional and non-traditional materials, techniques, art theories, social criticisms, and philosophy. What separates this particular course from other visual arts courses offered at the Castle is the technical and conceptual depth with which we will be exploring “your” art practice as it relates to historical and contemporary art practices from around the world. Through reading, writing, and research you will be tasked with creating a large body of work that will possess a concept born out of the personal relationship you craft with the course’s content.

# Queen's Men Acting Studio

Academic Pathway: CP

Term: year-long course

Credit: 1 full fine art credit

Prerequisite- Audition

In this interactive course we will delve into the techniques needed to be a successful stage performer by learning and performing 2 separate stage shows over the course of the year. 2 of these shows will be performed during the school day and two will be full stage productions performed over the course of a weekend. Whether you are a seasoned performer or have always wanted to get on stage, this is the class for budding performers. Each student in this class will perform in all performances.

No experience necessary, but an audition is required to be accepted into the class along with adherence to an attendance policy. If a student has more than 5 unexcused absences for the semester they will be removed from the performance side of the class and given alternate assignments for the rest of the semester. Students will be re-evaluated at the end of the semester to see if they can remain in the class for the following semester.

## Film Study 1

Academic Pathway: CP

Term: Year long course

Credit: 1 full fine art credit

“The point is not to avoid all Bad Movies, but to avoid being a Bad Moviegoer.” The focus of this class is to learn about the processes of making a film and the language that the filmmakers use to express their ideas. Through lectures, projects, and research we will define what cinema is, learn the basic film language, and dissect the works of some of the great directors. Throughout the class we will also analyze 15 feature length films including but not limited to *Ready Player One*, *The Black Panther*, *Rango*, *Schindler's List*, *Kubo*, and *The Two Strings*.

All students will need a parent to sign a waiver that allows you to watch certain R-Rated films in the class and will adhere to an attendance policy. If a student has more than 5 unexcused absences for the semester they will not be eligible to watch the full films as scheduled but will rather complete an alternate essay for the rest of the semester. Students will be re-evaluated at the end of the semester to see if they can remain in the class for the following semester.

## Film Study 2

Academic Pathway: CP

Term: Year long course

Credit: 1 full fine art credit

Prerequisite: Film Study 1, Instructor Permission

“How do you get to Carnegie Hall?? Practice, practice, practice.” As a continuation of everything learned in Film Study 1, the format of this class will be discussion-based as we watch and dissect 15 feature length movies including but not limited to *The Godfather*, *The Shining*, *Inception*, *Beetlejuice* and *Shawshank Redemption*. Students will also learn basic special-effect makeup techniques, analyze *Jurassic Park* from book to screen and analyze *Spiderman: Into the Spider Verse* from comic to screen.

All students will need a parent to sign a waiver that allows you to watch certain R-Rated films in the class and will adhere to an attendance policy. If a student has more than 5 unexcused absences for the semester they will not be eligible to watch the full films as scheduled but will rather complete an alternate essay for the rest of the semester. Students will be re-evaluated at the end of the semester to see if they can remain in the class for the following semester.

## Film Study 3

Academic Pathway: CP

Term: year-long course

Credit: 1 fine art credit

Prerequisite: Film Study 2, Instructor Permission

“Lights, Camera, Action!” As a culmination of everything learned in Film Study 1 & 2, the class will be divided into 2 sections: Film Analysis and Film Production. In Film Analysis, we will be covering topics such as “Based on a True Story,” The Movie Trilogy, and Song and Symbolism. In Film Production we will be creating all original content for Purcell Marian and starting a Youtube channel. All students will rotate between the 5 major film production jobs as we create over 10 pieces of original content. Throughout the class we will also analyze 15 feature length films including but not limited to *The Scream* Trilogy, *Remember the Titans*, *Across the Universe*, *Godfather* Part 2 and 9 Best Picture Nominees.

All students will need a parent to sign a waiver that allows you to watch certain R-Rated films in the class and will adhere to an attendance policy. If a student has more than 5 unexcused absences for the semester they will not be eligible to watch the full films as scheduled but will

rather complete an alternate essay for the rest of the semester. Students will be re-evaluated at the end of the semester to see if they can remain in the class for the following semester.

## **Pep Band**

Academic Pathway: CP

Term: year-long course

Credit: 1 fine art credit

Students will learn to play, read music, and perform on a traditional band instrument. The band will require no previous experience, and students will be taught what they need to know from the ground up. Students will be taught musical skills that will last a lifetime. These skills can transfer to a college athletic band for a student who wants to keep playing after their time at Purcell Marian. In addition, students will gain skills that include music reading, rehearsal techniques, as well as learning how to become a productive member of a musical group.

## **Piano**

Academic Pathway: CP

Term: year-long course

Credit: 1 fine art credit

Students will learn to play, read music, and perform on a piano. There will be no previous experience required, and students will be taught what they need to know to help understand the piano. Students will be taught important musical skills that will be for good use in the future. These skills can transfer to a college for a scholarship for a student who wants to keep playing after their time at Purcell Marian. In addition, students will gain skills that include music reading, rehearsal techniques, and as well as learning how to become a professional at their craft.

## **Drumline**

Academic Pathway: CP

Term: year-long

Credit: 1 fine art credit

Students will learn to play, read music, and perform on a traditional band instrument. The band will require no previous experience, and students will be taught what they need to know from the ground up. Students will be taught musical skills that will last a lifetime. These skills can transfer to a college athletic band for a student who wants to keep playing after their time at Purcell Marian. In addition, students will gain skills that include music reading, rehearsal techniques, as well as learning how to become a productive member of a musical group.

## **Music Production**

Academic Pathway: CP

Term: Year long course

Credit: 1 full fine art credit

This class will cover the fundamental and foundational tools of 21st Century digital recording. We will go over the basics of understanding music and the fundamental science and behavior of sound and how this relates to recording, editing, and mixing audio. Along with this, the student will learn proper techniques in handling technology and equipment that will prepare them for higher level audio courses or professional work. This will range from competency on the computer's operating system and recording software, to proper handling and setup of recording equipment and on to understanding digital audio. The student's knowledge will be assessed throughout the semester with quizzes and written assignments and end with a final project that will encompass what they've studied and learned. By the end of this course they should be on par with an MRC Gold Artist.

## **Electronic Media**

Academic Pathway: CP

Term: year-long course

Credit: 1 fine art credit

An introductory course which provides multimedia instruction to create content for convergent media audiences. This course teaches principal skills to prepare students to publish in audio, photo, print, video and web converged platforms. Conceptual, practical, and ethical frameworks for integrating traditional and new forms of media gathering, reporting, and storytelling are emphasized.

# WORLD LANGUAGE

**Graduation Requirements:** Certain academic pathways will require a minimum of 2 credits of world language

The courses listed below are not necessarily taken in the grades indicated. This chart indicates the overall depth of world language courses offered.

Courses	Spanish	American Sign Language	Latin
Year 1	Honors Spanish 1 CP Spanish 1	CP ASL 1	
Year 2	Honors Spanish II CP Spanish 2	CP ASL 2	Honors Latin 2
Year 3	IB Spanish Year 1 CP Spanish III	Honors ASL 3	Honors Latin 3
Year 4	IB Spanish Year 2		Honors Latin 4

## Spanish I

Academic Pathway: CP

Term: year-long course

Credit: 1 world language or elective credit

Spanish 1 students will develop communication skills in reading, writing, speaking, and listening comprehension. Cultural topics will be embedded in communicative activities. Emphasis is on the use of the present tense. Topics may include alphabet, numbers, colors, calendar, weather, descriptions, classes, food, ordering in a restaurant, family, places, sports, house, likes and dislikes.

# Honors Spanish I

Academic Pathway: Honors

Term: year-long course

Credit: 1 world language or elective credit

Spanish 1 students will develop communication skills in reading, writing, speaking, and listening comprehension. Cultural topics will be embedded in communicative activities. Emphasis is on the use of the present tense, including irregular and reflexive verbs.. Topics may include alphabet, numbers, colors, calendar, weather, descriptions, classes, food, ordering in a restaurant, family, places, sports, house, likes and dislikes. This class will move at a faster pace and will include some additional topics not included in Spanish 1 CP.

# Spanish II

Academic Pathway: CP

Term: year-long course

Credit: 1 world language or elective credit

Spanish 2 students will continue to develop communication skills in reading, writing, speaking, and listening comprehension. Cultural topics will be embedded in communicative activities. Emphasis will be placed on communication in the present tense, including reflexive verbs as well as communication in the past tenses of the preterite and imperfect. Commands will be introduced as well as future tense. Topics may include daily routine, extracurricular activities, clothing, shopping, cooking, childhood, disasters, news reporting, travel and celebrations.

# Honors Spanish II

Academic Pathway: Honors

Term: year-long course

Credit: 1 world language or elective credit

Spanish 2 students will continue to develop communication skills in reading, writing, speaking, and listening comprehension. Cultural topics will be embedded in communicative activities. Emphasis will be placed on communication in the present tense (regular, irregular, and reflexive verbs) as well as communication in the past tenses of the preterite and imperfect. Commands will be introduced as well as future tense, and present perfect tense. Topics may include daily routine,

extracurricular activities, clothing, shopping, cooking, childhood, disasters, news reporting, travel and celebrations. This class will move at a faster pace and will include some additional topics not included in Spanish 2 CP.

## **Spanish III**

Academic Pathway: CP

Term: year-long course

Credit: 1 world language or elective credit

Spanish 3 students will continue to develop communication skills in reading, writing, speaking, and listening comprehension. Cultural topics will be embedded in communicative activities. Emphasis will be placed on communication in the present, past, future and conditional tenses. Some experience with subjunctive, perfect and progressive tenses as well as additional grammar will be introduced. Topics may include health, environment, technology, art, music, politics and current events. Practical applications required for travel will be included.

## **IB Spanish Year 1**

Academic Pathway: IB

Term: year-long course

Credit: 1 world language or elective credit

Teacher recommendation required to take this course. Spanish 3 students will begin the requirements for IB WORLD LANGUAGE SPANISH.

Students will investigate the 5 topics of the International Baccalaureate curriculum: Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. Grammar and culture will be embedded in the investigation process. Students will be expected to read, write, speak and understand native speakers. Emphasis will be on global thinking, problem-solving, and communication. Students will be expected to complete work in class and at home.

## **IB Spanish Year 2**

Academic Pathway: IB

Term: year-long course

Credit: 1 world language or elective credit

Teacher recommendation required to take this course. Spanish 4 students will begin the requirements for IB WORLD LANGUAGE SPANISH. Grammar and vocabulary will be introduced as needed as students explore the topics of Identities, Experiences, Social Organization, Human Ingenuity, and Sharing Our Planet, all within a global context. Connections will be made with other academic disciplines. Students will be expected to research, read, write, and speak in Spanish. Instruction will be primarily in Spanish.

## **American Sign Language I**

Academic Pathway: CP

Term: year-long course

Credit: 1 world language or elective credit

Students will be introduced to the fundamentals of American Sign Language used by the Deaf Community, including basic vocabulary, syntax, and fingerspelling. We will also focus on communicative competence, developing gestural skills as a foundation for ASL enhancement. They will be introduced to cultural knowledge and increase their understanding of the Deaf Community. Class will provide intensive practice in comprehension and production of finger spelled words and numbers with emphasis on clarity and accuracy and focus on lexicalized fingerspelling and numeral incorporation as used by native users of American Sign Language.

## **American Sign Language II**

Academic Pathway: CP

Term: year-long course

Credit: 1 world language or elective credit

A continuation of ASL I, tThis course builds upon the vocabulary and grammatical rules of American Sign Language. Students will focus on facial grammar and non-manual markers, conversational competence, and starting some production skills. There will be assignments both inside and outside of the classroom.

## **American Sign Language III**

Academic Pathway: Honors

Term: year-long course

Credit: 1 world language or elective credit

This course expands on the skills of ASL I and ASL II to further develop understanding of the grammatical rules of ASL. Students will develop a greater understanding of Deaf culture. As students will develop advanced American Sign Language comprehension and production skills, they will become more proficient in expressive and receptive use of ASL. This course encourages contact with the Deaf community.

## **Honors Latin II**

Academic Pathway: Hon

Term: year-long course

Credit: 1 world language or elective credit

There will be a continuation of advanced Latin vocabulary, grammar, as well as Roman mythology, history and culture. The advanced students will be expected to construct all nouns, pronouns, verbs, and adjectives as part of the Latin stories they will be translating. Two of the many stories these students will be reading, translating, and analyzing are “Jason and the Argonauts” and the “Twelve Labors of Hercules.”

## **Honors Latin III: The Aeneid**

Academic Pathway: Hon

Term: year-long course

Credit: 1 world language or elective credit

In the first three quarters the students will be reading the poetry of Publius Vergilius Maro in the 12 books of *The Aeneid* as well as translating the entire first book of *The Aeneid*. In the final quarter, there will be an emphasis on the poetry of both Ovid and Catullus. The advanced students will be expected to know all the grammar and to construct any Latin structure. They will also write an essay in the Latin language.

## **Honors Latin IV: The Odyssey, De Amicitia and De Officiis**

Academic Pathway: Hon

Term: year-long course

Credit: 1 world language or elective credit

The emphasis during the first semester will be on translating excerpts about Odysseus as well as reading *The Odyssey*. Also during the first semester students will finish all grammatical structures of the Latin language and then construct the various forms when translating the adventures of Odysseus. In the second semester the students will be translating Cicero's *De Amicitia*, which is Cicero's philosophy on friendship and relationships. They will also be analyzing the grammatical structures in Cicero's Orations and his *De Officiis*.

## SUPPORT & PREPARATION

These courses can be taken during any grade as long as prerequisites are met.

<b>FLOW CHART</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Open</b>	Resource Bell MUSP LPP CISE Support Communication Class  ESL Support	Resource Bell MUSP LPP CISE Support	Resource Bell MUSP LPP CISE Support	Resource Bell MUSP LPP CISE Support

### Resource Bell

Academic Pathway: General

Term: year-long course

Credit: 1 elective credit

The purpose of the Resource Room is to provide the opportunity for students with disabilities to receive the specialized instruction to meet their individualized annual goals as laid out in their IEP/ISP. During this time, students will also receive support in the general education curriculum, organization, testing accommodations, as well as their related services (i.e Speech, Title I, etc.).

### MUSP (Marianist Urban Student Program)

Academic Pathway: General

Term: year-long course

Credit: 1 elective credit

Each MUSP student receives a MUSP class bell designed for skill enhancement and enrichment. Students receive additional academic support in the form of tutoring/mentoring. Students can bring in coursework/assignments from other classes. Students are also taught soft skills necessary for successful completion of high school and success in college and/or career. Students must apply and be accepted into MUSP at the beginning of the school year.

## **LPP (Lavatus Powell Program)**

Academic Pathway: General

Term: year-long course

Credit: 1 elective credit

Each LPP student receives an LPP class bell designed for skill enhancement and enrichment. Students receive additional academic support in the form of tutoring and mentoring. Students can bring in course work/assignments from other classes when extra remediation is needed. Students are also taught soft skills necessary for successful completion of high school and success in college and/or career. Students must be accepted into LPP.

## **CISE Support (Catholic Inner-City School Education)**

Academic Pathway: General

Term: year-long course

Credit: 1 elective credit

The CISE Support bell allows the CISE Advocate to work directly with students each day. Students focus on areas such as reading, writing, note-taking, exam preparation, presentation skills, homework and follow-through. Students learn how to effectively use their Purcell Marian resources to manage their time. Mentors and tutors are available to help facilitate and enhance the learning experience.

\*\*\*Available to students from the eight CISE Grade schools\*\*\*

## **Communication Class**

Academic Pathway: General

Term: year-long course

Credit: 1 elective credit

This course provides students with an understanding of human behavior. Interpersonal skill development is incorporated to help students recognize and enhance skills that are essential for building and maintaining relationships. To develop these skills, students are encouraged to share their ideas, thoughts, and feelings with their peers, as well as participate in group-interaction activities in authentic settings. Each quarter we will have a guest speaker, a field trip, and outside

activities to further understanding of topics discussed in class. These activities will also allow students to practice socializing in appropriate ways. In order to meet these goals, students must enhance their interpersonal skills that are essential for building and maintaining relationships including trust, communication, acceptance, and conflict resolution.

All students in this course will participate in a human relations curriculum utilizing a college-level textbook. As a participant in this class, the students will earn 1 elective credit towards graduation and will be required to take part in all assignments and activities. There will be a total of 8-10 students in this elective. Comm Class is a year long course and there will be a non-traditional final exam at the end of each semester.

### **Course Topics**

Trust and Team Building

Self-Awareness, Self-Acceptance, Disclosure

Relationships

Conflict Resolution

Communication Skills

Stress Management

Social Etiquette

Life Transitions

### **Participants**

This course consists of two groups of students: target students and peer coaches. Target students and peer coaches will be partnered together (one target student with one peer coach) for all activities and assignments for the course.

### **Target Students**

The target students are individuals who have been diagnosed with high-functioning autism or have been identified as benefitting from intentional social skills training. While these students are in classes with their peers, they might struggle with everyday communication in social situations. The purpose of this course is to provide these students with a safe environment to learn about and generalize social skills with the peer coaches as social models.

### **Peer Coaches**

Peer coaches are students who exhibit strong social skills, character, empathy, and work easily with a variety of students. Each of the peer coaches will be hand-selected for this important role. Peer coaches are also expected to attend an important one-day training session during the summer. This session will cover the characteristics of autism and train the students to be effective peer coaches. Failure to attend the training will result in dropping the class.

## **ESL Support**

Academic Pathway: General

Term: Year long course

Credit: 1 elective credit

This resource bell is structured for students who identify themselves as Latinos, who live in homes where the principle language spoken is Spanish. This class is geared towards the tutoring and mentoring of such students with the assistance of a certified English/Spanish teacher, Spanish teacher and Native Outreach coordinator/Spanish Teacher.

## CAREER INITIATIVES PROGRAM

Course Name	Grade 9	Grade 10	Grade 11	Grade 12
<b>Construction &amp; Engineering(C&amp;E)</b>			C&E 1	C&E 1C&E 2
<b>Healthcare</b>			Anatomy & Physiology <b>(look in Science Dept for course description)</b>	Anatomy & Physiology <b>(look in Science Dept for course description)</b>
<b>College &amp; Career Readiness (CCR)</b>				CCR 1 (sem 1) CCR 2 (sem 2)
<b>PEERSpectives</b>				PEERSpectives <b>(look in Support &amp; Preparation for course description)</b>
<b>Work Study</b>				Work Study

**(All Career Initiatives Program Courses are semester-long courses)**

### Department Philosophy

The purpose of the Cavalier Career Initiatives Program is to explore aspects related to careers in various areas of employment that are set to experience growth in the upcoming decades. This introductory study includes an exploration of career-specific language, potential career opportunities, hands-on technological experiences, and real-world challenges commonly experienced in the field of technology. Gaining competency in these content areas is an important means by which the Purcell Marian High School student will be prepared to engage in meaningful and satisfying careers so that each may live life to the fullest, and contribute to our society in ways that are consistent with Catholic/Christian values and citizenship responsibilities.

Areas of study for the Cavalier Career Initiatives Program include:

- 1) Construction Technologies
- 2) Healthcare (currently Anatomy & Physiology - look in Science Dept for description)
- 3) Information Technology (under development)
- 4) “Green” Technologies (under development)
- 5) Pre-teaching / Education (under development)

## **Construction & Engineering 1**

Academic Pathway: CP

Term: year-long course

Credit: .5 elective credit (2 semester = full class)

Prerequisite: Alg 1, Eng 9, Eng 10.

Construction Technology I is an instructional program that prepares an individual for employment or continuing education in the occupations of carpentry, basic architectural design, electrical wiring, masonry, HVAC, or plumbing. Construction Technology I is an introductory-level course designed to expose students to the fundamentals of construction safety, related tools, math skills commonly used in construction, and introductory-level carpentry, electrical, drafting, masonry, and plumbing skills. Any students interested in the following careers will find useful, hands-on, applied knowledge as a result from being in this course: construction, construction management, project management, mechanical engineering, electrical engineering, civil engineering, home repair services, plumbing, HVAC, electrician, and many more construction-related fields.

## **Construction & Engineering 2**

Academic Pathway: CP

Term: Semester

Credit: .5 elective credit (2 semester = full course)

Prerequisite: CT 1, Alg 1, Eng 9, Eng 10.

Construction Technology 2 is an extension of CT I and is designed to deepen skills related to construction. These areas of continuing study include carpentry, basic architectural design, electrical wiring, masonry, HVAC, or plumbing. Construction Technology 2 will deepen students' understanding of construction safety, related tools, math skills, carpentry, electrical, drafting, masonry, and plumbing skills. This course will have a strong emphasis on project-based, individual learning through long-term, multi-step application of skills learned in Construction Technology 1.

## **Healthcare 1 (*see Anatomy & Physiology in Science Dept*)**

## **College and Career Readiness 1**

Academic Pathway: CP

Term: Semester

Credit: .5 required credit - Seniors only (exemptions handled on a case-by-case basis)

Prerequisite: Passed junior year and matriculated to senior year.

This first semester course is designed as a resource for students who are working on their college applications, scholarship applications, apprenticeship applications, or enrollment applications. It is also designed to help students who are also still in the process of discerning and planning for their next steps beyond high school enrollment.

In addition to individual work time that is set aside for completion of applications and career/college exploration, this course will also have a variety of lesson units designed to address the following topics: career exploration, job market research, personal skills exploration, resume building skills, business and college soft skills, interpersonal communication skills refinement, and other lessons designed to help students prepare for their next step in life.

Ideally, the desire of PMHS is to help students develop successful pathways to their own futures, have confidence in their decisions, and plan accordingly to achieve their personal goals.

## **College and Career Readiness 2**

Academic Pathway: CP

Term: Semester

Credit: .5 required credit - Seniors only (exemptions handled on a case by case basis)

Prerequisite: Passed junior year and matriculated to senior year

This course is a continuation of the first semester course, but with an increased focus in the following areas:

- 1) applying for scholarships
- 2) exploring life skills for successful independent living
- 3) practicing effective interview skills, and other communication skills
- 4) building a positive and professional online presence
- 5) developing components of the student portfolio

## **Work Study**

Academic Pathway: General

Term: Year Long Course

Credit: 1 credit

Students will be assigned to a supervisor within the school who will simulate an outside work environment. Placements include the cafeteria, main office, attendance office, book depository and athletics department. The goal of this course is to facilitate a strong work ethic and encourage positive social communication. Students are not paid for their work but they are evaluated quarterly on personal and professional growth.

# PURCELL MARIAN EDGE PROGRAM

## “Exceptional Digital Global Education”

The EDGE Program is an online educational opportunity that provides a rigorous, comprehensive, educational experience that is unmatched in today’s online curricular offerings. EDGE provides semester and full year equivalent courses in a variety of subject areas. These courses allow students to take greater control over the time, place and pace of their learning. The experience of an EDGE class prepares students well for post high school studies and the workplace. A student wishing to participate in a EDGE course must receive the appropriate recommendation indicated in the catalog and then Purcell Marian will pay the additional tuition associated with the course as long as the student both completes and passes the course. Should the student not complete the class or fail, the parents are responsible for these costs. The courses offered through the EDGE Program are listed below.

**These classes are NCAA approved for student athletes. All selections must be approved by the Assistant Principal.**

ENGLISH LANGUAGE ARTS	WORLD LANGUAGES
Common Core English 9	Chinese I and II
Common Core English 10	French I, II and III; AP French
Common Core English 11 American Literature	German I and II
Common Core English 12 British Literature	Latin I and II
Expository Reading and Writing	Spanish I, II and III; AP Spanish
Introduction to Communications & Speech	GENERAL ELECTIVES
Literacy and Comprehension (for challenged readers)	Introduction to Art (1 semester)
Classic Novels	Art History I
Honors Language Arts 9, 10, 11, 12	Healthy Living (1 semester)
SOCIAL STUDIES	Lifetime Fitness (1 semester)
OH American History	Psychology (2 semesters)
Survey of World History	Sociology (1 semester)
OH Modern World History	CAREER AND TECHNICAL ELECTIVES
	Agribusiness Systems
OH - Government	Business Computer Information Systems

OH - Economics and Financial Literacy	Business Law
OH - Contemporary Issues	Career Management
Human Geography (one semester)	Career Planning and Development
World Geography	Careers in Allied Health
<b>MATHEMATICS</b>	Anatomy (1 semester)
Pre-Algebra	Career Planning and Development (1 semester)
Common Core Algebra I and II	Computer Applications (Office 2010)
Common Core Geometry	Concepts in Fitness (1 semester) pre-req to Pers
Common Core Math I, II, and III	Engineering and Design
Introduction to Statistics	Fire and Emergency Services
Concepts in Probability and Statistics	Food Production and Processing Systems
Mathematical Models with Applications	Food Safety and Sanitation
Financial Math	Health Science Concepts
Common Core Precalculus	Intro to Agriculture, Food and Natural Resources
Trigonometry	Introduction to Business
Honors Algebra I and II	Intro to Careers in Architecture and Construction
Honors Geometry	Intro to Careers in Finance
Honors Pre-Calculus	Intro to Careers in Government & Public Service
<b>SCIENCE</b>	Intro to Careers in Health Science
OH - Biology	Intro to Careers in Transportation and Logistics
OH - Chemistry	Intro to Careers in Consumer Services
OH - Environmental Science	Introduction to Health Science
OH - Physical Geology	Introduction to Human Services
OH - Physical Science	Introduction to Information Technology
OH - Physics	Intro to Tech Support and Services
Life Science	Intro to Law, Public Safety and Corrections

Earth Science	Introduction to Network Systems
Physical Science	Intro to Law Enforcement and Field Services
Honors Physics	Medical Terminology
<b>RELIGION</b>	Marketing and Sales for Tourism and Hospitality
Introduction to Catholicism	Nursing Assistant
Understanding the Scriptures	Personal Finance
Our Moral Life in Christ	Small Business Entrepreneurship
History of the Church	Transportation and Tours for the Traveler
Theology of the Body for Teens	<b>SUBSCRIPTION SERVICES ELECTIVES</b>
<b>DUAL CREDIT *</b>	Advertising and Sales Promotion
*Accepted for transfer to over 2,000 universities	African-American History
Check with your preferred college for their policies.	Agriscience I and II
Accounting	Astronomy - Exploring the Universe
Approaches to Studying Religions	Biotechnology
College Algebra	Careers in Criminal Justice
Conflict Resolution	Concepts in Engineering and Technology
Human Biology	Cosmetology 1 and 2
Introduction to Art History	Creative Writing
Introduction to Psychology	Criminology: Inside the Criminal Mind
Introduction to Sociology	Culinary Arts
Introduction to Statistics	Cybersecurity
Macroeconomics	Digital Photography I and II
Microeconomics	Early Childhood Education
Project Management	Fashion and Interior Design
Visual Communications	Forensic Science I and II
<b>AP COURSES (Require purchase of texts)</b>	Gothic Literature: Monster Stories

AP Biology	Great Minds in Science
AP Calculus A B	History of the Holocaust
AP English Language and Composition	Hospitality and Tourism I and II
AP English Literature and Composition	International Business: Global Commerce
AP Environmental Science	Introduction to Forestry
AP French Language and Culture	Introduction to Manufacturing
AP Human Geography	Introduction to Military Careers
AP Psychology	Introduction to Renewable Technology
AP Spanish Language and Culture	Introduction to Legal Studies: Law and Order
AP Statistics	Journalism
AP US History	Marine Science: Secrets of the Deep
AP World History: Modern	Musical Appreciation
	Mythology and Folklore
<b>INSTRUCTIONAL SERVICES ELECTIVES</b>	National Security
Anatomy	Nutrition and Wellness
Family and Consumer Sciences	Peer Counseling
Family Living and Healthy Relationships	Philosophy: The Big Picture
First Aid and Safety	Principles of Agriculture and Food
Introduction to Coaching	Principles of Public Service
Introduction to Nursing I and II	Public Speaking
Physiology	Real World Parenting
Personal Training	Restaurant Management
Sports Officiating	Social Problems I and II
Strength Training	Sports and Entertainment Marketing
	Veterinary Science
	World Religions

