



ST. EDWARD  
HIGH SCHOOL  
SPONSORED BY THE BROTHERS OF HOLY CROSS

2014-2015

COURSE CATALOG

# ST. EDWARD HIGH SCHOOL

## MISSION STATEMENT

St. Edward High School, a Catholic school in the Holy Cross tradition, educates the minds and hearts of young men to have the competence to see and the courage to act as men of faith.

We believe in:

- **FAITH:** Formation of young men in a Faith-based tradition that is God-centered and emphasizes the acceptance of each person
- **EXCELLENCE:** An ongoing commitment to excellence in academics, as well as co-curricular programs
- **RELATIONSHIPS:** A welcoming, family-oriented school community
- **SERVANT LEADERSHIP:** Servant Leadership as a way of life for all our community members

### PRINCIPAL

Dr. Frank O'Linn

### DEAN OF ACADEMICS/I.B. COORDINATOR

Mr. Stergios Lazos

### SCHOOL COUNSELORS

Mrs. Lauren Beaudry  
Mr. Thomas Carey, Director of Counseling  
Mr. Michael Homza  
Mr. Grant Wanner

### COLLEGE COUNSELORS

Mr. Geoff Morton  
Mrs. Moira O'Riordon, Director of College Counseling  
Mr. Thomas Splawski

### OFFICE MANAGER

Mrs. Lois Weaver

**Counseling Center:** 216 221-4230

## COURSE SELECTION INTRODUCTION

Registration will be conducted during the months of February and March. Students and parents are encouraged to read this catalog thoroughly. Students should select their courses based on the information contained in this catalog, coupled with input from faculty and school counselors. Students and parents also need to recognize that course selections are final. All St. Edward High School students have been assigned a school counselor. Students have an opportunity to meet with their respective counselors during the course selection process. Counselors will use this meeting time to assist each student in choosing courses that will best enable him to meet the graduation requirements, while also affording him educational opportunities that will best match his academic abilities and future plans.

## ACADEMIC NOTES

1. ACADEMIC COURSE LOAD: All students are required to carry a minimum of six classes each semester. Freshmen usually carry at least seven classes per semester.
2. GRADUATION: Requirements are listed on page 4. All students must complete all required courses and earn a minimum of 24 credits to be eligible to graduate.
3. COURSE CHANGES: Before registering for courses for the year, students should first read this course catalog thoroughly and choose their courses carefully. Alternate choices are required for all elective courses. Once registration is completed, courses will be changed for the following conditions:
  - There is an error in the original schedule.
  - The student is academically misplaced.
  - There is a scheduling conflict among chosen courses.

*Note: A \$25.00 fee is assessed for any changes in a student's schedule that do not meet the above conditions.*

4. COURSE CANCELLATION: Individual elective courses may be cancelled due to insufficient enrollment.

## GRADUATION REQUIREMENTS

### Classes of 2015, 2016, 2017

Theology	4 credits	
English	4 credits	
Mathematics	4 credits	
Science	3 credits	Biology, Chemistry, and Physics
Social Studies	3 credits	Ohio law requires one course to meet financial literacy requirement
Foreign Language	2 credits	2 years of study in the same language
Technology	.25 credit	Introduction to Computer
Fine Arts	1 credit	.5 credit typically earned in Grade 7 or 8
Health	.5 credit	
Physical Education	.5 credit	Exemption with sport or marching band participation for 2 seasons
Community Service		Completion charted through theology classes
Senior A.C.E. Program		Spring of senior year
OGT		Must pass all state-mandated tests
Elective courses	Varies	

### Class of 2018

Theology	4 credits	
English	4 credits	
Mathematics	4 credits	
Science	3 credits	Biology, Chemistry, and Physics
Social Studies	3.5 credits	Ohio law requires one course to meet financial literacy requirement
Foreign Language	3 credits	3 years of study in the same language
Technology	.25 credit	
Fine Arts	1 credit	.5 credit typically earned in Grade 7 or 8
Health	.5 credit	
Physical Education	.5 credit	Exemption with sport or marching band participation for 2 seasons
Community Service		Completion charted through theology classes
Senior A.C.E. Program		Spring of senior year
OGT		Must pass all state-mandated tests
Elective courses	Varies	

### Classes of 2015-2018 I.B. Diploma Candidates

Theology	4 credits	
English	4 credits	
Mathematics	4 credits	
Science	4 credits	
Social Studies	4 credits	
Foreign Language	4 credits	
Technology	.25 credit	
Fine Arts	1 credit	.5 credit typically earned in Grade 7 or 8
Health	.5 credit	
Physical Education	.5 credit	Exemption with sport or marching band participation for 2 seasons
Theory of Knowledge (TOK)	1 credit	begins in junior year
I.B. Extended Essay		begins in junior year
I.B. CAS Program		
Community Service		Completion charted through theology classes
Senior A.C.E. Program		Spring of senior year
OGT		Must pass all state-mandated tests
Elective courses	Varies	

## **DETERMINING SEMESTER GRADES**

All official credit will be graded on a semester basis. Semester grades are determined by weighing the quarter one and quarter two grades at 85%; the semester examination is valued at 15%.

### **GRADING SCALE**

97-100	=	A+
93-96	=	A
90-92	=	A-
87-89	=	B+
83-86	=	B
80-82	=	B-
77-79	=	C+
73-76	=	C
70-72	=	C-
67-69	=	D+
63-66	=	D
60-62	=	D-
0-59	=	F

### **QUALITY POINT SCALE**

Grade	Standard	Honors	A.P. or weighted I.B.
A+	4.3	4.8	5.3
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.3	1.3
D	1.0	1.0	1.0
D-	0.7	0.7	0.7
F	0.0	0.0	0.0

## **ENGLISH DEPARTMENT**

### **English 1**

*Grade 9 – 2 semesters – .5 credit each semester*

*Course #011*

In this course, students gain basic skills in composition, grammar, literature, and vocabulary. Instruction in composition includes formulating a thesis statement and mastering the five-paragraph essay. An introduction to research methods and MLA format is also included. Opportunities for writing include expository essays, persuasive essays, descriptive essays, narratives, and creative writing. The proper use of grammar is emphasized as a component of composition instruction. Instruction in literature includes basic elements such as theme, plot, character, and setting, as well as literary techniques and styles. Short stories, plays, novels, and poetry are analyzed, as literature and composition are blended throughout the course. Regular vocabulary and spelling lessons are administered.

### **Honors English 1**

*Grade 9 – 2 semesters – .5 honors credit each semester*

*Course #010*

In this course, students gain advanced skills in composition, grammar, literature, and vocabulary. Instruction in composition includes formulating and supporting an original thesis statement. Mastery of the five-paragraph essay is the focus of writing instruction, and an introduction to research methods and MLA format is also included. Opportunities for writing include expository essays, persuasive essays, descriptive essays, narratives, and creative writing. The proper use of grammar is emphasized as a component of composition instruction. Instruction in literature includes basic elements such as theme, plot, character, and setting, as well as literary techniques and styles. Short stories, plays, novels, and poetry are analyzed, as literature and composition are blended throughout the course. Critique and analysis are advanced at this level. Regular vocabulary and spelling lessons are administered.

### **English 2**

*Grade 10 – 2 semesters – .5 credit each semester*

*Course #021*

This course builds upon the composition, grammar, literature, and vocabulary skills acquired in the freshman year. A variety of compositions, including both expository and persuasive essays, will be written. Composition instruction emphasizes the writing process, and includes a major research project, with an emphasis on research methods and skills. The proper use of grammar is emphasized through formal lessons and as a component of composition instruction. Instruction in literature includes a variety of works and genres. Vocabulary is studied throughout the year.

### **Honors English 2**

*Grade 10 – 2 semesters – .5 honors credit each semester*

*Course #020*

*Application and department approval required*

This course builds upon the composition, grammar, literature, and vocabulary skills acquired in the freshman year. In addition to reading and analyzing a variety of literary works and genres, students will study schools of literary criticism. Presuming mastery of the five-paragraph essay, instruction in composition includes experimentation with form and style in order to increase effectiveness. A variety of compositions are assigned, including literary analysis and a major research paper. The expectations in terms of analytical thinking, interpretive skills, and writing ability are high at this level. The proper use of grammar is emphasized through formal lessons

and as a component of composition instruction. The amount of reading, writing, and vocabulary in this course is significantly greater than in non-honors English.

### **English 3**

*Grade 11 – 2 semesters – .5 credit each semester*

*Course #035*

The main focus of this course is the reading and analysis of our American literary heritage from its beginnings to the present, emphasizing outstanding figures and works of recognized quality for analysis and enrichment. A formal review of selected grammar and usage topics is conducted periodically throughout each term. Composition work includes exposition, argumentation, literary analysis, and the personal essay. Research methods and skills are reinforced. In addition, a unit of study within the course is devoted to developing test-taking strategies designed to maximize the students' scores on the verbal section of the SAT through the implementation of components including intense practice and drill work. Vocabulary is studied throughout the year.

### **Advanced Placement English Language and Composition**

*Grade 11 – 2 semesters – .5 AP credit each semester*

*Course #032*

*Application and department approval required*

The main focus of this course is the reading and analysis of our American literary heritage from its beginnings to the present, emphasizing outstanding figures and works of recognized quality for analysis and enrichment. Composition work includes exposition, argumentation, literary analysis, and the personal essay. Research methods and skills are reinforced. Fulfillment of writing assignments in this course requires significantly more work than in English 3, with a greater emphasis placed on style and depth. In addition, a unit of study within the course is devoted to developing test-taking strategies designed to maximize the students' scores on the verbal section of the SAT and the AP Language and Composition exam. This course is advanced, and is recommended for highly motivated students with strong study skills. Students are required to take the AP exam in May.

### **English 4**

*Grade 12 – 2 semesters – .5 credit each semester*

*Course #045*

The main focus of this course is the reading and analysis of British and world literature from its beginnings to the present, emphasizing outstanding figures and works of recognized quality for analysis and enrichment. Composition work includes exposition, argumentation, literary analysis, and the personal essay. Research methods and skills are reinforced, and all students are required to write at least two research papers. Public speaking skills are also reinforced through both formal and extemporaneous student presentations and speeches.

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

*Grade 12 – 2 semesters – .5 AP credit each semester*

*Course #040*

*Application and department approval required*

The main focus of this course is the reading and analysis of both classic and contemporary literature, emphasizing outstanding authors and major works in all genres. Research methods and skills are reinforced, and all students are required to write two major research papers. Classes are conducted seminar-style, and active class participation on a consistent basis is expected. This course is advanced, and is recommended for highly motivated students with strong study skills. Students are required to take the AP exam in May.



### **Reading Development**

*Grade 9 – 2 semesters – .5 credit each semester*

*Course #091*

This course is designed to improve the student's reading and comprehension skills. Areas stressed are comprehension, vocabulary, study skills, flexibility of reading rate, critical reading skills and independent reading. In addition, skills in objective and essay test taking and the organization and implementation of a plan of study for the student's various classes are emphasized.

Note: Students enrolled in this course do so in lieu of a foreign language freshman year. Foreign language will then begin in the sophomore year.

### **Creative Writing**

*Grades 10-12 – 1 semester – .5 credit*

*Course #070*

This course focuses on the fundamentals of composition and storytelling while maintaining a flexible understanding of what a text is or can be. It is designed to enable students to become better poets, dramatists, songwriters, and/or writers of short fiction. Regardless of whether the student aims to become a poet who is able to deftly handle metaphors and concrete imagery, a comic book artist who wishes to develop a more acute sense of how to marry graphics to text, or a raconteur who can move an audience through his characters and stories, this course will provide the student with the skills to communicate and express himself with greater passion and focus.

### **Public Speaking**

*Grades 9-12 – 1 semester – .5 credit*

*Course #071*

In this introductory course, students have an opportunity to gain skill, self-confidence, and fluency in public speaking. Students develop an understanding of both basic communication principles and public speaking strategies by presenting speeches that both inform and persuade. Delivery techniques and impromptu theories of public address are introduced and practiced through a series of extemporaneous exercises.

### **Standardized Test Preparation**

*Grades 10-12 – 1 semester – .5 credit*

*Course #072*

The purpose of Standardized Test Preparation is to help students of all levels of academic achievement improve their test-taking potential to maximize test results. Students will learn strategies, expectations and content information about the PSAT and SAT exams as well as the ACT. The Ohio Graduation Exam will not be addressed specifically in this course. Though listed in the English department, the course will cover the math and science components of these exams equally with reading and writing.

### **Film Studies**

*Grade 11-12 – 1 semester – .5 credit*

*Course #052*

Movies cast a spell over us by transporting us to an imaginary world. This elective course will screen a representative series of films. Students will be asked to respond to these films by composing a series of short papers and a final long paper.

### **Studies in Tolkien**

*Grades 10-12 – 1 semester – .5 credit*

*Course #053*

This elective course examines the role of fantasy literature in the 20th century through the works of J.R.R. Tolkien. Major works to be examined include Tolkien's *Lord of the Rings* trilogy and *The Silmarillion*. Short works to be examined include a variety of Tolkien's prose, poetry, essays, and samples of his whimsical yet formative approach to linguistic studies. The course examines Tolkien's influence on literary theory, language studies, theology, and the epic fantasy. In addition, the course acts as an introduction to literature and theory pertaining to the genre of fantasy literature; thus, previous interest in and knowledge of fantasy literature is not required. Assessment for the course is based on Socratic seminar and composition with a research project and essay due at the end of the semester.

### **Writing for Publication**

*Grade 10-12 – 1 semester – .5 credit*

*Course #060*

This course is designed to prepare students in written communication, journalism, and graphic design required for publication. This course includes both theory and practice in identifying, researching, and writing articles; editing materials for publication; and designing graphic layouts. Students must actively engage in the preparation of one of the school's student publications: *The Edsman* (newspaper), *Edwardian* (yearbook), or *Flight* (literary arts magazine). Specific roles may vary; faculty advisers will determine the specific duties and requirements for earning credit.

### **Introduction to Humanities I: From the Ancient World to the Renaissance**

*Grades 11-12 – 1 semester – .5 credit*

*Course #074*

This course provides an introduction to the arts and humanities through study of significant works of Western culture from the ancient world to the Renaissance. Areas of study include philosophy, literature, painting, sculpture, architecture, and music. Instruction will follow the Socratic example of generating discussion through dialectical inquiry.

### **Introduction to Humanities II: From the Early Modern Period to the 20<sup>th</sup> Century**

*Grades 11-12 – 1 semester – .5 credit*

*Course #075*

*Prerequisite: Introduction to Humanities I*

This course provides an introduction to the arts and humanities through study of significant works of Western culture from the early modern period to the 20<sup>th</sup> century. Areas of study include philosophy, literature, painting, sculpture, photography, film, architecture, and music. Instruction will follow the Socratic example of generating discussion through dialectical inquiry.

## **SOCIAL STUDIES DEPARTMENT**

### **World History**

*Grade 9 – 2 semesters – .5 credit each semester*

*Course #112*

World History is a year-long course that examines the development of human populations from early organizational units to the development of modern day nations. In this course, students will trace the evolution of social, economic, religious, and political systems, with an emphasis on the role of the environment in determining and affecting the progression of cultures. This course will also examine topics such as innovation and technological change and their impact on cultural development. The course will conclude in the early 20th century on the eve of World War I. Using both primary and secondary sources, students will be expected to demonstrate their knowledge of these themes through writing activities and project-based learning.

**Note:** This course is required of all freshmen not taking Honors International Studies.

### **Honors International Studies**

*Grade 9 – 2 semesters – .5 honors credit each semester*

*Course #115*

This is a survey course that focuses on identification and evaluation of the patterns in World History that continue to influence present world society. Emphasis will be placed on analyzing and understanding historical themes such as poverty, classism, militarism, self-determination, trade, and political, social and industrial development. Using both primary and secondary sources, students will be expected to demonstrate their knowledge of these themes and their current impact using both oral and written assignments. Students will also be required to participate in a Model United Nations simulation in the fall of the year.

**Note:** This course is required of all students intending to pursue the IB diploma.

### **Honors United States History and Government**

*Grade 10 – 2 semesters – .5 honors credit each semester*

*Course #125*

*Department approval required*

This course focuses on both the history and the government of the United States during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will continue to enhance their skills of gathering, sorting and evaluating historical and political evidence. Through written and oral expression, students must demonstrate their ability to recognize, organize, analyze and appreciate selected historical events and their political, economic and social consequences.

**Note:** This course is required of all students intending to pursue the IB diploma.

### **World Geography and Contemporary World Issues**

*Grade 10 – 1 semester – .5 credit*

*Course #136*

This course intertwines economic and cultural geography in order to explore the relationships between humans and their natural environment, and to track the broad social patterns that shape human societies. Students will examine the properties and functions of geographic representations (e.g. maps, globes, graphs, diagrams, geographical information systems, etc.) and how they can be used to represent, analyze and interpret geographic patterns and processes. Students will also investigate the dynamics of global interactions among nations and regions. The dynamics that will be examined will include competing beliefs and goals, methods of engagement, conflict, and corporations.

## **Advanced Placement Human Geography**

*Grade 10 – 2 semesters – .5 AP credit each semester*

*Course #151*

*Department approval required*

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

## **United States History**

*Grade 11 – 2 semesters – .5 credit each semester*

*Course #132*

The purpose of this course is to introduce the major phases of the political, economic, social, geographical, and historical development of the United States from post-Reconstruction through World War II. Students will be required to demonstrate comprehension of the knowledge gained and to apply content through the utilization of higher order thinking skills. The course will also cover events from the Cold War through the aftermath of 9/11, examining the social, political, economic, geographical, and historical factors that have shaped this country. Students will read and analyze a number of primary source documents as well as write several essays.

**Note:** Required of all juniors not in the IB programme or enrolled in AP US History.

## **Advanced Placement United States History**

*Grade 11 – 2 semesters – .5 AP credit each semester*

*Course #130*

*Department or counselor approval required*

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the materials and problems of United States history. The course seeks to develop students' capacity to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. To that end, the course is both reading and writing intensive, and draws from a number of supplementary documents, essays, and works of interpretive history. Students are required to take the AP exam in May.

## **American Government**

*Grade 12 – 1 semester – .5 credit*

*Course #121*

This one-semester course is a survey of the events, issues, and individuals that have shaped American government. It includes a survey of the historical underpinnings of our government, as well as a detailed analysis of the Constitution and the evolution of party politics, executive power, popular democracy, and our system of checks and balances. All three branches of the government will be studied in depth.

**Note:** This course is required of all seniors who are not enrolled in AP U.S. Government and Politics or IB History of the Americas.

## **Economics**

*Grade 11-12 – 1 semester – .5 credit*

*Course #141*

This introductory survey course provides the student with exposure to numerous economic principles. The course begins with a general overview of economics as the science of cost, benefit, and choice. Microeconomic concepts are subsequently introduced in the context of how individual choices affect supply and demand and the organization and development of

individual enterprises and markets. The course also explains macroeconomics through the examination of Gross Domestic Product, unemployment, inflation, recession and depression, banking, and monetary and fiscal policy. A unit on personal finance is also included.

**Note:** This course meets the economic/financial literacy graduation requirement. Students must take at least one qualifying economic/financial literacy course.

### **Advanced Placement U.S. Government & Politics**

*Grade 12 – 2 semesters – .5 AP credit each semester*

*Course #140*

*Department approval required*

This college-level survey course covers the constitutional underpinnings of the United States government, the institutions of national government, and the formation of public policy. Students will be required to take the AP exams in May.

**Note:** This course meets the economic/financial literacy graduation requirement. Students must take at least one qualifying economic/financial literacy course.

### **Advanced Placement Comparative Government and Politics**

*Grade 12 – 1 semester – .5 AP credit*

*Course #150*

*Department approval required*

Students will analyze the political and economic systems of six countries: China, Great Britain, Iran, Mexico, Nigeria and Russia. Students will be required to take the AP exam in May.

**Note:** This course meets the economic/financial literacy graduation requirement. Students must take at least one qualifying economic/financial literacy course. This class does not replace the government requirement.

### **Business and Entrepreneurship**

*Grade 10-12 – 1 semester – .5 credit*

*Course #155*

Business drives the economic pulse of the world, and this course is a comprehensive introduction for students to its key operations. It will give students an overview and foundational understanding of topics such as marketing, business writing, sales, advertising, and manufacturing, as well as a general introduction to financial planning. The course will include general strategies and practices that businesses implement to stay ahead in a competitive world. The knowledge that students attain from this course will give them a base foundation to understand business and the ability to excel in more focused and concentrated business studies.

**Note:** This course meets the economic/financial literacy graduation requirement. Students must take at least one qualifying economic/financial literacy course.

### **Advanced Business and Entrepreneurship**

*Grade 10-12 – 1 semester – .5 credit*

*Course #156*

*Prerequisite: Business and Entrepreneurship*

Upon completion of Business and Entrepreneurship students will be immersed into a deeper level of business operations. Topics will include the history of business and entrepreneurship in America, business concepts, market planning, financial planning and cost accounting, an introduction to international business, and starting their own personal business. These business models will prove to be a valuable resource for students who plan to study business in college or to start their own businesses.

## **Law**

*Grade 11-12 – 1 semester – .5 credit*

*Course #178*

This course introduces students to the inner workings of the American justice system. Using a case-study approach, students will gain an understanding of legal procedure, as well as develop a greater understanding and appreciation for the law, court procedures, and the judicial system. This course will also survey the evolution of the civil rights and personal liberties embodied in the first ten amendments of the Constitution. Using a case study approach, students will examine actual Supreme Court cases in order to gain an understanding of the origins, meanings, and applications of the Bill of Rights.

## **Psychology**

*Grade 11-12 – 1 semester – .5 credit*

*Course #161*

This survey course studies human behavior and will examine the six contemporary psychological perspectives: biological, cognitive, humanistic, psychoanalytic, learning, and socio-cultural. Major areas covered are learning, memory, growth and development, emotions, personality, mental illness, psychotherapy, intelligence, sensation and perception.

## **Student Leadership**

*Grades 10-12 – meets Thursdays before school August-June – .5 credit*

*Course #186*

Students will explore, develop, and exercise their own abilities and skills as servant leaders, with structure provided by the Charism and Spirituality of the Congregation of Holy Cross. This is a project-based course which will focus on goal setting and event planning for all-school assemblies, school spirit events, and other St. Edward High School activities. Students will be trained in community development, including conflict resolution, facilitation of teamwork and group dynamics, and anti-bullying techniques. This course is required of all members of Student Government.

**Note:** Students may take this course more than once.

## MATHEMATICS DEPARTMENT

### Course Scope and Sequence

<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
Pre-Algebra →	Algebra 1 →	Geometry →	Algebra 2
Algebra 1 →	Geometry/Stats →	Algebra 2 →	Pre-Calculus
H Alg 1/Acc Geo →	Honors Algebra 2 →	Honors Pre-Calc →	AP Calculus AB or AP Statistics or Business Math
Honors Algebra 2 →	Honors Geometry →	Honors Pre-Calc →	AP Calculus AB or AP Statistics or Business Math
Honors Algebra 2 →	Honors Geo/Stats →	H Vector Pre-Calc →	AP Calculus BC

### Algebra 1

*Grade 9 – 2 semesters – .5 credit each semester*

*Course #211*

This course presents the basic structure of our number system through the use of modern mathematical terminology and methods. The basic topics included are the real number system, operations with real numbers, using variables, solving equations, inequalities, graphing linear functions, exponents, polynomials, rational expressions, radicals, and quadratic functions. Stress is placed upon the understanding of concepts, and solving practical problems from everyday life and science. A graphing calculator is required. (TI-83/84 Plus is the school's standard calculator.)

### Algebra 1

*Grade 9-10 – 2 semesters – .5 credit each semester*

*Course #212*

This course presents the basic structure of our number system through the use of modern mathematical terminology and methods, but at a slower pace and with less rigor. A more traditional approach is used, with minimal stress given to proof.

### Honors Algebra 1 and Accelerated Geometry

*Grade 9 – 2 semesters – .5 honors credit each semester*

*Course #211H*

This is a full year of intensive development of algebraic and geometric skills. It is designed for students who have a high aptitude in math but have not completed a rigorous course in Algebra 1. The first semester will be an intensive study of Algebra 1. The second semester will be an intensive study of Geometry with emphasis on problem solving for college entrance exams. Upon completion of this course, students are expected to take the Honors Algebra 2 course in their sophomore year. A graphing calculator (the TI-83/84 is the math department's choice) is required for the course.

**Note:** Students are expected to achieve at a level of B- (80%) or higher in the first semester to move on to Accelerated Geometry in the second semester. Those not achieving at B- or higher will be moved to Algebra I (Course #211) for the second semester to achieve mastery of Algebra.

### **Honors Algebra 2**

*Grade 9-10 – 2 semesters – .5 honors credit each semester*

*Course #210*

Designed for the incoming freshman with a strong math aptitude who has completed a full year course in Algebra 1, this course is a rigorous development of Algebra 2, with a strong emphasis on proof and logic. Areas covered include solving equations and inequalities; solving systems; factoring polynomials; simplifying rational expressions; working with radicals and quadratic, polynomial, exponential, and logarithmic functions; complex numbers, and conic sections. A graphing calculator is required. (TI-83/84 Plus is the school's standard calculator.) A placement exam is required. Summer school tutoring is available for students in need of additional help with specific Algebra topics.

### **Pre-Algebra**

*Grade 9 – 2 semesters – .5 credit each semester*

*Course #214*

This course thoroughly develops basic math concepts, in preparation for taking Algebra I in the sophomore year. Review and practice reinforce the essential math skills.

### **Geometry with Statistics**

*Grade 10 – 2 semesters – .5 credit each semester*

*Course #221*

This college-preparatory course covers the fundamentals of Euclidian Geometry. Topics include linear and angle relations, triangle relationships, the Pythagorean Theorem, right triangle trigonometry, polygons, circular relations, and solid geometry. There will be special emphasis on review for College Board mathematics as part of this course. The course also includes an introduction to statistics that includes probability, probability distributions, and hypothesis testing. A variety of mathematical analyses will be explored. A graphing calculator (TI-83/84 Plus suggested) will be required.

### **Geometry**

*Grade 10-11 – 2 semesters – .5 credit each semester*

*Course #222*

This basic course covers the fundamentals of Euclidian Geometry. Topics include linear and angle relations, triangle relationships, the Pythagorean Theorem, right triangle trigonometry, polygons, circular relations, and solid geometry. Students are encouraged to have a graphing calculator for this course.

### **Honors Geometry**

*Grade 10 – 2 semesters – .5 honors credit each semester*

*Course #220*

*Department approval required*

Honors Geometry develops reasoning concepts with emphasis on analytical thought using both deductive and inductive proofs, as well as proof by contradiction. Included in the course are extended topics in the study of probability and statistics. A TI-83/84 Plus calculator is required.



### **Honors Geometry with Statistics and Vectors**

*Grade 10 – 2 semesters – .5 honors credit each semester*

*Course #226*

*Department approval required*

This course develops reasoning concepts with emphasis on analytical thought using both deductive and inductive proofs as well as proof by contradiction. Included in the course are extended topics in the study of probability and statistics along with vector analysis in both two and three space. A TI-83/84Plus calculator is required.

### **Algebra 2**

*Grade 10-12 – 2 semesters – .5 credit each semester*

*Course #231*

A rigorous development of algebra with a strong emphasis on proof and logic. Areas covered include working with variables, solving equations and inequalities, solving systems of sentences, factoring polynomials, finding roots of polynomial functions, simplifying rational expressions, working with radicals and quadratic functions, complex numbers, and conic sections. A TI-83/84Plus calculator is required.

### **Algebra 2**

*Grades 10-12 – 2 semesters – .5 credit each semester*

*Course #232*

This basic course contains the topics of a conventional Algebra 2 course including equations and inequalities, linear relations and functions, systems of equations and inequalities, polynomials, working with quadratic equations, quadratic relations and functions, and conic sections. A TI-83/84Plus calculator is required.

### **Pre-Calculus**

*Grades 11-12 – 2 semesters – .5 credit each semester*

*Course #241*

The study of the translation of functions, families of functions including odd and even functions, polynomial, rational, exponential, and logarithmic functions, inverses, circular trigonometric functions, trig identities and proofs, polar coordinates, and complex number theory. The end of the course starts a study of limits, which leads the student into the appreciation of the derivative in calculus. A TI-83/84Plus calculator is required.

### **Pre-Calculus**

*Grade 12 – 2 semesters – .5 credit each semester*

*Course #244*

This course covers the same material as the conventional Pre-Calculus course, but at a slower pace and with less rigor. A more traditional approach is used, with minimal stress given to proof. A TI-83/84Plus calculator is required.

### **Honors Pre-Calculus**

*Grade 11-12 – 2 semesters – .5 honors credit each semester*

*Course #230*

*Department approval required*

Topics include the development of algebraic and transcendental functions, analytic geometry, vectors, trigonometry, and limits as a strong preparation for the study of calculus. The theory of mathematics is discussed in great detail, and students are expected to begin some development of mathematical creativity and thought, as well as maintain accuracy in computation and application. Course includes the mechanics of differentiation. A TI-83/84Plus calculator is required.

### **Honors Vector Pre-Calculus**

*Grade 11-12 – 2 semesters – .5 honors credit each semester*

*Course #233*

*Department approval required*

Honors Vector Pre-Calculus consists of eight core topics, including Algebra, Functions and Equations, Circular Functions and Trigonometry along with Vector Geometry, Matrices, Probability and Statistics, and Differential Calculus.

### **Advanced Placement Calculus BC**

*Grade 12 – 2 semesters – .5 AP credit each semester*

*Course #246*

*Department approval required*

This course includes all topics normally taught in the Advanced Placement BC Calculus course through polar, parametric, and infinite series with an added emphasis on techniques of writing and solving differential equations. Students are required to take the AP exam in May.

### **Advanced Placement Calculus AB**

*Grade 12 – 2 semesters – .5 AP credit each semester*

*Course #240*

*Department approval required*

This initial course in Calculus thoroughly covers both the techniques and applications of both differential and integral calculus. All topics from the College Board's suggested content guide for Calculus AB are covered. Students are required to take the AP exam in May.

### **Advanced Placement Statistics**

*Grade 11-12 – 2 semesters – .5 AP credit each semester*

*Course #252*

*Department approval required*

The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data in preparation for the AP Statistics Exam. The course is organized around four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students are required to take the AP exam in May.

### **Business Mathematics**

*Grade 12 – 2 semesters – .5 credit each semester*

*Course #245*

*Prerequisite: Pre-Calculus*

The study of business mathematics is a practical approach to applications of mathematics. Students will learn basic skills that will be used throughout their lives. Problem-solving, analyzing and interpreting data, and mathematically based decision-making skills will be reinforced and strengthened. Students will also have the opportunity to learn about current business trends. A major part of the course will be the use of spreadsheets (Excel) for computations and creating formulas, graphs and charts. The course will provide a foundation for education beyond high school and employment in today's ever-changing job market.

## **SCIENCE DEPARTMENT**

### **Biology**

*Grade 9 – 2 semesters – .5 lab credit each semester*

*Course # 311*

This course explores the physical and chemical conditions that sustain and affect all living things. It also investigates the way living things are structured and how they operate in their environment. Classroom discussion, lectures, and laboratory investigations complement each other in creating a strong science background.

### **Honors Biology**

*Grade 9 – 2 semesters – .5 honors lab credit each semester*

*Course #310*

This course explores the unity of structure and function found in the great diversity of living things. Emphasis is on the cell, genetics, biotechnology and evolution. Students are expected to participate individually and collaboratively in labs, class-work, and research.

### **Chemistry**

*Grade 10 – 2 semesters – .5 lab credit each semester*

*Course #331*

*Department approval required*

Chemistry is the study of matter, its structure, properties and behavior. Quantitative and qualitative labs support the course material. Topics in this college preparatory course include classifications of matter, nomenclature, reactions, stoichiometry, periodic table organization, atomic theory, and equilibrium. Use of the scientific method and problem solving are stressed.

### **Chemistry in the Community**

*Grade 10 – 2 semesters – .5 lab credit each semester*

*Course #332*

*Department approval required*

This course will help students view nature more perceptively by helping them visualize the behavior of atoms and molecules and showing them how this applies to the macroscopic world. Topics in this course include classifications of matter, nomenclature, reactions, stoichiometry, periodic table organization, atomic theory. Classroom and laboratory activities will place an emphasis on the particle model in order to develop analytical and synthesis skills. Students will use algebra in this course and be expected to solve problems to succeed in this course.

### **Honors Chemistry**

*Grade 10 – 2 semesters – .5 honors lab credit each semester*

*Course #320*

*Department approval required*

An in-depth study of chemistry for the science-oriented, math-proficient student. Theories are discussed and quantitatively supported in the lab. Topics include atomic theory, stoichiometry, bonding, gas laws, equilibria, acid/base theory, and oxidation/reduction. This course stresses observation, interpretation and problem-solving, including determination of unknown in the lab.

### **Honors Chemistry/Physics**

*Grade 10 – 2 semesters – .5 honors lab credit each semester*

*Course #333H*

*Prerequisite: Honors Biology*

This course introduces the students multiple areas of study including chemistry, physics and the basics of design. This course will provide a foundation for further study in these areas.

Concentration will be placed on the scientific study of the physical world as it applies to the big ideas of science; matter, energy and motion. The course will be an inquiry and application based course that will cover scientific skills, questions and concepts along with historical perspectives, mathematical reasoning and scientific literary analysis. Students will be expected to design and conduct scientific investigations, use technology, computers and mathematics to problem solve, formulate explanations and models using critical thinking, revise and analyze models, scientific articles and explanations and be able to communicate and support scientific arguments. The course is designed to cover scientific skills including dimensional analysis and graphing, the scientific method, the differences in the scientific method and the process of design, the basics of chemistry pertaining to the study of matter, the basics of physics pertaining to energy and motion and the basics of technical writing and analysis.

**Note:** This course is open only to students who are intending to pursue the IB diploma.

### **Physics**

*Grade 10-12 – 2 semesters – .5 lab credit each semester*

*Course #341*

*Department approval required*

Physics is the study of the physical world, and in particular, the interactions of matter and energy. This course is designed for the serious student who desires a college-prep level study of mechanics and energy. Emphasis will be on lab and graphical analysis. Students will be expected to use algebra and trigonometry to solve problems in the course.

### **Conceptual Physics**

*Grade 11-12 – 2 semesters – .5 lab credit each semester*

*Course #342*

*Department approval required*

This general survey course presents the fundamental concepts of mechanics, energy, and wave principles. Laboratory experiments and demonstrations will be used to develop the topics explored. In this course, students will be expected to learn and use data analysis skills and to use algebra to solve problems. Also, students will be introduced to some skills of introductory right triangle trigonometry. Activities will place an emphasis on the practical application of Physics concepts to daily life experience. Improvement of critical thinking skills will be emphasized throughout the course.

### **Honors Physics**

*Grade 10-12 – 2 semesters – .5 honors lab credit each semester*

*Course #330*

*Application and department approval required*

This honors level physics course will be an in-depth study of the fundamentals of all areas of mechanics, energy, electricity and magnetism. It is designed for students who expect to take AP Physics C (Mechanics and Electricity & Magnetism) in the senior year and intend to pursue a science-oriented career. The course emphasizes a laboratory based, self-discovery approach, leading to an understanding of the process of scientific deduction. Algebra and geometry/trigonometry skills are expected to be well above average and will be used rigorously in this course. Students are expected to study and read extensively outside of the class assigned time and must complete a summer assignment before the course begins. Your time and presence outside the school day (before or after the school day) will be required for this class.

### **Advanced Placement Physics C: Electricity & Magnetism**

*Grade 12 – 2 semesters – .5 AP lab credit each semester*

*Prerequisite: Physics or Honors Physics*

*Course #350*

*Interview and department approval required*

This college level second year physics course will be an in-depth study of the fundamentals of electricity and magnetism. It is designed to give necessary pre-college background for students who wish to succeed in a physics or engineering-oriented career. The course emphasizes a laboratory-based, self-discovery approach, continuing the student's development in the process of scientific deduction. Thorough knowledge of algebra, trigonometry, and graphical analysis is required. Concepts of calculus will be used where appropriate. Students will be expected to be competent in calculus or to complete a summer assignment and attend tutoring sessions to become competent in some specific areas of calculus. Students are required to take the AP exam in May. Students are expected to study outside of the class assigned time for this class. Additional topics in physics beyond the E&M curriculum will be part of the course. These will include any topics not previously covered in a year-one physics course and will likely include fluids, thermodynamics, and topics in modern atomic physics.

**Note:** An interview and science department approval are required. See Ms. McTernan to schedule the interview.

### **Advanced Placement Chemistry**

*Grades 11-12 – 2 semesters – .5 AP credit each semester*

*Prerequisite: Honors Chemistry*

*Course #349*

*Interview and department approval required*

This course is designed as the equivalent of a college general chemistry course, and has an approved syllabus as demanded by the College Board. Concepts and material that are expected to be on the College Board AP Chemistry Exam will be covered in-depth. Exam taking strategy will also be employed throughout the course, as well as the reinforcement of concept through laboratory investigation. Students are required to take the AP exam in May. Your time and presence outside school day (before or after the school day) will be required for this class. There is summer work that must be completed before this class starts.

**Note:** An interview and science department approval are required. See Mr. Corrigan to schedule the interview.

### **Advanced Placement Biology**

*Grade 12 – 2 semesters – .5 AP credit each semester*

*Prerequisites: Honors Biology/Biology and Honors Chemistry/Chemistry*

*Course #348*

*Interview and department approval required*

This course is designed as the equivalent of a college introductory biology course and follows the AP Course Description recommended by the College Board. In addition to lectures, required additional material must be covered on an independent basis. Written papers and oral presentations will be assigned. Students are required to take the AP exam in May. First year biology and introductory chemistry topics are included on the exam, and these topics are to be known and reviewed by the individual student. Your time and presence outside school day (before or after the school day) will be required for this class. There is summer work that must be completed before this class starts.

**Note:** An interview and science department approval are required. See Ms. Hutchinson to schedule the interview.



## DEPARTMENT OF CLASSICAL AND MODERN LANGUAGES

### French 1

*Grades 9-12 – 2 semesters – .5 credit each semester*

*Course #431*

This is a class for students with no experience in the language. Basic conversation, reading, listening and writing skills are taught. Students learn regular verbs and irregular present and past tenses, basic negations, questions, adjective usage; conversation topics included for semester 1: introduction, talking about food, family, telling time, different actions in the present and past tenses, and cultural aspects of the French-speaking world.

### Honors French 1

*Grades 9-12 – 2 semesters – .5 honors credit each semester*

*Course #431H*

This course is intended for students who have either: a) had some exposure to French in grade school but not enough to test out of level one; b) are intending to participate in the International Baccalaureate Program; or c) have scored high on the English Placement test and want to challenge themselves with an honors language course. Grammar topics covered include: regular and irregular present tense verbs, direct and indirect object pronouns, reflexive verbs, the present progressive, the immediate future, possessive adjectives and pronouns, formal and informal affirmative and negative commands, comparisons, and the simple past tense. Students will learn the thematic vocabulary needed to describe themselves and others, talk about likes and dislikes, leisure time activities, school and home responsibilities, food and dining out, sports, fitness and healthy lifestyles, shopping and traveling and celebrations and customs. All four language skills will be routinely used and assessed: speaking, listening, reading and writing.

### French 2

*Grades 9-12 – 2 semesters – .5 credit each semester*

*Course #432*

With continued exploration of the civilization, culture, and customs of French-speaking people, students will further refine grammatical structures and communicative skills with a balanced emphasis on speaking, listening, reading and writing and vocabulary. The program will help you acquire the language skills necessary to engage with those cultures both in the classroom and in the real world, to reflect on characteristics of your own culture, compare it to the cultures studied, and thus increase your understanding of the nature of culture.

### Honors French 2

*Grades 9-12 – 2 semesters – .5 honors credit each semester*

*Course #432H*

*Department approval required*

With continued exploration of the civilization, culture, and customs of French-speaking people, students will further refine grammatical structures and communicative skills with a balanced emphasis on speaking, listening, reading and writing and vocabulary. The program will help you acquire the language skills necessary to engage with those cultures both in the classroom and in the real world, to reflect on characteristics of your own culture, compare it to the cultures studied, and thus increase your understanding of the nature of culture.

### **French 3**

*Grades 10-12 – 2 semesters – .5 credit each semester*

*Course #433*

French 3 is foremost a review of the basic grammar items covered in French 2 with an emphasis on exceptions to rules and new vocabulary items to improve conversation skills. Speaking, reading and writing skills are taught in order for students to improve their knowledge and usage of the language. Regular verbs and some of the irregular verbs, adjectives, articles, basic question patterns, and numbers form also the core of the review and improvement taught in the class. Entering a French 3 level requires a good understanding of spoken French as well as the ability to write and express oneself in the language. French 3 reviews and improves the use of subjunctive, conditional and future tenses; complex sentences, questions and prepositions use are also part of the curriculum. Additionally, French 3 includes various aspects of French literature, culture, and civilization through the study of the geography, history, language, literature, art, music and cooking of France. Class discussions will be conducted in French.

### **French 4**

*Grades 11-12 – 2 semesters – .5 credit each semester*

*Course #434*

This course is designed to interest and challenge capable students who wish to develop a greater degree of proficiency in the French language. The basic elements of grammar are reviewed, refined, and practiced as students examine the Francophone world of today and yesterday. Students expand their vocabulary and continue to participate in activities to enrich their francophone knowledge. French 4 aims to develop more fluency in French through class discussion of current events, history and literature. The literature and history studied in this course relate principally to France from prehistoric times through the Renaissance. Some literature from the 20th century and poems from other Francophone countries are also analyzed. Compositions, research papers, and oral reports are assigned to develop mastery of the grammar and vocabulary studied. Literary and artistic masterpieces are analyzed within their historical, social, and political contexts.

**Note:** This course may be taken for dual enrollment through the University of Akron. See Mrs. Heddleson if you are interested.

### **Latin 1**

*Grades 9-12 – 2 semesters – .5 credit each semester*

*Course #411*

This course is an introduction to classical Latin, including its pronunciation, vocabulary, and grammar. The reading of Latin will be emphasized, as will the English derivation of words from Latin. Students will study basic classical mythology and Roman culture as well.

### **Latin 2**

*Grades 10-12 – 2 semesters – .5 credit each semester*

*Course #412*

This course is a review and continuation of Latin 1. More complex grammatical concepts, including gerund constructions, subjunctive phrases, and conditional sentences will be studied. Selections from *Fabulae Faciles* (Easy Stories) and Caesar's *Gallic Wars* will be read.



### **Honors Latin 2**

*Grades 10-12 – 2 semesters – .5 honors credit each semester*

*Course #412H*

*Department approval required*

This course is a review and continuation of Latin 1. Complex grammatical concepts, including conditional sentences, gerundive clauses, and subjunctive phrases, will be studied at an accelerated rate. In the second half of the year, selections from Caesar, Livy and Ovid will be read.

### **Latin 3**

*Grades 11-12 – 2 semesters – .5 credit each semester*

*Course #413*

*Department approval required*

This course begins the in-depth study of various Roman authors. The focus will be the prose works of Caesar and Cicero and the poetry of Catullus and Horace. Students will also begin to write analytical papers based upon their translations.

### **Honors Latin 3**

*Grades 11-12 – 2 semesters – .5 honors credit each semester*

*Course #413H*

*Department approval required*

This course includes an introduction to Latin literature and extensive readings from the prose works of such authors as Cicero and Pliny and the poetry of such authors as Catullus and Vergil. This class is also designed to begin to prepare students for the AP Test in their final year.

### **Advanced Placement Latin**

*Grades 11-12 – 2 semesters – .5 AP credit each semester*

*Course #415*

*Department approval required*

Students will study the background, content, and structure of Vergil's *Aeneid*, and Julius Caesar's Gallic Wars. Assignments will include translation of original texts from Latin to English, outside readings in English on classical Greek and Roman themes, and essays in English on topics related to poetry, mythology, culture, history and art. Students are required to take the AP Latin exam in May.

### **Mandarin Chinese 1**

*Grades 9-12 – 2 semesters – .5 credit each semester*

*Course #441*

This introductory course is designed for students who have no previous knowledge of the language. This course focuses on the four language skills: listening, speaking, reading, and writing using both Pinyin phonetic system and simplified Chinese characters. The course will systematically introduce vocabulary words, basic sentence structures, and grammar points to help students build real-life communicative skills as they discuss everyday topics. All students are expected to participate actively in class at the individual, small group and whole class level. Students will be introduced Chinese festivals, calligraphy, songs, and food as well in order to gain basic knowledge, awareness and appreciation of Chinese culture.

### **Honors Mandarin Chinese 1**

*Grades 9-12 – 2 semesters – .5 honors credit each semester*

*Course #441H*

This accelerated introductory course focuses on the four language skills: listening, speaking, reading, and writing using both Pinyin phonetic system and simplified Chinese characters. The course will systematically introduce vocabulary words, basic sentence structures, and

grammar points to help students build real-life communicative skills as they discuss everyday topics. All students are expected to participate actively in class at the individual, small group and whole class level. Students will be introduced Chinese festivals, calligraphy, songs, and food as well in order to gain basic knowledge, awareness and appreciation of Chinese culture. This course moves at a fast pace and expects students to do thorough preparation and review vocabulary independently outside of class. Much of the class time is devoted to oral proficiency development on that vocabulary in relevant, meaningful and current ways. Written proficiency is equally important for this course. Students are expected to practice and improve writing through various tasks.

## **Mandarin Chinese 2**

*Grades 9-12 – 2 semesters – .5 credit each semester*

*Course #442*

This course continues to build the language skills of first-year Chinese. All four language skills (listening, speaking, reading, and writing) will be emphasized and learned in communicative contexts. Daily life topics, such as colors, clothing, weather, hobbies/leisure activities, and school life, will continue to be the focus of this course. Students are expected to actively participate in class by engaging in interactive activities and reading and writing practices. Language study is enriched with China's history and culture through audio, visual, and online sources.

## **Honors Mandarin Chinese 2**

*Grades 10-12 – 2 semesters – .5 honors credit each semester*

*Course #442H*

*Department approval required*

This course follows Honors Mandarin Chinese 1 as part of an accelerated sequence. The course focuses on building oral and written proficiency on daily topics with student-centered activities. Increased use of authentic materials is employed as more sophisticated aspects of language and culture are explored. Texts, supplementary readings, audio /video materials, and online sources are used to provide a rich and complete learning experience.

## **Honors Mandarin Chinese 3**

*Grades 11-12 – 2 semesters – .5 honors credit each semester*

*Course #443H*

*Department approval required*

The course continues to focus on building oral and written proficiency on daily topics with student-centered activities. Students enlarge their inventory of words and phrases while also developing a deeper understanding of the essential features of Chinese grammar. Longer texts and dialogues are introduced and much of the class time is devoted to oral proficiency development on concrete topics that are related to high school student lives and their perspectives. Texts, supplementary readings, audio/ video materials, and online sources are used to provide a rich and complete learning experience.

## **Spanish 1**

*Grades 9-12 – 2 semesters – .5 credit each semester*

*Course #421*

This introductory course is designed for students with no background in the language. A foundational course, it presents a structured, proficiency-based approach to mastering the four skills of a second language: speaking, listening, reading and writing. Topics covered include greetings, introductions, the verb ser, time and date, alphabet, describing people, forming questions, the verb gustar, definite/indefinite articles, immediate future tense, querer+

infinitives, regular present tense verbs, weather expressions, tener idioms, irregular “yo” verbs, stem changing verbs, negative expressions, idioms with tocar/parecer, direct object pronouns, affirmative and negative informal commands, reflexive verbs, thematic vocabulary related to home, school, recreation, health and fitness, food and family.

### **Honors Spanish 1**

*Grades 9-12 – 2 semesters – .5 honors credit each semester*

*Course #421H*

*Department approval required*

This course is intended for students who have either: a) had some exposure to Spanish in grade school but not enough to test out of level one; b) are intending to participate in the International Baccalaureate Program; or c) have scored high on the English Placement test and want to challenge themselves with an honors language course. Grammar topics covered include: regular and irregular present tense verbs, direct and indirect object pronouns, reflexive verbs, the present progressive, the immediate future, gustar-type verbs, possessive adjectives and pronouns, formal and informal affirmative and negative commands, comparisons, and the simple past tense. Students will learn the thematic vocabulary needed to describe themselves and others, talk about likes and dislikes, leisure time activities, school and home responsibilities, food and dining out, sports, fitness and healthy lifestyles, shopping and traveling and celebrations and customs. All four language skills will be routinely used and assessed: speaking, listening, reading and writing.

### **Spanish 2**

*Grades 9-12 – 2 semesters – .5 credit each semester*

*Course #422*

This course utilizes the base students gained in Spanish 1, to further students’ ability to read, write and interpret the Present, Preterit, and Imperfect Tenses. Other grammatical concepts, including commands, object pronouns and reflexive pronouns will be studied. Thematic vocabulary centers on family relationships, describing your community, physical fitness and daily routines.

### **Honors Spanish 2**

*Grades 9-12 – 2 semesters – .5 honors credit each semester*

*Course #422H*

*Department approval required*

This course is a continuation of Spanish 1 in which students will learn to read, write, and interpret verb tenses, including the Preterit and Imperfect. These concepts will be covered at an accelerated rate. This course will also introduce creative writing and focuses on the students’ ability to communicate in the target language.

### **Spanish 3**

*Grades 10-12 – 2 semesters – .5 credit each semester*

*Course #423*

This course focuses on more advanced studies of grammar, writing, conversation, reading, and oral comprehension. Students are engaged in various activities and projects that will enhance their ability to understand and communicate in the target language. In addition, through the use of authentic resources, students will be exposed to elements of history and culture of the Spanish-speaking world.

### **Honors Spanish 3**

*Grades 10-12 – 2 semesters – .5 honors credit each semester*

*Course #423H*

*Application and department approval required*

This honors-level course bridges the gap between the study of advanced grammar and a development of fluency in Spanish. It focuses on the fine points of grammar, an explosive increase in vocabulary, creative writing and reading of a more challenging nature, including the original Spanish and Latin American literature. In addition, through readings, films, and other materials, students will be exposed to elements of history and culture of the Spanish-speaking world. English is only spoken for clarification purposes.

### **Spanish 4: Culture and Communication**

*Grades 11-12, 2 semesters, .5 credit each semester*

*Course #424*

*Department approval required*

*Prerequisite: C+ or higher in Spanish 3; C or higher in Honors Spanish 3*

This course is designed to interest and challenge capable students who wish to develop a greater degree of proficiency in the Spanish language and further their knowledge about the world around us. The basic elements of grammar are reviewed, refined, and practiced; however, the course aims to develop the students' understanding of culture, civilization, and cinema and to broaden their ability to communicate in Spanish. Class sessions will be conducted in Spanish.

### **Advanced Placement Spanish Language and Culture**

*Grades 11-12 – 2 semesters – .5 AP credit each semester*

*Course #425*

*Application and department approval required*

This rigorous course is taught exclusively in Spanish that requires students to improve their proficiency in interpersonal, interpretive and presentational communication modes. Students learn about culture through the use of authentic materials that are representative of the Spanish speaking world. Materials include a variety of media, e.g., journalistic and literary works, podcasts, interviews, movies, charts and graphs. Central to the course is the overarching principle, as stated in the Curriculum Framework:

## **TECHNOLOGY DEPARTMENT**

### **Computer Programming**

*Grades 10-12 – 1 semester – .5 credit*

*Course #574*

In this course, students experience computer programming from the perspective of a novice gaining an understanding of programming using the Python language, Racket (a dialect of Lisp), and the Scratch programming environment. Programming constructs taught include the fundamentals present in all programming languages such as variables, assignments, conditionals, loops and subroutines. Also covered are programming methodology, the process of debugging and testing, algorithmic thinking, revision control, project management and the open-source movement.

### **Advanced Placement Computer Science A (Computer Programming)**

*Grades 11-12 – 2 semesters – .5 AP credit each semester*

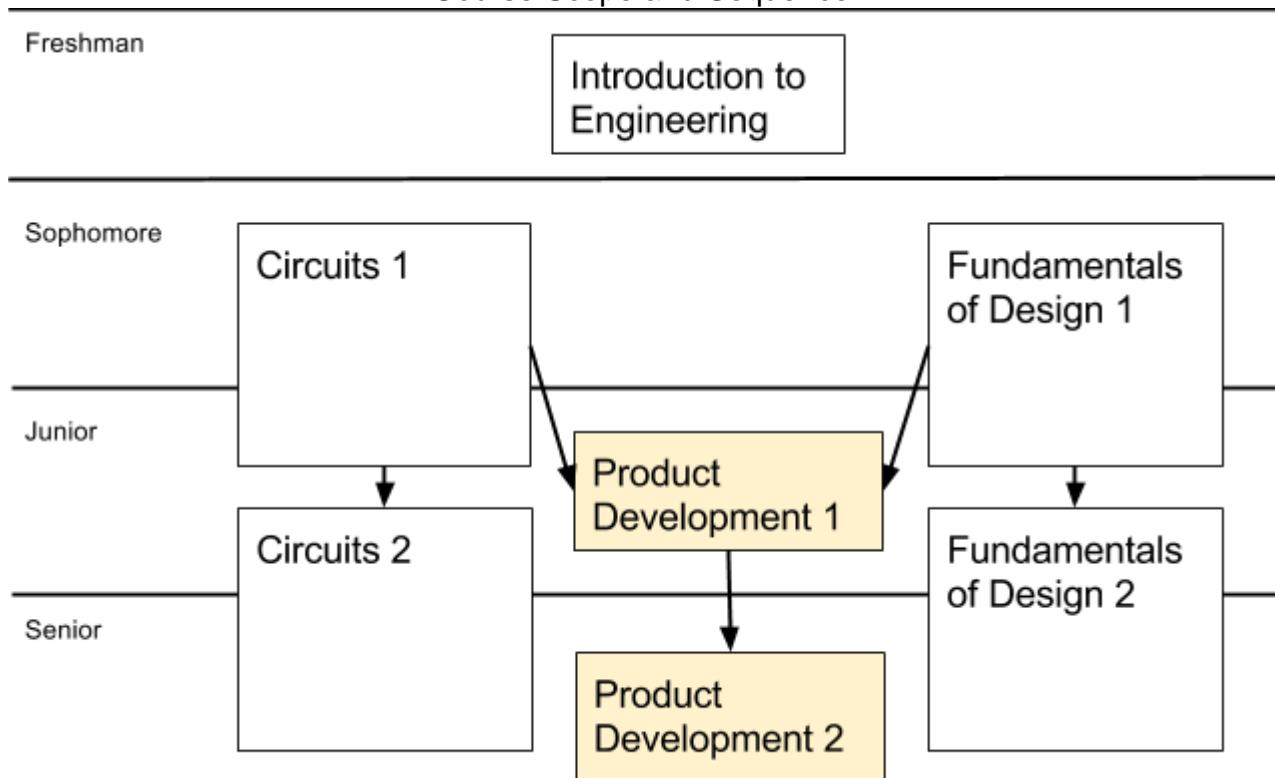
*Course #577*

*Department approval required*

This course is designed to teach programming language for the Advanced Placement exam. Course content includes print, set, if/then, for/next, input, graphics and advanced data structure.

## PRE-ENGINEERING DEPARTMENT

### Course Scope and Sequence



### Introduction to Engineering

*Grade 9 – 1 semester – .5 credit*

*Course #640*

Introduction to Engineering is a one semester course that explores multiple facets of Engineering as a career and engineering as a valuable life skill. Students will engage in mechanical and structural design as well as electronics and programming. Teamwork, time management and project management are all critical aspects of this course. Access to a Windows-based computer outside of school to complete assignments using the Creo Parametric Modeling software is recommended but not mandatory. A temporary educational license of the software will be provided to the students upon enrolling in this course.

### Fundamentals of Design I

*Grade 10-12 – 1 semester – .5 credit*

*Course #641*

This course focuses on solving broadly defined, open-ended problems with an emphasis on Mechanical and Structural Engineering. Students in this course will apply concepts from their math classes to calculate forces acting on static structures so successful completion of Algebra 1 is required before enrolling in this course. Access to a Windows-based computer outside of school to complete assignments using the Creo Parametric Modeling software is recommended but not mandatory. A temporary educational license of the software will be provided to the students upon enrolling in this course.

## **Fundamentals of Design II**

*Grade 10-12 – 1 semester – .5 credit*

*Course #642*

*Prerequisite: PreEngineering 1 or Fundamentals of Design I*

This course focuses survey of mechanical design and technical drawing with an emphasis on project management and documentation of designs. Students are expected to follow the Design Cycle Model (DCM) and keep an up-to-date Engineering Notebook to authenticate their work. Access to a Windows-based computer outside of school to complete assignments using the Creo Parametric Modeling software is critical for this course. A temporary educational license of the software will be provided to the students upon enrolling in this course.

## **Circuits I**

*Grade 10-12 – 1 semester – .5 credit*

*Course #643*

This is a survey of the design and application of basic electrical and pneumatic circuits. In this course, students will explore topics relating to basic electrical circuits (Ohm's Law, Kirchoff's Law, etc.) as well as basic ladder (relay) logic using switches and coils. Students will also experiment with pneumatic circuits using valves, cylinders, and other actuators. Students will be expected to apply basic algebraic skills to calculate voltage, current, pressure, and volume.

## **Circuits II**

*Grade 10-12 – 1 semester – .5 credit*

*Course #644*

*Prerequisite: Circuits I*

This is an advanced course that applies concepts from *Circuits 1* and includes advanced electronics topics such as digital (gate) logic, programming of microcontrollers (Arduino) use of transistors and timers, and AC circuit theory. Students will also work with PLC systems to explore industrial automation and closed-loop (feedback) systems incorporating pneumatics, electronics, and hydraulics.

## **Product Development I**

*Grade 11-12 – 2 semesters – .5 credit each semester*

*Course #645*

*Prerequisites: Circuits I and Fundamentals of Design I*

This fast-paced course focused on the Design Cycle Model. In this class, students are expected to design a product from beginning to end. Analysis of markets, surveys of target demographics, properties of natural and synthetic materials, application manufacturing processes, responsibilities and ethics of design, national and global standardization, and product lifecycle analysis are all covered in this course.

## **Product Development II**

*Grade 12 – 2 semesters – .5 credit each semester*

*Course #646*

*Prerequisite: Product Development I or approval of department*

This two-semester course is an advanced survey in product development and their design and manufacture. Students will study concepts relating to energy generation (traditional and alternative), analysis of structures and how forces act upon materials (Young's Modulus), advanced manufacturing (welding, CNC manufacture, 3D printing, etc.) and sustainable development and product design for developing regions around the world.

## **THEOLOGY DEPARTMENT**

### **Jesus in Scripture**

*Grade 9 – 1 semester – .5 credit – required*

*Course #713*

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

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

*Grade 9 – 1 semester – .5 credit – required*

*Course #714*

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be.

### **The Paschal Mystery**

*Grade 10 – 1 semester – .5 credit – required*

*Course #724*

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

### **Christ's Mission in the Church**

*Grade 10 – 1 semester – .5 credit – required*

*Course #725*

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

### **Sacraments**

*Grade 11 – 1 semester – .5 credit – required*

*Course #732*

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



## **Morality**

*Grade 11 – 1 semester – .5 credit – required*

*Course #733*

The purpose of this course is to help students learn the moral concepts and precepts that govern the lives of Christ's disciples.

## **World Religions**

*Grade 12 – 1 semester – .5 credit – required*

*Course #743*

The purpose of this course is to help students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other non-Christian religions of the world. Students will understand how the Catholic Church proclaims Jesus Christ “the way, the truth, and the life (John 14:6)” and at the same time teaches that the Church rejects nothing that is true and holy in other religions. The course is intended to help students recognize the ways in which important spiritual truths can also be found in non-Catholic Christian and non-Christian communities, and to show them how Catholics relate to members of different faiths respectfully while continuing to live and profess their faith confidently.

## **Catholic Social Teaching (Social Issues)**

*Grade 12 – 1 semester – .5 credit – required*

*Course #742*

The purpose of this course is to introduce students to the Church's social teaching. In this course, students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission.

## **Leadership in Prayer and Worship I**

*Grades 10-12 – 1 semester – .5 credit*

*Course #745*

This course will study the details of prayer, worship and retreats in a liturgical context and beyond. This course will explore the elements necessary to write prayers, plan prayer services and liturgies for the St. Edward community and develop a deeper understanding of the liturgical tradition of the Catholic Church. This class will offer instruction on the history and development of the rich liturgical tradition of the Catholic Church. Students will have the opportunity to learn, plan and lead a variety of prayer services for their peers and the entire St. Edward community.

**Note:** Students may enroll in this course more than once.

## **Leadership in Prayer and Worship II**

*Grades 10-12 – 1 semester – .5 credit*

*Course #746*

This course will study the details of prayer, worship and retreats in a liturgical context and beyond. This course will explore the elements necessary to write prayers, plan prayer services and liturgies for the St. Edward community and develop a deeper understanding of the liturgical tradition of the Catholic Church. This class will offer instruction on the history and development of the rich liturgical tradition of the Catholic Church. Students will have the opportunity to learn, plan and lead a variety of prayer services for their peers and the entire St. Edward community. Students taking this course a second year will focus on retreat spirituality, retreat planning, and instructing others on various topics regarding liturgical prayer and liturgical spirituality.

**Note:** Students may enroll in this course more than once.

## **FINE ARTS DEPARTMENT**

### **Visual Arts**

#### **Studio Art Survey**

*Grade 9 – 1 semester – .5 credit*

*Course #859*

This course is designed to introduce students to both 2D and 3D studio art. Foundational skills will be introduced, including drawing, painting, pottery and sculpture. No prior art experience is necessary. Students will spend approximately half of the semester working in the 2D media of drawing and painting and another half working in the 3D media of pottery and sculpture in either order.

#### **Pottery and Sculpture**

*Grades 10-11 – 1 semester – .5 credit*

*Supply fee: \$40.00*

*Course #864*

Students will learn basic hand-building techniques. The students will make projects using coil, slab, and solid construction. Different finishing/glazing procedures will be taught.

#### **Advanced Pottery and Sculpture**

*Grades 10-12 – 1 semester – .5 credit*

*Supply fee: \$40.00*

*Course #868*

*Prerequisite: Pottery and Sculpture*

This course enables experienced students to pursue pottery and/or sculpture in greater depth. With instructor approval, this course may be repeated by advanced students wishing to produce portfolio-grade works. Pottery skills will include beginning wheel: the basics of how to throw bowls using a potters' wheel. Surface decoration will be taught as well as glazing. Students will also learn how to make basic one-piece molds out of plaster and use them to decorate functional handcrafted pottery. Students use both the slab and coil techniques to construct their pieces. Students will continue to learn to throw on the potters' wheel, and throwing cylinders will be introduced in this course. Sculpture skills will include the basics of mold making and how to use molds in sculpture. They will continue developing their coiling skills to make non-symmetrical sculptures and a drum. Students will begin to construct large sculptural forms using hollow building techniques and will learn to use an armature. Students may take this course more than once with the permission of the instructor.

#### **Drawing**

*Grades 10-12 – 1 semester – .5 credit*

*Supply fee: \$40.00*

*Course #860*

An introductory drawing class with an emphasis on mastering materials and techniques. Students will draw from imagination and life, using pencil, charcoal, and conte crayon. Students who have taken the one quarter drawing class in the past may enroll in this full semester course.

#### **Painting**

*Grades 10-12 – 1 semester – .5 credit*

*Supply fee: \$40.00*

*Course #861*

*Prerequisite: Drawing or Sports Art*

Students will be working with acrylic paints. Color theory, the principles of design, and painting techniques will be introduced. Students will be encouraged to begin to develop their own style as they continue to explore the possibilities of acrylic paint. Experimentation with non-

traditional painting surfaces will be attempted, breaking away from the limitations of two-dimensional planes.

### **Advanced Painting**

*Grades 11-12 – 1 semester – .5 credit*

*Supply fee: \$40.00*

*Course #870*

*Prerequisite: Painting*

Students will develop and refine their painting skills using gels and various texturing methods and will be challenged to produce portfolio quality paintings. With instructor approval, this course may be repeated by advanced students wishing to produce portfolio-grade works.

### **Advertising and Design**

*Grades 10-12 – 1 semester – .5 credit*

*Supply fee: \$40.00*

*Course #853*

Students will be exposed to styles and principles of designing advertising and products and will create advertisements, logos, and product labels. This course will include the use of computer graphic programs for design and free hand drawing software applications. Images will be compiled into a portfolio and stored digitally for college credit or publishing in the future.

### **Sports Art**

*Grades 10-12 – 1 semester – .5 credit*

*Supply fee: \$40.00*

*Course #874*

Students will study principles in sports art, such as motion and the human figure. Student projects will be both 2-dimensional and 3-dimensional.

### **Portfolio Preparation**

*Grades 11-12 – 1 semester – .5 credit*

*Supply fee: \$40.00*

*Course #878*

*Department approval required*

Students will learn to develop, select, categorize and document their artworks for review in college applications for art school.

## **Performing Arts**

### **Music Theory**

*Grades 9-12 – 1 semester – .5 credit*

*Course #880*

Designed for serious music students who wish to study music notation and structure with an emphasis on ear training and notational skills necessary to prepare them for advanced study of music in college or IB Music Perspectives.

### **Introduction to Music Technology**

*Grades 9-12 – 1 semester – .5 credit*

*Course #889*

In this project oriented course, students will use digital audio workstation (DAW) software to record, manipulate and compose music. Included will be a survey of recording equipment, sampling methods, music synthesis, sequencing and recording techniques.

### **Independent Study in Music**

*Grades 10-12 – 1 semester – .5 credit*

*Course #890*

*Approval of Fine Arts Department required*

Advanced study in music for the student who wishes to pursue music in college. Emphasis may be placed in audition preparation, theory, music technology, composition or music history/literature. Students may sign up for the course more than once.

### **String Orchestra**

*Grades 9-12 – 2 semesters – .5 credit (meets every other day, alternating with a study hall)*

*Course #898*

Students learn techniques for playing orchestral string instruments (violin, viola, cello, and bass) and to perform varied orchestral literature. The orchestra, combined performs at several concerts, both as a string ensemble as well as combined with winds and percussion, forming a full orchestra. Concert attendance (3 Sundays out of the year) is mandatory. Emphasis is placed on ensemble performance techniques.

### **Choir**

*Grades 9-12 – 2 semesters – .5 credit each semester*

*Course #893*

This vocal music ensemble studies liturgical, concert and popular literature and performs for liturgical services, holiday programs, concerts, and special events. Students learn individual and ensemble singing techniques.

### **Jazz Ensemble**

*Grades 9-12 – 2 semesters – .5 credit each semester*

*Course #895*

*Approval of director required*

This instrumental music ensemble studies jazz styles for students who play saxophone, trumpet, trombone, piano, bass, guitar or drums. Jazz improvisation and styles are studied. The Jazz Ensemble performs in concert and at special events.

### **Jazz Ensemble**

*Grades 9-12 – meets after school Tuesdays, Wednesdays, and Fridays – .5 credit*

*Course #895A*

*Approval of director required*

This instrumental music ensemble studies jazz styles for students who play saxophone, trumpet, trombone, piano, bass, guitar or drums. Jazz improvisation and styles are studied. The Jazz Ensemble performs in concert and at special events.

**Note:** This course may be taken for pass/fail credit.

### **Concert Band**

*Grades 9-12 – meets after school – .5 credit*

*Course #892*

*Approval of director required*

This afterschool class meets Quarters 2, 3, and 4 on Tuesdays, Wednesdays, and Fridays from 3:45 pm until 5:15 pm. This instrumental music ensemble studies concert literature and performs in concert during third and fourth quarters. A student may sign up for the course more than once.

**Note:** This course may be taken for pass/fail credit.

## **Marching Band**

*Grades 9-12 – summer and afterschool – .25 credit*

*Course #899*

*Approval of director required*

Combines musical performance and visual movement. The Marching Band performs at all home and away football games, several parades, and band competitions throughout the summer and fall. During late June through August rehearsals will be on Tuesdays, Wednesdays, and Fridays from 6:30 pm until 9:00 pm. During the football season, full band rehearsals are held on a regular basis on Tuesday through Friday afternoons from 3:45 pm until 5:45 pm. One rehearsal per week (usually Tuesday) will be from 6:30 until 9:00 pm. The dates and times of rehearsals and performances are published on a calendar to be distributed at the start of the course. Open to students of Catholic girls' high schools with the additional approval of the school principal, music director, and parent.

**Note:** This course may be taken for pass/fail credit.

## **Technical Theatre**

*Grades 10-12 – after school – .25 credit*

*Course #886*

*Approval of director required*

Open to sophomores, juniors and seniors with leadership roles in stage or technical crews. (Participation in at least 2 previous shows is required.) Students will explore details of set design and construction, lighting, sound and directing a show. Course is taken in conjunction with the fall and spring theatrical productions. A student may sign up for the course more than once.

**Note:** This course may be taken for pass/fail credit.

## **Theatrical Performance**

*Grades 9-12 – after school – .25 credit*

*Course #887*

*Approval of director required*

Open to students in grades 9 through 12 with principal roles in stage productions. Acting, stage movement, singing, and dancing will be explored as part of a collaborative stage presentation. This course is taken in conjunction with the fall and spring theatrical productions. A student may sign up for the course more than once.

**Note:** This course may be taken for pass/fail credit.

## **Cinematic Arts**

### **Introduction to Film Analysis and Production**

*Grades 10-12 – 1 semester – .5 credit*

*Course #831*

This exciting new elective aims to provide students with the following: (1) a brief history of film's development from the early 20th century into today, (2) the ability to critically analyze and appreciate culturally significant films, and (3) the skills necessary to thoughtfully produce original films. Students accepted into the Film Production course will hone their creations in the forthcoming Film Lab, which features an all-iMac layout, as well as industry standard cameras, lighting kits, etc.--all of which will be used with the expectation that students are committed to producing professional-grade short films. Major assessments include but are not limited to the following: one (1) research essay regarding a cinematic technique or genre, one (1) original, short film and trailer related to said film, quarter exams regarding cinematic techniques and film analysis/filming techniques.

## **Advanced Film Analysis and Production**

*Grades 11-12 – 2 semesters – .5 credit each semester*

*Course #832*

This course allows students to enhance and amplify the screenwriting, storyboarding, cinematography, and editing skills they began in the introductory course. Students will choose specialized tracks within the course that will empower them to become better camera operators, gaffers, boom operators, editors, and directors; in doing so, students will move from familiarity to proficiency in at least two of the aforementioned elements of filmmaking. Subsequently, students will demonstrate their growing adeptness in filmmaking by playing highly specific roles in the creation of three to four original short films over the course of the school year.

## **PHYSICAL EDUCATION DEPARTMENT**

### **Health**

*Grade 9 – 1 semester – .5 credit – required*

*Course #911*

This course examines personal health hygiene, anatomy and physiology, with some emphasis placed on drug/alcohol education and sex education.

### **Physical Education**

*Grades 10-12 – 1 semester – .25 credit – required of all students not exempt through sport and/or marching band participation*

*Course #915*

Emphasis is on the formation of a healthy lifestyle incorporating fitness and leisure time activities. Individual and dual activities are taught as equipment allows. Team sports are played with class teams engaging in round-robin tournaments. The student will also gain firsthand experience in different types of weight training, including free weights, machines, plyometrics, circuit training, rubber band resistance, and manual resistance. Great emphasis will be placed on learning proper technique and safety for free weights. The training will be primarily ground based with a strong emphasis on stabilizer muscles. Students may take this course more than once.

### **Physical Education for Sport Conditioning**

*Grades 9-12 – summer and/or after school – .125-.5 credit*

*Course #919*

Designed primarily for students participating in extracurricular athletics/club sports who have not completed their physical education requirement, this option allows students engaged in rigorous conditioning programs to gain Physical Education credit under the guidance of certified staff/faculty members. The conditioning programs associated with this option do not occur during the traditional school day, but over the summer, before school or after school. Credit is given for off-season conditioning only, documentation of participation is required from the coach, and credit will not be awarded in excess of the .5 credit graduation requirement.

## **PHYSICAL EDUCATION EXEMPTION**

Two semesters of physical education are required in order to graduate from St. Edward High School – or any high school in Ohio – but a recent change to Ohio law allows for an exemption for any student who, during high school, “has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons” [O.R.C. 3313.603(L)]. Thus, a student who plays any combination of St. Edward’s 16 sports at any level—freshman, JV or varsity—or marching band or cheerleading for a total of two seasons is exempt. In the case of an exemption, the student would be excused from P.E. classes, but his total number of credits for graduation would not change, therefore he would have to replace P.E. with other academic electives or simply continue to take P.E. as an elective. The exemption would be noted on the student’s official transcript.

## INTERNATIONAL BACCALAUREATE COURSES

Enrollment in the following courses is limited to students participating in the International Baccalaureate Programme.

SL = Standard Level

HL = Higher Level

### **IB Theory of Knowledge**

*Grade 11-12 – 2 semesters – .5 credit each semester*

*Course # IBTOK1, IBTOK2*

Theory of Knowledge (TOK) is a course of at least 100 hours over the first and second years of the IB Diploma Programme that is designed to challenge students to think critically about their own knowledge claims, the knowledge claims made by others, as well as the subject of knowledge itself. Students will explore the role that reason, emotion, language, and perception play in one's ability to acquire knowledge. Students will also evaluate the similarities, and differences, of knowledge claims across different areas of knowledge; e.g. knowledge claims in ethics versus those made in the natural sciences. An essay written on a prescribed topic, as well as a group presentation, makes up TOK's IB assessment.

### **Group 1: Studies in Language and Literature**

#### **IB Language and Literature SL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB credit each semester*

*Course # IB101SL, IB102SL*

In this course, students study both literary texts, such as novels and plays, and non-literary texts, such as graphic novels and films. The study of texts is central to an active engagement with language and culture and, by extension, to how one sees and understands the world. Students are encouraged to question the meaning generated by language and texts, which is rarely straightforward and unambiguous. Focusing closely on the language of the texts studied and becoming aware of the role that each text's wider context plays in shaping the text's meaning are central to this course. Some of the texts studied will be works in translation, thereby helping students gain a global perspective by promoting an insight into, and an understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity. The response to this study of texts is through oral and written communication, thus enabling students to develop and refine their command of the English language.

#### **IB Literature HL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB credit each semester*

*Course # IB113HL, IB114HL*

In this course, students study a wide range of literature and are encouraged to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. Students study texts from a variety of genres, including drama, poetry, and prose nonfiction, with a special emphasis on the novel. Students will also study works in translation, which are especially important in introducing students, through literature, to other cultural perspectives. The response to this study of literature is through oral and written communication, thus enabling students to develop and refine their command of the English language.



## **Group 2: Language Acquisition**

### **IB French SL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB credit each semester*

*Course # IB231SL, IB232SL*

The first year of the course involves intense language acquisition through listening, speaking, reading and writing and culture. Students are encouraged to communicate in French using vocabulary and grammar from previous levels of study. Students will perform individual and group work to build upon and improve communication skills in the target language. The second year of the course involves listening, reading, speaking, writing and culture components in French. Students work individually and in groups to analyze, debate and discuss a variety of issues and texts. Satisfactory completion of French II (Honors) is highly recommended for this advanced language course.

### **IB Latin SL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB credit each semester*

*Course #IB211SL, IB212SL*

The standard level coursework will emphasize developing students' ability to read, translate, and comprehend selections of original Latin prose and poetry. Students will also explore the language, literature, and culture of ancient Rome with the purpose of deepening their understanding of the inextricable link between culture and language and the continuing influence of ancient cultures on our modern world. Topics in the first year include Roman oratory, history, government, and architecture. These topics will be explored by translating and discussing various Roman authors such as Cicero, Catullus, Horace, Vergil, and Ovid. During the second year students will continue their study of Latin focusing on the epic poetry of Vergil, the lyric poetry of Catullus, and the odes of Horace. Satisfactory completion of Latin II (Honors) is highly recommended for this advanced language course.

### **IB Latin HL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB credit each semester*

*Course #IB213HL, IB214HL*

*Prerequisite: Honors Latin 2*

The higher level work in this course will emphasize comprehension of original Latin works of prose and poetry. Students will also explore the language, literature, and culture of ancient Rome with the purpose of deepening their understanding of the inextricable link between culture and language and the continuing influence of ancient cultures on our modern world. Topics in the first year include Roman oratory, history, government, and architecture. These topics will be explored by translating and discussing various Roman authors such as Cicero, Catullus, Horace, Vergil, and Ovid. During the second year students will continue their study of Latin focusing on the epic poetry of Vergil, the lyric poetry of Catullus, and the odes of Horace.

### **IB Spanish SL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB credit each semester*

*Course # IB221SL, IB222SL*

This course enables the second language learner to understand straightforward written and spoken language; to communicate—orally and in writing—in a variety of styles and registers, about given topics; and to engage interactively in culturally appropriate conversations. These skills will be advanced as the students explore the themes of Human Rights, Indigenous Cultures, Immigration, and Customs and Traditions in the first year; and the Environment, Science and Technology, Communication and Media and the Arts in the second year.

### **Group 3: Individuals and Societies**

#### **IB History of the Americas HL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB credit each semester*

*Course # IB303HL, IB304HL*

Within this course students will demonstrate a historical understanding of the Americas, including the United States, Canada and Latin America, through a comparative multi regional analysis of cultural, socio-economic and political issues. Students will be required to comprehend, analyze, evaluate and integrate source material critically as historical evidence through a series of internal and external assessments. During the two-year course the students will conduct an in-depth study of the causes, practices and effects of war, the Arab Israeli Conflict, the political developments of the Cold War era, and the changing trends of foreign and domestic policies within the Americas.

#### **IB Information Technology in a Global Society SL**

*Grade 11-12 – 2 semesters (1 year) – .5 IB credit each semester*

*Course # IB305SL*

Students come into contact with IT every day, and with this widespread use of IT important questions are raised with regard to the social and ethical considerations surrounding its use. **ITGS** deals with the intersection of information and communication technologies and the study of the societies with which those technologies are interacting. Within the course students will discuss the social and ethical implications of IT systems in various scenarios including: Privacy, Intellectual Property, the Digital Divide, and Globalization. They will also develop skills with various technological systems from the internet and database systems to project management and modeling of data. Finally, students will, as part of the course, develop an IT solution for a real world client, using the systems that they learn in the course.

### **Group 4: Experimental Sciences**

#### **IB Biology SL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB lab credit each semester*

*Course # IB421SL, IB422SL*

This is a two-year course that allows students to obtain a basic understanding of biology in the areas of chemistry of life, cells, genetics, evolution, Kingdoms, and ecology, as well as human anatomy and physiology. Students will work and communicate with each other by performing laboratory experiments, similarly to the way in which scientists work and gain knowledge. In addition, students will use the scientific method to design some of their experiments, and while writing their laboratory reports.

#### **IB Chemistry HL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB lab credit each semester*

*Course # IB433HL, IB434HL*

IB Chemistry is a two-year project and laboratory based course of scientific study and creativity within a global context. The course also provides substantial training in analytical and critical thinking. Students will examine topics including, but not limited to, measurement and data processing, quantitative chemistry, atomic structure, periodicity, bonding, acids and bases,

oxidation-reduction reactions, energetics, kinetics, equilibrium, organic chemistry, chemistry in industry and technology, and environmental chemistry.

### **IB Design Technology SL**

*Grade 11-12 – 2 semesters (1 year) – .5 IB lab credit each semester*

*Course # IB465SL*

In this course, students will survey important factors that direct the successful design of products and processes in our world. Scientific and mathematical principles that affect design, such as strength of materials, are considered within culturally defined contexts that include considerations of cost, safety, appearance, and environmental impact, as well as availability of manufacturing technologies. Students will work individually and in teams to evaluate, refine and create models of effective designs.

### **IB Design Technology HL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB lab credit each semester*

*Course # IB463HL, IB464HL*

HL Design Technology is a four-semester survey of engineering and technology topics, beginning with the properties of materials, machines and structures, and transitioning to the design process with an emphasis on sustainable green design with a global perspective. An overview of the design, development, and evaluation of manufactured materials and processes is included before transitioning to robotic systems and the logic of control systems and programmable interfaces. Understanding of all topics will be demonstrated in a student directed design project. Finally, students will select an option in Electronic Product Design or CAD/CAM design. The Electronic Product Design option includes D.C. circuit theory, operational amplifiers, global standards for digital products, the smarthouse, green disposal of electronic products and converging technologies. The CAD/CAM design option includes the impact of CAD/CAM on design and manufacturing, rapid prototype manufacturing, materials selection, and social, moral, economic and environmental aspects of product design. Students will complete an internal assessment in the option that they select.

### **IB Physics SL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB lab credit each semester*

*Course # IB441SL, IB442SL*

IB Physics SL is a comprehensive two-year pre-university course that is designed to allow students to obtain a secure knowledge of the physical models that are used to explain motion, force, energy, and the interaction of objects in the physical universe. By the end of the course, students will have a broad understanding of the various fields encompassed by physics, including topics in modern physics. Students will continue to be introduced to the way scientists work and communicate with each other by performing laboratory experiments, using the scientific method, and writing laboratory reports. Students will spend more than 40 hours (over 25% of instruction time) performing these laboratory experiments.

## **Group 5: Mathematics**

### **IB Mathematical Studies SL**

*Grade 11 or 12 – 2 semesters (1 year) – .5 non-weighted IB credit each semester*

*Course # IB501SL*

This course caters to students with varied interests, backgrounds, and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students who do not

anticipate a need for it in their future studies. The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences, and to topics that relate to home, work and leisure situations. As part of the course, students must produce a project consisting of a piece of written work based on personal research, guided and supervised by the teacher. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies in mathematics.

### **IB Mathematics SL**

*Grade 11 or 12 – 2 semesters (1 year) – .5 IB credit each semester*

*Course # IB511SL*

*Prerequisite: Pre-Calculus, Honors Precalculus or Honors Vector Pre-Calculus*

The IB Math SL curriculum consists of eight core topics, some of which are covered in the student's Algebra II, Geometry, and Pre-Calculus courses, all of which are prerequisites for IB Math SL. These courses are typically taken in the freshman and sophomore years respectively. The topics in IB Math SL include Algebra, Functions and Equations, Circular Functions and Trigonometry along with Vector Geometry, Probability and Statistics, and Calculus. The Calculus curriculum completed in SL Math is not aligned one-to-one with the curriculum in AP AB Calculus and does not necessarily prepare the student for the Advanced Placement AB examination.

### **IB Mathematics HL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB credit each semester*

*Course # IB523HL, IB524HL*

The IB Math HL curriculum consists of eight core topics, some of which are covered in the student's Algebra II and GeoStats with Vectors courses. Both of these are prerequisites for IB Math HL, and are typically taken in the freshman and sophomore years. The topics in IB Math HL include Algebra, Functions and Equations, Circular Functions and Trigonometry along with two- and three-dimensional Vector Geometry, Matrices (along with Matrix Algebra), Probability and Statistics and Calculus, along with an in-depth study of differential equations and infinite series. The Calculus curriculum includes all topics in the Advanced Placement BC Calculus course through polar, parametric and infinite series with an added emphasis on techniques of writing and solving differential equations.

## **Group 6: The Arts**

### **IB Film Studies SL**

*Grade 11 or 12 – 2 semesters (1 year) – .5 IB credit each semester*

*Course # IB601SL*

Designed in reaction to the growing relevance of video-communication in the 21st century, this course enables students to view and create films from both a professional and critical perspective. Students will critically examine the history of filmmaking as well as a broad range of culturally significant films from around the globe. Students will also learn the skills needed to create their own films through a wide variety of film production lab exercises. Students will produce a short, original film, complete with an original score and 60 second trailer.

### **IB Film Studies HL**

*Grade 11-12 – 4 semesters (2 years) – .5 IB credit each semester*

*Course # IB603HL, IB604HL*

Designed in reaction to the growing relevance of video-communication in the 21st century, this course enables students to view and create films from both a professional and critical perspective. In the first year, students will critically examine the history of filmmaking as well as a broad range of culturally significant films from around the globe. Students will also learn the skills needed to create their own films through a wide variety of film production lab exercises. The second year is dedicated largely to the production of a short, original film, complete with an original score and 60-second trailer.

### **IB Music Perspectives SL**

*Grade 11 or 12 – 2 semesters (1 year) – .5 IB credit each semester*

*Course # IB611SL*

This course examines the diversity of music in culture and time. The elements of music will be explored through a survey of Western Music from the Middle Ages to the present along with traditional and contemporary global music. Students will be prepared to take the Standard Level International Baccalaureate Music Exam. The course has two compulsory parts: Music Production and Musical Perception. Music Production options include Solo Performance (private instruction on voice or an instrument with recitals required), Group Performance option (active membership in a school or community performance group with concerts required), or Creating (composition/arranging). Musical Perception includes analysis of an IB Prescribed Work, analysis of musical genres and styles and creation of a Musical Investigation Multimedia Presentation.

## **INDEPENDENT STUDY AND CREDIT FLEXIBILITY INFORMATION AND GUIDELINES**

In accordance with Ohio law, Credit Flexibility applies to any alternative coursework, assessment and/or performance that demonstrates proficiency qualified to be awarded equivalent graduation credit as applied for and approved in advance by the school. Approved credit awarded through this policy will be posted on the student's transcript and counted toward student grade point average (GPA) and as graduation credit in the related subject area or as an elective.

### Application:

Any student may apply for credit to be awarded through Independent Study or Credit Flexibility. The student will submit an application on the **Application for Credit Flexibility** form. All required information must be provided. The student may be required to provide supporting documentation as determined by the School Counselor and/or Principal or designee of the Principal. Application may be made at any time. Work completed prior to the approval of an application will not be eligible to count toward credit.

### Review of Application:

The application will be reviewed by the school counselor(s) and Principal or designee of the Principal. Upon approval of a completed application, the student may then proceed with the learning activity and credit will be awarded when all requirements are completed and evaluated. The Principal or designee may consult with the facilitator of the related department or others as needed to provide needed information prior to making a decision regarding the awarding or denial of credit.

### Awarding credit:

A student may be eligible to receive credit upon satisfactory completion of the coursework, activity, assessment and/or performance as required by the Principal or designee. The following standards and guidelines apply to awarding credit:

- The total number of credits that may be awarded is not limited.
- The successful completion of a preapproved course may result in credit being designated as fulfilling either required or elective credit toward graduation requirements.
- All courses, as applicable, must be aligned to the Ohio Academic Content and Technical Standards to receive credit.
- Credit from other districts and educational providers, including online providers, may be accepted in accordance with the Ohio Operating Standards as determined by St. Edward High School. A student will not be granted credit if he participates in courses through outside sources without prior approval.
- The Principal or designee may award credit for custom learning activity(s) in the amount approved in advance based upon the equivalence to a 120 hour (Carnegie unit) course. In preapproved cases, partial credits may be awarded where deemed appropriate.
- The Principal or designee may award credit or partial credit for preapproved assessments, performances or work products that demonstrate mastery of content of any course offered at St. Edward High School. Elective credit for courses not offered at St. Edward High School may also be earned in this manner as preapproved.

- Honors or Advanced Placement (AP) courses may not be taken through credit flexibility. There are NO weighted grades for credits earned through credit flexibility.
- The Teacher of Record reserves the right to withdraw the student from a course (with penalty) for issues involving plagiarism and copyright violation.
- The student must complete all coursework assigned by the Teacher of Record on or before the due date or the student may be withdrawn with penalty from the course.
- The decision of the Teacher of Record regarding a withdrawal from the course may be appealed to the Principal. A letter outlining the reason(s) for the appeal must be received by the Principal within 10 calendar days following notification of withdrawal.

### Determining Grades

- Grades earned through Independent Study and/or Credit Flexibility will NOT be weighted. The letter grade to be posted on the transcript and included in the student's grade point average will be awarded as determined by the Teacher of Record.
- If a student fails to make adequate progress on coursework, the approval to further pursue the proposed credit may be revoked and a failing grade will be posted to the student's transcript.
- The final grade for the course must be posted before the credit can count toward graduation.
- If a student is unable to complete the course due to illness (with provided medical documentation) or other valid reason as determined by the Principal or designee, an extension may be permitted and/or requirements revised. If the student does not intend to complete the credit and there has been an illness or other valid reason, the application may be withdrawn without penalty by the Principal or designee.
- Should a student transfer to another school, upon request of the student or parent, St. Edward High School shall forward a copy of the approved application to the new school for their consideration.

### Access

This policy does not in any way prohibit access to online education, postsecondary options or services from another district.

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**APPLICATION FOR CREDIT FLEXIBILITY**

*This application must originate in THE COUNSELING CENTER  
with a conference between student and counselor.*

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**STUDENT INFORMATION**

Student Name \_\_\_\_\_ Grade \_\_\_\_ ID # \_\_\_\_\_

**STUDENT OBJECTIVE** The student should briefly explain his goals and why credit flexibility is a suitable means to meet them:

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**COURSE INFORMATION**

Core Subject Area field (e.g. Physical Science, Fine Arts, Social Studies, etc.):

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Should the student be scheduled with a particular teacher or resource? \_\_\_\_ Yes \_\_\_\_ No

If yes, specify which teacher or resources and which semester(s) \_\_\_\_\_

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Course duration: (1 or 2 semesters or summer) \_\_\_\_\_

Course credit attempted: \_\_\_\_\_ School Year: \_\_\_\_\_



**ACTION PLAN**

Description of what student will do to earn this credit (check all that apply):

- \_\_\_\_\_ Coursework
- \_\_\_\_\_ Field experience
- \_\_\_\_\_ Mentorship
- \_\_\_\_\_ Internship
- \_\_\_\_\_ Educational Travel

Name and contact information of organization and/or individual(s) to support your proposed credit earning activity (attach additional pages where necessary):

Name(s): \_\_\_\_\_  
Title(s): \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**A. Written instructional plan (attach separate sheets if needed)**

**1. Course content**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Learning outcomes**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Applicable course standards**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How student will demonstrate proficiency

a. The grade will be determined by: \_\_\_\_\_

b. Assessment Instrument(s) or Educational Program to demonstrate proficiency: \_\_\_\_\_

c. Minimum threshold needed to award credit:

1. \_\_\_\_\_ % on assessment stated in (b) above **OR**
2. \_\_\_\_\_ score on rubric stated in (b) above **OR**
3. \_\_\_\_\_ % completion of performance stated in (b) above **OR**
4. \_\_\_\_\_ score on an established testing instrument stated in (b) above.
5. \_\_\_\_\_ other listed below:

I, (student signature) \_\_\_\_\_, understand the Independent Study/Credit Flexibility Option is an intensive process designed to allow me to work at my own pace to complete the assigned work.

The student and parent must initial each item below as indication of having read and accept the following:

Parent Student

\_\_\_\_\_ The student will hold primary responsibility for the overall success or failure of the course.

\_\_\_\_\_ The student will be expected to allocate an average of \_\_\_\_\_ hours per week working toward the completion of this course.

\_\_\_\_\_ The student will be expected to meet with teacher at least \_\_\_\_\_ time(s) per week.

\_\_\_\_\_ The student will actively engage with the teacher and course activities by \_\_\_\_\_ or the student may be withdrawn from the course.

\_\_\_\_\_ The student will have until \_\_\_\_\_ to complete the course or the student may be withdrawn with penalty from the course.

\_\_\_\_\_ The student's teacher and/or other school authorities have the right to cancel this course/credit option if: (1) the student violates any rule/policy stated in the Student/Parent Handbook; (2) the student does not regularly and actively engage with the teacher and course material by \_\_\_\_\_; or (3) the student does not make steady progress toward completion of the course.

