

# PROGRAM OF STUDIES



**2009 - 2010**

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# **Bishop Connolly High School Diocese of Fall River**

## **Mission Statement**

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

## **Beliefs of Bishop Connolly High School**

We believe that:

- *A mission-driven, standards-based curriculum, rooted in the teachings of Jesus Christ, facilitates academic, spiritual, physical, cultural, and social growth among students.*
- *Ongoing professional development in the spiritual, academic and pedagogical domains cultivate a more skilled and nurturing faculty.*
- *All students can come to know and have a personal experience with Jesus Christ and the Catholic Church.*
- *All students can learn provided they are given the appropriate contextual support.*
- *Critical thinking can be taught and nurtured.*
- *Students learn best in an environment that is safe, secure and accountable.*
- *A Catholic, holistic approach to education facilitates the development of life-long learners who become leaders in the secular world.*
- *Families are a vital component of the school community.*

## Student Expectations

Students will:

- *Demonstrate knowledge of the teachings and traditions of the Catholic Church.*
- *Make morally responsible decisions based on the teachings and traditions of the Catholic Church.*
- *Develop a culture of Christian Service to the neighbor.*
- *Acquire, integrate and apply essential knowledge.*
- *Access information from a variety of sources.*
- *Communicate effectively through reading, writing, speaking, active listening, computing, artistic expression, and technology.*
- *Think critically.*
- *Problem solve effectively.*
- *Develop skills for life-long learning.*
- *Demonstrate moral, personal, social and civic responsibilities.*
- *Actively participate in and contribute to their Church and civic communities.*
- *Demonstrate respect for diversity in a global society.*

## Selecting Courses for High School

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

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

*When choosing courses for next year:*

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

# Bishop Connolly High School

## Program of Studies 2009 - 2010 School Year

### GRADE 9

<i>Course</i>	Credit
Religion	1.00
English	1.00
Mathematics	1.00
World History	1.00
Biology	1.00
World Language	1.00

Freshmen must take and pass 6 credits

**Total    6.0 credits**

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### GRADE 10

<i>Course</i>	Credit
Religion	1.00
English	1.00
Mathematics	1.00
U.S. History I	1.00
Chemistry	1.00
World Language	1.00

*Sophomores must take and pass 6 credits*

**Total    6.0 credits**

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### GRADE 11

<i>Course</i>	Credit
Religion	1.00
English	1.00
Mathematics	1.00
U.S. History II	1.00
<i>ELECTIVES: (Select 2)</i>	2.00
World Language, Science, English, History, Visual and Performing Arts	

*Juniors must take and pass 6 credits*

**Total    6.0 credits**

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### GRADE 12

<i>Course</i>	Credit
Religion	1.00
English	1.00
<i>Electives: (Select 4)</i>	4.00
Mathematics, History, World Language, Religion, Science, English, Visual and Performing Arts	

*Seniors must take and pass 6 credits*

**Total    6.0 credits**

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### Graduation Requirements

Religion	4.00 Credits
English	4.00 Credits
Mathematics (complete Algebra II)	3.00 Credits
Science (2 must be lab courses)	3.00 Credits
History (World and 2 years U.S.)	3.00 Credits
World Language	2.00 Credits
<i>(Most colleges require 3 consecutive years of the same language)</i>	
Physical Education/Health	1.00 Credit
Visual and Performing Art	1.00 Credit
Electives	4.00 Credits
<b>Total</b>	<b>25.00 Credits</b>

A minimum of 60 hours of Community Service is required.

### Advanced Placement Program

Advanced Placement courses may be selected only with permission of the Department Chair.  
*The following AP courses are offered:*

AP English	AP U.S. History
AP Biology	AP European History
AP Chemistry	AP French
AP Calculus	AP Studio Art

Students must also complete summer reading for each academic year at Bishop Connolly High School

## RELIGIOUS EDUCATION DEPARTMENT

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**501 RELIGION I** Full Year  
**THE REVELATION OF JESUS CHRIST IN SCRIPTURE** Grade 9 1 Credit

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

### **WHO IS JESUS CHRIST?**

The purpose of this second 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. .

**520 RELIGION II** Full Year  
**CHRISTOLOGY AND NEW TESTAMENT** Grade 10 1 Credit

This course looks to Jesus as the central mystery of our Christian faith. Students deepen their understanding of Jesus by studying His ministry, teachings, and life experiences. Students are introduced to the person and message of Jesus through the study of some of the earliest Christian writings, the letters of St. Paul, and the Acts of the Apostles.

**550 RELIGION III** Full Year  
**MORALITY AND CHRISTIAN LIFESTYLES** Grade 11 1 Credit

This course offers direction to our students as they study the moral issues of today in light of our Catholic tradition. The following issues are addressed; abortion, euthanasia, date rape, capital punishment, “just war theory,” suicide, alcoholism, and sexual ethics based on the tradition of the sanctity of life. This course provides the opportunity for the individual to develop character through the process of making moral decisions based on Catholic doctrine. The course further examines components of relationships, and promotes the development of communication skills. The course explores a variety of Christian lifestyles such as single life, religious life, ordained life, and a special emphasis on the commitment to married life.

**583 RELIGION IV** Full Year  
**LIVING AS A DISCIPLE OF JESUS CHRIST IN SOCIETY – CHRISTIAN SERVICE**  
Grade 12 1 Credit

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. During one semester this course examines the way in which issues of social justice impact today’s society. Topics explored include: hunger, violence, racism, sexism, war, and conflict resolution. Students develop an understanding and appreciation of justice issues within the context of Sacred Scripture, Catholic social teaching, and Catholic tradition. Students are made aware of their Christian responsibility to be involved in the building of a *Just Society*.

During the other semester students will be exposed to the needs of others, particularly in the Greater Fall River area, through the Christian Service Class which helps students to evaluate situations, to make decisions, and to come to know and appreciate themselves, their personal strengths and weaknesses, and their Christian commitment in an experiential way. Student participation is monitored by regular interaction with the Christian Service teacher and the various supervisors at the sites of service. Since the emphasis is clearly on sharing with classmates and working with others, regular participation in one’s service project for a minimum of two hours each week, group discussions, and personal reflection are absolute requirements of the course. The actual service component is accomplished after school on weekdays or weekends. Every effort is made to tailor the student’s service schedule to allow proper fulfillment of the two-hour requirement each week. Many possibilities are presented to students for service; the final decision rests with the Christian Service teacher.

## ENGLISH DEPARTMENT

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<b>102</b>	<b>INTRODUCTION TO LITERARY GENRE AND COMPOSITION</b>	Full Year
<b>105</b>	<b>HONORS</b>	Grade 9 1 Credit
<p>The first course in a four-year progression, English 9 focuses on those essential skills needed to become capable readers and writers. Freshman English students organize for learning by developing study, research, reading, and writing skills as well as the habits of classroom preparedness and decorum basic to academic success. The goals of English 9 are to provide students with: (1) a systematic approach to the process of writing, including the knowledge of logic, syntax, grammar, and mechanics required for the discussion and development of compositions; (2) an exposure to a variety of literary forms and to the basic language of literary analysis; and (3) an introduction to some of the enduring conventions of literature. To achieve these goals, freshman English presents a course of study that takes students from narrative and descriptive writing to more analytical expository forms, and introduces them as well to types of fiction and nonfiction—poetry, short story, novel, drama, and essay. These emphases are supplemented by the study of vocabulary in context, vocabulary from classical roots, and by some reading from the earliest form of literature, classical mythology.</p>		
<b>122</b>	<b>ENGLISH 10: AMERICAN LITERATURE AND COMPOSITION</b>	Full Year
<b>126</b>	<b>HONORS</b>	Grade 10 1 Credit
<p>English 10 builds upon and refines the skills developed in the freshman year. Students write formal essays derived from close reading and class discussion of texts along with persuasive compositions employing such rhetorical strategies as process, description, and development through example. The literary focus is on American classics, from colonial times to the present, in the context of the literary forms and recurring fictional patterns studied in Grade 9. Along with the study of American literature, students also read one of Shakespeare's plays. Vocabulary development and grammar review in Grade 10 are structured to prepare students for the verbal portion of the college boards.</p>		
<b>152</b>	<b>ENGLISH 11: BRITISH LITERATURE AND COMPOSITION</b>	Full Year
<b>156</b>	<b>HONORS</b>	Grade 11 1 Credit
<p>A survey of British literature, Anglo-Saxon to the twentieth century, English 11 samples works from major authors and literary movements and instructs students in the language and techniques of literary analysis and interpretation. Students write themes about literature with a focus on unified, coherent organization and appropriate substantiation, as well as expository essays developed through comparison and contrast, cause and effect, and definition. Grammar skills are taught in the context of composition and the vocabulary program provides an opportunity for students to become familiar with the format of the SATs. In brief, the intention of English 11 is to help students to become better readers by moving them progressively from literal understanding to figurative interpretation, and to improve their compositions by teaching the skills of sentence combining, subordination of ideas, economy of expression, and revision.</p>		
<b>182</b>	<b>SENIOR ENGLISH</b>	Full Year
<b>186</b>	<b>HONORS</b>	Grade 12 1 Credit
<p>This course is a survey of important works of literature, ancient to modern. As the culminating course in the school's English program, it seeks to bring into focus all four years of literature study and to provide students with a structure and context for seeing relationships among the works they have studied. This approach seeks to demonstrate that literature forms an organized body and not a random collection of unrelated works. The course allows students to recognize recurring patterns of literary expression and to relate them to corresponding universal elements of human experience. English 12 includes a significant concentration in expository writing. Grammar and usage skills are developed in the context of student writing.</p>		
<b>189</b>	<b>ADVANCED PLACEMENT ENGLISH LITERATURE</b>	Full Year
		Grade 12 1 Credit
<p><b>PREREQUISITE: 1) Minimum Average of 90 in Grade 11 English</b> <b>2) Grade 11 Teacher Recommendation</b> <b>3) Submission of Writing Sample</b> <b>4) Department Chair Approval</b></p>		

AP English is a full-year course for motivated students who have established themselves as accomplished readers and writers and who are interested in concentrated work in the discipline of English. The course furnishes an occasion for students to

engage in close reading of literary works and to write expository essays analyzing literature employing appropriate literary critical language and concepts. By providing a college-level course in literature and composition, AP English helps to prepare students for the AP exam administered in May. All students enrolled in this course will take the College Board AP exam in order to receive credit for the course. More importantly, however, the course hopes to give students a framework (based like the college-prep English 12 course on the traditional narrative patterns of comedy, romance, tragedy, and satire) for reading literary works throughout their lives and to further enable them to relate reading to experience and to the universal and archetypal in human expression. Among the works read in the course are the book of Genesis, *Oedipus the King*, *Hamlet*, *Go Down, Moses*, representative modern fiction, and a selection of short stories and poetry.

**151 CREATIVE WRITING** Full Year  
**162 HONORS** Grade 10,11, 12 1 Credit

This elective course is open to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students who successfully complete the application process and receive the recommendation of their current English teacher. Students will develop skills in writing articles, short stories, poetry and plays. They practice revision and editing, and prepare material for publication. In addition to writing query letters, students submit material for publication. They develop skill in peer review and peer editing and focus on developing “voice” within different genres of writing. By studying various examples of the different genres, students critique their own writing by comparing their work with the works of established writers.

**153 PRINT MEDIA AND PUBLICATION** Full Year  
**163 HONORS** Grade 12 1 Credit

In this elective course, students will engage in the production and publication of various types of media including newsletters, news articles, online blog articles, literary journals, and the school yearbook. This course introduces them to basic elements of the craft of publishing, including interviewing techniques, researching, and news, feature, editorial, and sports writing. As part of the course, students will produce a high quality school newspaper, with a minimum of four issues per year. The newspaper will cover school events such as debates and academic competitions, sporting events, theatrical performances, and community activities of interest to students. They will take on the roles of editor, managing editor, copy editor, reporter, editorial designer, and photographer. Students will also act as the editorial staff for the school yearbook taking on roles of editor-in-chief, layout editor, photo editor, staff reporter, copy editor and business manager.

## **MATHEMATICS DEPARTMENT**

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**201 ALGEBRA I** Full Year  
Grade 9 1 Credit

**PREREQUISITE: Introductory Algebra I or equivalent eighth grade class. Based on assessments and/or recommendations, students may be required to take a summer readiness course.**

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

**205 ALGEBRA I HONORS** Full Year  
Grade 9 1 Credit

**PREREQUISITE: Dept. Chair approval based on a school administered placement test.**

This course is designed for those students who have some background in Algebra and/or have scored well on the entrance exam. The selection of students for this course is based on entrance scores, an eighth grade Mathematics course, and eighth grade averages. The content of this course is similar to the content of the *Algebra I* course, however, the topics are studied more rigorously.

**220 GEOMETRY** Full Year  
1 Credit  
Grade 9-10

**PREREQUISITE: Algebra I**

This course is intended for those students who have completed one year of Algebra I. The focus is Plane Geometry: definitions, postulates, theorems, proofs, and applications. This course also creates an appreciation of how these parts fit together to form a unified mathematical structure. Algebra skills are reviewed and strengthened through problem-solving applications.

**225 GEOMETRY HONORS** Full Year  
1 Credit  
Grades 9-10

**PREREQUISITE: 90 average in Algebra I, and Department Chair approval.**

This course is intended for students who have demonstrated a high degree of proficiency in Algebra I. The honors course differs from the *Geometry* course in that the pace is accelerated and the material is treated in greater depth. More challenging and thought-provoking questions are utilized in class discussions and on homework and tests.

**250 ALGEBRA II** Full Year  
1 Credit  
Grades 10-12

**PREREQUISITE: Geometry**

This course continues the study of Algebra. Time is spent reviewing the skills and techniques developed in *Algebra I*. These skills and techniques are then used to further develop the concepts of Algebra and to introduce and explore new concepts.

**255 ALGEBRA II HONORS** Full Year  
1 Credit  
Grades 10-11

**PREREQUISITE: 1. Freshmen – Dept. Chair approval based on a school administered placement test.  
2. Upperclassmen – 85 average in both Algebra I Honors and Geometry Honors or  
90 average in both Algebra I and Geometry, and Department Chair approval**

This course is intended for those students who have shown greater ability and keener interest in mathematics than the average student. It is a rigorous preparation for the study of more advanced mathematics. The pace of this course is more accelerated than the *Algebra II* course and the problems presented are more challenging and thought provoking. The order in which the material is covered differs from the *Algebra II* course, as do the topics that are covered.

**285 PRE-CALCULUS HONORS** Full Year  
1 Credit  
Grade 11-12

**PREREQUISITE: Students who elect this course must have approval of the Department Chair and fulfill one of the following:**

- (1) 85 average in Algebra II Honors**
- (2) 90 average in Algebra II with teacher recommendation**

This course is an excellent foundation for students who plan a college major in Math, Science, or Business. Its primary objective is to prepare the student for more advanced courses in mathematics. The course includes topics in trigonometry and topics necessary for studying calculus in college. The fundamental ideas of calculus (limit, continuity, derivative) are developed in connection with the above topics.

**286 PRE-CALCULUS** Full Year  
1 Credit  
Grades 11-12

**PREREQUISITE: Algebra II and teacher recommendation**

This course covers the concepts and skills that must be mastered before enrollment in higher level mathematics and applications courses. This course includes the study of relations and functions, exponential and logarithmic functions, trigonometry in triangles, trigonometric equations, trigonometric identities and data analysis.

**ADVANCED PLACEMENT CALCULUS (Dual Enrollment with BCC)**

Full Year

289

Grade 12

1 Credit

**PREREQUISITE: 85 average in Pre-Calculus with teacher recommendation and approval of the Department Chair.**

This Advanced Placement course concentrates on the theory, techniques, and applications of differential and integral calculus. All students enrolled in this course will take the College Board AP exam in order to receive credit for the course. The theoretical development strikes a balance between an intuitive approach and a rigorous approach. This course prepares the student for the Advanced Placement exam in May. Depending upon the results of the test and the policy of the college attending, the student may be eligible for college credit. This course is intended for the student who has a thorough knowledge of college preparatory mathematics including algebra, axiomatic geometry, trigonometry, and analytic geometry. Students choosing to take *AP Calculus* must have maintained an 85 average in all previous math courses, especially *Pre-Calculus*. A junior in an *Algebra II Honors* course may elect *AP-Calculus* provided the student has taken the equivalent of a *Pre-Calculus* course during the summer and has maintained an 80 average in the course.

**284 ACCOUNTING I**

Full Year

Grade 12

1 Credit

**PREREQUISITE: Algebra II**

This senior course elective is being offered as a foundational course for the study of accounting on a collegiate level. The course is designed to give students an opportunity to determine if they have an interest in and an aptitude for accounting as a profession. The principles of the bookkeeping cycle will be covered in this course. The course begins with proprietorships organized as service businesses and then progresses to corporations organized as merchandizing businesses. Business simulation sets and working papers will be used to give students hands-on experience and application of the principles studied in this course.

**PHYSICAL EDUCATION DEPARTMENT****900 PHYSICAL EDUCATION/HEALTH EDUCATION I**

Full Year

1 Credit

This course promotes fitness and conditioning. The emphasis is on basic flexibility, agility and strength exercises and will promote life-long learning and wellness. The class meets after school twice a week for the entire year.

**HISTORY DEPARTMENT****320 WORLD HISTORY****325 WORLD HISTORY HONORS**

Grade 9

1 Credit

This course will focus on various aspects of man's developing civilization from its origins in the Fertile Crescent to its present complex political and cultural systems. The student will concentrate on man's early history in each of the major geographical regions of the world. Emphasis will be placed on various cultural and political movements (e.g., nationalism, revolution, socialism, Renaissance) that have influenced our development. This course will end with the student investigating some contemporary issues of our world.

**350 U.S. HISTORY I****356 U.S. HISTORY I HONORS**

Grade 10

Full Year

1 Credit

**PREREQUISITE: 85 or better in World History and teacher recommendation**

This course will examine our history, not just as students, but also, as historians. Students are expected to analyze and interpret primary and secondary sources and acquire the tools of an historian. Emphasis is placed on the analysis and interpretation of the significance of historical events as they relate to the present. This course has a strong oral and writing component. It begins with a study of Revolutionary America and progresses through the World War One Era. This course has a strong oral and written component.

**380 U.S. HISTORY II** Full Year  
**385 U.S. HISTORY II HONORS** Grade 11 1 Credit

**PREREQUISITE: 85 or better in U.S. History I and teacher recommendation**

This course continues the work begun in *U.S. History I Honors*. It begins with an in-depth study of the 1920's and concludes with an in-depth study of the 1990's. This course challenges the student who is expected to independently investigate and research topics under study as an historian would investigate and research such topics. Each student is expected to use primary source documents and supplementary readings as part of historical research projects and class assignments. This course has a strong oral and written component.

**389 ADVANCED PLACEMENT U.S. HISTORY (Dual enrollment with BCC)** Full Year  
Grade 12 1 Credit

**PREREQUISITE: 90 or better in US History II Honors; teacher recommendation**

This course follows a thematic approach to the study of U.S. History (e.g., Revolution and Constitution, the Development of the Frontier, Industrialization and Urbanization, War and American History, and Reform and American History). An important goal of the course is to foster the development of a student's ability to think as an historian by analyzing and interpreting primary and secondary source documents. A major emphasis is placed on the student's ability to synthesize the knowledge gained through oral and written analysis. There is a great deal of interaction and exchange of ideas based on outside readings. Another major goal of this course is to prepare the student to perform successfully on the College Board A.P. U.S. History exam; successful performance could earn the student college credit. All students enrolled in this course must take the College Board AP exam in order to receive credit for the course.

**381 PSYCHOLOGY** Full Year  
**386 PSYCHOLOGY HONORS (Dual enrollment with BCC)** Grades 12 1 Credit

**PREREQUISITE: 85 or better in US History II**

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

**387 EUROPEAN HISTORY** Full Year  
**PREREQUISITE: U.S. HISTORY I and II** 1 Credit

The European History course is a survey course that analyzes the political, economic, social, cultural, and intellectual development of the European continent from 1450 to the present age. Students will not only become conversant with the factual knowledge of European history but will also be introduced to the various historiographical schools that seek to interpret each historical period. Weekly document-based questions (DBQs) will provide students the opportunity to hone their analytical skills of causation, comparison, and evaluation through the close reading of such primary sources as text documents, maps, economic statistics, artwork, and music. Students will themselves practice their interpretive skills by writing two historiographical essays and two research papers over the course of the academic year.

## SCIENCE DEPARTMENT

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**400 BIOLOGY** Full Year  
Grade 9 1 Credit

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

**405 BIOLOGY (HONORS)** Full Year  
1 Credit  
Grade 9

**PREREQUISITE: Academic Review of Records, Placement Exam; Dept. Chair Approval**

The focus of the course work in Honors Biology mirrors the course work that is outlined in Biology. However, this is an accelerated course that investigates the Biology topics in greater depth. Students should be disciplined, independent learners. A number of requirements will be met via Internet activities. Students are encouraged to develop and present a Science Fair project as part of this course.

**450 ENVIRONMENTAL SCIENCE** Full Year  
1 Credit  
Grades 11-12

**PREREQUISITE: Biology**

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

**489 ADVANCED PLACEMENT BIOLOGY (Offered 2009-2010)** Full Year  
1 Credit  
Grades 11-12

**PREREQUISITE: Minimum of an 85 average in Biology and Chemistry, successful completion of placement exam and Dept. Chair Approval.**

The AP Biology course is the equivalent of a college introductory course; therefore, all students enrolled in the course must take the College Board AP exam in order to receive credit for the course. It is intended for juniors or seniors who have at least tentative plans to major in a life science such as medicine, dentistry, veterinary medicine, marine biology, etc. The Advanced Placement Biology course description published by the College Board is followed. This course emphasizes descriptive and factual presentation. Topics range from molecular and cellular organization to metabolism, responsiveness, reproduction, evolution, and ecology. The course gives adequate treatment to plant and animal taxonomy, human anatomy and physiology, and morphology. One double period in a cycle is set aside for lab activities. **Additional Summer Reading is required for this course.**

**421 CHEMISTRY I** Full Year  
1 Credit  
Grade 10

**PREREQUISITE: Algebra I**

This is a full-year chemistry course covering the following topics of the standard chemistry curriculum: measurements, matter and energy, atomic structure, the Periodic Table, bonding, reactions and equations, the mole, gases, liquids, solids, solutions, acids and bases, and nuclear chemistry. Laboratory activities are an integral part of this course.

**426 CHEMISTRY I (HONORS)** Full Year  
1 Credit  
Grade 10

**PREREQUISITE: Algebra I and Dept. Chair Approval**

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

**499 ADVANCED PLACEMENT CHEMISTRY (Offered 2010-2011)** Full Year  
1 Credit  
Grades 11-12

**PREREQUISITE: Minimum of an 85 average in Chemistry, Chemistry Honors and math courses; successful completion of placement exam, Dept. Chair Approval**

This course is equivalent to an introductory college-level chemistry course. Enrolled students must take the College Board AP exam in order to receive credit for the course. Students taking this course must be willing to devote some of their private time during study periods or after school for extra class work and/or lab work. In addition, some summer review/work is required.

The focus of the course is on building analytical and problem-solving skills. The Advanced Placement Chemistry course description published by the College Board is followed. The major topics include the structure of matter (atomic theory and structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids, solids, and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, thermodynamics), and descriptive chemistry of selected element groups. Extensive and complex laboratory activities are an essential part of this course. One double period in a cycle is set aside for lab activities.

**465 PHYSICS HONORS**

Grades 11-12

Full Year  
1 Credit

**Prerequisite: Algebra II H with a minimum of 85 in all math courses.**

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

**481 FORENSIC SCIENCE & MOLECULAR BIOLOGY**

Grades 11-12

Full Year  
1 Credit

**486 HONORS**

**PREREQUISITE: Biology, Chemistry and a minimum of Algebra I (Dept. Chair Approval for Honors)**

The course will cover modern forensic analysis from crime scene analysis to sample collection to data analysis for preparation of data for trial. Topics will range from physics of forensics to molecular biology of forensics. Sample topics include: Projectile Analysis; Blood Stain Analysis; Blood Type Analysis; Fingerprints; Handwriting Analysis; Hair Analysis; Gel Electrophoresis; Restriction Enzymes and Recombinant DNA; Probes for DNA Analysis; DNA Sequencing and DNA fingerprinting Analysis. This course will require lab work and internet research. The emphasis of the course will be on analyzing data and presenting conclusions both in written and oral formats. Frequent lab reports, data summaries and oral presentations will be required of each student.

**480 APPRECIATION OF ANATOMY AND PHYSIOLOGY**

Grades 11 & 12

Full Year  
1 Credit

**PREREQUISITE: Biology, Chemistry**

This laboratory course will cover the structure and function of the human body in health and disease. Course emphasis will be on structure-function relationships of normal physiology; what goes wrong in disease; an introduction to pharmacology; the mechanisms of action of representative drugs used to treat disease; and discussion of the science and ethics of genetic engineering therapies to treat or possibly cure disease. Laboratory and internet activities are an integral part of this course. Frequent lab reports, data summaries and oral presentations will be required of each student.

**485 ANATOMY AND PHYSIOLOGY HONORS**

Grades 11 & 12

Full Year  
1 Credit

**PREREQUISITE: 85 average in all previous science classes**

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

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## **VISUAL AND PERFORMING ARTS**

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**602 DRAWING AND PAINTING**

Grades 10-12

Full Year  
1 Credit

The objective of this course is to develop the student as a visual communicator — an artist. The course will introduce students to the basic skills and techniques of drawing and painting in various media. It will familiarize students with the elements of visual art and its principles of design. Throughout the course, students will be exposed to the history of art and learn ways to

look at, talk about, and evaluate art. Students are expected to purchase a textbook and a basic art kit of a sketchbook, pencils, erasers, and markers. Paper and portfolios will be provided.

**632    ADVANCED DRAWING AND PAINTING**

Grades 11-12

Full Year  
1 Credit

**PREREQUISITE: Introduction to Drawing and Painting or special permission of instructor.**

This course builds on the foundations of basic skills learned in Introduction to Drawing and Painting, with an emphasis on composition and critique. Students must demonstrate a dedication to learning and developing their art. Students are expected to purchase a textbook and a basic art kit of a sketchbook, pencils, erasers, and markers. Paper and portfolios will be provided.

**664    SCULPTURE & 3D DESIGN**

Grades 10-12

Full Year  
1 Credit

The objective of this course is to develop the student as a visual communicator — an artist. The course will introduce students to the basic skills and techniques of sculpture and built objects in a variety of media. It will familiarize students with the elements of visual art and its principles of design. Throughout the course, students will be exposed to the history of art and learn ways to look at, talk about, and evaluate art. Students are expected to purchase a textbook and a basic art kit of a sketchbook, pencils and erasers.

**675    AP STUDIO ART: Drawing**

Grades 11 or 12

Full Year  
1 Credit

**PREREQUISITE: Two Visual Arts Courses previously completed successfully, 5 piece portfolio demonstrating skill, creativity and knowledge of elements/principles of art, recommendation of the Fine Arts Chair.**

The focus of AP Drawing is to perfect the fundamentals of drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. In place of a written examination, AP Studio Art incorporates a national set of standards that are rigorously applied to the evaluation of the student's collected work. The portfolios are subject to review by college professors and other secondary school art teachers. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual aesthetics (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and a process of discovery through the concentration section. In the breadth section, the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section permits the student to select the works that best exhibit a synthesis of form, technique and content. Students are expected to purchase a textbook, a basic art kit of pencils, erasers, brushes and charcoal. Paper and portfolios will be provided. Additional costs will include the purchase of slide film, the development of slides and AP course fees.

- 611    CHORUS I**
- 612    CHORUS II**
- 613    CHORUS III**
- 614    CHORUS IV**

Grades 9-12

Full Year  
1 Credit

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

**658 THEATER**

Grades 9-12

Full Year  
1 Credit

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

**663 HONORS FILM AND VIDEO PRODUCTION**

Grades 11-12

Full Year  
1 Credit

**PREREQUISITE:** This honors-level course focuses on film theory, analysis and production. Students will view films of major directors and analyze them for technique and style. Also, students will write, design, storyboard, cast, direct, film, edit and render their own digital film projects utilizing video editing and post-production software. Attendance at evening film screenings is required once a month.

**WORLD LANGUAGES DEPARTMENT****800 FRENCH I/II HONORS**Full Year  
1 Credit

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

**825 FRENCH II/III HONORS**Full Year  
1 Credit**PREREQUISITE: French I/II or successful completion of French language placement exam**

French II/III Honors further develops skills in speaking, listening, reading, and writing. In addition, the students develop appreciation for the culture of the French-speaking world. Basic French I/II grammar is reviewed and strengthened and the students work with reflexive verbs, passé composé, imperfect tense, future and conditional tenses. Students continue to develop skills in vocabulary and other grammatical structures, including irregular verbs. This honors section requires greater use of the target language. Students read *Le Fantôme de l'Opera* (abridged text)

**885 FRENCH IV (HONORS)**Full Year  
1 Credit**PREREQUISITE: An 85 or higher in French III Honors and Dept. Chair Approval**

This course requires that the student can express himself/herself in French, can understand the French spoken in class and has a good command of the skills of reading and writing. Further development of grammatical structures is provided. Students will write compositions relating to different topics and will give oral exposés in French. A different assessment is assigned to each chapter. The students will read *Notre Dame de Paris*, short stories, poetry and a 20th century play.

**801 SPANISH I**Full Year  
1 Credit

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

**821 SPANISH II**Full Year  
1 Credit**PREREQUISITE: Spanish I or successful completion of Spanish language placement exam.**

The student reviews material from Spanish I, including vocabulary, present tense, regular preterit and other basic grammatical concepts. The student works with regular and irregular verbs, preterit, imperfect, reflexive verbs, and present progressive. The themes include school, sports, daily routine, and childhood. After successfully completing this course, the student will be prepared to continue to level III.

**826 SPANISH II (HONORS)** Full Year  
1 Credit

**PREREQUISITE: An 85 or higher in Spanish I or successful completion of Spanish language placement exam & Dept. Chair approval**

This course follows the basic outline of the Spanish II class. However, this course requires greater use of the target language in the four skills of speaking, writing, listening, and reading. In addition to the text, outside reading will be included.

**851 SPANISH III** Full Year  
1 Credit

**PREREQUISITE: A 75 or higher in Spanish II**

This course is recommended for those students not going on to Spanish IV Honors. It is designed for those students who would like a third year of the language and wish to improve and expand skills already learned. The students work with present and imperfect progressive, additional preterit and imperfect, future, commands, and subjunctive. Outside readings will be provided.

**856 SPANISH III (HONORS)** Full Year  
1 Credit

**PREREQUISITE: An 85 or higher in Spanish II and Dept. Chair approval**

This is an upper level course that continues the study of the Spanish language and culture. Students will review basic structures and will be introduced to the future, conditional, and the present and the imperfect subjunctive. Emphasis is placed on reading skills, vocabulary building and working toward oral and written proficiency. Students will read *Don Quixote* (abridged).

**886 SPANISH IV (HONORS)** Full Year  
1 Credit

**PREREQUISITE: 85 or higher in Spanish III Honors and Dept. Chair approval**

This course requires that the student can express himself/herself in Spanish, can understand the Spanish spoken in class and has a good command of the skills of reading and writing. Further development of grammatical structures is provided. The students will also read *Como Agua para Chocolate*, a 20<sup>th</sup> century Spanish novel.

**896 SPANISH V HONORS (Directed Study)** Full Year  
1 Credit

**PREREQUISITE: Permission of department chair.**

**803 PORTUGUESE I** Full Year  
1 Credit

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

**822 PORTUGUESE II** Full Year  
1 Credit

**PREREQUISITE: Portuguese I or successful completion of Portuguese language placement exam.**

Portuguese II further develops the skills in speaking, listening, reading, and writing. The basic level I grammar is reviewed and strengthened and the students will work with the preterite tense. Students continue to develop skills in vocabulary and other grammatical structures. After having successfully completed Portuguese II, the student will be prepared to continue to level III.

**827 PORTUGUESE II (HONORS)** Full Year  
1 Credit

**PREREQUISITE: An 85 or higher in Portuguese I or successful completion of Portuguese language placement exam & Dept. Chair approval**

This course follows the basic outline of the Portuguese II class. However, this course requires greater use of the target language in the four skills of speaking, writing, listening, and reading. In addition, the students' learning of future and perfect tenses is accelerated.

**852 PORTUGUESE III** Full Year  
1 Credit

**PREREQUISITE: A 75 or higher in Portuguese II**

This course is recommended for those students not going on to Portuguese IV Honors. It is designed for those students who would like a third year of the language and wish to improve and expand skills already learned. The imperfect, imperatives, future, conditional and subjunctive are taught. The Portuguese culture, readings and oral proficiency take on a greater role.

**857 PORTUGUESE III (HONORS)** Full Year  
1 Credit

**PREREQUISITE: An 85 or higher in Portuguese II and Dept. Chair approval**

This is an upper-level course that continues the study of the Portuguese language and culture. Grammar is reviewed and expanded as students are introduced to conditional, future, and subjunctive. Compound tenses are included. A variety of short stories will be read in order to prepare for level IV Portuguese.

**887 PORTUGUESE IV (HONORS)** Full Year  
1 Credit

**PREREQUISITE: An 85 or higher in Portuguese III Honors; Dept. Chair approval**

This course requires that the student has the ability for oral expression, has little difficulty in comprehension, and has a good command of the skills of reading and writing. However, a review of certain grammatical structures is provided. The student is introduced to the various genres of Portuguese literature (plays, poetry, short story) with a representative sampling of Portuguese authors. The students are expected to write compositions dealing with the ideas being presented and to give oral exposés in Portuguese.

**804 ITALIAN I: INTRODUCTION TO ITALIAN LANGUAGE AND CULTURE** Full Year  
**805 HONORS** 1 Credit

**PREREQUISITE: Completion of school World Language requirement.**

A beginning course in the Italian language and culture, Italian I develops the four basic language skills (speaking, understanding, reading and writing) while introducing the students to Italy, its people and its culture. At the end of the course students will be able to ask and answer simple questions in Italian, write a grammatically correct sentence, and follow the drift of a simple conversation. Students will gain knowledge of fundamental aspects of Italian culture, history and geography. This course is an elective for juniors and seniors who have completed their World Language requirement.

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## **GUIDANCE AND COUNSELING DEPARTMENT**

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The Guidance Department provides a comprehensive program to the students at Bishop Connolly High School. Through regularly scheduled individual meetings and specialized group activities, the program strives to address the unique needs of each student. Additionally, support and assistance are provided to parents and faculty through individual conferences.

Specific services include: individual and small group counseling, academic advising, crisis intervention, career exploration and assessment, college planning and placement, test administration and interpretation, and referral services.

Bishop Connolly utilizes the following testing instruments to assess course placements and to assist students in personal, academic, and career decision making: Scholastic Testing Service's High School Placement Test, IOWA, PSAT/NMSQT, ACT, SAT, College Board Achievement Tests, and various academic achievement tests.

### **FRESHMEN YEAR**

1. Individual academic monitoring/advising.
2. Freshmen Group Guidance: small group meetings scheduled during first semester. Topics include: orientation to high school, pre-college and career planning, study skills, and personal academic responsibility.

### **SOPHOMORE YEAR**

1. Individual academic monitoring/advising.
2. Sophomore Group Guidance: small group meetings scheduled during second semester. Topics include: career interest surveys, career exploration, pre-college planning, and personal academic responsibility.

### **JUNIOR YEAR**

1. Individual academic monitoring/advising with a focus on graduation requirements and college entrance requirements.
2. Small group, parent group and individual meetings on the college search/application process.

### **SENIOR YEAR**

1. Individual academic monitoring with a focus on graduation requirements and college entrance requirements.
2. Individual interviews and assistance with the college application process, financial aid, and applying for scholarships. Students' individual responsibility in completing this process is stressed.
3. Distribution of a senior newsletter regarding upcoming college visits, available scholarships, etc.

### **Course Selections**

Courses that do not meet enrollment requirement may not be offered, and students affected will be asked to select another course. Students with a course conflict in their schedule will be asked to resolve the conflict by selecting another course.

### **Course Changes**

All course changes before the end of the current school year. After that time, a \$20.00 fee will be charged for any student or parent initiated change. At no time will the school honor a request for a schedule change because the student prefers one teacher to another. Once the school year begins, if it is determined to be in the best interest of the student, the teacher and department chairperson will recommend a change of level or course. A **Change of Course** form can be obtained in the Guidance Office. Before any course change is made, approval must be given by the teacher who has recommended this change and the Department Chair. The Principal must give approval before any change is finalized. The school will not honor a request for a student-initiated course change after the add/drop period in September.

## **Policy Statement on Advanced Placement Courses**

Bishop Connolly High School offers Advanced Placement (AP) courses for the purpose of encouraging qualified and gifted students to take college level courses. Students must have the department course requirements and must have received the department chairperson's approval in order to qualify for these courses. In addition, the student's guidance counselor will assess the total course load being taken before approving this request. All students in AP courses are required to take the AP exams in May.

**All students accepted into an AP course must commit themselves to the following:**

- **AP students are required to take the AP exams scheduled in May.** Students enrolled in AP classes will have the cost of their AP Exams added to the tuition payment.
- **AP courses are assigned additional weight in calculating Grade Point Averages (GPA). Since these are college level courses with predetermined syllabi, students must expect rigorous course work and additional projects and assignments.**
- **The AP Exam is not meant to replace the final exam of the course. Teachers have the option to administer a final exam in their course.**