



Bishop Rosecrans High School
1040 East Main Street
Zanesville, Ohio 43701
740.452.7504

Course Guide
2023-2024 Edition

Bishop Rosecrans High School welcomes our new students

We have developed this curriculum guide to provide students and parents with information to select an appropriate high school schedule. It may be necessary to supplement this by talking with teachers, a counselor or an administrator. We offer a varied curriculum to meet state and diocesan requirements for graduation, as well as to meet the differences in students' abilities, personalities and future career goals.

All classes described in the Course Offerings Guide are available to all students regardless of sex, race, or national origin. THERE MAY BE ACADEMIC OR ACHIEVEMENT PREREQUISITES FOR SOME CLASSES. It should also be noted that some courses may be closed or canceled because of scheduling or budget constraints.

We want to work with both parents and students to select the curriculum program that best serves the needs of each individual student. If you have any questions concerning this guide or the scheduling process please call us at 452-7504.

Kelly Sagan
Executive Director of the Catholic Schools of
Zanesville

Chelsea Tolliver
High School Director

Bishop Rosecrans High School Mission

The mission of Bishop Rosecrans High School is to provide a community in which all can live and grow in faith, scholarship, and service following the teaching of Jesus Christ and the Catholic Church.

Bishop Rosecrans High School Belief Statements

- We believe Christ is the reason for this school; therefore we are all called to be visible signs of the Gospel message in our daily lives.
- We believe faith formation is an ongoing collaboration between school, family and community.
- We believe Catholic education teaches faith, scholarship, service and community.
- We believe instruction/assessment must provide for the diverse needs and abilities of all students.
- We believe in continuous improvement through research, ongoing education and implementation of best practices.

Catholic Identity

Religious Activities & Education

Bishop Rosecrans High School provides many opportunities for each student to deepen his/her relationships to Christ. Since we are a Catholic school, we provide opportunities for students to participate in the celebration of the Liturgy. Mass is celebrated twice per month, on Holy Days and on other special occasions. The sacrament of Reconciliation and prayer services is held during Advent and Lent. A Catholic/Christian- based all-school retreat is held once per year. Attendance is mandatory for all students.

All Bishop Rosecrans High School students are required to take a one credit religious class each year during their attendance at Rosecrans. These classes cover Catholic history, beliefs and practices. A student's personal religion is respected. All students are expected to participate to the maximum level allowed by the faith they practice.

Alma Mater

Hail to thee our Alma Mater
Loyalty we pledge to you;
Through the years our love grows stronger
Faithful Bishops through and through,

Memories that linger forever
We will cherish when we have gone away;
As the years go by we'll sing this song
Hail to thee dear Rosecrans High.

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Course Selection

Appropriate selection of courses should provide a challenging curriculum that fits the student's ability level. Students and their parents, with the advice and approval of the faculty, make course selections. Efforts will be made to minimize study halls and to emphasize courses that will assist the student with their post-secondary goals.

The school day is organized into eight 42 minute class periods. Students are permitted only 1 study hall per semester.

Academic Difficulty Level of Course

On the pages listing the course offerings, the level of difficulty for each course has been designated. It is the responsibility of each student to be aware of the teaching level to be expected before he/she chooses a course.

Advanced Placement: Courses are college- level courses which have been developed through a cooperative educational endeavor of the College Board. Certain academic or achievement prerequisites are necessary for inclusion in the courses. An examination may be taken at the culmination of the course, but is not required. A favorable score results in college credit being given by participating colleges or more advantageous college placement for the student.

Honors Classes: Courses are designed for students who wish to be challenged. The requirements and course materials are more difficult than the regular college prep curriculum, and students will proceed at a faster pace. Teacher recommendation and high academic standards are prerequisites.

College Preparatory: Courses are designed primarily for those students going on to college. It is suggested that a student follow a college preparatory curriculum in all areas. Teacher recommendations, favorable writing assessments, and continual academic progress must all be considered.

Grade Point Averages and Class Rank

HS Grade Point Averages (GPAs) will be calculated based on grades and credits earned by students at semester only and we do not determine class rank.

Final GPAs will be based on any HS courses taken at the middle school level along with the first 7 semesters of work at the High School.

College Credit Plus courses are included in the GPA calculation.

HS Schedule Change Policy

Returning students schedule changes can be made only during the second week of school for freshmen and new students may change their schedule up until the Monday following the release of the first progress report. After these dates the only acceptable reason for a schedule change will be if the student, parents, teacher, high school director, and executive director all agree that the student has been misplaced. An exception to these rules will be made if a student does not have a study hall. He or she may drop a class to add a study hall up until the end of the first grading period. If a class is added after school starts, it is the responsibility of the student to make up all missed work. Class changes will not be considered for students wishing to take the same class from a different teacher unless the student has already taken at least one class with the teacher they have been scheduled with.

Students cannot request a schedule change until the second week of school. Schedule change request forms are available in the school office and the final schedule changes must be done by school administration. The student is to bring a schedule change form to the teacher(s) involved for him/her to sign in order that the teacher may correct the class records. Schedule Change Request forms must be signed by a parent or guardian. The schedule change forms are then to be returned to the high school director by the student before the final change will be made.

1. There must be a written recommendation to the high school director from the teacher of the subject involved.
2. A schedule change form properly signed by the teacher, parent, and student must be returned to the high school director.

3. The executive director will make the final decision.
4. The Director will inform the student regarding the final decision. **The student may not change classes until a final decision has been made.**

Schedule changes made after the above criteria have been met will be reflected by a WF (Withdrawal Fail) or WP (Withdrawal Pass) on the student's transcript and grade report.

College Preparation

Gaining admission to the college of your choice can be a very challenging and competitive endeavor. The best evidence of a student's college readiness is his/her transcript. In order to successfully prepare for college, students need to take the most rigorous courses they can in English, math, science, social studies and foreign language. Students should see their teachers with questions about specific courses.

Another factor is students' performance on college entrance exams, either the ACT or SAT. Registration information can be picked up in the office. In addition, all sophomores and juniors will take the ACT on site at BRHS in the spring. Other factors include strength of character, maturity, stability, creative ability, capacity for leadership, a sense of responsibility, willingness to serve, and breadth and strength of intellectual curiosity.

Students should complete their own applications and handle their own correspondence with colleges. Each application should be well thought out and neatly and carefully prepared. Students completing online applications should be careful to print out any pages that need to be completed by administration and be sure to request their transcripts be sent to the college (please give the office ample time to process). The Director will then complete their portion of the application, prepare a transcript and mail to the college. The student must allow plenty of time, prior to any deadlines, for the Director, or teachers, who may need to write a recommendation to complete a quality product. **Deadlines are the student's responsibility.**

General Information for College Bound Students

- ✓ College bound students should take the ACT or SAT.
- ✓ Students should be prepared to apply to colleges before November 1 of their senior year.
- ✓ All families with college bound students should file the Free Application for Federal Student Aid (FAFSA) after October 1 of the student's senior year. The FAFSA forms can be completed online at (www.fafsa.ed.gov.) We also suggest attending the school's Financial Aid Night.
- ✓ College-bound students should take all the English, math, science, social studies and foreign language that is possible.

How Colleges Select Students

- ✓ Before they decide to admit a student, college admissions directors and their committees consider several factors which may include the following:
- ✓ Student's high school academic record.
- ✓ Types of courses pursued by the student during high school.
- ✓ Marked improvement in academic achievement from year to year.
- ✓ ACT or SAT scores.
- ✓ Personality and character.
- ✓ Indication of special ability in art, music, athletics or leadership.
- ✓ Service to the school by the student.
- ✓ Community service.
- ✓ Extracurricular activities.
- ✓ Attendance record.
- ✓ Neatness and accuracy of the college application.
- ✓ Letters of recommendation from high school faculty and others.
- ✓ A personal interview.
- ✓ Some check social media presence

NCAA College Requirements

Student athletes who plan to attend a Division I college and participate in athletics at that school must complete a core curriculum of courses with a minimum GPA of 2.0 in order to be eligible for athletic participation. The required core courses include 4 college prep English, 3 math (Algebra I and higher), 2 science, 2 social studies, 1 additional English, math or science and 4 additional from any above mentioned area or foreign language, non-doctrinal religion or philosophy. Division II has similar but slightly different requirements. For specific information and eligibility requirements, go to www.ncaaclearinghouse.net. The NCAA Eligibility Center now requires registration online. Students still need to request transcripts from their school counselor.

College Credit Plus Program

It is an opportunity to earn college credit while still in high school. Participation is open to college- ready students in grades 7– 12. Courses can be taken at BRHS, on a college campus, or online, keeping in mind that Bishop Rosecrans High School schedules will not be altered to accommodate college schedules. Funding is limited for nonpublic schools.

Students must meet the admissions criteria and be accepted by the participating university. CCP courses at Bishop Rosecrans High School are subject to placement, teacher recommendation, academic ability, and prerequisites. Grades acquired in CCP courses will be permanently placed on both high school and college transcripts. Bishop Rosecrans High School graduation requirements will not be waived and college courses will not be taken in lieu of our academic courses. CCP courses will be calculated into the GPA and class rank. Failed CCP courses will be placed on dual transcripts and computed in GPA and ranking. Failed CCP courses require repayment to the state. Students who do not receive full funding for courses taught at Bishop Rosecrans High School, but otherwise meet course eligibility requirements may take the CCP course and pay appropriate tuition and fees. Upon graduation students will be able to transfer their college transcript to their chosen university.

The Process

1. Private school students must complete and mail a letter of intent to participate by **April 1st** to the Ohio Department of Education.
2. Students must notify the high school of their intent to participate
3. Students must then apply to the college institution for acceptance.
4. Students must complete a Request for Funding application with an accompanying letter of acceptance from the college they applied to and sent to the Ohio Department of Education.
5. Students approved for funding will receive an award letter from ODE. A copy of this letter needs to be provided to the office no later than September 2nd.

MID EAST CAREER AND TECHNOLOGY CENTER

Please see the high school director if you are interested in vocational program opportunities.

BRHS REQUIREMENTS FOR GRADUATION

Courses	Class of 2020 and beyond	Class of 2019
Religion	4	4
English	4	4
Social Studies	3	3
Math	4	4
Science (must have 1 each in biological and physical sciences)	3	3
Health	.5	.5
PE	.5	.5
Fine Art	1	1
Electives	4	4
Total credit hours	24	24
Christian Service	75 hrs.	75 hrs.
End of Year Test	18 Points on 7 tests	18 Points on 7 tests

Beginning with the class of **2018** students must take all required state course assessments. For additional information on graduation requirements and state assessments please visit:

<http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2018-and-Beyond>

Students will complete 75 Christian Service hours.

- Christian Service hours will be broken down as follows:
 - 20 hrs. church- related
 - 55 hrs. school- and community -related

The total four-year service hour graduation requirement beginning with the class of 2012 is 75 hours. The following is a guideline for completion of service hours.

Freshmen:	10 hours
Sophomores:	25 hours
Juniors:	20 hours
Seniors:	20 hours

Each year of the above should include at least 5 hours of Church service.

New students who enroll after their freshman year will have their service hour requirement prorated in accordance with the service policy revision of 2008.

ACADEMIC HONORS DIPLOMA

Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher

Guidance

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, [College Credit Plus](#) and [Credit Flexibility](#) coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.

Students also can design their own independent study courses. This requires that someone with proper licensure in the subject area must teach or co-teach the courses used for an honors diploma.

Math – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.

Science – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy).

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<p>Social Studies – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.</p>	<p>Social Studies – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.</p>
<p>World Language – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.</p>	<p>World Language – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.</p>
<p>If a student opts to complete this criterion by taking <i>two units each of two world languages studied</i>, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.</p>	<p>If a student opts to complete this criterion by taking <i>two units each of two world languages studied</i>, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.</p>
<p>Fine Arts – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses.</p>	<p>Fine Arts – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses.</p>
<p>GPA – GPAs must be calculated on an unweighted 4.0 scale.</p>	<p>GPA – GPAs must be calculated on an unweighted 4.0 scale.</p>
<p>ACT and SAT score requirements – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on</p>	<p>ACT and SAT score requirements – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their</p>

previous or future versions of the tests. The score for SAT was updated due to the new SAT exam. For students who took the SAT before March 1, 2016, concordance tables can be found here , and further information can be found on the College Board's website . The ACT writing and SAT essay sections are not included.		equivalents on previous or future versions of the tests. The score for SAT was updated due to the new SAT exam. For students who took the SAT before March 1, 2016, concordance tables can be found here , and further information can be found on the College Board's website . The ACT writing and SAT essay sections are not included.	
ACADEMIC HONORS DIPLOMA		ACADEMIC HONORS DIPLOMA	
Math	4 units	Math	4 units
Science	4 units, including 2 units of advanced science	Science	4 units, including 2 units of advanced science
Social Studies	4 units	Social Studies	4 units
World Languages	3 units of one world language, or no less than 3 world languages studied	World Languages	3 units of one world language, or no less than 3 world languages studied
Fine Arts	1 unit	Fine Arts	1 unit
GPA	3.5 on a 4.0 scale	GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher	ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Guidance		Guidance	
To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, College Credit Plus and Credit Flexibility coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.		To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, College Credit Plus and Credit Flexibility coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.	

*Writing sections of either standardized test should not be included in the calculation of this score.

Diploma with Honors requirements – includes all of the high school diploma requirements in Ohio Revised Code including:

½ unit physical education**

½ unit health

½ unit in American history

½ unit in government

***Advanced Science refers to courses in the Ohio Core that are inquiry-based with laboratory experiences and align with the 11/12th grade standards (or above) or with new high school syllabi, or with an entry –level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy)

Academic Awards

Formal recognition of academic achievement is done through the presentation of academic awards. Students may earn these awards for each year that they are enrolled full time at the high school.

1st Year Award - Academic Letter

3rd Year Award –Gold Bar

2nd Year Award – Gold Bar

4th Year Award – Gold Bar

- Must be a full time student at Bishop Rosecrans High School. (College Credit Plus and Career Center students are not eligible.)

Selection for National Honor Society

1. Candidates must attend a meeting with the NHS advisor at the beginning of the selection process and will receive an application from the advisor in early March.
2. Candidates must complete the application and submit to the advisor by the application deadline.
3. Students applying to NHS must have attended Bishop Rosecrans High School at least one (1) year prior to application.
4. Cumulative grade point average must be 3.5 or better through the first semester for membership eligibility.
5. Selection for membership is by a faculty council and is based on outstanding scholarship, character, leadership, and service.
6. Once selected, members have the responsibility to continue to demonstrate these qualities.
7. A cumulative GPA of 3.5 must be maintained to remain eligible for NHS.

COURSE OFFERINGS 2023-24

<i>Course No.</i>	<i>Name</i>	<i>Length</i>	<i>Grades</i>	<i>Credit</i>
<i>ENGLISH COURSES</i>				
120	<i>CP English 9</i>	<i>All Year</i>	9	1
125	<i>Honors English 9</i>	<i>All Year</i>	9	1
130	<i>CP English 10</i>	<i>All Year</i>	10	1
135	<i>Honors English 10</i>	<i>All Year</i>	10	1
140	<i>CP English 11</i>	<i>All Year</i>	11	1
141	<i>AP Literature</i>	<i>All Year</i>	11	1
150	<i>CP English 12</i>	<i>All Year</i>	12	1
151	<i>Honors English 12</i>	<i>All Year</i>	12	1
160	<i>Digital Publications</i>	<i>All Year</i>	9-10-11-12	1
<i>LANGUAGE</i>				
600	<i>CP Spanish I</i>	<i>All Year</i>	9-10-11-12	1
610	<i>CP Spanish II</i>	<i>All Year</i>	10-11-12	1
620	<i>CP Spanish III</i>	<i>All Year</i>	11-12	1
630	<i>CP Spanish IV</i>	<i>All Year</i>	12	1
<i>MATHEMATICS</i>				
300	<i>CP Algebra I</i>	<i>All Year</i>	9	1
310	<i>Honors Algebra I</i>	<i>All Year</i>	9	1
320	<i>CP Geometry</i>	<i>All Year</i>	10	1
330	<i>Honors Geometry</i>	<i>All Year</i>	10	1
340	<i>CP Algebra II</i>	<i>All Year</i>	10	1
350	<i>Adv. Trig and Stats</i>	<i>All Year</i>	11-12	1
370	<i>Honors Algebra II & Trig</i>	<i>All Year</i>	11	1
380	<i>CP Pre-Calculus</i>	<i>All Year</i>	11-12	1
381	<i>Honors Pre-Calculus</i>	<i>All Year</i>	11-12	1
385	<i>CP Math Applications</i>	<i>All Year</i>	12	1
390	<i>AP Calculus</i>	<i>All Year</i>	11-12	1
395	<i>CP Statistics</i>	<i>All Year</i>	12	1
<i>SCIENCE</i>				
510	<i>CP Biology/Lab</i>	<i>All Year</i>	9/10	1
520	<i>CP Chemistry/Lab</i>	<i>All Year</i>	10/11	1
530	<i>AP Biology</i>	<i>All Year</i>	11-12	1
540	<i>CP Physics</i>	<i>All Year</i>	11-12	1
550	<i>CP Physical Science</i>	<i>All Year</i>	9/10	1
500	<i>CP Forensic Science</i>	<i>All Year</i>	12	1
<i>SOCIAL STUDIES</i>				
420	<i>CP World History</i>	<i>All Year</i>	9	1
421	<i>CCP European History</i>	<i>Year/Sem</i>	9	1
450	<i>CP American History</i>	<i>All Year</i>	10	1
451	<i>CCP American History</i>	<i>Year/Sem</i>	10	1
410	<i>CP Psychology</i>	<i>Semester</i>	9-12	.5
411	<i>CCP Intro to Psychology</i>	<i>Semester</i>	12	1
413	<i>CP Sociology</i>	<i>Semester</i>	9-12	.5

415	CP Economics	Semester	9-12	.5
475	CP American Government/Financial Literacy	All Year	11	1
425	CP Geography	Semester	9-10-11-12	.5
430	CP Current Events	Semester	9-10-11-12	.5
456	History through Games	Semester	10-12	.5
457	History through Music	Semester	11-12	.5

RELIGION

200	Religion 9 Catholic Christian Hebrew Scriptures	All Year	9	1
220	Religion 10 Christology/Church History	All Year	10	1
240	Religion 11 Morality/World Religions	All Year	11	1
260	Religion 12 Christian Living/Social Justice	All Year	12	1

BUSINESS

434	CP Financial Literacy	Semester	9-12	.5
435	CCP Personal Finance or HS credit only	Semester	11-12	1/.5
436	Entrepreneurship	Semester	9-12	.5
437	Accounting I	Semester	9-12	.5
438	Accounting II	Semester	9-12	.5
439	Microeconomics	Semester	9-12	.5
440	Macroeconomics	Semester	9-12	.5

FAMILY AND CONSUMER SCIENCES

998	Life Skills I	Semester	9-12	.5
999	Life Skills II	Semester	9-12	.5

ART

810	Art I	All Year	9-10-11-12	1
820	Foundations of Art	All Year	10-11-12	1
830	Art II	All Year	10-11-12	1
832	Art III	All Year	11-12	1
833	Art Portfolio	Semester	11-12	.5
834	Art IV	All Year	12	1

MUSIC

835	Choir	All Year	9-10-11-12	1
839	Beginning Instrumental Music	All Year	9-10-11-12	1
840	Instrumental Music: Beginning Guitar	All Year	10-11-12	1

HEALTH & PHYSICAL EDUCATION

700	Physical Education	All Year	9-10-11-12	.50
720	Health	All Year	9-10-11-12	.5
736	Weight Training I	Semester	11-12	.5
737	Weight Training II	Semester	11-12	.5

****CP: COLLEGE PREP**

****CCP: COLLEGE CREDIT PLUS**

COURSE DESCRIPTIONS

ENGLISH SUBJECTS

CP ENGLISH 9 (120) 1 CREDIT

This course is designed to prepare students for the demands of close reading of fiction and non-fiction as well as essay writing. Readings focus on finding main ideas while writing emphasizes argumentative and informative essay structure in addition to responses to essay test questions. Grammar study emphasizes sentence structure and phrases.

HONORS ENGLISH 9 (125) 1 CREDIT

This course is designed to prepare students for rigorous expectations in reading and writing. Close reading of texts stresses inference and connotation. Writing focuses on logical, document-based essays. Using verbal's to vary sentence structure is a focus of composition style.

CP ENGLISH 10 (130) 1 CREDIT

This course is designed to build on students' skills of close reading by emphasizing the identification of main ideas and supporting evidence in texts. Writing underscores the importance of fully-developed argumentative, informative and literary analysis essays. The use of subordinate clauses to vary sentence structure is emphasized.

HONORS ENGLISH 10 (135) 1 CREDIT

This course is designed to develop student skills in reading and analyzing complex, topically-linked texts requiring recognition of both explicit and implicit expression of ideas. Writing emphasizes well-organized analytical essays using compound and complex sentences to vary sentence structure.

CP ENGLISH 11 (140) 1 CREDIT

This overview course is designed to develop an appreciation of American literature and to refine the elements of expository writing. The student will develop an awareness of the reasons for the success of American authors and poets. Students will be exposed to various philosophies that have dominated American thought and influenced the American spirit. Vocabulary, spelling and grammar integrate with writing assignments. A literary analysis theme paper is required.

AP LITERATURE and COMPOSITION (141) 1 credit

The AP English Literature and Composition course will engage you in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, you can deepen your understanding of the ways writers use language to create meaning. You'll learn to consider a work's structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Students will have the option of taking the AP exam at the end of the course.

CP ENGLISH 12 (150) 1 CREDIT

This course is designed to give students an understanding of the chronological development of British literature. In order to graduate, students are required to successfully complete a research paper in this class. To further develop literary analysis to enhance their critical thinking and writing skills they will write essay responses to test questions and as literary analysis papers. Early in first semester students focus on writing college essays, while at the onset of second semester they write two scholarship essays.

HONORS ENGLISH 12 (151) 1 CREDIT

This course is designed to give students a sense of the chronological development of British literature by reading representative selections from different literary periods. They will analyze, compare, or contrast selections from different genres, points of view and/or themes. Discussions and essays are important elements of this class. College and scholarship essays are among the required composition assignments. In order to graduate, students are required to successfully complete a research paper in this class.

DIGITAL PUBLICATIONS (160) 1 CREDIT

As an activity course, students learn and apply journalistic Digital Publications, students will gain skills in one or more of the following areas: marketing, sales, page design, advanced publishing techniques, copy writing, editing and photography while providing a creative and innovative yearbook. The students are required to follow a specific theme while recording school memories and events. Students will gain useful life skills in time management, marketing, design and teamwork principles to the characteristics of journalistic writing. This knowledge is applied to the production of the school yearbook and newspaper.

FOREIGN LANGUAGE SUBJECT

CP SPANISH I (600) 1 CREDIT

In this course the student will learn the basic concepts of the language with emphasis on proficiency in each of the four language skills: listening, speaking, reading and writing. There is also great emphasis on learning about Spanish speaking countries and the culture of the people that speak Spanish. This course requires daily work outside of class for written exercises, pronunciation practice, memorizing vocabulary, learning the language structure and/or preparing for quizzes or test. Prerequisite: B- average or better in English

CP SPANISH II (610) 1 CREDIT

This course continues the objective of Spanish I: proficiency in the four language skills of listening, speaking, reading and writing plus emphasis on the culture of Spanish-speaking countries and its peoples. The course begins with a review of Spanish Novice skills and continues with new grammar structures, especially verb tenses. There is also extensive work in vocabulary. Pronunciation and oral work are stressed in class. Reading with understanding and written composition is also emphasized. This course requires daily work outside of class for written exercises, pronunciation practice, memorizing vocabulary, learning language structure and/or preparing for quizzes or tests. Prerequisite: C average or better from previous language level in each of the four language skills – Reading, speaking, Listening or Teacher Recommendation

CP SPANISH III (620) 1 CREDIT

In Spanish III the emphasis is on fluency in conversation and sharpening of listening skills. Reading skills will be emphasized through an introduction to Spanish literature in short stories and texts. Frequent, short compositions will improve writing skills. Spanish will be used extensively in class. In class, a variety of activities will be used in order that students achieve proficiency in speaking, listening, reading, and writing skills. Further understanding of Spanish and Latin American cultures will be emphasized. As in previous courses, this course requires daily work outside of class for written and oral assignments and for preparation for class as well as for tests and quizzes. Prerequisite: C average or better from previous language level in each of the four language skills – Reading, Writing, Speaking, Listening or Teacher Recommendation

CP SPANISH IV (630) 1 CREDIT

This class is designed for the serious student of Spanish. Proficiency in the four basic skills of listening, speaking, reading and writing is emphasized at an advanced level. Students will study Spanish and Latin American history, art, music and literature. Novels, plays, short stories, magazine and newspaper articles are read and discussed in the target language. Strong emphasis is placed on fluency of conversation. Composition is also stressed. Prerequisite: C average or better from previous language level in each of the four language skills – Reading, Writing, Speaking, Listening or Teacher Recommendation

CP SPANISH V (630) 1 CREDIT

Students will prepare for college placement test through the exploration of the history, literature, music, and culture of Spain and Latin America. Multiple media will be used. Emphasis is placed on written composition, and reading and conversational fluency. Prerequisite: C or higher in Spanish IV.

MATHEMATICS SUBJECTS

CP ALGEBRA I (300) 1 CREDIT

The purpose of this course is to teach students all the important ideas of Algebra on a level at which they can understand and at which they can find success. Emphasis will be on concepts and applications, rather than on problems with a high level of difficulty. The course is intended for students whose basic math skills may not be very strong. Students are taught to work with variables in equations, to add, subtract, multiply and divide real numbers, to factor polynomials, and to use other algebraic skills.

HONORS ALGEBRA I (310) 1 CREDIT

Students must have good arithmetic skills in order to solve linear equations, inequalities and word problems. As they progress, they will learn to solve polynomial equations, systems of equations, and simple radical equations.

CP GEOMETRY (320) 1 CREDIT

This course is offered as an alternative to the Formal Geometry course. It covers all topics of geometry including lines, planes, parallel and perpendicular lines, polygons, congruent triangles, circles, areas and volumes, with less emphasis on proof.

HONORS GEOMETRY (330) 1 CREDIT

This course covers major geometric concepts such as similarity, area and volume of both two and three dimensional figures, and congruence. A greater emphasis is placed on proofs than in CP Geometry. Students are challenged to develop logical deductive reasoning skills by doing proofs.

CP ALGEBRA II (340) 1 CREDIT

This course reviews the concepts of Algebra I and covers all of the important topics of Algebra II including conic sections and logarithms. The difference between this course and the Algebra II and Trigonometry course is the exclusion of Trigonometry. The book is a college prep Algebra II book, and even though the class processes at a slower pace, the difficulty level is the same. After successful completion of this course students should be able to enter college at a pre-calculus level.

HONORS ALGEBRA II AND TRIGONOMETRY (370) 1 CREDIT

This course reviews and builds on skills learned in Algebra I. It introduces new skills, such as rational expressions, irrational and complex numbers, quadratic equations and functions, variation and polynomial equations, analytic geometry, and exponential and logarithmic functions to prepare students for Calculus. The fourth quarter of this course is dedicated to Trigonometry.

CP PRE-CALCULUS (380) 1 CREDIT

The purpose of this course is to prepare students for college mathematics. It reviews many fundamental ideas of Algebra II and extends them to insure that the student is prepared for college Calculus. It also covers Trigonometry with emphasis on practical applications and branches into other topics in mathematics including polar coordinates, matrices and determinants, and sequences and series. This course gives broad mathematics background for those students not planning to take Calculus after high school.

HONORS PRE-CALCULUS (381) 1 CREDIT

This course is specifically designed for students who have successfully completed Advanced Algebra Honors. It will provide an in-depth study of all topics essential to the study of. Students will be actively engaged in problem solving, reasoning, connecting and communicating mathematically as they explore families of functions. Special emphasis will be on the Exponential, Logarithmic, Logistic, Trigonometric and Inverse Trigonometric functions from numerical, graphical, and algebraic approaches. Additional topics to be investigated include Sequences, Series, Polar Coordinate System, DeMoivre's Theorem, Binomial Theorem and Math Induction. To enhance the understanding of these topics, data analysis and mathematical modeling of real world situations will be an integral part of this course. It is necessary that each student have access to a TI84+ graphing calculator for use in the classroom as well as in homework exercises.

Prerequisite: A grade of C or above in Honors Algebra 2

CP MATH APPLICATIONS (385) 1 CREDIT

This course is offered to students as an alternative to Precalculus and AP Calculus. This course will explore and extend students understanding of algebraic and geometric concepts and see their application and function in the real world. This course will also focus on concepts in discrete mathematics, home ownership, and interpreting statistical data.

AP CALCULUS (AB) (390) 1 CREDIT 0.5 per sem

AP Calculus I, Differential Calculus:

This is the first of a two semester course sequence. Introduction to differential calculus: functions, limits, continuity, derivatives, differentiation rules, derivatives of the trigonometric, exponential, and logarithmic functions, related rates, extrema, curve sketching, and optimization.

Prerequisite: A grade of C or above in Pre-Calc or Honors Algebra 2

AP Calculus II, Differential Calculus:

This is the SECOND of a two semester course sequence. Introduction to integral calculus: antiderivatives, definite integral, Riemann sums, area under a curve, Fundamental Theorem of Calculus, numerical integration, integration by substitution, and derivatives and integrals of inverse trigonometric, hyperbolic, and inverse hyperbolic functions. Applications to problems in science and engineering.

Prerequisite: A grade of C or above in AP Calculus I

STATISTICS (395) 1 CREDIT

Students will expand and refine critical thinking skills. Statistics plays a vital role in understanding the world around us. We will focus on relevance and interpretation of data, and how statistics are used and misuse

FINANCIAL LITERACY (.5 CREDIT)

This high school course prepares students to understand financial literacy concepts and helps them to become savvy consumers who can avoid scams, prepares students to make sound financial decisions, provides an overview of different types of insurance and how they protect individuals, explains how to create budgets and plan for unexpected expenses and introduces investing.

SCIENCE SUBJECTS

CP BIOLOGY/LAB (510) 1 CREDIT

The goal of this course is to provide you with a broad overview of the science of Biology. You will become familiar with most of the fields of Biology including cell biology, genetics, evolution, botany, zoology, and anatomy/physiology. My goal is that by mastering the material; you will not only become knowledgeable of scientific facts, you will build critical skills that will be available to you for life-long learning.

CP CHEMISTRY/LAB (520) 1 CREDIT

This course is designed for students planning to pursue a college education and specifically those who have an interest in engineering, mathematics or the physical sciences. Major topics in chemistry are addressed rather than the specific chemistry of individual elements or compounds. Among the major topics are discussed are atomic theory, gases, bonding, acids and bases. Students will use the knowledge they gain to predict the individual behaviors of specific chemicals. The class format will be lecture, reading, problems and lab work. Students are required to explain microscopic behavior based on macroscopic observations. They must also apply mathematics to real problems.

AP BIO/CCP ANATOMY AND PHYS (530) 1 CREDIT

The goal of Advanced Placement Biology is to provide you with the opportunity to participate in an internationally recognized program whose high standards are widely known and highly regarded. You can both: measure yourself against a challenging national collegiate standard, and possibly receive college credit and/or advanced standing for your work. Even if credit is not awarded, admissions officers recognize the rigor of AP courses on a transcript and may factor them in when determining college acceptance. The areas of Biology that are covered include: chemistry of life, cellular biology, genetics, evolution, botany, and zoology.

CP PHYSICS (540) 1 CREDIT

This course is designed for students planning to pursue a college education, especially those who have an interest in engineering, mathematics or the physical sciences. Topics include motion, light, sound, forces, work, heat, electricity, magnetism, matter and energy. The format includes lecture, reading, problem solving, research and lab work.

CP PHYSICAL SCIENCE (550) 1 CREDIT

The goal of this course is to not only expose you to principles of physical science, but to encourage you to broaden your understanding of the sciences as it applies to the world you live in. You will become familiar with many fields of physical science including chemistry, physics, and space science. This course serves as a stepping stone to further science classes. My goal is that by mastering the material; you will not only become knowledgeable of scientific facts, you will build critical skills that will be available to you for life-long learning.

CP FORENSIC SCIENCE (500) 1 CREDIT

Forensic Science is the application of science for solving crimes. This course is rich in explanation and lab investigation which applies many disciplines of scientific study such as biology, anatomy, chemistry, and physics to solving crimes.

SOCIAL STUDIES SUBJECTS

CP WORLD HISTORY (420) 1 CREDIT

Students learn the political, diplomatic, social and economic development of World History with an emphasis on Western Civilization from the beginning of historic time through the post-Cold War period.

CCP EUROPEAN HISTORY I/II CCP(421) 1 credit (3 cr hr)

HIST 1111 This course is a survey of the culture, ideas, and values of human civilization in western world from their origins through 1648. Emphasis is on the achievements of the Ancient Middle East, Classical Greece and Rome, the Christian and Islamic Middle Ages, the Renaissance era, and the Protestant Reformation. Students are exposed to historical methodologies and analysis through the reading of primary and secondary sources.

HIST 1112 This course is a survey of the culture, ideas, and values of human civilization in the western world from their origins from 1648 to the present. This course focuses on the rise of modern science, the Enlightenment, the American and French Revolutions, the Industrial Revolution, and the theories of Karl Marx and Charles Darwin. The growth of ideologies--liberalism, socialism, capitalism, nationalism, and imperialism--will be explored. Contemporary issues and political movements will also be discussed. Students are exposed to historical methodologies and analysis through the reading of primary and secondary sources.

CP AMERICAN HISTORY (450) 1 CREDIT

Students learn the political, diplomatic, social and economic development of United States History. The course spans 1865 to the present.

CCP AMERICAN HISTORY (451) 1 CREDIT

HIST 1151 this course covers a wide range of topics in early American history from the age of discovery through the Civil War and reconstruction. It is an introduction to the study of history and to the political, economic, intellectual and social themes that have shaped our present society.

HIST 1152 this course covers a wide range of topics in modern American history from reconstruction to the present time. It is an introduction to the study of history and to the political, economic, intellectual, and social themes that have shaped our present society.

PSYCHOLOGY (410) 0.5 CREDIT

This course is an introduction to the study of human behavior and mental processes. It covers topics such as personality, emotions, growth and development, mental health, mental illness, and social behavior.

INTRODUCTION TO PSYCHOLOGY: PSYCH 1100 CCP (411) 1Credit (3cr hrs.)

This introductory course provides an overview of the origins, growth, content and applications of psychology, including the application of the scientific method to the following topics: research methodology; beginning statistics; theories of physical, cognitive, moral and emotional development; sensation; perception; learning; motivation; intelligence; memory; personality; coping processes; abnormality; adjustment; and the individual in small groups and a pluralistic society.

SOCIOLOGY (413) 0.5 Credit

Sociology is an elective course designed to familiarize students with various cultures and the problems resulting from people living in groups. This course covers such topics as culture, subcultures, social institutions, collective behavior, social change, social deviation, the family, religion, racial and ethnic minorities, poverty, and crime. The latter portion of this course deals specifically with the pressing problems of our society, their causes, and possible solutions. Sociology presents basic concepts and theories covering many areas of contemporary sociology. Topics explored in this class include sociology as science, culture, socialization, social groups, social organization, deviance, crime, class, race and ethnicity, gender, family, social change, the effect on society of the internet and population.

ECONOMICS (415) 0.5 CREDIT

This course is designed to present a general understanding of macro-micro economics. Students will learn about the various economic systems in the world as well as what keeps the national/global economy working. Monitoring how

supply and demand actually works in the marketplace is the major theme of this class.

CP AMERICAN GOVERNMENT/FIN LIT (475) 1 CREDIT

American Government and Financial Literacy is a yearlong course that covers both the development of the American Government, the processes of Checks and Balances for the Legislative, Executive, and Judicial branches, the processes of how legislation is passed, and how the political system works. During the Financial literacy section of the year, the students learn how to deal with several issues that might arise in their lives such as Identifying theft, scams, buying large ticket items, writing checks, budgeting.

GEOGRAPHY (425) 1 CREDIT

This course is designed to expand the students' geographic knowledge. It offers them the skills to better understand and evaluate world events. Topics covered include physical map studies, place name map studies, cultural geography, world economy population studies, cartography, climatology and biomes.

CURRENT EVENTS (430) 1 CREDIT

This class will examine various news items that occur during the school year. Students will be provided an opportunity to discuss their opinions, to learn to research materials, and to give oral reports on their findings. Discussion is a vital part of this class and all students must participate.

HISTORY THROUGH HISTORICAL BOARD SIMULATION GAMING (456) .05 CREDIT

In this class, we will be examining history from a different perspective: that of putting the student in the role of a battlefield commander or political leader in an actual historical event.. The student in this class will be using a series of board simulation games to refight certain military conflicts in history. They will be forced to think as if they were in the shoes of the actual battlefield commanders, with all of the advantages and obstacles that the original commanders faced. In this way, the game will be a method of bringing these historical conflicts to life and allow the student to examine history as a participant rather than as a spectator. This class will also be supplemented by a variety of primary source documents written by the actual participants in the conflict to further allow the student to evaluate the historical event being simulated. Can YOU perform better on the battlefield than the actual commanders? We shall see....

THE BEATLES: A MUSICAL AND CULTURAL JOURNEY INTO THEIR LIVES, MUSIC AND TIMES (457) 0.5 CREDIT

In this class, we will be going back through the mists of time, taking a journey through one of the pivotal decades of the twentieth century, the sixties, by examining perhaps the greatest cultural influence on that decade, the Beatles. Students will experience this cultural and musical journey as it unfolded all those years ago much like an American would have experienced it-- by listening to the music of the Beatles and wondering expectantly how their new music will be more advanced than the music that they had made in the past, and anticipating what their new music will have to offer. Students will be listening to the music of The Beatles in the context of what was happening in the sixties when it was released, watch the films that they made, and immersing themselves in all the cultural changes that were both brought about and reflected by this most influential of bands, The Beatles.

RELIGION SUBJECTS

RELIGION 9 (200) 1 CREDIT

Semester 1: The Revelation of Jesus Christ in Scripture

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will 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.

Semester 2: Who is Jesus Christ?

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.

RELIGION 10 (220) 1 CREDIT

Semester 1: The Mission of Jesus Christ (The Paschal Mystery)

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

Semester 2: Jesus Christ's Mission Continues in the Church

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.

RELIGION 11 (240) 1 CREDIT

Semester 1: Sacraments a Privileged Encounter with Jesus Christ

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.

Semester 2: Life in Jesus Christ

The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their own lives. Students learn the moral concepts and precepts that govern the lives of Christ's disciples.

RELIGION 12 (260) 1 CREDIT

Semester 1: History of the Catholic Church

The purpose of this course is to supply the students with a general knowledge of the Church's history from apostolic times to the present. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him throughout history through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today and, as such, has both divine and human elements. Students will learn about the Church's 2000 years of history and about how the Church is led and governed by the successors of the Apostles.

Semester 2: Living as a Disciple of Jesus Christ in Society

The purpose of this course is to continue introducing students to the Church's social teaching. Students will continue to see how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission.

BUSINESS SUBJECTS

CCP PERSONAL FINANCE FMGT 1100 (435) 1 Credit (3Cr hrs.)

This course presents a lifetime program of money management for the individual. Topics such as budgets, savings, job search, buying a house, insurance, mutual funds, stock market, real estate investments, taxes, and estate planning are covered. Students will be able to write a basic personal financial plan.

ENTRENEURSHIP Semester 0.50 Credit

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course.

ACCOUNTING I Semester .50 Credit

Accounting is called the “language of business.” Accurate financial information is vital to business decisions made by owners and managers. Students will develop competence in completing the steps in the accounting cycle and will study the importance of accounting records to the overall business operation. This course is very useful for students interested in a business major in college and will provide students with a solid foundation for understanding business operations.

ACCOUNTING II Semester.50 Credit

Advanced Accounting continues to build on the competencies taught in first year Accounting. This course will emphasize how financial information is used by management. This course will focus on corporations and include topics such as cost control methods, uncollectible accounts, and depreciation of assets. The use of computer accounting software will also be emphasized throughout this course. Advanced accounting is very useful for those students who are seriously considering an Accounting or Business major in college or for any student who desires to learn more about business operations.

MICROECONOMICS Semester .50 Credit

Microeconomics is a course covering topics specified by the College Board. Students will gain a better understanding of how our economy functions and decisions are made by analyzing the role of consumers, firms, and government in the marketplace, supply and demand, and the rationale behind what goods and/or services are produced.

MACROECONOMICS Semester .50 Credit

Macroeconomics is a course covering topics specified by the College Board. Students will expand their knowledge of the global economy by analyzing economic behavior, economic growth, measures of economic performance, fiscal and monetary policies, and international trade.

ART SUBJECTS

ART I (810) 1 CREDIT

Art I is a basic introduction to art. Students will learn about studio art, art history and art in society. They will develop an understanding of the color wheel; learn to critique works of art and to incorporate perspective and other techniques in their work. They will work in a variety of media to produce their own pieces of art.

FOUNDATIONS OF ART (820) 1 CREDIT

Students explore the underlying principles for making art in two and three dimensions. A notion of what art is, what it does, and what it is made of are addressed and challenged. The course establishes a visual vocabulary and develops basic artistic techniques in the application of various media. Students will learn about artists and developments in art throughout history. Students will look at art images and discuss content, composition, and meaning. In addition to creating works of art and individual art pieces from a variety of genres, students will learn descriptive vocabulary and visual analysis to effectively explore works of art. Topics include the Italian Renaissance, Surrealism, Impressionism, Expressionism, and others.

ART II (830) 1 CREDIT

Art II continues to develop the skills learned in Art I. The class will focus primarily on studio art but will continue with art history and the art of different cultures. Students will continue to work with a variety in 2 & 3 dimensional projects, such as paper-mache and mask making.

ART III (832) 1 CREDIT

Art III students will work towards becoming better and more refined artists. Fundamentals from Art I and Art II will be built upon with greater complexity. Through art history and art criticism students will develop an understanding of the visual arts in relation to history and cultures. While continuing to develop critical thinking skills, students will learn new techniques and work with new materials and ideas. The curriculum is designed to continue the development of drawing and technical skills, perception and visual problem solving. Art III will require outside work, which includes research, reading, and writing.

ART PORTFOLIO (833) 0.5 CREDIT

In this course, advanced students will focus on portfolio development as they continue to develop skills in producing high quality works of art. Students will develop an online digital art portfolio that showcases their artwork and accomplishments. Emphasis is placed on creating more complex visual statements. A wide range of materials and processes will be further explored, and students will have the opportunity to focus on a chosen subject or medium. The course is intended for advanced students creating a portfolio.

PREREQUISITE: Junior/Senior level course - consultation with and permission of instructor, based on coursework student has completed and future plans.

MUSIC SUBJECTS

CHOIR (835) 1 CREDIT and CHOIR (836) 0.5 CREDIT

In choir, students will learn how to sing a variety of different repertoire with accompaniment and a cappella, be able to sing in four part harmony, and lead the school when we sing hymns at Mass. Students will also learn how to read music notation and have a general understanding of music theory. There will be a minimum of two performances in this class.

BEGINNING INSTRUMENTAL MUSIC (839) 1 CREDIT

In beginning instrumental music, students can select a brass, woodwind, or percussion instrument and we will learn how to play these instruments with proper technique. Students will learn how to read music notation and have a general understanding of music theory. There will be a minimum of two performances in this class.

INSTRUMENTAL MUSIC: BEGINNING GUITAR (840) 1 CREDIT

In beginning guitar, students will learn the basic fundamentals of guitar playing. We will learn how to play beginning open chords, open power chords, and beginning barre chords on beginning strum patterns as well as learning how to play individual notes in first position on the instrument. Besides learning how to play this instrument, students will learn how to read music, tablature, and chord symbols, and have a general understanding of music theory. There will be a minimum of two performances in this class.

HEALTH AND PHYSICAL EDUCATION SUBJECTS

PHYSICAL EDUCATION (700) 0.5 CREDIT

The purpose of this course is to involve students in sports and activities that offer expressions and healthful benefits throughout life. Students learn the fundamentals of such sports as tennis, golf, running, basketball, touch football, softball, soccer, volleyball, weight training, kick ball and floor hockey.

HEALTH (720) 0.5 CREDIT

Health education emphasizes preventative health care. Positive diet, mental attitude, social behavior, physical activity, personal health habits and hygiene are emphasized.

WEIGHT TRAINING I (736) 0.5 CREDIT

Students will learn how to develop a weight training program designed around their own needs, goals, and strengths. They will learn to make connections between anatomy and weight training. Students will be evaluated on their own improvement and their ability to construct and follow an effective personal workout plan.

WEIGHT TRAINING II (737) 0.5 CREDIT

A continuation of weight training one where students will develop their own weight training program around their own needs, goals, and strengths. Students will be evaluate A continuation of weight training one where students will develop their own weight training program around their own needs, goals, and strengths. Students will be evaluated on their own improvement and ability to construct and follow an effective personal workout plan d on their own improvement and ability to construct and follow an effective personal workout plan

Career/College Planning Timetable

Bishop Rosecrans High School has developed this timeline to aid students in achieving their chosen career goals. Additional resources are available in the Office.

Grade 9

- Grades will be recorded on the cumulative record/transcript, including courses taken for HS credit in MS.
- Get to know the high school director. Visit whenever necessary to help you adjust to high school.
- Take advantage of services offered through the counseling office.
- Do well academically. Seek help whenever needed.
- Participate in career exploration programs.
- Attend college/career fairs.
- Participate in extracurricular activities and keep track of them.

Grade 10

- Continue to work and communicate frequently with the high school director.
- Do well academically. Seek help whenever needed.
- Register and take the offered pre college entrance exam (PSAT).
- Continue involvement in extracurricular activities.

Grade 11

- This year's academic performance is very important. Make your best effort.
- Register and take PSAT in October as well as the ACT or SAT in the spring.
- Begin your college research.
- Attend college/career fairs. Take advantage of summer experiences available for eleventh graders conducted at colleges and other educational institutions.
- Frequent communication with the high school director is even more important this year.
- Continue involvement in extracurricular activities.
- Continue to research careers related to your interests.
- Compare you ACT/SAT results with the required scores at colleges of interest to you.

Grade 12

- Continue communication with your school counselor. Create a list of all of your extracurricular activities, honors, and service and leadership roles. Give a copy to your counselor for use in recommendations.
- Maintain a solid academic performance. Colleges consider 7th semester grades (first half of your senior year) when processing applications for admission. Acceptance for admission is provisional, pending receipt of your final grades.
- Prepare applications and get them to your counselor well before deadlines. Beware of early deadlines!
- Retake the ACT or SAT if needed.
- Attend college/career fairs. Take necessary tests required by colleges of your choice.
- Visit colleges of interest you have identified. Request an interview with an admissions representative.
- Talk with your counselor about post-graduation plans (college, job, military, etc.).
- Meet with local recruiters about school and career opportunities if you are interested in the military.
- Research careers related to your interests. Use resource materials available in the counseling office, library and online.
- Consider technical education programs.
- Attend college/career fairs.
- Talk to people in the field of your interest and, if possible, visit them on the job.

How to Use This Guide

This Program of Study is designed to help students and parents determine the best academic plan possible. While many of your questions will be answered by reading this manual, the high school director can provide additional information and guidance.

Your academic and career planning process builds while attending elementary and middle school.

Step 1: Choose your Career Pathway. This manual outlines and describes the six Career Pathways available. Start with the synopsis below to help determine which pathway might be best for you.

Step 2: Document your Career Pathway choice and indicate your Post High School Plan.

Step 3: Plan your course schedule. To plan your course schedule, you, your counselor and your parent(s) should select your courses using the Pathway Requirements section that corresponds to your particular Career Pathway. Course descriptions and prerequisites can also help determine which courses to schedule.

Step 4: Record the course credits you earn. After you complete each course, record the credits you earned in the Graduation Requirements Worksheet to track accumulated credits for your records.

Step 5: Review your graduation plan each year. Parents and the counselor should be consulted as all worksheets are completed. Selections you make should meet your needs, interests and abilities. By planning wisely now, you will graduate ready for post high school study or fulfilling career opportunities.

Arts and Communications

This cluster includes career options within the performing, visual, written and media arts. This cluster includes but is not limited to the following industries: theater, film, mass media, journalism, literature, fine arts, TV/radio broadcasting, advertising, public relations, graphic design, printing/publishing, telecommunications and technical writing.

Business and Management

This cluster encompasses the following areas: banking and finance, accounting, administration and management, marketing, administrative support, computer information systems, information technology, travel and tourism, retail management, culinary and food service management, and distribution and warehousing.

Environmental and Agricultural Sciences

This cluster includes careers related to service, research, education and production. Numerous career opportunities exist in agricultural sales and services, animal and crop production, education, engineering and mechanical systems, food processing, horticulture and natural resources.

Health Services

This cluster includes service, research, education and manufacturing areas of the health industry. Many career opportunities exist within medicine, dentistry, nursing, radiology, optometry, nutrition, biotechnology, physical therapy, occupational therapy, rehabilitation, and prevention and wellness.

Industrial and Engineering Services

This cluster is divided into three sub clusters: manufacturing, construction and transportation. The manufacturing sub cluster involves all aspects of the manufacturing industry from product design to production and delivery. The construction sub cluster includes all of the building trades as well as engineering, architecture and surveying. The transportation sub cluster includes all aspects of the industry: automotive, airline, maritime, rail and trucking.

Public Service/Human Resources

This cluster includes career options within a variety of industries related to economic, political and social systems. These industries encompass personal, protective, legal, educational, and children's and family services.

Which Pathway Fits You?

The State of Ohio has identified six broad Career Cluster Pathways we hope you will use in planning for your future. A Career Cluster is a grouping of occupations that share common skill requirements. Career Cluster Pathways provide a means of organizing academic, technical and vocational programs and integrating education by identifying related course work. Students can learn career skills while taking high school courses linked to four-year, two-year and technical post high school programs. At the beginning of each pathway you will see a brief interest survey. Following that you will see a career pathway description and career opportunities by educational level: entry, technical and professional. These pages will help you make more informed career choices.

College Prep Course Recommendations

The following courses are recommended as the core curriculum for all Bishop Rosecrans High School students - each student should follow the path that fits those best, either a 2 year/4-year college preparation. Other elective courses are suggested after each of the six career pathways listed. If you have questions or concerns about which classes to take, always ask for help!

Arts and Communications Careers

Arts and Communications careers include a variety of jobs in areas such as journalism, technical writing, media, commercial art, dramatic productions (in front of and behind the scenes), entertainment, teaching, restoring and appraising art, and creating original works of art. Many areas of this field can be pursued as lifelong hobbies as well. Many of the skills learned in this area can be transferred to areas in business and public service/human resources as well. Because communication is a skill needed for success in working with people, this pathway is often considered a foundation skill for other areas.

Is This You?

If you answer yes to most of these questions, this pathway may be for you.

- ▶ Can you work accurately with detailed information?
- ▶ Can you read and follow directions?
- ▶ Do you have artistic ability?
- ▶ Do you have musical ability?
- ▶ Are you creative and innovative?
- ▶ Do you like to visually express your feelings and ideas?
- ▶ Do you have clear written and verbal communication skills?
- ▶ Do you have the ability to work alone and in groups?
- ▶ Do you enjoy working creatively with a variety of media?

Career Opportunities by Educational Level

High School Graduate

Performing artist
Layout artist
Merchandise Display worker
Photographer/camera operator
Retail salesperson
Sign maker
Stage hand
Visual artist
Disc jockey

Layout/paste-up artist
Multimedia specialist
Musician
Photographer
Printer
Private music teacher
Recording studio assistant
Screen writer
Speech writer
Singer
Sound engineer
Technical illustrator
Technical writer

Editor
Film maker
Foreign language interpreter
Graphic designer
Journalist
Literary writer
Magazine editor
Museum curator
Playwright
Producer
Public relations writer
Publisher
Radio producer
Screen writer
Teacher
Television producer
Word Processor

Technical Training or Two-Year College

Actor/Actress
Advertising
Announcer
Copywriter
Desktop Publisher
Illustrator

Four-Year College and Beyond

Animator
Artist
Columnist
Critic

Arts and Communications Requirements Suggested Electives for Each Grade Level

Drama/Theatre
Publications/Journalism
Computer Applications
Art and Music

AP Biology
Foreign language
Biology
Anatomy and Physiology

Physics
Math elective (above Algebra II)

Business and Management Careers

Business careers include a variety of jobs in areas related to administration and management as well as marketing, finance, accounting and data processing. Workers in this group use mathematical and analytical skills to design financial systems and interpret records. Others set policies and priorities as well as participate in marketing and sales activities. Professional occupations in this area, which require high educational attainment and offer high earnings, are expected to grow rapidly.

Is This You?

If you answer yes to most of these questions, this pathway may be for you.

- ▶ Is it important for you to have day-to-day contact with other people?
- ▶ Are you able to use logical thinking and personal judgment to perform a variety of office tasks?
- ▶ Have you always dreamed of having your own business?
- ▶ Are you able to make decisions based on your judgment and company policy?
- ▶ Are you able to follow instructions without close supervision?
- ▶ Do you have a fascination with new products, fashions or ideas?
- ▶ Are you able to deal with people?
- ▶ Are you able to change work activities frequently?

Career Opportunities By Educational Level

High School Graduate

Accounting clerk
Bank teller
Bill collector
Billing clerk
Cashier
Customer service
Data entry
Food service staff
General office clerk
Hotel clerk
Postal worker
Receptionist
Retail clerk
Shipping/receiving clerk
Telephone operator
Travel guide
Word processor

Bookkeeper
Building manager
Chef/caterer
Claims adjuster
Computer networker or programmer
Cost estimator
Credit analyst
Food service manager
Insurance agent
Interactive media specialist
Loan officer
Medical records
Medical secretary
Paralegal
Postmaster
Real estate appraiser
Realtor
Software specialist
Travel agent
Underwriter
Wholesale supervisor

Four-Year College and Beyond

Accountant/CPA
Advertising manager
Attorney
Auditor
Business investment broker
Business manager
Business teacher
Buyer
City manager
Computer systems analyst
Estate planner
Financial analyst
Financial planner
Hospital administrator
Labor relations director
Marketing director
Market research analyst
Personnel director
Urban Planner
Stockbroker

Technical Training or Two-Year College

Administrative assistant
Auditing clerk
Recreation projects director
Statistician

Business and Management Requirements Suggested Electives for Each Grade Level

Computer Applications
Personal Finance
Art and /or Music

AP Biology
Foreign language
Biology

Chemistry or Physics
Advanced Math (above Algebra II)

Environmental and Agricultural Careers

Environmental and Agricultural Sciences careers include jobs such as veterinarian, veterinarian's assistant, breeder, pet shop sales, diesel and agricultural mechanic, floriculturist, landscaper, safety risk management, environmental protection services, hazardous waste technician, game warden, wildlife manager, surveyor, park maintenance and waste water treatment operator.

Is This You?

If you answer yes to most of these questions, this pathway may be for you.

- ▶ Do you love being outdoors?
- ▶ Do you respect the earth and value a clean environment?
- ▶ Are you a good problem solver?
- ▶ Would you enjoy identifying and understanding different life forms?
- ▶ Do you enjoy working with plants, animals, water and/or soil?
- ▶ Are you good at science and math?
- ▶ Are you safety conscious?
- ▶ Do you have a working knowledge of computers?
- ▶ Do you like to do a variety of things on the job

Career Opportunities by Educational Level

High School Graduate

Animal shelter aide
Commercial fisher
Customs inspector
Diesel engine mechanic
Environmental technician
Farm and ranch hands
Farm manager
Fish hatchery worker
Floral designer
Greens technician
Grooming assistant
Groundskeeper or gardener
Heavy equipment mechanic
Heavy equipment operator
Heating and refrigeration technician
Nursery worker
Park maintenance
Parts manager
Pet shop sales
Service writer

Surveyor helper

Urban tree caretaker

Wholesale flower salesperson

Technical Training or Two-Year College

Agricultural technician
Air pollution monitor
Compliance officer or inspector
Environmental chemistry technologist
Environmental technician
Extension service specialist
Farm manager
Fire inspector
Firefighter
Forestry technician
Hazardous materials technician
Lab technician
Laboratory animal caretaker
Livestock breeder
Park ranger

Veterinarian's assistant

Zookeeper

Four-Year College and Beyond

Agricultural scientist
Agronomist
Biochemist
Biologist
Chemist
Environmental engineer
Environmental researcher
Flower shop owner/manager
Forest ecologist
Landscape botanist
Naturalist
Safety engineer
Surveyor
Waste water treatment manager
Wildlife Manager
Veterinarian

Environmental and Agricultural Sciences Requirements Suggested Electives for Each Grade Level

Foreign language

Art and/or music Computer

Chemistry

Statistics

Applications

Biology and/or AP Biology

Calculus

Health Careers

The Health Services pathway prepares students for a variety of options for jobs in the health care profession. The health care field offers opportunities as aides, technicians, nurses, therapists and doctors. Many of the careers in the health care field are among the fastest growing occupations available. All of these jobs require at least a high school diploma and some technical training; many require a two- year college degree and some require four-year degrees and beyond.

Is This You?

If you answer yes to most of these questions, this pathway may be for you.

- ▶ Can you work independently and with a team to complete projects?
- ▶ Can you read scientific information and follow directions?
- ▶ Do you enjoy helping other people?
- ▶ Can you use judgment and reasoning to cope with emergencies such as illnesses or accidents?
- ▶ Do you have above average science skills?
- ▶ Can you use the scientific method and arrive at logical solutions?
- ▶ Do you enjoy solving problems using facts and judgments?
- ▶ Can you work accurately with detailed information?

Career Opportunities by Educational Level

High School Graduate

Certified nurses' aide
Dietetic aide
Medical lab assistant
Physical therapist aide
Occupational therapist aide

Medical lab technician
Nuclear medicine technician
Occupational therapist assistant
Operating room technician
Optician
Paramedic
Radiation therapy

Medical researcher
Nurse anesthetist
Registered nurse
Occupational therapist
Optometrist
Pediatrician
Pharmacist
Physical therapist

Two-Year College

Bio/medical technician
Dietetic technician
Dental assistant/hygienist
EKG technician
EEG technician
Environmental technician
Licensed practical nurse
Medical assistant
Prosthetics

Four-Year College and Beyond

Anesthesiologist
Biochemist
Biomedical engineer
Cardiologist
Dietician
Dentist
Family practitioner

Physician
Podiatrist
Psychiatrist
Radiologist
Surgeon
Veterinarian

Health Services Requirements Suggested Electives for Each Grade Level

Chemistry
Biology and/or AP Biology
Psychology
Art and/or music

Computer Applications
Foreign language
Chemistry
Physics

Calculus
Math elective (above Algebra II)

Industrial and Engineering Careers

Industrial and Engineering Services careers include a variety of jobs in the automotive, industrial, construction and manufacturing industries. Jobs in this area require either specific post-secondary training or two- or four-year college degrees. After receiving this additional training and/or education, many of these workers make higher than average earnings. Workers in this group collect, record and coordinate technical information and solve problems related to production. Others operate and maintain equipment or inspect and/or test materials and products to be sure they meet quality standards.

Is This You?

If you answer yes to most of these questions, this pathway may be for you.

- ▶ Can you work independently?
- ▶ Can you work accurately with detailed information?
- ▶ Can you read technical information and follow directions?
- ▶ Can you use the scientific method and arrive at logical solutions?
- ▶ Do you have tolerance of repetitive tasks?
- ▶ Do you enjoy solving problems using facts and judgment?
- ▶ Do you have mechanical aptitude and the ability to work with tools?
- ▶ Do you have observation skills?

Career Opportunities by Educational Level

High School Graduate

Appliance servicer
Assembler
Construction laborer
Drywall installer
Elevator mechanic
Electrician helper
Fork lift operator
Heavy equipment operator
Horticulture worker
Landscape installation
Maintenance mechanic
Painter/paperhanger
Plumber/pipefitter helper
School bus driver
Sheet metal worker
Surveyor helper
Truck driver, light

Technical Training or Two-Year College

Air conditioning/refrigeration
Heating technician

Aircraft technician
Airplane pilot
Auto body repairer
Automotive technician
Broadcast technician
Carpenter
Civil engineer technician
Communications equipment technician
Diesel technician
Drafter
Electrician
Electronic equipment repairer
Engineering technician
Industrial machine mechanic
Machinist
Mason
Network systems technician
Office machine servicer
Piano tuner
Pipefitter
Plumber

Robotics technician
Telephone installer
Tool and die operator
Sheet metal worker
Watch repairer

Four-Year College and Beyond

Aerospace engineer
Architect
Automotive engineer
Civil engineer
Computer analyst
Computer programmer
Electrical engineer
Industrial engineer
Mechanical engineer
Radio/TV engineer
Robotics designer
Safety energy engineer
Stress analyst
Structural engineer
Utilities engineer

Industrial and Engineering Requirements Suggested Electives for Each Grade Level

Chemistry

Computer Applications

Biology

Physics

Art and/or music

Statistics

Calculus/AP Calculus

Foreign language

Public Service and Human Resources Careers

Public Service and Human Resources careers include a variety of jobs in law and legal services, community support areas such as fire and city services, education and personal services such as cosmetology and home health aides. Educational services are projected to be some of the fastest growing occupations.

Is This You?

If you answer yes to most of these questions, this pathway may be for you.

- ▶ Can you work accurately with detailed information?
- ▶ Can you work independently?
- ▶ Do you have excellent physical condition and stamina?
- ▶ Do you have knowledge of basic math and biology?
- ▶ Do you have clear verbal skills?
- ▶ Can you use judgment and reasoning to cope with emergencies such as illnesses, accidents or interrupted service?
- ▶ Can you direct, manage or supervise the activities of others?

Career Opportunities by Educational Level

High School Graduate

Bus driver
Certified nurse aide
Custodian
Educational support personnel
Exercise instructor
Fire inspector
Geriatric aide
Home health aide
Hospital interpreter
Paper hanger
Playground supervisor

Exercise trainer
Firefighter
Flight attendant
Funeral director
Intake counselor
Interpreter for the deaf
Manicurist
Paralegal
Personal physical trainer
Police officer
Private investigator
Preschool/nursery teacher
Probation officer
Recreation worker
Social service technician
Tree surgeon
Youth director

Audiologist
Child psychologist
Counselor
Economist
F.B.I.
Forest ranger
Gerontologist
Judge
Lawyer
Librarian
Lobbyist
Minister/priest/rabbi
Psychologist
Parole officer
Parks and recreation
Probation officer
School administration
School psychologist
Social worker
Teacher

Technical Training or Two-Year College

Agriculture specialist
Barber/beautician
Correction officer
Daycare operator
Dental assistant

Four-Year College and Beyond

Public Service and Human Resources Career Suggested Electives for Each Grade Level

Foreign language	Child Development	
Art and/or music	Physics	
Biology	Ap Biology	Calculus
Computer Applications	Psychology	

Four-Year Plan Worksheet

Use this worksheet to plan your courses. Planning ahead allows you to fit all the courses you want and need for graduation into your high school career in the best way possible. Remember to plan your courses to meet the requirements for graduation as well as to meet any requirements needed for your post high school study, training or employment. Use this worksheet along with the Graduation Requirements Worksheet to ensure that all required courses are scheduled. Fill in the specific course title for each class you choose.

Freshman Year

Sophomore Year

Junior Year

Senior Year

GRADUATION REQUIREMENTS WORKSHEET

9th Grade	Course Title/ Level (CP, Honors, AP)	Credit Value	Course Grade
English:		1	
Math:		1	
Science:		1	
Social Studies:		1	
Health:		.5	
Physical Education:		.25	
Fine Art:			
Religion		1	
Global Language(not required)			
Elective Course(s):			
Total Credits Earned :	Cumulative GPA:	EOC Points	
10th Grade	Course Title/ Level (CP, Honors, AP)	Credit Value	Course Grade
English:		1	
Math:		1	
Science:			
Social Studies:		1	
Health:		.5	
Physical Education:		.25	
Fine Art:			
Religion		1	
Global Language(not required)			
Elective Course(s):			
Total Credits Earned :	Cumulative GPA:	EOC Points	
11th Grade	Course Title/ Level (CP, Honors, AP)	Credit Value	Course Grade
English:		1	
Math:		1	
Science:			
Social Studies:		1	
Health:		.5	
Physical Education:		.25	
Fine Art:			
Religion		1	
Global Language(not required)			
Elective Course(s):			
Total Credits Earned :	Cumulative GPA:	EOC Points	
12th Grade	Course Title/ Level (CP, Honors, AP)	Credit Value	Course Grade
English:		1	
Math:		1	
Science:			
Social Studies:		1	
Health:		.5	
Physical Education:		.25	
Fine Art:			
Religion		1	
Global Language(not required)			
Elective Course(s):			
Total Credits Earned :	Cumulative GPA:	EOC Points	

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