

Our Lady of the Elms

2012 - 2013
DESCRIPTION OF COURSES,
POLICIES AND REQUIREMENTS

GRADES 9 - 12

OUR LADY OF THE ELMS HIGH SCHOOL
2012-2013
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REGISTRATION BULLETIN 2012-2013

Your high school education is the foundation for your college years and for your future. In order to reach your full potential, to achieve the very best you are capable of being, you must choose wisely. "The easiest curriculum may be tempting in the present, but may be very costly in time, money, and frustration in the future." (E.H. Jennings: Former President, Ohio State).

Selecting courses requires much planning. The decisions you make must be in your best interests; you must understand the consequences as well as the obligations of your curriculum choices. Choose for yourself, not to be with your friends or a certain teacher.

***FAILURE TO READ THIS REGISTRATION BOOKLET DOES NOT EXCUSE STUDENTS FROM THE REQUIREMENTS AND REGULATIONS DESCRIBED HEREIN.**

GRADUATION REQUIREMENTS

To graduate from Our Lady of the Elms High School, a student must complete four years of high school and earn 25 credits in specified areas, which include Theology for every year the student is enrolled in the Elms. Credits for graduation must be earned in grades 9-12.

RECOMMENDED COLLEGE PREPARATORY SCHEDULE

The following course of studies is recommended for all students preparing for college. Courses marked with an asterisk (*) are required for graduation. Each year a student must have at least 6 credits of which 4 are academics and 13 mods of class.

FRESHMAN SCHEDULE

- *Theology and Service
- *English
- *Math
- *Science
- *Western Society
- *World Language
- *Health/PE
- *Visual Art/Performing Art
- *Study Skills/Information Management

Optional Electives: Choir, Creative Living, Art I

JUNIOR SCHEDULE

- *Theology and Service
- *English
- *Math
- *Global Studies or AP US History
- *Science
- *World Language
- **2-3 Electives**

SOPHOMORE SCHEDULE

- *Theology and Service
- *English
- *Math
- *Science
- *AP European History or Modern America
- *World Language
- *PE/Health
- *Visual Art/Performing Art
- ** 1-2 Electives**

SENIOR SCHEDULE

- *Theology and Service
- *English
- *Math
- *Government or AP Government
- *(Another 1 ½ credit in academics)
- ** 2-3 Electives**

GRADUATION AND COLLEGE PREPARATORY RECOMMENDATIONS

Subject	Graduation Requirement	Ideal College Preparatory Recommendation
Theology and Service	4	4
English	4	4
Health/PE	1	1
Ind. Living	1/2	
Mathematics	4	4
Science	3	4 (includes Physics 2 & Chemistry 2)
Social Studies	3	3
+Visual & Performing Arts	1	1
World Language	2	3 or 4
*Information Technology	1/2	1/2
Electives	1 1/2	
**Information Management		
**Computer Proficiency		
**Acceptance to a four-year college	24.5	(State requirements are subject to change)

+ Beginning with class of 2016 – A student must earn 1/2 credit in the Visual Arts and 1/2 credit in the Performing Arts.

*Information Technology is integrated into the curriculum. A student who passes the Study Skills/Information Management course (freshman year) and passes the “21st Century Skills Technology” post-assessment with an 80% or higher (spring of junior year) earns 1/2 credit in Information Technology.

** Non-credit requirements.

EXPECTATIONS OF AN HONORS STUDENT

- Maintains an A or B average
- Enjoys and appreciates literature
- Completes work of high quality on time and with consistency
- Participates regularly in small-group and full-class discussions
- Demonstrates skill in writing (with a willingness to strive for improvement)
- Accepts the challenges of an accelerated program without grumbling
- Maintains acceptable test scores
- Stays focused on the task at hand in class
- Budgets time well, especially with long-term projects
- Engages a variety of learning situations, including individual and cooperative modes
- Demonstrates excitement about learning in general

ACADEMIC RECOGNITION

OHIO STATE BOARD OF EDUCATION AWARD OF MERIT

An Elms graduate qualifies for the Ohio State Board of Education Award of Merit by meeting the following criteria beyond the school’s graduation requirements:

Academic

- 3 credits in the same World Language or 2 credits in each of 2 World Languages
- 1 additional credit in Science or Social Studies **OR**
- 1 additional credit in “The Fine & Performing Arts”
- Overall GPA of 3.25 for grades 9-12
- Overall GPA of 3.5 for grades 11-12

Performance

- Attendance above the current state average (91%) in grades 9-12
- Participation in co-curricular, extracurricular or community activities
- Outstanding citizenship/character according to criteria established by Our Lady of the Elms High School

****STUDENT-INITIATED SCHEDULE CHANGES (please read carefully).**

1. Changes in course requests may be made until March 1, 2012. After that date, few changes will be made and the cost will be **\$15.00 per change until May 1. After May 1, the cost is \$25.00 per change.**
2. All computer errors of omissions will be corrected prior to or immediately following the first day of school.
3. Schedule changes requiring the complete alteration of classes will not be made.
4. Students will **not** be admitted into a semester course after the third (3rd) full week that the course is in session.
5. Students will **not** be admitted into a year course after the third (3rd) full week that the course is in session.
6. **AFTER THE FIRST THREE WEEKS OF ANY COURSE, REQUESTS FOR DROPPING WILL NOT BE HONORED. STUDENTS IN GRADES 10, 11 AND 12, WHO DROP A COURSE AFTER THAT TIME, WILL DROP IT AS A FAILURE. AN "F" WILL APPEAR ON THE REPORT CARD.**
7. Schedules will be made available on NetClassroom in August if the registration fee and July and August tuition payments have been received. You will be notified by mail when schedules will be available for you. (A second copy of your schedule will cost \$.50)
8. **THERE WILL BE NO SCHEDULE CHANGES MADE IN AUGUST. THE ONLY EXCEPTIONS TO THIS ARE:**
 - A. **IF THE REGISTRAR HAS MADE AN ERROR ON YOUR SCHEDULE (THIS WILL BE CORRECTED AFTER SCHOOL ON THE FIRST DAY OF CLASSES WITH NO CHARGE).**
 - B. **IF A STUDENT HAS REGISTERED FOR TOO MANY COURSES...IF THIS IS THE CASE, THE CHARGE WILL BE \$25.00 FOR THE CHANGE.**
9. Once a student passes a course, the grade(s) and credit remain as is.
10. No student may drop or add a class without consulting with the registrar.

NON DISCRIMINATION STATEMENT

All of the courses and activities presented in this bulletin are open to all students, provided that they have met all established requirements.

SUMMER SCHOOL

Students may not take any required courses other than PE, in summer school. This includes any courses necessary for the academic awards. Summer school courses are recorded on the students' transcripts but are not included in the GPA. The only exception to this is a summer school course which is necessary because a student has failed a required class. In this instance, the summer school grade for the failed class is included in the GPA but does not erase the "F".

All summer school courses must be approved by the registrar prior to attending summer school.

POST-SECONDARY OPTIONS PROGRAM

Students in grades 11 and 12 at Our Lady of the Elms High School are able to participate in the Post-Secondary Enrollment Options Program. This program, established by the Department of Education for the State of Ohio, makes it possible for juniors and seniors to enroll at a college on a full or part-time basis and complete courses for high school and college credit. Students must choose between two options. (A) to receive only college credit, (B) to receive both college and high school credit. The college will **not** charge for tuition, textbooks, materials, or other fees. Please see the Guidance Counselor for a Fact Sheet if you are interested in the details. You must notify Our Lady of the Elms High School (Guidance Counselor) by March 30th, if you intend to apply. Any student enrolling in the Post-Secondary Options Program must schedule her courses at the University **around her classes at the High School.** All students are required to take Theology and English at the High School. Students are to request a copy of the guidelines for this program from the Guidance Counselor.

ADVANCED PLACEMENT EXAM POLICY

1. Students in all AP Courses must take the AP exam for those courses.
2. When you take the AP exam, your final grade for Sem. II will be the average of Q3 and Q4 grades. Students have the option of taking their final exam if they are not satisfied with their averaged grade. An exam is not recorded if an exam is not taken.
3. Students not enrolled in AP classes who desire to take the AP exam may do so if they:
 - a. Have A's in all quarters, including the last one or
 - b. Are recommended for the exam by their teacher and the principal.

CREDIT FLEXIBILITY POLICY

Our Lady of the Elms High School seeks to provide the most appropriate learning experience for each student. In accordance with state policy, Our Lady of the Elms High School strives to do this by expanding opportunities for students to demonstrate mastery of knowledge or skills, by broadening the scope of curricular options, and by increasing the depth of study possible for a particular subject. The credit flexibility program permits students to earn high school credit in a variety of ways. This can be done through the completion of courses; testing out of a course(s) or demonstrating mastery of course content; or pursuing one of more educational option, e.g., distance learning, educational travel, independent study, internship, tutorial programs, or community service.

LEGAL REFERENCES

Our Lady of the Elms High School developed a credit flexibility plan consistent with:

Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio's plan for credit flexibility shifts the focus from "seat time" to performance.* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613; 3313.614; 3313.90; 3321.04, Chapter 3324, Chapter 3365

OAC Chapter 3301–34, 3301-35-06, Chapter 3301–46, Chapter 3301-51, Chapter 3301-

CREDIT FLEXIBILITY PLAN

The Credit Flexibility Program is available to any student who has at least a 2.0 GPA and is capable of completing the work outlined in a written Credit Flexibility Plan. A student may only work on one (1) credit flexibility course per semester. The credit flexibility plan does not supersede the graduation requirements for Our Lady of the Elms High School. Credit flexibility is not intended to replace courses offered at Our Lady of the Elms High School; it is meant to supplement our course offerings. The high school will not approve coursework or options that are inconsistent with the school's Catholic mission and philosophy. In addition, a Credit Flexibility Plan cannot change the fundamental nature or requirements of a course.

An interested student initiates the process by submitting a written proposal for credit flexibility to the designated school official. The designated school official will then meet with the student to develop the written Credit Flexibility Plan. **(The Plan outline is found in Appendix A)** This written Plan must be signed by the student, the student's parent(s) or (guardians), a designated school official and the principal. If the need arises, the Credit Flexibility Plan can be revised and/or modified, and this revised/modified Plan must be signed by the designated school personnel, the student and the student's parent(s) or guardian(s).

PROCEDURES

Students participating in an off-site activity related to an educational option (e.g. while participating in an internship or mentorship at a business) must submit a liability waiver signed by his/her parents or legal guardian before approval is granted.

Students with disabilities shall not be excluded from opportunities to earn credit through educational options or by demonstrations of mastery. Accommodations and supports for students with disabilities participating in educational options and online courses shall be provided consistent with students' accommodation plan.

Our Lady of the Elms High School reserves the right to reassign a student participating in an educational option to a traditional course or other placement at its discretion if the student fails to meet the standards for ongoing participation and satisfactory progress described in his/her educational options plan.

Students are responsible for any costs associated with the personalized learning plan including assessment fees and transportation fees.

The credit to be awarded is the decision of the individual high school. The high school retains the right and responsibility to determine what counts as curricular content, learning outcomes, methods of learning, assessment and criteria for assigning grades, all of which

are to be addressed in the written Credit Flexibility Plan. Credit will be full or partial and may be for more than one content/course area. Credit will be determined based on credit equivalency for the Carnegie unit which is one credit per 120 hours of course instruction and 150 hours for laboratory courses. All credit assigned to a student must be awarded by a teacher of record who is in possession of a State approved license or certificate.

GRADING, GRADE POINT AVERAGE AND TRANSCRIPTS

The written Credit Flexibility Plan will stipulate the way progress will be monitored and proficiency measured. Unless otherwise specified, the student's grade will be reported the same as for a student taking a similar course in a traditional classroom setting. The grade will be calculated in the Grade Point Average (GPA) the same as for a student taking the same or a similar course in a traditional classroom setting. The credits earned will appear on the transcript like all other courses for which credit was earned. Students earning credit through the Credit Flexibility Plan will not be permitted to graduate early. If the pass/fail option is utilized, there is no grade included in the GPA.

ATHLETIC ELIGIBILITY

A student interested in participation in high school interscholastic athletics and/or intercollegiate athletics needs to discuss eligibility requirements with the student's parent(s) or guardian(s) and school officials. The written Credit Flexibility Plan should contain the mechanisms to meet OHSAA and/or NCAA eligibility requirements.

Additional resources would be:

- OHSAA Student-Athlete Eligibility (website)
- NCAA Eligibility Center

APPEAL PROCESS

A student may present a proposal for a Credit Flexibility Plan that is denied. Such a student may invoke the appeals process outlined below:

- a. Within **7 school days**, the parent(s) or guardian(s) and student will send a letter to the Credit Flexibility Plan Committee, of which the principal will not be a member, outlining the specific issues relative to the appeal.
- b. Within **7 school days**, the Credit Flexibility Plan Committee will respond in writing to the appeal.
- c. If the parent(s) or guardian(s) and student wish to appeal the decision of the Credit Flexibility Plan Committee, they will submit their appeal to the principal within **7 school days** of the written response from the Credit Flexibility Plan Committee. The principal will respond in writing within **7 school days** of receiving the appeal. The principal's decision will be final.

COMMUNICATION

The Office of Catholic Education and each diocesan high school acknowledge the value of the credit flexibility program in providing additional opportunities for students to enhance their learning experience. Therefore, the program and the policies related to this program will be communicated to students and parents through the following methods:

- the website of each diocesan high school
- course description booklets of each high school beginning in 2011-2012
- school newsletters at least twice per year.

DATA COLLECTION AND REPORTING

The principal or his/her designee(s) shall develop and implement procedures for monitoring and annually reporting to the Ohio Department of Education data regarding:

- Methods and frequency of communicating credit flexibility information to students and parents
- The number of students participating in educational options and earning credit based on demonstration of mastery
- The total number of credits earned by students through successful completion of educational options and demonstrations of mastery
- The extent to which student participation in flexible credit options reflects the diversity of the student body as a whole.

FEES

There is a non-refundable application fee of \$25 per course and a course supervision fee of \$100.00 per course. These fees must be paid to Our Lady of the Elms High School.

THEOLOGY DEPARTMENT

The Theology Department of Our Lady of the Elms School is rooted in the Dominican tradition of truth, justice, and peace. In addition to teaching Catholic doctrine according to diocesan guidelines, the department seeks to equip young women to become credible witnesses for faith in an increasingly faithless world. In nurturing this faith, the department's goal is to inspire young women to transform their lives to become more like Jesus.

The document *Doctrinal Elements of a Curriculum Framework for the Development of catechetical Materials for Young People of High School Age* was developed by a Committee of Bishops in November, 2007. The curriculum framework presents a new sequence of course content which details six **Core Curriculum courses** and electives for the senior year. **Core I and Core II were implemented** in grade 9 for 2011-2012. Core III & Core IV will be added in 2012-2013. Semester two of senior year will also implement another one of the elective courses from the Core Curriculum.

Because Christian Service is seen as an essential element in the student's faith development, each student in Grades 7 through 12 is required to participate in the service program as outlined by the Theology Department. Attendance at the annual retreat is obligatory for grades 7-11. Grade 12 retreat is optional, but students must be in school if they do not attend retreat. Seniors who do not attend retreat will be required to perform 15 additional hours of service.

THEOLOGY 9

Each course is a semester course and earns ½ credit for each course.

CORE I – THE REVELATION OF JESUS IN SCRIPTURE: This course provides with a general knowledge and appreciation of the Sacred Scriptures while they encounter Jesus. In the course they will learn about the Bible, authorized by God through Inspiration, and its value to people throughout the world. The students will learn how to understand the literary forms within the Bible, and will become familiar with the major sections of the Bible and the books included in each section.

CORE II – JESUS HIS MISSION AND MINISTRY: This course uncovers Jesus' ministry and mission while presenting teachings about God the Father, the Trinity, Mary and the Holy Spirit. Students learn that the goal of discipleship is a life of grace and holiness and a share in the Kingdom of God.

THEOLOGY 10

CORE III – THE PASCHAL MYSTERY: CHRIST'S MISSION OF SALVATION: This course leads students toward a deeper understanding of our need for redemption and how Jesus is the fulfillment of God's promise of redemption. The course explores how, through his suffering, death, Resurrection and Ascension, Jesus makes our redemption possible. This course also addresses how we continually experience the Paschal Mystery in our lives and the liturgy of the Church. Building on the core courses of freshman year, this course provides students with an extensive understanding of Christology. (Cutarelli, Rita, and Carrie Schroeder. "Introducing The Paschal Mystery: *Christ's Mission of Salvation*." Introduction. *The Paschal Mystery: Christ's Mission of Salvation*. Winona, MN: Saint Mary's 2011. 8. Print).

CORE IV – THE CHURCH: CHRIST IN THE WORLD TODAY: This course leads students towards a deeper understanding of the Church as the means of encountering the living Jesus. It explores the origin, human and divine elements, and the ongoing mission of the Church. Additionally, students will explore the Church's ongoing efforts to gather all into the People of God through the ecumenical movement and interreligious dialogue. Students will reflect on their role in the Church and Christ's invitation to actively participate in and contribute to the life of the Church. (Herrick, Anne T., Rick Keller-Scholz, and Ann Marie. Lustig. "Introducing The Church: Christ in the World Today." Introduction. *The Church: Christ in the World Today*. Winona, MN: Saint Mary's, 2011.8.Print.)

THEOLOGY 11

MORALITY AND CHRISTIAN DISCIPLESHIP: This course examines the human response to the beauty and goodness of God. It explores the essential questions of: What is truth? What do we value in life? What is conscience and how does it grow? How do we discern what is right and what is wrong? Is morality based completely on our own opinion or is it based on the collective wisdom of moral giants? We look at Church teaching, St. Ignatius' rules of discernment, and Scripture. The goal of this discipleship training is for young women to transform their lives to become like Jesus.

ECCLESIOLOGY: This course centers on the Church as the people of God. It explores 1) the person of Jesus and his call to be disciples in solidarity with each other, 2) the role of the Holy Spirit as the Source of inspiration and the glue that binds, and 3) how the Church has historically formed and changed in relation to the cultures in which it finds itself. Building from the groundwork laid in the course on morality, this course examines church teaching on the consistent ethic of life. The goal of this course to equip young women to be credible witnesses for faith in an increasingly faithless world.

THEOLOGY 12

CATHOLIC SOCIAL TEACHING: This course is based on the U.S. Catholic bishops statement in *Sharing Catholic Social Teaching*: “We need...to ensure that every Catholic understands how the Gospel and church teaching call us to choose life, to serve the least among us, to hunger and thirst for justice, and to be peacemakers. The sharing of our social tradition is a defining measure of Catholic education and formation.” To that end, this course seeks to form students who not only know how the Scriptures and Catholic social tradition is a defining measure of Catholic education and formation.” To that end, this course seeks to form students who not only know how the Scriptures and Catholic social teaching call them to justice, but who possess the ability and desire to respond to that call in their daily life. The goals of this course are to: 1) Immerse students in God’s vision of justice and to help them find God in their pursuit of justice, 2) Foster students’ sense of compassion for those who suffer from injustice 3) Enable students to critically examine society according to the criteria for justice 4) Inspire students to act for justice.

THE JOURNEY OF FAITH CONTINUES....: This course is designed to help second semester seniors make the transition to college and beyond. The first portion of the course offers students the opportunity to develop an authentic understanding of the place of religion in the lives of their neighbors, as well as a deeper commitment to their own faith tradition.

Students learn the beliefs, teachings, traditions and practices of the world’s religions through a Catholic lens. In an increasingly interconnected world, people of different faiths are morally obligated to try to understand each other and to learn how to speak with one another, as we create a more peaceful world.

This course encourages students to articulate Catholic beliefs, and to continue to journey as reflective, creative and critical thinkers, which leads to a deeper understanding of their relationship with God and neighbor.

The course will culminate in addressing some of the unique challenges of living out the Christian faith as a college student. In addition, students will reflect upon how they will make a difference as graduates of a Dominican high school.

CHRISTIAN SERVICE REQUIREMENTS – GRADES 9-12

All high school students are required to perform service as an integral part of each year’s theology course work. The bulletin board outside of Room 124 has lists of potential organizations for service.

- COMPLETE YOUR SERVICE REQUIREMENT.** Service hours are to be completed over a twelve month period beginning May 1.

GRADES 9 & 10: 25 service hours. Up to fifteen (15) hours may be done at your school (OLE) or church.
GRADES 11 & 12: 35 service hours. **10 hours must be done at an agency that provides “hands on” work with the poor and suffering.** Up to (10) hours may be done at your school (OLE) or church.
- KEEP TRACK** of your service hours on the Service Log. When you are done with your service, have the **supervisor** from your service location sign the Service Log to certify the number of hours that you have completed. Be sure you also have a signature for Service Hours completed at the Elms. If your service organization provides you with a signed letter detailing your hours, that may be attached in place of a signature. *****The person signing the Service Log must be the person who is in the position of responsibility for your service.*****
- ON OR BEFORE MAY 1**, turn in three things:
 - Your **Service Log:** list the places served, the number of hours, a description of the work you did, and the **signature of your supervisor** from each location. The fulfillment of the service requirement will be recorded on your report card as a **pass (P) or fail (F)**.
 - A typed original **Reflection Paper** about your service experience. Include with the paper the form for one service agency. This reflection paper will count as **105 points** of your fourth quarter theology grade.
 - The **Student Recommended Service** sheet: assess your service. Put your name on it and attach it to your paperwork. This will be **15 points** of your fourth quarter theology grade.
- Turning in any portion of the requirements late will result in a daily deduction from your fourth quarter grade (10 points per day).
- The fulfillment of both the service documentation and the reflection paper are **required both to pass to the next grade level and to graduate from Our Lady of the Elms**. Our service program is an essential element of the OLE curriculum.
- When you are done, send a thank-you note to your service agency to express your gratitude for the opportunity to serve those in need.
- Begin to plan what you will do for the next school year. If you have questions, please contact your theology teacher.

ENGLISH DEPARTMENT

In conjunction with the present method of teaching college English, the aim of the Elms English Department is to teach composition and literature as process. To that end, all students are required to learn the structure and terminology unique to each genre so that they might become competent and perceptive writers and discriminating and appreciative readers. At every level, skills in spelling, punctuation, grammar, outlining and vocabulary are developed.

*Honors Courses are offered at all levels. (See criteria for placement in English Honors - page 4).

TRADITIONAL CURRICULUM – Required courses

***ENGLISH I (one credit; grade 9) COMPOSITION:** Sentence structure and paragraph development culminate in the descriptive, expository and personal essay forms. **LITERATURE:** Genres explored are the short story, lyric and narrative poetry, Shakespearean and modern drama, and the novel.

***ENGLISH II (one credit; grade 10) American Literature COMPOSITION:** Essays emphasize literature analysis, with a focus on comparison/contrast composition. Students are introduced to research methods, culminating in the completion of a term paper. **LITERATURE:** Classics of American fiction, drama, poetry and non-fiction are studied.

***ENGLISH III (one credit; grade 11) British Literature-COMPOSITION:** Writing assignments include both literary analysis and creative assignments (such as the ballad, the sonnet, and the dramatic monologue). A research paper is also required. **LITERATURE:** Students read the classics of British fiction and non-fiction.

***ENGLISH IV (one credit; grade 12) - World Literature - COMPOSITION:** Writing assignments include the college essay, literary analysis essays, timed writings and the research paper. Creative writing involves journals and modeling poetry or short stories. **LITERATURE:** Students read a wide variety of world literature including the genres of fiction, drama, poetry and nonfiction.

ELECTIVES

ADVANCED PLACEMENT ENGLISH LITERATURE (one credit; grade 12): This course's curriculum recognizes no geographical boundaries; an anthology in world literature is used merely as a supplement to the over twenty masterpieces covered - plays, novels, short stories, poetry, and non-fiction. Because it is taught on a college level in the senior year, students admitted to this course of studies must be willing to read at a much faster pace and to write many more compositions. Genius is not a prerequisite; diligence is.

ADVANCED SPEECH: FORENSICS PRACTICUM (one-half credit; grades 9-12): Advanced Speech further develops communication techniques through oratory, debate, oral interpretation, acting, and extemporaneous speaking. Students must practice and compete extensively during the Ohio High School Speech League season. Final evaluation of ballots and coach's critiques document the student's growth. Teacher recommendation is required.

GRAMMAR AND COMPOSITION: (one-half credit; grades 9-12): This semester course will immerse the student in the world of grammar and writing. The first quarter will focus on parts of speech and rules of syntax. The second quarter provides opportunities to craft eloquent sentences, develop organized paragraphs, and build polished essays. This elective course is designed for any student in grades nine through twelve who seeks to improve her writing skills or who simply enjoys writing and all its components. **Minimum number of students – 10; course offered depending on teacher availability.**

JOURNALISM/DESKTOP PUBLISHING(one-fourth credit; grades 9-12): This class provides practical experience in journalism by producing the school newspaper, The Elm Leaf. The course includes all aspects of the newspaper process: news gathering, interviewing, article writing, photography, editing, and page layout. Attendance at weekly 7:30 a.m. classes is required. Most work is completed outside the 17-mod day.

SPEECH (one-half credit; grades 9-12): This is a semester course providing public speaking experience. Technique and theory are explored. In addition to six major speeches, units on listening, delivery and persuasive speaking are highlighted. May be used for Performing Arts credit. **Minimum number of students – 8, maximum - 16.**

THEATRE ARTS (one-half credit; grades 10-12): Designed to be both practical and theoretical, this course introduces students to one of humankind's oldest artistic expressions. Students read and analyze key plays of famous playwrights. Skills in pantomime, acting, make-up, costume and set design are developed. Written assignments, projects, quizzes and tests will be used as assessment. Students are required to memorize scenes of plays for production. **Minimum number of students – 6. Maximum number of students – 16.**

YEARBOOK/DESKTOP PUBLISHING(one-fourth credit for full year; grades 8-12): This course is open to all OLE students in grades 8 through 12 and involves two weekly meetings: one before school from 7:30 a.m. to 8:15 and another after school from 2:50 to 3:45 p.m. Students will learn how to produce the OLE Yearbook, Egress, using journalism principles for writing, editing, computerized layout with In Design, and photography. Course also includes attendance at the NOSPA conference in the spring. Quarterly grade will be based on mandatory attendance, participation, and completed assignments. Most work is completed outside the 17-mod day.

Prerequisite: A or B in English and recommendation.

ENGLISH DEPARTMENT REQUIREMENTS

Criteria for placement in English Honors

- B average (90% in previous English class)
- Recommendation of current English teacher

Criteria for remaining in English Honor

- A “D” in an honors English class for any grading period may be cause to move a student to the college prep English class.
- A “D” in an honors English class for any two grading periods is grounds for immediate dismissal from the honors program.

This decision is the responsibility of the school. This move may take place at the end of either semester.

Criteria for placement in AP Literature

Advanced Placement in Literature is a college-level course; thus, students must meet more stringent requirements. Admittance to this class is based on the following criteria:

- Recommendation of the student’s current teacher
- A verbal score of at least 85% on the PSAT
- A rating of at least 90% in previous Honors English classes
- The approval of the Advanced Placement teacher

A candidate for AP English will also submit three pieces of analytical writing from her British Literature class based on one novel, one drama, and an in-class analysis of a poem. These selections should be given to the AP teacher before the end of third quarter.

Finally, the size of this class will be determined solely by the English Department faculty in conjunction with the administration



INFORMATION TECHNOLOGY DEPARTMENT

Students must demonstrate computer technology proficiency in order to graduate. Technology is integrated throughout the curriculum giving students many opportunities to strengthen their skills. Students will be given a 21st century technology skills test as a pre-assessment in their freshman year and as a post-assessment in the spring of the junior year. Those students who do not demonstrate proficiency on the assessment will be given intervention strategies and another opportunity to pass the 21st century technology skills test.

PROGRAM PHILOSOPHY

To prepare our students to thrive and serve God faithfully in a world of constant change and technological advancements, we believe that this curriculum must include:

- Effective, integrated technology skills which foster student use of technology as a tool for communication, collaboration, organization, research, and problem solving.
- The practical, necessary, and appropriate use of online communication and collaboration tools.
- Current library and research technology, including but not limited to online databases, e-Books, and online borrowing of books.
- Practice in Christ-like use of technology on and off campus.
- Integration of the Dominican pillars of Prayer, Study, Preaching and Community into the technological areas of our student's personal lives.
- Ways students can show that their understanding of "veritas" includes acting with integrity, honesty, and respect for intellectual property.
- Opportunities to use technology to reflect their knowledge and practice of Catholic social teaching.
- Appropriate use of current hardware and software, teaching students how to be creative problem-solvers and how to troubleshoot basic technology problems.
- Means to address challenges to our learning community and world that enable students to go beyond the status quo and to strive for personal excellence and Christ-like charity for others.

FUNDAMENTAL/COMPUTER APPLICATIONS (one-half credit grades 9-12): This is a broad-based computer course surveying and focusing on essential desktop publishing skill development using a hands-on approach. Students will design projects within the Microsoft Office suite, learning techniques for creating original essays, letters, reports, papers and more. Essential troubleshooting skills will be periodically discussed. This course is required, though students may complete a skill assessment to bypass the course if successful in attaining the appropriate skill level.

PRESENTATION SOFTWARE (one-half cr. grades 9-12):

An extension of Fundamental Applications, students will develop more advanced projects designed to enhance their digital portfolio as well as their public presentation abilities. Using the Microsoft Office suite in addition to web-based applications and the SMART Notebook, students will fine-tune their technology-based presentation skills and create Websites. Group projects will enable practicing digital collaboration and navigating group dynamics. **Prerequisite: Successful completion of Fundamental Applications or qualifying score on the computer skills assessment.**

JOURNALISM/DESKTOP PUBLISHING (one-fourth credit): This class provides practical experience in journalism by producing the school newspaper, The Elm Leaf. The course includes all aspects of the newspaper process: news gathering, interviewing, article writing, photography, editing, and page layout. Attendance at weekly 7:30 a.m. classes is required. Most work is completed outside the 17-mod day. **Course offered depending on teacher availability.**

YEARBOOK/DESKTOP PUBLISHING (one-fourth credit for full year): This course is open to all OLE students in grades 8 through 12 and involves two weekly meetings: one before school from 7:30 a.m. to 8:15 and another after school from 2:50 to 3:45 p.m. Students will learn how to produce the OLE Yearbook, Egress, using journalism principles for writing, editing, computerized layout with In Design, and photography. Course also includes attendance at the NOSPA conference in the spring. Quarterly grade will be based on mandatory attendance, participation, and completed assignments. Most work is completed outside the 17-mod day. **Prerequisite: A or B in English and recommendation. Course offered depending on teacher availability.**

(Journalism/Desktop Publishing and Yearbook/Desktop Publishing count for computer technology credit.)



MATHEMATICS DEPARTMENT

Each individual must accept responsibility to use her God-given abilities to upgrade the quality of life in the world. Mathematics makes major contributions to this end and all people must have some facility with mathematics in order to contribute to the betterment of society.

In order that each student has an opportunity to develop all aspects of cognitive development, she is exposed to mathematical thinking and structure. This exposure is intended to stimulate creative, independent thought and action. We hope that students will also enjoy mathematics, however, the student must experience success in mathematics. Therefore, effort is made to formulate programs of instruction that will make success possible, since we feel the learning process as important in the student's development as the content itself. The student can also gain from the mathematics program skills that will benefit her in day-to-day living situations as well as in providing the background necessary for a variety of careers.

INTRO TO ALGEBRA (one credit; grade 9): This course covers all the basic operations of arithmetic and emphasizes the acquisition of computational skills. Problem solving and application of percentages, decimals and fractions are included along with fundamental algebraic concepts. Students successfully completing this class are expected to take Algebra I in sophomore year.

ALGEBRA I (one credit; grade 9): Algebra I introduces the properties of the real number system and uses these properties in solving and graphing linear equations and inequalities in 1 or 2 variables. It also includes work in polynomials, factoring polynomials, solving and graphing quadratic equations, calculating with radicals, exponentials and solving word problems. Additionally, basic graphing calculator usage is taught.

ALGEBRA II ESSENTIALS (one credit; grade 12): This course is intended for non-science majors and concentrates on basic algebraic (I and II) and geometric concepts. **This course requires a teacher recommendation. It is intended for those students who have not had Algebra II or for those who are recommended by their previous math teacher.**

ALGEBRA II/TRIGONOMETRY (one credit; grades 10-12): This course includes modeling using algebra, real numbers, complex numbers, linear functions, exponential functions, logarithmic functions, quadratic functions, systems of equations and inequalities, radical functions, polynomial and rational functions, rational expressions, analytic geometry and trigonometry. Completion of Algebra II makes possible entry into Probability Statistics or Pre-calculus (with teacher recommendation).

ALGEBRA II/TRIGONOMETRY HONORS (one credit; grades 10-11): This is a course designed to challenge advanced math students. The topics included in the Algebra II course are studied to a greater depth.

GEOMETRY (one credit; grades 9-11): This course includes the study of basic, plane and solid geometry and the different types of proofs. Algebraic skills are reviewed and strengthened through application in geometric problems. Basic trigonometry, coordinate geometry and transformations are also introduced.

PROBABILITY-STATISTICS (one credit; grades 11-12): This course introduces basic probability theory and applied statistics, concepts found in college-level mathematics, science and business courses. **Prerequisite: Algebra II**

PRECALCULUS (one credit; grades 11-12): This course covers the algebraic, exponential, logarithmic, and trigonometric functions and their graphs. Advanced algebra topics involving functions and the use of graphing technology are emphasized in preparation for a course in calculus. **Prerequisite: Probability – Statistics or 89% in Honors Algebra II or Algebra II (with teacher recommendation.)**

AP CALCULUS (one credit; grade 12): This course covers differential and integral calculus topics typically included in an introductory Calculus college course. Both theory and application problems are emphasized by completing the required topics set forth by the College Board. Students will take the AP Calculus AB exam. **Prerequisite: Precalculus.**

<u>Required</u>	<u>Electives</u>
Algebra I & II	Intro to Algebra
Geometry	Algebra II/Trig. Honors
Algebra II/Trigonometry	Probability-Stats
	Precalculus
	AP Calculus

MATHEMATICS DEPARTMENT REQUIREMENTS

Criteria for placement in honors mathematics (grades 10-12)

1. A average (95%) in current mathematics class AND
2. Teacher recommendation

Criteria for remaining in honors mathematics class (9-12)

1. B average (89%) AND
2. Teacher recommendation

Criteria for Algebra II Essentials - Seniors Only

1. Students who have not had Algebra II AND
2. Students recommended by a Teacher



PRACTICAL ARTS DEPARTMENT

Our call as Christians to be stewards of creation includes the responsibility of attending to our individual health and well-being. It is appropriate and essential to care for our bodies, as well as our minds and our emotions.

A major theme of Catholic social teaching carries the responsibility to care for the health and well-being of not only ourselves but of others. The concept of wellness is a core principal of health and physical education. The development of our physical well-being both individually and in tandem with others is our responsibility as temples of the Holy Spirit.

Acknowledging our individual limitations, we must be patient with our own development and with that of other mental, emotional, physical and social aspects of living necessary for a happy, healthy, and productive life. It is expected that students will make healthy choices related to health and fitness both within school and as life-long learners and caretakers of their physical, emotional, and spiritual health.

The Life Skills Program at Our Lady of the Elms is designed to assist students in the development of attitudes, understandings and abilities necessary for achieving personal and family living.

Today's changing society makes great demands on women by requiring them to master the techniques of managing a home, to contribute to the financial welfare of the family and to participate in community life. This program emphasizes basic techniques and skills which will prepare students for these multiple roles, enhancing their contribution to society.

Life Skills offers a variety of practical and challenging learning experiences in an environment conducive to independent thinking and the development of creativity. Students are directed toward forming concepts and developing the competencies necessary to make intelligent choices. They will be able to apply these principles to new situations throughout their adult lives.

HEALTH (one-half credit; grade 9): The health program is a semester course that provides students with the opportunity to make intelligent decisions concerning their physical, social and mental/emotional health. Students are provided information about tobacco and alcohol use, AIDS, STDs, and substance abuse. Emphasis is also placed on mental health, stress management, nutrition and eating disorders. The course challenges students to apply concepts, undertake personal projects and make use of critical thinking exercises that benefit their intellectual growth.

PHYSICAL EDUCATION (one-fourth credit; grades 9-12): Physical Education is a semester course usually taken in both the freshman and sophomore years. The course is designed to be fitness-based with much emphasis placed on individual fitness levels through guided self-discovery. Many team and individual activities are utilized throughout the semester. It is hoped that the program will help each student develop a positive self-concept and an appreciation for the enjoyment of being active that will carry them beyond their high school years. **Two semesters required for graduation.**

CPR/FIRST AID/SPORTS TRAINING (one-half credit; grades 9-12): This course is offered as an elective for students, who want to be certified in CPR and First Aid, as well as learn how to train for specific sports. Emphasis will be on topics such as decision-making, prevention of injuries and illness, recognition of emergencies, steps taken for emergency actions, and the basic care for injuries and illness. This course will focus on prevention and care for sports injuries including but not limited to sprained ankles, shin splints, concussions, broken bones and torn ligaments. **Minimum number of students – 10.**

FITNESS I (one-half credit; grades 9-12): This elective course emphasizes lifetime fitness through enjoyable participation aerobics, weight lifting and cardiovascular training. We will be studying the components of muscle physiology as well as the importance of nutrition. Through this course each student will see personal improvement through their individual exercise as well as their personal nutritional plan. There will be five critical components that will serve as a focus for this class and they include flexibility, muscular strength and endurance, body composition, and cardiovascular training. **Minimum number of students – 10.**

FITNESS II (one-half credit; grades 11-12): This elective course emphasizes lifetime fitness through enjoyable participation aerobics, weight lifting and cardiovascular training. We will be continuing to study the components of muscle physiology. Through this course each student will see continued personal improvement through their individual exercise as well as their personal nutritional plan. This class will focus on more complex lifts building on their foundation built in Fitness I. The critical components that will serve as a focus for this class and they include muscular strength and endurance, understanding and performing complex Olympic lifts and cardiovascular training. **Prerequisite: Fitness I Availability will depend on the teacher's schedule. Minimum number of students – 10.**

INDEPENDENT LIVING (one-half credit; grades 11-12): This course will cover many topics which will prepare the student for living away from home with its many challenges. These topics include: cooking quick and nutritious meals, budgeting, handling a checking account and credit card, renting an apartment, buying a car, doing laundry, and repairing clothing. Class will consist of

lecture, discussion textbook use and laboratory experience. Stress will be placed on practical and personal finance skills. **Minimum number of students – 6.** ***Required beginning with Class of 2012.**



SCIENCE DEPARTMENT

Science Education at Our Lady of the Elms High School is designed to help each young woman to learn the fundamental principles and concepts of each course she pursues so that she may better understand the world and the universe.

It strives to encourage the student to explore the sciences, and to see the relatedness of the various branches of science.

It also endeavors to widen the horizons of the Elms student by making her aware of world and community problems and the power of science to help with the solutions to these problems.

The study of science aids in the development of values through the examination of the order of the universe, and provides a clearer understanding of the reason for one's existence.

The Elms Science Department provides two pathways by which students may enter the Science Program. In order to ensure that all students acquire the knowledge and skills necessary to meet state-mandated requirements, all students entering in the ninth grade will write a Science placement examination. This examination will have two components, viz., Physical Science and Earth/Space Science. Students who do not meet the required standard in one or both components will be required to take the appropriate entry level course(s) before proceeding to the core Science program. The Science placement examination will also be used to determine students' eligibility for Honors courses on entering the core program. Students who achieve satisfactory results in the placement examination may register for the core program.

The structure of the Elms Science program is based on an integrated approach to Science, recognizing that students generally do not develop the cognitive skills to approach more advanced topics until the latter half of their high school careers. Elms Science thus begins with a good basic grounding in all three sciences, after which a number of electives are offered at a higher level. All students thus take Chemistry I, Biology I and II, and Physics I, after which they may select a second semester in any of the three branches or alternatively register for courses in Earth Science. AP and Advanced classes are also offered.

PHYSICAL SCIENCE (one-half credit): 9th grade introductory level two mod class required for students based on the student's foundation in science as determined by the diagnostic test. The ways of science (observing patterns, forming hypothesis, designing experiments, making measurements with the metric system, collecting data, evaluating data, drawing conclusions) will be taught in the context of motion, heat, and different forms of energy that move the universe. There are no math or science requirements.

EARTH-SPACE SCIENCE (one-half credit): 9th grade introductory level two mod class required for students based on the student's foundation in science as determined by the diagnostic test. Scientific ways of thinking and analyzing will be used to examine topics in the earth sciences including plate tectonics, geologic time, climate and weather, and astronomy. There are no math or science requirements.

BIOLOGY (one year; one credit) grades 9-10): This course will cover: the themes of life, how science works, ecology, the chemical basis of life, nutrition, cell structures and functions, patterns of inherited traits, chromosomes and human genome, DNA structure and function and evolution. The remainder of the course includes a survey of plant kingdom, prokaryotes, viruses, protists, invertebrates, vertebrates, basic animal physiology and anatomy and animal behavior. This is a laboratory course with lecture and discussion. **This is a required class.**

BIOLOGY HONORS (one year; one credit) College level text. grades 9-10): This covers an overview of life's utility and multiple levels of organization. Emphasis will be on critical thinking and how science works along with laboratory experience. Ecology, biodiversity, the chemical basis of life will be studied first followed by cell structures and functions. Other major topics are genetics, epigenetics, manipulating genomes, evidence of evolution, microevolutionary processes, the origin of life. A survey of the plant kingdom, prokaryotes, viruses, protists and fungi will be studied. Invertebrates and vertebrates and animal tissues, organ systems and sensory perception and animal behavior will conclude this year. A portfolio is required. All projects, lab reports, and homework assignments must be completed on the computer. This is a laboratory course. **Prerequisite: 3.0 average. A reading score in the 90 percentile is required.**

ADVANCED BIOLOGY (one-half credit; grade 12): This is a one semester lab course. First quarter will be devoted to human anatomy and physiology. A fetal pig dissection is a possibility. There will be an emphasis on lab work quarter one. Some of the labs will be muscle contraction and ATP, electrophoresis in dyes and DNA, enzyme labs, and Bioluminescence in the fire fly. Second quarter various areas of Biology will be studied. There will be some problem-based learning activities using case studies with students working in groups to research a topic, organize their ideas and discuss the solution to a problem using their ideas and previous knowledge related to the problem and then attempting to define the broad nature of the problem. As students continue to define new aspects of issues, they see that science is an ongoing process. **Prerequisite: Chemistry I and II are required. Availability will depend on the teacher's schedule. Minimum number of students – 6.**

AP BIOLOGY (one year; one credit): An Advanced Placement Biology course takes more time, requires more work, explores Biology in greater depth, and offers opportunity for individual progress and accomplishment. To derive full benefit from your advanced placement course, taking the College Board advanced placement examination is required. Only students who have the motivation and ability to do the hard work required in Advanced Placement Biology should sign up. This is a lecture and laboratory course. Be prepared to write scientific essays. Reading assignments are a daily expectation. Two Saturday morning classes are required to complete some experiments. There will be two study review sessions second semester before the exam in May. You can download a complete description of the course at www.collegeboard.com. **Prerequisite: Chemistry full year, Biology I, II and Physics One. 3.0 average. Availability will depend on the teacher's schedule. Minimum number of students – 6.**

CHEMISTRY I (one-half credit; grades 10-11): This is a one semester lab course. Chemistry is a problem solving course that includes regular labs covering the topics of scientific notation, atomic structure, bonding, chemical formulae, balancing equations, types of reactions, gas laws, mole concept, hydrocarbons and the periodic chart. Special emphasis is placed on chemistry in our daily lives through videos, projects and class demonstrations. **Prerequisites include Pre-Algebra and Algebra I or concurrently taking Algebra I. This is a required class.**

CHEMISTRY II Honors (one-half credit; grades 11-12): This is a one semester lab course. Chemistry is a problem solving course that includes regular labs covering the topics of stoichiometry, bonding, solution chemistry, kinetics and equilibrium, acids and bases, and redox reactions. This class is geared toward preparation for chemistry at the college level and will require math application. **Students who desire to take this course for HONORS credit must complete additional problems, readings and/or projects under the direction of the instructor. Prerequisites: include 3.0 in Chemistry I and past or current enrollment in Algebra II. Availability will depend on the teacher's schedule. Minimum number of students – 6.**

AP CHEMISTRY (one year; one credit): This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This is an academic, quantitative chemistry course. Chemistry is the study of atoms and molecules and how they interact according to physical laws. Such study is applicable to your everyday life and this will be demonstrated repeatedly throughout the year. Topics of study include the structure of matter, reactions, descriptive chemistry, and chemical calculations. The laboratory plays an integral role in this course. You can download a complete description of the course at www.collegeboard.com. **Prerequisite: Chemistry (full year) with a grade B or better, Physics I, and Algebra II (or the equivalent). Minimum number of students – 6.**

EARTH SCIENCE I (one-half credit; grades 11-12): This is a one semester elective lab course. It deals with the landforms and structural movements of the earth, the materials that comprise them, the processes that formed them and the energy sources found within them. Students will be encouraged to deepen their understanding of both slow and catastrophic changes to the land around them. The text will be supplemented by research and additional readings. **Prereq: First year core curriculum. Min. number of students – 6.**

EARTH SCIENCE II (one-half credit; grades 11-12): This is a one semester elective lab course that teaches the relatedness of the other aspects of our world; its hydrosphere and its atmosphere. Each of the areas will be looked at in depth and then related to the others. Topics include the chemistry and currents of the ocean, wind patterns and energy of the atmosphere, storms and seasons. The text will be supplemented by research and additional readings. **Prerequisite: First year core curriculum. Minimum number of students – 6.**

PHYSICS I (one-half credit; grades 10-11): This is a one semester lab course that gives an introduction to the basic concepts of physics: motion, forces, energy, and heat. Although relationships of quantities will be examined in both laboratory and classroom demonstration, mathematical calculation will be kept to a minimum. **This is a required course for the science core curriculum.**

PHYSICS I HONORS (one-half credit; grades 10-11): This is a one semester lab course that examines the basic concepts of physics in terms of mathematical relationships between measurable quantities. Emphasis will be given to the study of motion, forces, energy, and heat through laboratory and classroom work. Class projects will extend concepts into real-world physics and engineering. **Prerequisite: 3.0 science grade average, 3.0 grade average in Algebra I. A reading score in the 90 percentile is required. Availability will depend on the teacher's schedule. Minimum number of students – 6.**

PHYSICS II Honors (one-half credit; grades 11-12): This is a one semester lab course that continues topics from Physics I and Physics I Honors; wave characteristics of sound and light, reflection and refraction with mirrors and lenses, electric and magnetic fields. This class will require math application and is required preparation for AP and Advanced Physics courses. **Prerequisites; 3.0 in previous math courses and past or current enrollment in Algebra II. (2.0 grade average in Physics Honors, or 3.0 grade average in Physics I and permission of the instructor) Availability will depend on the teacher's schedule. Minimum number of students – 6.**

ADVANCED PHYSICS (one-half credit; grade 12): This is a one semester lab course designed to introduce students to college level physics work in vector motion, net forces, momentum and impulse, nuclear physics and quantum mechanics. Labs are more

solution oriented requiring development of procedure. **Prerequisites: Physics II, 3.0 grade average in Algebra II. Chemistry II recommended. Availability will depend on the teacher's schedule. Minimum number of students – 6.**

AP PHYSICS (one credit, grade 12): This is a year long college level course focusing on thermodynamics, wave optics, quantum physics, electromagnetism and advanced mechanics problems in preparation for the AP Physics B exam. Students will participate in review challenge sessions and research and experimentation projects. Students will be expected to take the AP Physics B exam.

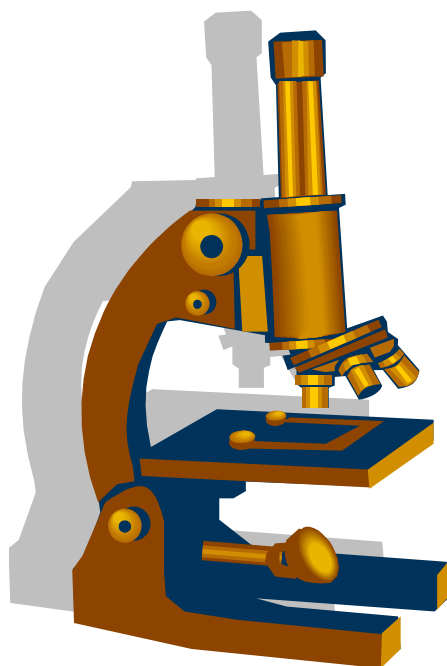
Prerequisites: 3.0 average in Physics II, past or current enrollment in Pre Calculus or Calculus. Chemistry II recommended. Availability will depend on the teacher's schedule. Minimum number of students – 6.

Required

Biology I
Chemistry I
Physics I

Electives

Chemistry II Honors
Physics II Honors
Advanced Biology
Advanced Physics
Earth Science I
Earth Science II
AP Biology
AP Chemistry
AP Physics



SOCIAL STUDIES DEPARTMENT

Social Studies is concerned with humankind. Its scope is the human struggle to survive, to master the environment, to establish a meaningful social order, to develop its potential, and to plot its future.

A person's involvement in the human community is essential if one is to become a responsible functioning person. It is the community which has built civilization, resolved conflicts, protected life, worshipped God, and ventured into space. And it will be only the community which halts destruction, and eradicates pain and want.

People are components in a system. They act upon the system and are acted upon by the system whose vitality is related to the health and its members. Failure of the system to respond and interact will lead to chaos.

Social Studies does not offer ready answers, but does address issues, asks questions, and searches for solutions.

THE SHAPING OF WESTERN SOCIETY (one credit; grade 9): This is a full year course offered to students in the 9th grade. The course chronologically and/or thematically traces the events from the rise of modern nation states to the events of the post Cold War period. Students through cause/effect analysis, interpretation of primary and secondary sources and research, will analyze and understand the ways in which Western society has developed within and among various ethnic groups. Students will trace the development of democratic institutions, the rise and fall of empires, emergence of political philosophies, and conflicts of national interests. **This is a required course.**

AMERICA IN THE MODERN WORLD - 1877 to the present (one credit; grade 10): This course traces the political development in the history of the republic. It chronicles the consequences of establishment and expanse of the frontier, the development of industrial and technological skills, while it measures their merit and human cost. The course focuses on women's contributions to American growth, analyzes the commitment of its sons and daughters to global issues and questions the nature and wisdom of future commitment to the global community.

ADVANCED PLACEMENT UNITED STATES HISTORY (one credit; grade 11): Structured for students who have the motivation and capability of doing advanced work, this course will, through college readings, develop a better understanding of the history of the United States in political, economic, social, and cultural terms. It will improve writing research and critical reading skills. The AP course will further develop the ability to analyze historical arguments and documents. **Prerequisite: Teacher recommendations, all students are required to take AP Exam. ** Minimum number of students – 6.**

GLOBAL STUDIES (one-half credit; grades 11 & 12): This is a semester course designed to engage students in a thematic approach to research and discussion of cause and effect relationships among present-day non-western nations. Students will utilize such techniques as discussion, analysis and synthesis to develop an understanding of the ways in which global interdependence has affected various social issues including the distribution of natural resources, movements of population, emergence of competing political philosophies, and tension and conflict within and among differing ethnic and cultural interests.

US GOVERNMENT PROCESS (one-half credit; grades 11-12): In this semester course, basic approaches to government are compared and contrasted. Concepts which shaped American government are examined. Study of the Constitution is undertaken with emphasis on the Bill of Rights. It is important for students to understand the three branches of government and the interdependence of all of them. Students will attain a grasp of foreign relations as well as current foreign and domestic issues which are shaping the future. **This is a required course.**

ADVANCED PLACEMENT EUROPEAN HISTORY (one credit; grades 10 & 12): Through extensive reading in primary documents, interpretative and critical resources, and class discussion and lecture, students are led toward a greater understanding of the development of Europe from the 1400's to the present. Regular reports on key artists, writers, musicians, philosophers, and scientists bring the student in contact with social and intellectual history and demonstrate how history permeates all facets of life. Note-taking skills, critical thinking and interpretation, and essay-writing skills are stressed as preparation for college. **Prerequisite: Teacher recommendations, all students are required to take AP Exam ** Minimum number of students - 6**

ECONOMICS (one-half credit; grade 12): This is a semester course designed to engage students in the study of both macro and micro economics. Students will analyze factors affecting the economy such as government interaction, world events and personal choice. An analysis of current economic events through the use of current media will supplement the text, class discussion and guest lectures. **Minimum number of students - 6**

AP US AND COMPARATIVE GOVERNMENT (One credit; grade 12). This course is designed to prepare students for success on the AP exams in both United States Government and Comparative Government. The first semester of the course will focus on Comparative Government while the second will focus on US Government. The AP course in Comparative Politics is designed to introduce students to the fundamental concepts used to study the processes and outcomes of politics in various nations throughout the

world. The AP course in the United States Government and Politics is designed to give students an analytical perspective on government and politics in the United States. ****Students must have a teacher recommendation for this class, maintain a “C” average to remain in the course and are required to take 2 AP exams.**

INTRODUCTION TO PSYCHOLOGY (One-half credit: Grades 11-12): This is a semester course designed as an elective for junior or senior year. The Introduction to Psychology is the study of human behavior and mental processes. Students will trace the origins of the study of psychology to identify perspectives about the human mind that have developed over time. Students will read case studies and clinical results to show how the study of psychology can provide insights into thought processes, learning, behavior and motivation.

Required

Western Society

America in the Modern World

OR

A.P. US History

U.S. Government ½

OR

AP US Government 1

Electives

A.P. European History

Global Studies 1/2

Economics ½

Intro to Psychology 1/2

SOCIAL STUDIES DEPARTMENT REQUIREMENTS

Criteria for placement in AP history classes

1. Teacher Recommendation, both Social Studies and English
2. Superior writing and research in history and history skills

Criteria for remaining in AP history classes

1. Maintain a C average
2. Continuing commitment



VISUAL AND PERFORMING ARTS DEPARTMENT

The Arts Program is concerned with artistic expression and response that contributes to visual-aesthetic-aural literacy. By investigating the historical, cultural, social and religious context of art and music, students arrive at an expanded understanding of who they are. Through personal expression student and artist communicates a truth that is both personal and cosmic. Responding to works of art and music, listening to artist's words and works and critics' comments help students discuss and value the arts. The course of study is designed to elicit both expression and response in the visual and performing arts. The purpose and function of the course of study is to provide a sequential plan of instruction that is specific, structured and flexible to accommodate the creative process.

VISUAL ARTS

ART I (one-half credit; grades 9-12): An introductory course for the student to develop a presentation in art, grounded in artistic merit within historical, social, cultural, critical and aesthetic parameters. Emphasis on experimentation with a variety of media to develop problem-solving skills in the creation of art forms. **Minimum number of students – 6.**

ART II (one-half credit; grades 10-12): A more in-depth study in the exploration, experimentation and development of art using a wide range of art media. Emphasis on a body of work in terms of existing and recurring ideological themes, images, symbols, and styles. **Prerequisite: Art I Minimum number of students - 6**

CERAMICS I (one-half credit; grades 10-12): An opportunity for creative expression and to learn basic hand-building techniques, sculpting and experience wheel-throwing. Students keep a "ceramics" log to record their learning insights. **(Minimum number of students - 10). Prerequisite Art I.**

CERAMICS II (one-half credit; grades 10-12; 2 mod class): Ceramics II provides the opportunity to further develop wheel throwing techniques and hand building as it relates to thrown pottery application. Other areas of study include principles and techniques of decoration and glazing methods. **Prerequisite: Ceramics I Minimum number of students - 10**

INDEPENDENT STUDY (one-half credit; grades 10-12): This course is for the serious art student who desires to build her personal portfolio. The scope and design of the course will be determined by the student and the instructor. Admission for independent study is done in consultation with, and by recommendation of the art teacher. **Prerequisite: Art I.**

***PHOTOGRAPHY offered 2013-2014 and alternating years thereafter (one-half credit; grade 11-12; limit 10):** An introductory course in digital photographic techniques. Photography will be explored as a medium for expression, discovery and communication. Elements of graphic design will be included. A digital camera is required. **(Prerequisite: Art I Max. number of students - 10).**

WHAT'S IT ALL ABOUT? EXPLORATIONS INTO 20TH CENTURY ART (one-half credit; grades 9-12): This course allows the student to explore a variety of art media to create diverse art projects based on the stylistic change and radical innovation of the late 19th and 20th century art movements. These evolving styles reflected the global and social influences of the times. As an **artist**, the student responds to each particular art movement by exploring innovative and creative use of media. (For example, personal symbols based on Adinkra cloth, surrealist compositions and assemblages, pop art references, etc.) Through the study of artworks, the student develops and hones her skills responding to art as a **historian**, critic, and student of aesthetics. In this context of changing images and meaning, the student confronts the question of "what is art?" **(Minimum number of students - 10; maximum 16).**

PERFORMING ARTS

CHAMBER SINGERS (one credit): This select group is by audition only. It is open to students from grades 10-12. Auditions require the students to have some music background and knowledge of basic choral singing. They are required to sight sing, demonstrate basic vocal techniques, range, and blending quality. The ensemble meets daily. Each session includes music theory, interval training, musicality, vocal training and sight singing exercises.

CONCERT CHOIR (one credit): This performing vocal group is open to all high school students at the Elms. Musicianship, style, vocal techniques and listening skills are emphasized through the study of a varied repertoire of literature. Introductory Music Theory, Music History and Appreciation are presented throughout the year. This includes the basic elements of music – notation, scales, key signatures, rhythm, meter, major and minor tonality and interval study. Sight singing skill and vocal techniques are taught and reviewed daily. Music History/Appreciation is presented the second semester. This introduces the students to the various periods of music throughout history, beginning with Medieval, Renaissance, Baroque, Classical, Romantic, to the present 20th Century Music. Students learn composers and their compositions from each period of music. The Concert Choir performs throughout the year, primarily for school concerts. Solo and Ensemble Competition held in January or February each year is offered to small ensembles within the choir and soloists who wish to perform. **This is a year course unless a student is scheduled for a semester class.**

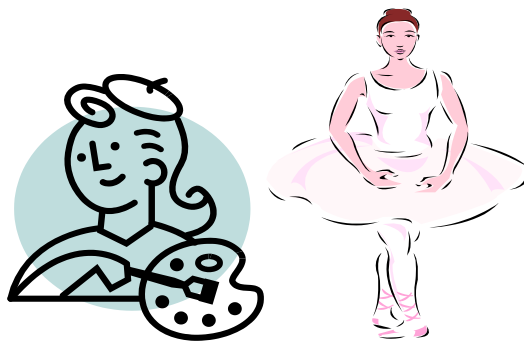
ENCORES (1/4 credit) This select vocal group auditions in the spring. It is open to all incoming freshmen and high school students at the Elms. This is the school's show choir which performs song and dance medleys. The group meets three times each week in the mornings before school. Two to three times a year choreography rehearsals are necessary. The Encores perform throughout the year at community events, holiday gatherings, school functions and concerts. Costumes are purchased by the students and range in price from \$50-\$75. The basic costume is purchased by new members. We create additions to the costumes based on the musical repertoire being performed.

The vocal repertoire includes madrigals, motets, large choral pieces, ensemble literature for solo and ensemble competitions, as well as, jazz and modern works. The Chamber Singers are invited each year to perform in concert with area high schools at the Fall Masterworks Concert, as well as, at community events throughout the year. No after school rehearsals are required however, evening performances are held throughout the year. All Chamber Singers are required to perform as an ensemble and as soloists at the Solo and Ensemble Competition held each year in January or February. Some composition and arranging is introduced to the singers as they expand their vocal repertoire to more modern day music. Black and white dresses are required for all singers. They are purchased at the beginning of the year by new members. Often times graduating seniors will donate their dresses to the new members otherwise, the cost is \$60. for a new dress.

DANCE I (one-half credit; grades 10-12): This course is designed for beginner and intermediate dancers. While emphasis will be on technique in various types of dance (e.g., ballet, modern, jazz, etc), concepts of choreography and dance history will be incorporated into instruction. Students enrolled in this course will perform during the winter and spring concerts. **Min. number of students – 6.**

DANCE II (one-half credit; grades 10-12): Dance II is designed for the intermediate and advanced dancer. This course allows for further exploration of ballet and modern dance techniques. Students will also get a more in-depth look at dance history, choreography and production. Those enrolled in this course will perform during the end of the semester concert. **Prerequisite: Dance I or admittance by instructor. Min. number of students 6, maximum – 16. Course is also dependent upon instructor's availability.**

SPEECH (see pg. 10) may be used as Performing Arts credit.



WORLD LANGUAGES DEPARTMENT

The World Languages Department of Our Lady of the Elms High School strives to empower students linguistically and culturally to participate in the diverse, multilingual market places of today's global community.

The members of the World Languages Department strongly endorse the standards developed by the National Standards in Foreign Language Education Project, which is a collaborative effort of the American Council on the Teaching of Foreign Languages, American Association of Teachers of French, American Association of Teachers of Spanish, and American Association of Teachers of Latin. Under these standards, students will realize the following objectives:

Communicate in Languages Other than English developing written and spoken expression in the target languages in a variety of setting and contexts.

Demonstrate Knowledge and Understanding of Other Cultures including an understanding of the values, practices, perspectives and products within target cultures

Connect with Other Disciplines and Acquire Information recognizing, however, the distinctive viewpoint only available through foreign languages and cultures

Develop Insight into the Nature of Language and Culture through comparison of the language and culture studied and their own native language and culture

Participate in Multilingual Communities at Home and Around the World using foreign languages within the school setting, as well as for personal enjoyment and enrichment.

FRENCH I (one credit; grades 9-11): This course introduces the student to the fundamentals of the French language and culture. Skills of listening, speaking, reading and writing will be practiced in the target language. Short compositions will aid in the formation of writing competency. The grammar and culture will be presented through the utilization of cassettes, videos, articles, songs and games, as well as the internet.

FRENCH Ia: French Ia has been instituted for the 7th grade students. It is a high school course based on French I taken at a slower pace. By the end of the year, one half of the curriculum will be completed. Daily use of the target language is required.

FRENCH Ib: French Ib will continue in the 8th grade and the last half of the curriculum will be completed. Refer to French I for course description. With the completion of French Ib students earn one high school credit. Daily use of the target language is required.

FRENCH II (one-credit; grades 9-12): The student will review the basic concepts from French I. This course emphasizes the development of a strong grammatical foundation. Daily speaking ability will be developed and practiced. The student will compose longer compositions on an extensive variety of subjects to improve writing skills and to increase her vocabulary. Furthermore, the student will continue her active exploration of Francophone culture through magazines, texts, games, interactive video, songs and on-line services. **Prerequisite: C in French I**

FRENCH III (one credit; grades 10-12): This course reviews grammar from French I and II, increases verbal fluency through in-class discussions. Writing and reading proficiency will be further refined through the analysis and discussion of a vast selection of written materials. Advanced grammatical structures will be studied and applied in both written and verbal communication. Students will expand their cultural awareness and appreciation of Francophone culture through discussion, reading and the internet. **Prerequisite: C in French II. Technology use will be integrated into this program.**

FRENCH IV (one credit; grades 11-12): Works of several Francophone authors will be read, discussed and analyzed. Verbal fluency will be increased through the utilization of the internet, interactive video and class discussion. The class will be conducted in the target language. Oral emphasis will engage students daily. Grammar points will be reviewed using in-class exercises and writing assignments. Journal writing assignments will be presented based on various topics. A theme will be presented weekly and all activities will surround that theme. French films will be shown and discussed. Exercises will center around the French films. Francophone music will be introduced. A variety of creative activities will allow self-expression in the target language. We will learn of various Francophone countries and cultures. Projects will be done to present information regarding these countries. Situations will be presented to allow for impromptu conversations. A variety of ancillary materials will be used to enrich the class. **Prerequisite: A or B in French III. Minimum number of students – 6.**

INTRODUCTION TO GERMAN (one-credit Senior Elective Course): This course is intended for a beginning level student with a desire to learn German in a fast-paced manner. It is a course covering topics such as vocabulary, grammar, greetings and common expressions, listening, reading, sentence construction, asking and answering questions, and learning the culture of German-speaking countries. This course emphasizes the standards set by the American Council of Teachers of World Languages. Students will learn through reading, writing, speaking, listening and research. Students will also learn through an online textbook. This text is rich with pictures, multi-media, as well as various other learning tools, allowing students to interact with the course online in a meaningful way. **Prerequisite: 2 years of a single language; student must also be a senior. Minimum number of students – 6.**

LATIN I: (one-credit: grades 9-12) This course introduces students to the Latin language through the study of basic grammatical forms and vocabulary. The class focuses on pronunciation, translation, and composition skills while acquainting the student with English derivatives. Studying Latin increases a student's vocabulary, polishes English grammar skills, and serves as a foundation for other languages. An introduction to the Romans and their culture is also provided.

LATIN II: (one credit: grades 10-12) In Latin II, students learn more advanced grammatical forms and vocabulary with increased emphasis on translation and composition skills. Students will explore Greek and Roman myths through the reading of Edith Hamilton's Mythology and become better acquainted with the history and culture of the Romans by means of translations, research, and projects.

LATIN III & IV: (one credit: grades 11-12) Third and fourth year Latin students concentrate on translating and interpreting the works of renowned Roman authors. In this course, during alternate years, students are exposed to a variety of writers and their works such as Cicero, Caesar, Pliny, Plautus, Lucretius, Ovid, Catullus, Horace, and Vergil, etc. Such readings are placed within their cultural and historical context and prove most beneficial to the college bound student.

SPANISH I (one credit; grades 9-11): The student will cultivate the four basic skills of listening, speaking, reading and writing in the target language. She will also develop an understanding of the basic grammatical structures and comprehension of the target language, whether spoken or written on a level commensurate with experience. The student will develop an awareness and appreciation of the Hispanic culture through a variety of means, including video, music, art, student presentations and food. Students will use the internet to broaden their cultural knowledge and enhance their language skills.

SPANISH Ia: Spanish Ia has been instituted for the 7th grade students. It is a high school course based on Spanish I taken at a slower pace. By the end of the year, one half of the curriculum will be completed.

SPANISH Ib: Spanish Ib will continue in the 8th grade and the last half of the curriculum will be completed. Refer to Spanish I for course description. With the successful completion of Spanish Ib students earn one high school credit.

SPANISH II (one credit; grs. 9-12): Students will strengthen their comprehension and fluency in the areas of speaking, writing, reading and listening. Communicative skills, in verbal and written form, will be enhanced. Students will expand their cultural awareness and appreciation by means of current publications and videos. Students will use the internet to enhance their language skills. **Prerequisite: C or above in Spanish I.**

SPANISH III (one credit; grades 10-12): This course develops advanced grammar and vocabulary applications. Course assignments will strengthen comprehension, speaking, listening and writing skills. Conversational skills will be practiced through meaningful communicative activities. Videos will be used to reinforce understanding of native Spanish speakers. Students will refine their language skills through internet web sites. Students will read one classic novel each semester. **Prerequisite: C or above in Spanish II.**

SPANISH IV (one credit; grades 11-12): This course integrates interdisciplinary subjects as part of the overall task of achieving fluency in the target language. Extemporaneous speaking, pronunciation skills and listening skills will be refined through many verbal/audio exercises. Students will sharpen their writing skills through various assignments. A comprehensive review of basic and advanced grammar concepts will be integrated throughout the course. Readings from Hispanic literature will be incorporated to elicit an understanding of the various cultures of Spain and Latin America and to grasp advanced grammatical concepts in context. Music will be used to reveal the impact of contemporary Latin culture on mainstream America. Interactive websites will be integrated into the students' language acquisition and cultural awareness. Reading classic novels in the target language is required. **Prerequisite: A or B in Spanish III. Minimum number of students – 6**

SPANISH AP: This course is equivalent to the third-year college course. Students will comprehend formal and informal spoken Spanish, acquire vocabulary from the reading of newspaper and magazine articles, as well as modern Spanish literature. They will compose expository passages and express ideas orally with accuracy and fluency. **Prerequisite: Signed contract, B or higher in Spanish III or IV.** Ordinarily this course is taught in conjunction with Spanish IV.

OTHER EDUCATIONAL OPPORTUNITIES

LEADERSHIP (one-fourth credit; Grades 9-12, officers only): The skills of leadership are learned in the practical setting of the class office held by each participant. Officers are expected to be present at weekly planning meetings before school time. Other leadership sessions are planned during school time. This course begins with a summer workshop on leadership skills and is mandatory for all elected and appointed officers. **Prerequisite: 2.5 Accum.**

STUDY SKILLS/INFORMATION MANAGEMENT; grade 9): This course is designed to evaluate, develop and reinforce study skills and to develop the critical thinking skills necessary to effectively use information. The course is non-traditional in that it is integrated into orientation and freshman homeroom during first semester. Students will participate in learning activities to increase their ability to use analytical reasoning and critical thinking across the curriculum and in their Internet research. Students submit documentation of learning activities to earn a pass/fail grade.

Online Curriculum Available to Elms Students through Diocese of Cleveland High Schools 2012-2013

The following online courses are available to Elms students. Though the online class does not meet at a specified time, an Elms student enrolled in an online class is expected to use 2 mods each day for coursework.

Course Fee (as determined by host schools): TBD

Why choose on online course?

- Our courses enable innovative learning methods that integrate the use of supportive technologies, inquiry, problem-based approaches and higher order thinking skills for our students.
- Our courses encourage the integration of community resources beyond our individual school walls.
- Being a student in one of our online courses enables you to become a member of an expanded community and international involvement in learning, both face-to-face and online.

Host School: Cleveland Central Catholic
Course: Personal Finance I and II
Teacher: Carol Troxell
ctroxell@centralcatholic.org

Mrs. Troxell holds a masters degree in educational technology from Baldwin College and has been teaching at Cleveland Central Catholic for 11 years. Mrs. Troxell formerly worked in the business environment in accounting. Mrs. Troxell developed the Personal Finance course for Cleveland Central Catholic and has been teaching it for the last six years. This course is in part of the curriculum for a Key Bank partnership with Cleveland Central Catholic that focuses on financial literacy. Under the leadership of Mrs. Troxell, as the business/technology department chairperson, Cleveland Central Catholic was the only school selected in 2008 for the Ohio Department of Education award, "Schools Investing in our Future."

Grade level: 11, 12
Semester Elective - .50 Credit

First Semester: This course informs students of their financial responsibilities as citizens, students, family members, consumers, and active participants in the business world. Major topics include financial planning, career planning, budgeting, consumer protection, legal protection, checking and savings accounts, consumer credit, mortgages, and fundamentals of investing.

Second Semester: This course informs students of their financial responsibilities as citizens, students, family members, consumers, and active participants in the business world. Major topics include stocks, income tax, bonds and mutual funds, real estate, insurance, and retirement planning.

Host School: Elyria Catholic
Course: Media Literacy
Teacher: Kristen Frey
frey@elyriacatholic.com

Ms. Frey obtained her Bachelor of Arts in English from Kent State University in 2005 and her MLIS from Kent State University in 2007. While pursuing her graduate degree, she worked as a Youth Services team leader for Clermont County Public Library near Cincinnati, Ohio. She also served as a Children's Librarian for 3 years at Rocky River Public Library. Currently, Ms. Frey serves as a librarian at Elyria Catholic as well as an adjunct faculty member for Bryant & Stratton College. She is a member of OELMA, the American Library Association, YALSA, and the Ohio Library Council. Her professional interests include education in media and information literacy, collection development, and readers' advisory.

Grades 10, 11, 12
Semester - .50 Credit

This course will provide a broad overview of information literacy concepts. It will introduce skills for evaluating all types of resources and introduce principles and information on copyright, plagiarism, APA and MLA formatting and fair use.

This course will also focus on how to select the best and most relevant information possible in the learning process and recognize the need for information. The students will learn to locate it using various information technologies and infrastructures, organize it and apply it in productive ways. It will include sections on introducing the use and navigation of subject-specific databases and websites.

This course will also cover a brief history of information and how information is changing. It will examine the way we use information today and how this affects our work, culture and creativity.

Host School: Holy Name
Course: Holocaust, Genocide: Prejudice and Propaganda
Teacher: Joe Ehrbar
jehrbar@holynamehs.com

Mr. Ehrbar is a graduate of St. Edward High School and Ohio Dominican. He has a Master's degree in History from Cleveland State and he took classes at Oxford.

He has been at Holy Name for 34 years and has served as Social Studies Chair. He is also Adjunct Professor – Lorain Community, Cuyahoga Community Colleges.

He has been awarded the Plain Dealer Golden Apple Award and has taught numerous AP, Honors and PESOP Social Studies Courses.

Grades 10, 11, 12
Semester - .50 Credit

This course offers a look at genocide as the result of prejudice and propaganda, with an emphasis on similarities in causes, conditions and consequences for various cultures, races and groups. As Christians, to what response and moral obligations are we called?

The history of the world offers a wide variety of cases to be examined: Anti-Semitism and the Holocaust, the American Indian, the Kurds, Ukraine, Armenia, Cambodia, Rwanda, Darfur, Congo. This course asks the questions, "Why" and "What can we do?"

Host School: Lake Catholic
Course: Accounting I
Teacher: Mike DeSantis
mdesantis@lakecatholic.org

Mr. DeSantis has been teaching at Lake Catholic for 33 years. He is chairman of the Business Department and the Systems Administrator for all of the school's educational technology.

Grades 10, 11, 12
Year – 1.00 Credit

This will be a year-long course where the students will learn recordkeeping of small businesses through the teaching of the accounting cycle. Students will learn how to use journals, ledgers, and worksheets to prepare financial statements.

This course is recommended for students planning to major in business in college. The workbook is internet-based. Students will have access to it from any computer with internet access.

All work will be graded immediately at the due date and the students will receive immediate feedback on their work.

Host School: St. Peter Chanel
Course #1: Contemporary Affairs
Teacher: Hugh McMahon
hcmahon@stpeterchanel.com

Mr. McMahon is a 10 year veteran teacher at St. Peter Chanel High School. He has a master's degree and is a highly successful AP US History teacher. He is also the Head Coach of the Girls Varsity Basketball team. Last year students thoroughly enjoyed his pilot online course Contemporary Affairs. Mr. McMahon promotes intellectual curiosity and debate combining elements of rigor and fun as students wrestle with world affairs.

Grades 9, 10, 11, 12
Semester - .50 Credit

Examines major world events and issues with investigation into their significance and implications. The course focuses on:

- an examination of current world events and issues in a historical context, including cause and effect relationships;
- a study of political systems, past and present, especially in developing countries;
- an analysis of global interdependence.

Host School: St. Peter Chanel
Course #2: Creative Writing I
Teacher: Joe Rock
jrock@stpeterchanel.com

Mr. Rock is a 1991 alumnus and 10 year veteran teacher at St. Peter Chanel High School. He is the English Department Chair and Student Council Moderator. Having earned his Master's Degree in English, Mr. Rock is currently working on his Ph.D. Creative Writing is one of his favorite subjects to teach because he challenges his students to use their imagination while polishing their writing skills.

Grades 10, 11, 12
Semester - .50 Credit

This semester course offers students instruction in the various forms of writing, with special emphasis on developing content and style. Students will employ the creative writing process for poetry, short story, essay and other assignments. Students must complete frequent writings of varied lengths.

Host School: Villa Angela-St. Joseph
Course #1: Environmental Science
Teacher: Andrea Siegler
asiegler@vasj.com

Ms. Ziegler holds a Bachelor's of Science in Geology with an emphasis in Environmental Science from the University of Dayton. She recently graduated Summa Cum Laude with her Master's in Secondary Education, also from the University of Dayton. During her first two years at VASJ, Ms. Ziegler was a member of the LaLanne Program, a teacher service program within the University Consortium for Catholic Education.

Grades 11, 12
Semester – 1.00 Credit

Environmental Science is an interdisciplinary study that builds upon knowledge of biology, chemistry, physics and geology in order to explain how the environment operates. Our environment includes all living and non-living things which an organism interacts.

Topics taught correspond to chapters from "Pearson: Environmental Science."

Students will be asked to look for environmental problems present in their schools, home, and/or communities. Eventually, a student or small group of students would select a specific problem that they would like to solve.

Host School: Villa Angela-St. Joseph
Course #2: Computer Programming (774C Java)
Teacher: Steve Wallace
swallace@vasj.com

At VASJ, Mr. Wallace employs Marianist and Ursuline characteristics to teach 21st century technology, business, engineering, personal, and Christian leadership skills through his involvement as the business and technology chair and as the coordinator of the University of Dayton Pre-Engineering Program. His personal mission is that his students develop a high level of self-confidence that they can respectfully deal with both routine and difficult personal, academic, business, engineering, and technology situations. Mr. Wallace joined the VASJ faculty in 2001 after a business career where he started and operated two software product companies. He is an electrical engineer and an Ursuline College ministry program graduate. He believes that he is to use his experience and gifts to help identify and form future Christian business and technology leaders – leaders who will know how to lead the formation of our worldwide economy for the benefit and participation of all. He colors his hair gray so his students don't think he's too young to be their teacher.

Grades 11, 12
Semester – 1.00 Credit

Create your own software application programs for the web.

The JAVA computer programming course prepares students to design, develop, and test software program algorithms. Students use the JAVA programming language to develop both structured design programming skills and object-oriented design programming skills by following the objectives of the AP Computer Science curriculum.

The course allows students to investigate the JAVA language and computer programming techniques before graduation for enrichment or for preparation for more advanced studies in the computer science area.

Prerequisites: Access to JAVA SDK and IDE products running on a high-end computer with high-speed Internet and the Windows 7 operating system; Basic understanding of Algebra II principles and techniques and algorithm formulation skills.

Note:

1. “These online courses are asynchronous (i.e., you are not scheduled into the class at a particular time; you will not experience “live” teaching).
2. Elms policy applies regarding adding or dropping a course and the assignment of elective credit.

SUMMARY OF ELECTIVES

<u>Course</u>	<u>Grade Level</u>	<u>Semester or year</u>
Presentation Software	9, 10, 11, 12	semester
Journalism/Desktop Publishing	9, 10, 11, 12	year
Yearbook/Desktop Publishing	9, 10, 11, 12	year
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Advanced Speech (Forensics Practicum)	9, 10, 11, 12	semester
Grammar and Composition	10, 11, 12	semester
Speech	9, 10, 11, 12	semester
Theatre Arts	10, 11, 12	semester
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*Art I	9, 10, 11, 12	semester
Art II	10, 11, 12	semester
Ceramics I	10, 11, 12	semester
Ceramics II	10, 11, 12	semester
Independent Study	10, 11, 12	semester
Photography	11, 12	semester
Explorations into 20 th Century Art	9, 10, 11, 12	semester
*Prerequisite for all art classes listed below Art I		
Chamber Singers	10, 11, 12	year
Concert Choir	9, 10, 11, 12	year
Encores	9, 10, 11, 12	year
Dance I	9, 10, 11, 12	semester
Dance II	10, 11, 12	semester
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French I/Spanish I/Latin I	9, 10, 11, 12	year
French II/Spanish II/Latin II	9, 10, 11, 12	year
French III/Spanish III/Latin III	10, 11, 12	year
French IV/Spanish IV/Latin IV	11, 12	year
AP Spanish	12	year
Intro to German	12	year
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*Independent Living	11, 12	semester
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Algebra II/Trig Honors	9, 10, 11	year
Probability/Statistics	10, 11, 12	year
Precalculus	11, 12	year
AP Calculus	12	year
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*Physical Education	9, 10, 11, 12	semester (1/4 credit)
*1/2 credit required, 1/4 credit must be earned at OLE		
**CPR/First Aid/Sports Training	9, 10, 11, 12	semester
**Fitness I	10, 11, 12	semester
**Fitness II	11, 12	semester
**Does not replace the PE requirement		

<u>Course</u>	<u>Grade Level</u>	<u>Semester or year</u>
Advanced Biology	11, 12	semester
AP Biology	12	year
Chemistry II Honors	11, 12	semester
AP Chemistry	12	year
Earth Science I	11, 12	semester
Earth Science II	11, 12	semester
Physics I Honors	10, 11	semester
Physics II Honors	11, 12	semester
Adv. Physics	12	semester
AP Physics	12	year
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AP European History	10, 11, 12	year
AP US History	11	year
AP US Gov	12	year
Economics	11,12	semester
Global Studies	11, 12	semester
Intro to Psychology	11, 12	semester
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Leadership	9, 10, 11, 12	year
Study Skills/Information Management	9	semester