

CARDINAL  
O'HARA  

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HIGH SCHOOL

2018-2019

## Introduction

Course selection is a responsibility that requires time, patience, understanding, and contemplation. Involve your parents/guardians, and guidance counselor in your decision making process. Present teachers are a good sources of advice since they have witnessed the scholastic performance of the student first hand. Teachers of courses being considered know the academic demands of these courses and the level of performance expected of their students.

The re-registration fee you paid assures your seat for the upcoming year. After you have had time to review the course offerings and seek the necessary counseling, you will be asked to complete your course selection on Power School. Choose your courses for the next year, print the selection sheet and sign the paper. Parents/guardians are also asked to sign the paper. This course selection sheet must be returned to the Academic Affairs Office by the required date mentioned on Power School and through announcements.

For some courses, certain requirements/prerequisites have been stated. These were agreed upon by the department involved and must be met before you apply for the course. Approval from the Department Chairperson is required for any exception to these prerequisites.

Once your course selection has been made, it will be difficult to alter. You will be expected to complete each course during the upcoming year. Courses may not be dropped at any time during the year. Read this catalog carefully and make the best of your education and your future at Cardinal O'Hara High School.

For those of you who are planning on playing sports in Division I & II colleges, you need to check with the Guidance Office to make sure your choices are NCAA approved.

**Included in this Academic Catalog are the courses we expect to offer for the 2018-2019 school year. Staffing changes or insufficient enrollment may force the cancellation of some courses.**

## CURRICULUM POLICY

Curriculum policy at Cardinal O'Hara High School is developed in the context of the school's philosophy and objectives, regulations of the Department of Education of the Commonwealth of Pennsylvania, and directives of the Secondary School System of the Archdiocese of Philadelphia.

Academic requirements can be summarized as follows:

<b>Freshmen</b>	required to earn at least <b>7</b> credits, including both major and minor courses.
<b>Sophomores</b>	required to earn at least <b>7</b> credits, including both major and minor courses.
<b>Juniors</b>	required to earn at least <b>6</b> credits, but encouraged to take <b>7</b> credits.
<b>Seniors</b>	required to earn at least <b>6</b> credits, but encouraged to take <b>7</b> credits.

A minimum of 26 credits is required for graduation.

<b>Theology</b>	four credits
<b>English</b>	four credits
<b>Mathematics</b>	three credits
<b>Science</b>	three credits
<b>Social Studies*</b>	four credits
<b>World Language</b>	two credits
<b>P.E./Health*</b>	one half credit each
<b>Electives*</b>	four and a half credits
<b>Informational Technology I</b>	one half credit

- Students must take ONE of the following:
  - A fourth year of Social Studies
  - A fourth year of Math or Science
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\* It may be necessary to choose 5 electives in order to attain 26 credits required for graduation.

\* Physical Education/Health must be fulfilled before graduation.

## PLACEMENT OF FRESHMEN

At the time of registration, each incoming freshman has an opportunity to indicate a desire to enroll in Art Class or in Band, and to indicate any foreign language preference. Theology, English, Mathematics, Science, Social Studies, World Language or Skill Enrichment, Freshman Seminar and Informational Technology (half credit courses each) are all required courses for freshmen. If a freshman is in the full-time Art or Music program, the Informational Technology and Freshman Seminar requirement is waived.

The basis for our tracking begins with the *entrance test, seventh grade final marks, the eighth grade semester marks*, and the local percentile results of the *Terra Nova* test administered in the spring to all seventh-graders in our parish schools. Each academic department at O'Hara weighs these marks and scores to develop an index intended to determine the appropriate academic level for the student in that department.

For example, the English Department emphasizes the reading mark and level, and the English and spelling marks from seventh and eighth grades, as well as the *Terra Nova* scores showing reading vocabulary and comprehension, language mechanics and expression, spelling and study skills. The mathematics department puts greater emphasis on the school mathematics marks and the *Terra Nova* scores showing math computation, concepts and applications. Thus a student's English index might differ significantly from math index, so the tracks for those two subjects could be different.

## COURSE SELECTION FOR UPPER CLASS STUDENTS

Freshmen, sophomores and juniors begin the course selection process for the following year in the late winter. The course selection availabilities are the required courses and electives recommended by the school in light of the student's academic performance to date. For example, the English course listed will be in the track recommended by the teacher, and the electives listed will be based on the courses already taken by the student. The courses that appear on the course selection sheet will also appear online using the student and parent Grade Connect connection, and the actual course selection will take place online. When the online course selection is complete, the student or parent will lock the selection, and complete the registration by printing and signing the completed online registration. This will be submitted to the Academic Affairs Office on the specified date.

Parents should make sure that they are involved in this process. If the courses selected all appear on the course selection sheet, no further permissions from the school will be required, and the form is submitted. To register for a course not on the course selection sheet, or to take a course listed but in a different track, will require an **Exception Form**. These forms are not online but are available from the Academic Office and will require your signature as well as signatures from O'Hara personnel who will be giving you their recommendations.

The deadline for course registration will be announced. Students who register after the deadline often lose opportunities to take elective courses, since in rostering for these courses priority is given to those who registered on time. All registration forms will be dated upon their receipt.

## COURSE CHANGES

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O'Hara permits limited roster changes. The various steps in the roster change process are meant to ensure that the change is really in the student's best interest, that class size and total teacher load are not compromised, and that a "domino effect" is not created involving course changes or track changes in subjects other than the one requested. It is extremely difficult to drop or add a course. However, for a good reason it is possible to change a course or change a track, but only with the approval of all the teachers involved and the approval of the Department Chairperson. Once the "add/drop" period ends, no courses, whether required or an elective, may be dropped. If, for some extraneous reason a course needs to be dropped, a "W" will be added to the official Cardinal O'Hara transcript. A "W" indicates a failing grade.

Roster consultation days are designated in August for student and parents to fill out course change application forms. There is a fee for the application which will be refunded if the change cannot be made. This charge is meant both to emphasize the seriousness with which roster changes should be made, and to offset the real costs involved—updating the data base, and producing new rosters for the student and the various school offices. Changes in lunch periods, teacher requests, or to obtain early dismissals will not be considered. This planning of how to accomplish the desired course change is meant to be a learning experience; it can help prepare the student for the college rostering process. The student must determine when the desired course is offered, and how any conflicts with his or her

other courses could be resolved. The teachers must consider how additional students in the desired class will affect both class size and total teacher load: neither parents nor teachers want excessive class size.

Completed applications with all the necessary approvals must be in the Academic Office by the published deadline. The Academic Office will handle real conflicts or any mistakes on a student's roster without charge.

## **GRADING**

The highest report card grade that may be given is 100; the lowest passing grade is 70; and the lowest failing grade is 60.

The **quarter grade** is determined by the teacher and, depending on the academic discipline, may include major tests, quizzes, term papers, homework, classroom participation, portfolio assessment, group/individual projects or a major project. At least three major assessments or major project must be included in the quarter grade; these major marks should be distributed over the quarter and returned to the student in a timely fashion so that the student is aware of his or her progress. Teachers are to update Grade Connect at least every seven days in order for parents/students to be aware of progress.

The **semester grade** is calculated by adding 50% of each quarterly grade. The **final grade** is calculated by taking 45% of each semester grade and 10% of the final assessment grade. This determines whether the student has passed or failed the course. Only the first semester grade and the final grade appear on the permanent record. The first and third quarter grades are meant to be progress reports to the students and their parents.

## **REPORT CARDS**

Student academic reports are processed by our administrative computer system. In addition to the grades, the report cards provide an opportunity for teacher comments; they also contain the students' absences, lateness, and the conduct grade. Report cards are distributed three times during the school year on the day assigned by the Academic Office; final reports are mailed to the parents at the end of June.

Only the first semester grade and the final grade in June appear on the students' permanent record card, which becomes their transcript. The record of absence and lateness is also part of the permanent record; the conduct grade is not.

## **HONOR ROLL**

The Honor Roll is determined by general average, and is independent of the placement (Honors, College Prep or Academic) of the courses which the student is taking. Partial credited courses are counted as such in this calculation. Honors are calculated on a quarterly basis; they do not include semester grades or semester assessments. General averages are not rounded up to meet the following criteria:

<b>1st Honors</b>	<b>93.0</b> with no grade below 90
<b>2nd Honors</b>	<b>88.0</b> with no grade below 85

## **FAILURE WARNINGS**

Any student who is in danger of failing for the semester, third quarter or for the entire school year must receive a failure warning notice before the close of the marking period; suggested dates are noted on the school calendar. A failure warning may be issued later in the marking period if the student's academic performance changes dramatically. Although instructors are not obligated to issue failure warning notices during the first quarter, progress reports are issued throughout the year to keep parents aware of scholastic progress. Parents should be on PowerSchool which provides daily, weekly or monthly reports on the student's progress.

Students who fail three subjects at the end of the school year are subject to dismissal. Ninth grade students with five failures at the end of the first semester are liable for dismissal, as are upperclassmen with four failures at the end of the first semester.

## **Academic Placement**

The academic system is designed to have students in classes according to ability and achievement. It is possible for a student to be in different levels for different subjects. The following levels are offered at O'Hara:

### **Advanced Placement (AP) Courses**

Advanced Placement, or AP, refers to college-level courses taught according to The College Board Advanced Placement Program and/or to courses designed to prepare students for College Board AP Tests. Success in AP courses can be an important factor in admission to colleges and universities. Successful performance on AP tests (a score of 3, 4, or 5 on a five-point scale) may lead to college credit and/or advanced placement in college. For further information on policies for granting of AP credit, consult the catalogs of specific colleges and universities. AP courses receive appropriate weight in the Grade Point Average (GPA).

### **Elective Courses**

These courses fall outside core course requirements, but are required to meet graduation requirements. Students must choose electives that satisfy graduation requirements.

### **Grade Point Average (GPA)**

A student's Grade Point Average (GPA) is computed using a weighted scale. GPA is calculated annually for all students. Honors and AP courses are given greater weight in the GPA calculation.

### **Honors Courses**

Honors courses are those which are taught at a high school level but which, like AP courses, provide the greatest challenge and the best preparation for admission to and success at highly selective colleges. Honors level courses receive appropriate weight when the Grade Point Average (GPA) is calculated.

### **Prerequisite**

A prerequisite is a course that a student must complete in order to qualify for entry into another course.

**College Prep Courses** CP courses are for above average students. These courses prepare the student for admission into a university.

**Academic** classes are for college prep or general classes for average students.

### **NCAA Eligible**

These courses meet requirements necessary for college-bound student athletes enrolling full time at an NCAA Division I college or university.

## Required Courses

Required courses are specific courses that must be taken by all students to satisfy graduation requirements.

## Semester

A semester is half a school year and includes two marking periods. Semester 1 begins in September and ends in late January. Semester 2 ends in June.

## RANK IN CLASS

Rank-in-class considers the level of each course. In the track system all subjects are divided into tracks or levels which place different interpretations on the grade received for a given course. It is an attempt to show greater justice to students who select difficult subjects and also, an attempt to encourage other students to earn a higher grade.

Tracking enables classes to be taught on the basis of difficulty of subject matter and the ability of the students taking the subject. The grade is meant to indicate whether or not a student is working to his or her level and it is independent of the track; thus students in Academic can make the Honor Roll just as easily as students in Honors.

Rank-in-class, however, is determined by an Adjusted Quality Point average which gives greater weight to the more difficult courses in the advanced tracks. The student who ranks first in the class has the highest Adjusted Quality Point Average. The weighting is accomplished by assigning quality points to each mark according to the track of the course, as detailed in the accompanying **Quality Points Table**. The **Quality Points Table** is used to calculate quality points and rank. Current and cumulative rank in class appears **only** on the semester report card.

## QUALITY POINTS TABLE

GRADE	AP					GRADE	TRACK				
	5	4	3	2	1		5	4	3	2	1
100	54	48	44	40	36	79	33	27	23	19	15
99	53	47	43	39	35	78	32	26	22	18	14
98	52	46	42	38	34	77	31	25	21	17	13
97	51	45	41	37	33	76	30	24	20	16	12
96	50	44	40	36	32	75	29	23	19	15	11
95	49	43	39	35	31	74	28	22	18	14	10
94	48	42	38	34	30	73	27	21	17	13	9
93	47	41	37	33	29	72	26	20	16	12	8
92	46	40	36	32	28	71	25	19	15	11	7
91	45	39	35	31	27	70	24	18	14	10	6
90	44	38	34	30	26	69	23	17	13	9	5
89	43	37	33	29	25	68	22	16	12	8	4
88	42	36	32	28	24	67	21	15	11	7	3
87	41	35	31	27	23	66	20	14	10	6	2
86	40	34	30	26	22	65	19	13	9	5	1
85	39	33	29	25	21	64	18	12	8	4	0

84	38	32	28	24	20	63	17	11	7	3	0
83	37	31	27	23	19	62	16	10	6	2	0
82	36	30	26	22	18	61	15	9	5	1	0
81	35	29	25	21	17	60	14	8	4	0	0
80	34	28	24	20	16						

## GPA

The GPA will be calculated based on the final grade per course using the weighted scale below. Each course receives a GPA value and then the average GPA of all courses is calculated. The GPA will be reported on the transcript. Semester-long and quarter-long courses will be counted into the GPA.

Final Course Grade	A.P.	Honors	College Prep, Academic
90 – 100	4.3	4.1	4.0
80 – 89	3.3	3.1	3.0
73 – 79	2.3	2.1	2.0
70 – 72	1.3	1.1	1.0

## ACADEMIC PROBATION

Although students are encouraged to participate in the activities program of the school, great care should be exercised so that the degree of participation in these activities does not have a harmful effect upon their academic progress. Students who fail to receive a passing grade in two or more subjects will be placed on academic probation. Students who are on Academic Probation are ineligible to participate in any sport or activity during the next quarter. This is a total ban from all practices, work sessions, meetings, and any club activities. Students will be required to have their teachers complete an evaluation form for the review period during academic probation and submit to the Assistant Principal for Academic Affairs.

## SUMMER SCHOOL POLICIES

Archdiocesan policy stipulates that seniors with failures for the school year do not participate in the graduation exercises. Seniors with any failures for the year must successfully make up those failures in **Diocesan Summer School** in order to receive the diploma; this applies even if the failure was in an elective.

Underclassmen with any failures for the year must successfully make up those failures in **Diocesan Summer School** in order to return to O'Hara the following September. Students with excessive absences do not successfully complete the school year until they make up the time they have missed in **Discipline Summer School**. According to the policy of the Secondary School System, "secondary school students who have missed 22 or more days without a medical note must attend a Discipline Summer School at their school. Any student who fails to attend this week may not return to any Archdiocesan School in the fall."

**Diocesan Summer School** is held on-line through [www.Educere.net](http://www.Educere.net). Summer School registration for summer school takes place when the school year ends. There is a registration fee and an additional fee for each subject; these fees must be paid at the time of registration.

## DIOCESAN SCHOLARS

Twelve Catholic colleges in the Philadelphia area in cooperation with the Secondary School System of the Archdiocese of Philadelphia sponsor the **Diocesan Scholars Program**. The top thirty juniors are invited to interview for the program during their senior year. The O'Hara students selected take four courses at Cardinal O'Hara and two college courses each semester during their senior year. There is no college tuition for these courses, but students receive both high school and college credit. **Diocesan Scholars** must supply their own transportation between the high school and the college, and maintain at least a **B** average.

**DUAL ENROLLMENT- Opportunities to gain college credit beginning in sophomore year:**

COHS partner's with Delaware Community College in offering our students the chance to take classes at a discounted rate and to gain college credit. Students become eligible by completing a Delaware County Community College Dual Enrollment Application and tests college ready on the Placement Test. The Placement Test may be waived with these qualifying SAT/ACT scores:

English/Reading = **SAT Verbal: 500 or ACT Verbal: 18**

Math = **SAT Math: 500 or ACT Math: 20**

Delaware County Community College Assessment Services comes to Cardinal O'Hara and administers the test at no cost. All students who have handed in a completed Dual Enrollment Application are added to the list. If a student qualifies for admission the Delaware County Community College Dual Enrollment staff will come to Cardinal O'Hara for registration and assistance in choosing courses with the student.

Students must take at least enough classes at O'Hara to qualify for graduation without the dual enrollment and must take a minimum of six credits at O'Hara. Cardinal O'Hara High School does permit early dismissal for dual enrollment. Parents of students who have an exam at college during a school day should send a note in advance stating the time and reason in order to be excused for the exam.

All applications, tuition, transportation, and other costs are the sole responsibility of the student and family. O'Hara High School bears no financial responsibility for any cost of dual enrollment.

**TESTING SCHEDULE**

To allow students to prepare adequately for tests and to avoid multiple tests on the same day, the Testing Schedule is followed for major tests. A major test extends over most of the class period and reviews extensive subject matter. The schedule is given by number days; an alternate testing day for the department is given in italics. Quizzes may be given at the discretion of the teacher.

<b>Day 1</b>	<i>Theology, Fine Arts, English</i>
<b>Day 2</b>	<i>Language, Business, Math</i>
<b>Day 3</b>	<i>Science, Social Studies</i>
<b>Day 4</b>	<i>English, Theology, Fine Arts</i>
<b>Day 5</b>	<i>Math, Language, Business</i>
<b>Day 6</b>	<i>Social Studies, Science</i>

**PREPARATION FOR A PARENT-TEACHER CONFERENCE**

1. Be aware of what a teacher's expectation level is for this class. Most teachers give a course profile out on "Back to School Night" held in September.
2. Check Power School frequently and sign up with your parent account to access your son/daughters progress.
3. Power school will show all test, quiz, written homework, class or group assignment, class work, lab, notebook and project grades.
4. Ask your child if they understand how the teacher determines a quarter grade. Check your student's grades and assignments on Power School to see if the information is up to date.
5. Nothing a teacher tells you at a conference should come as a surprise to you. Please attend the conference with your son/daughter.

**At the Conference**

1. Ask the teacher if all your child's assignments have been completed and handed in on time.



2. Compare information with the teacher about the grades for tests, quizzes and so forth.
3. Ask the teacher exactly how the quarter grade was determined.
4. Make sure all your questions are answered before you leave the conference - bring a list of questions with you if necessary.
5. You are encouraged to bring your child to the conference especially if your child is not doing well in a particular subject.

**Remember: Parent-Teacher Conferences are an opportunity for an exchange of information between parent and teacher to benefit the student**

### *English Department*

*To learn to read is to light a fire; every syllable that is spelled out is a spark. --Victor Hugo*

*Let me live, love and say it well in good sentences. --Sylvia Plath*

The goal of the English Department is to light a fire in the minds of our students and teach them how to express what is inside well. We recognize the changing face of communication and strive to embrace the new, while never abandoning the classic. As language is at the core of all education, the study of how to decode it, utilize it and present it is fundamental to success in learning. To this end, the Department is committed to providing our students with the opportunity to read various types of text, from literary to informational, to write in an array of formats and to demonstrate a command of the language through presentations incorporating speaking, inquiry, and reflection

**Sequence of Literary Study:**

- **Grade 9** Critical Reading, Writing, and Speaking supported through selections in Genre Literature and informational text
- **Grade 10** Critical Reading, Writing, and Speaking supported through various selections in World and British Literature and informational text
- **Grade 11** Critical Reading, Writing, and Speaking supported through various selections in American Literature and informational text
- **Grade 12** Critical Reading, Writing, and Speaking supported through selections in contemporary American Literature, World Literature, British Literature and informational text.

**NORMAL SEQUENCE OF ENGLISH COURSES**

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Advanced Placement</b>			AP Language	AP English 4
<b>Honors</b>	English 1	English 2	English 3	English 4
<b>College Prep</b>	English 1	English 2	English 3	English 4

**Academic**

## English 1

## English 2

111	<b>English Language Arts I</b>	1.00 cr.	Honors	Gr.9
112	<b>English Language Arts I</b>	1.00 cr.	College Prep	Gr.9

English Language Arts I is a required course for all ninth grade students. Based on the Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Students will develop their writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of standard English and will strengthen vocabulary acquisition and use. Particular attention is paid to preparation for the PSAT verbal and writing sections.

**Pacing of instruction, selections of appropriate pieces and assessment varies according to track placement.**

2 semesters

121	<b>English Language Arts II</b>	1.00 cr.	Honors	Gr.10
122	<b>English Language Arts II</b>	1.00 cr.	College Prep	Gr.10

English Language Arts II is a required course for all tenth grade students. Based on the Common Core Standards, this course provides students with the skills and knowledge to become advanced critical readers and writers by analyzing multiple themes, interpretations, and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Reinforcing and expanding the writing objectives of the freshman year, this course will develop the student's writing skills by examining text types and purposes and by writing arguments to support claims in an analysis of substantive topics or texts. Students will write explanatory/informational texts to examine and convey complex ideas, and will write narratives to develop real or imagined experiences or events. Students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing collaborative discussions and presentations integrating multiple sources of information. This course will further advance students' knowledge of the conventions of standard English and will strengthen vocabulary acquisition and use. Particular attention is paid to preparation for the PSAT verbal and writing sections.

**Pacing of instruction, selections of appropriate pieces and assessment vary according to track placement.**

2 semesters

131	<b>English Language Arts III</b>	1.00 cr.	Honors	Gr.11
132	<b>English Language Arts III</b>	1.00 cr.	College Prep	Gr.11

English Language Arts III is a required course for all eleventh grade students. Based on the Common Core Standards, this course provides students with the skill and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

This course will develop the students' writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts and narratives.

Students will learn how to produce and distribute quality writing using technology's capacity to produce, publish and share writing projects. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of standard English and will strengthen vocabulary acquisition and use. A major research paper done in the Modern Language Association (MLA) style is required. Particular attention is paid to preparation for the SAT verbal and writing sections.

Exceptional students will be recommended for Senior Advanced Placement.

**Pacing of instruction, selection of appropriate pieces and assessment varies according to track placement.**

2 semesters

141	<b>English Language Arts IV</b>	1.00 cr.	Honors	Gr.12
142	<b>English Language Arts IV</b>	1.00 cr.	College Prep	Gr.12

English Language Arts IV is a required course for all twelfth grade students. Based on the Common Core Standards, this course provides students with the skills and knowledge to become advanced critical readers and writers by analyzing multiple themes, interpretations and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Reinforcing and expanding the writing objectives of the junior year, this course will develop the students' writing skills by examining text types and purposes and by writing arguments to support claims in an analysis of substantive topics or texts. Students will write explanatory/informational texts to examine and convey complex ideas, and will write narratives to develop real or imagined experiences or events. Students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct sustained research projects and will participate in a range of collaborative discussions and presentations integrating multiple sources of information. This course will further advance students' knowledge of the conventions of standard English and will strengthen vocabulary acquisition and use. A major research paper done in the American Psychological Association (APA) style is required.

**Pacing of instruction, selection of appropriate pieces and assessment varies according to track placement.**

2 semesters

135	<b>AP English Language</b>			
1.00 cr.	AP		Gr. 11	

The AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing. At the heart of an AP English Language and Composition course is the reading of various texts. While writing represents a significant component of this course, the core skill required is the ability to read well. In reading another writer's work, students must be able to ask fundamental questions about composition and the answers to these questions inform students' own composition processes as they learn to read like writers and write like readers.

145	<b>AP English Literature</b>			
1.00 cr.	AP		Gr.12	

A.P. English is an intensive program for those who want to learn how to read, think, and write critically in preparation for college studies. Students enrolled in AP English must take the College Entrance Examination Board AP English exam in May which, with a successful score, can earn college credits, qualify students for their college's honors program, or qualify students for certain college course waivers. To prepare for college and for the AP exams, students write several essays and/or complete research projects, and also read several novels, plays, short stories, and poems selected by the AP English teacher. Students MUST have the recommendation of their Honors junior teacher and successfully pass a qualifying test established by the English Department.

2 semesters

146	<b>Creative Writing/Film as Visual Literature I</b>			
1.00 cr.	Honors		Gr. 12	

This year-long class is composed of two one semester studies. In one semester, students will concentrate on the various genres of creative writing such as poetry and short story. They will be required to write several compositions each quarter, share work with the class and participate in peer revision. In the other semester, students will view and study films as forms of literature. Student will be guided to recognize that film can incorporate the same aspects of cultural reflection and artistic talent as literature does. Students will be expected to participate in discussion, write reviews and critical analyses of select films.

This class does not replace the ELA requirements. Teacher recommendation and writing sample required for admission. Students and parents will sign a film waiver.

147 **Journalism** 1.00 cr. Honors Gr. 11/12

This course will examine the key editorial elements of a newspaper, focusing on news judgment, story selection, and news writing. Students will learn the importance of accuracy, attribution, balance, and verification in a news story and examine the make up of a news article. Students will also learn how news writing differs from writing a newspaper column or an editorial. In addition, students will receive an introduction to page design and see how a story’s placement can influence the reader’s judgment of a story’s importance. Course assignments will include critiquing area newspapers and producing stories for publication.

859 **Reading Enrichment**  
1.00 cr. Academic Gr. 9

Skill Enrichment helps students improve their reading comprehension, vocabulary, and writing and study skills. Small group instruction in these areas using selected literature, content area text books and current events is the foundation of this course.

**NOTE:** All students regardless of date of admission **MUST** fulfill the Cardinal O’Hara summer reading requirement.

### Social Studies Department

"Know thyself. . ." "Virtue is its own reward . . ."  
"We the People . . ." "A new nation conceived in Liberty . . ."  
"An iron curtain has descended . . ." "I have a dream . . ."

The Social Studies Department offers a curriculum involving the study of World History, one year of US Government, and one year of American History. An additional year of Comparative Government/Economics is required, if a student does not take a fourth year of Math or Science or a third consecutive year of a foreign language. The curriculum fulfills the requirements of the Pennsylvania Department of Education and those of the Office of Catholic Education of the Archdiocese of Philadelphia; it is also a requirement for graduation. Additional elective courses are offered to augment these basic studies. As a Catholic educational institution we have noted the words of the Second Vatican Council which teach that:

*Different styles of life and multiple scales of values arise from the diverse manner of using things, of laboring, of expressing oneself, of practicing religion, of forming customs, of establishing laws and juridical institutions, of cultivating the sciences, the arts and beauty. Thus the customs handed down to us form the patrimony proper to each human community. It is also in this way that there is formed the definite historical milieu which enfolds the man of every nation and age and from which he draws the values which permit him to promote civilization.*

- Decree on the Church and the Modern World

It is therefore the hope of this department to confront our students, through a two year study of Western civilization, with their cultural roots and, by the simultaneous examination of non-Western societies, to give them an appreciation of the richness existing in diversity. Through their study of American History and government, it is hoped that our students are encouraged to become enlightened, responsible and articulate Christian citizens of this Republic.

#### RECOMMENDED SEQUENCE OF SOCIAL STUDIES COURSES

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Advanced Placement</b>		AP Gov.	AP US Hist.	AP Psych.

<b>Honors</b>	World His.	Gov/Const.Hist	US Hist.	
<b>College Prep</b>	World His.	Gov/Const.Hist	US Hist.	Soc Sci Current Events Comp. Gov./Econ
<b>Academic</b>	World His.	Gov/Const.Hist.	US Hist.	Soc Sci Current Events Comp. Gov./Econ Soc Sci

**Thematic World History:** Required of all freshmen

**Government & Constitutional History:** Required of all sophomores

**United States History:** Required of all juniors

**Elective Courses:** Students entering senior year who have not completed the above requirements **must** select a course from the uncompleted required area(s). Seniors are required to take either Comparative Government if not taking a fourth year of Math or Science or a third consecutive year of a World Language.

**Advanced Placement:** AP courses in Government and Politics, United States History, and Psychology are available for students who demonstrate exceptional ability. This must be approved by the department chairperson/teacher if necessary. Students in the AP program take the test provided by *Educational Testing Service* and can receive college credit and/or advanced status depending on the grade achieved. Students in the AP program are required to take the AP Exam in May or he/she will receive a failure for the year unless he/she has the approval of the department chairperson.

**TRACK PLACEMENT**

The Social Studies Department’s prerequisites for track change:

- 1) If a teacher requests that a student be placed in a lower track, he/she will be placed if there is room.

If a teacher requests that a student be placed in a higher track, he/she will be placed if there is room in the course. Students will be considered only with an average of 90 or higher.

- 2) If a student and/or parent requests a higher track, he/she must have at least a 90 average to qualify. If there is room in a course, then he/she will be placed. The student and/or parents may not request to go to a lower track in succeeding school years.
- 3) If a student and/or parent requests a lower track and it is approved by the department chairperson, then the student may not go up in track in succeeding years.

211 <b>Thematic World History</b>	1.00 cr.	Honors	Gr. 9
212 <b>Thematic World History</b>	1.00 cr.	College Prep	Gr. 9

This course will be a global approach to world history which examines key themes in human history in greater depth instead of focusing on a list of factual events which must be covered. Themes such as human interaction, power, movement, state building, cultural development and sharing, creation and maintaining of political and economic systems and conflict will be examined, as they unfold in specific periods of time listed below. The specific content will be chosen that best supports a deepened understanding of each theme. Essential learning will be the focus of content included in the curriculum and teachers will be encouraged to make strong connections between thematic ideas throughout the entire year.

**Overview of Periods:**

1. Technological & Environmental Transformations (Prehistory-600BC)
2. Organization & Reorganization of Human Societies (600BC-600BE)
3. Regional & Trans regional Interactions (600BE-1450)

4. Global Interactions (1450-1750)
5. Industrialization & Global Integration (1750-1900)
6. Accelerating Global Change & Realignment (1900-present)

2 semesters

221 **Government and Constitutional History** 1.00 cr. Honors Gr. 10  
 222 **Government and Constitutional History** 1.00 cr. College Prep Gr. 10

This course will lay the foundations of the American government system while also examining major historical events in U.S. history that were shaped by the three branches of our federated American system.

**Overview of topics:**

1. Foundations of American Government
2. The Six Basic Principles Found in the Constitution
3. American Democracy and Citizenship
4. Branches of the National Government
5. Pennsylvania Government and Citizenship

2 semesters

225 **AP Government and Politics**  
 1.00 cr. AP Gr. 10

Students successfully completing this course will:

1. know important facts, concepts, and theories pertaining to US government and politics
2. understand typical patterns of political processes and behavior and their consequences
3. be able to analyze and interpret basic data relevant to US government and politics
4. be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum

**Any student who takes the AP Government and Politics course must take the exam in May or receive a failure.**

**Prerequisite: High 90's in Course 211 and permission of the Department Chairperson. This course is limited to 25 students.**

2 semesters

235 **AP United States History**  
 1.00 cr. AP Gr. 11

This course offers the student an introductory college level survey of American History with particular emphasis on lectures, class discussion, essay writing and independent study and research. Due to the volume of information covered in this course, this course begins in June. The students will cover the first 5 chapters of the textbook using workbook pages. They will be assigned a book to read. The book changes from year to year. There will be a take-home test covering Chapters 1-5. It is mandatory for all students in this course to take the AP American History Exam in May. Failure to take the AP Exam in May will result in a failure for the year unless the student has the approval of the department chairperson.

**Prerequisite:** 84 in Course 225 or 90 or above in Course 221, and permission of the Department Chairperson. **This course is limited to 25 students.**

2 semesters

231 **Modern American History and Culture** 1.00 cr. Honors Gr. 11  
 232 **Modern American History and Culture** 1.00 cr. College Prep Gr. 11

231 This course will focus on the emerging modern American nation from post-Civil War industrialization to the present time. It offers a survey of major constitutional, political, economic and social developments from a historical perspective. Topics covered will

include the Industrial Revolution, Capitalism, Big Business, Reform Activities, Depression, Civil Rights, Government Institutions, and Foreign Policy. Critical thinking and writing skills will be developed based on in-class work, outside readings, and an examination of current issues.

232 This course is essentially the same as course #231 with a lesser emphasis in selected areas and an appropriate adjustment in the nature of assignments, evaluation procedures, etc.

2 semesters

#### 245 AP Psychology

1.00 cr. AP Gr. 12

An introductory college level course in psychology. The course is designed to assess understanding of the fundamentals of psychology within the following areas: methods, approaches and history of psychology; the biological basis of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; personality; testing and individual differences; abnormal psychology; the treatment of psychological disorders; and social psychology. Students take the AP College Board Exam in May. Failure to take the AP Exam in May will result in a failure for the year unless the student has the approval of the department chairperson.

**Prerequisite:** 84 in Course 235 or 90 or above in Course 231 and the permission of the Department Chairperson. This course is limited to 25 persons.

2 semesters

241 **Social Sciences Introduction** 1.00 cr. Honors Gr. 12

248 **Social Sciences Introduction** 1.00 cr. College Prep Gr. 12

One semester each of Sociology and Psychology. The main focus of this course is a study of human behavior and how individuals are affected by the society in which they live. Included are explanations of emotional and personality development, as well as the interactions, adjustments, and restrictions of humans as they function in society.

This course will be extended to three classes. Students who are in Honors in junior year will be given priority. If any students in College Prep wish to sign up for this course, he/she must get a course exemption form from the Academic Affairs Office ASAP and have his/her teacher sign it and then give it to the department chairperson within one week of the course assembly. Students will be accepted based on their grades on the 1<sup>st</sup> semester and 3<sup>rd</sup> quarter report card. Any student who hands in a course exemption form after the deadline will be accepted only if there is room.

2 semesters

# Mathematics Department

## PHILOSOPHY, GOALS AND OBJECTIVES OF THE MATHEMATICS DEPARTMENT

In accordance with the philosophy of Cardinal O'Hara High School, the Mathematics Department "professes its mission to be one of preparing students for a fullness of life" by encouraging the student "to bring to maturity his gifts and talents" with a special emphasis on the development of his reasoning capabilities.

The goals and instructional objectives of the Math Department are such that, through the math program and student's experiences in the math classroom, the student

1. will learn to value mathematics
2. will become confident in his own ability
3. will become a mathematical problem solver
4. will learn to communicate mathematically
5. will grow to appreciate, respect and value his own gifts and talents and those of others
6. will become a truth seeker and, consequently, a seeker of God Who is Ultimate Truth.

## INTRODUCTION

A solid four year, College Prep math program is available for all students. All students are required to take three years of math; all are encouraged to take four years of math.

Mathematics courses are taught on levels reflecting the differences in ability and learning rate of students. Ninth grade students are placed in track levels by means of a selection formula which includes seventh and eighth grade marks and standardized test scores. Eighth grade teachers review the student's placement and may recommend a change of track. O'Hara math teachers will request a track change for a student who seems to be mis-tracked. If a student and/or parents have requested a change to a lower track, the student and/or parents may not request placement in a higher track for the following school year.

The Mathematics Department reserves the right to deny admission to a course when the applicant has not met the published prerequisites. The department also reserves the right to cancel a course if an insufficient number of students have enrolled.

An eighth-grade student who has completed a full year of Algebra I in a Diocesan Honors Program or in a public/private school may be considered for enrollment in Course 331. Recommendation of Algebra I teacher as well as an outstanding proficiency on an Algebra Placement test are required.

Because of the sequential nature of mathematics, a student must achieve a degree of proficiency in a course before taking the next course. Teacher recommendation is the most important factor considered when placing a student in the next course. Approval by the Department Chair is required when a student requests a track that the present teacher has not recommended.

**Honors** This is a challenging program meant for highly motivated students. The courses are geared to prepare students to major in mathematics and related fields.

**College Prep** This is a College Preparatory program for above average and motivated students. The mathematics courses are geared to prepare students for college programs requiring the study of mathematics.

**Academic** This program offers the student a fundamental high school mathematics sequence from algebra through trigonometry. Students successfully completing the program are prepared to study college algebra or a similar course.



**Advanced Placement** This is an advanced placement course for superior students. It is a challenging program preparing students to be successful in an AP examination.

- Most courses require the purchase of a Mathematics Workbook.
- A graphing calculator is required for all mathematics courses. (ex. TI-84 plus)

**RECOMMENDED SEQUENCE OF MATHEMATICS COURSES**

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Advanced Placement (AP)</b>		AP Prep: Pre-Calculus	AP Calculus AB	AP Calculus BC AP Statistics
<b>Honors</b>	Algebra I Algebra II	Algebra II Geometry	Geometry Pre Calculus	Calculus Calculus
<b>College Prep</b>	Algebra 1	Algebra II	Geometry	Pre-Calc Algebra 3/Trig
<b>Academic</b>	Algebra 1 Algebra Foundations	Algebra II Algebra I	Geometry Algebra II	Algebra 3/Trig Geometry

**Electives**

- Pre-Calculus
- Calculus
- AP Statistics, Statistics
- AP Calculus BC

**317 Foundations in Algebra** 1.00 cr. Academic Gr. 9

Foundations of Algebra will provide many opportunities to revisit and expand the understanding of foundational algebra concepts. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities. Application, problem solving, and critical thinking are integrated throughout the course. The course will offer the following: real-life mathematics, computation and application of rational numbers, algebraic relationships, multi-step equations, inequalities, graphs of linear functions, geometric concepts, right triangles, the application of the Pythagorean Theorem, data analysis, probability, and statistical graphing.

311 **Algebra 1** 1.00 cr. Honors Gr. 9  
 312 **Algebra 1** 1.00 cr. College Prep Gr. 9  
 313 **Algebra 1** 1.00 cr. Academic Gr. 9

Based on the Common Core Standards, students enrolled in Algebra 1 will examine structure in equations, and will create equations that describe numbers or relationships. Students will reason with equations and inequalities abstractly and quantitatively, will solve systems of equations and will represent and solve equations and inequalities graphically. Students will construct viable arguments for their reasoning and critique the reasoning of others.

2 semesters

331 **Algebra 2** 1.00 cr. Honors Gr. 10  
 332 **Algebra 2** 1.00 cr. College Prep Gr. 10  
 333 **Algebra 2** 1.00 cr. Academic Gr. 10-11

Based on the Common Core Standards, students enrolled in Algebra II will interpret and build functions, will perform arithmetic with polynomials and rational functions, will analyze functions using various representations and will construct and compare linear and exponential models and solve problems. Students will reason abstractly and quantitatively, will construct viable arguments and critique reasoning of others and will use appropriate tools of mathematics.

**Prerequisite:** Successful completion of Geometry 321 with an average of 93+, recommendation of teacher, and approval of the department chair.

The pace and depth of content depend on track level.

2 semesters

321 <b>Geometry</b>	1.00 cr.	Honors	Gr. 11
322 <b>Geometry</b>	1.00 cr.	College Prep	Gr. 11
323 <b>Geometry</b>	1.00 cr.	Academic	Gr. 11-12

Based on the Common core Standards, students enrolled in Geometry will experiment with transformations in the plane, will prove geometric theorems and will make geometric constructions. Students will understand similarity, right triangles and trigonometric ratios. Students will understand and apply theorems about circles, will express geometric properties with equations, and will use geometric measurement and dimension to solve problems. Students will reason abstractly and quantitatively and will construct viable arguments and critique the reasoning of others.

**Prerequisite:** Successful completion of Algebra I, recommendation of teacher, and approval of the department chair.  
The pace and depth of content depend on track level.

2 semesters

341 <b>Pre-Calculus</b>	1.00 cr.	Honors	Gr. 11-12
342 <b>Pre-Calculus</b>	1.00 cr.	College Prep	Gr. 12

Students will reason abstractly and quantitatively about the interdependence of logarithmic, exponential and trigonometric graphs and functions, and discrete mathematics and the underpinnings of calculus. Students will be able to apply said functions to real world applications, and construct viable arguments and critique the reasoning of others.

**Prerequisite:** To be admitted to this course, students must have completed Geometry and Algebra II at least at the College Prep level, maintained an average of at least 90, and have the approval of the department chair.  
The pace and depth of content depend on track level

2 semesters

344 <b>Algebra 3/Trigonometry</b>	1.00 cr.	College Prep	Gr. 12
343 <b>Algebra 3/Trigonometry</b>	1.00 cr.	Academic	Gr. 12

This course is designed for students who have learned the basic skills of Algebra I and II and who know the basic concepts of Geometry. This course is designed to build on this knowledge from previous courses. This course covers the following topics: relations and functions, radical expressions, linear systems, topics of analytic geometry and coordinate geometry, if possible logarithmic and exponential equations, right triangles, oblique triangles, trigonometric and circular functions, identities and equations.

**Prerequisite:** 75 in 333 or approval by Department Head and Teacher.  
The pace and depth of content depend on track level.

2 semesters

346 <b>Calculus</b>	1.00 cr.	Honors	Gr. 11-12
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This course includes the study of: functions, the derivative and its application, integration, applications of the definite integral, and a study of plane and analytic geometry using calculus.

**Prerequisite:** Approval by Department Chair and Teacher.

2 semesters

345 <b>A.P. Calculus AB</b>	1.00 cr.	AP	Gr. 11-12
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This course includes the study of functions and limits, the derivative and its application, integration, applications of the definite integral, transcendental functions, methods of integration, and a study of plane and analytic geometry using calculus. Students achieving success in this course will have mastered the entire AB syllabus for advanced placement in college. All A.P. Calculus AB students MUST take the Advanced Placement Examination in May.

Prerequisite: approval by Department Chair and Teacher.

2 semesters

**385 A.P. Calculus BC**

1.00 cr. AP Gr. 12

This course covers: a review of limits, differentiation and applications, integration and applications, differential equations, logarithmic and exponential functions, Trigonometric and Inverse Trigonometric functions, integration techniques, infinite series, parametric and polar equations. All A.P. Calculus BC students MUST take the Advanced Placement Examination in May.

Prerequisite: Approval by Department Head and Teacher.

2 semesters

**395 AP Statistics**

1.00 cr. AP Gr. 11-12

**396 Statistics**

1.00 cr. Honors Gr. 12

The topics include: exploratory analysis, planning a study, probability, and statistical inference. All A.P. Statistics students MUST take the Advanced Placement Examination in May. Students in course 396 DO NOT take the AP examination.

Prerequisites: 88 in present Math Course and written recommendation of present Math teacher and approval by Department Chair.

2 semesters

## Science Department

*"Where the telescope ends, the microscope begins. Which has the grander view?" V. Hugo*

### SCIENCE DEPARTMENT OVERVIEW

The Cardinal O'Hara Science Department provides a sound foundation in scientific fact and theory. An understanding of scientific concepts is encouraged through discussion of current topics in science, laboratory work and research experience. Our goal is to take the students' natural curiosity and give them the tools to understand their world.

Each student must complete three science courses during his/her four years at Cardinal O'Hara. Students are encouraged to complete four years of science.

The first Science course is Intro to Physics Concepts. The second Science course taken during the sophomore year will be Biology and the third Science course is Chemistry. Qualified students are also welcome to take AP Biology during their junior year and AP Biology, AP Chemistry or AP Physics during their senior year. All qualified, serious students are encouraged to enroll in Science electives in both their junior and senior year.

The number of science electives may vary from year to year depending upon staffing assignments and availability for that particular school year. Acceptance into any science course is dependent upon previous science grades and the approval of the Department Chairperson.

The science electives are: AP Biology 425, AP Chemistry 435, AP Physics 485, Anatomy and Physiology 481 and 482 and Physics 441 and 442, Marine Biology 452(semester) and Environmental Science 472 (semester) , Pathology 462 or Pre-Engineering 491.

The Science Department emphasizes a sound, sequential approach to science education. Any student wishing to take a science elective must have successfully completed previous required science courses. If a student changes tracks, this could affect the sequence of courses.

A.P. Biology, A.P. Physics and A.P. Chemistry are highly selective college-level, fast-paced courses and are taught in such a way as to prepare students to successfully take the Advanced Placement Examination. Because of the advanced nature of these courses both students and parents should be prepared for grades reflective of increased academic rigor with college-level material, pacing and college-level academic rigor.

Acceptance into any science course at any level is dependent upon previous science grades and the approval of the science chair. Lower than average academic performance or irresponsible behavior in basic science courses will adversely affect a student's acceptance into any science course beyond the current year.

Tracking into science courses follows criteria, which are explained to students each year at course selection time. Past performance does affect a student's selection into his or her next science course.

Any student who does not attain a minimum grade of 75 in his or her current science course is liable to be moved into a lower track in the following academic year. Students with grades above 95 may be considered for a move to a higher track. The department chair must approve any track change. Because achievement in science is dependent upon the skill level in math, the Science Department recommends that the math track be at the same level or a higher level than the science track, especially during the junior and senior year

#### RECOMMENDED SEQUENCE OF SCIENCE COURSES

	9th Grade	10th Grade	11th Grade	12th Grade
<b>AP</b>			AP Biology	AP Biology AP Physics AP Chemistry
<b>Honors</b>	Intro to Physics Or Biology/Algebra II		Biology Chemistry Anatomy/Physiology Pathology	Pre-Engineering Anatomy/Physiology Pathology
<b>College Prep</b>	Intro to Physics	Biology	Chemistry Anatomy/Physiology Environmental Science Pathology Marine Biology	Physics Anatomy/Physiology Environmental Science Pathology Marine Biology
<b>Academic</b>	Intro to Physics	Biology	Chemistry	Physics Environmental Science Marine Biology

**Science Course Descriptions**

2 semesters

411	<b>Intro to Physics Concepts</b>	1.00 cr.	Honors	Gr. 9
412	<b>Intro to Physics Concepts</b>	1.00 cr.	College Prep	Gr. 9
413	<b>Intro to Physics Concepts</b>	1.00 cr.	Academic	Gr. 9

Freshman Physics establishes a conceptual understanding of the nature of matter and energy. The course will also introduce students to lab experiences that will help to act as the foundation for study of science. Students will learn to apply some mathematical tools that scientists use in the laboratory including equations, graphical analysis, and computers. The goal of Intro to Physics Concepts is to enable students to practice critical thinking and logic. Topics will include Conservation Principles, Newton’s Laws of Motion, Energy Transfers and Storage, and Forces, Energy, and Fields as outlined in the National Science Standards. This course is an introduction and does not take the place of the full Physics course offered to upperclassmen.

2 semesters

421	<b>Biology</b>	1.00 cr.	Honors	Gr. 10
422	<b>Biology</b>	1.00 cr.	College Prep	Gr. 10
423	<b>Biology</b>	1.00 cr.	Academic	Gr. 10

This general biology course investigates life from a cellular and molecular point of view. The course includes the study of living organisms with regards to Ecology, Biological Chemistry, Genetics, Diversity, Evolution, and Human Body Systems. Fundamental principles and concepts of the life sciences are presented. Laboratory work is an integral part of this course.

2 semesters

431	<b>Chemistry I</b>	1.00 cr.	Honors	Gr. 11
432	<b>Chemistry I</b>	1.00 cr.	College Prep	Gr. 11
433	<b>Chemistry I</b>	1.00 cr.	Academic	Gr. 11

This course is designed as an introduction to the study of science with a concentration on chemical systems. Some of the topics to be covered are properties of matter, measuring matter, atomic theory, classifying elements, chemical interactions, solutions and acids and bases. This course will provide lab experience as a way to reinforce the written content. Emphasis is placed on the collection and analysis of data.

Prerequisites: Successful completion of Freshman Physics, Algebra I, and the approval of the science faculty. Algebra II is strongly recommended.

452	<b>Marine Biology</b>	.50 cr.	College Prep	Gr.11- 12	1 semester
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This course is intended for students interested in studying ocean life. Topics include the ocean environment, sea organisms, organisms that live at ocean floor, and biodiversity and conservation of the ocean, which would be tied into human impact on the ocean. Dissection is mandatory with this course.

472	<b>Environmental Science</b>	.50 cr.	College Prep	Gr. 11 -12	1 semester
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This course explores the interactions and relationships between humans and their environment, the Earth; both its living and nonliving aspects. The goal of this course is to develop an understanding of the impact humans have on our planet and all its creatures as well as they on us. Knowledge in the fields of earth science, biology, chemistry, and ecology are integrated to provide an overall depth in understanding. Topics include the dynamics of the earth, ecosystems, biomes, impact of human population growth on natural resources, biodiversity, climate change, and renewable and non-renewable energy resources.

462      **Pathology**  
1.00 cr. College Prep      Gr. 11-12      2 semesters

This course is intended for students interested in studying diseases. Introduction to pathology will give an overview of many diseases, conditions and disorders facing society today. Topics include but are not limited to cancer, cardiovascular, infectious, congenital and autoimmune diseases.

441      **Physics**  
1.00 cr. Honors      Gr. 11-12

A mathematically oriented physics course designed to prepare a student for any college program, including science or engineering. Lab work and research are an integral part of the course.

Prerequisites: Algebra II and Chemistry. It is strongly recommended that students in this course be in **Honors or higher mathematics** and be concurrently enrolled in Algebra II, Pre-Calculus or Calculus.

442      **Physics**  
1.00 cr. College Prep      Gr. 11-12      2 semesters

This course is intended to provide a broad view of the workings of the material universe through conceptual and mathematical approaches. It is an appropriate College Preparation course. Laboratory work is an important part of this course.

Prerequisite: College Prep Algebra II and Chemistry. It is strongly recommended that students in this course be enrolled in a **College Prep or higher** mathematics during senior year.

435      **AP Chemistry** (not offered 18-19 school year)  
1.00 cr. AP      Gr. 12

AP chemistry is designed to be a college level chemistry course. This class is meant to be on the same level as a first year chemistry course at a college or university. Students and parents are advised to expect college-level material, pacing and academic rigor. Students must take the AP chemistry exam by The College Board.

Pre-requisites: Students are required to have completed general chemistry, successfully completed a review course, an entrance exam and received departmental approval. A summer assignment is also required.

425      **AP Biology**  
1.00 cr. AP      Gr. 11 or 12      2 semesters

This course is intended for the seriously motivated students who intend to major in a science discipline in college. The course outline may be found in the Advanced Placement Biology Guide as published by the College Entrance Examination Board. Topics include: Cellular Biology, Biochemistry, Genetics, Biotechnology, Organismal Diversity, Structure and Function, Animal Physiology and Behavior, Human Biology, and Ecology. Students must take the AP Biology exam by The College Board.

Prerequisites: Successful completion of general biology & chemistry or successful completion of biology with a concurrent chemistry course and permission of Department Chairperson. Acceptance into this course is subject to successful completion of a review course and a qualifying exam.

**481 Anatomy and Physiology**  
1.00 cr. Honors Gr. 11-12

Anatomy and Physiology is a course designed to cover these topics at an advanced pace for accomplished students, especially to those looking toward the biological sciences majors in college. It will present an overview of structure and function of human body systems and the intricacies of the interdependency of these systems. Dissection is a requirement of the lab for the course.

Prerequisites: Dissection is required for this course. If a student chooses to be in this course, then he/she **must** participate in dissection. Successful completion of biology and chemistry or successful completion of biology with a concurrent chemistry course.  
2 semesters

**482 Anatomy and Physiology**  
1.00 cr. College Prep Gr. 11-12

Anatomy and Physiology is a course designed to introduce these disciplines to high school students, especially to those intending to major in nursing or pre-med programs in college. It will present an overview of the structure and function of human body systems and the intricacies of the inter working of these systems. Dissection is a requirement of the lab.

Prerequisites: Dissection is required for this course. If a student chooses to be in this course, then he/she **must** participate in dissection. Successful completion of biology and chemistry or successful completion of biology with a concurrent chemistry course  
2 semesters

**491 Pre-Engineering**  
1.00 Honors Gr. 12

This course will be a predominantly project-based course (5 projects per semester) that will cover the branch of science and technology concerned with design, building, and use of engines, machines, and structures. The projects will involve defining problems, background research, specifying requirements, brainstorming solutions, development of ideas, building of prototypes, testing and re-designing prototypes and communicating results via presentation, report, analysis and suggestions on improvements to process and products. The course will cover topics in computer engineering/computer science/software engineering, civil engineering, mechanical engineering, and electrical engineering as well as a multi-discipline approach to projects. Students interested in this course should be self-motivated, creative students who are capable of creating without step-by-step instruction. **Prerequisites:** a strong understanding of Algebra I and Geometry. **Co-requisites:** Algebra II or Pre-Calculus and Physics.

Prerequisites:

- Mathematics: A strong understanding of Algebra 1 and Geometry. Students should be in Algebra 2 or pre-calculus. A minimal level of Mathematical instruction will be included in this course to cover specific topics that are in Algebra 2 or pre-calculus and are required for this course.
- An interest in Engineering: the branch of science and technology concerned with the design, building, and use of engines, machines, and structures.

2 semesters

**485 AP Physics**

1.00 cr. AP

Gr. 12

The AP Physics course focuses on the concepts and the math skills that support those concepts. Typically included in the first semesters of a college-level physics sequence and provides students with the understanding to support future advanced course work in the sciences. Students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Students will cultivate their understanding of physics and science practices as they explore the following topics: Kinematics, Dynamics, Circular motion, Gravitation, Harmonic motion, Impulse, Linear momentum, Work, Energy, Rotational motion, Electrostatics, DC circuits, Mechanical waves and sound. Students are required to take the AP Physics Exam and acceptance into course requires departmental approval and successful completion of an entrance exam.

Pre-requisites: Physics (Intro to Physics a.k.a Freshman physics, a.k.a. Physics First does NOT meet this requirement) and Algebra II

Co-requisites: Pre-Calculus

2 semesters



# World Language Department

## INTRODUCTION

The World Language Department of Cardinal O'Hara High School recognizes that the primary function of modern language learning is to communicate, first through listening and speaking, and then through writing and reading.

A concomitant objective of language instruction is to develop in the students an understanding and appreciation of other cultures and their people. It is important to note that learning a World Language is a cumulative effort. Consistent attendance and performance are necessary throughout the school year.

## PROGRAMS

Four Year Programs: Spanish, Latin

## GRADUATION REQUIREMENTS

The World Language Department requires that all students taking a world language take two consecutive years of the same language. It is essential for students to study at least two years of any one language to become minimally proficient in that language.

Any student who did not have a world language in the freshman year may apply for a world language course in the sophomore year. These students will be given preference if their academic record for freshman year is acceptable.

## COLLEGE ENTRANCE

The World Language Department strongly encourages all students who intend to pursue further education to prepare to meet college requirements by continuing their study of world languages beyond the second year.

### SEQUENCE OF LANGUAGE COURSES

Course	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Previous language experience:	Spanish II Latin Alive	Spanish III Latin Alive	Spanish IV Latin Alive	AP Spanish AP Latin
No/limited language experience	Spanish I  Latin Alive  Italian I	Spanish II  Latin Alive  Italian II	Spanish III  Latin Alive	Spanish IV AP Spanish  AP Latin

Note:

1. Students who have had the Reading Enrichment Program in freshman year may begin language study in the sophomore year with the permission of the World Language Department Chairperson.

517 **Spanish I**  
1.00 cr. Honors Gr. 9-12

This introductory course for the gifted, college-bound student emphasizes the four skills of listening, speaking, reading and writing at an accelerated pace. With the aid of listening exercises (CD's) by native speakers, students are challenged in both listening and written comprehension. Students are expected to initiate complete thoughts on their own, both orally and in writing, within a limited vocabulary.

2 semesters

518 **Spanish I**  
1.00 cr. College Prep Gr. 9-12

This introductory course for the average student is similar to that of track one, although the challenge and intensity are somewhat modified. Practice in pronunciation drills, speech patterns, and simple grammatical sentences is stressed, with the use of a basic vocabulary. Listening exercises (CD's) that accompany the text are employed to supplement each lesson. Glimpses into the life and customs of Spanish-speaking peoples are gained principally through the text and audio-visual materials.

2 semesters

527 **Spanish II**  
1.00 cr. Honors Gr. 10-12

This is a second level course designed for the student who has demonstrated superior ability in the first year course. While continuing to develop reading and writing skills more emphasis is placed on listening and speaking skills at this level. This quick paced course encourages the conversational use of the target language including correct idiomatic usage and also expands the student's knowledge of grammar and culture.

Prerequisite: 88 in Spanish 517 and with recommendation of first level teacher.

2 semesters

528 **Spanish II**  
1.00 cr. College Prep Gr. 10-12

This intermediate Spanish course is for the average student. It further develops the four basic skills which were initiated during the first year of Spanish study. The scope of vocabulary is enlarged and more complicated structural patterns are introduced. Students are exposed to the Spanish culture through special projects.

Prerequisite: 83 in Spanish 518 and with recommendation of first level teacher.

2 semesters

529 **Spanish II**  
1.00 cr. Academic Gr. 10-12

This intermediate Spanish course is sufficiently challenging for average students. The course description for this course is the same as for track two. Although challenging, instruction is geared to the level of the students' abilities.

Prerequisite: 75 in Spanish 519 and with approval of department chair and first level teacher. Once enrolled in this course students may not apply for a track change.

2 semesters

537 **Spanish III**  
1.00 cr. Honors Gr. 11

This course is for students who have demonstrated superior ability in Spanish I and II. It is also a preparation for any student who will take the AP course in the future. Taught completely in Spanish, this intensified course aims at refining and strengthening the communication skills. Extensive exposure to authentic Spanish materials helps the students to better understand the Spanish people and their culture.

Prerequisite: 85 cumulative average of first semester and third quarter in Spanish II.

2 semesters

538 **Spanish III**  
1.00 cr. College Prep Gr.10-12

This course is designed for the average student. All classes are taught in Spanish with an emphasis on the development of listening and speaking skills. Grammatical structures are supplemented and reinforced by exercises leading to a gradual expansion of creative writing skills. Selected readings expose the student to authentic Hispanic culture.

Prerequisite: 85 cumulative average of first semester and third quarter in Spanish II.

2 semesters

539 **Spanish III**  
1.00 cr. Academic Gr. 11-12

This course is designed for students who have successfully completed Spanish 529 and who would like to continue the study of the Spanish language and culture. The course is sufficiently challenging and is structured to meet the ability level of the students.

This course will be offered only if a sufficient number of students enroll in it.

Prerequisite: 80 in Spanish 529 and with the recommendation of the second level teacher and the Department Chairman.

2 semesters

547 **Spanish IV** 1.00 cr. Honors Gr. 12  
548 **Spanish IV** 1.00 cr. College Prep Gr. 12

This course is the necessary culmination of language study for serious college-bound students. Oral fluency and command of structures are refined by stressing basic idioms, semantic nuances, and colloquialisms. A survey of social history, including discussions of significant authors and artists, is an integral element of the course. A mature appreciation of Spanish culture is stimulated by various teacher generated activities, by using videos, and by student research.

Prerequisite: 85 cumulative average of first semester and third quarter in Spanish III.

2 semesters

### **585 AP Spanish Language and Culture**

1.00 cr. AP Gr. 12

The AP Spanish Language and Culture class revolves around the development of six overarching course themes: global challenges; beauty and aesthetics; science and technology; contemporary life; families and communities; personal and public identities. These themes are analyzed through the lens of the Spanish-speaking world. Students are introduced to the perspectives, practices, and products of Spanish speakers throughout the world, and use these as a point of comparison to the perspectives, practices, and products

of their communities. The course stresses critical thinking, analysis, and real-world communication skills using the Spanish language. AP Spanish Language and Culture seeks to expand and refine students' language skills through the study of culture. Students further develop the interpersonal, presentational, interpretive modes of communication. The course culminates in students taking the AP Spanish Language and Culture exam in May. Summer work is required.

Prerequisite: Three years of track one Spanish, an average of 90 in each year, and the approval of the third level teacher.

2 semesters

591 **Latin Alive**  
1.00 cr. Honors Gr. 9-12

This course presents the basic principles of the language. Fundamental inflections and constructions essential for the reading and writing of simple Latin sentences are introduced. An important part of the course is the study of Latin roots, prefixes, and suffixes which have been used to form a multitude of English words. Some aspects of Roman history, customs and literature are also presented.

This course is available to students in addition to Spanish or Italian.

2 semesters

592 **Latin Alive**  
1.00 cr. Honors Gr. 10-12

This course is a continuation of Latin I.

2 semesters

593 **Latin Alive**  
1.00 cr. Honors Gr. 10-12

This course is a continuation of Latin II.

2 semesters

## **Business Computer Information Technology Department**

The ultimate goal of the Business Computer Information Technology Department is to assist the student in attaining the marketable skills and knowledge needed to function in a technological society, and to achieve a solid foundation for those interested in majoring in business in college and eventually entering the business world.

Emphasis is placed on developing positive attitudes and values resulting in Christian men and women who will be capable of making ethical decisions and becoming responsible members of society.

622 **Informational Technology I**  
0.50 cr. College Prep Gr. 9

This semester course is an introduction to the school's one-to-one technology initiative. Its goal is to develop efficient and safe use of devices to increase communication skills for all students so they be better prepared for success in a high technological society. The use of Google Apps for Education (GAFE) including but not limited to Classroom, Gmail, Calendar, Drive, Docs, Sheets, Slides, Forms, Add-ons and Sites will be used to produce and share information. Students will develop efficient research skills, practice responsible internet safety, format documents in MLA and come to an understanding of digital citizenship. Students will utilize their laptops and/or have access to a desktop and printer every day and will be permitted to print with permission.

### Business & Computer Science—Grade 9

This semester course will introduce students to the principles of business in the 21st Century while reinforcing keyboarding and computer skills related to Microsoft Suite. Using project-based instruction, students will be able to build a foundational knowledge of computer applications, information systems, internet safety, 21st Century skills, and business and computer science careers. Exposure to networking and programming are foundational components within this course.

### Exploring Entrepreneurship—Grade 11-12

This semester course will focus successfully on the skills it takes to run a business. Topics like operating cost, needs vs. wants, branding and marketing, persuasive & public speaking would be emphasized. Google would be used to facilitate a collaborative approach to building a marketing plan.

Sports and Health Science— This semester course is an introductory level elective for the student who wants to further explore various content areas related to overall life-fitness and the science of fitness for health. Topics will focus on healthy life-style choices, nutrition, sports medicine, physical fitness activities, possible health-related careers, and other health-related issues. This course reviews the nervous, respiratory, and sensory systems and how they connect to the muscular and skeletal systems and the body's performance and movement. Programming workouts and careers in fitness, health, and sports science are also covered. Students who successfully complete this course are encouraged to further study in this career area by enrolling in the Allied Health program at the high school.

1 semester

### 682 **Informational Technology II**

.05 cr. Honors/College Prep

Gr. 11-12

This semester course is the follow-up to Information Technology I. Students will receive a full credit in Technology upon completion of this class. Students will continue developing higher-level reading and thinking skills, including problem solving and advanced research skills to be better prepared for success in a highly technological society. The use of Google Apps for Education including but not limited to Classroom, Gmail, Calendar, Drive, Docs, Sheets, Slides, Add-ons, Forms and Sites will be used to produce and share information. Students will also use and integrate the latest Microsoft Office Suite in preparation for college and the business world to enhance their productivity, collaboration and communication skills. The focus will be on advertising and marketing materials and will be project-based to meet the needs of all students. Students will utilize their laptops and/or have access to a desktop and printer every day and will be permitted to print with permission.

2 semesters

### 631 **Accounting**

1.00 cr. Honors

Gr. 11 - 12

This **accelerated** course will provide students with the opportunity to learn the role of accounting in today's business environment, and realize the value of the proper accounting practices and ethics. In addition, the course will prepare them for an introductory accounting class in college. Instruction will focus on the accounting cycle for both a sole proprietorship and a partnership culminating with the students keeping a set of books for a complete accounting period. This course is designed to prepare students who plan to major in Business or Accounting.

2 semesters

### 632 **Accounting**

1.00 cr. College Prep

Gr. 11-12

This introductory course will provide students with the opportunity to learn the role of accounting in today's business environment, and realize the value of proper accounting in today's business environment, realize the value of proper accounting practices and ethics, and to prepare them for an introductory accounting class in college. Instruction will focus on the accounting cycle for both a sole proprietorship and a partnership culminating with the students keeping a set of books for a complete accounting period.

**661 Honors Finance**  
1.00 Honors Gr. 12

This advanced course is designed for students to acquire the knowledge, skills and processes required to make sound financial decisions and manage their own personal finances. Students will engage in critical thinking, problem solving and decision-making in topics including but not limited to budgeting, credit, saving and investing, risk protection, banking, taxes, and financial planning. Throughout the course students will use the internet for access to the latest information on personal finance topics and financial products. Students will gain an understanding and appreciation for the economic environment in which they live, by introducing them to business concepts, as well. The forms of business ownership and operations of a business plus the impact of financial literacy on their daily life will be discussed. Honors Finance will prepare students for work and life through career planning, money management, and independent living techniques. This course is designed for students interested in majoring in finance in college and interested in career; such as financial analysts, tax consultants and controllers.

2 semesters

**652 Sports Management and Medicine**  
1.00 cr. College Prep Gr. 11 and 12

The goal of this course is for students to acquire the knowledge and skills to understand the basic management functions of planning, organizing, implementing and controlling, their interrelationships and the organization's competitive niche in the field of sports management. In addition, students will be able to identify the muscular, skeletal and nervous systems of the body and common sports injuries as they relate to each system. Students will be able to identify the treatment and prevention of common injuries. This course is designed to prepare students for careers in the field of Sports Management, Athletic Training and Physical Therapy.

2 semesters

**691 iPad/iPhone App Programming**  
1.00 cr. Honors/College Prep Gr. 12

Prerequisite: a grade of 85 or better in Algebra 2 or Pre-Calculus with a good understanding of functions

In this course the students will design and implement programming solutions specific to the iOS mobile platform. The students will explore programming concepts in project management, problem solving and test as they develop mobile apps using the Apple iOS platform for the iPad/iPhone. The course will include one semester of C programming and one semester of Objective C Programming using Apple's XCode IDE. Students are encouraged to register on their own as individual Apple Developers for a nominal fee.

## Fine Arts Department

The Fine Arts Department offers courses in art, music, and vocal music. It includes theory, application, and performance in all levels of art, instrumental music and vocal music. Theory and AP courses are included in these extensive programs. The goal is to help develop and understanding and appreciation for the cultural areas, while developing discipline in a concentrated area of study. Students will learn how to creatively solve problems, think critically and conceptually, and develop strong skills in their chosen discipline. The Fine Arts are where all subject areas intersect and offer a complete, well-rounded education.

**712 Art: Foundation**  
1.00 cr. Honors Gr. 9 -11

Art is an introduction to the basic Elements of Art and Principles of Design. Students learn foundations in drawing, design, and composition. Various artists and cultures that demonstrate the elements are studied. A variety of media and techniques will be explored. Projects will include basic drawing, design, color theory, basic painting, illustration, collage, and assemblage. Grades are based on class and home projects, class performance, participation, skill development, and semester assessments.

**Prerequisite:** Art samples/portfolio, and permission of the Art Department

2 Semesters

**731 Art III: Portfolio and Advanced Art** 1.00 cr. Honors Gr. 11-12

Designed as a college-prep class, students will develop a unique visual voice through the development of their own personal style. Projects are designed to prepare students for further study of art in college. Advanced drawing, painting, and design problems will be presented. Students will have more choice in determining how to solve visual “problems” as they work both 2 and 3 dimensionally. Technology through the use of design and drawing apps will be integrated into the curriculum. Units of study will include advanced level observational work, and conceptual theme-oriented assignments. The human form, sculpture/3-D design, oil painting, and illustration are major areas of study. Time management will be imperative as students begin to work more independently on many assignments.

2 Semesters

**745 AP Studio Art (Drawing Portfolio)** 1.00 cr. AP Gr. 12

Students wishing Advanced Placement credit will be asked to work at a college level in drawing and painting where advanced observational drawing skills are required. Focused study of intricate structures and forms will be studied. Complex multi-tiered assignments will be presented. Students will be working on a Concentration (much like a thesis) throughout much of the year. The workload of this course is double that of Art IV as students must work at a faster pace to produce more work in a shorter amount of time. Expect to work on several pieces at once both in and out of class. Additional time in the art room may be needed. Time management is imperative. Twenty-four pieces of high quality work will be required for submission to The College Board in early May. Since these will be digital submissions, completed portfolios will be due in late April.

**Prerequisite:** Successful completion of Art, portfolio, and approval of the Art Department. Only students who have demonstrated a strong work ethic, advanced skill, and have strong averages in Art will be considered for this course. Several summer assignments are required.

2 Semesters

**751 Band**  
1.00 cr. Honors Gr. 9-12

This course is for the advanced music student. It will refine instrumental technique, music reading skills, and musical interpretation through continued weekly lessons, advanced concert literature, and daily concert/marching band rehearsals. Participation in all rehearsals, concerts, and Band Camp is required. Each student in this course is required to audition for All-Catholic Band. A research paper on a specified composer or performer is also required. Students are admitted to this course solely upon recommendation by the Director of Bands.

2 semesters

**761 Introduction to Vocal Music**  
1.00 cr. Honors Gr. 9-

Intro to Vocal Music is a course that gives students the opportunity to begin the study of proper vocal technique and vocal singing. Students will also receive basic music theory training including the understanding of the staff, rhythms, tempos and dynamics. Each student will be evaluated weekly on his/her own daily participation and attendance at all choir performances including all school liturgies. Student assessments will include music-based projects, quizzes, and summative assessments on course content.

Pre-registration is required. Students interested in taking the course must get approval from the fine arts department.

762 **Vocal Music II**  
1.00 cr. Honors Gr. 10

Vocal Music II is a continuation of Introduction to Vocal Music

Pre-registration is required. Students interested in taking the course must get approval from the fine arts department.

2 semesters

763 **Vocal Music III**  
1.00 cr. Honors Gr. 11

This course is designed to develop the vocal abilities of the student. The course encompasses proper singing technique, solo singing, ensemble singing, music theory and composition, four-part writing, and the study of different vocal styles. The student will be evaluated through formative, summative and performance assessments. The formative assessments will inform individual instruction for the students and assist individual progress. Summative assessments will be administered on theory, writing, and knowledge of various performance styles and will determine student mastery and understanding. Performance evaluations will include solo voice performance and ensemble work. Students in this course will be required to be active members of the school choir, performing at all choir events.

Pre-registration is required. Students interested in taking the course must get approval from the fine arts department.

764 **Vocal Music IV**  
1.00 cr. Honors Gr. 12

This course is a continuation of Vocal Music III.

Pre-registration is required. Students interested in taking the course must get approval from the fine arts department.

2 semesters

## Physical Education and Health Department

Physical Education is one phase of school work that lends itself to the development of character and fair play. Opportunities to give, to take, and to cooperate with one another are numerous. Classes provide the ideal setting for developing the Christian values of fair play and cooperation regardless of ability level.

Health education gives the students an opportunity to realize their responsibility to make their lives meaningful by respecting their mind and body as a precious gift from God.

The basic goal of Health Education is to give the student a basic knowledge of health related problems and try to equip the student with the resources to cope with these problems not only now but in their adult lives as well.

812 **Physical Education**  
.50 cr. College Prep Gr. 10

This course provides the principles and application of sport and fitness. Classes involve warm-up activities, instructional time, and practice time. Lifelong sports and activities are taught as well as team sports and individual sports with a great emphasis on personal fitness. Co-ed

1 semester

822 **Health**  
.50 cr. College Prep Gr. 10



Physical fitness, nutrition, emotional behavior, drugs, tobacco, alcohol, communicable and chronic disease, and human reproduction are the topics covered by lecture and discussion. Co-ed

1 semester

821 **Principles and Applications of Fitness and Nutrition**  
1.00 cr. Honors Gr. 11-12

Perspectives in Nutrition is an introductory nutrition course appropriate for students considering careers in any health science discipline. This student-focused course presents the major concepts in nutrition including the body's use of food nutrients and diet planning throughout the life cycle. The text places special emphasis on the application of nutrition principles in everyday life by exploring the health consequences of nutrition practices.

Organization of the course may include, but is not limited to;

- Nutrition Basics
- The Energy- Yielding Nutrients
- The Vitamins and Minerals
- Energy Production and Energy Balance
- Nutrition Applications in the Life Cycle
- Putting Nutrition Knowledge into Practice

1

**Personal Fitness** gives students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive callisthenic/weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

2 semesters

842 **Biomechanics of Physical Activity**

1.00 cr. College Prep Gr. 11-12

Biomechanics of physical activity is the study of the movements and the structure and function of human beings using the mechanical principles of physics and engineering. Through this knowledge, we can improve movement techniques, improve equipment, and prevent injury.

2 semesters

## Theology Department

*"In the beginning . . . darkness covered the abyss" Genesis 1:1-2*

*"In the beginning was the Word . . . The light shines on in darkness" John 1:1, "Happy the man who heeds the prophetic message of this book" Revelation 22:7*

### PHILOSOPHY OF THE THEOLOGY DEPARTMENT

The constant striving of our shared endeavor as a department is "to inspire students with the spirit of Christ"; to nurture the "gifts and talents of each student" entrusted into our care; and to direct all students, with the ready assistance of divine grace and the promptings of the guiding Holy Spirit, towards active involvement in transforming the world into God's Kingdom.

As a faculty of committed Roman Catholics, we invite our students to join us in proclaiming our identity as a community of baptized Christians, who have been redeemed by Christ Jesus, and charged throughout life to worship and to serve God.

We seek, above all, to motivate our students to respond positively and dynamically to the manifold revelations of God throughout history; we seek to practice, together with our students, the spirituality of the Cross and Resurrection, as the basis of our Christian hope and human striving unto Eternity; we identify ourselves openly as disciples of Jesus Christ, who both invites and moves us to make gospel values the foundation for our ideals, and the source of our continual joy on earth, and the motivations for our every action.

With the hope of God's grace, we shall share together in our chosen apostolate, and we shall strengthen one another in our common witness to Jesus Christ, our Lord and Savior.

### OBJECTIVES FOR RELIGIOUS EDUCATION

The above statement of our philosophy and goals leads to certain concrete objectives. The purpose of Religious Education at Cardinal O'Hara High School is the common endeavor of its teachers:

- to form our students after the "Way" of Jesus Christ.
- to teach courses generated within the framework of the Revised Secondary Curriculum Guidelines of the Archdiocese of Philadelphia.
- to educate students in the Roman Catholic faith with the hope that they become persons of prayer and sacramental observance, loving their Church, knowing its history, and welcoming the good news in its Book, the Bible, the written Word of God's self-revelation.
- to help students to discover their own unique and special dignity as Christian persons, in relation to themselves, to others, and to God.
- to draw students to specifically Christian morality, to a system of values which regulate personal conduct, and by which human behavior may be evaluated in terms of right and wrong, in accord with informed conscience.
- to develop the idea of Christian vocation: its expression in marriage, priesthood, religious life, and the single state.

- to show students how religious faith, and how beliefs grounded in convictions, arising from the truths of Revelation, can be integrated into their lives and bring about fulfillment, both in their search for meaning in life and for true, even eventual eternal, happiness.

**918 Introduction to the Catholic Faith**                      1.00 cr.    College Prep                                      Gr. 9

This one semester course is a foundational presentation of the basic tenets of the Catholic Faith through the life of Jesus Christ and incorporates the doctrinal elements of the required course from the United States Conference of Catholic Bishops Curriculum Framework for Secondary Education, "Who is Jesus Christ?"

911 **Theology I**                                      1.00 cr.    Honors    Gr. 9  
 912 **Theology I**                                      1.00 cr.    College Prep                                      Gr. 9

***The Revelation of Jesus Christ in Scripture*** (1<sup>st</sup> Semester)

This course helps students understand the Sacred Scriptures. The Bible is the word of God where they will encounter the living Word of God, Jesus Christ. Students learn about the Bible, its development and content, and how God is its author. Students focus on the Gospels, where they grow to know and love Jesus Christ more personally.

***Who is Jesus Christ*** (2<sup>nd</sup> Semester)

This course helps students understand the person and message of Jesus Christ. He is the living Word of God, the Second Person of the Blessed Trinity. He is the ultimate Revelation about God, from God. Students penetrate the mystery of the person of Jesus and who he calls them to be.

2 semesters

921 **Theology II**                                      1.00 cr.    Honors    Gr. 10  
 922 **Theology II**                                      1.00 cr.    College Prep                                      Gr. 10

***The Mission of Jesus Christ (The Paschal Mystery)***

This course helps students understand all that God has done for humanity through his Son, Jesus Christ. God has planned, from all eternity, for human beings to share everlasting happiness with him. This is accomplished only through redemption in Christ. Students inquire about the meaning of being a disciple of Christ.

***Jesus Christ's Mission Continues in the Church***

This course helps students understand that they encounter the living Jesus Christ in and through the Church. The Church was founded by Christ through the Apostles. It is sustained by him through the Holy Spirit. The Church is the living Body of Christ. Students explore the Church as a mystery which has both human and divine elements.

2 semesters

931 **Theology III**                                      1.00 cr.    Honors    Gr. 11  
 932 **Theology III**                                      1.00 cr.    College Prep                                      Gr. 11

***Sacraments as Privileged Encounters with Jesus Christ***

This course helps students understand that they can meet Christ today in and through the sacraments. Each sacrament, particularly the Eucharist, is a means to a full and real encounter with Christ. Students examine each sacrament in detail so as to learn how they may encounter Christ throughout life.

***Life in Jesus Christ***

This course helps students understand the moral life. Only in Christ can human beings discover the fullness of life. Disciples of Christ are guided by moral concepts and precepts of Christ and his Church. Students probe these moral teachings and reflect upon their implications.

2 semesters

941 <b>Theology IV</b>	1.00 cr.	Honors	Gr. 12
942 <b>Theology IV</b>	1.00 cr.	College Prep	Gr. 12

***Social Justice***

This one-semester elective course awakens students to the social dimension of Christian faith and begins to empower them to respond to critical modern issues. Human dignity, multicultural appreciation, economic justice, personal and global peacemaking, science, and technology are discussed in light of Gospel values and current Church teachings. Practicing Christian service and working toward justice are integral elements of this course.

***Responding to the Call of Jesus Christ***

The purpose of this course is to help students understand the vocations of life: how Christ calls us to live. Married life, single life, priestly life and consecrated life are explored. Students reflect upon what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

2 semesters

947 <b>Medical Ethics</b>	.50 cr	Honors	Gr. 12
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## Regina Chesterton Academy

VISION : To prepare leaders for the New Springtime.

MISSION: To **recover** the discarded intellectual treasures that form and bind Western Civilization.

To **rebuild** the cornerstone of society through the bricks of truth and the mortar of virtue one family at a time.

To **reignite** a New Evangelization built on the unity of Faith and Reason.

It begins with a classical, integrated curriculum. Students read Homer, Plato, Aristotle, Euclid, Virgil, Dante, Chaucer, Shakespeare, St. Francis of Assisi, St. Thomas Aquinas, St. Teresa of Avila, Dostoyevsky. . . and G.K. Chesterton. Regina Chesterton Academy students study the Old Testament, the New Testament, and the Catechism of the Catholic Church. History, literature, philosophy, and theology are braided together. The sciences and the humanities are also intimately connected, so that the logic of math is seen in philosophy, and God's handiwork is seen in the sciences. *Faith and reason meet in every class.* Equal emphasis is given to the arts, so that every student learns to draw and paint, sing in the choir, act on the stage, give speeches, and engage in debate. Each year builds on the previous, so that by the end of senior year, we have articulate, clear-thinking, well- rounded, and, very importantly, joyful human beings.

Our rigorous and integrated curriculum prepares students for success on the SAT and ACT standardized tests and positions students to do well on AP, CLEP and SAT subject exams.

### CURRICULUM OVERVIEW

	<b>Freshman Year</b>	<b>Sophomore Year</b>	<b>Junior Year</b>	<b>Senior Year</b>
	The Ancient World	The Early Medieval Period	High Middle Ages to the Renaissance	The Modern World
<b>HUMANITIES</b>				
<b>LITERATURE</b>	Homer, Sophocles, Virgil, GKC: Orthodoxy	Augustine, Chaucer, Shakespeare, GKC: Ballad of White Horse, St. Francis	Dante, Shakespeare, Cervantes, GKC: St. Thomas Aquinas	Austen, Dickens, Dostoyevsky, poetry, short stories, GKC: Everlasting Man
<b>HISTORY</b>	Early Civilization, Greece, Rome	Early Church History, Early Medieval, Crusades –or– AP Government	High Middle Ages, Renaissance, Reformation, Counter-Reformation – or – AP US History	American Revolution, French Revolution, Civil War, Industrial Revolution, Communist, Sexual Revolution
<b>THEOLOGY/ PHILOSOPHY</b>	Pre-Socratics, Intro to Plato and Aristotle, Formal Logic, Rhetoric Old Testament, Theology of the Body	Plato and Aristotle New Testament	Aristotle, St. Thomas Aquinas, Early Modern Philosophy Catechism	Economics Philosophy (Hobbes, Rousseau, Locke, Smith, Marx, GKC, Belloc) Apologetics
<b>LANGUAGE</b>	Latin I*	Latin II	Latin III or Spanish I, Mandarin I	Latin IV, Spanish II, Mandarin
<b>MATH &amp; SCIENCE</b>				
<b>MATHEMATICS</b>	Algebra I, Algebra II*	Algebra II, Geometry (Analytical/Euclidean)	Algebra II, Geometry (Analytical/Euclidean) Pre-Calculus**	Calculus I, Math Elective (AP Calculus, Statistics) or Other Discipline Elective
<b>SCIENCE</b>	Physics	Biology	Chemistry	Science or Other Discipline Elective
<b>FINE ARTS</b>				
<b>MUSIC</b>	Choir, Music Theory and Appreciation or Band	Choir, Music Theory and Appreciation or Band	Choir, Music Theory and Appreciation or Band	Choir, Music Theory and Appreciation or Band
<b>ART</b>	Art I	Art II	Art III	Art IV
<b>Physical Education</b>		Physical Education/Health		

\*Dependent upon placement test and/or prior study

\*\*Summer bridge courses may be available

All courses will be weighted at the Honors level.

**116 RCA Ancient Literature**

**1.00 cr. Honors Gr. 9**

This course introduces students to ancient epic poems written by Homer, Virgil, and the Greek dramatists. Readings include: *Mythology* (summer reading) *Iliad, Odyssey, Prometheus Bound, Agamemnon, Antigone, Aeneid.*

2 semesters

**126 RCA Early Medieval Literature**

**1.00 cr. Honors Gr. 10**

This course introduces students to some of the best and most important literature of the Middle Ages (roughly 400-1500 AD). Readings include: *The Ball and the Cross* (summer reading), *Aeneid, Confessions, Beowulf, Song of Roland, Le Morte d'Arthur (Arthurian Legends), Canterbury Tales, Macbeth, The Ballad of the White Horse.*

2 semesters

**216 RCA Ancient History**

**1.00 cr. Honors Gr. 9**

This course studies the ancient times of human civilization from its earliest beginnings up to the Incarnation. Topics covered: Mesopotamia, Egypt, Levant, Persia, Early Greece, Golden Age of Athens, Alexander the Great, Hellenistic Age, Rome's Regal Era, Republic Era, and the Beginning of the Imperial Era. Readings include: *Christ the King, Lord of History* (Tan Books and Publishers, Inc.) Chesterton Academy History 9 Binder (primary source selections).

2 semesters

**226 RCA Early Medieval History**

**1.00 cr. Honors Gr. 10**

This course studies the history of the world, with emphasis on Europe, from the time of the Incarnation until the High Middle Ages. Topics covered: Early and Late Roman Empire, Early Middle Ages; and the Beginning of the High Middle Ages. Readings include: *Christ the King, Lord of History* (Tan Books and Publishers, Inc.) Chesterton Academy History 10 Binder (primary source selections).

2 semesters

**916 RCA Theology/Philosophy**

**1.00 cr. Honors Gr. 9**

The Old Testament is the basis of study in this course. Students learn the four modes of Biblical interpretation. Work focuses on the prefigurations of Incarnation and Sacraments. The goal is a strong literacy in the facts, themes and images in the Old Testament. Students will be able to: Explain the story of Creation and the growth of the people of God, understand the 4 senses of Scriptural Interpretation, demonstrate appreciation of Lectio Divina and the Psalter and identify Old Testament pre-figures of Christ and His Church. Readings include: The Ignatius Bible (RSV) (Ignatius Press) *Understanding The Scriptures: A Complete Course On Bible Study* (The Didache Series). The study of philosophy begins with philosophical grammar, formal logic, logical fallacies and the elements of rhetoric. Students then read Plato's Gorgias as an introduction to Platonic thought. An introduction to Aristotle is also included. Students will be expected to understand the importance of philosophic grammar, logic, and rhetoric, demonstrate knowledge of Logical Fallacies & Syllogisms, and appreciate the importance of the human questions raised by the ancient philosophers.

2 semesters

**926 RCA Theology: New Testament/Philosophy**

**1.00 cr. Honors Gr. 10**

The New Testament is the focus of this course. Students learn to see the fulfillment of the promises of the Old Testament in the coming of the Incarnation and the establishment of the Church. Special focus will be given to literacy of the Gospels, but also time will be taken to work through the doctrinal implications of the later Epistles. Course materials include: The Ignatius Bible (RSV) (Ignatius Press), *Understanding The Scriptures: A Complete Course On Bible Study.*

2 semesters

## Vocational and Career Technical Courses

Following is the list of courses available through the Delaware County Area Vocational Technical Schools located in Aston and Folcroft.

Students enrolled in Vo-Tech take three morning classes at O'Hara and afternoon classes at the Vo-Tech school. Bus transportation is provided by school districts. Additional information and Vo-Tech applications may be obtained from the Academic Office.

873      **Vo-Tech**  
3.00 cr.   Academic                      Gr. 11-12

- Building Trades
- Carpentry
- Industrial and Residential Electricity
- Heating, Ventilation, Air Conditioning and Refrigeration (HVAC)
- Landscape Design and Greenhouse Operations
- Cosmetology
- Culinary Arts and Hospitality
- Early Childhood Education
- Emergency and Protective Services
- Health Occupations
- Medical Careers
- Automotive Technology
- Collision Repair Technology
- Materials and Inventory Control
- Advertising Design & Commercial Art
- Applied Engineering Technology
- Business Administration and Technical Support
- Computer Networking Systems

### MEDICAL CAREERS

Medical Careers is a year-long course available to seniors who are interested in pursuing post-secondary education to prepare for a career in the health care industry. Curriculum is divided into three areas: Academics, Clinical Rotation, and Patient Care Skills. Students attend school at local hospitals and courses count for two Honors Science courses. Applications are available in the Academic Affairs office.